

English World

Student's Book

10

B2



MACMILLAN

Mary Bowen, Liz Hocking & Wendy Wren

Unit	Reading	Reading comprehension	Grammar	Language practice
1 It's headline news! Page 6	<i>Another first for Bay City College!</i> a newspaper report	literal questions; layout questions; inferential and deductive questions; personal response	inversion for emphasis and dramatic effect <i>Away ran the boy.</i> inversion with direct speech <i>"Hello," said Ben.</i>	Punctuation: ending a sentence; apostrophes Language use: complex sentences
2 I am writing to say ... Page 16	<i>After the Arts Day</i> a formal letter of thanks; an informal letter to a friend	literal questions; formal and informal phrases; letter formats; inferential questions; personal response	inversion in conditional sentences with a formal context <i>Should you change your mind, I'll be happy to talk to you.</i>	Punctuation: commas Language use: informal writing
Study skills 1	Editing			
3 This house believes ... Page 28	<i>Bay City College debating competition</i> a discursive text	literal questions; paragraph analysis; definitions; inferential and deductive questions; personal response	concessive clauses with <i>though</i> , even <i>though</i> , <i>although</i> , <i>Though it was sunny, it was cold.</i>	Punctuation: colon, semi-colon Language use: simile and metaphor
4 What career? Page 38	<i>Archaeology Now</i> advice, guidance and information on a website	literal questions; definitions; distinguishing advice and information; inferential questions; personal response	future perfect continuous <i>At ten o'clock the men will have been working for twelve hours.</i>	Punctuation: direct speech Language use: missing words <i>Just starting?</i> elision <i>She likes the humble as much as the exotic.</i>
Life skills 1	Creating your CV			
5 Look what they did! Page 50	<i>A Balloon Debate</i> biographical writing as autobiography for class debate	literal questions; inferential and deductive questions; personal response	inversion of subject and verb in a formal context <i>So great was his surprise that he fell off his chair.</i>	Punctuation: quotations Language use: features of formal writing
6 In performance Page 60	<i>Let's go live!</i> a discursive essay	literal questions; vocabulary and structure questions; inferential and personal response questions	articles with place names in a town or city <i>Mayfair, Oxford Street, the British Museum, the Dorchester Hotel</i>	Punctuation: brackets and dashes Language use: ... matter, who/when/where, etc. + ever
Study skills 2	Dictionary overview			
7 In suspense Page 72	<i>Escape!</i> an extract from an adventure story	literal questions; vocabulary, structure and style questions; inferential and personal response questions	make/let someone do something <i>It made her cry.</i> <i>We let it go.</i> <i>dare (to), help (to)</i> <i>I helped her (to) sit.</i> <i>He dared us (to) go.</i>	Punctuation: revision of direct speech Language use: of or possessive 's
8 Moving on Page 82	<i>Bobbie-Jo's diary</i> entries from a diary	literal questions; vocabulary, style and structure questions; inferential and personal response questions	passive reporting verbs <i>It is believed to be an original painting.</i>	Punctuation: revision of brackets and dashes Language use: expressions with unusual tenses
Life skills 2	Personal statement			
9 Being different Page 94	<i>Famous Firsts!</i> an informative magazine article	true/false questions; vocabulary and structure questions; inferential and personal response questions	verbs followed by gerunds and/or infinitives <i>I stopped running.</i> <i>I stopped to look.</i>	Punctuation: revision of colon, semi-colon Language use: meanings of get
10 Changes Page 104	<i>Book Reviews</i> book reviews	literal questions; vocabulary, inferential and deductive questions; personal response questions	reported speech: varying reporting verbs and constructions <i>He promised to do it.</i> <i>She denied it was hers.</i>	Punctuation: a round-up in brief Language use: constructions with prepositions
Study skills 3	Exam strategies			

Grammar in use	Listening and speaking	Writing features
auxiliary verbs <i>do, does, did</i> for emphasis <i>We did enjoy the party.</i> to avoid repetition <i>Joe works harder than I do.</i>	Listening comprehension: radio broadcast true/false/not stated Individual speaking: an event in the news	information and opinion SB: features and assignment WB: planning sheet
figurative language for descriptions <i>like: it was like a raging bull.</i> <i>as ... as: as stubborn as a mule</i> <i>as if: it was as if the sky had fallen in.</i> <i>as though: ... as though her legs were made of jelly.</i>	Functions of English: expressing likes / dislikes / preferences Listening comprehension: dialogue literal questions	formal and informal letters SB: features and assignment WB: planning sheet
prepositional phrases <i>in spite of, apart from, because of, in common with, in favour of, owing to, instead of, due to, according to, thanks to, in addition to, etc.</i>	Listening comprehension: monologue multiple choice Individual speaking: a favourite singer, musician, etc.	discursive writing SB: features and assignment WB: planning sheet
present continuous + <i>always</i> for habitual actions <i>Archaeologists are always complaining about their knees.</i>	Functions of English: expressing certainty, probability, possibility Listening comprehension: dialogue multiple choice and literal questions	information and advice SB: features and assignment WB: planning sheet
articles with geographic names: <i>the River Thames, Lake Baikal, the Atlantic Ocean, Mount Everest, the Himalayas, etc.</i>	Listening comprehension: travel programme literal questions and cloze: listening for gist and detail Individual speaking: an interesting foreign country	discursive writing SB: features and assignment WB: planning sheet
repetition of comparative adjectives and adverbs, verbs and nouns <i>faster and faster, bigger and bigger, run and run, students and students</i>	Functions of English: apologising and responding Listening comprehension: dialogues literal questions	discursive writing SB: features and assignment WB: planning sheet
echo questions <i>'Anna is ill.' 'Is she?'</i> <i>'I never buy sweets.' 'Don't you?'</i>	Listening comprehension: film soundtrack multiple choice and true/false/not stated Individual speaking: thrillers	story endings SB: features and assignment WB: planning sheet
echo tags <i>'That's cheap!' 'It is, isn't it?'</i> <i>'It wasn't fair.' 'It wasn't, was it?'</i>	Functions of English: speculating (guessing) about the present and the past Listening comprehension: dialogue literal questions	autobiographical writing SB: features and assignment WB: planning sheet
uses of <i>dare</i> and <i>need</i> <i>He doesn't jump.</i> <i>Did they dare speak?</i> <i>You needn't answer.</i> <i>Does she need to leave now?</i>	Listening comprehension: radio programme: multiple choice Individual speaking: a well-known person who did something first	informative writing SB: features and assignment WB: planning sheet
zero article before some nouns <i>He's in hospital.</i> <i>She works at the hospital.</i>	Functions of English: expressing and responding to surprise and disbelief Listening comprehension: dialogue true/false/not stated	information and opinion SB: features and assignment WB: planning sheet

Bay City International College

Bay City International College was established in 2005. Some of the students come from Bay City but most of them come from abroad. They are studying at the college because their parents have come from many different parts of the world to work in and around Bay City. The college has over 500 students, aged between 12 and 18. The principal is Miss Helen Jackson.



Hi. My name's Todd Olsen and I'm American. My family came to Bay City five years ago when my dad got a job with an oil company. He's an engineer.



My name's Lucie Duval and I'm French. My father is an airline pilot for Bay Air.



Hi. I'm Florence Duval. I'm Lucie's sister.



My name is Gustav Bindman. I'm 17 years old and I come from Vienna in Austria.

I'm Natasha Simms. Everyone calls me Tasha for short. I'm 18 and I come from Bristol in the UK. My parents are working as architects here in Bay City.



My name's Rudi Henning and I come from Johannesburg in South Africa. My dad runs the big Golf Hotel just outside Bay City.



Hi. I'm Vincenzo Airoidi and I come from Milan in Italy.



My name's Ramon Acosta. I'm 17 and I'm from Mexico. My parents are both doctors at Bay City Hospital.

My name is Eva Zemanova. I come from Prague, the capital of the Czech Republic.



Hello. I'm Marit Ekman and I'm from Sweden. I've been at the college for three years. My dad runs a travel company and my mum is a professional photographer.



Hello. I'm Zafira Karam. My family is originally from Lebanon but I was born in Bay City. My parents own a Lebanese restaurant. It's one of the best restaurants in Bay City.



My name's Giorgio Bianco and I'm Italian, too.



Hi. I'm Liam Devlin and I'm Irish. My dad works at the oil refinery.



My name's Mimi Bon and I come from Montreal in Canada. My father is a scientist and my mother teaches French here at the college.



My name is Kurt Asper and I come from Switzerland. I've been a student at the college for four years.



I'm Helen Jackson. I've been the principal of Bay City International College since it opened in 2005.



It's headline news!

Start-up Use WB p5 for your notes.

For more than 100 years newspapers have played an important part in informing people about events, and in providing comment and analysis.

Times.

NEWS

WHEN THE WATER BOILS

NEWS

HOW FAR CAN WE GO?



News magazines cover events in more detail and often include features on a specific subject of current public interest.

The news is broadcast regularly on main TV channels. Some channels run news continuously. Journalists send live reports and viewers can see events as they happen.

Do you like to know what is going on around you? Why?

Are you interested in hearing what is happening in your city / country? What local events and activities do you like to know about?

Do you follow the national news? What kind of news stories are you interested in?

Are you interested in world news? Why? Why not?

Reading

- You will read a newspaper report about an Arts Day at the International School. Has an event at your school ever been reported in a newspaper? What was it? When was it? Has your school ever been on TV?

Vocabulary

- These words are in the report: *highlight, judge, flamboyant, sequence, praise, exquisite*. Look up any you cannot remember or guess.
- Find out what these phrasal verbs mean: *come up with, pull out, step in, stand in for*.

Grammar


- You will look at **inversion of subject and verb**. What is the subject verb order in these sentences? *Here comes the bus. The bus is coming.*

Language practice


- Punctuation: ending sentences. Apart from a full stop, what other marks end a sentence?
- Using apostrophes. Think of two different reasons for using an apostrophe.
- Language use: You will look at compound sentences and complex sentences. Think of five conjunctions that can join two main clauses in a compound sentence.





 You can look up the news anywhere in the world on the internet. You can often see live videos of important events or short clips taken by mobile phones and posted on the internet.



 People listen to radios indoors, outdoors and in their cars. Many radio stations give the news in brief every hour and have longer news programmes too.

Grammar in use

- You will hear a discussion about the music performance at the festival.
- You will study how auxiliary verbs can be used for **emphasis**: *I really did enjoy that film!*
to **avoid repetition** of the main verb: *Leo speaks French better than Joe does.*
What does Joe do?

Listening and speaking

- You will listen to a news bulletin. **Find out what a bulletin is.**
- You will prepare a presentation on a recent news event. **List three different events you have heard about recently, either local, national or international.**


Conversation focus

Kurt is using the computer in the library when Liam arrives.

- Listen to their conversation.
- Read the questions on Workbook page 5. Listen again and answer the questions.
- Talk in a group about how you follow the news. Use the photos and information on this page to help you, as well as any of your own ideas. Ask:
Do you read ...?
Do you watch / listen ...?
Say: I follow the news ... I use ... I never ...

Writing

- You will write a news report of a performance day at your school. **Think of three different kinds of performance that could be presented to an audience in school.**

 Mobile phones receive information from the internet. With a mobile phone you're never out of touch. You can keep up with the news, anywhere, any time.



Another First for Bay City College!

by Jago Matarian, Arts correspondent

- 1 In July I reported on the first festival. It was a huge success for Bay City International College and the student organisers. Now the students have come up with another new idea: a DVD containing all the main festival events and more.
- 2 The disc was launched yesterday during a special Arts Day in the College's Great Hall and received a tremendous reception from an enthusiastic audience. Headmistress, Miss Helen Jackson, told the audience how proud she was of what the students had achieved in putting on the festival. She believed that the festival had exceeded people's expectations and now the DVD would make the festival events available to an even wider audience.
- 3 The festival music programme attracted huge audiences, especially *The River Boys'* open-air concert on the first night when more than 1,000 people crammed onto the college football pitch to watch their show on the outdoor stage. Video clips from this spectacular opening event have been on the college website for several weeks but now the complete concert is on the DVD. Not only that, but there's an extra special track. Music student Gustav Hindman explained, 'I thought their music was so amazing that I contacted the group and asked if they would write something for the school orchestra. We play a lot of classical music but we need to expand our repertoire, of course. Not only did they write a song for



The opening moments of *The River Boys'* concert now on disc.

- us, but they came and performed it with us and it was recorded for the DVD. That's another first!
- 4 The impressive dance programme included more than 150 performers from 15 different countries performing traditional dances from around the world. The DVD gives a flavour of all of these. For me, the highlight of the dance events was the ballet performance which ended the festival and the whole of the final act is included on the disc. Festival organiser Tasha Simms said, 'The college is lucky to have some very talented dancers among the students and Eva Zemanova, who comes from the Czech Republic, was able to put us in touch with a professional dance company from her country. We were delighted that they came and very pleased for Eva that she had the opportunity to stand in for an

injured ballerina and dance with the company on the last night of the festival. Now she's on the DVD, too!'



The stunning masked costume worn by Eva in the last act of the ballet.



The sculpture garden



Circus skills enthralled the onlookers.



The rare Chinese vase that Professor Barnes uncovered 20 years ago.

- 5 A sequence of photographs by art student Lucie Duval is an unusual and striking feature of the DVD. She documented visitors' reactions to the sculpture garden that was so popular with everyone, especially the children, who were encouraged to touch the sculptures. She also photographed the festival as a whole and, judging by those that were exhibited at the launch, the DVD has some remarkable pictures of events ranging from children's puppet shows to the stunningly beautiful artefacts shown by Professor Barnes in his talk on Art and Archaeology, which so many people found fascinating.
- 6 One disappointment had been the cancellation of Eliza Brodie's appearance. The flamboyant, best-selling author pulled out at the last moment following the million-dollar offer made to her by a Hollywood studio for her book *Himalayan Adventure*, now being filmed on location in India. Fortunately, the literature programme was rescued (and in my view, improved) by Miss Jackson. She got in touch with the well-known science fiction writer,

Anthony Holt, with whom she was a student at London University many years ago. He told Miss Jackson that he would be thrilled to replace Miss Brodie. As well as the author reading from his best-known title, *Over the Edge*, the DVD has an exclusive interview with him about his latest novel, which is soon to be published. Rudi Henning told me, 'Anthony Holt is great. He's a real inspiration to us all and very modest about his immense success. All of us on the festival committee were tremendously grateful to him for stepping in at the last moment.'

- 7 At yesterday's College Arts Day there was nothing but praise for the students who had organised the festival. 'They showed a lot of imagination in their choice of events,' said one visitor. 'Brilliant fireworks,' said another. 'We really did enjoy everything,' one elderly lady told me. 'My husband likes music more than I do, but I thought the *Incredible Golden Jazz Band* was delightful. And the chamber orchestra from London was just exquisite. We're buying the DVD and

we'll definitely come to the next festival.'

- 8 Will there be another festival next year? Miss Jackson said, 'I've already asked the students if any of them will volunteer again. Up went the hands, without a moment's hesitation. I was very touched by their enthusiasm. So there it is! There is our decision! I think we've started a tradition,' she added, 'and there are many in Bay City who will applaud that.'



Festival fireworks photographed by Lucie Duval

Reading comprehension

1 Scan the newspaper report to find the answer to these questions.

- 1 What did Miss Jackson tell the audience at the launch?
- 2 How many people watched *The River Boys*?
- 3 Where was the concert held?
- 4 What did Gustav ask *The River Boys* to do?
- 5 How many dancers were involved in the traditional dances?
- 6 How many countries were represented?
- 7 Where did Eva come from?
- 8 Who took the photos of the sculpture garden?
- 9 What was Professor Barnes' talk about?
- 10 What kind of books does Anthony Holt write?

2 Discuss these questions about the way the report is written.

- 1 How is the article laid out?
- 2 What tells you what the article is about?
- 3 How is it divided up?
- 4 Which paragraphs tell the reader about
 - a Lucie's photos
 - b what visitors to the Arts Day said
 - c the music programme
 - d whether there will be another festival
 - e the replacement of Eliza Brodie
 - f the dance programme.
- 5 What key information does the first paragraph give?
- 6 How do you know what the pictures show?

3 Complete the meanings of these phrases without using the hyphenated adjective in your answer. Use your dictionary if you need to.

- 1 best-selling author: an author who
- 2 open-air concert: a concert which
- 3 well-known author: an author who
- 4 best-known title: the title of a book which

4 Discuss your answers to these questions in pairs or groups.

- 1 Are you surprised that Gustav asked *The River Boys* to write a piece of music especially for the school orchestra? Why? / Why not?
- 2 Why do you think that people were fascinated by Professor Barnes' talk on Art and Archaeology? Think of several reasons.
- 3 Why do you think the Hollywood film offer caused Eliza Brodie to pull out of the festival?
- 4 What opinion do you think the writer has of Eliza Brodie and Anthony Holt?
- 5 Why do you think students didn't hesitate to volunteer to organise another festival? Think of at least two reasons.

Remember that an informative talk has:

- **content** (the information that the person gives)
- **form** (the methods by which the information is presented)
- **style** (the way in which the information is presented)

5 What do you think?

- 1 Do you agree that the festival DVD was a good idea? Why? / Why not?
- 2 Which of the DVD items mentioned in the article would you like to watch? Why?
- 3 If you were a student at the International School, would you volunteer to help with the next festival? Why? / Why not? What would you volunteer to help with?

Read.

Todd, Tasha and Lucie were sitting in the school library waiting for the other members of the festival committee. Suddenly, they heard running footsteps in the corridor outside and **into the room burst Ramon**, waving a newspaper in his hand. "Look at this!" he exclaimed. "There's an article about our DVD in the *Bay City News*."

"What does it say?" **asked Lucie**.

"They love it!" Ramon replied.

Before they could read the newspaper article, **in walked Miss Jackson**. "What a marvellous report!" she said. "Well done, everyone! I'm so proud of you!"

"We've been talking about this year's festival," **said Todd**.

"We can't wait to get started," **added Tasha**.

"Excellent!" Miss Jackson replied. "I'm just going to a meeting with the school governors," she continued. "I'll tell them the good news." And, smiling broadly, **off she went**.



Answer the questions.

- 1 Why were Todd, Tasha and Lucie in the library?
- 2 Was Ramon excited? How do you know?
- 3 Why is Miss Jackson proud of the students?
- 4 Why was she smiling when she left?

Change the sentences as in the example.

- 1 The horse galloped away.
Away galloped the horse.
- 2 The balloon rose into the sky.
- 3 The lion sprang onto the zebra.
- 4 The eagle swooped down.
- 5 The crowd streamed out of the stadium.
- 6 The children stood there.

Choose your own verbs to complete the sentences.

- 1 Up ... the mountaineers.
- 2 Off ... the athletes.
- 3 Down ... the rain.
- 4 Into the pool ... the children.
- 5 Over the mountains ... the birds.
- 6 Onto the pitch ... the fans.

5 Use your own ideas to complete the sentences. Invert subject and verb. Try not to use say.

- 1 "Goal!" "Goal!" *shouted the crowd.*
- 2 "Help!"
- 3 "Where is your homework?"
- 4 "Sh! The baby's sleeping."
- 5 "Please, help me. Please!"
- 6 "Oh! What a surprise!"

Word order: inversion of subject and verb

- 1 The subject of a sentence usually appears before the verb:

The boy ran away.

The horse leapt over the fence.

If the adverb or adverbial phrase of place comes first in the sentence, the subject and verb can be inverted:

Away ran the boy.

Over the fence leapt the horse.

There is no inversion if a pronoun is used:

Away he ran.

Over the fence it leapt.

Putting the adverb or adverbial phrase at the beginning makes the sentence more dramatic.

- 2 In direct speech the subject and verb of the reporting phrase can also be inverted when it follows the direct speech:

"Wait a minute!" the boy said.

"Wait a minute!" said the boy.

There is no inversion if a pronoun is used:

"Wait a minute!" he said.

Language practice

A Punctuation

1 Ending sentences

There are three ways to end a sentence.

- full stop: *In July I reported on the first festival.*
- question mark: *Will there be another festival?*
- exclamation mark: *'That's another first!'*

Finish each sentence with the correct punctuation mark.

- 1 When is the next festival
- 2 It was amazing
- 3 The sculpture was popular

2 Apostrophes in contractions

If something contracts, it gets smaller.

Contractions are words that have been made smaller by missing out letters. An apostrophe is used instead of the missing letter[s].

We're buying the DVD He's a real inspiration.

1 Add the missing apostrophes to these words.

- 1 theres
- 2 shes
- 3 well
- 4 weve
- 5 couldnt
- 6 its

2 Write the contraction of these pairs of words.

- 1 they are
- 2 who had
- 3 I have
- 4 Eva is

3 Apostrophes of possession

These apostrophes are used to show who owns or has something. If the owner is singular, use 's: *the College's Great Hall Anthony Holt's book*

1 Write these sentences correctly. Find the owner and add the apostrophe.

- 1 The committees hard work paid off.
- 2 Anthonys new book will soon be published.
- 3 Lucies photographs were stunning.

If the owner is plural and ends in s, use s'.

The River Boys' open-air concert

2 Write these sentences correctly. Find the owners and add the apostrophe.

- 1 The visitors enjoyment was obvious.
- 2 The students new idea is a DVD.
- 3 The dancers performance was amazing.

If the owners are plural but do not end in s, use 's. *exceeded people's expectation*

3 Write these sentences correctly. Find the owners and add the apostrophe.

- 1 The childrens favourite was the circus skills.
- 2 The reporter asked for peoples opinion.

B Language use

Complex sentences

You already know about **compound sentences**: two main clauses joined by a conjunction, e.g. *I like films but I hate TV.*

Underline the main clauses and circle the conjunction.

You have learned about **complex sentences**: a main clause with at least one subordinate clause, e.g. *I like films, especially if they have lots of action.*
A subordinate clause gives extra information.

Underline the main clause and put the extra information in brackets.

Some complex sentences have two main clauses joined by a conjunction and one or more subordinate clauses.

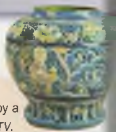
1 Read this sentence from the newspaper report and answer the questions below.

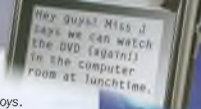
She also photographed the festival as a whole and, judging by those that were exhibited at the launch, the DVD has some remarkable pictures ranging from children's puppet shows to the stunningly beautiful artefacts shown by Professor Barnes in his talk on Art and Archaeology, which so many people found fascinating.

- 1 What did Lucie photograph?
- 2 When were some of her photos exhibited?
- 3 How are the pictures on the DVD described?
- 4 What different things did Lucie photograph?
- 5 Who showed the artefacts and when?
- 6 What did people think of his talk?

2 Do the following to the sentence from the report.

- 1 Circle the conjunction. Underline two main clauses. Put the clauses with extra information in brackets.
- 2 Rewrite the sentence. Use as many sentences as you like. Include the same information.
- 3 Compare your sentences with the original sentence. How many words have you used?
- 4 Read your sentences and the original sentence aloud. Discuss these questions.
 - a Which is easier to understand?
 - b In your opinion, which sounds better? Why?
 - c Why did the reporter choose to write all the information in one sentence?





Listen and read.

Tasha: I never get tired of watching *The River Boys*.

Todd: You did such a great job filming it, Tasha.

Rudi: What an awesome night!

Tasha: The crowd **did enjoy** it, didn't they?

Ramon: Look! There we are in the front row! We **do look** funny!

Lucie: The drummer's brilliant. And to think he was a student at our school, too.

Rudi: What? You didn't tell me that!

Lucie: I **did tell** you. You just weren't listening – as usual.

Todd: Oh! Hello, Miss Jackson! Is something the matter?

Miss Jackson: Hello, everyone. I'm afraid so, Todd. I've just been speaking to the governors and I'm sorry to say it's bad news. While the festival was a huge artistic success, it **does appear** that financially it was not. We made a loss and the governors are insisting that this money must be paid back to the college.

Rudi: How on earth can we do that? Is it a lot of money?

Miss Jackson: They're also saying that next summer's festival must make a profit. If not, all future festivals will be cancelled. Now, I want the arts festival to continue as much as you **do** so you need to think very carefully about what I've just told you.

Lucie: Two minutes ago I was feeling really happy but now ...

Cover the dialogue and answer the questions.

- What are the students watching?
- What do you know about *The River Boys'* drummer?
- What did the governors tell Miss Jackson?
- What must the festival committee do?
- Will there be a second festival?
- Will there be a third festival?

Change the sentences as in the example. Use **do**, **does** or **did** to emphasise the verbs.

- The River Boys* play well.
The River Boys do play well.
- The audience enjoyed the concert.
- Miss Jackson looks worried.
- The governors make harsh decisions sometimes.
- The festival achieved artistic success.
- Lucie feels miserable.

Use **do**, **does** or **did** to contradict the statements.

- He doesn't understand.
He does understand.
- Gustav didn't enjoy the concert.
- The festival didn't make a loss.
- The students don't want another festival.
- The drummer doesn't play well.
- You don't listen.

Use **do**, **does**, or **did** to complete the sentences.

- I want the festival to continue as much as you ...
- Jane works harder than her sister ...
- He went to the same school as his father ...
- My brother likes sport more than I ...
- Did you enjoy the concert as much as we ...?
- The students don't speak English as well as their teacher ...

You can use the **auxiliary verbs** **do**, **does** and **did**

- to give emphasis to a verb:
*We **did enjoy** the party!*
= We enjoyed the party very much.
*He **does complain** a lot.*
= He really complains a lot.
- to contradict a previous negative statement:
*A: He **didn't work** in New York.*
*B: You're wrong. He **did work** in New York.*
*Or: You're wrong. He **did**.*
*A: You **don't understand**.*
*B: I **do understand**! Or: I **do**!*
- to avoid repetition of a verb:
*Jane works harder than her brother **does**.*
*I got the same mark that you **did**.*
*You speak French better than we **do**.*

Find examples of 1, 2 and 3 in the dialogue.

Listening and speaking

Listening comprehension

1 Listen to part of a broadcast from City Radio and answer the questions.

- 1 Who is Dave Fox?
- 2 What is Samatha James's job?
- 3 Who is Andy Barton?
- 4 Can you name five items from the news bulletin?

2 Listen again and write T (true), F (false) or NS (not stated).

- 1 A serious fire broke out on the beach.
- 2 The fire damaged all the apartments in the block.
- 3 The cause of the fire has been established.
- 4 There is only one shopping centre in Bay City.
- 5 Many people drove to the opening of the shopping centre.
- 6 Samantha James mentions three sports in her report.
- 7 The Symphony Orchestra is going to play more than one concert in Bay City.
- 8 Tickets for the first concert have sold out.
- 9 Dave Fox went to the arts festival at Bay City International College.
- 10 Samantha James prefers classical music to pop.
- 11 It might rain later today.
- 12 Bay City Radio broadcasts News Extra five times a day.

3 Compare your answers in groups. Correct the false statements.

4 Talk about the statements which you marked NS (not stated). Why did you choose these answers?

5 Talk about it.

- Which items of news did you find most interesting? Why?
- If you could go to either the football match or the concert, which would you choose? Why?

Individual speaking

You are going to talk about an event which is in the news now or which has been in the news recently. You can choose an international, national or local event.

Preparation in groups:

- 1 Do you think it is important to follow the news? Why? / Why not?
- 2 How do you follow the news? (radio / TV / online / newspapers / other?)
- 3 What events have been in the news recently?

Think about a) international events, b) national events, c) local events.

- 4 What do you know about the events you listed in a), b) and c) above?

Now tell the rest of the class about your discussion.

 **WPT**



Newspaper report

You have read *Another First for Bay City College*, a newspaper report about the festival held at the International School. The reporter has included **information** about the festival, the **opinion** of the organisers and audiences, and his own **impression** of the event.

Checklist

- ▶ **Headline** A headline must catch the reader's eye and make him or her want to read on.
What is the headline of the newspaper report on pages 8 and 9?
Why do you think the headline doesn't say what the 'First' is?
- ▶ **By-line** The by-line is the name of the person who wrote the article.
Who wrote the article?
What other information does the by-line give you?
- ▶ **Opening paragraph** The headline has made readers want to read the article. The opening paragraph must keep readers interested and let them know what the article is about. It gives very specific information.
What is it about? **When** did it happen?
Where did it happen? **Who** was involved?
- ▶ **Facts** Newspapers report facts, e.g.
Not only did they write a song for us but they came and performed it.
They may include statistics, e.g. more than 1,000 people ...
Find two examples of facts and statistics in the report.
- ▶ **Sequence** The reporter has not written about the festival in the order in which things happened. He has grouped together facts and opinions about events in the festival in each paragraph, e.g. Paragraph 3: music in the festival.
Briefly say what each paragraph in the report is about.
- ▶ **Opinions** Reporters often include what people think about what has happened.
They **quote** the words actually spoken, e.g.
'We really did enjoy everything,' one elderly lady told me.
They report what people think about what has happened.
Headmistress, Miss Jackson, told the audience how proud she was ...
They express their personal opinion, e.g.
For me, the highlight of the dance was the ballet performance ...
Find another example of a quote, a reported statement and a personal opinion.
- ▶ **Past tenses** Most newspaper reports are written about things that have happened.
They are written in past tenses, e.g.
I reported on ... The disc was launched ...
Find three examples of past tenses in the report.
- ▶ **Captioned illustrations** Illustrations – photographs, diagrams, maps, etc., help the reader to understand what the report is about.
Photographs are often captioned, e.g. Festival fireworks
Find another example of a captioned photograph in the report.



Writing assignment

You have read and discussed a newspaper report about the festival at Bay City College. You are now going to imagine that your school has held a 'performance day' with music, dance, readings, sports displays, etc. Write a newspaper report about the performance day.

Go to p13 in your Workbook for help with your planning.

I am writing to say ...

Start-up Use WB p.25 for your notes.

✓ Letter writing is a valuable skill. For centuries it was the *only* form of communication between people at a distance. Educated people spent hours every week writing letters, which took several days to reach the recipient.



✚ The best letter writers were admired for the quality of their writing. Many people kept all the letters they received and important collections exist. Some were written by ordinary people and give details of daily life in the past.

✓ The letters of royalty, politicians and famous authors tell us their thoughts and feelings. Extracts are often included in biographies. They give insight into why and how significant events happened.

Have you ever written a letter to somebody? Who was it? What kind of letter was it and why did you write it?

Have you ever received a personal letter? Who was it from? Did you keep it?

Which form of communication do you use most, email or text messages?

What do you use them for?

What do you think are the main differences between letters, emails and texts?

Reading

- You will read two letters: one is formal and one is informal.

Think of a reason for writing a formal letter. Think of a reason for writing an informal letter.

Vocabulary

- These words are in the letters: *contribution, conservation, assume, intrigue, amateur*. Circle any you cannot remember or guess. Look them up.
- Find out what these phrases mean: *treasure trove, base camp, field trip, art form*.


Grammar

- You will study **inversion in conditional sentences**. What does *inversion* mean? What parts of the sentence do you think could be inverted?


Language practice

- Punctuation: the correct use of commas. Think of two occasions when commas are needed in writing.
- Language use: informal writing. Think of two features of informal writing.



 In modern communications, information and messages are sent by email and with mobile phones. They leave the sender and reach the recipient in a matter of minutes or even seconds.



 Texts, informal emails and social networking messages are usually brief with short forms and abbreviations. Not much attention is paid to the quality of the writing.



Grammar in use

- You will hear a discussion about buying tickets for a concert and paying by credit card. What is a credit card? How is it used? Who can have one? What are the advantages and disadvantages of paying by credit card and not in cash?
- You will study **figurative language**, which describes what something is like. Think of an ending to this sentence: *The setting sun glowed in the western sky like ...*

Listening and speaking

- You will practise expressing likes, dislikes and preferences. Think of one thing you like a lot and one thing you absolutely can't stand.
- You will listen to a conversation about an incident that upset Lucie on the way to school. What incident do you think that might be? Think of two ideas.


Conversation focus

Gustav is tidying up in the music room before school starts when Florence arrives.

- Listen to their conversation.
- Read the questions on Workbook page 15. Listen again and answer the questions.
- Talk in a group about letters and other ways of sending communications to people. Use the photos and information on this page to help you, as well as any of your own ideas. Ask: *Do you send letters / emails / texts? Say: I write ... I think ... are better than ... I don't like ...*

Writing

- You will look at the features of writing a formal and an informal letter. Which of the two of these do you think is easier to write? Why? Give at least two reasons.

 Important information is still sent by letter. People write formal letters for business, for applying for a job or a course. A good quality of formal writing is essential, whether the letter is sent by email or by post.



314 Ocean Avenue
Apt 109
Bay City 99671

22nd October

Professor D Barnes
Department of Archaeology and Ancient History
University of the North
Newcastle

Dear Professor Barnes,

I am writing to thank you very much for allowing us to reproduce the photographs of your Ancient British treasure trove on our festival DVD. As these artefacts have never been publicly displayed, we are most grateful to you for allowing us to include these unique images. Your contribution has made our DVD of special interest to many people.

We have just held an Arts Day in the college during which the DVD was launched. One of the exhibitions set up for the day was a photographic gallery with pictures taken by Lucie Duval. The collection included some of the objects you showed during your talk on Art and Archaeology and these are on the DVD. I am sending you the festival DVD with this letter and I hope you will agree that Lucie's photographs enhance the fine quality and beauty of the objects themselves.

I am also sending a newspaper cutting of a report on the Arts Day, which I hope you will find interesting. As you will see from the report, many people made very positive comments about the last festival which we found very encouraging. We are keen to organise another festival for next year and we are already thinking of how we can make it bigger and better. We are planning to produce a festival programme, illustrated in full colour, giving information about all the events and contributors. As one of our literature events, we are thinking about early writing and hand writing as an art form.

On behalf of the festival committee, I would like to ask you if you would be willing to contribute to our next festival. We understand that you have a special interest in early forms of writing from around the world and we would like to invite you to give a talk on that subject. We would also like to ask you if you would write an introduction to the festival programme. As a main contributor to our first festival, we feel sure that people will be interested to read your thoughts about the second one.

Should you feel able to respond to our requests, we would be delighted to hear from you. Thank you again for all your support and encouragement during the last year.

Yours sincerely,

Natasha Simms

Natasha Simms





56 Central Street
Apt 2
Bay City 99604

24th October

Dear Lee,

I'm sending this letter to the Panda Conservation base camp and hope that you'll get it when you're back from your field trip. How's it all going? I know you've always wanted to get involved in environmental protection so I hope this work experience is living up to your expectations. I'd love to hear about it.

I thought you'd like to know that we've created a DVD of the festival and I've enclosed your free copy! Tasha, efficient as ever, has sent one to your father as well and thanked him again for sponsoring the absolutely sensational fireworks. We were all bowled over by his generosity. There's a great video clip of the display on the disc. I hope you'll be able to look at it. I assume you've got laptops at the base camp. In case you haven't, Lucie printed off one of her photographs. I think it's one of her best. It looks as if a giant hand has scattered fistfuls of coloured lights across the sky. She also printed off the enclosed photo of a panda. Knowing how rare they are now, she was a bit concerned that you might not have seen any. She thought you could pin this one up on the wall, just to remind you what you're looking for!

I've developed quite a passion for pyrotechnics since the summer, by the way. I suppose there are whole factories in China that are devoted to producing all kinds of different fireworks. I'd really like to know how they are designed and made. I know I'm meant to be keeping my mind on chemistry so that I can study to be a doctor (instead of learning how to blow things up!) but I'm intrigued by the colours and shapes that explode in the sky like vast, scintillating jewels breaking apart. Phenomenal! Perhaps I'll be able to visit one day and find out how it's all done.

We've just had a committee meeting for the next festival - yes, we've decided to take the plunge again! We're thinking about including writing as an art form. I remember you saying once that your father is an enthusiastic, amateur calligrapher. I mentioned this at our meeting and the others took a fancy to the idea of inviting him to demonstrate his calligraphy at our next festival. Could you let us know if you think he'd be up for it? We'd like to have displays of different writing but if we could show some calligraphy actually being done, that would be even better. We're going to see if we can get Arabic, Georgian, Japanese and Thai calligraphers, too.

I'd better get on with a bit of revision now. We've got a test at the end of the week - some things never change!

Best wishes from everyone here,

Todd

Handwritten Chinese characters on the left margin.

Handwritten Chinese characters on the left margin.

Handwritten Chinese calligraphy in the center.

Handwritten Chinese characters on the right margin.

1 Answer these questions.

- 1 Where does Tasha live?
- 2 Where does Professor Barnes teach?
- 3 What photos did Professor Barnes allow the students to include on the DVD?
- 4 What do the students want the second festival to be like compared to the first one?
- 5 What special interest does Professor Barnes have?
- 6 Where did Todd send the letter for Lee to?
- 7 What does Todd expect Lee to use to look at the DVD?
- 8 How does Todd describe Lucie's photo of fireworks?
- 9 What has Todd become very interested in?
- 10 What calligraphers are the students hoping will be at the next festival?

2 Read the phrases and write *F* (formal) or *I* (informal). Check in the letters on pages 18 and 19.

- 1 We are keen to organise ...
- 2 ... decided to take the plunge ...
- 3 I would like to ask you if ...
- 4 We understand that you have ...
- 5 Could you let us know ...?
- 6 ... since the summer, by the way ...
- 7 Should you feel able to respond ...
- 8 I'd really like to know ...
- 9 I know you've always wanted to ...
- 10 ... which I hope you will find ...
- 11 We would also like to ask you if ...
- 12 ... I've enclosed your free copy!

3 Discuss what is the same and what is different in the form of the two letters.

Think about:

- the sender's address
- the date
- the recipient's address
- the greeting
- the body of the letter
- the closure of the letter

4 Discuss your answers to these questions.

- 1 In what ways do the students plan to improve the printed festival programme?
- 2 Do you think Professor Barnes would make a talk on early writing as an art form interesting? Why? / Why not?
- 3 Do you think demonstrations of calligraphy would be more interesting? Why? / Why not?
- 4 Do you think Todd would like to visit China? How do you know?

5 What do you think?

- 1 The students are planning a programme in full colour with information about the contributor and events. What do you imagine the first festival programme was like?
- 2 What do you think Professor Barnes' reply to Tasha will be? Why do you think he will give this reply?
- 3 Do you think the next festival will be bigger and better? Give reasons for your answer.



1 Read.



Dear Natasha,

I do apologise for the delay in replying to your letter of 22nd October. When your letter arrived, I was in Turkmenistan on a most interesting archaeological dig. **Had I been** at home, I would, of course, have replied immediately.

Many thanks for sending me a copy of your splendid DVD and also for your invitation to speak at next summer's festival. I do indeed have a special interest in early forms of writing. I have made a detailed study of the Rosetta Stone, the discovery of which helped to unlock the secrets of Egyptian hieroglyphs. **Were you to feel** that this would be of interest, I would be most happy to give a talk on this fascinating topic. As for writing an introduction to the festival programme, it will be my pleasure.

Should you require any further help or information, please do not hesitate to get in touch.

Yours sincerely,



2 Answer the questions.

- Who is this letter from?
- Why did he write this letter?
- What will he do at the next festival?
- What other help is he prepared to give?

3 Change the sentences so that they start with **Should**.

- If you need help, contact me at any time.
Should you need help, contact me at any time.
- If you purchase this product, you will be 100% satisfied.
- If you are not delighted with it, return it immediately.
- If your car breaks down, phone this number.
- If there is no reply, try again later.

4 Change the sentences so that they start with **Were**.

- If a post became vacant, we would offer it to you.
Were a post to become vacant, we would offer it to you.
- If we offered you the job, when could you start?
- If sales increased, the company would make a profit.
- If the professor agreed to speak, we would be thrilled.
- If he spoke about the Rosetta Stone, it would be fascinating.

5 Change the sentences so that they start with **Had**.

- If you had sent the letter earlier, he would have seen it.
Had you sent the letter earlier, he would have seen it.
- If he had not been abroad, he would have replied at once.
- If more people had attended, the festival might have made a profit.

- If the fire had spread, it would have been a disaster.
- If fire crews had not arrived so promptly, residents could have been injured.

Inversion in conditional sentences

You can invert the subject and verb in conditional sentences.

If you use inversion, omit *if*.

Inversion is used in formal language.

In **first conditional** sentences, use **should**.

If you require help, do not hesitate to call. →

Should you require help, do not hesitate to call.

In **second conditional** sentences, use **should** or **were**.

If a fire broke out, it would be disastrous. →

Should a fire break out, it would be disastrous. Or:

Were a fire to break out, it would be disastrous.

In **third conditional** sentences, use **had**.

If we had received your application, we would have considered you for the post. →

Had we received your application, we would have considered you for the post.

The subordinate clause can be placed first or second.

Were I to leave now, I would never return. Or:

I would never return were I to leave now.

In negative sentences, you cannot use contractions in the subordinate clause.

Had the alarm not been raised, no one would have survived.

In the letter, find examples of first, second and third conditionals using inversion.

A Punctuation Commas

Commas are used to separate items in a list, and before question tags, e.g.

*We're going to see if we can get Arabic, Georgian, Japanese and Thai calligraphers.
That's a good idea, isn't it?*

1 Copy the sentences. Add the missing commas.

- 1 Lucie photographed the sculptures fireworks and artefacts.
- 2 You've written to Professor Barnes haven't you?
- 3 We could include Chinese Arabic and Georgian writing in the festival couldn't we?

We use commas around a short phrase that describes a word that precedes it, e.g.

Tasha, efficient as ever, has sent one to your father ...

2 Copy the sentences. Add the missing commas.

- 1 Lee's uncle a calligrapher has been invited to the festival.
- 2 Professor Barnes the archeologist spoke at the festival.
- 3 Lee now in China is working with pandas.

When a sentence begins in the following ways, it is followed by a comma:

- subordinate clauses

As these artefacts have never been publicly displayed, we are most grateful to you for allowing us to include these ...

- past or present participles

Knowing how rare they are now, she was a bit concerned ...

Delighted with the success of the festival, the committee planned the next one.

- prepositional phrases

On behalf of the committee, Tasha wrote to Professor Barnes.

3 Copy the sentences. Add the missing commas.

- 1 In case he didn't have a laptop Tasha sent Lee a photograph.
- 2 Fascinated by the fireworks Todd wanted to know more about them.
- 3 Because the first festival was such a success the students decided to organise another one.
- 4 Needing to revise for his test Todd finished the letter.

If past or present participles or prepositional phrases come in the middle of a sentence, they are separated by commas.

Todd, sending the DVD, hoped it would reach Lee safely.

We are planning to produce a festival programme, illustrated in full colour, giving information about all the events ...

Lee, in due course, replied to Todd's letter.

4 Copy the sentences. Add the missing commas.

- 1 The DVD launched at the arts day was a huge success.
- 2 The artefacts photographed by Lucie were included on the DVD.
- 3 Lee studying in China was delighted to get the DVD.
- 4 The festival according to the report was well-received.

B Language use Informal writing

Short forms appear in informal writing. Scanning a text for short forms will help you work out quickly how formal or informal it is.

Scan the first paragraph of Todd's letter on page 19. How many short forms are there in how many sentences? How formal do you think the letter is?

The content of the writing tells you more. In an informal letter, there is a **personal relationship** between the writer and the recipient.

- The writer expresses **personal feelings**.

Underline the feeling in this sentence.

I'd love to hear about it.

- The writer expresses **personal knowledge** of the recipient.

I thought you'd like to know ...

I know you've always wanted ...

Find the sentences in Todd's letter. What facts has Todd expressed about Lee?

Informal styles in sentence structure and punctuation are used to create informal writing.

Find the following features in Todd's letter.

- a two exclamations
- b brackets
- c two uses of a dash
- d two direct questions



1 Listen and read.

Ramon: Hey, Lucie, What's up?

Todd: You're grinning **like a kid at a birthday party!**

Lucie: I've had some brilliant news – just brilliant!

Rudi: You look **as if you're going to explode** with excitement.

Lucie: I think I am! Next month *The River Boys* are going to put on a huge show at the stadium!

Tasha: Our stadium? Bay City Stadium? Really? Wow!

Todd: Your eyes, Tasha! They're **as big as saucers!**

Ramon: We must get tickets – and fast.

Tasha: Absolutely! They'll sell out, **quick as a flash.**

Rudi: They'll be **like gold dust** in a few days.

Lucie: They're quite expensive unfortunately – and they're only available online.

Todd: That means you need a credit card to pay for them.

Tasha: We haven't got credit cards. What can we do?

Lucie: No problem. My dad said he'd buy the tickets for us and we can pay him back when they arrive.

Ramon: Really? That's very kind of him.

Lucie: He doesn't mind. Now, how many tickets do we need?



2 Answer the questions.

- Why is Lucie so excited?
- What does she look like?
- How can you tell that Tasha is excited, too?
- Why must they get tickets fast?
- How can tickets be bought?
- Is this a problem for the students?

- | | |
|--------------------|---------------------|
| 1 as light as ... | 6 as strong as ... |
| 2 as quick as ... | 7 as quiet as ... |
| 3 as pretty as ... | 8 as brave as ... |
| 4 as cold as ... | 9 as white as ... |
| 5 as busy as ... | 10 as smooth as ... |

6 Try to use the expressions from Activity 5 in sentences of your own.

Figurative language

When you describe something by comparing it with something else, you are using figurative language.

You can use:

- like + noun / adjective + noun:
*The stars sparkled **like jewels**.*
*The oak tree was **like a huge giant**.*
 - as if / though + clause:
*The birds sang sweetly **as if they were happy to be alive**.*
*She felt unsteady on her feet **as though her legs were made of jelly**.*
 - as + adjective / adverb + as + noun / adjective + noun:
*Her smile was **as sweet as honey**.*
*She whispered **as softly as a summer breeze**.*
- Sometimes the first as is omitted:
*Her smile was **sweet as honey**.*

3 Use your own ideas to start these sentences.

- ... like Arctic ice.
*The white marble glistened **like Arctic ice**.*
- ... like diamonds.
- ... like a pack of wolves.
- ... as black as a raven's wing.
- ... as hard as iron.
- ... as though her heart was breaking.
- ... as if his life depended upon it.

4 Complete the sentences with figurative expressions of your own.

- The castle was like ...
- The lake was as ... as ...
- The man ran down the street as if ...

5 Complete these common figurative expressions with the words in the box.

a bee	a feather	a flash	ice	a lion
a mouse	an ox	a picture	silk	snow

Listening and speaking

Functions of English expressing likes, dislikes and preferences

1 Look at these expressions.

Expressing likes

I like / love / adore ...

I quite / rather like ... I really like / love / adore ...

I like ... a lot / enormously.

I absolutely love / adore ...

I'm (quite / rather / very / extremely) fond of ...

Expressing dislikes

I don't like ... I dislike ...

I (absolutely) hate / detest / loathe ...

I can't stand / bear ...

... isn't (really) my thing.

Work in pairs. Using the expressions above, discuss what you both think about the following topics. Start by asking **What do you think about ...?**

- 1 sport 2 mobile phones 3 the internet 4 exams 5 pets 6 going shopping

2 Look at these expressions:

Expressing preferences

I prefer ... I like ... more / better. I'd prefer to ... I'd rather / sooner ...

Work in pairs. Find out each other's preferences by asking questions like **Which do you prefer: ... or ...?** or **Would you rather ... or ...?** Ask questions about the following:

- 1 pop music or classical music 2 living in a city or living in the country
3 summer or winter 4 giving or receiving presents
5 reading a book or watching TV 6 cats or dogs

3 Group conversation

Work in small groups. Think of three new topics. Write questions to find out what the members of your group think about them. Ask and answer using the expressions from the boxes above. Then share your opinions with the rest of the class.

Listening comprehension

1 Listen to a conversation. Then answer these questions.

- 1 Who is talking? 2 Where does the conversation take place?
3 Is Lucie a) happy, b) angry or c) upset? 4 Why does she feel like this?

2 Listen again and answer these questions.

- 1 Where does Lucie's father usually drop her off in the morning?
2 What happened today? Why?
3 Who was walking ahead of Lucie?
4 Why did she fall over?
5 How did Lucie help the woman?
6 Which words describe the woman?
a badly injured b uninjured c severely shocked d grateful
7 What happened while Lucie was helping the lady?
8 Who did this?
9 What did Lucie lose?
a her laptop b a project c her mobile d a lot of money
10 Why is Tasha angry with Rudi? 11 What else was in the bag? 12 What does this mean?



3 Talk about it.

- 1 Do you think Lucie is right when she says that they won't be able to go to *The River Boys'* concert?
2 How do you think the students feel?
3 Have you ever lost something important? What was it? How did you lose it? How did you feel? Did you get it back?

Formal and informal letters

You have read a **formal letter** to Professor Barnes, and an **informal letter** to Lee. Formal and informal letters are for different audiences and different purposes.

Checklist

Audience

Formal letter

- people you do not know personally
- people you know but do not consider a close friend

Informal letter

- a family member
- a friend

Give examples of when you would write to formally and informally.

Layout

your address
date

in the top right hand corner
under your address

recipient's address

Leave a line under the date and
go across to the left.

in the top right hand corner
under your address
not needed

greeting

Use the person's title and surname.

Use the person's first name.

paragraphing

Type the letter and use block paragraphing.

If you hand write the letter, indent; if you type the letter use block paragraphing.
informal

ending

Use *Yours sincerely* for someone you have met;
use *Yours faithfully* for someone you haven't met.
Sign and print your name.
Suggest some examples of informal endings.

Sign your name.

Content

first paragraph

Short and to the point so the recipient
knows what the letter is about.

Ask about the person you
are writing to.

Discuss the difference between the two first paragraphs.

body of letter

the reasons for writing

the reasons for writing

Discuss paragraphs 2 to 4 in the letter on page 18. Why is Tasha writing to him?

Discuss paragraphs 2 to 4 in the letter on page 19. Why is Todd writing to him?

the request

the request

What is Tasha requesting Professor Barnes to do in her letter?

What is Todd requesting Lee to do in his letter?

Language

vocabulary

Use sophisticated vocabulary, e.g.
'allowing us to reproduce' NOT 'letting us use'.

Friendly, chatty style like conversation,
e.g. 'How are you enjoying the work?'

Find examples of formal language to Professor Barnes and informal language to Lee.

contractions

No contractions in formal letters.

Contractions can be used.

Find examples where Tasha could have used contractions but didn't.

Find examples of contractions in Todd's letter.

informal language

No informal language in formal letters, e.g.

Idioms can be used, e.g. take the plunge

/idioms

we are most grateful NOT thanks a lot

What does Tasha write instead of:

- Lucie's photographs *do a good job*. Find examples of idioms in Todd's letter.

Writing assignment

You have read and discussed a formal and an informal letter. You are now going to write about the Performance Day you reported on in Unit 1.

Either: Write a formal letter to someone who does not work at your school but who helped you on the day.
or Write an informal letter about the performance day and arranging to meet.

Go to pp22-23 in your Workbook for help with your planning.

Study skills 1

Editing

What is editing?

Editing is looking carefully at your first draft and making as many improvements as you can.

Look back at *English World 8*, Unit 2 to remind you.

- You have already learned one important part of editing your work – **proofreading**. This is correcting any **grammar**, **punctuation** and **spelling** mistakes you have made in your first draft.

Activity

Proofread these sentences. Find two mistakes in each sentence.

- | | |
|--|---------------------------------------|
| 1 I wants to be part of the festival next time | 2 A arts festival are a good idea. |
| 3 Whose on the organising committee? | 4 Theyve been planning it since ages. |
| 5 Evas dancing was remarkable. | |

- The other important part of editing is improving the **quality** of your work. There are three main areas that you should look at when you have finished your first draft. Choose a piece of written work you have done recently. Look carefully at:

1 Improving your text

This is about how you have **organised** your piece of work.

The introductory paragraph

- Does it make it clear what you are writing about? To do this, it should contain key words from the question / title you were given to write about.
- Will it interest the reader?

Activity

Students were set an essay on pollution. Which introduction do you think is clearer and more interesting?

- | | |
|--|---|
| A This is a big problem and we have to do something about it. It's bad and it's going to get worse. | B Pollution is a growing problem that affects all our lives. We are killing the planet! Our children and children's children will suffer if we do not take action now. |
|--|---|

The following paragraphs

- Does each paragraph contain one main idea / argument?

Activity

Write the main point of your second paragraph and answer these questions.

- Is everything you wanted to say about the main point in this paragraph?
- Is there information in other parts of your essay that should be in this paragraph?

- Have you made your points in a logical order?

Activity

Look at your piece of written work. Would the reader understand it better if the paragraphs were in a different order?

The concluding paragraph

This is the last thing the reader reads. It should be an interesting summary of the whole essay and make your opinion about the topic clear.

2 Improving your sentences

This is about looking at **individual sentences** to see if you can improve them. The more variety of sentences you use, the more interesting your work will be.

Types of sentences

Simple sentences: It is fine to use simple sentences in your essay but using them all the time makes it quite boring, e.g. *Pollution is a problem. We have to do something. Our children will suffer.*

Simple sentences should be used to make a strong, clear point, e.g. *We are killing our planet!*

Compound and complex sentences: Using more complicated sentence structures gives variety to your work and lets you add detail and information. You can do this by:

- using conjunctions, e.g. *The problem of pollution is increasing **although** some people choose to ignore it.*
- beginning with clauses, e.g. ***Although some people choose to ignore it**, the problem of pollution is increasing.*
- beginning with present or past participles, e.g. ***Increasing at an alarming rate**, the problem of pollution needs to be tackled.*

3 Improving your words

This is about looking at your **vocabulary** choices. When writing the first draft it is easy to use simple vocabulary, be repetitive and a little vague. Read through your work and think about these things.

Over-used words

Avoid words such as *got, nice, bad*, etc.

e.g. *It's **bad** and it's going to get worse.* Better choices: *serious / catastrophic / alarming.*

Precise vocabulary

You want to give your reader a clear impression of what you 'mean'. Using vague words is unhelpful, e.g.

*This is a **big** problem.* Better choices: *world-wide / universal.*

Repetition

Always read through your work carefully to see if you have used a word(s) too often, e.g.

*It is **important** that we treat the **important** problem of pollution as **important**.*

Better choices: *It is important that we treat the **growing** problem of pollution **seriously**.*

Activity

This passage is written in simple sentences. Edit it so that it contains a variety of sentence structures and is more interesting.

The city is very crowded. It has lots of traffic. Getting around is difficult. There are lots of beautiful buildings. They are worth visiting. Staying here is expensive. Food prices are high. Taxis charge a lot.

Activity

Replace the words in bold with more interesting vocabulary choices.

- 1 The thief **got** the bag.
- 2 It was a **nice** day.
- 3 I felt really **bad**.

Discuss other words you think are 'over-used'.

Activity

Replace the bold words with more precise vocabulary choices.

- 1 I was a **bit** hurt.
- 2 It was **quite** boring.
- 3 I had a **lot** of things right.

Discuss other words and phrases that are imprecise and you should avoid.


Activity

Replace the bold words so that you avoid repetition.

- 1 It was **extremely** hot, and we were **extremely** tired and **extremely** bored.
- 2 The **interesting** lesson kept us **interested** and we did some **interesting** writing.
- 3 I had a **good** meal, a **good** walk and a **good** sleep.

Start-up Use DRL p27 for your notes.



 Some say smoking should be restricted by law. Others argue that individual freedom should allow it. Politicians debate the issues. The government makes laws according to the support for the different views.

Public debates appear in the media on issues like climate change. People express their own views and aim to persuade others to agree. Often they don't see the other side of the issue.

Have you ever listened to a debate? What was it? Where was it?

Have you taken part in a debate as a speaker? What was it? Did you enjoy doing it? Why? / Why not? If you have never taken part in a debate, would you like to? Why? / Why not? What do you think are the difficulties of speaking in public?

Is it difficult to write clear and persuasive reasons to support an opinion? Why? / Why not?

Reading

- You will read a debate. The debate includes arguments and counter arguments (also known as rebuttals). Find two meanings of *argument*. Find out what a *counter argument* is.

Vocabulary

- These words are in the debate: *executive, fundamental, ambitious, ultimately, innovation*. Circle any you cannot remember or guess. Look them up.
- Find out what these phrases mean: *green shoots, mental capacity, non-verbal communication*.

Grammar

- You will study **clauses of concession**. They are sometimes called concessive clauses. Find out the meaning of *to concede*. Note the meaning of the abstract noun formed from this verb. What word class is *concessive*?

Language practice

- Punctuation: colons and semi-colons. Do you know which is a colon and which a semi-colon?
- Language use: You will study the use of metaphors in English. Metaphors are part of descriptive language. What two other forms of descriptive language do you know?

Letters to the Editor

[illegible]

1 Many people enjoy formal debates. This is an organised discussion of a motion; two sides put forward opposing points of view and an audience listens.

2 A good debater is able to see both sides of the argument. It is essential to predict what the other side will say and be ready to make points against their arguments.

3 A skilled debater can speak persuasively for one side or the other. They enjoy competing. The winner is the side that is judged to have made their case most convincingly.

Grammar in use

- You will hear a discussion about 'VIP' tickets for special guests at an event. *V I P* are the initial letters of three common words that make a phrase. What do you think the words are?
- You will study **prepositional phrases**. What is a preposition? Think of three examples.

Listening and speaking

- You will listen to a talk about a famous English band from the 1960s. Find the names of two English bands from the 1960s.
- You will prepare a presentation about your favourite singer, instrumentalist or band. Name the style of music that you enjoy the most.

Conversation focus

Mimi is about to go into the library at lunchtime when Florence walks past.

- Listen to their conversation.
- Read the questions on Workbook page 27. Listen again and answer the questions.
- Talk in a group about debating, public speaking and speaking persuasively. Use the photos and information on this page to help you, as well as any of your own ideas.
Ask: Are you good at ...? Do you enjoy ...? How do you feel ...? How do you prepare?
Say: I am / am not good at ... I do / don't like ... I prefer ... It's a good idea to ...

Writing

- You will work with a partner on arguments for a debate. You will be able to choose one of three motions. Find out what a *motion* for debate is. Make sure you understand what *propose* and *oppose* mean.



Bay City College debating competition

Motion: This house believes that the arts are essential in the school curriculum.

Proposer: Tasha Simms **2nd Proposer:** Todd Olsen

Opposer: Kurt Asper **2nd Opposer:** Mimi Ron



- 1 I propose this motion because the arts are central to human creativity. They are a common language that enables communication between the peoples of the world and across cultures. As such, they are a strong influence on all our lives. They belong in the school curriculum and I'm going to put forward two important reasons for this.
- 2 The first is that the arts are not just about learning to paint pictures or play the piano: they are about creative thinking. The world needs creative thinkers. The ability to express and explore new ideas, to analyse, and to think critically are creative skills that are fundamental to the arts. They need to be established early and practised throughout education so that students gain confidence in their ability to respond to what they learn with originality and innovation.
- 3 My second point is that the creative skills learned in the arts, transfer readily to other subjects in the school curriculum. These other subjects are often regarded as being more important because they lead to good careers. The fact is that many careers require creative skills. What use is a designer, an engineer or an architect who can only re-create what already exists? What use is an economist or a business executive who cannot conceive new plans and innovative schemes? The best and most successful practitioners in these fields have learned to apply creativity to their work.
- 4 Without the opportunity to take part in the inventive processes that run through every branch of the arts, school students are less well-prepared for the challenges of the real world. I therefore propose the motion that the arts are essential to the school curriculum and I urge you to support it.



- 1 I oppose the motion because we do indeed live in a real world. We need to manage the planet and its resources, not to write music or stories about it. Technology and science enable us to share knowledge and to co-operate across cultures. They are the channels along which progress flows around the world. The arts have nothing to do with progress.
- 2 The first point I must make is that students need a firm grounding in the knowledge that already exists. Education is based on learning. We don't want to waste time re-inventing the wheel! At the same time, we discover more about our world every day. We achieve more every day. School students need to learn about modern developments. All this is essential learning. There simply isn't space in the curriculum to accommodate subjects that can be done out of school in students' own time.
- 3 Secondly, I must tell you that the other 'serious' subjects such as maths and science are more important and more useful to students. They lead into higher level studies: economics, business management, engineering and medicine are obvious examples. They take students forward to well-paid careers that the world needs. There is no getting away from it; ambitious students need to pass core exams. Writing poems won't help; singing songs won't help. These are activities we can enjoy later in life if we want to.
- 4 Even though I must concede that useful skills may be learned through the practice of the arts, they can also be learned through the study of science and maths. In spite of the proposer's belief that art skills are fundamental to the work of engineers and architects, we all know that these professionals have to understand the maths that makes their structures stand up.
- 5 Education is simply too important to squander it on activities that aren't going to help students to get on in the world so I urge you to oppose the motion.





1 I am supporting the motion because I believe that the arts help students to learn more effectively in other subjects. Don't fall into the trap of thinking that art is just leisure-time entertainment. According to scientific research, learning to read music and playing an instrument especially help to develop the brain and increase mental capacity.

2 Active participation in the arts gives us a life-long appreciation and understanding of them. It not only teaches us to appreciate skills of others but also gives us a chance to discover our own. We don't always know what we can do until we try. Furthermore, students with aptitude in non-verbal communication have the opportunity to excel and all students have the chance to develop confidence in expressing themselves.

3 Our opponent has told you that students can learn about and practise the arts later in life but this argument doesn't hold water. Later is too late; school leavers should be able to think creatively. The world has enough imitators who have learned facts but never learned to think outside of the box; who see innovation as a threat and, in opposing it, destroy the new shoots of fresh thinking and prevent progress.

4 To sum up, the arts prepare students for life-long learning by opening up their minds to new and flexible ways of thinking. They carry this with them into further studies and ultimately their professions with the greater likelihood of success in their lives and careers. I support the motion.



1 We are not proposing that the arts should not be part of life; indeed they should be. But the arts can be done, in fact, are better done, out of school. This is where the arts really belong for those students who are genuinely interested. It is unreasonable to insist on arts in the curriculum. Many children can't draw, play music or perform in public so they feel a failure. How do you think that will help their creativity and confidence?

2 Providing the arts adequately as part of the curriculum costs extra money in teacher time and in resources. This is simply not affordable when these are the priorities: providing modern facilities for learning; fitting exam subjects into the curriculum; preparing students for essential exams.

3 Our opponents have argued that learning about the arts helps students to appreciate them and develop their own talents. Let me point out that often there are no clear standards in the arts. What is good art? Critics argue endlessly! In addition, studying a musical instrument can lead students into popular music, where there are no standards at all.

4 In summary, it's a tough world. Although we'd all like to develop artistic ability in school, there isn't time and we can do it out of school. Nobody is preventing this. Nobody is standing in the way of talented individuals. The fact is that not all students have these talents but all students need to pass exams. That must be the focus and that must be where time is concentrated. For these reasons, I oppose the motion.



1 Answer these questions.

- 1 What does Tasha say the arts are about?
- 2 What professional people does Tasha say need creative skills in their work?
- 3 How does Tasha think the inventive processes in the arts help school students?
- 4 What does Kurt say education is based on?
- 5 What does he say school students need to learn about?
- 6 What, in Kurt's view, can writing poems and singing songs not help students to do?
- 7 What particular effect does Todd say learning to play an instrument has on someone?
- 8 What does Todd say is the problem with learning about art later in life?
- 9 Where, according to Mimi, should the arts be done?
- 10 What problems does providing the arts adequately cause?

2 Match the purposes a–g to the paragraphs spoken by each debater. You will need to use some of the purposes twice.

- | | |
|--|---|
| a stating what the whole debate is about | b re-stating what the whole debate is about |
| c point for the motion | d point against the motion |
| e closing statement | f rebuttal |
| g summing up | |

Tasha	1 _____	2 _____	3 _____	4 _____	5 _____
Kurt	1 _____	2 _____	3 _____	4 _____	5 _____
Todd	1 _____	2 _____	3 _____	4 _____	5 _____
Mimi	1 _____	2 _____	3 _____	4 _____	5 _____

3 Find the phrases in the text. Read the complete sentences and discuss what the phrases mean. Use them to complete the sentences.

fall into the trap hold water re-invent the wheel think outside of the box

- 1 When a problem can't be solved by the usual methods, sometimes you have to ... to find a new solution.
- 2 In my opinion, your business plan doesn't ... and I'm sure it will fail.
- 3 The other group has already got results for this experiment so don't ... by repeating the work that has already been done successfully.
- 4 The same exam question can appear again so don't ... of thinking that what was on last year's paper won't be on this year's.

4 Discuss your answers to these questions.

- 1 Why do you think a debate is arranged with speakers from alternate sides instead of both speakers for one side then both speakers for the other side?
- 2 Do you think it is more difficult to be the first speaker or the second speaker on the same side? Why?
- 3 Which speaker in this debate do you think has the most convincing arguments?
- 4 Do you think it is an advantage to be the very last speaker? Why? / Why not?

5 What do you think?

- 1 Which side of the debate on pages 30 and 31 would you vote for? Give your reasons.
- 2 What would be an interesting motion to debate? Write the motion then think of two points for the motion and two points against it.
- 3 Would you like to propose or oppose your motion? Why? / Why not?



1 Read.



The first speaker in the debate supports the motion that 'The arts are essential in the school curriculum.' She says that practising any art helps to develop creativity and that the best professionals are creative.

The second speaker states that, **even though useful skills can be learned through the practice of the arts, these skills can also be learned through science and maths.** He believes that 'serious' subjects like maths and science are more important.



The third speaker believes that **the arts can help to develop the brain and increase mental capacity though they may be seen by some as simply leisure-time entertainment.**

The last speaker says that, **although the arts should be a part of life, they are best practised out of school** since there is not enough time in school, where students should be concentrating on passing their exams.



2 Cover the text. Read the statements and write T (true) or F (false). Correct the false statements.

- The first speaker says that practising the arts makes people more creative.
- The second speaker states that the arts are more important than maths and science.
- The third speaker believes that the arts are purely leisure-time entertainment.
- The fourth speaker thinks that there is more than enough time for arts in school.

3 Change these sentences so that they include the words in brackets. In 1–3, put the subordinate clauses first. In 4–6, put the main clauses first.

- It is desirable to practise the arts in school but *there is not enough time. (Although)
Although it is desirable ...
- The arts can teach useful skills. However, maths and science can also achieve this. (Even though)
Even though the arts can teach useful skills, maths and science can also achieve this.
- Maths and science are considered essential. Nevertheless, the arts are equally important. (Though)
Though maths and science are considered essential, the arts are equally important.
- She is busy with her schoolwork but Anna practises the piano for two hours a day. (even though)
Anna practises the piano ... even though she is busy with her schoolwork.
- It's not very easy to understand. Nevertheless, I recommend you read this book. (although)
Although it's not very easy to understand, I recommend you read this book.
- He is not terribly talented. However, my uncle adores painting. (though)
Though he is not terribly talented, my uncle adores painting.

4 Use your own ideas to complete the sentences.

- Although Joe is not very good at singing, ...
- Even though ballet isn't really my thing, ...
- Though the film was not very well-acted, ...
- I enjoyed the exhibition even though ...
- Harry bought a ticket for the concert though ...
- I thought the novel was excellent although ...

You can use **although**, **though** and **even though** to show a contrast between two ideas:

She was tired. However, she carried on working. →

Although she was tired, she carried on working.

They were poor but they were happy. →

Though they were poor, they were happy.

He didn't revise at all. Nevertheless, he passed his exam. →

Even though he didn't revise at all, he passed his exam.

Even though is slightly stronger than *although* and *though*. It shows a little more contrast between the two ideas.

The subordinate clause can be placed first or second:

Even though the sun was shining, it was bitterly cold.

It was bitterly cold **even though the sun was shining**.

Don't forget the comma when the subordinate clause comes first!

A Punctuation Colon

A colon is used to separate a general statement from the details of explanation that follow, e.g.

They lead to higher level studies: economics, business management, engineering and medicine are obvious examples.

1 Copy the sentences. Add the missing colons.

- The following people were present at the debate parents, teachers and students.
- The order of the debate was as follows the first proposer, the first opposer, the second proposer and then, the second opposer.

A colon is used for an idea that is related to the first part of the sentence, e.g.

The first is that the arts are not just about learning to draw or play the piano: they are about creative thinking.

2 Copy the sentences. Add the missing colons.

- The speaker was very persuasive the audience was convinced.
- The vote was taken by a show of hands the proposers won the day.

Semi-colon

A semi-colon is used to separate two or more statements in a sentence. The statements often balance each other or form a series related to the main topic, e.g.

Writing poems won't help; singing songs won't help.

This is simply not affordable when there are other priorities: providing modern facilities for learning; fitting all the exam subjects into the curriculum; preparing students for their essential exams.

Copy the sentences. Add the missing semi-colons.

- Quarrelling is childish debating is constructive.
- The arts prepare students for life-long learning in several ways: by opening up their minds to new and flexible ways of thinking by using these ways of thinking in their further studies by ultimately giving a greater likelihood of success and innovation in their professions and their lives.

B Language use Simile

In Unit 2, you studied figurative language. The language that expresses one thing as being like something else is a **simile**. You learned similes using:

*like: The moon shone **like** silver. (very brightly)*

*His ears are **like** jug handles. (big and sticking out)*

*as ... as: Her hands were **as cold as ice**. (very cold)*

*as if: They ran **as if** chased by wild animals. (very fast)*

Discuss the meanings of these sentences.

- The frozen ground was like iron.
- He moved through the forest like a shadow.
- The man was as tall as a mountain.
- She was angry and it was as if a storm had begun.

Tip Think of a **simile** as saying that one thing is **similar to (like)** something else.

Metaphor

A **metaphor** is figurative language that expresses one thing as **being** something else. The words used are not meant to be understood literally, e.g. *The argument doesn't **hold water**.*



1 Underline the metaphor in the example. Discuss the meaning of the sentence.

Don't fall into the trap of thinking that art is just leisure-time entertainment.



2 Underline the metaphor in these sentences. Discuss the meanings of the sentences.

- Think outside the box if you want new ideas.
- They are the channels along which progress flows.
- They destroy the green shoots of fresh thinking.

Metaphors appear in formal and informal English, both spoken and written.

I'm afraid the proposal you've made is full of holes.



If you understand all the words in a sentence but the meaning doesn't seem to make sense, look out for a metaphor.

1 Listen and read.

Miss Jackson: Tasha! Ramon! Do you have a moment?

Tasha: Hi, Miss Jackson. Yes, of course.

Miss Jackson: There's something I need to tell you.

Ramon: OK.

Miss Jackson: Well, **along with** all of you, I was most upset to hear what happened to Lucie. I know you're very disappointed to have lost the tickets to *The River Boys'* concert.

Tasha: You can say that again. We can't afford to buy more tickets.

Ramon: Even if we could, they're all sold out.

Miss Jackson: I know. So ... I got **in contact with** the band. I spoke to Monty James, the drummer. You know he was a student at this college, don't you? Well, he spoke to the rest of the band and ... **thanks to** their kindness and generosity ...

Tasha: Oh! I don't believe it! It can't be true!

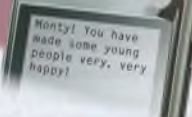
Miss Jackson: Well, it is! **According to** Monty, we'll be in the best VIP seats.

Ramon: We?

Miss Jackson: Yes, I'm coming, too! We can all go to the stadium in the school mini-bus. And that's not all. **In addition to** watching the show, we're all invited backstage afterwards to meet the band.

Tasha: This is totally awesome! Thank you so, so much, Miss Jackson!

Miss Jackson: It's my pleasure, Tasha. Now, run along and tell the others.



2 Answer the questions.

- 1 Why can't the students buy more tickets?
- 2 What did Miss Jackson do to help?
- 3 What did Monty James do?
- 4 How will they get to the concert?
- 5 What will they do after the show?
- 6 How do Tasha and Ramon feel?

3 Read the sentences and underline the prepositional phrases.

- 1 With regard to the future of the festival, the governors' decision is final.
- 2 On behalf of the committee, I would like to thank you for attending the festival.
- 3 Lucie speaks English and Spanish in addition to French.
- 4 The concert in the park will go ahead in spite of the weather.
- 5 Seats for the concert were obtained with the help of the band.
- 6 Instead of missing the concert, they'll be watching from VIP seats.
- 7 In excess of 15,000 spectators will fill the stadium.
- 8 Tasha is excited at the thought of meeting the band.

4 Use your own ideas to complete these sentences.

- 1 ... except for English.
- 2 ... in comparison with last year.
- 3 Instead of revising for his exams, ...
- 4 According to the weather forecast, ...
- 5 Lee returned to China with the intention of ...
- 6 The thieves escaped by means of ...

Prepositional phrases consist of two or more words and are followed by a noun or a gerund.

According to the weather forecast, it'll rain.

Alice made a dress **instead of** buying one.

Using prepositional phrases often makes language more concise and more formal.

Because you were so generous, the school has raised enough money for a swimming pool. →


Thanks to your generosity, the school has raised enough money for a swimming pool.

There are many examples of prepositional phrases. Here are some of the most common:

according to	along with	apart from
because of	by means of	compared to / with
due to	except for	for the sake of
in addition to	in contrast to	in favour of
in spite of	instead of	on behalf of
owing to	thanks to	with the exception of

Listening and speaking

Listening comprehension

- 1  You are going to hear part of a talk given by a young music journalist about the famous band, The Beatles. Listen and answer the questions.

- Where were The Beatles from?
- In which decade did they become famous?

- 2  Listen again and choose the best answer.

Beatles Quiz

1 How many successful bands came from Liverpool in the 1960s?	a none b a few c many	7 Their popularity in the USA ...	a was greater than in the UK. b only lasted for a short time. c helped other British bands.
2 What is the name of the river that flows through Liverpool?	a the Pool b the Mersey c the Sound	8 The Beatles' music was ...	a classical. b traditional. c rock'n'roll d varied.
3 When John Lennon started his band, he was ...	a fourteen. b fifteen. c a schoolboy.	9 Most of The Beatles' songs were written by ...	a John Lennon. b Paul McCartney. c Lennon and McCartney.
4 George Harrison was ...	a younger than John Lennon. b older than John Lennon. c the same age as John Lennon.	10 The break-up of the band was caused by ...	a one disagreement. b many arguments. c the death of John Lennon.
5 The last person to join the band was ...	a Paul McCartney. b Ringo Starr. c George Harrison.	11 After the break-up they ...	a gave up music. b played less music. c carried on playing music.
6 How many of The Beatles' albums reached number one in the charts?	a All of them. b All except one. c Twelve.	12 How many of the former Beatles are still performing today?	a four b three c two d one

Talk about it.

- Can you explain these expressions?
a) The Fab Four b) The Mersey Sound c) The British Invasion of America d) Beatlemania
- Have you ever heard any of The Beatles' music? If so, what do you think of it?

Individual speaking

You are going to talk about your favourite singer, instrumentalist or band.

Preparation in groups:

- Individually make a list of your favourite musical performers. These can be singers, instrumentalists or bands. You can choose any kind of music: modern, classical or both. The performers can be from your country or from foreign countries.
- Find out what the other members of the group have put on their lists. Discuss the performers and the type of music they perform. Do you like these performers? Why? / Why not?
- Find out if any members of your group sing or play an instrument. Is anyone in a choir, a band or an orchestra? What kind of music do they perform? Are they influenced by the work of any well-known musicians?

Now tell the rest of the class about your discussion.  p32

Speeches in a debate

You have read **speeches** from a **debate**. Speeches in a debate are a form of **discursive** writing. Debates are structured in a certain way and each speaker has a definite role to play.

Checklist

Structure

the motion

A debate begins with the *motion* – the subject being debated.
The motion always begins with 'This house believes ...'
What is the motion of the debate you have read?

the debating teams

Usually there are two speakers on each side of the argument.
One team proposes (*for*), the other opposes it (*against*).
State briefly: what the proposers believe; what the opposers believe.

the order

The order in which the speakers speak is always the same.
Who introduces the debate? Who speaks next?
Who is the third speaker? Who speaks last?

the summary

The second speaker from each team sums up. Use the points your team has made in a strong, brief statement that the audience will remember.
What does the proposer / opposer want the audience to remember?

Style

opening paragraph

Each speaker's opening paragraph makes it clear which side of the argument they support.
What do we learn from the opening paragraph of the first proposer's / opposer's speech?

first person

Speakers are expressing their opinions so they use the first person, e.g.
I propose ... My second point, ... Our need ... etc.
Find more examples of the first person in the text.

second person / questions

Using the second person and posing questions gets the audience involved, e.g. *I urge you ...*
What use is a designer, an engineer or an architect who can only re-create what already exists?
Find more examples of second person and questions in the text.

arguments

Speakers must give clear arguments as to why the audience should vote for their side of the motion.
Summarise the arguments **for** and **against** the motion.

rebuttal

Rebuttal means 'counter argument'. Each team must anticipate what the other team will say and come up with counter arguments, e.g. **Proposer:** My second point is that the skills learned in the arts, transfer readily to other subjects in the school curriculum.

Rebuttal: Even though some useful skills may be learned through the practice of the arts, these skills can also be learned through the study of science and maths.

How are these arguments rebutted?

- 1 It not only teaches us to appreciate skills of others but also gives us a chance to discover hidden talents that might not otherwise be developed.
- 2 These are activities we can enjoy later in life if we want to.

persuasive language

Each team is trying to persuade the audience to support their point of view. They must be persuasive, e.g. the best and most successful practitioners ... *NOT* those who are quite good.
all this is essential learning ... *NOT* this is quite useful.

Find examples of persuasive language in the text.

Writing assignment

You have read and discussed the text of a debate. You are now going to work in pairs and prepare arguments **for** OR **against** one of these motions. This house believes:

- Maths should not be compulsory in schools.
- Everyone should learn to drive.
- Students over the age of 11 should only have to attend school three days a week.

Go to pp34-35 in your Workbook for help with your planning.

What career?

Start-up Use 400 p37 for your notes

☑ Many young people want careers in the professions such as medicine, law and architecture. The training is hard and long but jobs are well-paid.

☑ Some people are committed to working in the caring professions such as nursing and teaching, even though the pay could be lower.

☑ Other people have practical skills and are more interested in a trade or craft. These vary from motor mechanics to fashion design and from engineering to cookery.

What kind of career are you interested in?

List the careers you have considered seriously. What is your dream career? Which other careers do you think you could do?

Have you researched any information about careers yourself? Have you asked someone else for information and advice? Which advice has been more useful?

Reading

- You will read a website giving information about a career and advice on starting this career. What websites giving career information would you use to get advice?

Vocabulary

- These words are in the website pages: *oversupply, circuit, graphics, torrential, plague, aware*. Circle any you cannot remember or guess. Look them up.
- Find out what these phrases mean: *short-term, field work, first class degree, driving licence*.

Grammar

- You will study the **future perfect continuous**. How long have you been studying English? By next year, how long will you have been studying English?

Language practice

- Punctuation: You will study all the punctuation of direct speech. Punctuate this sentence: Can you open the door whispered the man urgently.
- Language use: You will look at words that can be left out, but in a formal context. Do you remember when we leave words out in an informal context?

For those with a flair for business there are always opportunities in commerce. Some people work towards setting up a new business of their own. It can be risky but they prefer to work for themselves.



A few individuals see opportunities that no one else has spotted. They come up with a unique idea and often earn millions. These are the entrepreneurs who may work in any field from catering to computing.



Grammar in use

- You will hear a conversation about the concert that is about to start. Think of three words to describe how you feel before an event that you have been very much looking forward to.
- You will study the **present continuous + always** for habitual action and to express annoyance. Agree or disagree with this statement: *Teachers are always setting too much homework.* Give two reasons for your answer.

Listening and speaking

- You will practise expressing certainty, probability and possibility. Think of things that are certain to happen, will probably happen and will possibly happen at the weekend.
- You will listen to a conversation after the music concert in the stadium. What is a stadium? Think of two other events that take place in a stadium.

Conversation focus



Liam and Kurt are in the school-dining room, near the student notice board.

- Listen to their conversation when Kurt sees something interesting in a magazine.
- Read the questions on Workbook page 37. Listen again and answer the questions.
- Talk in a group about careers that you might choose or one you are definitely interested in. Use the photos and information on this page to help you, as well as any of your own ideas.

Ask: *Have you ever thought about ...? What do you like about ...? Why do you want to ...?*
Say: *I'm interested in ... I don't want to ... I might ... I'd like to know more about ...*

Writing

- You will write advice and information about a career that someone else is interested in. Think of three sources that you could use to research a career for someone else.

Some people find it difficult to decide on a career. New ones appear in a fast-changing world so, as well as the core subjects, it can be useful to study what interests you and what you can do well.



ARCHAEOLOGY Now

HOME

JOBS

CAREER ADVICE

GALLERY

Archaeology has become extremely competitive. The choices you make can affect the progress of your career or even whether your career gets started at all. The advice and information on this page could help you decide whether archaeology is the right path for you.

Just starting out?

Archaeology may look glamorous but do be aware that:

- **Jobs in archaeology are few and far between** There are thousands of sites waiting to be investigated but archaeology is expensive so only some of them are under excavation.
- **Jobs are not always secure** This work costs money and when the economy is in trouble, it's the first work to get cut.
- **Jobs are not well-paid** Many young people want to be archaeologists. There's an oversupply of graduates who will all work for peanuts and pay can be very low. If you want to be rich, don't be an archaeologist!
- **TV programmes show you the interesting bits** Don't get the wrong idea! Archaeology is slow, painstaking work. If you want instant results, stick to watching it on TV.
- **It's hard physical work** Field work is a key aspect of archaeology. You spend a lot of time kneeling in mud. Archaeologists are always complaining about their knees. If you don't like discomfort, you might want to think again.



Still interested? Here's some advice about next steps:

- **If you are under 15** It's a good idea to join a local Archaeology Club. Go on small-scale digs and start handling small finds. You should also ask to help with writing up reports on the excavations. Visit sites and write reports for your school magazine. Study a science and perhaps a classical language, like Latin.
- **If you are 15+ and still at school** You might want to consider a degree in Archaeology. It combines art, history, science, databases and evidence analysis. It's good preparation for a career in business.
- **If you have a degree** and you still want to be an archaeologist, there are many different careers:

Academic: (you probably need a first class degree) teaching; research; field work; laboratory work.

Circuit digger: most people start like this, moving from one dig to the next but you don't want to do it for long ... It's a young person's job ...

Dig supervisor: the pay is better and you could move on to being a researcher or a finds specialist

Government officer: advising, e.g. on the impact of a new road on a site

Museums officer: collecting and displaying finds to the public

Circuit digger: pluses and minuses

+ variety	- low pay
+ experience	- short-term work
+ fun	- always travelling
+ knowledge	- irregular hours

Top tips for getting your first job:

- * get volunteer experience – use the summer digging season
- * get a range of experience – especially making records
- * get a driving licence – so you can get to remote sites
- * write a good CV – include transferable skills like graphics
- * keep yourself informed about what is going on in the field

Across a century

Next year the Department of Archaeology at the University of the North will have been training young archaeologists for a hundred years. One of the first students wrote in his diary: "Today we heard about the Valley of the Kings. Two American archaeologists believe that they have found the tomb of Tutankhamun but it contains no treasures." It's amazing to think that when this department first opened its doors, the real tomb of Tutankhamun was still undiscovered and the death mask of the young king had not yet been seen in the modern era.



Present students of the department have grown up with the image. "It's what inspired me to take up archaeology," third-year student Kirsty Brown told me. "When I was ten, I thought I'd be digging for treasure. The reality is a bit different, though!"



Kirsty has volunteered to work with Professor Barnes on the royal palace in the very north of Scotland for the last two summers. "If you can call it summer!" Kirsty laughed. She reminded me of the torrential rain that plagued the excavations for three months. All the volunteers worked in waterproof clothing for weeks on end. Kirsty said, "Unfortunately, the rain gets in eventually and you end up completely soaked." I wondered if she'd felt like giving up. "Not at all," was her reply. "I'm hooked on ancient Scottish history. I find the work absorbing and I really don't notice how wet and cold I am."

Under Professor Barnes' guidance, and using scientific methods unavailable a century ago, the site has been recorded and trenches are being dug to establish its history. The first exciting finds emerged last summer: an almost intact drinking cup; a silver brooch; a sword blade; and a great deal of broken pottery and animal bones from the castle's rubbish dump. Kirsty is as excited by the humble finds as by the exotic. "You can learn a lot about people by looking at their rubbish," she says, "because it tells you about their daily lives. To me, this is treasure as much as a silver bowl or a chest of gold coins."

Circuit diggers' news

Tim Manio, USA: I worked all summer on buildings in the side streets of Pompeii near the main gate. Fascinating and it didn't rain. Try it. You should wear a sunhat, though!



[>> read more](#)

Lily Carroll, Ireland: At the end of the excavation of the prehistoric settlement, we held an open day and lots of parents and children came to look at what we'd found. They were really interested. I'd definitely recommend involving the public.

[>> read more](#)

Mark Fuller, Australia: What I like about this job is being able to travel. I'm off to Central America shortly to work on a Mayan temple. A few weeks ago I was in Jordan, excavating a Neolithic settlement!



[>> read more](#)



Reading comprehension

1 Answer these questions.

- 1 What is the aim of the career advice page?
- 2 How may archaeology look to some people?
- 3 Why are there not many jobs in archaeology?
- 4 Why are jobs not well-paid?
- 5 What should you do if you want instant archaeological results?
- 6 What are archaeologists always complaining about? Why?
- 7 How many main careers are mentioned for people who have a degree?
- 8 Who thought they had found the tomb of Tutankhamun?
- 9 What were the first exciting finds to emerge from the Scottish site last summer?
- 10 Why is Kirsty interested in excavating the rubbish site?

2 Think of meanings for these phrases in your own words. Use the phrases to complete the sentences.

few and far between hooked on work for peanuts

- 1 Dan is completely ... the idea of a career in economics.
- 2 On my last dig, the finds were ... so it was quite boring.
- 3 If you go into a competitive career, you may have to ... because so many people want to do the work but not many people are needed.

3 Discuss these questions about the website on pages 40 and 41.

- 1 Which section of the *Career advice* gives only advice and no information?
- 2 Which text shown on the website gives no advice but only information?
- 3 Which sections of the *Career advice* give a mixture of advice and information?
- 4 Does the *Circuit diggers snippets* section give advice, information or a combination?
Why do you think it does this?

4 Discuss these questions.

- 1 Why do you think archaeology looks glamorous to some people?
- 2 Why do you think being a circuit digger is a job for a young person?
- 3 How can you tell that the two Americans had not found the tomb of Tutankhamun?
- 4 Why do you think a rubbish dump tells an archaeologist about people's daily lives?
- 5 Why do you think daily lives are interesting to an archaeologist?
- 6 How many countries are mentioned in the circuit diggers snippets? What does this tell you?

5 What do you think?

- 1 Does the website make you more or less interested in archaeology as a topic? Why?
- 2 Does it discourage you from considering it as a career? Why?
- 3 Do you think the information on the website is useful for someone considering archaeology as a career? Why? / Why not?



1 Read.

David Barnes is Professor of Archaeology at the University of the North. Known to many thanks to his frequent appearances on TV, Professor Barnes is a knowledgeable and experienced expert. Indeed, by the end of this year he **will have been working** in archaeology for 25 years.

An authority on Ancient Egypt, Professor Barnes is also interested in the history of Britain, particularly ancient Scottish history. His dig in the north of Scotland found fame last summer when rare silver jewellery was discovered. In September, his dedicated team of professional archaeologists and enthusiastic volunteers **will have been excavating** the site for ten years.

Less well-known is Professor Barnes's work in Turkmenistan. "It's a fascinating area," he says. "In August I'll **have been going** there for six years and I hope to continue my visits for many years to come."



2 Cover the text and answer the questions.

- 1 How is Professor Barnes well-known?
- 2 By the end of the year, how long will he have been working in archaeology?
- 3 In September, how long will his team have been excavating the Scottish site?
- 4 What other parts of the world is he interested in?
- 5 In August, how long will he have been going to Turkmenistan?

3 Complete the sentences with the verbs in the box. Use the future perfect continuous.

do excavate live train travel sing

- 1 Next year the university ... archaeologists for a hundred years.
- 2 In the spring the girls ... in the choir for six months.
- 3 By August, the archaeologists ... the site for several weeks.
- 4 This time tomorrow, we ... our exam for an hour.
- 5 When he gets to New York, he ... for 24 hours.
- 6 By the middle of May, she ... in her new flat for a whole year.

4 Complete the sentences with the verbs in brackets. Use the future perfect continuous and the future perfect simple.

- 1 In June, Mr Smith ... buses for 20 years. By that time, he ... several thousand children to school. (drive / take)
- 2 In December, Anthony Holt ... his latest book for eighteen months. When that is finished, he ... nine novels. (write / complete)

- 3 By the end of May, Joe ... for his exams for six weeks. By the end of June, he ... his results. (study / get)

5 Ask and answer in pairs.

- 1 By the end of this year – you – study – English?

A: By the end of this year, how long will you have been studying English?

B: By the end of this year, I'll have been studying English for ten years.

- 2 By the end of this year – you – attend – this school?
- 3 By the end of term – we – use – this book?

We use the **future perfect continuous** when we are talking about how long something will have been happening up to a point of time in the future.

The length of time is important.

The action will be uninterrupted and incomplete.

By next month, they **will have been living** in London for six years.

At ten o'clock, he **will have been working** for eight hours.

When the stores close, we **will have been shopping** for six hours.

Remember! We use the **future perfect simple** for actions which will have been completed by a certain time in the future.

Compare these sentences:

In April next year, this company **will have been making** hats for 25 years.

By that time, they **will have made** over a million hats.

A Punctuation Direct speech

We use speech marks to show the actual words that are spoken.

"If you can call it summer!" Kirsty laughed.

If the reporting words come at the beginning, we use a comma to separate them from the spoken words.

Kirsty said, "Unfortunately, the rain gets in eventually and you end up completely soaked."

1 Copy and punctuate the direct speech.

- 1 I worked last summer in Pompeii he said.
- 2 She said the public was really interested.

Any punctuation at the end of the spoken words comes before the speech marks.

This can be a comma, a question mark or an exclamation mark, e.g.

"The reality is a bit different, though!"

2 Copy and punctuate the direct speech.

- 1 Did you ever feel like giving up he asked.
- 2 This is a really exciting find she exclaimed.
- 3 I travel a lot on this job he said.

Sometimes the spoken words are on either side of the reporting words.

- If one sentence is split, we use two sets of speech marks and put a comma after the reporting words.

"You can learn a lot about people by looking at their rubbish," she said, "as it tells you about people's daily lives."

- If the speaker says two sentences, we use two sets of speech marks and put a full stop after the reporting words.

"Not at all," was her reply. "I'm hooked on ancient Scottish history."

3 Copy and punctuate the direct speech.

- 1 At the end of the excavation he said we held an open day.
- 2 A few months ago I was in Jordan she said we found a Neolithic settlement
- 3 It is important that young people get practical experience said Professor Barnes and take every opportunity to go on digs.

When we write a conversation, we start and indent a new paragraph when a different person speaks.

"What made you take up archaeology?" asked the reporter.

"I was inspired by the discovery of Tutankhamun's tomb," she replied.

4 Copy and punctuate correctly.

Kirsty said I got lots of experience as a volunteer. What sort of experience asked Professor Barnes Well, making records she replied and writing up reports. That's good he said Make sure you add that to your CV

B Language use Missing words

In *English World 8* you looked at how words are often left out of informal writing, especially in spoken words.



1 What is the complete question and answer?

Words may be omitted in a more formal context where they are not part of a conversation. The headings in the website *Career advice* asked two questions: *Just starting out?* *Still interested?*

- 2 What are the complete questions?
- 3 What is the effect of leaving some words out?
- 4 Why do you think this style was used for the *Career advice* part of the website?

Words may also be left out of formal writing, e.g. *Kirsty is as excited by the humble finds as by the exotic.*

- 5 Compare the sentence above with this version. *Kirsty is as excited by the humble finds as she is excited by the exotic finds.*
- 6 Compare the two sentences. Identify the words that were left out of the first sentence.
- 7 Why do you think the words were left out?

The writer expects the reader to use the first part of the sentence to work out which words are missing in the second part in order to understand the whole sentence.

- 8 Work out the full version of this sentence. *The archaeologists excavated the palace first then the courtyard.*

1 Listen and read.

Lucie: This is so exciting! I can't wait!

Rudi: Not long to go now! The stadium's really filling up, isn't it?

Tasha: How big's the crowd, do you think?

Todd: It's hard to tell. 10,000? 15,000?

Miss Jackson: Have you been here before, Lucie?

Lucie: No. My brother has, though, to watch football matches.

He's **always going on** about how fantastic it is.

Miss Jackson: This is a first for me. I have to admit I've never been to a rock concert before.

Rudi: Well, you're **always saying** it's good to have new experiences, aren't you, Miss Jackson?

Lucie: My sister is so jealous. She's **always begging** my mum to let her go to a big concert.

Todd: But she's only ten. She's a bit young.

Rudi: What do you think of my new River Boys T-shirt? Isn't it great?

Tasha: It's good to see you in something new. You're **always wearing** the same old things.

Miss Jackson: That's not very polite, Tasha.

Rudi: You're **always being** mean to me these days.

Tasha: Sorry! Only joking!

Todd: Stop squabbling, you two. We're here to have fun!

Lucie: And the fun's about to start! The lights are going down!

Rudi: And the music's starting!

Tasha: And look! There they are! They're walking on stage!

2 Cover the dialogue. Read the statements and write T (true) or F (false). Correct the false statements.

- There's a big crowd in the stadium.
- Miss Jackson has been to a rock concert before.
- Lucie's sister has been to lots of concerts.
- Todd has bought a new T-shirt.
- The show is about to start.

3 Change the sentences so that they include the present continuous and always.

- Some people frequently complain.
Some people are always complaining.
- Todd often tells jokes.
- Rudi often wears the same things.
- Lucie's brother often goes on about football.
- Tasha is often mean to Rudi.
- You frequently get to school late.
- The students often text each other.
- I frequently lose my keys.

4 Think of your own sentences using the present continuous and always.

- Mr Jones is very bad-tempered.
He's always shouting. Or: He's always getting angry.
- The twins are very argumentative.
- Jenny is a chatterbox.
- My uncle is very generous.
- Joe is very clumsy.
- I'm very absent-minded.
- Some children are very curious.
- Harry is mad about keeping fit.

5 Share your ideas from Activity 4 with the rest of the class.

We can use the **present continuous** with **always** to talk about habitual actions that happen frequently.

They are always taking holidays abroad.

= They often take holidays abroad.

She is always flying to Paris to go shopping.

= She often flies to Paris to go shopping.

Used in this way, the **present continuous + always** can show annoyance or criticism.

He's always talking. I wish he'd be quiet.

They're never happy. They're always complaining.

Why is it always raining in England?

Listening and speaking

Functions of English expressing certainty, probability and possibility

1 Look at these expressions.

Expressing certainty

I'm (absolutely / completely / quite) certain / sure / convinced / positive that ...

It's bound to happen

It will definitely / certainly / without doubt / of course happen

must + infinitive; must + perfect infinitive

Using the expressions above, make a list of five things that you are certain are true.

Then compare your lists in pairs. Do you agree or disagree with your partner?

2 Look at these expressions.

Expressing probability

It's (very / extremely / highly) likely / probable that ...

It's (very / extremely / highly) unlikely / improbable that ...

It will probably happen.

Expressing possibility

It's possible (impossible) that ... It will possibly happen.

Expressing probability and possibility

may, might, can, could + infinitive

may, might, can, could + perfect infinitive

Using the expressions above, make a list of five things which will possibly or probably happen in the future (or which have possibly or probably happened in the past). Then compare your lists in pairs. Do you agree or disagree with your partner?

3 Group conversation

Work in small groups. Share the ideas you discussed in your pairs. Remember to use the expressions from the boxes above. Do the rest of the group agree or disagree with you?

Listening comprehension

1 Miss Jackson and the students have gone backstage after *The River Boys'* concert. They're going to meet the band in their dressing room. Listen and circle the correct answer.

- | | | | |
|--|----------------|---------|----------------|
| 1 Who goes into the dressing room first? | a Monty | b Jake | c Miss Jackson |
| 2 Who is <i>The River Boys'</i> keyboard player? | a Ricky | b Spike | c Jake |
| 3 Who wanted to ask a question? | a Miss Jackson | b Tasha | c Monty |
| 4 Who filmed the concert at the arts festival? | a Todd | b Tasha | c Ramon |
| 5 Who gets confused when she is paid a compliment? | a Lucie | b Tasha | c Miss Jackson |

2 Listen again and answer the questions. Make notes.

- 1 After the concert, what were Ricky and Spike doing?
- 2 How do you know that the students had good seats at the concert?
- 3 What did they enjoy in addition to the music?
- 4 What did Monty and Jake especially like about Tasha's film?
- 5 What is *A night like this*?
- 6 What are *The River Boys* going to make to go with the song?
- 7 What do they want to use?
- 8 How does Tasha feel about this?

3 Talk about it.

- 1 Is there a stadium in your town or city? Describe it. What is it used for? Have you ever been there? If so, what did you see?
- 2 Have you ever been to a pop or rock concert? When did you go? Who did you see? What did you think of it?
- 3 What do you think of music videos? Why do you think they are made? Do you have a favourite music video? If so, describe it.



Information and advice

You have read website pages that give **information** and **advice** about an archaeological career.

Checklist

► Layout	
heading and introduction	It is obvious from the heading, <i>Archaeology Now</i> , what the text is about. What section is highlighted in the menu bar: on the first page on the second page What information does the first paragraph give you?
presentational devices	Find examples of: sub-headings bullet points bold text coloured text boxed text Discuss why these presentational devices are used.
► Style	
information	It is impossible to write advice without including some information about the subject, e.g. museum officer: collecting and displaying finds to the public. Find other examples of information in the text.
imperative verbs / modals	These are used to make a strong statement about what you really ought to do or ought not to do, e.g. get a range of experience Don't get the wrong idea. The information on this page could help you ... Find other examples of imperatives and modals in the text.
precise detail	Advice needs to be detailed and exact otherwise it is not much use, e.g. Fieldwork is a key aspect of archaeology NOT <i>You have to do some fieldwork</i> . What precise advice is given instead of: <i>If you are under fifteen, do a bit of archaeology.</i> <i>You don't get paid much.</i> <i>As an archaeologist, you can do a few different jobs.</i>
conditionals	Conditionals are used because the writer realises that: ▪ different people have different reasons for considering archaeology, e.g. If you want to be rich , don't be an archaeologist. ▪ people's circumstances are different, e.g. If you have a degree ... Find more examples of conditionals in the text.
advice phrases	Unlike imperative verbs, advice phrases suggest what you might do, e.g. If you are under 15, it is a good idea to ... Find the advice phrase in the section <i>If you are still at school</i> ...
personal / direct	Written advice appears to be 'talking' to each individual reader by using the second person, e.g. ... you don't want to do it for long. Find more examples of the second person in the text.



Writing assignment

You have read and discussed web pages that give information and advice on a career in archaeology. You are now going to research and write advice for another career.

- Choose a career you are interested in.
- Find another student in your class who has chosen a different career.
- 'Swap' careers. You research and write advice about the other student's career choice. He/She researches and writes advice about your career choice.

Go to p44 in your Workbook for help with planning.

Life skills 1

Creating your CV

CV stands for *curriculum vitae*. It is a Latin phrase meaning 'the course of one's life'. It is a summary of your personal, education and professional life. You need a CV when applying for educational courses or a job.

▶ Getting started – the first draft

- **Heading:** **Curriculum Vitae** in the centre at the top of the page.
- **Sub-heading:** **Personal details** – include your name, address, telephone number and email. You want to make it as easy as possible for the person reading your CV to get in touch with you.
- **Sub-heading:** **Education and qualifications** – These are the schools you have attended with dates / any exams you have passed with grades. Begin with the school you attend now and work backwards.
- **Sub-heading:** **Work experience** – part-time / voluntary work. If you have no work experience at this stage, leave out this section.
- **Sub-heading:** **Interests** – with brief description
- **Sub-heading:** **Skills** – don't repeat exam passes!

▶ Proofreading

In some ways writing a CV is like filling in a form:

- A completed form and a CV are often the first impression someone has of you.
- They must be accurate – no spelling, grammar or punctuation mistakes!

Spot as many mistakes as you can at the first draft stage.

You will need to proofread it again when you *think* you have made your final copy!

▶ The final copy

The look of your CV

Your CV should be well laid out and easy to read:

- Choose a clear font such as Arial, Georgia or Geneva.
Don't use *Comic Sans* or *Chalkduster*!
- 12pt is a good size for the body of your CV.
- Use a larger point size for headings and sub-headings.
- Write on only one side of the page and put your name in the footer of each page you use.

The content of your CV

Your CV must be:

- informative – the person reading wants to get a clear impression of the type of person you are
- concise – busy people do not have time to read pages and pages. Do not use more than two sheets of A4. If you can get all you want to say on one page, so much the better!

Read and discuss the good example of a CV on the next page. Read the notes carefully. They will help you with the Workbook assignment.



CURRICULUM VITAE

Personal details

Kurt Asper

Apt 16, 1026 Fountain Avenue, Bay City

Tel: 01234 56789 Mobile: 077111 666111

Email: ka@home.com

Education

2006 - 2012 Bay City College

8 passes at IGCSE:

Grade A: English language, mathematics, Italian and German

Grade B: history and geography

Grade C: English literature and science

2000 - 2006 Gerber Junior School, Bern, Switzerland

Junior Attainment Tests:

Grade 5: English, mathematics and science

Work Experience

January - June 2012 The Corner Shop, Bay City

Shop Assistant - part time.

A very busy shop where politeness and good service were expected.

Working in a team and sharing responsibilities was important.

Interests

Reading: I have a wide taste in reading, including classic and modern fiction; newspapers and magazines. I like to keep up with what is going on in the world.

Sport: I am involved with both the football and rugby teams at school. I spend two evenings a week coaching younger pupils.

Travel: I like adventure holidays where I can try out new things. I have been skydiving in New Zealand, and scuba-diving at the Great Barrier Reef. I have also spent time in London to improve my English.

Skills

Computing: I have an ECDL qualification in Word and Powerpoint.

Languages: I have attained a good standard in conversational Italian.

Scuba-diving: I have my PADI 15 metre license.

CV: Kurt Asper

bold capitals

sub-heading in bold

large font for name

other personal details set out to save space

sub-heading in bold

dates and name of school

underlined

exam passes - begin with the highest grades

These tests are taken at the end of junior school in the UK.

sub-heading in bold

job underlined

shows people skills necessary in the job

sub-heading in bold

an individual pastime but shows interest in current affairs

a contrast to reading showing ability to work with others shows a keenness to try something new and an adventurous spirit

sub-heading in bold

precise details of recognised qualifications included

Look what they did!

Start-up Use WB p48 for your notes.



▶ Hippocrates developed the field of Western medicine but was imprisoned for 20 years for his beliefs and ideas. Doctors still take the Hippocratic oath, based on his concept of a doctor's role.



▶ Mozart composed from the age of five until his death aged 35. He produced over 600 works, many among the best known, most popular and most often performed of all classical music.



▶ Florence Nightingale established nursing as a profession, opened the first nursing school in the world and established hygiene as essential in treatment. Skilled in maths, she introduced charts and graphs for monitoring health.

What kind of people do you admire the most?

Which people give you inspiration? Are they the same as the people you admire?

What sort of actions do you think of as being important achievements in the world?

What do you think of the people who have achieved these actions?

Reading

- You will read a debate between three people. Each person will try to persuade the audience that his/her achievements mean that he/she is more important than the other two. Do you expect the speakers to make points against the others before or after making points in favour of themselves?

Vocabulary

- These words are in the debate: *endure, meticulous, immodest, fraud, poverty, starvation*. Circle any you cannot remember or guess. Look them up.
- Find out what these phrases mean: *pack ice, human race, human being*.

Grammar

- You will study **inversion of subject and verb** as a feature of formal language. Think of two other features of formal language.

Language practice

- Punctuation: You will learn how to present quoted words in a piece of writing. What does *to quote* mean?
- Language use: You will look at some of the styles of formal writing. Think of three types of formal writing.



▶ Nelson Mandela, President of South Africa 1994–1999, previously served 27 years in prison for his activities for rights for all South Africans. Released in 1990, he prioritised reconciliation and received the 1993 Nobel Peace Prize.

▶ Marie Curie, scientist, the first woman to win a Nobel prize and the only winner of Nobel prizes in two sciences: physics and chemistry. Her work led to the development of X-rays and advances in cancer treatments.

Grammar in use

- You will hear a discussion about the future of the arts festival. If you were on the committee, what ideas would you have for making it financially successful? Think of two.
- You will study the use of **articles** with geographic terms. List two **oceans**, two **countries**, two **capital cities** and two **rivers**.

Listening and speaking

- You will listen to a radio programme about Norway. Find out three facts about it.
- You will prepare a presentation on a foreign country that interests you. List three countries that you think you would find interesting.

Conversation focus

Liam, Kurt, Gustav, Florence, Mimi and Giorgio have just seen *The River Boys'* concert.

- Listen to their conversation as they are leaving the stadium.
- Read the questions on Workbook page 48. Listen again and answer the questions.
- Talk in a group about people you think have made significant achievements in their lives. Use the photos and information on this page to help you, as well as any of your own ideas. Ask: *What kind of people ...? Who do you think ...? What is important ...?*
Say: *I do / don't consider ... I think real achievements are ...*

Writing

- You will hold your own debate like the one you are going to read. Note two well-known people, not on these pages, who you think achieved something very great.



▶ Neil Armstrong, astronaut, test pilot, aerospace engineer and university professor. In 1969, he was commander of the Apollo 11 flight to the Moon and was the first human to set foot on its surface.





A Balloon Debate

In this form of **debate** you must imagine that there are historical characters in a hot-air balloon. The balloon is rapidly losing height and will crash to the ground unless all but one of the characters jump out. Each character must try to convince you why he/she should stay in the balloon and the others should jump. You listen to what each one has to say and then vote.

My name is Roald Amundsen and I was born in Norway in 1872. My father was a ship owner and from a very early age, I was fascinated by the sea. I was studying to be a doctor but I realised that this was not the life I wanted. In 1893, I abandoned my medical studies to become a seaman. I made several voyages and in 1896 joined the Belgium Antarctic Expedition. During that expedition, the ship was stuck in pack ice for almost a year. Conditions were unimaginable and many of the crew suffered from depression and even insanity but I was made of stronger stuff. I kept a detailed record of everything that happened so that I could avoid many of the problems when I led my own expedition.

This opportunity came in 1903. I had my master's ticket, a small ship called *Gjøa* and absolute confidence that I would succeed. My aim was to sail from the Atlantic Ocean to the Pacific Ocean through the Northwest Passage. And succeed I did. The voyage took three years and I returned home to a hero's welcome.

My greatest achievement was leading the first expedition that reached the South Pole. We began our historic journey from Norway in June 1910, and made our base camp on the Great Ice Barrier which we reached six months later. We built our hut, laid up stores of seal meat and waited for the spring. In October 1911, four companions and I, with dogs and sledges, set out to reach the Pole. I cannot describe the nightmare of that journey. We endured temperatures of minus 58 degrees; frostbite; the sadness of killing some of our dogs for food; and the knowledge that, having reached the Pole in 45 days, we had to survive the 45 days of the return journey. But we did! I had left nothing to chance. My meticulous planning of the whole expedition ensured our success and the permanent scientific base at the South Pole bears my name and is a tribute to my great achievement. So great was my achievement that I have no doubt you will save me rather than the others.

And what of my companions? What is Miss Austen's greatest achievement? Writing novels showing how the only happiness for women is bagging a rich husband! I am aware that women in 19th century England did not have many choices but surely, Miss Austen should have used her talent to give young women brave, adventurous role models. Equally inexplicable was her pitiful output – only six novels in a lifetime!

What is Wilbur Wright's greatest achievement? The airplane, I hear you say. But is it? Inventors such as Ader, Whitehead and others would disagree. There is evidence that supports these people as the first to make powered flight long before Wilbur flew for 59 seconds!



I am sure, ladies and gentlemen that I need no introduction. I am, of course, Jane Austen, the famous novelist. I was born in Hampshire in the south of England in 1775. My father and elder brothers educated me, and from an early age I was a great reader. I learned French, spelling, needlework, music and dancing. As my brother Henry said: "Jane was fond of dancing and excelled in it." I have to say, I excelled in most things.

From the very beginning, my family encouraged me to write. My first published novel was *Sense and Sensibility* in 1811 and my most famous, *Pride and Prejudice* in 1813. I am sure that if you have read no other novel, you will have read *Pride and Prejudice*. I have to admit that I wasn't very famous while I lived but people eventually recognised my genius and today I have millions of fans all over the world. My novels have been translated into numerous languages and made into films and TV serials.

I lived with my parents all my life and, despite working extremely hard on my novels, I found the time to be a great help to them. I also helped poor people in the villages near my home and taught illiterate boys and girls to read and write. I do not wish to seem immodest but I must quote George Henry Lewes – a famous critic and a very intelligent man – who said that I was 'the greatest artist that has ever written' and many people agree with him.

Under the circumstances, must I be worried that I will not get enough of your votes to stay in the balloon? I think not.

Now let me turn my attention to my companions and begin with Mr Amundsen. Scarcely have I heard anyone as convincing as he is. But he didn't tell you the whole truth! He got his ship, his equipment and huge sums of money from people who thought he was going to the North Pole. When he heard that two American explorers had already got there, not only did he change his mind but neither did he tell anyone – not even his crew. He knew that his backers would not support his expedition to the South Pole so he just didn't tell them. A fraud and a liar are the only words I can think of to describe Mr Amundsen.

And what of Wilbur Wright? What exactly did he do for the human race? He gave us the airplane. A form of travel that has resulted in many deaths and has polluted our planet. Not something, I think, I would boast about!

People always speak of 'the Wright brothers' as inventors and builders of the first successful airplane. To some extent, that is correct but I, Wilbur Wright, am here today to win your votes by explaining that it was much more my invention than ours. My brother, Orville, was a great help but, as the famous author James Tobin wrote:

'It is impossible to imagine Orville, bright as he was, supplying the driving force that started their work and kept it going ... Will did that. He was the leader, from the beginning to the end.'

I was born in America in 1867 and from a very early age I was interested in how things worked. I remember being given a toy helicopter made of bamboo and cork, with a rubber band to twirl the rotors. I played with it for hours and was determined to find out about how things could fly. My brother and I were always inventing things. We designed and built a printing press and our own brand of bicycle, but my greatest ambition was to be the first human to design and fly a powered airplane.

From 1900 to 1902, I experimented with gliders. I watched birds very carefully and saw how they angled their wings to make their bodies go left or right and decided that the pilot had to be able to do the same with the wings of an airplane.

In 1903, I attached a gasoline engine to the plane *The Wright Flyer*. On December 17th, my brother and I made four flights. My last flight was the most successful. I travelled 260 metres and the flight lasted 59 seconds! You cannot deny – an amazing achievement!

Consider that I have given humans the ability to fly around the globe, and then consider Miss Austen and Mr Amundsen. Miss Austen's books are very entertaining but why didn't she write about really important things, as Charles Dickens did? He wrote of poverty and starvation, and children having to work long hours and being denied education. What did she write about? New dresses, dances and marriage!

It is true that Mr Amundsen made a difficult and dangerous journey to the South Pole but what good did that do? Perhaps he would have helped his fellow human beings more if he had continued with his medical studies and become a doctor!

Reading comprehension

1 Answer the questions about the speeches.

- Which historical character in the balloon is
a an author? b an explorer? c an inventor?
- What was Roald Amundsen's greatest achievement?
- Where was Jane Austen born?
- Which historical character was
a American? b British? c Norwegian?
- In early life, what was each character interested in?
- Which of the historical characters has a connection to
a birds? b dogs?
- Put the characters in date order of their birth, starting with the youngest.
- Who
a helped the poor? b planned meticulously? c built a printing press?
- Who was
a George Henry Lewes? b Mr Whitehead? c James Tobin?
- Who has a scientific base named after them?

2 What facts and details do you remember?

- Who was born in 1872?
- What are there *millions* of?
- What lasted *59 seconds*?
- What was *minus 58 degrees*?
- What happened in 1811?
- What took *90 days*?
- What two things happened in 1903?
- What travelled *260 metres*?

3 Discuss these questions about the structure of each speech.

- Background information: What does each character tell you about themselves *before* they became famous?
- Arguments for staying in the balloon: What details does each character give you about their achievements?
- Why each one is better than the others: What criticisms does each character make of the other two?
- Persuasive writing: Explain in your own words
a *I was made of stronger stuff.* b *recognised my genius* c *the driving force*

4 Work in pairs or groups. Discuss your answers to these questions.

- Why does Amundsen say that reaching the South Pole was an 'historic journey'?
- What does he mean when he says he had 'left nothing to chance'?
- Why do you think Jane Austen is sure she needs 'no introduction'?
- How do you know that her novels are very popular today?
- What does Wilbur Wright mean when he says 'it was much more *my* invention than *ours*'?

5 What do you think?

- Discuss your impression of each character in turn. Say what you like and what you dislike about them.
- Think carefully about who you would vote for. Explain your reasons.
- If you found yourself in the balloon, what could you say to persuade people to let you stay?



1 Read.

In June 1910, Amundsen set out on his second expedition to Antarctica. Having set up their base camp, the team prepared for their long walk to the South Pole and waited for weather conditions to improve.

Little did they know what a nightmare their journey would be. They endured temperatures of minus 58 degrees, frostbite, lack of food and exhaustion. **Never had explorers experienced** such appalling conditions. It took them 45 days to walk to the Pole. There was great jubilation of course but **scarcely had they arrived** when they had to embark upon the return journey which would last another 45 days.

Not only was Amundsen a great explorer but he was also a strong and skilful leader. **So great was his achievement** that the scientific base at the South Pole bears his name and he is still remembered today with admiration.



2 Cover the text and answer the questions.

- 1 What did Amundsen and his team do when they arrived in Antarctica?
- 2 How did they travel to the South Pole?
- 3 What were the weather conditions like?
- 4 How long was their journey there and back?
- 5 How is Amundsen remembered today?

3 Change the sentences. Put the underlined words or phrases first.

- 1 Explorers had never experienced such a journey. *Never had explorers experienced such a journey.*
- 2 They endured not only lack of food but also frostbite.
- 3 The achievement was so remarkable that it will never be forgotten.
- 4 We seldom hear about such courage.
- 5 Amundsen planned the expedition so meticulously that it had to succeed.
- 6 I appreciate the achievement only now.
- 7 We can barely appreciate the difficulties of that journey.
- 8 I will, under no circumstances, travel on foot to the South Pole!

4 Use your own ideas to complete these sentences.

- 1 Only when the film started, ...
- 2 Only after they had opened their exams papers, ...
- 3 Little did I suspect that ...
- 4 Seldom ...

- 5 No sooner ... than ...
- 6 So astonishing ...
- 7 On no account ...
- 8 Not only ...

Inversion

When you put certain words or phrases at the beginning of a sentence, the subject and verb are inverted.

- *scarcely, hardly, barely, no sooner:*
Scarcely had he left before the quarrelling started.
- *rarely, seldom, scarcely / hardly ever, never:*
Rarely have I seen such an exquisite jewel.
- *under no circumstances, on no account:*
Under no circumstances must you open the door.
- *not only, neither / nor:*
Not only is he handsome but rich, too.
*She can't sing. **Neither can she** dance.*
- *only then, only now, only after ..., only when ...:*
Only then did he understand the situation.
- *little:*
Little did I realise what was about to happen.
- *so + adjective / adverb ... that:*
So great was her surprise that she screamed.
So well does he write that he is bound to become a poet.

With simple tenses, use the auxiliaries *do, does* and *did*.

Inversion is often used in formal language.

Language practice

A Punctuation Quotation marks

Quotations in written work are set out in the following ways:

- If the quotation completes the sentence, then introduce it with a colon, e.g.
As my brother Henry said: 'Jane was fond of dancing and excelled in it.'
- If the quote forms part of the writer's sentence, you do not need a colon, e.g.
I do not wish to seem immodest but I must quote George Henry Lewes – a famous critic and a very intelligent man – who said that I was 'the greatest artist that has ever written' and many people agree with him.
- If the quote takes up more than one line, it should be introduced with a colon, begin on a new line and be indented, e.g.
My brother, Orville, was a great help but, as the famous author James Tobin wrote:
'It is impossible to imagine Orville, bright as he was, supplying the driving force that started their work and kept it going ... Will did that. He was the leader, from the beginning to the end.'

Punctuate and set out these quotes correctly.
Each of the quotes is underlined.

- 1 Writing about Wilbur Wright, the author stated that Will was the leader of the two brothers.
- 2 Amundsen reported that the going was splendid and they covered 31 miles over the next three days.
- 3 One reader wrote I think Pride and Prejudice is an excellent novel.
- 4 When Orville crashed his plane and was badly injured, he was asked if he was afraid. Oh, do you mean will I be afraid to fly again? The only thing I'm afraid of is that I can't get well soon enough to finish those tests next year.

B Language use Formal styles

Formal styles are used:

- when the writer does not know the reader, e.g. a letter applying for a job.
- when the writer is not addressing the reader directly, e.g. a scientific report, an entry in an encyclopaedia.

A mixture of formal and informal styles can appear together in a magazine article, a website, etc.

It is helpful to be able to recognise formal styles so you can judge how formal or informal a piece of writing is, including any writing of your own:

• Full forms

The most formal writing uses only full forms.
I have no doubt you will save me rather than the others.

- 1 Use short forms to make this sentence informal.

• Conjunctions

In formal writing, conjunctions like *and*, *so*, *but*, or *join* main clauses (do not begin sentences).
I was studying to be a doctor but I realised that this was not the life I wanted.

- 2 How could this sentence be written informally?

• Complete sentences

Sentences in formal writing have at least one main clause with a complete verb.

• Complex sentences

Sentences often have more than one main clause and one or more subordinate clauses.

• Formal structures

Inversion

Scarcely have I heard anyone as convincing as he is.

- 3 How would this sentence be written without inversion?

• Concessive clauses

I lived with my parents all my life and, despite working extremely hard on my novels, I found the time to be a great help to them.

• Formal language

I do not wish to seem ...

I am aware that ...

From the very beginning ...

- 4 Discuss how the phrases above could be expressed informally.

• Formal vocabulary

- 5 What informal words or phrases could replace these words?

endure pitiful meticulous insanity

Note some ideas then check in your dictionary.



1 Listen and read.

- Jake:** Your festival was great, you know. There was so much to see and do.
Monty: I loved being back at college and playing on my old football field. Brilliant!
Tasha: We loved having you there.
Jake: Miss Jackson told us about your financial problems.
Monty: We wondered if we could help.
Todd: Well, we need all the help we can get. What do you have in mind?
Jake: We'll pay you for using Tasha's film, of course, so that will help a bit.
Monty: And we were wondering ... Would you like us to play at the next festival?
Jake: We'd like to do it for free.
Rudi: Free of charge? That would be amazing!
Tasha: The festival's going to be in the first week in July. Are you available then?
Monty: Let's see ... We're touring in **South America** in June but we're back in **Europe** in July. I think we're playing somewhere on **the Black Sea**.
Jake: We're doing a festival near **Lake Geneva** in **Switzerland** and then there's another festival in **Budapest** on an island in **the Danube**.
Monty: But that's later in July. I think we're free at the beginning of the month.
Lucie: Really? That's so, so kind of you. Are you sure?
Jake: Absolutely! We're more than happy to help.

2 Cover the dialogue and say if the statements are true or false.

- 1 The River Boys enjoyed performing at the festival.
- 2 They can't help with the festival's financial crisis.
- 3 They are not prepared to pay for using Tasha's film.
- 4 They'll charge a lot to play at the next festival.
- 5 They're going to be travelling a lot in the summer.

3 Match the names in the box with clues 1–10.

Africa the Amazon Asia the Atacama
 the Atlantic the Bahamas Balaton Etna
 Germany the Himalayas Holland
 the Kalahari the Nile Oslo the Pacific
 Popocatepetl the Rockies the Seychelles
 Stockholm Windermere

- 1 The longest river in the world.
- 2 The capital of Norway.
- 3 A group of islands in the Indian Ocean.
- 4 The ocean between America and Europe.
- 5 A desert in Africa.
- 6 A mountain range in North America.
- 7 China forms a large part of this continent.
- 8 Another name for the Netherlands.
- 9 The largest lake in Britain.
- 10 A volcano in Mexico.

4 Imagine you are telling a foreigner about your country. Answer these questions.

- 1 Where is it?
- 2 Which countries does it border on?
- 3 Is it situated on a sea, a lake or a river?
- 4 What are the most important towns?
- 5 Does it have a range of mountains?
- 6 What is the highest mountain?
- 7 Does it have any other interesting geographical features?

Articles with geographical names

We generally use the definite article with:


- seas and oceans: **the Pacific (Ocean)**, **the Baltic Sea**
- rivers and canals: **the (River) Nile**, **the Panama Canal**
- mountain ranges: **the Andes**, **the Himalayas**
- island groups: **the British Isles**, **the Seychelles**
- deserts: **the Sahara (Desert)**, **the Gobi (desert)**

We tend to use no article with:

- continents: **Europe**, **Africa**, **Asia**
 - countries: **Brazil**, **China**, **Australia**
 - towns and cities: **London**, **Cairo**, **New York**
 - lakes: **Lake Superior**, **Lake Baikal**, **Lake Como**
 - mountains: **Mount Everest**, **Mount Elbrus**
- There are always exceptions! **the UK**, **the USA**, **the UAE**, **the Hague**, **the Matterhorn**, **the Isle of Man**

Listening and speaking

Listening comprehension

- 1  Listen to part of a travel programme about Norway. Choose the best answers.

- 1 Which country is Norway?
Circle the correct letter.




- 2 What is a fjord? Circle the correct letter.



- 3 Number the explorers from the earliest to the most recent.
Roald Amundsen ☐ Leif Erikson ☐

Christopher Columbus ☐

- 2  Listen to the first part of the radio programme again and answer the questions.

- 1 How would you describe the Norwegian scenery inland?
- 2 What winter sports are popular?
- 3 How does Lindy Roberts describe the Norwegian coastline?
- 4 Explain how fjords were formed.
- 5 What is the best way to see the fjords?

- 3  Continue listening to the programme. Complete the sentences with words from the programme.

- 1 The Norwegians have always been a sea-faring
- 2 The Norwegians are of the Vikings.
- 3 According to the presenter, the Vikings were an adventurous
- 4 In the 11th a Viking America.
- 5 The Vikings were great
- 6 Roald Amundsen the Vikings' adventurous

Individual speaking

You are going to talk about a foreign country that you find interesting.

Preparation in groups:

- 1 Compile a list of all the countries that the group has visited.
- 2 Find out as much as you can about these visits.
Why did they go there? When did they go? How long did they stay? What did they see and do? What did they think of the country? Would they like to visit this country again? Why? / Why not?
- 3 Make a list of countries that members of the group have not visited but would like to visit.
- 4 Find out about these choices.
Why do they want to go there? How much do they know about these countries? When do they think they might be able to make these trips?

Now tell the rest of the class about your discussion. 

Discursive writing

You have read three speeches written for a balloon debate. Speeches in a balloon debate are a form of discursive writing.

Checklist

Research

When you are taking part in a balloon debate you need to research:

- your historical character. Concentrate on finding all the positive things you can about that person's life and achievements.
- the other historical characters in the balloon with you. Concentrate on finding negative things about these people.



Structure

Introduction

Make sure your audience knows who you are from the very beginning.

e.g. My name is Roald Amundsen ...

How do Jane Austen and Wilbur Wright introduce themselves?

body of speech

Use the body of the speech to impress your audience with your life and achievements, e.g.

My greatest achievement was leading the first expedition that reached the South Pole.

Find examples of how Jane Austen and Wilbur Wright try to impress the audience.

final paragraphs

Use the final paragraphs of your speech to show why the others should not stay in the balloon, e.g. Wilbur Wright on Roald Amundsen:

It is true that Mr Amundsen made a difficult and dangerous journey to the South Pole but what good did that do? Perhaps he would have helped his fellow human beings more if he had continued with his medical studies and become a doctor!

What other negative comments are made about the characters?

Style

first person

You are writing a 'mini' autobiography so use the first person, e.g. I have to admit that I wasn't very famous while I lived ... Find more examples of the first person in the text.

third person

You are writing 'mini' biographies about the other characters so use the third person, e.g. What did she write about? Find more examples of the third person in the text.

second person

Using the second person gets the audience involved, e.g. ... I have no doubt you will save me ... Find more examples of the second person in the text.

facts / details

You will not convince your audience if you are 'vague' about the details of your character's life. If Amundsen had said: 'I went to sea - can't remember the name of the ship. I got to the South Pole. It took quite a long time ...' the audience wouldn't be very impressed! The speaker is sure of the facts, e.g. He joined the Belgium Antarctic Expedition 'in 1895', having reached the Pole in 45 days ...

Find other examples of details in the text.

persuasive language

Each person in the balloon is trying to persuade the audience to support them. You must be persuasive, e.g. I am sure that if you have read no other novel you will have read *Pride and Prejudice*. NOT You might have heard of it. ... my greatest ambition was to be the first human to design and fly a powered airplane. NOT I sort of wanted to fly.

Find more examples of persuasive language in the text.



Writing assignment

You have read and discussed the text of a balloon debate. You are now going to work in groups of three and prepare your own balloon debate. Each member of the group should choose a historical character. Do your research and write your speeches.

Go to pp55-56 in your Workbook for help with your planning.

In performance

Start-up Use WB p58 for your notes.

▶ Operas cost a lot to put on. There is a large orchestra, a huge chorus, dancers and principal singers. Tickets are often very expensive but the performance is spectacular.



◆ Pop concerts are exciting even though there are fewer musicians. There's usually more than one band and they all use stage effects and have massive sound systems. They are loud!



◆ Theatre shows can be spectacular with a large cast. Other plays cost less to see. They might have only a few actors, occasionally just two, but the plays can still be absorbing.

Which of the live events on these pages have you been to?
Which one do you like going to the best? Why?

Are there any you have never been to but would like to?

Why would you like to go or why not?

Are there any other live performances that you enjoy? What are they?

Reading

- You will read a magazine article which proposes that seeing a live music performance is better than listening to a recording of it. Do you already hold an opinion about this? What is it?

Vocabulary

- These words are in the text: *underestimate, combination, spontaneity, dedicated, enthralled, literally*. Circle any you cannot remember or guess. Look them up.
- Find out what these phrases mean: *to feel at home, close-up, electric atmosphere*.

Grammar

- You will learn about articles in place names in a town or city. What famous places do you know in London? List four.

Language practice

- Punctuation: You will study the use of brackets and dashes in writing. Do you know what these forms of punctuation are? Find out if you don't already know.
- Language use: You will study the use of *when / where / what / who / which / how + ever*. Do you go swimming in the summer, whatever the weather is like? Why? / Why not?

On a smaller scale you can see street performers in big cities. You can stand and watch for as long as you like. The show is free but the artists ask everyone to pay a little.



6

School concerts are often entertaining with lots of different kinds of music and dance. No one is paid to play so the tickets are affordable.

Grammar in use

You will hear a discussion about *The River Boys'* video for their new single. What music videos have you seen? What kind do you enjoy the most?

You will look at the **repetition of comparative adjectives and adverbs, verbs and nouns** in conversation. Why do you think these words might be repeated when people are talking?

Listening and speaking

You will practise the language for making and accepting apologies. Check you understand apology. What is the simplest way of apologising?

You will listen to conversations in which people make and accept apologies. What do you have to apologise for most often? Who do you apologise to?

Poetry recitals are often given for free. Some people enjoy reciting their poems and others enjoy listening to them.

Conversation focus



Mimi has gone to the library to put a notice on the board when Liam arrives.

- 1 Listen to their conversation.
- 2 Read the questions on Workbook page 58. Listen again and answer the questions.
- 3 Talk in a group about different kinds of live performance. Use the photos and information on this page to help you, as well as any of your own ideas.

Ask: What kind of performance do you prefer? Why do / don't you like ...?

Say: I prefer ... I do / don't like ... because. The trouble with ... is ...

Writing

You are going to write a discursive essay about watching a film in the cinema or watching it on DVD at home. Do you already have a view about this? What is it?



Let's go live!

1 As a music critic, I often go to live performances – musicals on Broadway, bands in the Shea Stadium, folk singers in Greenwich Village – whenever and wherever the chance comes up. I listen to masses of recorded material as well. I review albums and radio programmes. Bands often send me CDs of their own recordings (which I always listen to, before you ask). We are used to having all kinds of recorded music available to us anywhere, any time. In spite of the abundance and variety of what you can download to your music player, it's clear to me that the power and effect of popular music in live performance is generally underestimated. In my view, live performance is vastly superior to recordings.

2 In the first place, it's the real thing. When you listen to live music you are hearing the actual artist and the true quality of the performance. Whether it's in a small space with 20 people listening or in a stadium to an audience of thousands, what you hear is what that person or group can do. There's nothing between you and the music. The first live performance I ever saw was in the Hollywood Bowl. The combination of the music and the venue blew me away.

3 In a live music show, a band can change the material they include and the order in which they play it. They can deliver a performance that has never been heard before and will never be heard again. Live music shows are often stunning with amazing lighting effects and pyrotechnics as part of the performance. With spontaneity from the performers, these shows often give their audiences an experience that cannot be repeated.

4 A show develops a unique quality when the performer feels a strong connection with the audience. I've seen this happen particularly when the audience is made up of dedicated fans who know the artist's music inside out, adore the style and appreciate the skill of the performance. When that connection happens, artists feel at home. They are ready to communicate directly with their audience and relate in a personal way which you never experience in listening to recordings.

5 The electric atmosphere at a live performance is tangible even before the artist even appears. Many of the audience will have saved up for their tickets, been looking forward to it for months and may have travelled a long way. It's a special experience and the sense of expectation is exhilarating so that when the performer appears, the audience is already enthralled, ecstatic and enthusiastic.

6 Finally, sharing the experience of a fantastic live performance, whether with a small number of people or a vast crowd, is thrilling. Listening alone, you'd enjoy it but when you're one among many you can feel everyone else's excitement and enthusiasm and it carries you way up high. I go to many live performances every year, some better than others, but being in an audience of discerning and appreciative fans in front of a truly great artist is, frankly, inspirational.



Jackie Chang - New Yorker,
freelance writer and critic - is a visiting
lecturer this term at Bay City College. With
her permission, this article is condensed from
her introductory lecture by Bay Views media
editor, Jed Vinny.



Some people object to live performances on the grounds that the stage can be too far away or you can't see properly with people sitting or standing in front of you. This may have been true in the past but these days, big venues put up huge screens so that the audience can watch the performer from a distance and get

a close-up view whenever they choose on the big screen and it doesn't matter how far away from the stage you are because modern amplification means that you'll be able to hear perfectly, too.

People also argue that a recording has perfect quality. This is true: recorded albums are worked on to get everything better and better until it's all exactly right. But it's a manufactured perfection not the artist's actual sound. What's more, what you hear is exactly the same as thousands or millions of other people will hear. It's a mass produced product so it simply can't give that unique experience.

Another point often made against live performance is the cost of the tickets (and it's true that these are becoming more and more expensive). Compared with other things you buy – drinks and magazines, for instance – they may be expensive but cheaper tickets are available if you are prepared to stand or have a seat near the back. In any case, wouldn't you agree that it's worth missing a few drinks and your favourite magazine to save up for a literally unrepeatable experience?

Some people say that not everyone can afford to travel to a big venue but this isn't the only way to see great live music. You'll find that there are live performances all the time that are cheaper and nearer. Good, exciting music doesn't only happen when the big stars perform – and remember, all the big stars started small. Why not take a chance on going to hear a new band play? You never know, you may be listening to the next hit group and it's always fun to be with other people who enjoy music, too.

The point is often made that without their own recordings, the work of some groups would never become known. That's true but it shouldn't be true to the extent of never listening to their music live. Recordings can be in the vanguard of a new sound but once a group has a good following, going to see them live will give you a much better experience than just downloading their next album.

In conclusion, live performance gives you the artist's true quality in a unique format with a unique relationship with the artist as well, in an amazing atmosphere that is heightened by being part of a devoted audience. Modern technology gives you a close-up view as well as a great sound. There are always some cheap tickets available and if cost is an issue, you can find loads of lesser known groups nearer and more affordable. Although recorded music is a great way for unknown groups to get their work out, this should never replace live performance as the real medium in which performers get to show the quality of their work. There are loads of groups out there who can deliver a great live performance. But don't take my word for it! Try it yourself and discover the difference.



Reading comprehension

1 Answer the questions.

- 1 Where does Jackie Chang come from?
- 2 Which places in New York does she mention?
- 3 What does she think is underestimated?
- 4 Where did she first see a live music performance?
- 5 When does a show develop a unique quality?
- 6 What is the atmosphere at a live performance often like?
- 7 How is the audience given a better view of the performer in a stadium?
- 8 How can you get cheaper tickets?
- 9 What does Jackie Chang say people should remember about big stars?
- 10 What two things do modern technology give you at a live show?

2 Find these phrases in the text. Match them to their meanings as used in the text.

- | | | | |
|-----------------|-----------------------|---------------------|------------------|
| 1 blew me away | 2 in the vanguard | 3 way up high | 4 you never know |
| 5 take a chance | 6 take my word for it | 7 it doesn't matter | 8 mass-produced |
-
- a try out
 - b to an extreme level of excitement
 - c among the early stages
 - d believe me
 - e it is possible
 - f made a strong impression
 - g made in large numbers
 - h it makes no difference

3 Discuss these questions about the structure of the article.

- 1 What opinion does Jackie Chang give in the first paragraph?
- 2 How many points does she make to support her view?
- 3 What is the last point she makes?
- 4 How many arguments against live music does she include?
- 5 Which is the first one?
- 6 Which is the last one?
- 7 What is the concluding paragraph of the article used for?



4 Discuss the answers to these questions.

- 1 Do you think Jackie Chang has always lived in New York? How do you know?
- 2 Why do you think a band or artist might decide, during a performance, to include different songs or to change the order?
- 3 Why do you think an artist feels connected with an audience of fans who know the music well, and who appreciate both the style and the artist's skill?
- 4 In what ways do you think music can be improved when it is recorded?
- 5 Why do you think you might be taking a chance if you go to hear a new band play?

5 What do you think?

- 1 Do you think Jackie Chang makes good points to support her opinion? Which do you think are the most persuasive?
- 2 Having read all the arguments for and against, do you agree with her or not? Give your reasons.
- 3 If you had the opportunity to go to listen to a group or singer performing live, would you go? Why? / Why not? If you could choose the group or singer, who would it be?

1 Read.

As a fan of live performances, I try to catch as many shows as I can, wherever I happen to be. Last week I was in London. I spent my days strolling through **Hyde Park**, shopping on **Oxford Street** and sightseeing: **Trafalgar Square**, **Buckingham Palace**, **the Tower of London**. I marvelled at the exhibits in **the British Museum** and gazed in wonder at the glorious paintings in **the National Gallery**.

After a well-earned rest at my hotel (**the Dorchester** on **Park Lane**) I was ready to hit the town: first, dinner at **the Ivy** or **Maxwell's** in **Covent Garden** (my favourite) and then a show. I don't just enjoy live music; I love the theatre, too. So as well as being uplifted by orchestral music at **the Royal Albert Hall** and being blown away by a rock concert at **the Roundhouse**, I also enjoyed an amazing performance of Shakespeare's *Romeo and Juliet* at **the Globe Theatre** on **the South Bank**. London, I love you (almost as much as New York)!



2 Cover the text and answer the questions.

- Where was Jackie Chang last week?
- Which park did she stroll through?
- Where did she go shopping?
- Name some of the sights she saw.
- What did she do every evening?
- Did she go to a rock concert or a classical concert?
- Where did she see a Shakespeare play?
- Did she enjoy these live performances? How do you know?

3 Where necessary write *the* in front of these place names. If no article is needed, put *x*.

- Science Museum
- Park Hotel
- London Bridge
- Plaza cinema
- River Café
- Danny's Diner
- Green Park
- New Gallery
- Cardiff Castle
- Broadway
- Swan Theatre
- Palace of Versailles

4 Work in pairs. Make up sentences which include the place names above. Use your imagination or find information online about the places.

5 Design your own city!

Think of a name for your city. Work in pairs to draw a map. Your city must have a river running

through it. Think of names for the places in your city and write them on the map. Be sure to include:

- | | |
|-----------------------|------------------|
| 1 at least one street | 2 a bridge |
| 3 a square | 4 a park |
| 5 a museum | 6 an art gallery |
| 7 a cinema | 8 a theatre |
| 9 a hotel | 10 a restaurant |
| 11 a palace or castle | 12 an airport |

6 Now work in groups. Describe your city and talk about the places on the map.

Articles with place names in towns and cities

We generally use the definite article with

- museums and galleries: **the British Museum**
- theatres and cinemas: **the Odeon**
- hotels and restaurants: **the Ritz** (but no article when a personal name is used: *Katy's Café*)

We tend to use no article with

- streets: *Fifth Avenue, Park Lane, Oxford Street*
- squares: *Trafalgar Square, Times Square*
- bridges: *Tower Bridge, Brooklyn Bridge*
- parks: *Central Park, Kensington Gardens*
- airports: *Heathrow Airport, Arlanda Airport*
- palaces and castles: *Windsor Castle*

There is no rule for districts of a city: *Manhattan, the Bronx, Mayfair, the West End*

We use the definite article when the name includes of: *the Bridge of Sighs, the Palace of Westminster*

There are always exceptions: *the Golden Gate Bridge, Tate Modern* (a London art gallery)

A Punctuation Brackets and dashes

Brackets and dashes do similar jobs. They separate parts of a sentence that introduce extra information and which could be left out.

Brackets

Brackets are used in formal writing such as a discursive essay, e.g.

Bands often send me CDs of their own recordings (which I always listen to, before you ask).

1 Copy the sentences. Add the missing brackets.

- 1 Recorded music much of it done to a very high standard is not the same as a live performance.
- 2 *The River Boys* stars of the festival give amazing live performances.
- 3 Many people have never been to a concert they don't know what they're missing.

Dashes

Dashes are used in informal writing and newspaper reports, e.g.

Jackie Chang – New Yorker, freelance writer and critic – is a visiting lecturer this term at Bay City College.

2 Copy the sentences. Add the missing dashes.

- 1 Going to a live performance to watch it on a big screen how pointless is not what I would call value for money!
- 2 The Hollywood Bowl huge, impressive and amazing is my favourite live venue.
- 3 Live music classical, pop, indie, country is better for being heard live.

Dashes can also be used to introduce an *afterthought* into a sentence, especially if it surprising or unexpected, e.g.

I enjoyed Jackie Chang's article – not that I think she is right!

3 Copy the sentences. Add the missing dashes.

- 1 Modern technology means you can see from anywhere being at the front is an advantage though.
- 2 I go to many live performances it costs me loads!
- 3 I hate live performances I'm not good in crowds.



B Language use *It matters / It doesn't matter*

- This phrase has the meaning 'it does / doesn't make any difference', e.g.
***It doesn't matter** where you are in the stadium, you can still hear well.*
- It can also mean 'it is / isn't important', e.g.
*I've broken my pen but **it doesn't matter** because I've got another one.*
The tense can change, e.g.
***It will matter** a lot if you don't work hard next year.*

1 Complete these sentences. Use ... **matter** and your own ideas.

It doesn't matter when ... We've missed the plane ...

who, what, when, which, where, how + ever

- These words have a similar meaning to 'it doesn't matter who / what / which / when / how'.
***However** fast I run, I never win.*
***Whichever** ring you choose, I'll buy it.*

2 Complete these sentences.

- 1 ... she wears, she looks smart.
- 2 ... hard I pull, I can't open it.
- 3 ... speaks to you, stay silent.

- The words can also mean 'any person who / anything that / any place or time that', e.g.
***Whoever** reads this book will enjoy it.*
*You can watch TV **whenever** you like.*
*We saw the cakes and chose **whichever** we liked.*

3 Complete these sentences.

- 1 ... you go, your shadow goes, too.
- 2 I'll be ready to leave ... you are.
- 3 ... finds the book must return it.

- The words can also refer to 'the unknown person who / unknown thing that / unknown place', etc.
***Whoever** painted that picture is a really good artist.*
***Whatever** is in that bottle smells terrible.*

4 Complete these sentences.

- 1 ... was speaking had a French accent.
- 2 I've been to ... they live but I can't remember the way.
- 3 ... she said must have been funny because they laughed.

- The words are often used in questions expressing surprise, e.g.
***Whatever** are you doing in that rabbit costume?*
***Whoever** can be phoning at two in the morning?*

1 Listen and read.

Tasha: Well, I'm glad I checked my emails at lunchtime!

Ramon: It was really good of Monty to send you a copy of the video.

Tasha: I know! I won't be on TV for a couple of weeks so we've had a special preview.

Rudi: Well, we are VIPs, after all!

Lucie: A night like this ... It's such a brilliant song.

Todd: Will it be a hit, do you think?

Ramon: Of course! Especially with a video like that!

Lucie: They used loads of your film, Tasha! You must be so proud!

Tasha: I love that bit in the middle when the drums get **louder and louder**.

Ramon: And the crowd is dancing **more and more wildly**.

Todd: I like that close-up of you, Rudi. You're just standing there grinning like a fool!

Lucie: I **laughed and laughed** at that. You looked so funny, Rudi.

Rudi: It was a great gig. I was enjoying myself.

Tasha: I just love rock music. There's nothing like it!

Todd: There are **rock bands and rock bands**, though. Some are better than others.

Tasha: That's very true. But we all know which one's the best.

Ramon: Absolutely! All together now ...

All: *The River Boys!!*

2 Cover the dialogue and answer the questions.

- 1 What have the students just been doing?
- 2 Why did they get a special preview of the video?
- 3 Which part does Tasha like best?
- 4 What is the crowd doing at that moment?
- 5 Why did Lucie laugh and laugh?
- 6 Why will *A night like this* be a hit?

3 Complete the sentences with the words in the box. Use repetition of the comparative form.

dark	fast	fiercely	frantically	good
	high	nervous	strong	

- 1 The wind grew *stronger and stronger*.
- 2 A storm was coming. The sky became ...
- 3 The frightened men began to shout ...
- 4 The hot-air balloon rose ...
- 5 The fire burned ...
- 6 As the exams approached, Joe felt ...
- 7 The match started badly but gradually got ...
- 8 As the race progressed, the athletes ran ...

4 Change the sentences by repeating the underlined verbs.

- 1 We walked for a long time until we reached the river.
We walked and walked until we reached the river.
- 2 The audience didn't stop laughing at the comedian.
- 3 It continued to rain all day.

- 4 The audience cheered for ages at the end of the gig.
- 5 I pleaded with my parents for a long time but they still said no.
- 6 The men worked for a long time to finish the building on time.

5 Work in pairs. Explain what these sentences mean.

- 1 There are good friends and good friends.
- 2 There's bad weather and bad weather.
- 3 There's chocolate and then there's chocolate.
- 4 There are prizes and prizes.
- 5 There's bad behaviour and there's bad behaviour.
- 6 There's good news and then there's good news.

Repetition

- We can repeat comparative adjectives and adverbs to show a gradual increase or decrease in intensity.

*The voices became **quieter and quieter**.*

*The crowd cheered **more and more enthusiastically**.*

- We can repeat verbs to show that an action continues for some time.

*We **ran and ran** until we were out of the forest.*

- We can repeat nouns to show that there is a difference between them.

*There are **students and students**.*

= Not all students are the same.

*There are **talented students and talented students**.*

= Some students are talented but some are exceptionally talented.

Listening and speaking

Functions of English: apologising and responding to apologies

1 Look at these expressions.

Making apologies

Sorry ... I'm sorry ... I'm so / really / terribly / awfully / dreadfully / ever so sorry ...

Sorry about (+ noun) Sorry for (+ gerund)

Making more formal apologies

I apologise for ... I do apologise for ... I must apologise for ... I'd like to apologise for ...

Please, / Do excuse me for ... Please, accept my apologies for ... I can't apologise enough.

Work in pairs. How would you apologise in the following situations?

- 1 You are late for class.
- 2 You borrowed a friend's mobile without asking.
- 3 You forgot your friend's birthday.
- 4 Your bedroom's really messy.

Make more formal apologies for these situations.

- 1 You spoke impolitely to your teacher.
- 2 You didn't do some important homework.
- 3 You broke a neighbour's window.
- 4 Your noisy party disturbed your neighbours.

2 Look at these expressions.

Responding to apologies

That's / It's OK / all right. Don't worry about it. Forget about it.

It doesn't matter. Never mind. No problem. There's no harm done.

In pairs, think of more apologies you could make. In groups, act out the apologies and respond using the expressions above.

Listening comprehension

1 Listen to three short conversations of people apologising about something. Match the pictures to the speaker. There is one picture you do not need to use.

a



b



c



d



Speaker 1: Speaker 2: Speaker 3:

2 Listen again and answer the questions.

Conversation 1

- 1 Where does this conversation take place?
- 2 Why does James apologise?
- 3 What is his excuse?
- 4 What does Miss Bennett imply about his appearance?
- 5 Is Miss Bennett very angry? Why? / Why not?

Conversation 2

- 1 Who do you think Mr Kemp is?
- 2 Why does Jenny apologise?
- 3 How did the accident happen?
- 4 Is Mr Kemp angry? Why? / Why not?
- 5 Why does he say that he should be apologising to her?

Conversation 3

- 1 Where are the speakers?
- 2 What has the young man just done?
- 3 Where has the drink gone?
- 4 What do you think of the woman's reaction?
- 5 What does the young man offer to do?

3 Talk about it.

- 1 Have you ever had to apologise for something? Explain why.
- 2 How did the other person react?
- 3 What happened afterwards? What did you do to show you were sorry?

Discursive writing

Let's Go Live! is a **discursive** essay. The writer looks at the **pros** and **cons** of live and recorded music and comes to a **conclusion** about which she thinks is best.

Checklist

- ▶ **Subject** A discursive essay expresses a personal opinion about a particular *subject*.
What is the subject of *Let's Go Live!*?
What is the writer's opinion?
- ▶ **Purpose** A discursive essay has a particular *purpose*.
Discuss the purpose of *Let's Go Live!*?
How is the writer hoping readers will react?
- ▶ **Opening paragraph** The first paragraph of a discursive piece of writing must make it clear to the reader what is being *discussed* and the *attitude* of the writer, i.e. which side of the argument he/she is on.
Explain how the writer does this in the opening paragraph.
- ▶ **For and against** In discursive writing, the writer must look at *both sides of the argument*.
Look at paragraphs 2 to 6. Discuss what the writer argues are the advantages of live performance.
Why does the writer use five paragraphs?
Look at paragraphs 7 to 11.
What disadvantages of live performances does the writer consider and what reasons does she give for dismissing them?
Why does the writer use five paragraphs?
- ▶ **Final paragraph** The final paragraph of discursive writing *summarises the points* that have been made before and *comes to a conclusion*. It can also make an appeal to the reader.
What points does the writer repeat to show that hearing music live is better than a recording? What appeal does she make to the reader?
- ▶ **Persuasive language** Obviously, the writer wants readers to agree with her point of view. She uses very positive persuasive language when she is discussing live music, e.g. *true quality* *blew me away*.
She uses very negative persuasive language when she is discussing recorded music, e.g. *manufactured perfection* *mass produced product*.
Find other examples of persuasive language in the essay.
- ▶ **Appeal to readers** The writer wants readers to agree with her opinion. She appeals to them by asking direct questions which they should think about, e.g. *Why not take a chance on going to hear a new band play?*
Find other examples of questions in the essay that ask readers to stop and think.
- ▶ **Facts** The writer uses facts to support her opinion, e.g. *big venues put up huge screens*.
Find other examples of facts used to support the writer's opinion.

Writing assignment

You have read and discussed a discursive essay about live and recorded music. You are now going to write a discursive essay on the following statement.

Watching a film at the cinema is much better than watching it on a DVD at home.

Do you agree or disagree?

Go to pp66-67 in your Workbook for help with planning.

Study skills 2

Dictionary overview

What can I use a dictionary for?

Many people only use a dictionary for the meanings of words and to help with spelling. It has so many more uses. These pages will remind you of the dictionary work you have done in *English World 8* and *9*, and give you the opportunity to practise your dictionary skills.

Parts of speech

1 Irregular noun plurals

copy /'kɒpi/ (plural **copies**) noun [C]
something that is exactly like something else

Find the plurals of these nouns.

- | | |
|---------------|----------|
| 1 opportunity | 2 person |
| 3 priority | 4 ox |

2 Comparative and superlative adjectives

busy /'bɪzi/ (**busier**, **busiest**) adjective
having lots of things to do

Find the comparatives and superlatives of these adjectives.

- | | |
|----------|---------|
| 1 lucky | 2 early |
| 3 lonely | 4 good |

3 Verbs – Spelling changes

step /step/ (**steps**, **stepping**, **stepped**) verb [I]
to move somewhere by putting one foot in front of the other

Find the present continuous and the past tense of these verbs.

- | | |
|------------|-----------|
| 1 cancel | 2 plan |
| 3 transfer | 4 prevail |

4 Verbs – Irregular past tense

see /si:/ (**sees**, **seeing**, **saw**) verb [I/T]
to notice something or someone with your eyes

Find the irregular past tense of these verbs.

- | | |
|---------|---------|
| 1 write | 2 send |
| 3 throw | 4 learn |

5 Unusual adverbs

majestic /mə'dʒestɪk/ adjective
very beautiful or impressive
majestically adverb

Look up these adjectives and write the adverbs.

- | | |
|----------------|--------------|
| 1 enthusiastic | 2 impressive |
| 3 unique | 4 hideous |

Words with more than one meaning

1 Some words have more than one meaning even though they are the same part of speech.

officer /'ɒfɪsə/ noun [C]

1 someone in a position of power and authority in the armed forces: *an army officer* 2 a police officer 3 someone with a position of authority in an organization

Find the two different meanings for these nouns:

- | | | |
|----------|------------|-------------|
| 1 report | 2 revision | 3 executive |
|----------|------------|-------------|

2 Some words have two or more meanings because they are different parts of speech.

text 1 /tekst/ noun [U]

the part of a book, magazine, or computer document that consists of writing and not pictures

text 2 /tekst/ verb [T]

to send a written message to someone using a mobile phone

Find two meanings for these words. Say which part of speech each one is.

- | | | | |
|--------|---------|-------------|---------|
| 1 disc | 2 study | 3 challenge | 4 exile |
|--------|---------|-------------|---------|

3 Word boxes

Some words have **two or more meanings** for the same part of speech AND **other meanings** as a different part of speech. Dictionaries sometimes give the various meanings for the same part of speech in Word boxes.

number 1 /'nʌmbə/ noun 1 amount 2 position
3 telephone number 4 quantity 5 in language

1 [C] Maths – a sign or word that represents an amount or quantity

number 2 /'nʌmbə/ verb [T]

1 to give a number to something 2 to consist of a particular quantity of people or things

Find three meanings for each of these words.

- | | | | |
|-------|------------|-----------|-------------|
| 1 act | 2 interest | 3 subject | 4 immediate |
|-------|------------|-----------|-------------|

Information boxes

1 Word family boxes

Dictionaries sometimes give derived words in word family boxes.

pure /pjuə/ adjective

a pure substance has nothing mixed with it that might spoil its quality

Word family: **pure**

- | | |
|---------------------|---------------------|
| • purely <i>adv</i> | • purist <i>n</i> |
| • purify <i>vb</i> | • impure <i>adj</i> |
| • purity <i>n</i> | • impurity <i>n</i> |

List the words in each family.

- 1 colour 2 able 3 education 4 criticise

2 Grammar boxes

These give extra information to help you learn more about how a word is used.

ago /ə'ɡoʊ/ adverb

used for saying how much time has passed since something happened: *How long ago did this happen?*

- Use **ago** to say how long before the present time something happened: *He died two years ago.*
- Use **before** to say how long before a time in the past something happened: *I remembered that I had met her ten years before.*
- Use **for** to say how long something in the past continued: *They were married for almost 30 years.*

What information does the grammar box give you about these words?

- 1 excited 2 take 3 little 4 neither

3 Build your vocabulary boxes

These show you synonyms of the words.

famous /'feɪməs/ adjective

if someone or something is famous, a lot of people know their name or have heard about them; **famously** (adv.)

Build Your Vocabulary: words you can use instead of **famous**

- eminent – famous and respected for doing important work
- legendary – very famous and admired by many people
- notorious / infamous – famous for something bad

Write a synonym for each of these words.

- 1 picture 2 talk 3 dislike 4 job

Phrases and phrasal verbs

1 Phrases:

come under the entry for the first important word in the phrase.

distance /'dɪstəns/ noun

the amount of space between two people or things

PHRASES at / from a distance at / from a place that is not close by

Find one phrase for each of these words.

- 1 exclusive 2 company 3 better

2 Phrasal verbs:

come under the entry for the verb.

go /ɡəʊ/ verb to move or travel to a place

PHRASAL VERB **go about** something to start dealing with a problem, situation or job in a particular way

Find a phrasal verb for each of these verbs.

- 1 think 2 put 3 carry 4 interfere

In the definition

1 Example phrases / sentences:

show how a word is used in context.

national /'næʃənəl/ adjective

I relating to one particular nation: the national and international news
2 relating to the whole of a nation:
House prices in the capital city are 5% higher than the national average.

Find an example phrase or sentence for each of these words.

- 1 exceed 2 exquisite 3 protect

2 Subject labels:

show whether a word belongs to a specialised subject.

astronaut /'æstrə,nɔ:t/ noun [C]

ASTRONOMY someone who travels in space

Find the subject labels for these words.

- 1 sculpture 2 concert 3 calligraphy

3 Bold words:

definitions also have entries of their own.

fuel /'fjuəl/ noun [C / U]

SCIENCE A substance such as oil, gas, coal, or wood that releases energy when it is burned. Coal and wood are sometimes called **solid fuel**.

Find the bold word in the definition of each word.

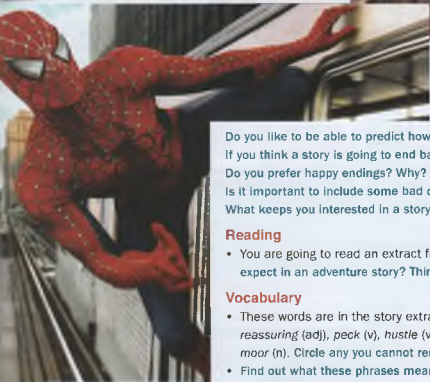
- 1 insulin 2 legume 3 cell phone

In suspense

Start-up Use WB p70 for your notes.



▲ The first suspense stories in English were printed in magazines, an episode at a time. Their modern equivalents are TV soap operas (soaps) which have several short episodes each week.



▲ Some film series involve the same group of main characters. Over several full-length films, different stories are told. Each one ends with the possibility of another story. The audience is keen to see the next film.

▲ Soap stories show the lives of typical families but the stories are full of action, drama and unexpected events. Each episode usually ends with an unanswered question. The audience is kept in suspense until the next episode.

Do you like to be able to predict how a story is going to end? Why? / Why not?
If you think a story is going to end badly, do you go on to the end or do you give up?
Do you prefer happy endings? Why? / Why not?
Is it important to include some bad or sad events in a story? Why?
What keeps you interested in a story? Think of three different aspects.

Reading

- You are going to read an extract from an adventure story. What kind of plot do you expect in an adventure story? Think of three words or phrases to describe it.

Vocabulary


- These words are in the story extract: *thump* (v), *haul* (v), *previous* (adj), *constant* (adj), *reassuring* (adj), *peck* (v), *hustle* (v), *scrabble* (v), *gawp* (v), *rid* (v), *cave in* (v), *creak* (n), *moor* (n). Circle any you cannot remember or guess. Look them up.
- Find out what these phrases mean: *the slightest movement*, *semi-derelict*, *to rid oneself of something*.

Grammar


- You will look at *make* / *let* someone do something and *dare* (to) and *help* (to). Do you ever let anyone use your phone? Why? / Why not? Would it be different in an emergency? Why?

Language practice

- Punctuation: direct speech (revision) Think of six reporting verbs for direct speech.
- Language use: *of* or possessive apostrophe + *s* Where does the apostrophe go in these phrases? *the childrens toys* *the boys bikes* *Dads hat* *Ben and Harrys dog*

 The *Lord of the Rings* and the *Narnia* books are book series. The last story completes the whole plot. These books were filmed. Anyone who could not wait to find out what happened could get the next book and read ahead of the next film.



 Authors sometimes write several books as a series with most of the same characters throughout. At the end of each book, if the plot is gripping enough, the reader wants to know what happens in the next book and reads on.

Grammar in use

- You will hear a discussion about Tasha's plans for continuing her studies in the future. From what you know of Tasha, what plans do you think she **might** have?
- You will study **echo questions** and how they are used in conversation. What is an echo?

Listening and speaking

- You will listen to part of the soundtrack of a film thriller. How would you define a **thriller**?
- You will prepare a presentation on a thriller of your own choice in any form. What forms of thriller can you think of, apart from film?

Conversation focus

Florence is in the music room when Mimi arrives.

- Listen to their conversation.
- Read the questions on Workbook page 70. Listen again and answer the questions.
- Talk in a group about the kind of suspense stories you prefer in film, on TV or in books.


Use the photos and information on this page to help you, as well as any of your own ideas. Ask: *Do you watch / like ...? Do you prefer ...? What do you think of ...?*

Say: *I never / always watch ... I do / don't like ... I think ...*

Writing

- You are going to write an ending to a story where there are several choices. Do you think the hero of an adventure story needs to be decisive? Why? How decisive are you? Do you take time over making decisions or do you rush into things?



 Some real modern mysteries have left everyone guessing. One of the best known is the mystery of the *Mary Celeste*, a ship whose crew vanished in mid-ocean. In spite of the best guesses, no one knows what happened so the true story can never be told.



The creak of a door just before dawn woke Jamie. He stared into the darkness. His first thought was that something was wrong. His second was that he couldn't remember where he was. He kept completely still, listening and thinking.

Lying on the earth floor, scattered with dust and hay, and feeling the aching of his muscles, the events of the previous day came back to him: his escape from his uncle's house, the hazardous trek across the moor and the constant watch for pursuit whilst trying to avoid falling amongst the treacherous rocks. He slipped his hand inside his coat and felt the stiff, thick paper of the document that his uncle had managed to pass him, unobserved, for hand delivery to a London address.

Jamie lay completely still. He hardly dared breathe. He heard no sound but he could not rid himself of the feeling that he was no longer alone in the barn. Someone else was listening for the slightest movement. Seconds passed. Jamie held his breath. Suddenly a dim light went on. Jamie froze. The light moved as if someone was walking forwards with it. It could only be a matter of moments before it fell on the corner where he was lying. Jamie felt the thumping of his heart.

'Here!' a muffled voice shouted from outside. 'Footprints going into the stable!'

The light stopped and the dim beam swung around. Whoever was carrying it moved quickly towards the door and pushed it open. Jamie heard it swing shut and he was left in darkness again with one thought: these men were looking for him.

Yesterday, he had hoped to reach the moorland station before dark and catch the last train but as the sun sank in the sky he knew he wouldn't make it in time. He would need to find somewhere to rest until first light and he needed a night's sleep.

It had been almost dark when, after a day's walk, he had stumbled, exhausted towards the isolated and silent farm. At first it had appeared deserted, its semi-derelict buildings half covered with weeds and some with roofs completely caved in. As he approached, he saw a dilapidated blue truck parked outside the farmhouse, which seemed to be the only building left intact. A few hens pecked in the yard. Clearly, someone lived there. He had sneaked into the barn without seeing anyone. Now, he would have to get out of it without being seen or heard.

He crept silently to the door and listened. He was about to push the door open when the sound of approaching footsteps made him pause.

'Idiot!' came a scornful voice. 'Don't you know the difference between a footprint and a horse's hoof print?' The voice was educated and authoritative. Jamie recognised the silky tones of his uncle's secretary – the man from whom he had escaped only hours before.

'I wasn't brought up on a farm,' the second voice spoke roughly.

'Weren't you, Kenny? What a surprise,' the secretary replied with heavy sarcasm. 'You can help me finish searching the barn,' he went on, 'and the henhouse.' Then he asked, 'Where's Ted?'





'He's having a look around the house,' Kenny answered. 'If the lad's there, he'll find him – no worries. Ted's thorough. You can rely on Ted to do the business. You can rely on me, too,' Kenny laughed without humour.

Jamie felt himself break into a nervous sweat. The two men were standing only a few feet from the door and were about to come in.

At that moment there was a commotion from across the yard. A door banged and Jamie heard shouting and the sounds of a struggle. Somewhere, a dog started barking.

'Let me go! You're hurting me!' a gruff voice complained loudly. Jamie guessed that Ted had woken the farmer, either by accident or intent.

'Keep still, then and come over here. Come on. We just want a little chat,' said a man in threatening tones.

'This must be Ted,' Jamie thought.

'What for? It's the middle of the night. Who are you? What do you want?' the man's voice began to sound alarmed as he was hustled towards the barn.

'We just want to know who you saw around here yesterday.' The secretary tried to sound reassuring.

'No one, I saw no one,' the voice protested. 'Let me go!' he repeated.

Suddenly the dog's barking got louder. Light flooded under the barn door and Jamie heard a high-pitched screech of fury, scrabbling sounds, excited yelping followed by howls of pain. Then all the men started shouting at once and Jamie knew this was his chance.

Swiftly he pushed the door open and slid through into the yard, now flooded with light from the farmhouse door. An extraordinary sight met his eyes and, had he not been so scared, he would have laughed out loud. His uncle's secretary, wearing his customary neat suit and polished shoes had his arms raised against the blows being rained down on him by a stout woman wearing an old coat over her nightdress and wielding a heavy stick with admirable accuracy. The farmer, in his pyjamas and dressing gown,

was struggling with his captor, Ted, whose trouser leg was gripped in the jaws of a snarling sheepdog. Kenny was hopping up and down, holding his ankle and squealing in pain.

Across the yard Jamie saw his pursuers' car – a bulky but fast-looking, black, all-terrain vehicle, parked beside the old blue truck. There was no time to consider options. He sped the few metres and hauled open the driver's door of the ATV. His heart lurched in relief as he saw the keys in the ignition. He leapt in and started the engine. As he drove across the yard he glimpsed five faces turned towards him, variously gawping in surprise, disbelief and fury.

Jamie swung the car out of the yard and started along the farm track. In the east he saw the first pale light of dawn. As he turned onto the road he knew his problems were not over. Should he drive to the station but risk his pursuers catching up with him before the first train of the day? Should he keep driving but risk being stopped by the police for driving a stolen vehicle? Should he think of another way of reaching London without being caught? Jamie wasn't sure what he should do next but one thing was certain. He would have to make his mind up soon.

Reading comprehension

1 Answer the questions.

- 1 What woke Jamie up?
- 2 What helped him to remember where he was?
- 3 What did he make sure was still inside his coat?
- 4 What prevented Jamie being found inside the barn?
- 5 What mistake did Kenny make about the prints outside the stable?
- 6 How did Kenny explain his mistake?
- 7 What was Ted doing while Kenny and the secretary were searching the yard?
- 8 How did the farmer's wife try to overcome the secretary?
- 9 What happened to Kenny and Ted?
- 10 Why was Jamie relieved when he opened the door of the ATV?



2 Find these phrases in the story. Match them to their meanings as used in the story.

- | | | | |
|---|----------------------|---|---|
| 1 | hand delivery | a | a hot feeling because of fear or worry |
| 2 | nervous sweat | b | he saw a particular event or situation |
| 3 | make it in time | c | the action of giving something to someone in person |
| 4 | a sight met his eyes | d | reach a place by a certain point |

3 Discuss these questions about the style and structure of the story.

- 1 From whose point of view is the story told?
- 2 Where does the story start: beginning, middle or end?
- 3 What important events do you know have already happened in the story?
- 4 Are all the previous events explained at once in the same paragraph?
- 5 Why do you think the information is given to the reader in this way?
- 6 Why do you think the reader does not know what is happening in the yard until Jamie opens the barn door?
- 7 What clues are given as to what is happening before he opens the door?

4 Discuss the answers to these questions.

- 1 What kind of person do you think Jamie is? Think of several adjectives to describe him and give reasons for your choices.
- 2 Explain the sarcasm in the secretary's remark 'What a surprise.'
- 3 What do you think Kenny means by 'You can rely on Ted to do the business.'?
- 4 What kind of woman do you think the farmer's wife was? Think of as many adjectives or phrases as you can to describe her.
- 5 The five people in the yard are described as variously staring in surprise, disbelief and fury. Which feeling do you think each character had most strongly? Why?

5 What do you think?

- 1 What do you think Jamie should do next?
- 2 Do you think he is going to get away or be captured? Give reasons for your answer.
- 3 What do you think the document might be and why do you think the secretary wants to get it from Jamie?

1 Read.

Jamie lay completely still on the floor of the barn. He hardly **dared breathe** as he listened to the conversation taking place a few feet away from him. '**Help me search** the barn, Kenny,' a voice said. The words **made Jamie feel** sick. If the men came in, they would surely find him.

Suddenly there was a commotion outside in the yard. Jamie heard shouting and the sounds of a struggle. '**Let me go!**' complained a gruff voice. A dog started to bark fiercely and there was a sudden howl of pain. Only then did Jamie **dare to look** outside. The extraordinary events taking place in the yard **helped Jamie to make** his escape. A fast-looking ATV was parked in the yard. Quickly he ran towards it.



2 Answer the questions.

- 1 Why did Jamie hardly dare breathe?
- 2 Why did he feel sick?
- 3 What happened suddenly?
- 4 When did Jamie look outside?
- 5 What helped Jamie to escape?

3 make and let

make / let + object + infinitive without to

*The sad news **made** the girl cry.*

(= The sad news forced / obliged the girl to cry.)

*The teacher **let** the students leave early.*

(= The teacher allowed / permitted the students to leave early.)

Use your own ideas to complete these sentences. Use make in the first four sentences and let in the last four.

- 1 It was such a funny joke that it ...
- 2 Because the boys were so impolite, the teacher ...
- 3 Because it was such a cold day, Lucy's mother ...
- 4 The patient's medicine tasted horrible but ...
- 5 My brother is so annoying. He never ...
- 6 My grandma is very kind. She always ...
- 7 The following day was a holiday so Tom's parents ...
- 8 Mrs Hobbs really loves her cat. She ...

4 Make up your own sentences with make and let.

5 help and dare

After **help** and **dare** you can use the infinitive with or without **to**.

*The boy **helped** his mother **to make** the dinner.*

Or: *The boy **helped** his mother **make** the dinner.*

*The girl **didn't dare to speak**.*

Or: *The girl **didn't dare speak**.*

Use your own ideas to complete these sentences. In the first four sentences use the infinitive with to. In the last four use the infinitive without to.

- 1 Jane helped her brother ...
- 2 Please, can you help me ...?
- 3 The boy was so frightened he didn't dare ...
- 4 The fire-fighters dared ...
- 5 Shall I help you ...?
- 6 The shop assistant helped me ...
- 7 The mountaineers didn't dare ...
- 8 I wouldn't dare ...

6 Make up your own sentences with help and dare.

A Punctuation Direct speech

Check what you know

The reporting verbs and phrases can be in different positions:

- before the spoken words
- 1 **Then he asked,** 'Where's Ted?'
- after the spoken words
- 2 'Let me go! You're hurting me!' **a gruff voice complained loudly.**
- 3 'No one, I saw no one,' **the voice protested.**
- between the spoken words
- 4 'You can help me finish searching the barn,' **he went on,** 'and the henhouse.'
- 5 'Idiot!' **came a scornful voice.** 'Don't you know the difference between a footprint and a hoof print?'

1 Look carefully at the punctuation for the sentences then answer the questions.

- 1 Which sentences have a comma after the reporting phrase?
- 2 Which sentences have a full stop after the reporting phrase?
- 3 Which sentences have a comma after the spoken words?

Remember

- If the complete sentence continues after the reporting words, use a comma after them (examples 1 and 4).
- If the spoken sentence ends before the reporting words, use a comma after these words (example 3).
- If the spoken sentence is an exclamation or a question, use the exclamation mark or question mark before the reporting words (examples 2 and 5).

2 Copy and punctuate these sentences correctly.

- 1 look out he shouted the bridge is collapsing
- 2 what's your name she asked are you going to tell me
- 3 the boy said here comes the bus
- 4 this is my book the girl told her teacher
- 5 we should go now anna said because it's late

3 Discuss how to set out and punctuate this paragraph. Write it out correctly.

the man standing beside the car was angry someone has stolen my bag from my car he told the policeman was it valuable asked the policeman of course it was grumbled

the man and i need to get it back the policeman sighed loudly took out his notebook and started writing

B Language use Using *of* and the possessive *'s*

The possessive *'s* is used for people and animals, e.g. *my uncle's secretary*, *a horse's hoof print*. It is usually used for periods of time, e.g. *a night's sleep*.

- 1 Find another example of each use in the story.
- 2 Write another example of your own for each use.
Of is usually used to show possession by objects, e.g. *the aching of his muscles*, *the sounds of a struggle*.
- 3 Find two more examples of phrases using *of* to express possession by objects.
- 4 Write two examples of your own.

Watchpoints

- With some objects either the possessive *'s* or *of* can be used, e.g.
the sun's rays, *the rays of the sun*.
If in doubt, use *of*.
- If there is already a possessive *'s* in a phrase, it is unusual to use another, even if the possession is by a person, e.g.
the silky tones of my uncle's secretary not *my uncle's secretary's silky tones*.
- In descriptive writing when using adjectives, *of* may be used instead of *'s*, e.g.
the jaws of a snarling sheepdog.

5 Match these nouns with words from the box to make phrases with *'s* or *of*.

lion	Sam	boy	eyes	voice	light
fire	moon	engine	glow	rumble	
day	flames		roar	work	

Example phrases:

Sam's voice **the roar of the engine**

6 Use the phrases in sentences of your own.

Sometimes a noun + noun is used instead of the possessive *'s* or a phrase using *of*, e.g. *the farmhouse door* instead of *the farmhouse's door* or *the door of the farmhouse*.



1 Listen and read.

- Tasha:** Good morning, Miss Jackson.
Miss Jackson: Good morning, Tasha. Do come in and sit down.
Tasha: Do you want to talk about this year's festival? We've got some amazing ideas.
Miss Jackson: **Have you?** That's excellent. You must tell me all about it some other time. Today we need to talk about you.
Tasha: About me? Oh, dear. There's nothing wrong, is there?
Miss Jackson: Good heavens, no! I just want to have a chat about your plans for next year. You'll be leaving college in a few months' time.
Tasha: Well, I've decided to study film and photography. There's a really good course at London University.
Miss Jackson: **Is there?** That sounds interesting. Have you applied for a place yet?
Tasha: I applied two weeks ago.
Miss Jackson: **Did you?** Excellent. I hope you mentioned your work for the festival.
Tasha: Of course! I really worked hard on my application. I haven't had a reply yet.
Miss Jackson: Well, these things always take time.
Tasha: **Do they?** I'm so nervous. I can't bear all this waiting!
Miss Jackson: Well, be sure to let me know what happens.
Tasha: Of course!



2 Cover the dialogue. Read the statements and write T (true) or F (false).

- Miss Jackson wants to talk about the festival.
- Tasha will be leaving college in two weeks' time.
- She wants to go to university in the UK.
- She has not completed her application yet.
- She is waiting anxiously for a reply.

3 Work in pairs. Respond to the statements with an echo question.

- Billy's going to study law.
- Lucy isn't going to be a doctor.
- It might snow tomorrow.
- Miss Jackson looks worried.
- My father has bought a new car.
- Tasha will not be studying medicine.

4 Work in pairs. Respond to the statements with an echo question.

- They have never been abroad.
- Jane hardly ever makes a mistake.
- I can barely understand a word of this.
- As a boy Joe scarcely ever saw his cousins.
- There are rarely any problems with this class.
- I'm seldom ill.

5 Look at the remarks in the following box. Then work in pairs. Respond to the statements with an echo question and add a suitable remark from the box.

Lucky you!	Why ever not?	You poor thing!
<i>I do hope so.</i>	<i>Well done!</i>	<i>What a pity!</i>

- I've got a terrible cold.
- I got 100% in my maths exam.
- I'm going to visit my uncle in Australia.
- The class trip has been cancelled.
- The next arts festival will make a profit.
- You shouldn't wear clothes like that to school.

Echo questions

These are a common feature of conversation. They are a way of responding to a statement. We use them in the same way as we use the question *Really?*

A: Joe is studying.

B: Is he?

A: I wasn't sleeping.

B: Weren't you?

A: They escaped.

B: Did they?

A: You can't leave.

B: Can't I?

When the first statement contains *never, seldom, rarely, hardly, scarcely, barely, hardly ever* or *scarcely ever*, the echo question is negative.

A: He never goes abroad.

B: Doesn't he?

A: She could barely walk.

B: Couldn't she?

We often follow the echo question with another remark, depending on the situation.

A: I've lost my mobile.

B: Have you? What a nuisance!

A: Ann speaks fluent Arabic.

B: Does she? That's a surprise.


Listening and speaking

Listening comprehension

- 1  You are going to hear part of the soundtrack of a film entitled *Truth and Lies*. In this excerpt, Ellie Fielding and her brother, John, are in a dangerous situation. Listen and choose the best answers.

- 1 *Truth and Lies* is ...
 - a a science-fiction film.
 - b a comedy.
 - c a thriller.
- 2 Ellie and John are ...
 - a running away from a gang.
 - b stealing some diamonds.
 - c returning some diamonds.
- 3 It is ...
 - a morning.
 - b afternoon.
 - c evening.



- 2  Read the following statements. Listen again and write **T** (true), **F** (false) or **NS** (not stated).

- 1 At the beginning of the excerpt Ellie is very tired.
- 2 Baxter is a diamond merchant.
- 3 John thinks that Baxter and his gang are coming after them.
- 4 They sit down under a tree to rest.
- 5 Photos of Ellie and John have appeared in the newspapers.
- 6 If they go to the town, they will be recognised.
- 7 They have to find a fast way to get to London.
- 8 Baxter and his gang discover their hiding place.
- 9 Ellie has got a torch.
- 10 John is carrying the diamond.
- 11 John switches off the torch.
- 12 Ellie will never see John again.

- 3 In groups compare your answers. Correct the false statements. Explain why you chose to write **NS** after some statements.


- 4 In the same groups discuss what you think happened to John. How do you think the story will continue?

Individual speaking

You are going to talk about a thriller – an exciting film, book, play or TV programme.

Preparation in groups:

- 1 Think of as many examples of thrillers as you can. Make a list of films, books, plays and TV programmes.
- 2 Talk about each of them. Find out as much as you can about them.
 - For each film, play and TV programme, name the director and the main actors if you can.
 - For each book, name the author.
 - Who are the main characters?
 - What is the plot?
- 3 Say if you liked or disliked the thrillers you have seen or read. Give your reasons.

Now tell the rest of the class about your discussion. 

Story endings

You have read an extract from a **story** called *Escape!* But you are left guessing as to how it will end.

Checklist

- ▶ **Plot**
You know that the plot of a story is *what* happens.
Discuss the plot of the extract.
 - What do you think happened before we meet Jamie in the barn?
- ▶ **Setting**
You know that the setting of a story is *where* it happens.
Discuss your impressions of the inside of the barn and the farm.
- ▶ **Characters**
Characters are an important part of any story. They are the *who*.
We learn about characters through what the author tells us and what the characters do.
Discuss the characters in the story. Identify:
 - what you know about each character.
 - what you can guess.
 - what you don't know.
- ▶ **Dialogue**
We learn a lot about characters through **dialogue**. Not only what they say but how they say it.
Look through the extract and find the dialogue.
 - What words or phrases does the writer use instead of *said*?
 - What impression of character do these words and phrases give you?
- ▶ **Story endings**
A writer knows how he/she wants readers to **feel** when they finish reading.
They plan the ending to make readers feel this way.
The end of the extract poses questions for the reader. We know Jamie has to get to London without being caught.
Discuss each question Jamie asks himself in turn.
 - If you were Jamie, what would you do?

Writing assignment

You have read an extract from the story *Escape!* that leaves you with several possible endings.

You are now going to write an ending for that story.

You must first decide how you want your readers to feel when they have finished reading.

Go to pp78-79 in your Workbook for help with your planning.



Moving on

Start-up Use WB p80 for your notes

P Older students have to start thinking about what they want to do after they leave school. Everyone hopes to do well in their exams whatever they are planning for the future. Making decisions and studying hard at the same time can be stressful.

K Students with practical skills might choose to work in a trade. Some companies take on apprentices who study in college one day a week and learn the job by working in the business for the rest of the week. Plumbers, electricians and hairdressers are often trained like this.

Are you interested in further studies after you leave school?

Would you prefer to study while working or to have several years of studying only?

Does the idea of studying away from home interest you? Why? / Why not?

What do you think would be the advantages and disadvantages of living at home while you study at a university?

Reading

- You are going to read an extract from a diary.
From whose point of view is a diary written?

Vocabulary

- These words are in the story extract: *doctorate, daughter-in-law, fiancée, tongue-tied, paddling pool, neuroscientist, astrophysicist, summerhouse, awning*. Circle any you cannot remember or guess. Look them up.
- Find out what these phrases mean: *to get engaged, Harvard graduate, it goes without saying*.

Grammar

- You will learn about passive reporting verbs and how they are used.
The men who were on the *Mary Celeste* are believed to have met a nasty end. Does anyone know what happened?

Language practice

- Punctuation: brackets and dashes (revision) Which of these is normally used for formal writing and which for informal?
- Language use: You will learn common expressions with unusual tenses.
It's time you did your homework. What work should you do this evening? List everything.

P Other students have a strong ambition to work in a particular field such as nursing. They have to complete a period of study then they go and work in a hospital where they learn more practical skills and apply their learning.



☐ If there is a university nearby, students can live at home while they study. It costs less and students know their surroundings. They have all the convenience and facilities of home.

☐ Many students choose to continue their studies at a university. They have to decide which university and which course. There are hundreds of courses to choose from.

Grammar in use

- You will hear a conversation about going for an interview. Think of **three things you should do before your interview**.
- You will learn about echo tags and using them in conversation. Change these phrases into negative questions: *we can, he does, there is, you are*. Change these phrases into affirmative questions: *you won't, we haven't, it isn't*.

Listening and speaking

- You will practise language for speculation. Find out what **speculation means**.
- You will listen to a conversation about arrangements in the absence of one of the festival committee members. **Who do you think is most likely to be absent and why?**

Conversation focus



Liam is looking at university websites in the library when Kurt arrives.

- Listen to their conversation about the choices they are thinking about.
- Read the questions on Workbook page 80. Listen again and answer the questions.
- Talk in a group about different options for studying and training in the future. Use the photos and information on this page to help you, as well as any of your own ideas.

Ask: *Do you want to ...? What do you think about ...? Would you prefer to ...?*

Say: *I'm planning to ... I'd like to ... because ... I wouldn't like to ... because ...*

Writing

- You are going to write diary extracts, before and after an important event. Think of two important events in your life that you can remember well enough to know how you felt before and after each one.



☐ A lot of students choose to go to a university far away. For many, it is the first time they have left home. It can be challenging but most students soon adapt and enjoy meeting people and making new friends.



Monday 15th June

I have to meet someone that I don't want to meet. Anyone except me would be pleased to meet their brother's beautiful fiancée. When your successful older brother gets engaged, it's a time for celebrations, for congratulations, for families to get together, to meet and welcome each other into their lives and hearts in a spirit of friendship and generosity. That's the theory, anyway.

The trouble is, I'm hopeless at meeting anyone. Inviting me to present myself and (presumably) make a good impression on a Harvard graduate – who has just gained a doctorate in economics, by the way – is like asking a donkey to stand beside a champion race horse and feel good about it.

Serena (even her name sounds elegant – I'm still known as Bojo at home, which was fine when I was two and couldn't say my name but is now a complete embarrassment) will be coming for dinner – a special dinner – with Max, my brother, on Saturday.

In her honour, two aunts, two uncles, one grandmother and an assortment of cousins have also been invited. They, like my parents, are all keen to meet this prospective daughter-in-law who is already considered to be an asset to our family.

The preparations are underway. My mother has been scouring her recipe books for just the right combination of dishes.

'And it's time we spruced up the living room,' she insisted. Accordingly, new cushions have been bought for the sofa and a beautifully patterned rug for the floor.

'Over-priced,' says my father.

'Sets the cushions off a treat,' says my mother.

Thursday 18th June


I haven't written anything for two days. Since Tuesday I've been wondering how to talk to my parents about my university course and I still haven't found the right approach. Now that Max is a successful corporate lawyer (he met Serena when she was commissioned to write a business plan for the law firm), my parents are keen to see me following in his footsteps – or, perhaps now, her footsteps. Neither of these is the path I want to follow and it's difficult to tell them about the literature and creative writing course I've found.

Even if I'd decided to be a neuroscientist, an astrophysicist, a brain surgeon or a circus clown, I doubt that they would have found time to listen to me this week. The house has been a hive of activity with cooking, cleaning and polishing continuing apace. While I'm more than happy to be out of the limelight, I have to take my completed application form to school on Monday so there isn't much time.

I don't think I'm going to have an opportunity to raise this before Saturday evening. Looking on the bright side, perhaps meeting Serena will put Mum and Dad in such a good mood that it will be easier to talk to them afterwards.

On the other hand, perhaps having met her, they'll be even firmer that I should follow this kind of career and react badly to my idea. I really don't know what to do.

I'm bound to look a mess beside Serena. In her photos she looks poised and confident, and very attractive, of course (that goes without saying). I know I'll appear tongue-tied and awkward. I can't imagine a worse prospect than Saturday evening.



Sunday 21st June

Yesterday was quite a day!

It had been getting hotter and hotter during the last week. Mum decided we would eat outside in the cool of the evening so a long table was laid out in the garden. A blue and white striped awning was fetched from the summerhouse and put up over the table.

Grandma and my elderly aunts arrived first, followed by numerous cousins. When Max and Serena arrived the hubbub fell silent as the introductions were made. Serena looked absolutely stunning in a deep shade of rose pink.

'he'll make a beautiful bride!' Grandma whispered eagerly to Aunt Lena.

'She will, won't she?' Aunt Lena readily agreed.

When I was introduced to Serena I smiled shyly and went red, clashing unattractively with her dress.

My grandmother was dubious about eating outside. 'Storms will often break a spell of hot weather,' she warned. My parents waved her concerns aside and we trooped into the garden. We were more than half-way through dinner, when there was a terrific crash from the sky.

'That'll be thunder,' said Grandma, sagely.

A second clap followed, louder than the first and suddenly the heavens opened. My father and brother hurriedly helped the old ladies towards the house; cousins grabbed whatever plates and bowls they could from the table and sped indoors. I was about to follow when a sudden gust lifted the awning and threatened to fly it away over the houses. I grabbed two poles and clung on. The awning stayed put. Then I saw Serena holding tightly to the poles on the other side. We stared at each other for a moment then laughed. The awning started to sag and fill with water like a paddling pool. It got heavier and heavier, then too heavy to hold. At the same moment we let go and the awning fell to the ground in a cascade of water. Rain fell in torrents. I grabbed Serena's hand and we dashed into the summerhouse.

We got talking – there's not much else to do when you're stranded in a summerhouse – and she asked me about myself and my future plans. I told her my parents had strong views about my career. 'They want me to take up a profession and be successful like you and Max are,' I told her.

'They don't, do they?' She sounded genuinely surprised. She told me that Max had shown her some of my work that was published in the school magazine. She thought I could be successful like myself not like her or Max or anyone else.

Serena and Max are coming to lunch today. I think I'm feeling brave enough to start talking to Mum and Dad about my application. Even if it doesn't go well, I know who I can talk to for advice.

It's funny how things turn out. Talking to Serena in the summerhouse was just like having a chat with a friend. She was still wearing the beautiful pink dress but it was soaking wet, just like mine. She still looked lovely – not like me – but somehow that didn't matter anymore.

I should know by now that you can't always judge by appearances, that if you make assumptions about people without knowing them you can get things completely wrong. I probably should stop making assumptions about my parents and what they are likely to think. I probably should stop making assumptions about what I can and can't do and I definitely should start believing in myself a bit more.

1 Answer the questions.

- 1 What usually happens when a couple gets engaged?
- 2 What educational qualifications does Max's fiancée have?
- 3 By what name is Bobbie-Jo known at home and what does she think about it?
- 4 What do Bobbie-Jo's family already think about Serena?
- 5 What is Max's job and what is Serena's most recent work?
- 6 What course does Bobbie-Jo want to take at university?
- 7 How does Bobbie-Jo think she will appear on Saturday evening?
- 8 Which other people have been invited to the family dinner?
- 9 What did most of the family do when the storm began?
- 10 How did Bobbie-Jo and Serena come to be together in the summerhouse?

2 Read the phrases and choose the best meaning, a or b, for each one.

Answer the questions.

- 1 *a hive of activity*
a a centre for specific actions b a very busy place
- 2 *out of the limelight*
a not the centre of attention b away from the activities
- 3 *the heavens opened*
a dark clouds in the sky b it started raining hard

Are the phrases 1–3 above metaphors or similes?

What is the difference between these two language features?

3 Discuss these questions about the style and language of the diary entries.

- 1 What simile does Bobbie-Jo use to express how she will feel when presented to her brother's fiancée?
- 2 What impression does the reader get of the characters of:
• Bobbie-Jo's mother? • father and grandmother? • Serena?
Think of two adjectives or phrases not used in the diary entries to describe each of them.
- 3 How formal do you think Bobbie-Jo's style of writing is?
Find at least three different language features in the text to justify your answer.

4 Discuss your answers to these questions.

- 1 What reasons can you find to explain why Bobbie-Jo is not keen on meeting her brother's fiancée?
- 2 What worries does Bobbie-Jo express at the start of the second diary entry?
- 3 The name Serena comes from the word *serene*. What does *serene* mean?
- 4 Why was Serena surprised that Bobbie-Jo's parents wanted her to have a professional career like hers or Max's?
- 5 How do you think Bobbie-Jo's parents will react when she tells them about her preferred university course?

5 What do you think?

- 1 If you were going to meet an older brother or sister's fiancée/fiance, how would you feel about it?
Give reasons for your answer.
- 2 Do you think Bobbie-Jo's feelings about meeting Serena are understandable? Why? / Why not?
- 3 Do you think Serena and Bobbie-Jo are going to be good friends or not?
Give reasons for your answer.

1 Read.



On Saturday Bobbie-Jo's family will finally get to meet Serena. Max hasn't said much about her but Bobbie-Jo's grandmother, aunts, uncles, cousins – not to mention her parents – seem able to talk about little else. Rumours abound. She **is thought to have been born** in India. She **is believed to be** stunningly beautiful. Her parents **are said to be living** in the Middle East. Her father **is rumoured to have made** a fortune in the oil business.

One thing is certain: she is exceedingly intelligent. She has just gained a doctorate in economics from Harvard, which is, of course, **acknowledged to be** one of the best universities in America.

Bright, beautiful, elegant, wealthy, successful, cultured and charming – she **is already considered to be** an asset to the family. They can't wait to meet her but Bobbie-Jo is dreading it.

2 Cover the text in Activity 1. Read the statements and write T (true) or F (false). Compare your answers and correct the false statements.

- Max's family knows a lot about Serena.
- Serena is thought to have been born in the Middle East.
- Her father is thought to be very wealthy.
- She is known to be extremely intelligent.
- The family have no interest in meeting Serena.
- Bobbie-Jo is looking forward to meeting her.

3 Change the following sentences as in the example. Start your sentences with the underlined words.

- People say that Serena is very charming.
Serena is said to be very charming.
- People believe that her family lives abroad.
- People think that Bobbie-Jo is planning a career like her brother's.
- Everyone knows that Serena worked hard for her doctorate.
- People assume that she was living in the USA for several years.
- Everyone acknowledges that Harvard is an excellent university.
- People feel that Max and Serena are employed by successful companies.
- There is a rumour going round that Max has been offered a new job.

4 Report these statements using passive reporting verbs as in the example.

- 'Venice is totally unique.' (is considered)
Venice is considered to be totally unique.

- 'Medicine is a demanding profession.'
(is acknowledged)
- 'Innumerable plants and animals live in the rainforests.'
(are known)
- 'Some rare species are dying out.'
(are thought)
- 'An earthquake destroyed the village.'
(is believed)
- 'Nobody was living there.'
(is assumed)
- 'The gallery is visited by large numbers of tourists.'
(is said)
- 'This picture was painted by Picasso.'
(is rumoured)

5 Use your own ideas to complete the sentences.

- Everest is known to ...
- Taking regular exercise is considered to ...
- Dinosaurs are believed to have ...
- The ancient Egyptians are said to have ...

Passive reporting verbs can be used when talking about what people think or know.

Talking about the present:

*He **is considered to be** an excellent businessman.*

*They **are believed to be living** in Brazil.*

*Serena **is said to be paid** a high salary.*

Talking about the past:

*The woman **is known to have gone** abroad.*

*She **is thought to have been working** as an economist.*

*The diamonds **are rumoured to have been stolen**.*

The following verbs are often used in this way:

said, thought, known, considered, believed, assumed, felt, acknowledged, rumoured

A Punctuation Brackets and dashes

Remember!

Brackets and dashes are used to separate parts of a sentence that introduce extra information that could be left out.

Brackets

Brackets are used in formal writing. Bobbie-Jo sometimes uses a formal style and brackets, e.g.
In her photos she looks poised and confident, and very attractive, of course (that goes without saying).

- 1 Find another example where Bobbie-Jo uses brackets.

Dashes

Dashes are used in informal writing and journalistic writing such as newspaper and magazine articles. Bobbie-Jo often uses an informal style, e.g.
We got talking – there's not much else to do when you're stranded in a summerhouse – and she asked me about myself and my future plans.

- 2 Find another example where Bobbie-Jo uses dashes to enclose extra information.

A single dash can be used to introduce an afterthought, e.g.
... my parents are keen to see me following in his footsteps – or, perhaps now, her footsteps.

- 3 Find another example of an afterthought introduced by a single dash.

Note

In a single sentence

- it is not usual to use two pairs of brackets immediately next to each other.
- it is not usual to use two pairs of dashes.

- 4 Read this sentence and find examples of brackets and dashes enclosing extra information. Which information is an afterthought introduced by a single dash?

Serena (even her name sounds elegant – I'm still known as Bojo at home, which was fine when I was two and couldn't say my name but is now a complete embarrassment) will be coming for dinner – a special dinner – with Max, my brother, on Saturday.

B Language use Expressions with unusual tenses

It's time + past tense

This is a common conversational structure, e.g.
... it's time we spruced up the living room.

- 1 Read these examples then make up two sentences of your own.

It's time we left.

It's time you went to bed.

It's time you bought a watch!

What time is it?

These phrases express annoyance or criticism, e.g.
Your room's a mess! It's high time you tidied it.
The economy! It's about time the government took action.

- 2 Complete these sentences with ideas of your own.

Your hair is too long. It's ...

You haven't been working hard enough. It's ...

Future tense based on present facts

The future tense is often used to explain present events based on factual evidence, e.g.
We were more than half-way through dinner, when there was a terrific crash from the sky.
'That'll be thunder,' said Grandma, sagely.

- 3 What was the evidence for Grandma's remark?

- 4 Look at these dialogues with the present continuous and the present perfect.

A: Listen! The doorbell is ringing.

B: That'll be the pizza delivery I ordered an hour ago.

A: Your mobile has just sounded.

B: That'll be a text from Anna. I'm expecting a message from her.

Now make up two examples of your own.

Future tense for predictable events

The future tense can be used for events that are known to happen based on past experience, e.g.
Storms will often break a spell of hot weather.

- 5 Make up a similar example of your own.

The same structure can be used for predictable habitual behaviour of animals and wildlife, e.g.
Bears will often steal honey from bees.

- 6 Think of a true example of your own.

1 Listen and read.

Todd: Hi, Tasha! You're looking very cheerful.

Tasha: I've had some great news. I got an email from the University of London about the course I want to do. They've invited me to go to London for an interview next month.

Ramon: Oh, wow! That's fantastic!

Tasha: **It is, isn't it?** I'm so excited. The only problem is I should be helping you guys with the festival but I'll be away for about a fortnight. I won't be able to help much.

Ramon: **You won't, will you?** Never mind. We'll manage without you somehow!

Rudi: When do you leave?

Tasha: In a few days' time. Actually, I'm really nervous.

Todd: **You aren't, are you?** There's no need to be.

Tasha: Yesterday I told my mum I wasn't going.

Rudi: **You didn't, did you?** You're crazy!

Tasha: Don't laugh! I'm not joking.

Lucie: **But you are, aren't you?** You'd be mad to miss an opportunity like this!

Tasha: I know. It's just that it's such a good course. So many really talented people will be applying for a place. Am I good enough?

Todd: Of course, you are! Stop fishing for compliments!



2 Cover the dialogue and answer the questions.

- Why is Tasha looking cheerful?
- What has she been invited to do?
- How long will she be away?
- Will she be able to help with the festival?
- What did she tell her mum?
- Why did she do that?

3 Respond to the following statements. Use echo tags to show agreement as in the example.

- It's a beautiful day. *It is, isn't it?*
- Alice plays the piano really well.
- We're going to have such a fantastic holiday.
- Joe will make an excellent team captain.
- The film wasn't very good.
- Tom sang a very funny song.
- Harry can speak fluent Spanish.
- Annie didn't say goodbye.

4 Respond to the following statements. Use echo tags to show disbelief as in the example.

- Harry's broken his leg. *He hasn't, has he?*
- Lucy failed her exam.
- I can't swim.
- There's an elephant in the garden.
- Robert speaks ten languages.
- Tasha won't go to London.
- It's pouring with rain.
- A fire has broken out in the science lab.

5 Respond to these statements. Use echo tags first to show agreement and then to show disbelief.

- Gustav seldom makes mistakes.
- I've never been abroad.
- Joe can hardly walk.
- My grandparents hardly ever took a holiday.
- Wolves rarely attack people.
- The customers scarcely ever complain.

Echo tags are used in conversation to show:

1 agreement

A: It's a lovely day.

B: It is, isn't it?

A: Joe doesn't look well.

B: He doesn't, does he?

If the first statement is affirmative, the first part of the response is also affirmative. If the first statement is negative, the first part of the response is also negative.

2 disbelief

A: Tasha is nervous.

B: She isn't, is she?

A: I don't like ice cream.

B: You do, don't you?

If the first statement is affirmative, the first part of the response is negative. If the first statement is negative, the first part of the response is affirmative.

Remember that words like *never*, *rarely*, *hardly*, *scarcely* ever make sentences negative.

A: It rarely snows in May.

B: It doesn't, does it?

(agreement)

A: Tasha is never nervous.

B: She is, isn't she?

(disbelief)

Look at the examples of echo tags in the dialogue. Which ones show agreement and which disbelief?

Listening and speaking

Where is Rudi? Why isn't he here?

Functions of English speculating (guessing) about the present and the past

1 Look at these expressions.

Speculating about the present

He must be ill.	He must be sleeping.
He might / may / could be ill.	He might / may / could be sleeping.
He can't be ill.	He can't be sleeping.

Work in pairs. Think of more reasons for Rudi's absence using expressions like those in the table above. Remember! You are talking about the present!

2 Look at these expressions.

Speculating about the past

He must have missed the bus.	He must have been working late last night.
He might / may / could have missed the bus.	He might / may / could have been working late last night.
He can't have missed the bus.	He can't have been working late last night.

Work in pairs. Think of more reasons for Rudi's absence using expressions like those in the table above. Remember! You are talking about the past!

3 Think about it.

- Which expressions show that you are certain (or almost certain) that you are right?
- Which expressions show that perhaps this is the reason for Rudi's absence?
- Which expressions show that it is impossible for this to be the reason?

4 Group conversation

Work in small groups. Use expressions like those in both tables to talk about the following situations:

- 1 Your friend is looking very upset. Can you guess why?
- 2 There is a barrier across the street and the police are not letting anyone pass. Why?
- 3 A member of your class hasn't been at school for several weeks. Can you guess why?
- 4 There is an extremely large parcel on your teacher's desk. Can you guess the reason?

Listening comprehension

1 Listen to the festival committee having a conversation. Answer the questions.

- 1 Which member of the committee is not present?
- 2 What do the committee members need to discuss?

2 Read the questions. Listen again and answer the questions.

- 1 Where are they meeting?
- 2 Why aren't they in the library?
- 3 Which aspects of the festival was Tasha responsible for?
- 4 How might Gustav help the committee?
- 5 Why would he be a good choice?
- 6 What does Lucie offer to do? Why can she do this?
- 7 What did Tasha give to Todd?
- 8 Who has heard from Tasha?
- 9 What might have happened to her?
- 10 Why does Lucie want to hear from her?

3 Talk about it.

- 1 Do you think the committee will manage without Tasha? Why? / Why not?
- 2 How do you think Tasha is spending her time in London?
- 3 Have you ever had an interview? Describe what happened.



Autobiographical writing

You have read diary extracts that are a form of **personal recount**. The extracts include **autobiographical** details, **thoughts** and **feelings** about the **present** and the **future**, and **reflection** on what has happened in the **past**.

Checklist

- ▶ **1st person** A diary is autobiographical. The writer records things about his/her own life. Find examples of the first person in Bobbie-Jo's diary entries.
- ▶ **Tenses** The writer uses:
 - **present tenses** for the situation as it is now
 - **past tenses** for reflecting on things that have happened
 - **future tenses** for thinking about things to come
 Find examples of each tense in the extracts.
- ▶ **Facts** The writer records the **facts** of things that have happened and things that are going to happen; people involved in her life. Find examples of factual information about:
 - the Saturday celebration – reasons / preparations
 - Max
 - Serena
- ▶ **Thoughts and feelings** People who keep a diary often record **thoughts** and **feelings** that they wouldn't admit to family and friends. What does Bobbie-Jo admit to her diary about:
 - meeting Serena?
 - herself?
 - her future plans?
- ▶ **Reflection** An important part of a diary is the opportunity it gives the writer for **reflection**. Bobbie-Jo has written about meeting Serena and the celebration of the engagement before it happens. She has expressed how she feels about it. She then writes about it after the event and reflects on how she now feels about it. Discuss Bobbie-Jo's feelings after the event.
 - Did it turn out as she expected?
 - Was it better or worse?
 - Has it affected her future plans? In what way?
 - What lesson has she learnt?

Writing assignment

You have read extracts from Bobbie-Jo's diary. You are now going to write two diary extracts:

- the first before an important event.
- the second after the important event.

Go to pp88-89 in your Workbook for help with your planning.

Life skills 2

Personal statement

When you are applying for a job or educational course, it is a good idea to send a **personal statement** with your CV. The aim of a personal statement is to make it clear that you are a suitable applicant for the specific job or course.

Getting started – the first draft

- Make sure you have read and understood the details of the course / job you are applying for.
- Think about what sort of person the college / company is looking for.
- Think of yourself as a 'product' that you want people to buy!
- Begin by repeating the personal details from your CV so that if it gets separated from your CV, people will still know who it is from.
- Open with a strong statement:
For as long as I can remember ... NOT I am a student at ...
- Write in the first person:
For as long as I can remember, I have been passionate about working with animals.
- You need to make clear:
 - Why you are interested in the course / job.
 - What skills and achievements make you a suitable applicant.
 - What your future ambitions are.

Proofreading

Your personal statement must be accurate – no spelling, grammar or punctuation mistakes!

Spot as many mistakes as you can at the first draft stage.

You will need to proofread it again when you think you have made your final copy!

The final copy

The look of your personal statement

Your personal statement should be well laid out and easy to read.

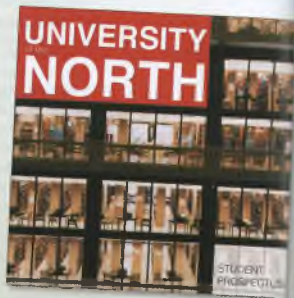
- Choose a clear font such as Arial, Georgia or Geneva.
Don't use Comic Sans or Chalkduster!
- 12pt is a good size.
- Use 1.5 spacing so that it is easy to read.
- Aim for 150 words as a maximum length.

The content of your personal statement

It should be:

- informative – Will the person reading it get to know a lot about you?
- impressive – Will your personal statement stand out from all the others?
- concise – Have you got straight to the point and not rambled on?

And finally ... read your personal statement out loud. Would you be interested in this person?



Read and discuss this good example of a personal statement. Read the notes carefully. They will help you with the Workbook assignment.

Kurt is applying for a two-year course to study English Language and Journalism at Bay City University.



PERSONAL STATEMENT

Kurt Asper

Apt 16, 1026 Fountain Avenue, Bay City

Tel: 01234 56789 Mobile: 07711 666111

Email: ka@home.com

During secondary school, I have enjoyed studying various subjects but none has captured my interest and enthusiasm as much as the study of English Language that I began at the age of six.

Last year, I was able to fulfil one of my ambitions and spend some time in London. I took a part-time job to fund the trip as I was determined not to miss the opportunity of learning from native speakers and experiencing British culture. I am sure that this helped me to my success at IGCSE.

I intend to pursue a career in journalism and the course offered at your college would be a valuable next step for me. I have been involved with the school's newspaper since the first year, progressing from proofreader to editor, and learning the skills of team-work, leadership and the importance of the dreaded deadline!

Kurt Asper

Bold capitals

Large font for name

Other personal details set out to save space

Shows interest in various subjects but real enthusiasm for the one the course covers

Shows Kurt is serious about improving his English

Reminds the reader of his good grade at IGCSE

Kurt is clear why he is applying for the course

Highlights skills and experience he has already acquired

Being different

Start-up Use the grid for your notes.

☑ The first explorers went, quite literally, into the unknown. The first sailors were believed to be in danger of dropping off the edge of the Earth. Land explorers had no maps at all.



☒ The pioneers of achievement were often experimenting with their lives. Nobody knew for sure what the human body could endure. Some of these pioneers did not survive their attempts to be first.



☒ Some people are extraordinary achievers without putting themselves at risk. They have exceptional talents which they put to good use. The inventors of the internet and home computers have transformed our world.

Do you ever want to be different to other people? How?

Do you like to be the same as everyone else for some of the time or all of the time?

Do you think that achievers are different to most people? In what ways?

Is everyone who gets attention really an achiever in your view? Why? / Why not?

What do you think it takes to be a first to achieve something? Have you got it? If not, do you wish you had?

Reading

- You will read information about first achievements. Think of three features you would expect to see in a well-organised piece of informative writing.

Vocabulary

- These words are in the information: *frontier, boundary, inaugural, sacrifice, ordeal, harness, skim*. Circle any you cannot remember or guess. Look them up.
- Find out what these phrases mean: *navigational aids, single-handed, to be swept overboard, to lose one's life*.

Grammar

- You will study the use of gerunds and infinitives. Write down one important thing you remembered to do yesterday. About what time do you remember doing it?

Language practice

- Punctuation: colon, semi-colon (revision) Which of these can separate items in a list?
- Language use: uses of *get* Think of two sentences of your own using *get* with a different meaning in each one.



9

▶ A small number of people choose to work in difficult places which can be as dangerous as the top of a mountain or the middle of an ocean. Many doctors and journalists risk their lives for their work.



▶ Many people think of the superstars of sport and entertainment as great achievers and as being different to everyone else. It is true they get different treatment to most people and far more attention.



Grammar in use

- You will hear a discussion about the second Bay City festival. Think of three events that have already been mentioned for inclusion in the second festival.
- You will study the use of the verbs *dare* and *need*. Do you need to do things more often or dare to do things more often? Why do you think this is?

Listening and speaking

- You will hear part of a radio programme about the first man on the Moon. Who was it?
- You will prepare a presentation about a well-known person who was the first to do something. Think of a famous person you already know who was the first to do something. Write the name and the achievement.

Conversation focus

Florence and Mimi have just finished a rehearsal of Gustav's rock opera.

- Listen to their conversation in the school canteen.
- Read the questions on Workbook page 92. Listen again and answer the questions.
- Talk in a group about people you think have gained significant achievements in the past or present and discuss what, if anything, makes them different to everyone else. Use the photos and information on this page to help you, as well as any of your own ideas. Ask: *What are the achievements ...? What kind of person ...?*
Say: *I think the best achievements are ... I think achievers need to be / have ...*

Writing

- You will do your own research and write about someone who achieved something first. Think of two advantages and two disadvantages of internet research.

▶ Many people achieve what seems impossible after injury or because of disability. They are the survivors of misfortune who focus on what they can do instead of what they cannot.



Famous Firsts!

We are always fascinated by people who do something for the first time: Yuri Gagarin – the first person in space; Roger Bannister – the first person to run the four-minute mile; the scores of other people who became a *first* in the history books. Being a *first* often requires great determination, dedication and sacrifice. Sometimes being a *first* is fraught with danger!

Sailing solo – non-stop around the world!

In 1968 the British newspaper *The Sunday Times* announced the award of a trophy, the Golden Globe, for the first person to sail single-handed and non-stop around the world. The longest attempted non-stop voyage until then was achieved by Sir Francis Chichester in 1966–67, when he circumnavigated the world but he stopped to get his boat repaired in Australia. Who would dare to embark on this dangerous voyage? Robin Knox-Johnston set off from Falmouth on the south coast of England on the 14th June, 1968. His boat, *Suhaili*, was 32 feet in length and needed to survive a 30,000 mile voyage.

In 1969, communications were not as sophisticated as they are now. There were no electronic navigational aids and Knox-Johnston needed to rely on only a sextant and a chronometre. He rounded Cape Horn on the 17th January, 1969, 20 days ahead of the closest competitor and, after 312 days he sailed back into Falmouth and won the trophy.

Looking back, he remembers sailing into history: '40 years ago nobody knew whether sailing alone around the world was even possible – but it was a time of change and adventure, as man landed on the Moon and we extended the frontiers of possibility. Of the nine starters in that inaugural race, I was the only one to cross the finish line. Completing the race on board *Suhaili* was an important moment in pushing the boundaries of our sport.'

Some 20 years later, the first woman to sail solo, non-stop around the world was Kay Cottee from Australia. She set off from Watson Bay on the 29th November, 1987 in her 37 foot yacht *First Lady*.

Her voyage was not without danger. At one point *First Lady* turned upside down and Kay was swept overboard. She was harnessed by two safety lines and survived the ordeal. She sailed into Sydney Harbour on 5th June, 1988, to be greeted by tens of thousands of well-wishers.





Flying solo across the Atlantic

In 1919, Raymond Orteig, a rich New York hotelier, offered the \$25,000 Orteig prize for anyone who would dare to fly solo across the Atlantic Ocean. By the time Charles Lindbergh took up the challenge in 1927, six aviators had lost their lives trying to win the prize.

Lindbergh set off from New York on Friday, May 20th, 1927 at 7.52 am in his plane called the *Spirit of St Louis*. The flight was fraught with danger. He encountered icing, fog, storm clouds and had to skim over wave tops at a height of as little as three metres.

He landed in Paris at 10.22 pm just 33 and a half hours after take off and was greeted by an estimated 150,000 spectators. Lindbergh was lifted from the cockpit by the cheering crowd and carried over their heads as they celebrated his amazing feat.

Just one year later in 1928, Amelia Earhart was the first woman to fly across the Atlantic with Wilmer Stultz and Louis Gordon. Four years later, she made the flight on her own in a Vega plane she nicknamed *Old Bessie*. She took off from Newfoundland on the east coast of America on May 20th, 1932 and approximately 15 hours later landed in Northern Ireland. Three years later, she became the first woman to fly solo across the Pacific Ocean.

To the top of the world – climbing Everest

Mount Everest in Nepal is the highest mountain in the world, rising to a height of 8,848 metres, and Edmund Hillary, the New Zealand mountaineer with his guide Tenzing Norgay were the first men to reach the summit on the 29th May, 1953.

They set up base camp at the bottom of the mountain in March and the final camp, approximately 1,000 metres from the summit, in May. They tried to reach the summit on the 26th but snow and wind kept them at base camp for two days. They eventually set out on May 28th and got to within 350 metres of the summit before pitching their tent. The next day, the 29th May, 1953, they reached the summit at 11.30 am and stood on the top of the world.

In 1975 a team of 15 women tried to conquer the mountain, taking the same route as Hillary and Norgay had 22 years earlier. Among them was Junko Tabei from Japan.

Disaster struck approximately 2,500 metres from the summit: an avalanche engulfed the camp. The climbers and guides were buried under a huge weight of snow. Junko was unconscious for six minutes before being dug out. Did they dare to continue? Despite this setback, the climb went on and just 12 days later, Junko Tabei became the first woman to stand on top of Everest.



Reading comprehension

1 Decide which of these statements are true.

- Robin Knox-Johnston rounded Cape Horn on the 17th January, 1969.
- Kay Cottee set sail from Sydney Harbour.
- Charles Linbergh's plane was called the *First Lady*.
- Amelia Earhart made her solo flight across the Pacific in 1932.
- Hillary and Norgay reached the summit of Mt Everest on May 29th, 1953.
- Disaster struck Tabei at the top of the mountain.

2 Match each word and phrase to the correct definition as they are used in the article.

amazing feat	approximately	circumnavigate
fraught with (danger)	inaugural	setback
	sextant	

- about
- something that stops progress
- filled with
- first / opening
- sail completely around
- an aid to navigation
- an excellent achievement

3 Discuss these questions about the information passage.

- What is the purpose of the introductory passage?
- Why has the writer used sub-headings?
- Make a chart using the information in the text to show:
 - the achievement
 - when it happened
 - who did it

4 Discuss your answers to these questions.

- Which of the famous 'firsts' was a result of trying to win a prize?
- Why do you think Cottee was able to complete her journey in a much shorter time than Knox-Johnston?
- What characteristics do you think the people who achieved these famous 'firsts' have in common?
- Why do you think women achieved these 'firsts' after men did?

5 What do you think?

- Which of these famous 'firsts' you have read about do you admire most? Explain your reasons.
- If you could be the 'first' to achieve something, what would it be? Why?



1 Read.

Tell me about the avalanche.

Well, we **stopped to camp** for the night 2,500 metres from the summit. There was a heavy snowfall during the night but by morning it had **stopped snowing** and we decided to press on. Unfortunately for us, temperatures rose during the morning and the snow and ice started to melt. That's what caused the avalanche.

It must have been terrifying.

It was but my training helped me enormously. When I regained consciousness, I **remembered to lie** still. I **tried not to panic** although this was very hard. Would anyone ever find me? I **tried shouting**. Eventually someone heard my desperate cries.

In spite of this setback you carried on.

We did indeed.

Do you remember reaching the summit?

What a question! I'll never **forget reaching** the top! It was the most extraordinary moment of my life.

I only have one regret.

What's that?

I **forgot to take** a photo of the team on the summit!

2 Answer the questions.

- What did the climbers do 2,500 metres from the summit?
- What happened during the night?
- Why did they decide to press on in the morning?
- Why did the avalanche happen?
- After the avalanche how did the climber's training help her?
- What did she do to get help?
- What will she never forget?
- What is her one regret?

3 Use the verbs in the box to complete the sentences. Use either a gerund or an infinitive.

behave	lock	receive	remain
rest	see	turn	worry

- After the avalanche the climber tried ... calm.
- I forgot ... the door when I left the house.
- Do you remember ... all those shooting stars?
- A mother never stops ... about her children.
- The climbers stopped ... for the night.
- What? The computer isn't working? Have you tried ... it off and on again?
- The athletes will never forget ... their medals.
- Please remember ... properly on the trip.

4 Work in pairs. Think of different ways to complete the sentences. Use gerunds.

- My first day at school was an important day in my life. I remember ...
- James felt that he was putting on weight so he stopped ...

- It had been a terrible day. Sandra knew that she would never forget ...
- Do you want to get fit? You should try ...

5 Work in pairs. Think of different ways to complete the sentences. Use infinitives.

- After studying for three hours, Lucy stopped ...
- We're having a test today. I hope you've remembered ...
- Have you lost your mobile? You must try ...
- In his rush to get to the airport John forgot ...

Gerunds and infinitives

Some verbs are followed only by a gerund:

*They enjoy **swimming** in the sea.*

Other verbs are followed only by an infinitive:

*We decided **to travel** by ship.*

Some verbs can take both a gerund and an infinitive with no change of meaning:

*It began **raining**. It began **to rain**.*

Some verbs take both a gerund and an infinitive but the meaning is different:

*He **stopped running**. (He was running. He stopped.)*

*He **stopped to rest**. (He stopped in order to rest.)*

*I **remembered to pack** a swimsuit. (I didn't forget.)*

*I **remember packing** a swimsuit. (I have a picture in my mind of me doing this.)*

*I **forgot to buy** the milk. (I didn't buy it.)*

*I **forgot buying** the milk. (I bought it but I don't remember doing this.)*

*She **tried to send** a text. (She tried but she couldn't.)*

*She **tried sending** a text. (She sent a text.)*

Language practice

A Punctuation

Colon

Remember that a colon is used to separate a general statement from the details that follow.

- 1 Look at the first sentence of the text. Find the opening general statement. What are the details that follow?

A colon can be used to separate two related ideas. The second idea follows on from the first, e.g.

Disaster struck approximately 2,500 metres from the summit: an avalanche engulfed the camp.

- 2 Read both these questions then answer them. Which statement in the example tells you what the exact event was? Which statement tells you about the event in general terms?

A colon can be used to introduce a quotation, e.g.

Looking back, he remembers sailing into history: '40 years ago nobody knew whether sailing alone around the world was even possible.'

Semi-colon

A semi-colon is used to separate a series of statements related to the main topic of the sentence.

- 3 Look again at the first paragraph of the text. What is the main topic of the sentence? How many statements are there in the list?

A semi-colon can be used to separate balanced statements in a sentence, e.g.

His achievement pushed forward the boundary; it set a new challenge.

- 4 Discuss where to use a colon or semi-colon in these sentences.

- 1 Arriving back at base camp, the climber stated 'I felt as if I was standing on top of the world.'
- 2 No one had succeeded no one would succeed.
- 3 The problem was obvious the motor was dead.
- 4 There was a choice of activities football on the field basketball in the gym volleyball on the beach.



B Language use

Meanings of get

Get is used in 'Famous Firsts' twice. Each time it has a different meaning:

... he stopped to **get** his boat repaired ...

They eventually set out on May 28th and **got** to within 350 metres of the summit ...

- 1 What does get mean in the sentences above? How could you say the sentences without using get?

- 2 Get has a lot of other meanings. Below are some of the most commonly used meanings. Match them to the sentences that follow.

- a to buy
- b to fit or put something into a place
- c to become
- d to make progress
- e to put someone or something in a particular state or condition
- f to receive
- g to fetch

- 1 Look what I got for my birthday!
- 2 Ben went to the sports shop and got a new football.
- 3 Can I get you a cup of tea?
- 4 You have more freedom as you get older.
- 5 He got his hands dirty mending the car.
- 6 How are you getting on with your project?
- 7 I can't get all my books into my bag.

- 3 Make up your own sentence for each meaning.

- 4 Read some other meanings of get (a-g). Match them with the sentences.

- a to move or make something move
- b to catch
- c to start to have an idea
- d to make or persuade someone to do something
- e to use a vehicle
- f to prepare a meal
- g to have or to start to have an illness

- 1 I get a strange feeling when I look at that picture.
- 2 I always get seasick when I travel by boat.
- 3 I got my cousin to give me a lift to school.
- 4 At last we got all the water out of the boat.
- 5 The police got the man they were looking for.
- 6 You can always get a bus from the station.
- 7 Shall we get dinner now?

- 5 Make up your own sentence for each meaning.

1 Listen and read.



- Todd:** Hey, Lucie. What's the matter? You looked stressed.
Lucie: Someone's been complaining that the opera rehearsals are too noisy. I **didn't dare tell** Gustav when I saw him just now.
Ramon: **Need** we **do** anything about it, do you think?
Rudi: What's the point? There won't be any more rehearsals. The festival starts tomorrow.
Lucie: I **daren't** even **think** about all the things that still **need to be done**.
Todd: Have the programmes arrived yet?
Rudi: Yes, they came yesterday. I forgot to tell you. Sorry.
Todd: So I **needn't have spent** all last night worrying about them.
Lucie: Hey! A text from Tasha. Oh, no! Her flight has been delayed. She can't get back today.
Rudi: I hope she can get back tomorrow. She won't want to miss *The River Boys*.
Lucie: She doesn't say anything about the interview.
Rudi: Ask her! Go on!
Lucie: I **don't dare ask**. What if it went badly? Poor Tasha!
Todd: I'm sure you **needn't worry**. It's probably a case of 'No news is good news'.

2 Cover the dialogue and answer the questions.

- Why is Lucie stressed?
- When does the festival start?
- Why did Todd spend a sleepless night?
- What does Tasha say in her text?
- Why doesn't Lucie dare ask about Tasha's interview?
- Need she worry?

3 **Dare** behaves like a regular verb and a modal.

- In the affirmative it behaves like a regular verb:

John dares (to) say what he thinks.

He dared (to) speak his mind.

- In the negative it can behave like a regular verb or a modal:

He doesn't dare (to) speak to her.

Or: He daren't speak to her.

They didn't dare (to) jump.

Or: They dared not jump.

- In the interrogative it can behave like a regular verb or a modal:

Does he dare (to) fight?

Or: Dare he fight?

Did they dare (to) protest?

Or: Dared they protest?

Work in pairs. Use your own ideas to complete the sentences.

- An honest man always dares (to) ...
- Joe is so nervous he daren't ...
- The townspeople didn't dare (to) ...
- The terrified boy dared not ...
- Do you dare (to) ...?
- Dared the soldiers ...?

4 **Need** behaves like a regular verb and a modal.

- In the affirmative it behaves like a regular verb. It always takes the infinitive with *to*:

He needs to take more exercise.

They needed to work harder.

- In the negative and interrogative of the present tense it can behave like a regular verb or a modal:

She doesn't need to attend the meeting.

Or: She needn't attend the meeting.

Do you need to leave?

Or: Need you leave?

- In the negative and interrogative of the past tense there are two forms which have different meanings:

I didn't need to leave early. (Maybe I did, maybe I didn't.)

I needn't have left early. (But I did.)

Did you need to take a taxi? (We don't know if you took a taxi or not.)

Need you have taken a taxi? (We know you took a taxi.)


Work in pairs. Use your own ideas to complete the sentences.

- I need to ...
- Last week we needed to ...
- Students at this school don't need to ...
- Need we ...?
- You didn't need to ...
- Need the students have ...?

Listening and speaking



Listening comprehension

1  You are going to hear part of a radio programme about Neil Armstrong, the first man on the Moon. Listen and answer the questions.

- 1 What was Neil Armstrong's main passion throughout his life?
- 2 How many astronauts were there on the Apollo 11 space flight?
- 3 How do you know that people were affected by Neil Armstrong's death?

2  Listen again. For each sentence choose the best ending, a, b or c.

1 Neil Armstrong gained his pilot's licence ...

- a before he was 16.
- b after he was 16.
- c on his 16th birthday.

2 As a test pilot he flew ...

- a only fast planes.
- b different types of aircraft.
- c space rockets.

3 The Apollo 11 space flight took place in ...

- a June 1969.
- b July 1968.
- c July 1969.

4 The space rocket arrived at the Moon on ...

- a July 16th.
- b July 20th.
- c July 24th.

5 The Eagle transported ... down to the lunar surface.

- a one man
- b two men
- c three men

6 Armstrong's first step on the Moon was seen by ...

- a 600 people.
- b millions of people
- c the entire population of the world.

7 While on the surface of the Moon, the astronauts ...

- a made phone calls.
- b drew pictures of the terrain.
- c carried out experiments.

8 The Apollo 11 space mission lasted ...

- a over a week.
- b over a month.
- c over a year.

9 When they returned to Earth, they were treated like ...

- a astronauts.
- b heroes.
- c tourists.

10 Neil Armstrong's life showed that ...

- a he was famous.
- b he liked young people.
- c success can be achieved through hard work.

3 Talk about it.

- 1 Have you ever thought of becoming an astronaut? What would you like about the job? What would you dislike?
- 2 What other space missions do you know about?
- 3 What can be achieved by exploring space?
- 4 Would the money spent on exploring space be better used to solve the problems that we have on Earth?

Individual speaking

You are going to talk about a well-known person who was the first to do something.

Preparation in groups:

- 1 Make a list of all the famous people who you know were the first to do something.
- 2 Talk about each of them. Find out as much as you can about them.
- 3 Why do you think it is important to remember these people?

Now tell the rest of the class about your discussion. 

Magazine article

You have read a magazine article that gives **information** about people who achieved famous 'firsts'.

Checklist

- ▶ **Main heading** The main heading has to indicate what the information passage is about, but it can be eye-catching and interesting.
Why is *Famous Firsts!* a better title than *People who have done something that no one else has done?*
- ▶ **Opening** The opening paragraph gives you general information and is a paragraph designed to keep the reader interested.
How has the writer tried to ensure that readers will be interested enough to read the rest of the article?
- ▶ **Sub-headings** Sub-headings are used to organise the information and give readers a flavour of the various things they will read about.
Discuss the sub-headings. Do they catch your interest? Why? / Why not?
- ▶ **Detailed information** Any text giving information must be researched thoroughly and information should include precise details. The article gives the reader names, places, times, dates, etc. You wouldn't learn anything if the article said: 'Sometime ago, someone was the first man to climb the tallest mountain in the world.' Look back at the chart you made for Activity 3 on page 98. Could you add any more columns to your chart?
- ▶ **Past tenses** The magazine article is providing information on things that have happened in the past so is written in past tenses.
Why do you think some information text would be written in present tenses?
- ▶ **Illustrations** Illustrations – photographs / drawings / maps / charts, etc. – help the reader to understand the information they are being given.
Discuss the photographs:
 - How do they help you to understand what you are reading about?
 - Do the photographs give you any extra information?

Writing assignment

You have read a magazine article that gives you information about people's achievements. You are now going to research and write about a 'famous first'. You will need to use the library and the internet for your research. Write a magazine article about the life and achievement of the person you have chosen.



Go to pp98-99 in your Workbook for help with your planning.

Changes

Start-up Use WB p101 for your notes.



✓ People sometimes have to move home. It might be within the same neighbourhood. It might be to a different part of the country, to another country altogether, or even the other side of the world.

✗ Students sometimes change schools, especially if their family moves home. If the family has to move often, students have to get used to making and leaving friends.

✓ It can be hard to leave friends and it is hard to lose friends who move away. With modern communications it is easy to stay in touch but it is not the same as having friends close by.

Do you welcome change or do you prefer things to stay as they are? Why?

Are you interested in making changes in your life when you are older? What sort of changes?

What changes would you prefer to avoid at any time?

Do you think it is a good thing to be able to adapt to new circumstances? Why? / Why not?

Reading

- You are going to read two book reviews about characters who make or have to make changes in their lives. Think of a book or story you have read where a character had to make a change to his or her life unexpectedly or decided to make a change to his or her life.

Vocabulary

- These words are in the story extract: *despair, appreciation, navigate, rural, conjure up, ordeal, trepidation*. Circle any you cannot remember or guess. Look them up.
- Find out what these prepositions mean: *in the depths of the countryside, to come to terms with, cardboard cut-out, I kid you not*.

Grammar

- You will look at **reporting verbs** conveying the direct speech. What have you apologised for most recently?

Language practice

- Punctuation: revision of all punctuation List ten different punctuation marks.
- Language use: constructions using prepositions What parts of speech are used with each of these prepositions: *write about, confident of, from memory*.





When students leave school, they usually leave familiar surroundings to start something completely new, like a job or a new course of study in a new place with new people. There are a lot of changes all at once.

Young people may leave home to study elsewhere. They are used to having help and advice from their families. They are not used to making all decisions on their own – or doing their own housework.

Grammar in use

- You will hear a conversation just before the festival begins. If you were a student in the college, what event in the festival would you be looking forward to most? Why?
- You will look at the use of the zero article before some nouns. Think of someone you know who has been in hospital. How long was the person in hospital for?

Listening and speaking

- You will learn and practise language for expressing and responding to surprise and disbelief. Think of a sentence that could provoke this response: *Wow! Really? That's amazing!*
- You will listen to a dialogue about Tasha's visit to London. Think of three places she might have visited while she was there.

Conversation focus

The dress rehearsal for the rock opera has just finished in the school hall.

- Listen to the students' conversation.
- Read the questions on Workbook page 101. Listen again and answer the questions.
- Talk in a group about changes that have happened to you or that you expect could happen. Use the photos and the information on this page to help you, as well as any of your own ideas.

Ask: *Have you ever had to ...? How did you / would you feel about ...?*

Say: *I had to ... I felt ... I expect I might ... I'd feel ... I think it would be ...*



For most people, change means new opportunities. Making the most of each small change as it comes along can help to make the much larger changes a more positive experience.

Writing

- You are going to write a review of a book you have read recently. Do you think it is easier to review a book you enjoyed or one you did not like at all? Why?

Book reviews appear in newspapers, magazines and on the web. They are designed to help you decide if you want to read a particular book or not. You must remember, however, that a review is one person's opinion!
Here are two book reviews.

A New Life

Book Reviews

Title: A New Life

Author: R Hardy

Pub: Truck Books

Price: £7.99

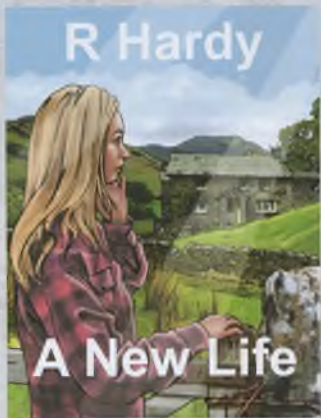
Sixteen-year-old Cara is an only child. She has lived all her life in London in a busy suburb and attended a huge, vibrant secondary school. At the beginning of the book all that is about to change. Her father has a new job that will take the family to the small village of Holten in the depths of the English countryside. Cara has to face coming to terms with a new home, a new school and, most difficult of all, making new friends.

The author, R Hardy, has lived both in London and in the country and depends on his own experience to create the contrasting settings of Cara's life in London in the opening chapter, with her new surroundings in the country. The urban 'buzz' leaps off the page and the slower pace of rural life that follows is beautifully written.

Hardy's main strength is his characterization. He is said to have drawn on his own early teenage years to create the character of Cara. She is no cardboard cut-out but comes across as a real person struggling to adapt to a new life. We feel her trepidation as she prepares for her first day at the new school: her appreciation of the small kindnesses shown by her new classmates as they offer to show her around; and her despair as her worst fears are realised.

The novel sensitively explores what many young people experience as they face new challenges and navigate the difficult waters of their teenage years. Hardy has created a character with whom the reader can empathise, and this is, beyond doubt, his finest novel to date. Will Cara find contentment in her new life or continue to feel upset about being uprooted from the familiar surroundings of her childhood? I just kept turning the pages to find out – and I strongly recommend you do the same.

P H Down



Book Reviews

Title: The Disappearance

Author: DC Pennington

Pub: Century Publishers

Price: £6.99

Carl Johns, also known as Zigzag, a world famous footballer, is in hospital suffering from a broken ankle after a violent tackle on the pitch. Reporters gathered at the hospital gates, crowd around his manager, Jack Crabb, demanding to know if the footballer will ever play again. Crabb explains that the injury isn't serious and he has every confidence in the doctors attending his star player. Crabb makes his way to Carl's expensive, private room to find the bed empty. A rapid search by the nursing staff is fruitless. It seems that Carl has disappeared.



As the search for the missing footballer develops, the story moves from the London hospital to the streets of Paris and the outback of Australia. It could, however, be anywhere! Pennington has no skill in creating realistic settings, being under the impression that relying on a few weak adjectives will successfully conjure up the various scenes in the story.

And what of Carl himself? The author has created a character that fits in with everyone's idea of a footballer, and has made no attempt to create an individual that a reader could identify with. He behaves like a spoiled superstar and we never once see any realistic feelings throughout what should be a frightening ordeal. He constantly denies being anything but 'cool', offers to teach his captors how to play the beautiful game and, I kid you not, on one occasion even reminds them to lock the door!

The book blurb invites you to lose yourself in a 'stunning mystery adventure' but, unfortunately, it is neither a mystery nor an adventure.

Pennington is known for his beautifully drawn children's picture books. This is his first venture into the world of adult fiction and I would suggest it is his last!

B Newton

Reading comprehension

1 Answer the questions about the two reviews.

A New Life

- | | |
|------------------------------|---|
| 1 Who is the author? | 4 Does she have brothers and sisters? |
| 2 Where is Cara moving from? | 5 What will be most difficult for Cara? |
| 3 To where is she moving? | 6 How do her new classmates treat her? |

The Disappearance

- | | |
|------------------------------|---------------------------------------|
| 1 Who publishes the novel? | 4 What do the reporters want to know? |
| 2 Who is the main character? | 5 Where are the three settings? |
| 3 What has happened to him? | 6 What does the author usually write? |

2 Match each word and phrase in the box to the correct definition as they are used in the reviews.

can empathise cardboard cut-out coming to terms with
every confidence in fruitless navigate the difficult waters
trepidation urban 'buzz' venture

- great fear
- producing no good result
- in busy city atmosphere
- getting used to
- attempt
- really believe
- not a real person
- deal with something successfully
- understand exactly how someone is feeling

3 Discuss your answers to these questions.

- Explain in your own words the theme of *A New Life*.
- Why do you think Hardy has successfully
 - described the settings in his story?
 - created the character of Cara?
- What do you imagine Cara's 'worst fears' could be?
- Why does the review writer think Pennington's settings are unsuccessful?
- What do you think the review means by 'everyone's idea of a footballer'?

4 Discuss these questions about how reviews are written.

- Each review has four paragraphs. What is the purpose of each paragraph?
- Why do you think the reviewer of *A New Life* says Cara's 'worst fears are realised' but does not tell you what those fears are?

5 What do you think?

- Discuss which of the books you would read or not read after seeing these reviews. Why?
- Have you ever read a book because you have seen a good review or it has been recommended by a friend? Did you agree that it was good?



1 Read.

Carl Johns, the famous footballer, is in hospital with a broken ankle. Surrounded by reporters at the hospital gates, his manager, Jack Crabb, **insists that Carl will soon recover and promises to keep** the press informed about the young sportsman's progress.

Inside the hospital, however, all is not well. Carl has disappeared and the police have been called. The police **order the hospital security staff to make** a thorough search of the building but they can find no trace of Carl. When questioned, the doctors and nurses **deny noticing** anything that could explain Carl's disappearance.

But suddenly there is a glimmer of hope. A young man – a cleaner – **remembers seeing** Carl being pushed very fast in a wheelchair towards the X-ray department. Jokingly, the young man **had offered Carl a word of advice**. He **warned him not to go too fast** or he might have an accident and break his other ankle. At last! This was the clue the police needed!



2 Cover the text above and answer the questions.

- 1 What does Jack Crabb tell the reporters?
- 2 What has happened meanwhile?
- 3 What do the police do?
- 4 What do the doctors and nurses say when questioned?
- 5 What clue is offered to the police?
- 6 What advice had the cleaner given Carl?

3 Report the direct speech. Start with the words in brackets. Remember that you do not have to report every word exactly!

- 1 'I'll lend you a hand, really I will.' (He promised)
- 2 'You're wrong! I didn't take the money!' (She denied)
- 3 'Why don't we go and have a lovely long walk on the beach?' (They suggested)
- 4 'Why don't I mend your bike for you?' (He offered)
- 5 'I would be more careful if I were you.' (She advised)
- 6 'Would you like some lemonade?' (I offered)
- 7 'No! Absolutely not! I will not, under any circumstances, speak to him.' (She refused)
- 8 'Would you like to speak first?' (She invited)

4 Read the sentences and write what the speakers might have said.

- 1 Joe mentioned seeing Dave at the match.
- 2 Mandy offered me a sandwich.
- 3 The girls agreed that they would remain friends.
- 4 The teacher warned the students not to speak during the exam.

- 5 The girl promised to look after the cat.
- 6 The fans begged the band to play one more song.
- 7 The man agreed to do the job.
- 8 The king commanded his servants to kneel.

Reported speech

When reporting speech, it is not always necessary to report every word exactly. It is possible to use a variety of constructions and reporting verbs – not only say, tell and ask.

- 1 verb + that + clause

'I'll do it.' → He **promised that he would do it**.

Other verbs: suggest, promise, agree, mention, insist, explain

- 2 verb + gerund

'I didn't break it.' → He **denied breaking it**.

Other verbs: suggest, mention, remember

- 3 verb + infinitive

'I'll help you.' → He **offered to help me**.

Other verbs: promise, refuse, agree

- 4 verb + direct object + infinitive

'I would stop if I were you.' → He **advised me to stop**.

Other verbs: remind, warn, order, command, invite, beg

- 5 verb + indirect object + direct object

'Would you like a cake?' → She **offered me a cake**.

Look at the text in Activity 1 and find examples of constructions 1–5.

Language practice

A Punctuation A round-up in brief

Full stops, exclamation marks, question marks

for sentence endings *It's dark. Look out! What's that?*

Commas

after time clauses *When he had finished, he left.*

around clauses *The ball, which was red, was heavy.*

in direct speech *She said, 'Look here. It's mine.'*

in a list of items *We ate figs, plums, pears and oranges.*

before a term of address *Excuse me, sir.*

Colons

before a quote *Shakespeare wrote: 'To be or not to be.'*

to separate a statement from the idea that follows

I went to my favourite city: Venice.

to separate an idea from the details that follow

Venice: city of canals; city of squares; city of drama.

Semi-colons

to separate a list of ideas (see last example above)

to separate two equal and related clauses in a

sentence *The king is old; the king will die.*

Brackets (formal) and dashes (informal)

to enclose extra information

That day (the last of his reign) was disastrous.

I bought a car - it's great - so come and see it!

for an afterthought

I paid him the money - not that he deserved it.

Direct speech

after the verb *She shouted, 'Go now!'*

before the verb *'Why?' he asked.*

either side of the verb *'It's Dad,' he said, 'on the phone.'*

Apostrophe of possession and omission

Ben's hat the boys' ball can't I'd

Check through the list and examples above.

Then discuss how to set out and punctuate the paragraph below.

it was not long before the passengers who had all been waiting patiently began to get annoyed excuse me a stout lady said to the steward are we going to wait much longer the steward answered im very sorry madam I dont know weve been waiting three hours already anna told her father its ridiculous she exclaimed eventually there was an announcement the cancellation of the flight everyone groaned muttered pulled out their phones and started making calls

B Language use

Constructions with prepositions

Prepositions are used

- after verbs
- after adjectives
- before nouns

There are no rules so you have to learn structures with different prepositions.

Tip

one of the best ways to learn them is to read a lot and to read different text types so that you meet them often in different kinds of writing.

- after verbs, e.g. *suffering from* a broken ankle.

1 Find these examples in the text. Read the complete sentences. Make sure you understand them.

relying on identify with depends on

Some verbs are followed by different prepositions depending on the situation, e.g. *write to (someone), write about (something).*

Prepositions are also used after some phrasal verbs, e.g.

The author has created a character that fits in with everyone's idea of a footballer.

2 Think of a definition for *fit in* in the sentence above.

A phrasal verb can be followed by different prepositions, e.g. *Cara was worried that she wouldn't fit in at her new school.*

3 Think of a definition for *fit in* in the sentence above.

- after adjectives, e.g. *upset about* being uprooted.

Some adjectives can be followed by different prepositions, which change the meaning, e.g.

... known for his children's books
Carl Johns, also known as Zigzag ...

4 Match these definitions to the phrases above.

called famous because of

- before nouns, e.g. *this is, beyond* doubt, *his finest* novel.

5 Think of different words that could replace the phrase *beyond doubt* above.

6 This example is in the text:

Pennington ... being under the impression that ...

Find and read the sentence in the text. What words or phrases could replace the underlined phrase above and keep the same meaning?

7 What do you think these expressions mean?

above suspicion under suspicion

1 Listen and read.

Ramon: Hey, Lucie! Cheer up! What's the matter?

Lucie: Oh, I don't know, Ramon. I'm just feeling a bit down.

Ramon: But it's the first night of the festival. *The River Boys* are on any minute. You can't possibly be feeling depressed!

Lucie: It's just that so many of us are leaving **school**. I'm going to **art college** in the autumn.

Rudi: Gustav's going to **music college**.

Todd: Tasha's probably going to **university**.

Lucie: I'm going to miss everyone so, so much.

Todd: Things change. That's life, I guess. But we can keep in touch.

Lucie: I wish Tasha was here. It's not the same without her.

Tasha: Hello, you lot! Remember me?

Ramon: Tasha! You made it!

Tasha: Only just. The journey was a nightmare.

Lucie: But you're here now. That's the important thing.

Todd: Any news about next year?

Tasha: Yes! I've been given a place on the course in London.

Lucie: Tasha! That's amazing! Congratulations!

Rudi: We've got to celebrate.

Ramon: I suggest dancing to *The River Boys*.

Todd: Great idea! Come on, guys! The concert's just about to start!



2 Cover the dialogue and answer the questions.

- How is Lucie feeling? Why?
- What are Lucie, Gustav and Tasha doing in the autumn?
- What does Todd say they can do?
- What was Tasha's journey like?
- Has she come back with good news or bad news? What is it?
- What are they going to do to celebrate?

3 Complete the following questions with the where necessary. If no article is needed, put an X.

- Juliet is studying history at ... university.
- I am going to ... university to interview Professor Barnes.
- Harry went to ... hospital to visit his sick brother.
- Carl broke his ankle and was taken to ... hospital.
- On the first day of term the pupils went to ... school in their new uniforms.
- Mr Clark went to ... school to speak to the headteacher.
- Fresh food is delivered to ... prison every day.
- The thieves were convicted and sent to ... prison.

4 Work in pairs. Think of your own sentences to show the difference between the following phrases.

- in hospital / in the hospital
- to sea / to the sea

3 at college / at the college

4 in bed / in the bed

5 in class / in the class

6 at school / at the school

Articles

We can omit articles before these words:

hospital, school, university, college, class, prison, bed, sea.

This omission gives sentences a particular meaning.

He is in hospital. (He is ill. He is a patient.)

But: **My aunt works as a secretary at the hospital.**

She is at school. (She is a pupil or a teacher.)

But: **The taxi stopped at the school.**

He is at university / college. (He is a student.)

But: **There was a fire at the university.**

He is in class. (He is studying or teaching in the classroom.)

But: **There are two prize winners in the class.**

The men went to prison. (They were criminals and were sent there as a punishment.)

But: **The men went to the prison to inspect the building.**

She is in bed. (She is asleep or ill.)

But: **What's that? There's something in the bed.**

He has gone to sea. (He has gone to work as a sailor on a ship.)

But: **We walked across the beach to the sea.**

Listening and speaking

Functions of English expressing and responding to surprise and disbelief

1 Look at these expressions.

Expressing surprise and disbelief

You're joking.	Are you serious?	I don't believe it!
You must be joking.	You can't be serious!	No way!
You're kidding.	For heaven's sake!	That's amazing!
You've got to be kidding.	Good heavens!	That's incredible!
You're pulling my leg.	My goodness!	That's extraordinary!
What?	Really?	No!
		Wow!

And don't forget echo tags!
See page 89.

Work in pairs. Respond to the following statements with expressions from the box above.

- 1 We all got 100% in our last exam.
- 2 My neighbour keeps a lion as a pet.
- 3 Intelligent life has been found on Mars.
- 4 A painting by Picasso was sold for 156 million dollars.

2 Look at these expressions.

Responding to surprise and disbelief

I'm not joking.	I'm not kidding.	I'm deadly serious.	Would I lie to you?
It's true!	It's absolutely / completely true.	You'd better believe it.	

Work in pairs. Read out the statements. Express surprise or disbelief and respond with expressions from the box above.

- 1 It's going to be 45 degrees tomorrow.
- 2 The American president is going to visit our school.
- 3 A hurricane is heading our way.
- 4 There is a man in Japan who is 115 years old.

3 Group conversation

Work in small groups. Think of your own surprising statements as in the example. If possible, think of three or four on the same topic.

My neighbour keeps a huge snake as a pet. It's three metres long. It's very friendly. It likes watching television – wildlife programmes especially.

Read out your statements and respond to each one using the expressions in the boxes above.

Listening comprehension

1 You are going to hear a conversation between Tasha and her friends. Listen and answer the questions.

- 1 What is Tasha talking about?
- 2 Did she enjoy herself?
- 3 Name three things that she did.

2 Read the following statements. Listen again and write T (true), F (false) or NS (not stated).

- 1 Tasha's interview was a scary experience.
- 2 She found all the questions easy.
- 3 They offered her a place on the course immediately.
- 4 Tasha's not looking forward to going to university.
- 5 She enjoyed the films she saw at the cinema.
- 6 She really enjoyed *The Mousetrap*.
- 7 Tasha and her mother arranged to meet Monty James at the Tate.
- 8 Both Tasha and her mother enjoyed the Picasso exhibition.
- 9 After going to the exhibition, they went shopping.
- 10 Tasha bought expensive presents for all of her friends.



3 Compare your answers. Correct the false statements. Explain why you chose to write NS after some statements.

4 Talk about it.

Tasha has got a place at university. What do you hope to do when you leave school?

Information and opinion

You have read two book reviews that give you **information** about the books and the reviewers' **opinions**.

Checklist

- ▶ **Information** Each book review begins with the title, author, publisher and price of the book.
Why do you think this information is important?
- ▶ **Plot** Each reviewer then gives a brief outline of the plot.
Briefly state what each book is about.
Which plot do you find most interesting? Why?
This is a personal opinion – there are no 'right' answers!
- ▶ **Setting** Each reviewer then looks at the setting of the book.
Why do you think this helps readers to decide if they would like to read the book?
- ▶ **Characters** A book reviewer usually concentrates on the main character(s) in the book.
Which character are you most interested in – Cara or Carl? Why?
- ▶ **Biographical details** It is often helpful for readers to know something relevant about the author.
What does the reviewer tell readers about R Hardy?
In what way is this information relevant to the book review?
What does the reviewer tell readers about DC Pennington?
In what way is this information relevant to the book review?
- ▶ **Opinion** The reviewers express their opinion in two ways:
 - comments about various aspects of the book in the body of the review.
 Find examples of the reviewers' opinions in paragraphs 2 and 3 of each review.
 - a summary of their opinion at the end.
 In your own words summarise P H Down's opinion of *A New Life* and B Newton's opinion of *The Disappearance*.



Writing assignment

You have read two book reviews that contain information and opinion.
You are now going to write a review of a book you have read recently.
You may have enjoyed the book or thought it was dreadful! Write your review.

Go to pp110-111 in your Workbook for help with your planning.



Study skills 3

Exam strategies

What are exam strategies?

Exam strategies are things you can do to help prepare for your exams and do well in them.

Before your exam

• Past papers

Use past papers as your starting point. These will help you understand

- what you are being examined in.
- how many papers there are in each subject.
- how the exam questions are laid out.

Activity

Look at an English Language past papers book.
How many papers are there?
What does each paper examine?

Revision

Make a revision timetable. It is tempting to spend too much time on the areas you are interested in and are good at. It is better to identify areas you are weakest in.

Activity

Which parts of the English Language exam are you

- most confident about?
- most unsure about?

The day before

Ensure you have everything you need to take into the exam room:
pens / pencils / calculator, etc.

Check: the date, time and place of your exam.

During the exam

• Read

Read the instructions carefully. Some students do badly because they have misunderstood what they are required to do.

Activity

What is it important to realise about these instructions?
There are 5 questions. Answers questions 1 & 2, and 1 other.

Read the entire paper thoroughly.

This is NOT wasted time! Reading through all the questions will help you choose the ones that you can answer best.

If you have a choice of questions:

How many do you have to answer? Which do you know most about?
Order the questions you plan to answer. Begin with the question you know most about.

Allocate time for each question.

Give equal time to questions with equal marks.

Give more time to questions that have more marks.

I didn't realise there was a Listening exam!



I thought the exam was this afternoon! I've missed it!



I wish I had seen Question 5! I could have done that one really well!

I did a brilliant answer for the first questions then ran out of time.

• Essays

Underline key words and phrases in the question.

Activity

You have to write a description of a street. Choose one of these openings. Underline key words and phrases that make these descriptions very different.

- 1 I was walking down a very busy street. The sun was beating down and the noise and smell of the traffic was giving me a headache.
- 2 I was in a deserted street. A cold wind blew scraps of paper about and made a strange, howling noise.

Make brief planning notes as things occur to you – this time is not wasted. It helps to

- get your thoughts in order
- structure your answer

Think about what style of writing is needed.

Are you being asked to write a letter / an explanation / a narrative?

What tense should you write in? How should you structure your answer?

Write legibly. You will lose marks if the examiner has difficulty in reading your answer.

Number your answer clearly. Be careful! If you have, for example, answered question 3 first, then you number it 3 – not 1!

Running out of time? Write notes to show how you would have answered the question.

Spare time? Thoroughly check your answers and correct spelling, grammar and punctuation mistakes.

• Comprehension

Read each question carefully. Be aware of words such as *mostly, rarely, never, today, tomorrow, usually*, etc in the question.

Read all alternatives before choosing an answer.

I thought of a good way to answer that question when I read it, but now I've forgotten it!

I've finished. What shall I do now?

*I see! The word **usually** in the first question and **This** in the second one makes the answers different.*

Activity

Read the passage and answer the questions.

Anna was bored. It was Saturday morning and usually she would be at the swimming club. This Saturday was different. The swimming pool was closed for repairs so she was at home wondering what to do with herself. She thought about going to Ellen's house but she remembered her friend was away for the weekend.

- 1 On Saturday, Anna was usually
a at home b at the swimming club c at Ellen's house
- 2 This Saturday, Anna was
a at home b at the swimming club c at Ellen's house

Project 1: An Arts Day programme (Unit 2)



► Discuss your ideas for an Arts Day at your school.

The Bay City College Arts Day included the launch of the festival DVD. Think about whether your Arts Day could include a launch of something created in your class or school, e.g. a new magazine, a CD recording, a book of poems, etc.

The Bay City Arts Day also included an exhibition of photos. As well as photographs think about other artwork you could include, e.g. paintings, drawings, models, sculpture, decorated textiles, graphics, etc.

Computer-based artwork could include video clips and animation sequences.

Think about live performances you could include, e.g. a poetry recital, story readings, plays and dialogues, music, dance, etc.

► Create the programme for your Arts Day.

List everything that will:

- be shown throughout the day, e.g. exhibitions.
- be shown more than once but at particular times, e.g. video clips, animation films.
- happen once only, e.g. a launch event, a live performance.

Decide how long the Arts Day should run for: the whole day? just the afternoon? the afternoon and evening?

Arrange all the events in your list to make an interesting programme. Decide where each event takes place.

► Create an attractive leaflet for the Arts Day.

- list all the events
- give the time of events
- say where they will take place
- illustrate the leaflet



Project 2: A careers conference (Unit 4)



► Research your chosen career.

If you wish, work with one or more partners who are interested in the same career. Your research should include:

- what the work consists of, e.g. design, construction, caring for people, scientific research, making things, etc.
- the training required – how long it takes, what you need to learn
- the pay and conditions of work
- the advantages and disadvantages of the career
- why you are interested in it

Create an exhibition of material that can be displayed on one or several posters.

Use your research to write clear facts about the career.

Find pictures to illustrate the facts and make them interesting.

► Invite professional people to take part in your conference.

Discuss these ideas. Choose any that are appropriate or possible.

- Ask teachers to talk about their teaching careers or another career they have done.
- Ask professional people to talk about their work.
- Ask students who are training for a career to explain why they have chosen it.
- Interview people about their professions or their training. Include the interview answers in your careers display.

► Hold discussions.

- Talk about the careers in groups or as a whole class, e.g. which career is the most
 - unusual
 - interesting
 - unrealistic (You can't all be international footballers or film stars.)
 - popular (Why?)
 - unpopular (Why?)
- Discuss what information was new.
- Find out if anyone has changed his or her mind about what career to do or not to do.



Project 3: A Hall of Fame (Unit 6)



► Think of people you think deserve to be included in a Hall of Fame.

They could be living or dead.

The reasons for which they are well known may vary. They may be included for their contribution to

- human progress, e.g. invention, scientific research, exploration
- human well-being, music, art, drama, literature
- human civilisation, leadership, heroism, service to others

They may be included for star quality, historical significance, achievement, etc.

► Discuss possible candidates for your Hall of Fame.

Choose people from several different categories, e.g. from the field of human progress as well as star quality. You may choose people who other students may not have heard of but who you know about.

► Find one or more good portraits, pictures or photographs of the people you choose.

Write information in two paragraphs:

- 1 a short biography that tells readers what the person did / does
 - 2 the reasons why the person deserves to be included in the Hall of Fame
- Make a poster for each person with the illustrations and information.

► Display the posters.

Discuss each other's choices using these phrases.

I wouldn't choose ... because ...

I've never heard of ...

I would also have chosen ... if I'd thought of him / her

► Discuss these questions.

- 1 Have more people been chosen from one particular category than any other?
Why do you think this is?
- 2 Have fewer or no people been chosen from another category?
Why do you think this is?

Project 4: A festival programme (Unit 8)



► Think about the kind of festival you would like to happen at your school.

It could be:

- an arts festival
like the one you have heard about at Bay City College with live performances, exhibitions, readings, lectures and presentations
- a science festival
with information on the latest discoveries, participatory experiments, lectures, displays and dramatised presentations of historical science events
- an international festival
with information about different cultures from around the world including languages, food, dress and customs
- a festival of school achievement
displaying what the school has done during the year, or that groups and individuals in the school have done or can do in sports and arts as well as in school subjects
- any other kind of festival you choose

► Create your festival.

- List the events you would include in your chosen festival.
- Decide how many days the festival should last.
- Decide for how many hours each day the events should run.
- Write your programme of events for each day.

► Create a festival leaflet or poster.

Write out your programme as a leaflet with several pages or as a large poster. Include pictures or photographs to illustrate the different events.

Start-up



Unit 1, page 7

Liam: Hi Kurt, have you finished with the computer?

Kurt: Nearly. I'm just looking at the weather online. There's been a terrible storm and floods in Australia.

Liam: Has there? It's not in the newspapers.

Kurt: It's only just happening, right now. It's on all the online news sites. My cousin's working in the affected area.

Liam: Is he all right?

Kurt: He sent a text. He's not in danger from the floods at the moment but there's more bad weather on its way.

Liam: At least you can keep in touch and find out what's happening. A hundred years ago you wouldn't have known anything about it until it was all over.

Mimi: Hi, Kurt, have you finished with the computer?

Kurt: Hi, Mimi, I've nearly finished but Liam's next.

Mimi: Oh!

Liam: I just need to find some facts quickly when Kurt's finished checking the weather in Australia.

Mimi: Because of today's floods?

Liam: How did you know?

Mimi: I got a news alert on my phone. You can look at video clips of it online, here look at this.

Liam: ... Oh wow, look at that ... it looks terrible ... have a look at this, Kurt.

Kurt: Hmm. Yes it does look bad. But you'd better turn your phone off, Mimi, you're not supposed to use it in here.

Mimi: It's on silent!

Kurt: All the same. Here, Liam, I've finished.

Liam: Thanks. Anyway, Mimi, there'll be much better footage on the TV news tonight.

Kurt: And there will be more detailed reports.

Mimi: Hmm ... Well, I won't have time to watch TV tonight. I'll be working on my science project. At least, if I can ever get on the computer, I'll be working on my science project.

Liam: Alright, alright. I won't be long.

Kurt: What's your project about, Mimi?

Mimi: Renewable sources of energy – there was an international conference about it a couple of days ago. I want to read what was discussed.

Kurt: There's a report in the paper about it – new technologies and so on. It's here, look.

Mimi: Oh, thanks, that might be useful. Somebody told me that this week's *Natural Science* magazine had a long article about it, too. I was going to read it online.

Kurt: I've got a copy in my bag.

Mimi: Oh, really?

Kurt: Do you want to borrow it?

Mimi: Oh, yes, please. Thanks, Kurt. That's great. It'll be easier than reading it on screen. Are you sure you don't need it?

Kurt: No, it's fine. Let me have it back in a few days.

Liam: Here you go, Mimi. I'm done.

Mimi: Oh, that's OK, Liam, thanks. I've got the magazine now.

Liam: Do you mean I rushed for nothing?

Mimi: Well, er yes. But thanks, anyway. You can take your time now, if you like. See you later.





Unit 2, page 17

- Florence:** Hi, Gustav!
- Gustav:** Hello, Florence. Did you get my text?
- Florence:** About tomorrow's rehearsal? Yes, I did. I just came to say, I'll be here. Do you want me to tell Giorgio?
- Gustav:** I've sent him a text, too.
- Florence:** Hmm ... It won't get to him. He's lost his phone.
- Gustav:** Pah! What's the point of having phones for receiving messages if people lose them all the time?
- Florence:** No idea, Gustav. Anyway, here comes Giorgio, you can tell him yourself.
- Giorgio:** Tell me what?
- Gustav:** The rehearsal is tomorrow at half past five here, in the music room.
- Giorgio:** OK. I think I might have left my phone in here last week. I need to find it. Look, I've had to write this letter to my grandfather instead of phoning him. It's taken ages.
- Florence:** Why don't you email?
- Giorgio:** He's in hospital.
- Gustav:** Anyway, it's good to write letters. It's a lost art.
- Giorgio:** Well, I'm too cool to write letters. I just text.
- Gustav:** That's a silly attitude, Giorgio. Think of all we have learned about Mozart from his letters. If people in the past hadn't been such good letter writers, there's lots about them we would never have known.
- Florence:** That's true. People took pride in writing letters you know. They really thought carefully about what they wrote.
- Gustav:** There are some advantages to writing letters.
- Giorgio:** Like what?
- Gustav:** Well, you have to think about what you write. And you have to make it interesting.
- Giorgio:** Hmm ... I don't think that's an advantage. Writing's hard. I'd rather text.
- Gustav:** I send all my letters by email and I check everything before I send.
- Giorgio:** Hmm ... We should've known that, shouldn't we?
- Gustav:** Of course! It's all very well being able to send instant communications, but not only is the writing often of poor quality but mistakes can easily occur. It pays to be careful and thorough.
- Giorgio:** I agree, Gustav. Now I want to look carefully and thoroughly for my phone. Tell you what; why don't you phone my number?
- Gustav:** Oh, for goodness sake! It's probably not even here. Or the battery's flat.
- Giorgio:** That's my phone!
- Gustav:** What a terrible ring tone!
- Florence:** It's the school jazz band, Gustav. Here's your phone, Giorgio, under this pile of music.
- Giorgio:** Thanks, Florence. No more letter-writing for me! Time to go. Ciao, Gustav!
- Florence:** See you, Gustav!
- Gustav:** OK. See you tomorrow. And don't be late!





Unit 3, page 29

Florence: Hi, Mimi. Are you coming to lunch?

Mimi: I'll come later. I'm just going to do a bit of work in the library.

Florence: You? In the library at lunchtime? What's the matter?

Mimi: Nothing's the matter! I'm finishing my project on rainforest destruction.

Florence: Oh, dear! That's a depressing subject.

Mimi: Yes, but an important one. Everyone should know about it. Then I just need to finish writing my debating points.

Florence: Oh, yes, the debate. You're opposing with Kurt, aren't you?

Mimi: Yes. He said he'd come to the library this lunchtime so that we can check we're making different points.

Florence: Yes, of course. Well, sooner you than me.

Mimi: Why? I thought you liked debating.

Florence: I do. I love it.

Kurt: Hi.

Florence: Oh, hi, Kurt. We were just talking about the debate. I think Tasha and Todd will be very strong opponents.

Mimi: That's what I think, too.

Kurt: It doesn't mean we can't defeat the motion, though.

Florence: True, but Tasha in particular is very confident speaking in public.

Mimi: Yes, she ought to be a politician.

Kurt: Perhaps, but you don't have to be a politician to debate.

Florence: That's right. You debate if you're a lawyer.

Mimi: Do you? I thought a lawyer just had to persuade the court.

Florence: That's right, but a lawyer also predicts what the other side is going to say and tries to show that the argument doesn't hold water before they even get a chance to say it.

Mimi: Hmm ... Perhaps you should be a lawyer.

Florence: I'm quite interested in the idea.

Mimi: I get very nervous before I speak in front of an audience.

Florence: You know what to do, Mimi. We've done a lot of presentations in class and you're really good at them.

Mimi: I like writing my ideas. But we're not trying to persuade the audience when we do a class presentation.

Kurt: That's true, but the preparation is the same.

Florence: That's right, Mimi. You make your notes; check them; practise saying them; try your speech out in front of someone.

Mimi: I prefer discussion. I like suggesting ideas and getting people to think about them.

Kurt: Being able to persuade people is useful.

Mimi: Discussion is more creative.

Florence: So you're not going to be a politician.

Mimi: Definitely not!

Kurt: Or a lawyer?

Mimi: No!

Florence: Or an advertising copy writer?

Mimi: Well, I don't think so.

Kurt: Or a journalist?

Mimi: Well ...

Florence: Or an environmentalist ... and persuade governments why their rainforests are important?

Mimi: Well actually... OK, OK, I'm convinced. I'm going to enjoy doing this debate!





Unit 4, page 39

- Kurt:** Look at this, Liam. There's a whole article here about Professor Barnes.
- Liam:** Oh, yeah?
- Kurt:** There's a picture of him at the excavation in Scotland. Isn't that where you went last summer?
- Liam:** Let's have a look ... Hey, yes it is! In fact, I worked for days in that trench on the left in the photo. We didn't find it though.
- Kurt:** Mmm ... Sounds fascinating. You're not thinking of it as a career are you?
- Liam:** I might do. I'm certainly going to find out more about it. So what career are you thinking about?
- Kurt:** I might follow my dad into banking.
- Liam:** Huh! And you think archaeology's boring!
- Kurt:** Finance can be an exciting area to work in.
- Kurt:** Oh, hi Gustav!
- Gustav:** Hi, Kurt.
- Kurt:** Here, Liam, you can ask Gustav about finance.
- Liam:** Why? You're not a secret financier are you, Gustav?
- Gustav:** No, but my brother is – not a secret one, though. He's been working in London and now he's going to Hong Kong.
- Kurt:** And earning loads, I bet. Are you going to do the same, Gustav?
- Gustav:** Of course not. Money isn't everything, you know, and music is my passion. That's why I enjoy doing the orchestra.
- Florence:** There you are, Gustav. Everyone's ready for the rehearsal.
- Gustav:** OK, I'm just putting up this notice for the concert. Giorgio, you're going the wrong way, it's rehearsal time.
- Giorgio:** OK. I'm just putting up this poster for *The River Boys'* website.
- Florence:** I didn't know they had a website.
- Giorgio:** I designed it for them. They didn't have time to do one so I worked out an idea and they liked it, so they're using it.
- Kurt:** Good for you. Did they pay you for it?
- Giorgio:** That's confidential information. Actually, I'm talking to them about setting up online CD sales. I'd get a commission for that, of course.



- Kurt:** Giorgio, you're quite the entrepreneur.
- Giorgio:** Well, it's a career option. And did you know, because they've only just started being really successful, they haven't got a proper manager yet? So I'm talking to them about ...
- Gustav:** Giorgio! You're only 15!
- Giorgio:** So? Mozart performed in public aged six. You're never too young for success.
- Florence:** OK, Giorgio, but you can be too late for rehearsal. So, come on, let's go!



Unit 5, page 11

- Mimi:** That was fantastic!
- Florence:** They were even better than last year!
- Gustav:** Brilliant! I agree.
- Mimi:** So many new songs.
- Giorgio:** They get better and better.
- Florence:** I think they're the best group in the world.
- Liam:** Steady on! That doesn't leave much room for anyone else.
- Florence:** Why, don't you think they're a truly great group of people?
- Liam:** Erm ... No, actually.
- Mimi:** No? Why ever not?
- Liam:** Well, I think they're excellent musicians and I'm sure they'll achieve a lot more success ...
- Mimi:** Of course they will.
- Liam:** OK, but I don't think they'll ever be on the same level as some other people I could mention.
- Florence:** Like who?
- Liam:** Like the pioneers of the world, for instance.
- Mimi:** What sort of pioneers?
- Kurt:** You know, Mimi, people who have led the way in some field or other.
- Mimi:** Huh. Well, who then?
- Kurt:** Erm ... Hippocrates, for example.
- Giorgio:** I know about him, the father of Western medicine.
- Liam:** And how about Avicenna, also known as Ibn Sina?
- Kurt:** His medical books were used for hundreds of years throughout Europe and the East.
- Mimi:** Well, I'm sure that was a very great achievement.

- Kurt:** And don't forget women like Florence Nightingale.
- Liam:** We have good hospitals because of her.
- Kurt:** Or the scientist, Marie Curie. She pioneered the use of X-rays.
- Liam:** Think how useful they are.
- Mimi:** Well, I'm sure both those ladies have been very important but they didn't inject a lot of fun into the world, did they?
- Liam:** Huh! So, it's fun you want, is it?
- Mimi:** Perhaps I mean inspiration.
- Florence:** You're right, Mimi. Great artists inspire people by creating beautiful things, pictures and music.
- Mimi:** And by making you think, too.
- Florence:** That's right. Great artists show us what we are.
- Giorgio:** What about achievement in sport?
- Florence:** You mean people who push themselves to the limits?
- Mimi:** They're inspiring too, aren't they?
- Gustav:** And so are some pop groups.
- Liam:** Oh, no. I don't see any of them as being the same as someone like Nelson Mandela.
- Mimi:** Well, his achievements are truly inspiring.
- Kurt:** He showed incredible courage.
- Giorgio:** But explorers show courage, too. What about space explorers?
- Mimi:** Yes, like Neil Armstrong, the first man on the Moon.
- Florence:** You've got to be brave to do something that no one has ever done before.
- Kurt:** True, but the really great people are the ones who make a difference to the world.
- Liam:** And you can't say that a pop group does that!
- Gustav:** Ah, you never can tell how things are going to turn out!





Unit 6, page 61

- Liam:** Hi, Mimi.
- Mimi:** Oh, hi, Liam. Do you want to use the computer?
- Liam:** No, I want to read today's paper.
- Mimi:** OK if I carry on putting up this notice?
- Liam:** Of course. What is it?
- Mimi:** It's about volunteers for the next festival. Tasha asked me to put it up.
- Liam:** Oh, right.
- Giorgio:** Hi, Mimi. Is that the festival notice for volunteers?
- Mimi:** Yes. Are you going to volunteer again?
- Giorgio:** You bet. Have you heard that *The River Boys* are going to play – for free?
- Mimi:** Yes, I know. They really love our festival.
- Giorgio:** Did you like the concert, Liam?
- Liam:** The concert was good but I didn't enjoy being in such a huge crowd.
- Liam:** Hi, Kurt.
- Kurt:** Hi. Is that today's paper?
- Liam:** It is, yes.
- Kurt:** Can I have a look at the arts page? I want to look at the theatre reviews.
- Giorgio:** Did you enjoy *The River Boys'* concert Kurt?
- Kurt:** Yes, but I prefer listening to *The River Boys* on my music player when I'm on my own.
- Mimi:** Oh, I listen to their CDs all the time.
- Giorgio:** And did you know? The video for their new single has got some film that Tasha took at the festival.
- Mimi:** It's going to be great. I'll buy it as soon as it comes out.
- Kurt:** Well, if I'm going to pay money I prefer the theatre.
- Giorgio:** Watching plays on TV is much better. You can see the actors close-up.
- Kurt:** But you don't feel the atmosphere in the same way.
- Mimi:** Hi, Florence.
- Florence:** There you are, Mimi. I've been looking for you everywhere.
- Liam:** I agree with Kurt. A live theatre performance can be much more powerful.
- Florence:** Lucie says they might have a professional theatre performance in the next festival.
- Kurt:** Really? That's great!

- Florence:** And there might be a poetry competition as well, ending with a recital.
- Kurt:** That would be good. Then lots of students would get the chance to perform their own work.
- Kurt:** Hi, Gustav.
- Gustav:** Hi, everyone. Is there room for this orchestra notice, Mimi?
- Mimi:** Yes, in a minute.
- Liam:** Anyway, a poetry recital is a different kind of performance altogether, much smaller, not really spectacular.
- Gustav:** If you want a really spectacular live performance you should go to the opera.
- Giorgio:** It's much too expensive!
- Gustav:** We could put on our own opera for the festival. That wouldn't be expensive.
- Florence:** How could we possibly put on an opera, with all those costumes and everything?
- Gustav:** Operas don't have to be long and complicated. We could perform our own opera.
- Florence:** Are you serious? We'd be competing with *The River Boys'* concert.
- Mimi:** Would people want to come to both? Everyone will want to see *The River Boys*.
- Liam:** I know what! Get *The River Boys* to be in your opera.
- Giorgio:** Very funny, Liam.
- Gustav:** Actually ...
- Florence:** Actually what, Gustav?
- Gustav:** Actually, they are interested in collaborating with us.
- Florence:** With us? Really?
- Mimi:** How exciting!
- Liam:** What, *The River Boys* in your Mozart opera? I don't think so.
- Gustav:** I don't think so either. But they could make a short appearance in a rock opera.
- Kurt:** What rock opera?
- Gustav:** Our rock opera.
- Liam:** Gustav, you've got this all thought out, haven't you?
- Gustav:** And it's written too.
- Florence:** Fantastic!
- Liam:** Do *The River Boys* think it's fantastic?
- Gustav:** Well, they've heard it and they're going to be in it.
- Giorgio:** Wow! You mean the orchestra is going to perform a rock opera with *The River Boys*?

- Liam:** So that's what you were talking to them about after the concert.
- Kurt:** Clever stuff, Gustav!
- Florence:** It's brilliant! I'll play in it.
- Mimi:** I'll sing in it!
- Giorgio:** I'll produce it.
- Florence:** Gustav, you're a genius!
- Mimi/Giorgio:** Yes! Well done, Gustav!
- Gustav:** Oh ... Well ...



Unit 7, page 73

- Mimi:** Hi, Florence.
- Florence:** Oh, hello, Mimi.
- Mimi:** Is that the list for the rock opera?
- Florence:** Yes, Gustav put it up this morning. I've just signed to play in the orchestra. There are quite a few names already.
- Mimi:** Well, I'm singing, too! I can't play well enough but I can sing!
- Liam:** Hello, girls! Ah! Is that the opera list? I'm volunteering to be the stage manager.
- Florence:** Oh, good for you! Here's a pen.
- Liam:** Thanks. What's the opera about anyway?
- Florence:** Actually, I think it is a mystery – sort of. Gustav mentioned some old castle in the middle of Europe where there were lots of strange happenings.
- Liam:** Strange happenings? Sounds good!
- Mimi:** Hmm ... It doesn't sound like an opera, though. It sounds more like an adventure film.
- Liam:** Well, we don't want a boring story, do we?
- Mimi:** No, but I don't think we want a soap opera either!
- Florence:** I thought you liked the soaps, Mimi?
- Mimi:** I do sometimes but I get a bit impatient with them.
- Liam:** Do you? Why?
- Mimi:** Oh, the characters are sometimes a bit unbelievable – a bit over the top.
- Liam:** Hmm ... I know what you mean.
- Mimi:** And the plots get ridiculous – a theft, a serious accident, a house fire and a huge family row – and that's just in a week!
- Liam:** You've got a point.
- Florence:** But people wouldn't keep watching if they couldn't be sure of a thrilling plot.



- Mimi:** Hmm ... Well, if it's excitement people want, I think adventure films are better or books.
- Florence:** I agree. They're much more realistic.
- Mimi:** Exactly. The characters are more convincing.
- Liam:** And the plots are more logical.
- Mimi:** Yes, but they still keep you in suspense.
- Florence:** Hello, Gustav.
- Gustav:** Oh, hello. I didn't expect anyone to be in here.
- Florence:** We're signing the opera list.
- Gustav:** All of you?
- Florence:** Yes. Quite a lot of people have signed up already.
- Gustav:** That's great. Thanks.
- Florence:** You seem a bit low, Gustav. Are you worried about directing the opera?
- Gustav:** No, no. I've got a big music exam coming up. I've come to do some extra practice.
- Liam:** Oh, OK, we'll get out of your way.
- Gustav:** That's OK. And thanks for all signing up. Yeah ... I'm sure, it's going to be great.
- Mimi:** Yes, well ... See you later, then, Gustav.
- Gustav:** Yeah ... OK.



Unit 8, page 83

- Kurt:** Hi, Liam. What're you up to?
- Liam:** Looking up university websites.
- Kurt:** I thought you were going to apply to study archaeology with Professor Barnes.
- Liam:** I liked the look of the archaeology course but now I'm not so sure.
- Kurt:** Oh? Why's that?
- Liam:** I looked at a careers website. Archaeology is very competitive.
- Kurt:** So what have you decided instead?
- Liam:** Nothing yet. There's a brilliant history course at Bay City University.
- Kurt:** Well, go there then.
- Liam:** Mmm. I'd have to live at home.
- Kurt:** What's wrong with that?
- Liam:** It will feel like going to school but just a bigger place. I want a completely different experience where I don't know anybody and I have to look after myself.
- Kurt:** Very adventurous.
- Liam:** What about you, Kurt?
- Kurt:** It's difficult. My father could help me get a job in a bank. I'd be able to study economics while I worked so I'd gain qualifications and earn at the same time.
- Liam:** That's not bad!
- Kurt:** Hmm ...
- Liam:** Well ...?
- Kurt:** The thing is, I've got really interested in journalism. My English is much better than my maths.
- Giorgio:** Oh, hi guys. Could I use the computer?
- Liam:** Hi, Giorgio. Yeah, sure.
- Giorgio:** Can I close this university website?
- Liam:** Go ahead.
- Giorgio:** Thanks. I'm glad I don't have to start thinking about all that university stuff yet.
- Kurt:** But you're going to be an entrepreneur, aren't you Giorgio? And make your first million before you're 23.

- Giorgio:** No, before I'm 21! Actually, I might decide to follow Gustav.
- Kurt:** Why, what's he doing?
- Giorgio:** He's hoping to get into one of the best music schools in Paris.
- Kurt:** Wow. No wonder he's looking stressed.
- Florence:** Oh, there you are, Giorgio. Have you done it?
- Giorgio:** Just sent it to the printer.
- Liam:** What is it?
- Florence:** The cast list for the opera. Gustav hasn't had time to print it so we said we'd do it.
- Giorgio:** Yeah, and guess what? Mimi's singing one of the main parts.
- Florence:** She's going to be so pleased – terrified as well, probably – but so excited.
- Liam:** Wow. Singing alongside *The River Boys*!
- All:** Wow!





Unit 9, page 95

Florence: That was a brilliant rehearsal!

Mimi: I really enjoyed it!

Florence: Your voice is fantastic.

Mimi: I've been working really hard at it.

Florence: It's paying off. Perhaps you should be a professional singer. You could be a star.

Mimi: No, thanks! I couldn't bear all the publicity.

Florence: Really? Most people dream of standing out from the crowd.

Mimi: They might not if they knew they'd have cameras following them everywhere. Anyway, other things are more important to me.

Florence: Like what?

Mimi: Oh, you know, Florence ... my usual things ... rainforests, pollution – and doing something about it all.

Florence: Just changing the world, then?

Mimi: Yes, kind of. I admire people who do difficult things without expecting any reward for it. I'd rather be different doing that. ... Oh, look, here comes Gustav.

Florence: Oh dear, he looks a bit glum.

Mimi: Hi, Gustav. Come and join us.

Gustav: Oh, hello.

Florence: What's up, Gustav. Didn't you think the rehearsal went well?

Gustav: The rehearsal was great. You're doing so well, Mimi.

Mimi: Thanks, Gustav, but why the long face?

Gustav: Well ..., I'm waiting for the results of my music exam.
My place in Paris depends on it.

Florence: But, Gustav, you'll pass with flying colours!

Gustav: That's nice of you. The thing is, even if I pass ...

Florence: What?

Gustav: I'm not sure it's what I want to do.

Florence: What? But Gustav, you've always wanted to be the next Mozart!

Gustav: Yes, I know. He's been my hero as long as I can remember.

Mimi: So, you don't want to be a brilliant composer anymore?

Gustav: I'm not sure I'm good enough.

Florence: Oh, come on!

Gustav: No, really. And even if I am ... since we started doing the opera ... I'm beginning to wonder if I want to go on with classical music after all.

Florence: What? But you wouldn't give up music, would you?

Gustav: No, I'd never give up music but I'm wondering whether to skip music college and go straight into composing rock music – I've really enjoyed the last year.

Mimi: Wow, that's a bit of a change! But you could still become famous as a brilliant new composer.

Gustav: It's not fame I'm after – it's doing what I'm best at.

Florence: Or what you get most satisfaction from.

Gustav: Yes, that's it. But the choice is difficult.

Mimi: Only you can decide, Gustav.





Unit 10, page 105

- Liam:** OK, everyone, that's the end of the dress rehearsal. We'll break for 20 minutes then Gustav will give notes.
- Giorgio:** Hey, where's Gustav gone, Liam?
- Liam:** He's just looking at an urgent email.
- Giorgio:** Oh! I hope it's not *The River Boys* cancelling their concert!
- Florence:** Don't be daft, Giorgio. They were setting up this afternoon!
- Liam:** Lucie is here and she wants to do a few photos of the cast so can you stay on stage, please?
- Florence:** This will be the last time Lucie takes festival photos.
- Giorgio:** Why?
- Florence:** She's going to art college next year to do photography.
- Giorgio:** Is she? Wow, that's so exciting!
- Florence:** I'm really going to miss her.
- Giorgio:** Why? Where's she going?
- Florence:** To Paris.
- Giorgio:** Isn't that where Gustav's going?
- Florence:** Maybe ... he doesn't know whether he's got in yet.
- Kurt:** Hi, Florence. Is Liam around? I want to know where to put the opera programmes.
- Giorgio:** Oh, let's have a look. Has it got a picture of me in it?
- Florence:** Of course not, Giorgio.
- Giorgio:** There's one of the whole orchestra in rehearsal, though. Oh, look, there I am!
- Florence:** Liam's gone backstage, I think, Kurt. He'll be back in a minute.
- Kurt:** I'll go and find him, it might be quicker.
- Giorgio:** It's a bit sad, really, isn't it?
- Florence:** What?
- Giorgio:** Well, all these people, all of us in the orchestra. It's the last time we'll do something together.
- Florence:** That's true, but we'll still have the orchestra, there'll just be different people in it.
- Giorgio:** But it won't be the same.
- Florence:** No, of course it won't. You never know, it might be better. It's no good looking backwards, Giorgio.
- Liam:** OK, photo session over, clear the stage, please.



- Florence:** Kurt's looking for you, Liam.
- Liam:** Has he got the programmes?
- Florence:** Yes, he has. Hi, Mimi – there's a lovely photo of you in the programme.
- Mimi:** Is there? That's a surprise!
- Kurt:** There you are, Liam. Here are the programmes.
- Liam:** Great! Thanks. And here's Gustav.
- Kurt:** You're looking a bit serious, Gustav – everything OK?
- Liam:** No problem from that email?
- Gustav:** Everything's fine.
- Florence:** Well ...?
- Gustav:** I've got my place at the college in Paris.
- All:** Well done, Gustav!
- Mimi:** There was never any doubt!
- Florence:** But are you going to take it?
- Gustav:** Yes. Yes, I am. I've had a long chat with Jake from *The River Boys*. He started as a classical musician, too. I think going to Paris is the best thing for me right now.
- Mimi:** Fantastic.
- Florence:** Lucie's going there too, so you'll have at least one friend in the city.
- Giorgio:** And we'll all come and visit you!
- Gustav:** Oh! ... you won't ... will you?
- All:** Of course we will!

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