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INTO ENGLISH

COURSEBOOK

3

Nur zu Prüfzwecken –
Eigentum des Helbling Verlags



Mit Bescheid vom 28. Februar 2013, GZ: BMUKK-5.028/0006-B/8/2012, hat das Bundesministerium für Unterricht, Kunst und Kultur das Unterrichtsmittel „Into English 3 - Coursebook“ von Puchta u.a. antragsgemäß in der vorliegenden Fassung gemäß §14 Abs. 2 und 5 des Schulunterrichtsgesetzes, BGBl. Nr. 472/86 und gemäß den derzeit geltenden Lehrplänen als für den Unterrichtsgebrauch für die 7. Klasse an allgemein bildenden höheren Schulen - Oberstufe im Unterrichtsgegenstand Englisch (1. lebende Fremdsprache) geeignet erklärt.

Kompetenzorientierung gemäß Reifeprüfung NEU

Schulbuchnummer: 165.501

Zeichenerklärung:



Dazu gibt es eine Tonaufnahme auf CD
(Obere Zahl: Tonspur / Untere Zahl: CD Nummer)



Dazu gibt es einen Film auf DVD



Dazu gibt es eine Hausübung im Internet



Diese Übung bietet eine spezielle Vorbereitung auf die Reifeprüfung NEU

INTO ENGLISH 3 Coursebook

by Herbert Puchta, Christian Holzmann, Jeff Stranks, Peter Lewis-Jones

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1

Music

I can't get it out of my head

Read

1 a Make a list of places where you often hear music without choosing to.

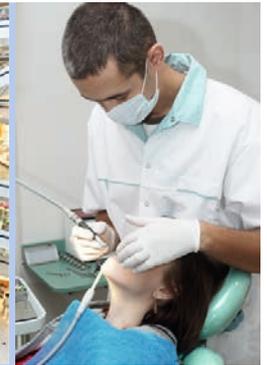
b Read the article quickly. Which of these places does it mention?

M

c Read the text about background music. Parts of it have been removed. Choose the correct part (A–H) for each gap (1–5). Write your answers in the boxes provided below. There are two extra parts that you should not use. The first one (0) has been done for you.

- A It has more than 27 million visitors spending over £770 million a year.
- B People just want to get up and dance.
- C I just turn on the radio and listen to whatever comes on.
- D You don't want to play rock music and get them even more worked up.
- E I love music, but this is stupid.
- F However, we rarely think about who chooses the music,
- G But later on, it's quieter.
- H But if we've got a big cup match and we play *We Will Rock You*, they'll clap.

0	Q1	Q2
F		
Q3	Q4	Q5



"Music" is all around us – in shopping centres, at football grounds, in taxis, at the gym, and even in the dentist's waiting room. We can't get away from it, nor do we have any influence on what we have to listen to. (0)... and we've no idea how they decide what to play.



"It's a science," explains Liam Collins, 41, who is DJ at the Bluewater Shopping Centre in Kent. (Q1)... "We don't play music in the shops themselves, but in the dining areas, entrance halls and the courtyards, you can hear a whole range of different music, from Paul Oakenfold mixes to the 1812 Overture and Frank Sinatra."

Liam makes his selections by consulting music buyers at Virgin Megastores. "In the morning, the music's generally on loud. (Q2)... The busier the shopping centre gets, the more relaxing the music needs to be." But I wonder whether the customers ever listen to the music. No one could be more certain about that than Liam. "Once we accidentally played *White Christmas* at Easter. A huge crowd of people came to reception to tell us. People listen more carefully to the music than you might think."

"I don't actually think the crowd care about the music, to be honest," says Richie Tierney, PA announcer at Prenton Park football ground, the home of Tranmere Rovers. (Q3)...

Otherwise Richie and his assistant have clear rules. They play James Brown's *I Feel*

Good when Tranmere score, and they play a special re-mix of *Going Home* by Mark Knopfer when people are leaving the stadium.

We also spoke to several taxi drivers. What is important for them is to have music playing, but what they actually listen to is nothing like as important as how loudly they play it. "We play everything from Coldplay to the Spice Girls, Robbie Williams and Alicia Keys. No one complains about what it is, but the minute it gets too loud, then people complain." "I don't really care what I listen to," says Jed Strange, a London cabbie. (Q4)... But I do change the music if the customer doesn't like it. That way, the tips I get are much better," he admits. We also found a taxi driver who only plays classical music. "Classical music is just as enjoyable as rock," he says. "With classical music I feel far more relaxed, and I really need that with today's traffic, which is getting a lot worse every day."

And in that he's not alone – classical music is also the preferred choice of Dr. Janet Highsmith, a dentist from Cambridge. "Most of my patients are pretty stressed," she says. (Q5)... It's usually a piece of Baroque music that helps them to relax."

d Read the text again and answer the questions.

- 1 When do they play relaxing music in the Bluewater Shopping Centre?
- 2 Why is Liam Collins pretty sure that people actually listen to what they play in the shopping centre?
- 3 How do they decide what music to play at Prenton Park football ground?
- 4 What do taxi drivers have to do to keep their customers from complaining?
- 5 Why do some people choose to play classical music?

Useful words

rhythm • song • artist • orchestra • conductor • concert • festival
venue • gig • band • set • recording • studio • producer
singer • lead guitarist • drummer • charts • MP3 • roadie

Discussion box

- 1 For each of the places in the text, say which kind of music you think is most suitable and why.
- 2 What kind of influence does music have on you in various situations? In what way, for example, does it influence your behaviour as a customer in a shop?

Vocabulary

Making comparisons stronger

- 2 a** Complete the table with the words in the box. Then check in the text on page 6.

more worse as nothing like far lot

1 Classical music is	<i>just</i>	..... enjoyable as rock.
2 Rock music gets patients	<i>even</i>	..... worked up.
3 That way, the tips I get are	<i>much</i>	better.
4 The traffic in London is getting	<i>a</i> .....	..... every day.
5 What they listen to is	.....	as important.
6 With classical music I feel	.....	more relaxed.

- b** Which of the sentences in the table:

- 1 makes a comparison?
.....
- 2 emphasises similarity, not difference?
.....

- c** Make these comparisons stronger. There is often more than one possibility. Try to use a different phrase from 2a each time.

- 1 Shopping centres would be nicer without music.
- 2 MP3-players are cheaper than they used to be.
- 3 Classical music is more relaxing to listen to than dance music.
- 4 The piano is harder to learn than the guitar.
- 5 CDs should be less expensive than they are.
- 6 Films are as enjoyable as music.
- 7 Learning English isn't as difficult as some people think.
- 8 Music isn't as important as many people say it is.

- d** Which of the sentences in 2c do you agree with?

- e** At the Glastonbury music festival, Jenny saw several bands. Put the bands she mentions in order of who she liked most.

"The White Stripes were a bit better than Fat Boy Slim, but not much."

"Keane were nearly as good as Coldplay, but neither was as good as Elvis Costello."

"Although Echo and the Bunnymen are a big influence on Coldplay, Coldplay were far better."

"Echo and the Bunnymen were a lot better than the other 80s band New Order."

"The Magic Numbers were the best. They were just fantastic."

"Fat Boy Slim wasn't nearly as good as I thought he would be. It was definitely the worst show."

- 1 The Magic Numbers
- 2
- 3
- 4
- 5
- 6
- 7
- 8

- f** Complete the sentences with the words in the box.

just nothing lot nearly far better ~~more~~ a

- 1 I find classical music much more relaxing than any pop music.
- 2 Music these days is not as imaginative as it was 20 years ago.
- 3 I think techno is a more exciting than the dance music of the 1970s.
- 4 Country music is as boring as folk music. I don't really like either.
- 5 The Beatles are better than Oasis. I don't know how you can compare them.
- 6 Bands' images are lot more important than their music these days. It's a shame.
- 7 Pop music is like as good as jazz.
- 8 The live version of this song is even than the studio version.

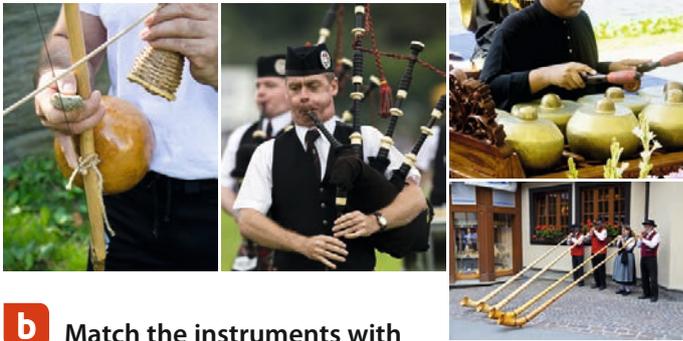
Speak

3 Complete the sentences for yourself. Then compare sentences in pairs.

No music is more relaxing for me than ...
 I pay far more attention to music when ... than ...
 I think it would be a lot better to play ... in / at ...
 ... is much less important to me than ...
 ... is nothing like as enjoyable for me as ...
 ... is much worse than ...

Listen

4 a Look at the photographs. Do you recognise the instruments? Which of them have you heard?



b Match the instruments with the countries.

- | | | |
|---------------|--------------------------|---------------|
| 1 berimbau | <input type="checkbox"/> | a Australia |
| 2 bagpipes* | <input type="checkbox"/> | b Trinidad |
| 3 didgeridoo | <input type="checkbox"/> | c Indonesia |
| 4 bonang | <input type="checkbox"/> | d Switzerland |
| 5 alphorn | <input type="checkbox"/> | e Brazil |
| 6 steel drum* | <input type="checkbox"/> | f Scotland |



Glossary: *bagpipes – Dudelsack; *steel drum = a kind of drum made of metal

1 CD 1 c Listen to a music expert talking about the instruments. Check your answers to 4b.

1 CD 1 d Listen again and answer the questions.

- Where, apart from the British Isles, are bagpipes played?
- What were alphorns used for, and on what occasions are they played today?
- In what kind of ceremonies were didgeridoos played?
- How many types of steel drum are there?
- How many steel drum players are there usually in a band?
- How many strings does the berimbau have and where did it come from originally?
- What instrument is used to play gamelan* music?

Glossary: *gamelan = a kind of music from Indonesia

2 CD 1 e Listen to the instruments. Can you name them? Which one do you like most / least?

Vocabulary

Listening to music

5 a Read the sentences about music. Match the words and phrases in italics to the definitions.

- "I prefer songs to *instrumental music*."
- "I love being in the car and *singing along* to the songs on the radio."
- "I'm a hopeless singer, so I usually just whistle or *hum* along!"
- "I don't really enjoy *recorded music* on the radio or on CDs. I prefer *live music*."
- "I'm not really interested in the *lyrics* – it's the *tune* that's important for me."
- "Dance music's my favourite – it's got a great *beat*."
- "Sometimes I hear a song and then I can't *get it out of my head*!"
- "I really hate the *muzak* you hear in supermarkets and shopping malls."

- a the words
- b stop thinking about it
- c make a musical noise with your lips together
- d music composed for instruments, not voices
- e music played in front of an audience
- f music played in a studio and put on a CD or tape
- g melody
- h sing as you listen
- i music played in shops or restaurants to increase sales
- j musical pulse or rhythm

b Which of the sentences in 5a (if any) are true for you? Change them to make them true for you.

I prefer instrumental music to songs.

c Work with a partner. Compare your ideas.

Grammar

Indirect questions

6 a Here are three questions that the interviewer asked. **Circle** the correct options.

- 1 Can I ask you where *you went?* / *did you go?*
- 2 Can you tell us where *it's from?* / *is it from?*
- 3 Do we know when *they were first developed?* / *were they first developed?*

b Underline the *wh-* question words in the questions.

c **Circle** the correct option to complete the rule.

Rule:

When we want to be polite we often use the following phrases to ask people for information:

- Can you tell me ...?*
- Can I ask you ...?*
- Could you tell me ...?*
- Do you know ...?*

This is sometimes followed by a *wh-* question word, in which case the word order is the same as in a *statement / question*.

d Read the interview. Rewrite the questions using the words in brackets.

A What's your favourite music? (Can you tell me)
 1 Can you tell me what your favourite music is?

B Yes, it's disco music.

A When did disco music start? (Do you know)

2

B Oh, back in the 1970s, I think!

A I see. How many disco CDs have you got? (Do you know exactly)

3

B Oh, hundreds – I've lost count of them!

A Where do you keep them? (Could you tell us)

4

B Yeah, on the shelves in my room.

A How much money have you spent on them? (Have you got any idea)

5

B Oh, I've lost count of that too. I don't want to think about it!

A Which was the first disco record you bought? (Can you remember)

6

B No, sorry, I can't remember.

A Which piece of disco music do you like the most? (Can you tell me)

7

B I guess it's *Lost in Music* by Sister Sledge.

A How often do you listen to it? (Can you tell me)

8

B Oh, not very often – but sometimes I put it on in my car! It's still brilliant!



e Work with a partner. Ask and answer the questions from 6d.

Speak

7 Work in pairs or small groups. Discuss the questions.

classical rock hip-hop dance country folk pop disco

- 1 Which of these kinds of music do you like / dislike?
- 2 Have you always liked them or has your opinion about them changed?
- 3 Which is your favourite song / piece of music / singer / band?

I didn't like ... a few years ago, but now ...

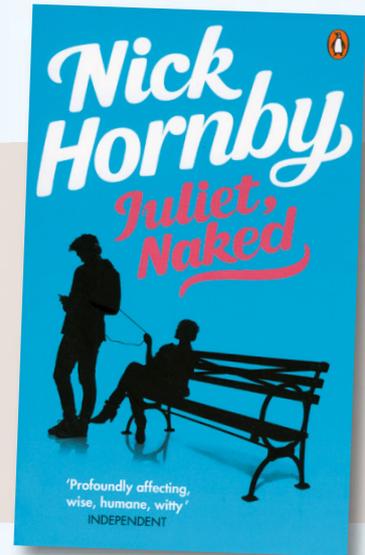
When I was younger, I hated classical music. But now I like it a lot more than before.



Juliet, Naked

by Nick Hornby (a novel)

Nick Hornby's novel is about a man (Duncan) who is the world's greatest fan of a musician called Tucker Crowe and in particular his final album *Juliet, Naked*. While Duncan spends his life obsessing over Crowe, his girlfriend Annie decides to contact Crowe directly via the Internet. All kinds of complications follow.



a Duncan and Annie are on a tour, visiting places from Tucker's life. Quickly scan the text and identify three places that are important to Crowe fans.

JULIET, NAKED

Most people are unaware of Tucker Crowe's music, let alone* some of the darker moments of his career, so the story of what may or may not have happened to him in the restroom of the Pits Club is probably worth repeating here. Crowe was in Minneapolis for a show and had turned up at the Pits to see a local band called the Napoleon Solos that he'd heard good things about. (Some Crowe completists*, Duncan being one, own a copy of the local band's one and only album, *The Napoleon Solos Sing Their Songs and Play Their Guitars*). In the middle of the set, Tucker went to the toilet. Nobody knows what happened in there, but when he came out, he went straight back to his hotel and phoned his manager to cancel the rest of the tour. The next morning he began what we must now think of as his retirement. That was in June 1986. Nothing more has been heard of him since – no new recordings, no gigs, no interviews. If you love Tucker Crowe as much as Duncan and a couple of thousand other people in the world do, that toilet has a lot to answer for. And since, as Duncan had so rightly observed, it can't speak, Crowe fans have to speak on its behalf.

JULIET, NAKED

Some claim that Tucker saw God, or one of His representatives, in there; others claim he had a near-death experience after an overdose. Another school of thought has it that he caught his girlfriend having sex with his bass-player in there, although Annie found this theory a little fanciful*. Could the sight of a woman screwing* a musician in a toilet really have resulted in twenty-two years of silence? Perhaps it could. Perhaps it was just that Annie had never experienced passion that intense. Anyway. Whatever. All you need to know is that something profound and life-changing took place in the smallest room of a small club.

Annie and Duncan were in the middle of a Tucker Crowe pilgrimage*. They had wandered around New York, looking at various clubs and bars that had some kind of Crowe connection, although most of these sites of historic interest were now designer clothes stores, or branches of McDonald's. They had been to his childhood home in

Glossary: *let alone = not to mention; *completist = someone who wants to own a perfect or complete collection; *fanciful = unreal, imagined; *screw = have sex with someone; *pilgrimage – Wallfahrt, Pilgerreise

M

b Read the text again, then answer the questions (1–8) using a maximum of 4 words. Write your answers in the spaces provided. The first one (0) has been done for you.

0	Why was Crowe in Minneapolis?	for a show
Q1	Who did Crowe want to see at the Pits?	
Q2	1986 was the beginning of what for Crowe?	
Q3	What was it that supposedly caused Crowe's near-death experience?	
Q4	How many years has Crowe kept his silence for?	
Q5	What kind of job did Tucker do when he was a kid?	
Q6	In what state of mind did Tucker record Juliet?	
Q7	What does the Crowe family home house today?	
Q8	How would the real Julie occasionally react to visitors?	

JULIET, NAKED

Bozeman, Montana, where, thrillingly, an old lady came out of her house to tell them that Tucker used to clean her husband's old Buick when he was a kid. The Crowe family home was small and pleasant and now owned by the manager of a small printing business, who was surprised that they had travelled all the way from England to see the outside of his house, but who didn't ask them in. From Montana they flew to Memphis, where they visited the site of the old American Sound Studio (the studio itself having been knocked down in 1990), where Tucker, drunk and grieving, recorded *Juliet*, his legendary break-up album, and the one Annie liked the most. Still to come: Berkeley, California, where Juliet – in real life a former model and socialite* called Julie Beatty – still lived to this day. They would stand outside her house, just as they had stood outside the printer's house, until Duncan could think of no reason to carry on looking, or until Julie called the police, a fate that had befallen* a couple of other Crowe fans that Duncan knew from the message boards.

Glossary: *socialite = someone who goes to lots of fashionable parties; *befall = happen to



Nick Hornby is an English novelist, born in 1957. He is the author of several successful novels, such as *High Fidelity* (1995), *About a Boy* (1998) and *A Long Way Down* (2005). He also wrote the football memoir *Fever Pitch* (1992) and the young adult novel *Slam* (2007). Several of his books have been made into films.

M

Write

C A music magazine has used the anniversary of Tucker Crowe's last appearance in public to launch a competition for articles on having an obsession. You have decided to write an article for the competition.

In your article, you should:

- state what an obsession is
- give examples of obsessions you or people you know have
- discuss what happens when obsessions become too big

Write around 250 words and give your article a title.

(For more ideas on writing an article check the suggestions on p. 136/137)

INTO Music

Do You Remember Rock 'N' Roll Radio? The Ramones



a Watch the video. There are four short black and white clips of old TV shows in the video. Write a sentence to describe each one.



b The song makes references to 50s and 60s music. Here are some of the things it mentions. Listen again and use these names to complete the gaps.

Alan Freed – another very influential disc jockey, who invented the term “rock ‘n’ roll”

Shindig – the first major rock music show, which was on TV from 1964 to 1966

Ol' Moulty – Victor Moulton, who was the drummer in a group called The Barbarians

Murray The K – a legendary disc jockey who helped promote rock ‘n’ roll in the States

Hullabaloo – a UK TV show featuring music and dancing that was on TV from 1965 to 1966

Jerry Lee – Jerry Lee Lewis was a rock originator known for his electrifying performances.

Ed Sullivan – a TV host; many famous bands appeared on his show, including The Beatles

T. Rex – Glam Rock originators known for their outrageous costumes

Upbeat – *The Upbeat Show* was a Cleveland TV show that was on TV from 1964 to 1971.

c Discuss in groups.

- 1 What do you think the message of the song is? Why?
- 2 What do you think of modern pop music? Do you prefer it to bands from the past?
- 3 Why do you think the singer listened to his radio in secret?



Rock 'n', rock 'n' roll radio. Let's go! (4x)

Do you remember ¹.....,
²....., ³..... and
⁴....., too?

Do you remember rock 'n' roll radio?

Do you remember rock 'n' roll radio?

Do you remember ⁵.....,
⁶....., and high energy?

It's the end, the end of the 70s.

It's the end, the end of the century.

Do you remember lying in bed

With your covers pulled up over your head?

Radio playin' so no one can see.

We need change, we need it fast

Before rock's just part of the past.

'Cause lately it all sounds the same to me.

Will you remember ⁷.....,

John Lennon, ⁸..... and ⁹.....?

It's the end, the end of the 70s.

It's the end, the end of the century.

d Imagine. You have been asked to write a short review of this song for the school magazine. Describe the song and what it is about. Say what you like / don't like about it.

Developing speaking skills

Comparing and contrasting

Conversational strategy:

- Playing for time



a Work with a partner. **A** gives a two-minute monologue comparing and contrasting the pictures. **B** takes notes. Then swap roles.

b Discuss what you thought about your performances. How well did you do?



c Listen to a student doing the same task. What's your impression?



d Look at the language in the box. Complete with the missing words. Listen again and check.

Tip

How to play for time

When you have to give a monologue, there will be times when you need to give yourself a rest to think about what you want to say. Try not to use *um* and *er* – this always creates a bad impression. Here are some expressions you can use to help you buy time:

Let me see.

So how do these pictures differ? (ask yourself a question)

Thinking about it.

Well, let me think a minute ...

Useful phrases

Comparing and contrasting

Well, for a start both pictures

1 is ...

Another 2 is that ...

A further feature they have in

3 is that ...

I think the biggest

4 is ...

5 picture shows ...

whereas ...

Another way in which the pictures

6 is ...

But a common theme that these pictures 7 is ...

e PRACTICE TASK
Compare and contrast the pictures. Try to use the language and the phrases you have learned.



Developing reading exam skills



Is this the end for

classical music?

In a world of instant music, where songs from any genre or artist are available at the click of a mouse, can classical music remain relevant to the digital generation?

With track titles like *String quartet in D major, op 2, part one, III adagio*, and concerts that involve knowing the right time to clap, classical music sometimes looks like it comes from a land that time forgot. That is the argument of BBC Radio 1 DJ Kissy Sell Out, who on Thursday night will be debating at the Cambridge Union that “this house believes classical music is irrelevant to today’s youth.”

“In the context of modern culture, classical music just doesn’t speak the same language,” he says.

The host of “the craziest radio show in dance music” and noted producer of remixes of artists including Mark Ronson and Gwen Stefani adds: “Things need to be packaged in a way that is more accessible for a bigger audience.”

And his point is not just about old-fashioned words like “concerto” and “oratorio”. He says contemporary music stands for something, that it has real themes, social and political movements.



“Classical music comes from elitist* groups, a lot of it is funded by royalty and wealthy patrons. It is not a music of the people.”

The final nail in the coffin is the classical live performance, in which “you are basically told to sit there, dress quite poshly, and admire the music for what it is.”

Glossary: **elitist* – elitär

M

a Read the text about classical music, then choose the correct answer (A, B, C or D) for questions 1–5. Put a cross in the correct box. The first one (0) has been done for you.

0 The initial question is:

- A Why do we need music?
- B Who is responsible for modern tastes?
- C Is classical music out of touch?
- D Should classical music not be digitalised?

Q1 In the first paragraph, DJ Kissy Sell Out criticises classical music because

- A it’s too old fashioned.
- B it ignores young people.
- C it has strange song titles.
- D you can’t dance to it.

Q2 DJ Kissy Sell Out suggests that classical music

- A needs to rethink how it sells itself.
- B should be banned.
- C should start addressing politics.
- D is only for the upper classes.

Q3 DJ Kissy Sell Out’s final criticism of classical music is that

- A it only interests rich people.
- B you have to dress smartly if you want to go to a concert.
- C he personally doesn’t like it at all.
- D live shows don’t actively engage their audiences.

"I love classical music, and it pains me to use words like 'egotistical' and 'snobbiness', but sadly that is how live classical performances come across to 45 young people."

In an age where everything is moving towards greater interaction, he says, classical music is irrelevant.

In the other corner at Thursday's debate 50 is Stephen Fry. He says it is "a preposterous* idea that young people should somehow be denied any particular kind of music."

"The idea that music should be relevant is an extraordinary idea – relevant to 55 what?"

"Classical music is full of complex changes of beat – it is not about dance, it is about listening," he says.

"It is about putting your mind inside an 60 aural world and making a journey with your mind – that's listening, it's not just about jiggling your body – which is fun, don't get me wrong. It's fine to jig your body, it's fine to tap your foot, but it's a different 65 experience to take your mind absolutely on an extraordinary emotional journey, and that's something that I wouldn't deny anybody."

Fry even defends the accusation that 70 classical music is too difficult, calling it "a lifetime's exciting thing".

"Not everything should be easy and accessible. Sometimes things are slow and exciting and difficult and ambiguous and 75 challenging."

Glossary: *preposterous = absurd, unreasonable

Q4 Stephen Fry points out that the difference between classical and pop music is that

- A you can't dance to classical music.
- B classical music is more emotional.
- C classical music is about involving your mind.
- D pop music is only for young people.

Q5 Stephen Fry says that it is OK for classical music to be difficult because

- A not everything in life should be easy.
- B it's still accessible to everyone.
- C it makes it more exciting.
- D it's only supposed to be for intelligent people.

EXAM TIP

READING: Multiple choice

What the task type is:

In the multiple choice exam task you will have to complete a sentence using one of four options.

How to do the task:

If you can't identify the right answer immediately, you can make your life easier by eliminating the wrong answers. There are a number of different types of "wrong" answers that you should always keep an eye out for. By identifying and eliminating these your chances of choosing the correct answer will increase. These wrong answers include:

a) The obviously wrong answer

There will usually be one option that is clearly not correct. Often this option will refer to information that is not included anywhere in the text. It may even be slightly ridiculous. This should be the easiest wrong answer to identify and you cross it out immediately. Option D in question 1 is an example of this. There's no mention of this in the text, but also the idea that you should be able to dance to classical music is clearly nonsense.

b) Half-right answers

Sometimes one of the options may seem correct, but if you look closer it doesn't answer the question completely. Option C in question 1 is an example of this. The text suggests that the strange titles are a symptom of the "problem" with classical music but they are not the problem itself.

c) The distractor*

This option is usually the hardest to eliminate because initially it seems like it could be right. Usually you will be left to choose between this answer and the correct one. You need to consider carefully what it says and compare with the information in the text. Option B in question 1 is an example of this. Classical music doesn't intentionally ignore young people. It has unintentionally become irrelevant to them. There is a subtle difference.

Glossary: *distractor – eine Antwort, die von der richtigen Antwort ablenken soll

b Look back at questions 1–5. In pairs, discuss why the wrong answers are incorrect.

Language in use

M

a Read this text about a group of singers from the 70s. Some words are missing from the text. Choose from the list (A–O) the correct word for each gap (1–12) in the text. There are two extra words that you should not use. Write your answers in the boxes provided. The first one (0) has been done for you.

Sister Sledge's *We Are Family*

Without a (0)... this CD is essential for anyone who has an (Q1)... in music. One of the classic records of the 1970s disco, Sister Sledge's *We Are Family*, has finally been reissued in all its original glory but with the addition of four remixed tracks to keep modern audiences happy. What made this recording so (Q2)... were two very exceptional ingredients: the masterful production of Nile Rodgers and Bernard Edwards and the smooth (Q3)... of Sister Sledge. For a record that was so perfectly constructed, the final result could not be happier or more spontaneous. The original (Q4)... contained eight songs – all of them great. But of course, most people who buy this will be hitting the fast forward (Q5)... to play the hits, and they are all here: *We Are Family*, *He's the Greatest Dancer*, *Lost In Music* and *Thinking of You*. Lovers of dance (Q6)... will not be disappointed. The trademark features of 70s disco are all here; funky guitar and bass, strong sing-along melodies and a tireless energy which will get the most unenthusiastic of dancers tapping their (Q7)... . What is also great about this re-release is the extended sections to many of the songs. *We Are Family*, for example, is a fantastic eight (Q8)... long to include Kathy Sledge's vocal improvisation.

It's true that Sister Sledge are no (Q9)... quite the force that they once were in nightclubs (Q10)... the world, but the huge (Q11)... of times their music has been sampled and imitated is evidence of how influential they were. Modern fans of dance music should (Q12)... them out.

- A button
- B longer
- C check
- D disco
- E around
- F number
- G special
- H television
- I interest
- J album
- K music
- L voices
- M minutes
- N** doubt
- O feet

0	Q1	Q2	
N			
Q3	Q4	Q5	
Q6	Q7	Q8	
Q9	Q10	Q11	Q12

M

b Read the text about U2's producers. Some words are missing from the text. Fill in the word which best fits each gap (1–8). Use only one word for each gap. Write your answers in the spaces provided. The first one (0) has been done for you.

The Unforgettable Fire

Back in 1983, the band U2 were starting to make a name for (0)... and they had had a hit with their breakthrough album *War*. They needed a follow-up, and they (Q1)... the surprising decision to call on Brian Eno and Daniel Lanois to work with them (Q2)... producers. The decision was surprising, because Eno spent most of his time working (Q3)... his own projects (or else making life difficult for people (Q4)... David Bowie and Iggy Pop), and because Lanois was not (Q5)... at all – he was still a few years away (Q6)... doing his defining work, producing albums (Q7)... people like Bob Dylan, Peter Gabriel and Neil Young. But somehow the combination worked, and the album that came (Q8)... of it – *The Unforgettable Fire* – was a huge success.

Write your answers here:

- 0 themselves
- Q1
- Q2
- Q3
- Q4
- Q5
- Q6
- Q7
- Q8

Wordwise

Music



a Match the sentence halves.

- | | | | | |
|---|---|--------------------------|---|---|
| 1 | Arcade Fire have got a new CD out – | <input type="checkbox"/> | a | but there was some great music on the soundtrack . |
| 2 | I like most of the songs on his new CD, | <input type="checkbox"/> | b | for four albums with a new label . |
| 3 | I didn't like the film much, | <input type="checkbox"/> | c | of Elvis Presley songs. |
| 4 | She's just signed a deal | <input type="checkbox"/> | d | they play music by The Beatles and The Rolling Stones. |
| 5 | Everywhere you go in town, | <input type="checkbox"/> | e | is Peter Gabriel. Who's yours? |
| 6 | There have been millions of covers | <input type="checkbox"/> | f | I think it's their best album so far. |
| 7 | There's a cover band at the club tonight – | <input type="checkbox"/> | g | you hear canned music – it drives me crazy! |
| 8 | Mozart was one of the greatest | <input type="checkbox"/> | h | composers of all time. |
| 9 | My favourite singer-songwriter | <input type="checkbox"/> | i | but there are one or two pretty bad tracks too. |



b Listen and check.

c Write the highlighted words from a next to the definitions.

- 1 a person who writes music
=
- 2 a song or piece of music on an album / CD
=
- 3 the music that is played during a film
=
- 4 a band or group that plays mostly, or only, cover songs
=
- 5 a person who writes or writes and sings songs
=
- 6 music played in places like shopping malls (muzak)
=
- 7 a CD or record, etc. that has several pieces of music on it
=
- 8 performances or recordings of a song which was originally written and recorded by someone else
=
- 9 a company that records and sells music
=

d Complete the dialogue with some of the words from a.

Gran I really don't like the
 1..... they play
 in this shopping centre. Why can't
 they play some real music that I can
 actually hear?

Jo This isn't muzak, Gran. This is a
 2..... from the new
 Ed Sheeran 3.....

Gran Ed who?

Jo Ed Sheeran. He's a new
 4..... . He writes
 and performs all his own stuff. He's
 brilliant.

Gran Well, I can't say he does much for me.
 Now Bob Dylan – he was a
 5..... of real rock
 music.

Jo I didn't know you liked Bob Dylan,
 Gran. Ed Sheeran does a great
 6..... of one of
 his songs, *Don't think twice, it's alright*.
 You'd love it, Gran.

2

Globalisation

The global village

Read

1 a Work with a partner. Have you heard of Fair Trade? If so, what do you know about it? If not, what do you think it might be?

b Read the text about Fair Trade quickly to check your ideas.

YOUNG PEOPLE LEADING THE WAY ON FAIR TRADE



1 FAIR TRADE is a movement to ensure that producers in developing countries receive a minimum price for their goods which covers the cost of production and an extra amount to invest into the local community. This means that when a company sells a Fair Trade product, it must give between a quarter and a third of the selling price back to the producer. Fair Trade labelling was created in the Netherlands in the late 1980s as a way of trying to combat poverty in developing countries. Now there are 20 organisations involved in the running and controlling of Fair Trade, and there are more than five hundred producers from over 50 countries operating in the Fair Trade system. Sales of Fair Trade products have really taken off in Britain where consumers spend more money on them than in any other country. More importantly, it is a philosophy that is proving extremely popular with the young, which means the future is looking good for the Fair Trade movement.

2 A recent survey, which looked into British people's attitudes towards Fair Trade, found that school and university students in the UK are particularly enthusiastic about the subject. Indeed, nine out of ten students said they wanted to see their schools and universities offer Fair Trade products, such as chocolate, coffee, tea and bananas, in their shops and canteens. Moreover, seven out of ten young people said they would be willing to buy a Fair Trade product even if the price was slightly higher. Although the enthusiasm is there, however, educational establishments are proving slow to accommodate their students' wishes. In fact, the survey suggests that only eight percent of schools and universities offer Fair Trade products.

3 It seems that it is the desire to make a difference to the lives of the poor which is driving young people's consumer choices. Approximately 80 percent said the main reason they buy Fair Trade goods is to help out the poor. They think it is important that the people who produce the food they eat are paid a fair wage. And it is not just the issue of Fair Trade that interests the young: more than 90 percent of them said that they wanted to find out what else they could do to change their lifestyle to benefit the poor. Fair Trade products often cost more than non-Fair-Trade items, but a lot of people are prepared to put up with slightly higher prices if it improves the lives of workers in developing countries, many of whom find it difficult to get by.

4 One student at Birmingham University told us: "When I buy a 60 pence Fair Trade chocolate bar, I know that the money is helping somebody in the developing world to get the wage they deserve. Maybe they'll be able to save up this extra money and send their children to university. The feeling I'm doing something positive makes up for the extra money I spend."

5 Unfortunately, the survey showed that far more young people care about Fair Trade than the rest of the public, with roughly 60 percent of young people recognising the Fair Trade label compared to 20 percent of the general population. In addition, almost 50 percent of young people say they buy Fair Trade products on a regular basis, compared to only five percent of the general population. Many adults express the worry that if Fair Trade is not controlled, it might become just another fashion. Big companies might take advantage of consumers' concern and try to get away with selling their "normal" products under a trendy label. Some older people said they wanted to see new rules and regulations to guarantee real Fair Trade products. For now, at least, it seems to be more difficult to bring older people round to the idea of buying Fair Trade.

Discussion box

- 1 Do you have Fair Trade products in your country? What type of products?
- 2 What reasons can you think of for buying or not buying Fair Trade products?
- 3 Are you prepared to pay slightly more for food so that the producers get fairer prices? Why / Why not?

Useful words

economy • economic • developing country • growth • trade • poverty
wealth • stagnation • recession • inflation • investment • invest • trend • society
consumers • hunger • natural resources • communities • general population

M

C Read the text again, then decide whether the statements (1–10) are true (T) or false (F). Put a cross **X** in the correct box. Then identify the sentence in the text which supports your decision. Write the first four words of that sentence in the space provided. The first one (0) has been done for you.

	Statements	T	F	First four words
0	Fair Trade was founded to help producers in developing countries.		X	Fair Trade is a
Q1	The Netherlands was the first country to have Fair Trade labels.			
Q2	Fair Trade in the UK has a bright future.			
Q3	90 percent of young people would like to see Fair Trade products in their school canteens.			
Q4	Most schools and universities are providing their students with the option of buying Fair Trade products.			
Q5	Most young people who buy Fair Trade products do so because they think it's cool.			
Q6	Most young people don't care if the people who produce our food get a fair price or not.			
Q7	Fair Trade products are often less expensive than other products.			
Q8	Not many young people are prepared to buy Fair Trade products.			
Q9	Many older people don't really trust Fair Trade products.			
Q10	It is more difficult to persuade older people to buy Fair Trade products than younger people.			

Grammar

Phrasal verbs (Review)

2 a Find and underline the phrasal verbs in the text in 1 which mean:

- 1 returns (paragraph 1)
- 2 tolerate (paragraph 3)
- 3 survive financially (paragraph 3)
- 4 suddenly increased (paragraph 1)
- 5 investigated (paragraph 2)
- 6 discover (paragraph 3)
- 7 cancels out the bad side (paragraph 4)
- 8 not get caught (paragraph 5)
- 9 persuade (paragraph 5)

b What type of phrasal verb, A, B or C, are the phrasal verbs in 2a?

Rule:

A With some phrasal verbs, the two parts cannot be separated.

*A recent survey, which **looks into** young people's attitudes to Fair Trade ... (Not: A recent survey, which looks young people's into attitudes to Fair Trade.)*

B Other phrasal verbs can be separated, and we can put an object between the two parts.

*The company **gives back** a third of the money.
The company **gives** a third of the money **back**.*

However, when we use a pronoun with these verbs, we must put it between the two parts of the verbs.

*The company **gives it back**. (Not: The company gives back it.)*

C Some phrasal verbs have three or more parts. These cannot be separated.

*People are prepared to **put up with** slightly higher prices.*

C Put the words in order to make sentences. In one sentence, there is more than one possibility.

1 camera / the / give / back

Give the camera back. or Give back the camera.

2 won't / up / I / with / put / it

3 enough / money / to / I've / get / got / by

4 the / in / I / looked / word / dictionary / up / my

5 make / it / up / didn't / what you said / for

6 didn't / bring / to the idea / me / round / she

7 the / looking / robbery / into / are / the / police

8 found / happened / what / never / we / out

Vocabulary

Meanings of phrasal verbs

3 a Phrasal verbs can have more than one meaning. Look at these sentences. What does *take off* mean in each sentence?



- 1 His acting career had just *taken off* when he was tragically killed in a car crash.
- 2 He's really good at *taking me off*. I mean, he sounds just like me.
- 3 The plane had a problem as it was *taking off* and had to return to the airport.
- 4 The three men were acting very suspiciously and *took off* as soon as the police car arrived.
- 5 Can you *take your shoes off* and leave them by the door?

b Here are some more phrasal verbs which can have more than one meaning. Complete the pairs of sentences using the correct form of the phrasal verbs in the box.

make up come across bring round go up send off take back

- 1 **a** We didn't really like the idea at first, and it took her a lot of time to us
b He was unconscious when they arrived at the hospital, but the doctors managed to him
- 2 **a** There was nothing here twelve months ago. The whole shopping centre in a year.
b The price of petrol is so expensive! It's four times this year.
- 3 **a** When he hit the other player, the referee had no choice but to him
b Have you that letter yet? It's really important.
- 4 **a** First I want you to what you said, and then I want you to apologise.
b Every time I hear that song it really me to when I was a teenager.
- 5 **a** When you first meet Allan, he as a bit shy, but he isn't.
b I was looking through some old boxes when I my grandmother's diaries.
- 6 **a** I don't believe you. I think you're it
b They had a terrible argument. I don't think they're ever going to

Listen

- 4** **a** Look at this blog. Some of the information is missing. In groups, discuss what the missing information might be.
- 5** **b** Listen and complete the text with one or two words only.



The *Village* Earth

If we could turn the population of the Earth into a small village community of 100 people, keeping roughly the same proportions we have today on our planet, it would be something like this:

Welcome to our Global Village, the village Earth. In our village there are **100** people. **51** people are women and **49** are ¹..... **61** people are from ²..... **Twelve** people are from ³..... **14** people are from North and South ⁴..... There are **13** people from ⁵..... **13** people don't have enough to ⁶....., or are actually dying from hunger. More than **40** people in the village live without basic sanitation*, and **16** people live without water that can be drunk. Roughly **14** adults in the village can't read or write. Only **seven** have had a secondary school ⁷..... **Eight** people have a computer, and **four** are ⁸..... to the Internet. **Eight** people have a car each, and **ten** percent of the houses are powered by electricity.

Some people keep their food in a refrigerator, and their clothes in a ⁹.....; they have a roof over their heads, and they have a bed to sleep in. These people represent about **75** percent of the entire ¹⁰..... of the village. **Six** people in our village own **59** percent of the entire wealth of all the people in our community. **Forty-seven** people live on **two** dollars or less a day. **25** people struggle to live on ¹¹..... a day or less. If you have a bank account, you're **one** of the **30** ¹²..... people in the village. Of all the money that the village spends every year about **5.5** percent is spent on weapons and ¹³....., roughly **3.4** percent is spent on ¹⁴..... and something like **2.6** percent is spent on keeping people ¹⁵..... Next year, there will be **105** people in the village.

**Work with passion,
Love without needing to be loved,
Appreciate what you** ¹⁶..... ,
And do your best for a ¹⁷..... **world.**

Glossary: *sanitation – Sanitäreinrichtungen



Discussion box

- 1 Do you think any of the numbers are surprising? If so, which ones?
- 2 The numbers and percentages keep changing. Which do you think are getting smaller, and which do you think are getting bigger?

M

Write

C You have decided to comment on this blog post. In your blog comment you should:

- say what you think about this blog post
- comment on what the reasons for the main problems in the village are
- suggest what could be done to improve the situation in village Earth

Write your blog post in around 250 words.

(For more ideas on writing a blog check the suggestions on p. 144/145)

a Work in pairs for one minute. How many possible answers to the question in the title of the text below can you think of? Then compare your answers in class.

b Read this text from a website and check your answers.

What is McDonaldization?

McDonaldization is the term invented by George Ritzer to describe a sociological phenomenon that is happening in our society. You may think it started with Ray Kroc in the 1950s when he bought his first hamburger restaurant, but it actually began much earlier than that. In fact, Henry Ford was the first McDonaldization pioneer with his vision of an assembly line for improving the production of automobiles. His revolutionary idea dramatically changed how many automobiles could be produced and was very efficient.



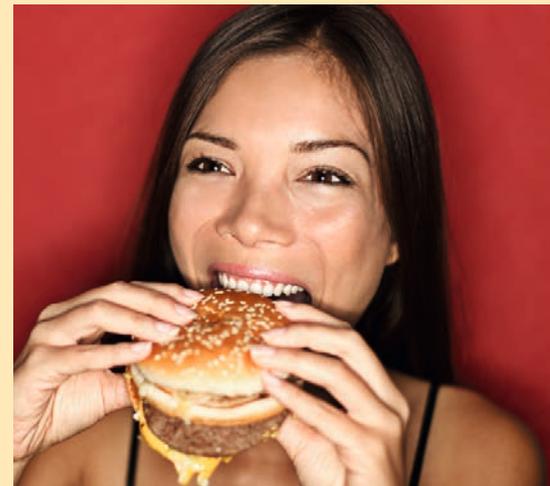
In essence, McDonaldization is the process of rationalisation* taken to extreme levels. It takes a task and breaks it down into smaller tasks. This is repeated until all tasks have been broken down to the smallest possible level. The resulting tasks are then rationalised* to find the single most efficient method for completing each task. All other methods are then seen as inefficient and therefore not used.

The result is an efficient, logical sequence of methods that can be completed the same way every time to make the product. The result is predictable. All aspects of the process are easily controlled. Additionally, quantity (or calculability*) becomes the measurement of good performance.

By now, you might be thinking that this all sounds pretty good. After all, being more efficient is a good thing. Controlled, consistent and measurable* outcomes also sound good. So, what's the problem?

It turns out that over-rationalising a process in this manner has an unexpected side effect. It's called irrationality. That simply means that an extremely rationalised system may create results that were neither expected nor planned, and in fact, may not be so good.

Take the example of the fast food restaurants. Where is the irrationality? The idea of fast food often turns out to be just the opposite – long waits in lines. Fast food is not necessarily good food – in fact, some fast food is extremely



unhealthy and the taste is average and boring. The system of efficiently producing food has some other consequences, namely millions of tons of trash each year.

Glossary: *rationalisation – Rationalisierung; *rationalise – rationalisieren; *calculability – Berechenbarkeit; *measurable = that can be measured

Discussion box

- 1 What other points in the text do you (dis)agree with, and why?
- 2 The text says that rationalisation often means that customers are treated unfairly. What do you think of the examples given?

According to Ritzer, the five main dimensions of McDonaldization are:

Efficiency – The optimum method of completing a task. It is based on the rational decision of what is the best mode of production. Individuality* is not allowed.

Calculability – Quantity over quality.

Predictability* – The production process is organised to guarantee exactly the same products and results. All shopping malls begin to look the same and all motorway exits have the same shops and businesses nearby.

Control – Automation takes over as much as possible of human work, and people who get jobs in such a system don't need to be well-trained. That means they can easily be replaced.

Irrationality* – A side effect of over-rationalisation. An example of this could be workers on an assembly line who are trained to do a single highly rationalised task. Although this may be a very efficient method of operating a business, it can create worker burnout.

One of the most unfair things about McDonaldization is how consumers get tricked into working for the system. They do the work that was traditionally performed by the company. The best example of this is restaurant guests who are their own waiters at the fast food restaurant. They dutifully* carry their trash to friendly containers marked *Thank you*. (The extreme rationalisation of this is the drive-thru; consumers take their trash with them!)

Glossary: **individuality* = being different;
**predictability* – Vorhersehbarkeit;
**irrationality* = things that happen without apparent reason; **dutifully* – pflichtbewusst

M

C Read the text again, then choose the correct answer (A, B, C or D) for questions 1–4. Put a cross in the correct box. The first one (0) has been done for you.

0 The term McDonaldization is used to talk about

- A** a trend that began when Ray Kroc started his first fast food place.
- B** a sociological phenomenon that was started by George Ritzer.
- C** a production concept that was developed by Henry Ford.
- D** the number of cars that can be produced by a company.

Q1 When a company decides to rationalise their production process, they make sure that

- A** each step of the production runs fast and effectively.
- B** each step of the production gets repeated more than once.
- C** efficient steps are completed before inefficient ones.
- D** inefficient steps are broken down into smaller tasks.

Q2 The purpose of the article is to stress that rationalisation

- A** is good because it brings controlled, consistent and measureable results.
- B** can lead to results that were not planned and are not always good.
- C** should be forbidden because it brings unhealthy results.
- D** is a good idea that should be applied in producing cars, but not food.

Q3 Ritzer says McDonaldization means it is more important for a company

- A** to produce good products rather than a lot of products.
- B** to produce a lot of products that are excellent.
- C** to produce a lot of products rather than products of excellent quality.
- D** to produce the best quality and the highest number of products.

Q4 Ritzer points out that McDonaldization is also the reason why places where we buy things

- A** are becoming bigger and bigger.
- B** can often be found close to motorways.
- C** are becoming more and more similar.
- D** offer a growing number of individualised products.

INTO Film



Wal-Mart: The High Cost of Low Price (2005)

Greenwald's documentary investigates the economic impact of the retail giant on everyday people, from its own workers to competing business owners in the rural areas and to the consumer in general. It gives voice to the views of those opposed to the practices of the company.



a Watch the two scenes and compare and contrast them.

- Watch the first scene. What impression do you get of the company?
- Then watch the second scene. Do you still have the same impression?
- Make a list of pros and cons concerning global companies.
- Prepare a statement yourself. Choose whether you are for or against Wal-Mart.



c In groups, see if you can get hold of any of these films. Present one scene to the class and discuss the way the director approaches his / her subject matter.

An Inconvenient Truth (Davis Guggenheim, 2006)

Borat (Larry Charles, 2006)

Bowling for Columbine (Michael Moore, 2002)

Bulb Fiction (Christoph Mayr, 2011)

Capitalism: A Love Story (Michael Moore, 2009)

Earth (Alastair Fothergill, Mark Linfield, 2007)

Fahrenheit 9/11 (Michael Moore, 2004)

Food, Inc. (Robert Kenner, 2008)

Let's Make Money (Erwin Wagenhofer, 2008)

March of the Penguins (Luc Jacquet, 2005)

Religulous (Larry Charles, 2008)

Roger&Me (Michael Moore, 1989)

Sicko (Michael Moore, 2007)

Super Size Me (Morgan Spurlock, 2004)

The Greatest Movie Ever Sold (Morgan Spurlock, 2011)

This Is Spinal Tap (Rob Reiner, 1984)

We Feed the World (Erwin Wagenhofer, 2005)

Workingman's Death (Michael Glawogger, 2005)

Zelig (Woody Allen, 1983)

FILM WORK

Documentary

Wal-Mart is a documentary. Here is what the *Media & Film Studies Handbook* (Hodder Arnold, 2007) says about documentaries:

documentary: a non-fiction film that deals with facts and real events as opposed to fiction, and is concerned with real people, places and events. Documentary film began with the invention of film making itself: the first film made by the Lumière Brothers in 1895 was of workers leaving a factory. In fact, for some time many people thought that the only valid purpose of film was to record real events and capture historical moments. There are a few different documentary modes or movements, such as *cinema vérité* and *direct cinema*.

In truth, it is not as simple as that because documentary filmmakers have always been accused of being biased.

b Check out the following terms to get an idea of the variety of documentaries:

- docufiction
- docu-ganda
- mockumentary
- mondo-film
- reality television

d In *Wal-Mart* one of the small business owners says:

"You can't buy quality of life in a Wal-Mart-store. But once they've ruined the quality of small town life, you can't get it back."

Form two groups in class. One represents a huge shopping centre / mall just outside the city, the other one represents owners of small or medium-sized stores in the city.

- Debate the advantages / disadvantages of the different venues.
- Consider such issues as customer satisfaction, choice and variety, traffic problems, etc.

Developing speaking skills

Analysing and interpreting

Conversational strategy:

- Going back to a point mentioned previously

a Work with a partner. **A** gives a two-minute monologue analysing and interpreting the graph. **B** takes notes on their performance. Then swap roles.

b Discuss what you thought about your performances. How well did you do?



c Listen to a student doing the same task. What's your impression?

Glossary: **indication* – Anzeichen;
**greenhouse gas* – Treibhausgas



d Look at the language in the box. Complete the missing words. Then listen and check.

Useful phrases

Analysing and interpreting

This ¹..... shows ...

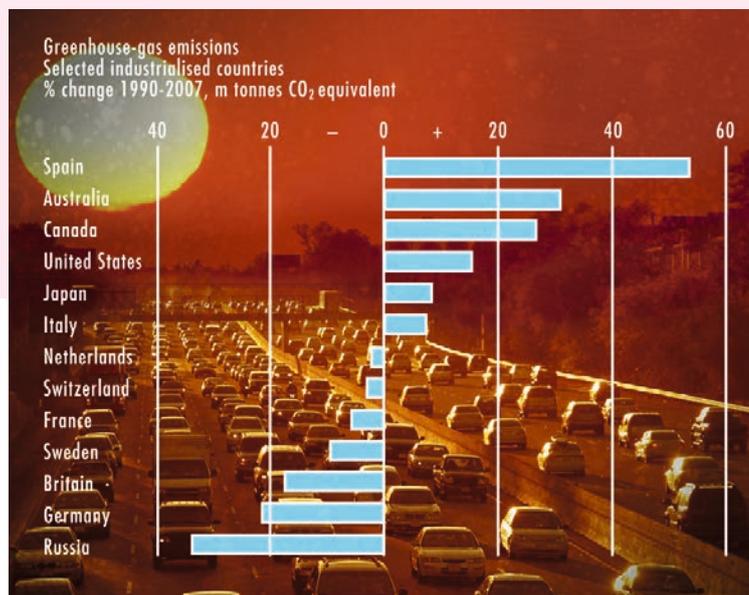
What it actually demonstrates is the ²..... of changes ...

From the graph we can clearly see an increase / a ³..... in ...

I'm not absolutely sure what "m tonnes" ⁴..... for because ...

The graph also ⁵..... the common belief that ...

The chart doesn't give any ⁶..... what the situation for Austria would be like ...



Source: UNFCCC

Tip

How to go back to a point mentioned previously

Sometimes it is useful to refer back to something you have said previously in your talk.

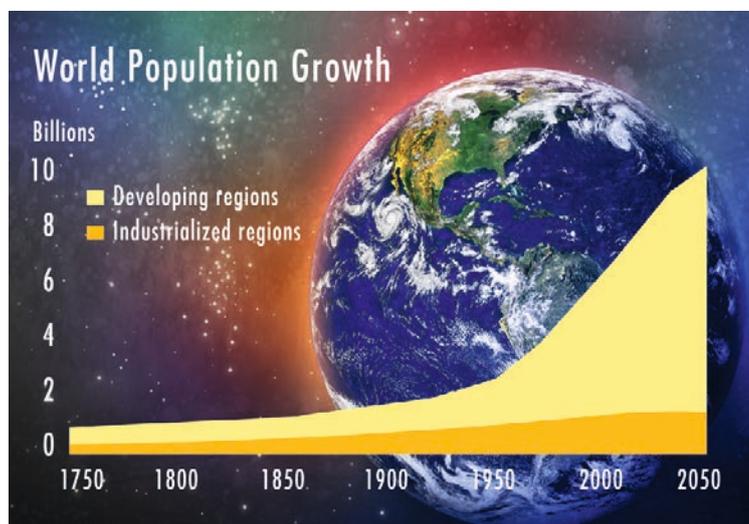
Here are some useful phrases to help you do this:

As I said previously ...

I have already mentioned that ...

Let me come back briefly to the point I made about ...

e PRACTICE TASK Analyse and interpret this graph. Try to use the language and the phrases you have learned.



Source: World Resources Institute



Developing listening exam skills

EXAM TIP

LISTENING: *general tips*

In the *Matura* you will have an exam that tests your listening skills. There are different question types that are used to test your understanding such as multiple choice questions, answering questions using a maximum of 4 words, completing sentences using a maximum of 4 words and matching sentence halves. Throughout INTO ENGLISH 3 you will find tips on how to deal with each of these tasks. However, before all that here are some tips on how to deal with the exam in general.

All exam questions follow the same basic pattern. You have 45 seconds to read through the task. Then you will hear the listening twice. Finally, you have another 45 seconds to check your answers.

The secret of doing a good listening test is using your time well.

- Use the first 45 seconds to read through the task and identify what kind it is. By reading through the introduction and the questions, you will get a good idea of what the listening is about and this will help you understand more on the first listening.
- As you listen for the first time try and get a good general understanding. Remember, it's not important, or even possible, to understand every word. Try not to panic if you feel you're a little lost, just refocus and pick up where you can. Don't forget that the questions are written down in the same order that the answers appear in the listening. You can use the questions to help you find your place again if you get lost.
- If you hear answers to any of the questions, note them down. This should be done quickly so you can keep your concentration on the listening.
- As you listen for the second time, try and focus on your missing answers, paying special attention to those relevant parts of the listening.
- Use the last 45 seconds to make sure you have an answer for all questions – even those you are really not sure about.

You are going to listen to part of a radio programme in which a woman is talking about charities and organisations which try to protect the world's ecology. In this part she is talking about The Rainforest Foundation. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer (A, B, C or D) for questions 1–6. Put a cross in the correct box. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.

The Rainforest Foundation

- 0 The Rainforest Foundation was started
- A by Sting.
- B by members of Amnesty International.
- C by a famous couple.
- D in 1988.

- Q1 They started it because they were worried about
- A climate change.
- B the threat to jungle animals.
- C the changes to the lives of native people.
- D about multinational companies destroying the world.

- Q2 The Rainforest Foundation has
- A one goal.
- B two goals.
- C three goals.
- D four goals.

- Q3 The Foundation has raised around \$19 million by
- A asking for donations.
- B getting famous people to give money.
- C selling CDs.
- D putting on music shows.



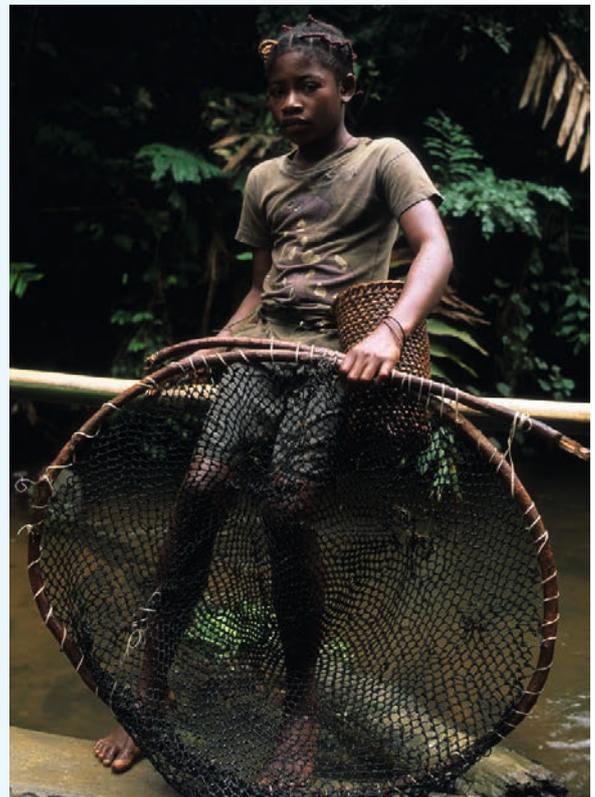
THE RAINFOREST FOUNDATION
SECURING LANDS, SUSTAINING LIVES

- Q4 The Foundation focuses its attention
- A in any country with rainforest.
- B mainly in Brazil.
- C all over South America.
- D in Panama and Central America.

- Q5 The Foundation helped the Wounaan people
- A save their forest from destruction.
- B reclaim their land.
- C find new homes.
- D protect the local wildlife.

- Q6 The Foundation also works closely with
- A local governments.
- B university researchers.
- C groups of other people.
- D big businesses.

Glossary: *non-governmental = private, not financed by government



Language in use

M

a You are going to read a text about Sting. In most lines of the text there is an unnecessary word. Write the unnecessary word in the space provided after each line. Some lines are correct. Indicate these lines with a tick (✓). There are two examples (0, 00) at the beginning.

Gordon Sumner – better known as “Sting”

Sting is the best described as an adventurer, a risk-taker. As he himself said, “I love to put myself in new situations. I’m not afraid to be a beginner.” Father of six, guitarist and bassist, a keen follower of yoga, and a writer who has published his autobiography, he has made on a career of new beginnings.

Born in the Newcastle, Sting was a teacher and football coach before turning to music. He was met Stewart Copeland and, along with guitarist Andy Summers, they formed The Police in 1977. The band quickly became a success with No. 1 hits including *Roxanne* and *Every Breath You Take*. The Sting also showed his inventiveness and creativity when he did started his solo career. With the release of his first solo album, *Dream of the Blue Turtles* in 1985, followed by various other albums, but Sting became one of the world’s best-known and most highly respected solo performers, collecting many awards.

He has remained popular for four decades. Sting has also appeared in over than ten films, and he even starred in a play on Broadway called *The Threepenny Opera*.

- the 0
- ✓ 00
- Q1
- Q2
- Q3
- Q4
- Q5
- Q6
- Q7
- Q8
- Q9
- Q10
- Q11
- Q12

M

b Read the text about globalisation. Some words are missing from the text. Fill in the word which best fits each gap (1–8). Use only one word for each gap. Write your answers in the spaces provided. The first one (0) has been done for you.

The implications of globalisation

“Globalisation” has become one of the most talked-about ideas of recent times. It is now the (0)... of countless articles, speeches and seminars. Governments have to consider the implications of globalisation when they are making their policies; companies have to cope with it in (Q1)... to survive; and the public in many countries is very worried that it (Q2)... mean the loss of jobs or have a negative effect (Q3)... their values and culture. A full analysis of globalisation is currently (Q4)... done. What is clear is that there are (Q5)... and losers in the process. One fear is that globalisation will widen the gap (Q6)... the strong and weak, the haves and the have-nots, the modern and the traditional. Another is that although globalisation will make a (Q7)... countries rich, along with people who lead the process or take advantage of it, most of the others will be left behind, be further marginalised or (Q8)... even poorer.

Write your answers here:

- 0 subject
- Q1
- Q2
- Q3
- Q4
- Q5
- Q6
- Q7
- Q8

Wordwise

Phrasal verbs

a Match the sentences and the pictures.

- 1 It's nice but it **takes up** a lot of space.
- 2 Our neighbour's son has **taken up** the drums.
- 3 How are you **getting on** with your homework?
- 4 Our cat's **getting on** a bit now.
- 5 Why don't you **come round** and see my new pet?
- 6 Don't worry, he'll **come round** in a minute.
- 7 Whoops! I think I forgot to **put** the brake **on**!
- 8 It's cold outside – **put** something warm **on**.
- 9 I think we'll have to **put** the game **off** until next week.
- 10 Oh, a bit of ice isn't going to **put** me **off** my swim.

b Write the verbs in a under the meanings. (There are five phrasal verbs – each one has two meanings.)

- 1 **a** to become conscious again after an accident or operation
b to visit another person's house / home
.....
- 2 **a** to fill an amount of space or time
b to start to do or learn something
.....
- 3 **a** to decide to delay an event or activity until a later time or date
b to make someone dislike something; to discourage someone from doing something
.....
- 4 **a** to make a machine or something similar work; to operate
b to cover part of the body with clothes, shoes, make-up or something similar
.....
- 5 **a** to manage or deal with a situation
b to become old(er)
.....



c Complete each sentence with the correct form of a two-part phrasal verb.

- 1 My grandfather's nearly 85 now – he's really **getting on**.....
- 2 I had fun last night – my friends and we watched an old film on TV.
- 3 The food smelled horrible – it really me eating it.
- 4 The pictures more than half this page.
- 5 I need to go to the dentist – I can't it any longer!
- 6 After the operation yesterday, my sister didn't until two hours later.
- 7 I only started this work an hour ago, and I'm well with it. I'll finish soon!
- 8 I think dad's tired – he's already his pyjamas, I guess he wants to go to bed.
- 9 Can you the TV please? I want to watch the match.
- 10 You need a hobby – why don't you bird-watching, for example?

3

Growing up Fight or flight?

Listen

1 a Look at the pictures and describe what's happening. Which caveman do you identify with most?



b Listen to the beginning of a magazine article. Which picture in 1a does it describe?

Glossary: **gland* – Drüse;
**adrenal gland* – Nebenniere;
**pounce* = suddenly jump onto something or someone and attack them



c Listen again and make notes about what happens to the caveman's body and physical abilities.

Read

2 a In your own words, define a "sabre-toothed tiger" situation.

b Work with a partner. Think of some "sabre-toothed tiger" situations in modern life.

c Read the next part of the magazine article quickly. How many of your "sabre-toothed tiger" situations does it mention?

Discussion box

- Describe a situation where you have been faced with fight or flight.
- How does it feel to relive the story? Have your emotions changed?



Flash forward to the present day. Despite the huge amount of technological change in the ensuing* 25,000 years, you are still walking around with essentially 5 the same set of internal body parts as the caveman. At this very moment you're thirsty and hunting for something to drink. So you start walking towards the drinks 10 machine at school. Your teacher is out hunting, too. But guess what? She's hunting for you. As you gulp down your can of cola, you hear your teacher say those dreaded words: 15 "Could I see you for a moment in the classroom, please?" At the sight of the tiger (or rather, your teacher), your hypothalamus gland* sends a message to your adrenal glands* 20 and within seconds your body summons all the same powers that your stone age ancestor needed to fight a sabre-toothed tiger.

You can almost feel your blood 25 pressure soar as you take the long walk down the corridor to your English class. She's always picking on you. What can it be this time? You think of the test you did last 30 Friday. Now your mind is racing, your heart is pounding, your mouth dries up, your hands feel cold and clammy*, your forehead is pouring with sweat and your hands start 35 trembling. As you imagine your teacher telling you that you can no longer stay in the class, the caveman inside you wants to come out. In

situations like these you will often 40 feel like running away, but you may also feel like punching someone on the nose. Unfortunately you can't do either. Welcome to the modern world. 45

As your teacher ushers* you into the class and closes the door, you're experiencing a full-blown episode of the fight or flight response. But since you can do 50 neither, all of that energy is stuck inside you with no place to go. Your head feels like it's going to explode as your teacher begins to speak. "Here it comes," you 55 think to yourself. But you're so shocked by what you hear you can't believe your ears. "Sorry, I didn't quite understand you. Could you say that again?" you ask your teacher. "Well done. Your test was 60 excellent," she repeats. Our fight or flight response is designed to protect us from the sabre-toothed tigers that would have once 65 hidden in the woods around us, threatening our physical survival. At times when our actual physical survival is threatened, there is no greater response to have on our side. When activated, the response 70 causes a surge* of adrenaline and other stress hormones to pump through our body, giving mothers the strength to lift cars off their trapped children and firemen the 75 courage to run into blazing houses to save endangered victims.

Glossary: **ensuing* – darauffolgend; **hypothalamus gland* – Hypothalamusdrüse;
**adrenal gland* – Nebenniere; **clammy* = feeling wet, cold and unpleasant;
**usher* = show someone the way; **surge* = a sudden large increase

Useful words

stress • worry • relax • calm down • let off steam • pressure • anxious • anxiety
nervous • blood pressure • cope with • deal with • anger management • symptoms
adrenaline • hormones • survival • aggressive • over-react • chill



d Read the text again and listen. Which one of the following points does the article *not* raise?

- 1 In terms of our instincts, we are still very much like our cavemen ancestors.
- 2 The fight or flight response has enabled humans to perform some incredible physical actions.
- 3 The fight or flight response is an extremely useful resource to have in life-threatening situations.
- 4 Most of us very rarely find ourselves in extremely dangerous situations these days.
- 5 The fight or flight response has led psychologists to a number of fascinating insights into the brain.
- 6 It's not always possible to act out our fight or flight responses in modern life.
- 7 If we try to suppress our fight or flight response, it can lead to a lot of stress.
- 8 If we can learn to recognise fight or flight responses in ourselves, we can use them to our advantage.

When we face very real dangers to our physical survival it is invaluable. However, few of the 80 "tigers" we face in our day-to-day lives pose* a serious physical threat* to our existence. They aggravate us and cause us no end of stress, triggering the full 85 activation of our fight or flight response. They make us become aggressive and hyper-vigilant, and tend to cause us to overreact to the situation in a counterproductive 90 way. It is counterproductive to punch someone (the fight response) or run away (the flight response). This all leads to a difficult situation in which our automatic, 95 predictable and unconscious reactions can actually work against our emotional, psychological and spiritual survival by causing a build-up of stress hormones. 100

By recognising the symptoms, we can begin to take steps to handle the stress overload. By learning to recognise the signals of fight or flight activation, we 105 can avoid reacting excessively to events and fears that are not life threatening. In so doing, we use this extra energy to help us rather than harm us, borrowing the beneficial 110 effects (heightened awareness, mental acuity and the ability to tolerate excess pain) in order to change our emotional environment and deal productively with our 115 fears, thoughts and potential dangers.

Glossary: *pose a threat – eine Bedrohung darstellen

Vocabulary

Feeling stressed

3 a Match the words and expressions 1–7 in italics with the definitions a–g.

- | | |
|--|--------------------------|
| 1 blood pressure <i>soars</i> | <input type="checkbox"/> |
| 2 mind starts <i>racing</i> | <input type="checkbox"/> |
| 3 heart starts <i>pounding</i> | <input type="checkbox"/> |
| 4 <i>mouth dries up</i> | <input type="checkbox"/> |
| 5 hands feel <i>clammy and cold</i> | <input type="checkbox"/> |
| 6 <i>forehead starts pouring with sweat</i> | <input type="checkbox"/> |
| 7 head <i>feels like it's going to explode</i> | <input type="checkbox"/> |

- a damp, the opposite of warm and dry
- b gets higher really quickly
- c beats faster and louder
- d the area above your eyes becomes wet
- e feels too full to think properly
- f thoughts move fast inside your head
- g it becomes difficult to talk



b Work with a partner and write a sentence for each of the phrases in 3a.

When my mind starts racing, I find it hard to concentrate on what I'm doing.

c We also experience many of these physical symptoms in other non-stressful situations. Make a list of some with your partner.

I sweat a lot when I have a hot shower / run too fast / drink a hot cup of tea.

My mind races when I get a good idea.

Grammar

Talking about tendencies

4 a Look at the examples from the text and answer the questions.

a In situations like these you will often feel like running away.

c The teacher's always picking on you.

b They make us become aggressive and hyper-vigilant and tend to cause us to overreact to the situation in a counterproductive way.

- 1 Does sentence **a** refer to the future or to no specific time?
- 2 Does sentence **b** talk about something that is always true or often true?
- 3 Does sentence **c** refer to an action happening at the moment of speaking or to no specific time at all?

b Complete the rule.

Rule:

There are a number of ways we can refer to actions that are often likely to happen. These include:

- *always* + the tense: this usually refers to negative tendencies (but not always)
- + infinitive: which in this case does not have a future reference, and refers to general tendencies
- (*not*) *to*: which refers to a person likely to behave in a certain way

c Complete the text. Use one word for each gap.

If there's one thing I really don't like about school, it's when my teacher asks me a question out of the blue. You know, when she suddenly calls out "John, what do you think?" She usually does it when I'm trying to talk to Ben about football. My teacher's 1..... complaining that I'm talking when I should be listening. Anyway, at times like this my mind tends 2..... go blank and I 3..... inevitably forget everything that I've ever learned. It's extremely embarrassing. Unfortunately my teacher is always 4..... this to me. I don't know why. The thing is that I tend 5..... to mind answering questions when the teacher asks for a volunteer. In fact I 6..... often be the first person with their hand in the air. The problem is that the teacher 7..... not to choose me to answer these questions. Has she got something against me or am I paranoid?



d Do you sympathise with John or his teacher? Why / Why not?

e Work with a partner. Think of a situation when you felt you were being picked on. Take turns at giving each other advice.

f Rewrite the sentences so that they have the same meaning. Use the word given in brackets.

- 1 My mum shouts at me all the time! (*always*)
My mum's always shouting at me!
- 2 I frequently say the wrong thing. (*tend*)
.....
- 3 When he's alone in the house, he often wants to phone his friends. (*feel*)
.....
- 4 Stephen complains a lot about his family. (*always*)
.....
- 5 When people start talking about politics, I often walk away. (*will*)
.....
- 6 If I see people arguing, it makes me want to step in and sort them out! (*tend*)
.....

Speak

5 Work in pairs and discuss. Use the words from 4.

How do you usually react in these situations?

- 1 Your mum asks you to tidy your room.
- 2 The phone rings when you are having a shower.
- 3 Your teacher asks a question which you know the answer to.
- 4 Your little brother / sister borrows your T-shirt without asking.
- 5 You see a big spider half way up the staircase.
- 6 You watch a really sad film.
- 7 You see a drunk person acting strangely on the bus.
- 8 A charity worker asks you for money in the street.

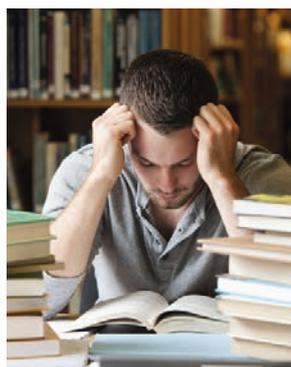


My little sister's always borrowing my things and I'll usually shout at her.

Listen

6 a Work with a partner and answer these questions.

- 1 Imagine you are the student in the photo. How do you feel?
- 2 What advice would you give him?



b Create a dialogue between the student and the person giving advice.

10
CD 1

c Listen to Keith talking about his stressful experiences. Tick (✓) the symptoms which are mentioned.

tiredness	<input type="checkbox"/>	depression	<input type="checkbox"/>
aching in his body	<input type="checkbox"/>	panic attacks	<input type="checkbox"/>
insomnia	<input type="checkbox"/>	skin problems	<input type="checkbox"/>
colds and flu	<input type="checkbox"/>	headaches	<input type="checkbox"/>
stomach problems	<input type="checkbox"/>		

Glossary: *feel ~ uey = be ill with the flu; *rash – Hautausschlag

10
CD 1

d Listen again and answer the questions.

- 1 How can a small amount of stress actually help you at exam time?
- 2 How had Keith managed his work at school?
- 3 Why did Keith think he was feeling so bad?
- 4 What advice did the doctor give Keith?

Speak

7 When you feel stressed out, which of these things are most helpful?

talking to friends / watching TV / shopping / eating and drinking / crying / talking to family / listening to music

M

Write

8 Read the article from a youth magazine below. You have decided to write an email to the magazine.

In your email you should:

- comment on the basic ideas presented in the article
- evaluate why many young people these days feel stressed
- suggest what could be done to reduce stress levels

Write around 250 words.

(For more ideas on writing an email check the suggestions on p. 132/133)

The top ways of beating stress

According to the Understanding Global Youth Culture report, "stress is the invisible global constant afflicting youth of all ages in all markets." Here's how they're managing around the world ...

1. Music Rules. The number one way teens cope with stress is to listen to music – 65% of all youth globally do this.

2. The Sun Always Shines On TV. In at number two, 48% of kids watch TV to relieve stress. 60% of youth globally lie down to watch TV. But ... don't watch the news. It can increase your stress level.

3. Talk To Me. Third is talking to friends (not face to face). The explosion in the new tools available to connect to friends has seemingly come at just the right time for a generation seeking moral support. That said, it is existing friends that provide the most support, rather than strangers.

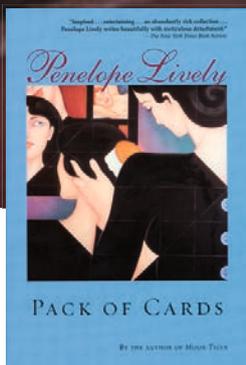
4. Family Affair. Family represents a key source of love and self-esteem. 43% of kids in the US consult family when stressed. Generally young people in developing markets are more likely to turn to family. However, they are also the markets where parents are often the most absent. The average Mexican 8–15-year-old spends 2.9 hours at home alone, compared to British kids who spend less than 45 minutes.

5. Big Boys Do Cry. Americans are the most likely nation to cry when stressed. They are also the most likely to play computer games (39%).

6. Shop Hard. Play Hard. The Chinese are most likely to shop to relieve stress (42%), exercise / play to relieve stress (46%) and are the most likely to write a journal / blog (27%).

INTO Literature

Penelope Lively was born as Penelope Low in Cairo in 1933, and moved to England when she was twelve. She has written numerous books for both adults and young adults. Her young adult novel *The Ghost of Thomas Kempe* (1973) won her the Carnegie Medal, and her novel *Moon Tiger* (1987) won her the Booker Prize.



Clara's Day

by Penelope Lively
(a short story)

a Read the opening to a short story by Penelope Lively. What does Clara do?

When Clara Tilling was fifteen and a half she took off all her clothes one morning in school assembly. She walked naked through the lines of girls, past the headmistress at her lectern* and the other staff ranged behind her, and out into the entrance lobby. She had left off her bra and pants already, so that all she had to do was unbutton* her blouse, remove it and drop it to the floor, and then undo the zipper* of her skirt and let that fall. She slipped her feet out of her shoes at the same time and so walked barefoot as well as naked. It all happened very quickly. One or two people giggled and a sort of rustling* noise ran through the assembly hall, like a sudden wind among trees. The Head hesitated for a moment – she was reading out the tennis team list – and then went on again, firmly. Clara opened the big glass doors and let herself out.

The entrance lobby was empty. The floor was highly polished and she could see her own reflection, a foreshortened* pink blur. There was a big bright modern painting on one wall and several

comfortable chairs for waiting parents, arranged round an enormous rubber plant and ashtrays on chrome stalks*. Clara had sat there herself once, with her mother, waiting for an interview with the Head.

She walked along the corridor to her form-room*, which was also quite empty, with thick gold bars of sunlight falling on the desks and a peaceful feeling, as though no one had been here for a long time nor ever would come. Clara opened the cupboard in the corner, took out one of the science overalls and put it on, and then sat down at her desk. After about a minute Mrs Mayhew came in carrying her clothes and her shoes. She said, "You should put these on now, Clara," and stood beside her while she did so. "Would you like to go home?" she asked, and when Clara said that she wouldn't, thank you, Mrs Mayhew went on briskly*. "Right you are, then, Clara. You'd better get on with some prep, then, till the first period."

All morning people kept coming up to her to say, "Well done!" or just to pat her on the back. She was

Glossary: *lectern – Pult; *unbutton – aufknöpfen; *zipper – Reißverschluss; *rustling – raschelnd; *foreshortened = looking smaller and closer; *stalk – Stiel, Halm, Stängel; *form-room = classroom; *briskly = quickly

b Read the text again, then complete the sentences (1–8) using a maximum of 4 words. Write your answers in the spaces provided. The first one (0) has been done for you.

0	... Clara took off all her clothes.	One morning in school
Q1	Clara ... and dropped it to the floor.	
Q2	Clara ... glass doors, while the Head was reading out a list.	
Q3	To cover her nakedness, Clara dressed in some	
Q4	The incident had turned Clara ..., and lots of people congratulated her.	
Q5	Her fame ... after the kids had eaten dinner.	
Q6	The Head was sitting behind a ... in her study.	
Q7	She was writing a ... when Clara came in.	
Q8	Clara said she ... she caused the incident at assembly.	

a celebrity right up till dinner-time but after that it tailed off* a 45
bit. Half-way through the morning one of the prefects came in
and told her the Head wanted to see her straight after school.

The Head's study was more like a sitting-room, except for the
big paper-strewn desk that she sat behind. There were squashy*
chairs and nice pictures on the walls and photos of the Head's 50
husband and her children on the mantelpiece* and a Marks &
Spencer carrier bag* dumped down in one corner. The window
was open on to the playing-fields from which came the cheerful
incomprehensible* noise, like birds singing, of people calling
to each other. Except for the distant rumble* of traffic you 55
wouldn't think you were in London.

The Head was busy writing when Clara came in; she just looked
up to say, "Hello, Clara. Sit down. Do you mind if I just finish
these reports off? I won't be a minute." She went on writing
and Clara sat and looked at the photo of her husband, who had 60
square sensible-looking glasses and her three boys who were all
the same but different sizes. Then the Head slapped the pile of
reports together and pushed her chair back. "There ... Well now
... So what was all that about, this morning?"

"I don't know," said Clara. 65

Glossary: *tail off = become less; *squashy = very soft; *mantelpiece = Kaminsims;
*carrier bag = Tragetasche; *incomprehensible = impossible to understand;
*rumble = Grollen

c Get together in small groups and speculate on the following:

- How will the Head react?
- What will Clara's mum say?
- How will Clara try to explain her behaviour?
- Do you think her action was spontaneous or premeditated?
- What was she hoping to gain from her action?
- Why does she answer "I don't know."?
- What do you think Clara's problem is?
- How would you react to such an incident?
- Can you think of any other "legal" actions that would draw the attention of a crowd at school?
- If you had to take drastic steps to draw attention to yourself, what would you do?
- How will the story continue?

d Report back to the class and have a class discussion on the issues mentioned above.

Stand my Ground Within Temptation

a Read the lines from the song. In pairs decide what the "it" refers to in each case.

- 1 *It's* all around
- 2 once *it* sets its eyes on you.
- 3 Can I take *it*?
- 4 I've got to face *it*.
- 5 have to stare *it* in the eye.
- 6 Does *it* feel right?
- 7 If I don't make *it*, someone else will.



b Now listen to the song. Complete it with the phrases in **a**.



c Can you remember in what order these things happened? Watch again and check.

- It starts raining.
- Pages from the book start flying away.
- The singer takes off her necklace.
- A sailing ship appears.
- A book on a lectern* rises from the floor.
- The woman looks down at waves.

Glossary: *lectern – Pult

d Imagine. Think of a short story to explain what happens in the video.

Things you might want to think about:

- Who is the woman?
- How did she get the necklace?
- What is the book?
- Where is the ship going?



I can see, when you stay low, nothing happens.

1.....

Late at night things I thought I'd put behind me
haunt my mind.

I just know there's no escape

now 2.....

But I won't run, 3.....

Chorus

Stand my ground, I won't give in.

No more denying, 4.....

Won't close my eyes and hide the truth inside.

5.....

stand my ground.

6.....

getting stronger, coming closer

into my world.

I can feel that it's time for me to face it.

7.....

Though this might just be the ending
of the life I held so dear.

But I won't run. There's no turning back from here.

Chorus

All I know for sure is I'm trying.

I will always stand my ground.

Developing speaking skills

Agreeing and disagreeing

Conversational strategy:

- Speaking for equal amounts of time

a Work in pairs and do the task. Make sure that both of you talk the same amount of time.

Below is a list of sources of stress for adults aged between 30 and 50. Discuss with your partner what order you think these things would be for a teenager.

- time work relationships
 alcohol money

b Discuss what you thought about your performances. How well did you do?



c Listen to two students doing the same task. What's your impression?



d Look at the language in the box. Complete with the missing words. Listen again and check.

Tip

Making sure you speak for equal amounts of time

It's important in the exam that you both speak for about the same amount of time. This means that you should be careful not to monopolise and be aware if your partner hasn't spoken for a while. In general, it's a good idea to avoid lengthy monologues and give shorter opinions. It's also a good idea to ask your partner what they think from time to time.

Useful phrases

Agreeing and disagreeing

I'm not so ¹.....
I couldn't ²..... more.
You're ³..... right.
I'd have to ⁴..... with you there.
I think we'll have to ⁵..... to disagree there.
No ⁶.....!
You've got a good ⁷..... there.
That's ⁸..... what I think.

e PRACTICE TASK Below is a list of how adults aged 30–50 like to spend their free time. Discuss with your partner what order you think these things would be for a teenager.

- 1 going for a night out
- 2 being with family
- 3 reading
- 4 doing exercise
- 5 gardening

Developing reading exam skills

a Read the text about how teenagers deal with stress and then read the exam tip.

Teen stress statistics

While a complete study of stressed-out teens has yet to be done, it is easy to estimate that almost every teen in the United States has felt some sort of stress, and many are stressed out. And as an indication of the overlooked nature of teen stress, it is estimated that around ten percent of all teens suffer from an anxiety disorder. 5

In Baltimore, teens were interviewed as part of a study entitled “Confronting Teen Stress, Meeting the Challenge in Baltimore City”, which looked at levels of teen stress. The following lists some of the results. From the study, the five stressors* causing the most worry included “school work (68%), parents (56%), friends’ problems (52%), romantic relationships (48%), and drugs in the neighborhood (48%)”. The five sources of stress most often experienced for the youth in the study included “school work (78%), parents (68%), romantic relationships (64%), friends’ problems (64%), and siblings (64%)”. 10

The study also looked at how the teenagers coped with their stress. For boys approximately 15

- 25% avoided or refused to deal with their stress,
- 23% looked for ways to distract themselves away from their stress,
- 17% looked for support,
- 35% actively tried to reduce their stress.

On the other hand, when it came to the girls, approximately 20

- 19% avoided or refused to deal with their stress,
- 14% looked for ways to distract themselves away from their stress,
- 22% looked for support,
- 45% actively tried to reduce their stress.

In summary, boys more often used the tools of avoidance* and distraction while girls looked for support and actively tried to reduce their stress. Girls also said they experienced more stress than boys, from their relationships with boys and friendships with girls. Boys attributed* their stress to authority figures (i.e. teachers). The study suggested that stress management programs should separate girls and boys for some of the activities, since their answers were so different. The study also recommended that programs should teach girls and boys how to react in a healthy manner towards stress. Avoidance and aggression can be unhealthy, while exercise and keeping a journal concerning your stress are healthy outlets. 25 30

More and more cities and school districts are starting to look at teen stress. Some are developing programs for teachers and families to help determine stressful situations and how to teach healthy stress-relieving tactics. There are resources online to help parents, teachers and teenagers themselves learn more about their stress and how to work through it. 35

Glossary: **stressor* = something that causes stress; **avoidance* – Abwendung, Vermeidung; **attribute* = say that a situation is caused by something

EXAM TIP

READING: Answering questions using a maximum of 4 words

What the task type is:

In this exam task you will have to answer questions about the text using a maximum of four words.

How to do the task:

As with all reading tasks, you should always read through the text once or twice to get an overall understanding of it before you concentrate on individual questions. When you've done this, it's time to look at the questions. It's important that you read them carefully and make sure you understand them. Then look in the text to where the answers can be found. Start with the easiest questions. This will help your confidence. Leave the more difficult ones to last.

Obviously, with this task type, the most important thing is to keep your answers between one and four words in length. Remember, contractions count as one word. This means that you won't be expected to write full answers. What is needed is key information. However, this must be expressed clearly and correctly. Use words like *to*, *because* and *for* to give reasons. You won't always be able to answer the question by taking words from the text and you will often need to rephrase to be able to answer in only four words.

There might also be more than one way of answering the question, but you shouldn't worry about this. All you need to think about is whether your answer is correct and whether you've used the correct number of words. If you do both these things, you should be fine.

b Look at four potential answers to two questions about the text. Discuss in pairs whether you think they are right or wrong. Give your reasons.

1 What percentage of U.S. teens are thought to get over-stressed?

Answer 1: one in ten

Answer 2: ten percent

Answer 3: about a quarter

Answer 4: It is estimated that around ten percent of all teens suffer from an anxiety disorder.

2 Why were teens interviewed for the study in Baltimore?

Answer 1: They were interviewed for a study on teen stress.

Answer 2: research on teen stress

Answer 3: for some research

Answer 4: to understand teen stress

M

c Read the text again and answer the questions (1–9) using a maximum of 4 words. Write your answers in the spaces provided. The first one (0) has been done for you.

0	What percentage of US teens are thought to get over-stressed?	around ten percent
Q1	Why were teens interviewed for the study in Baltimore?	
Q2	What thing causes the most stress for teenagers?	
Q3	How many students said that brothers and sisters caused them stress?	
Q4	What did a quarter of all boys say about their stress?	
Q5	How do girls differ from boys in their reaction to stress?	
Q6	Who do boys feel most of their stress comes from?	
Q7	What does the report suggest about how to deal with boys and girls when it comes to stress?	
Q8	What stress management techniques are thought to be unhealthy?	
Q9	Where can parents, teenagers and teachers find more help?	

Language in use

M

a You are going to read a text about James Bond. Some words are missing. Choose the correct answer (A, B, C or D) for each gap (1–8) in the text. Write your answers in the boxes provided. The first one (0) has been done for you.

The Bond temperament

Unlike the majority of us, thrill-seekers are people who are easily bored and who seek out situations in which their blood pressure (0)... and their minds start racing. James Bond is definitely one such person. There is now known to be a “thrill-seeking” gene. This gene helps regulate a hormone in the brain called dopamine. Dopamine has been described as (Q1)... a motivating effect – too little of it, and a person lacks the initiative to try new things, too much, and they become addicted to situations that would give the rest of us the feeling our head was about to (Q2)...

Psychologists found that thrill-seeking traits emerge very early in life. In one experiment, they (Q3)... babies to high levels of noise and then measured their heart rates. Babies with a Bond temperament sought to identify and locate the noise and seemed to find it (Q4)... Their heart rates slowed down. The other babies showed a “fight or flight” response. Their hearts started to (Q5)...

Whereas 007 always goes for the fight response, most of us are likely to be more familiar with the flight response. Once it is underway, a number of changes take place in our bodies within seconds. Our hands feel (Q6)... and cold, and we may experience sweat pouring down our forehead and find ourselves unable to (Q7)... a sound as our mouths have completely dried up. One thing is for sure – we end (Q8)... looking nowhere near as cool, calm and collected as the inimitable Mr Bond.

- 0 A elevates B lifts **C soars** D drops
- Q1 A have B to have C having D had
- Q2 A shake B explode C bursting D shrink
- Q3 A showed B suffered C presented D exposed
- Q4 A pleasurable B intoxicating C noisy D responsive
- Q5 A tick B extend C pound D activate
- Q6 A soft B clammy C cruel D calm
- Q7 A voice B do C make D display
- Q8 A up B on C out D over

0	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
C								

M

b Read the text about coping with stress. Some words are missing from the text. Use the word in brackets to form a word that fits the gap (1–8). Write your answers in the spaces provided. The first one (0) has been done for you.

Dealing with stress

Most people want to lead relaxed lives, but (0)... **(inevitable)** there are times in our lives that are (Q1)... **(stress)**. How we deal with them is key to our emotional (Q2)... **(survive)** and to the amount of (Q3)... **(happy)** we experience.

For some people, stress is a good thing – some people in finance, for example, find that pressure has a highly (Q4)... **(motivate)** effect. Indeed, the rush of adrenalin and the urgency of such situations can even be (Q5)... **(pleasure)**, and there are people who don't like being away from stress and pressure.

But the evidence shows that, (Q6)... **(fortunate)**, stress doesn't do us good in the long term. It is rarely (Q7)... **(benefit)** and it can in fact shorten our lives. Adrenalin makes the blood move faster in our bodies and that can be (Q8)... **(danger)** for our hearts. So even if you enjoy a bit of stress – don't overdo it!

Write your answers here:

- 0 **inevitably**
- Q1
- Q2
- Q3
- Q4
- Q5
- Q6
- Q7
- Q8

Wordwise

Coping with stress

a Match the words in the two columns to make expressions connected to stress.

- | | |
|-------------|--------------------------|
| 1 take some | <input type="checkbox"/> |
| 2 put | <input type="checkbox"/> |
| 3 don't | <input type="checkbox"/> |
| 4 take | <input type="checkbox"/> |
| 5 don't be | <input type="checkbox"/> |
| 6 chill | <input type="checkbox"/> |
| 7 don't let | <input type="checkbox"/> |
| 8 take a | <input type="checkbox"/> |

- a your feet up
 b exercise*
 c things get on top of you
 d break
 e a deep breath
 f overdo it
 g out
 h too hard on yourself

Glossary: *take some exercise – Ausgleichssport betreiben



b Listen and check.

c Put the expressions from **a** in the space where you think they fit best in the leaflet.

d Compare your text with a partner.

Less stress

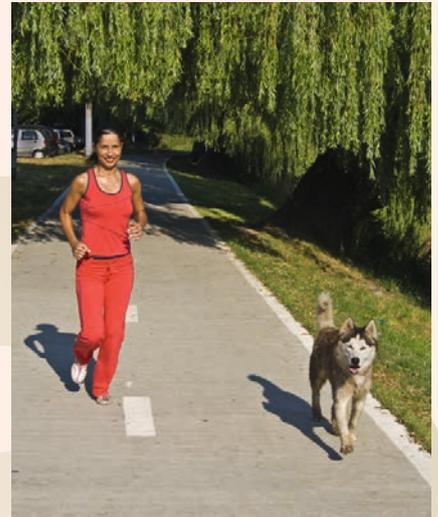
• Get plenty of sleep

Whether you think you have time or not, always try to keep your sleep routine as regular as possible.

1

Not sure whether you should stop or not? The answer is: do so. Taking short rests keeps you fresher for longer and you will learn more. Find the time to ².....

 up every now and then.



• Time for yourself

Try to leave enough time in your revision for some fun. You will need to put your books down and do something you enjoy for a while if you want to stay in a good mood.

• Be realistic

³..... . If you try to work too much each day, you won't take in the facts you're revising.

• Eat properly

Make sure your diet includes plenty of fruit and vegetables. And remember if you're thirsty and can't decide whether to drink water or coffee then go for a glass of water every time. Caffeine causes more stress.

4

It's a fantastic stress buster*. Go running, skateboarding, play a sport, or just take a walk around the block. You will feel more relaxed.

• Be positive

⁵..... . Your performance is influenced by whether your self-esteem is high or low. Make a quick list of five things you've done that you are proud of. This will put you in a good mood and you will learn more.

6

If you are starting to lose it, then it's time to relax and

⁷..... . **You need to:**

- ⁸..... .
- tell yourself how well you are doing.
- remind yourself that everything is going to turn out alright.
- stand up straight and smile. You will feel a bit better straight away.

Glossary: *stress buster – Stressbrecher

4

Film Movie magic

Read

1 a Work in pairs. Discuss why you think people enjoy watching films so much.

b Read the text quickly and choose the best subtitle.

- 1 Film stars have problems too
- 2 Films help unlock emotions
- 3 Watching films helps you relax

M

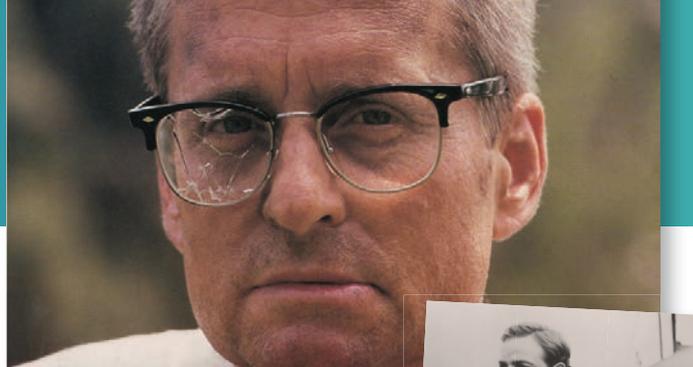
c Read the text about how films are being used for psychiatric treatment. Parts of the text have been removed. Choose the correct part (A–H) for the gaps 1–6. There are two extra parts that you should not use. Write your answers in the boxes provided. The first one (0) has been done for you.

- A an example of the dangerous implications of not releasing anger
- B we can never really know our own emotions
- C he feels enormous betrayal
- D films can bring to the surface the most deeply buried emotions
- ~~E~~ patients to talk more freely
- F because characters in films don't feel stress so much
- G claims he has used it successfully with about a third of his clients
- H it allows them to confront psychological issues
- I some distance from their immediate situation

0	Q1	Q2	Q3	Q4	Q5	Q6
E						

d Read the text again and answer the questions.

- 1 Which organisation supports the use of films for therapy?
- 2 Which was the first film that Mr Wooder used for therapy?
- 3 With what percentage of clients has he been successful with film therapy?
- 4 Why is film therapy good with young people?
- 5 What did the film *Falling Down* help a client to understand?



MOVIE THERAPY

It's the latest trend in therapy. In a new move, psychotherapists are using feature films in order to encourage their (0)... about their problems. The scheme is 5 backed by the Royal College of Psychiatrists. Supporters of "movie therapy" claim that discussing characters and plot lines from an appropriate film can help people to understand their feelings better. (Q1)... like anger, 10 jealousy, boredom and depression.

One of those using the method is Bernie Wooder, a psychotherapist from Elstree, who charges £45 for a one-hour "movie therapy" session. He says, "I was counselling a woman who had been badly let down in 15 a relationship, and who was experiencing such strong emotions that it was difficult for her to articulate them. I told her that her situation reminded me of *On the Waterfront*, when Marlon Brando's character realises his brother is corrupt and (Q2)... My client identified so 20 easily with him that she started to cry. Watching and discussing the film was a catalyst* for unlocking all the feelings she had repressed. Each time she watched and cried, she felt better."

Mr Wooder admits that film therapy does not work 25 for everyone, but (Q3)... It also works well with the young, who seem happier to relate to fictional characters than to real people. Films are something that offer them (Q4)... "Freud said that images are 30 the language of the unconscious and I believe films are, too. Through their characters, plots and even music, (Q5)... ." He says that *Falling Down*, in which Michael Douglas portrays an unemployed man who is so frustrated that he lashes out*, was (Q6)... "I used 35 this film with a client who was depressed because he held on to a lot of the anger he felt towards people who had frustrated him," says Mr Wooder. The client watched the film and it had such an impact on him that he wanted to talk immediately. "We talked about Michael Douglas's character and the disastrous path he 40 takes, and my client then realised that he needed to let go of his emotions more regularly so as not to erupt like a time bomb. It was very therapeutic for him."

Glossary: *catalyst – Katalysator; *lash out = become violent



Discussion box

- 1 Do you go to the cinema often, and if so, does it help you feel good?
- 2 Do you think film therapy will be popular? Why / Why not?

Useful words

main character • film festival • audience • make an appearance • footage • subtitles
zoom in on • feature film • plot line • impact • reaction • portray (a character) • special effects
scriptwriter • pan • cut • digital distribution • director's cut • outtakes • camera angle

Grammar

Clauses of purpose: *to* / *in order to* / *so as to*

2 a Look at the examples. Then complete the rule.

- 1 Discussing an appropriate film can help people *to understand* their feelings better.
- 2 Psychotherapists are using feature films *in order to encourage* their patients to talk about their problems.
- 3 He needed to let go of his emotions *so as not to erupt* like a time bomb.

Rule:

- We can use the *to* infinitive to talk about purpose. In more formal language, or in writing, we can use or + the verb.
- To make these expressions negative, we put *not* immediately before the word

b Match the questions with the answers.

- | | | |
|---|--------------------------|-----------------------------------|
| 1 Why do people go to therapists? | <input type="checkbox"/> | a to get some films to watch |
| 2 Why did she cry a lot? | <input type="checkbox"/> | b to borrow books |
| 3 Why did they go to the DVD store? | <input type="checkbox"/> | c to make money |
| 4 Why do people go to libraries? | <input type="checkbox"/> | d to get help with their problems |
| 5 Why do studios make films? | <input type="checkbox"/> | e to relax |
| 6 Why do psychiatrists' clients lie on a couch? | <input type="checkbox"/> | f to release her emotions |

c Write the questions and answers in 2b as sentences. Use *in order to*, *so as to*, as well as *to*, to link the sentence halves.

- 1 *People go to therapists in order to get help with their problems.*
- 2
- 3
- 4
- 5
- 6

Grammar

Result clauses with *so* / *such* (*that*)

3 a Complete the sentences using the phrases in the box together with *so* or *such*. Use the text to help you.

an impact frustrated easily strong emotions

- 1 Michael Douglas portrays an unemployed man who is that he lashes out.
- 2 It had that the client wanted to talk immediately.
- 3 She was experiencing that it was difficult for her to articulate them.
- 4 My client identified with him that she started to cry.

b Complete the rule. Write *so* or *such*.

Rule:

In order to show how one thing is the result of another, we can use:
..... + adjective / adverb + (*that*) ... or
..... + *a* + noun / plural noun + (*that*) ...

Tip

The word *that* can be left out, but we usually keep it in.

Speak

c Join the two sentences to make one, using *so* or *such*.

1 We were late. We had to take a taxi.
We were so late that we had to take a taxi.

2 It was a moving film. I almost cried.

3 They were very bored by the film. They fell asleep.

4 He's a bad actor. You feel like laughing when you watch him.

5 Cinema tickets are expensive these days. More and more people rent DVDs.

6 Film therapy is effective. Many people overcome their problems.

7 Film therapy is an effective approach. It's backed by the Royal College of Psychiatrists.

8 Spielberg makes great films. He's known all over the world.

d Make sentences that are true for you, using the phrases in the box. Compare sentences with a partner.

such a long time	so tired
such good friends	so happy
such bad weather	so easily
such a lot of homework	so often
such a big mistake	so angry

I was so tired last weekend that I didn't do anything at all.

I had such a lot of homework that I couldn't go out.

4 a Read the film descriptions. Have you seen any of the films? What kind of film do you think each one is? Choose from the types in the box.

epic*	comedy	romantic comedy
horror	drama	thriller

The Aviator

Leonardo DiCaprio plays Howard Hughes, the famous millionaire who loved aeroplanes but ended up living as a recluse*.



Alien: Resurrection

Sigourney Weaver is caught in a dilemma. This time, she finds the monster has been cloned from her body tissue. And this time, they're related – but how will she deal with that?



Cheaper by the Dozen

Steve Martin and his wife are trying to raise their family of twelve while balancing their careers at the same time.



Lost in Translation

Bill Murray feels alone and alienated in Tokyo as he looks around for ways to try to understand an unfamiliar lifestyle.



Glossary: **epic* = a film that tells a long story;
 **recluse* = someone who lives alone and hates meeting people

b Work with a partner. Read about these people with problems. They want to try film therapy. Which film would you recommend for each person? Explain why.

- Carl is a businessman and spends a lot of time away from home. His wife looks after their three young children, and she wants to have a career. Carl feels guilty that he's not around much to help.
- Pauline is 60. Her only son lives on the other side of the world in Australia. She hasn't seen him for five years and misses him terribly. She would love to see him, but is terrified of flying.
- Sue had a daughter when she was only 18. She never truly accepted that she was a mother and this led to a lot of problems between her daughter and herself. Now her daughter's 16 and getting into trouble at school. Sue wants to help, but she doesn't know how.
- Claire has always lived in small towns. Recently she moved to a large city to start a new job. She has made very few friends and is finding it difficult to adapt to her new surroundings.

c What other films would you recommend to each of these people?

Listen

5 a Listen to Vince and Cathy talking about the films of Steven Soderbergh and tick (✓) the boxes.

Who ...	Vince	Cathy
1 thought <i>Bubbles</i> was exciting?	<input type="checkbox"/>	<input type="checkbox"/>
2 thought <i>Ocean's Twelve</i> was really funny?	<input type="checkbox"/>	<input type="checkbox"/>
3 preferred <i>Ocean's Eleven</i> to <i>Ocean's Twelve</i> ?	<input type="checkbox"/>	<input type="checkbox"/>
4 thought <i>Erin Brockovich</i> was interesting?	<input type="checkbox"/>	<input type="checkbox"/>
5 thought part of <i>Traffic</i> was sad?	<input type="checkbox"/>	<input type="checkbox"/>
6 has seen <i>Fargo</i> ?	<input type="checkbox"/>	<input type="checkbox"/>

Vocabulary

Reacting to films

6 a Read the quiz and fill in the spaces with the words in the box.

exciting funny sad scary

b Do the quiz. Then check your scores at the bottom of the page.

c Look at the expressions in italics in the quiz. Which means:

- something you do when you are tired but trying not to fall asleep?
- to laugh a lot?
- to make a loud noise when you are scared?
- to cry a lot?
- to laugh quietly?
- something you do when you are trying to stop yourself from crying?
- you are very excited by a film?
- something you might do when you are suddenly surprised?

d Complete the sentences with the expressions in italics.

- I was bored out of my brain, so I was all the time.
- I didn't hear him come in, and I nearly seat.
- It was so sad – I cried out.
- I didn't want him to see me upset so I lip.
- It was a great joke and we all laughing!
- I was so nervous that I was on seat.

b Listen again and answer the questions.

- What do Cathy and Vince "agree to differ" about?
- Who was the actress in *Erin Brockovich*?
- What is *Erin Brockovich* about?
- Who almost dies in *Traffic*?
- Why does Vince think *Fargo* is "wonderful"?

What kind of film-goer are you?

Do our film-goer's quiz and find out!



- The hero gets up to make a wedding speech, but he trips over and falls face first into the wedding cake.
 - You *fall about laughing*.
 - You *chuckle* to yourself.
 - You can't understand what's so about the scene.
- The hero is slowly dying in his bed. In his arms he's holding his young son. With his final words he tells his son how much he loves him and asks him to look after the family.
 - You *cry your eyes out*.
 - You're determined not to cry, so you *bite your lip*.
 - You can't understand what's so about the scene.
- The hero thinks he's being chased through a dark house by a monster. Suddenly the monster appears in front of him.
 - You *scream and jump out of your seat*.
 - You don't see it because you've already closed your eyes.
 - You can't understand what's so about the scene.
- The hero is fighting lots of giant spiders when her gun runs out of bullets.
 - You are *on the edge of your seat*.
 - You want to watch, but you can't stop yawning.
 - You can't understand what's so about the scene.

Your scores:

Mostly A answers: You're a film-maker's dream! Whatever reaction they want from you, they get it!
Mostly B answers: Perhaps you need to lighten up a little at the movies?
Mostly C answers: Why do you go to the cinema at all? It's obvious that you're just not into films!

PLANET BOLLYWOOD



What is Bollywood?

Bollywood is the nickname given to the Indian film industry – it's a play on the word Hollywood. The B comes from Bombay (now known as Mumbai). Bollywood is massive. It makes up to 800 films a year – twice as many as Hollywood – and about 14 million Indian people go to the cinema every day. Films are made so quickly that sometimes actors on set shoot scenes for four different films at a time, using the same actors and the same backgrounds. And sometimes the scripts are even hand-written!

Where did it all start?

In 1899 the first Indian short film was screened, and Bollywood was born. Just like in Hollywood the films were silent to begin with, then in the 1930s the films became "talkies". Many Indians came to live and work in Britain in the 1950s, and they brought their culture with them. Now, Bollywood's biggest audience outside India is in Britain.

Why is Bollywood so big now?

2002 was the year Bollywood took off in Britain. A season of Indian films was shown on TV when England played India in a big cricket tournament. A department store devoted a summer to Indian fashion, and shops everywhere were full of colourful Indian clothes, jewellery and henna.

Bombay Dreams, a new West End musical, was a sellout*. Special cinemas also showed Bollywood classic films and had exhibitions featuring Bollywood film posters. *Lagaan*, a huge Bollywood hit, was nominated for an Oscar. The music charts were full of Bhangra music, with Timbaland, Dr Dre and the Neptunes producing Indian beats, and Panjabi MC having big hits. India was even featured in cool car adverts. Now it's not only Indian families who watch the films made in Bollywood – they're shown in big cinemas across the country, while recent films like *Devdas*, *Veer-Zaara* and *Asoka* have been huge box-office successes in the UK.

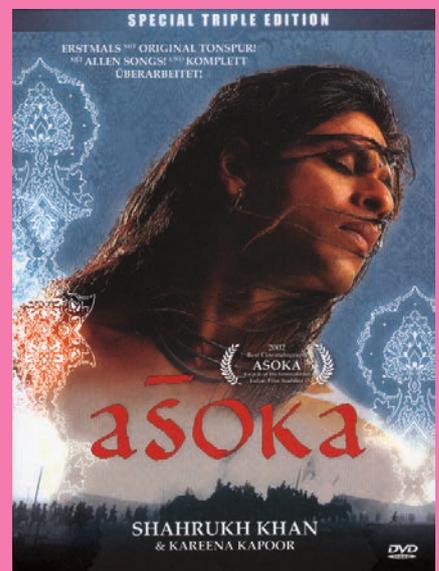
What makes Bollywood films unusual?

Bollywood films are really colourful and full of singing, dancing and lots of costume changes. They also stick to a formula: boy meets girl, they fall in love and they struggle for family approval. There's nearly always a love triangle with a hero, a heroine and another woman who's after the hero. Then there's a friend who's a bit of a comedy character. Romance is big, but there's no kissing on screen!

What problems does Bollywood face?

Bollywood's biggest problem is piracy – where people copy the films and either sell them or show them to other people for free. As a result, not all films produced make a profit, even though they can be seen by close to one billion people. If everyone paid to see films legally, the industry would make lots more money, and Bollywood film producers are working hard to try to find a way to prevent piracy.

Another problem is that younger generations are beginning to find the stories predictable and are bored with the similar story-lines. Film makers are trying to solve this by changing plots to reflect the changes in modern Indian society – like the tendency of children in Indian families to go and study abroad, for example.



Glossary: *talkies = films with a spoken soundtrack; *sellout = a big success

1 a Work with a partner. What do you know about Hollywood? Make notes.

b Read the text quickly. What are the similarities / differences between Hollywood and Bollywood?

c Read the text again and answer the questions.

- 1 Where does the name Bollywood come from?
- 2 When did Indian films first come to Britain, and why?
- 3 What event in 2002 made Indian films more popular?
- 4 What is the plot of most Bollywood films?
- 5 What are Bollywood's two problems, and how are people trying to solve them?

Discussion box

- 1 Do you know of other countries that have their own film industry?
- 2 What films are / were produced in your country?
- 3 What non-Hollywood films have you seen?

2 a Read through the synopsis of the film *School of Rock*.

- 1 Does the writer like the film?
- 2 What do you think Dewey's "brilliant plan" might be?

b Read the synopsis again and answer the questions.

- 1 How much factual information is given about the film?
- 2 How much of the story is told?
- 3 Why do you think the writer stops his synopsis where he does?

c Read the text again. What do the words in yellow refer to? Why does the writer use them?

M

Write

d You have been asked to write a film review for your school magazine. In your review you should:

- say what film you saw and what it is about
- discuss what your impression of the film was
- compare the film to others you have seen

Write around 250 words.

(For more ideas on writing a review check the suggestions on p. 146/147)



SCHOOL OF ROCK

School of Rock is one of those rare films: a comedy for both teenagers and adults. **It** stars Jack Black as Dewey, a guitarist who won't give up **his** dream of living a rock 'n' roll lifestyle. But in the real world of overdue rent and his flatmate Ned's nagging girlfriend, **it's** becoming almost impossible to achieve. However, Dewey has a plan – to win a \$20,000 talent contest with **his** band. Unfortunately, the other band members decide that **his** on-stage clowning is embarrassing and that **they** have a better chance of winning without him. So one day Dewey arrives at rehearsal to find that the band has a new guitarist.

Things look bad for Dewey: no money and no band to win the competition. One day at home, Dewey answers a phone call for Ned, **his** flatmate, who's a substitute teacher. A private school wants **his** services immediately. When Dewey learns that the job pays \$600 a week, he pretends to be Ned. An hour later he is introducing himself to a room of ten year-olds as Mr S, **their** teacher for the next few weeks.

Of course, Dewey has no intention of teaching the kids anything. He puts **them** on permanent break time while he sits and daydreams. However, the next day, the children go for **their** weekly music lesson. While Dewey is on the toilet, he hears beautiful music outside. He goes and looks through the music room door. **There** he sees **his** kids playing a variety of instruments. And suddenly, Dewey has a brilliant plan to win that \$20,000 after all.

INTO Film

Be Kind Rewind (2008)

Simple guy Jerry (Black) lives in a trailer, works at a junkyard, and likes to hang out at Mr Fletcher's (Glover) titular video rental store, where his buddy Mike (Def) works. After a mishap at a local power plant magnetises Jerry, he accidentally erases all of the videotapes (the store is VHS only), so Jerry and Mike enlist the talents of the very cute Alma (Diaz) from the nearby dry cleaner* to help them re-enact* and re-record all of the movies for rental as usual. The oddball store regulars get wise to their shenanigans and everyone wants to play a part, which makes Jerry, Mike and the video store* unlikely celebrities. Black is Black and the whole thing is often silly and obvious, but entertaining nonetheless. (Jack Black, Mos Def, Danny Glover, Mia Farrow, Melonie Diaz, Sigourney Weaver. Director: Michel Gondry)



Glossary: *dry cleaner – Reinigung; *re-enact – neu inszenieren;
*video store = a shop where you can buy or rent videos



a Watch the scene and try to list all the gimmicks and ideas they are using to make their takes look like real movie takes.

- Make a list of ideas that are (supposedly) funny.
- Watch the scene again and decide which features are employed by the actors to make them comedy characters.

b *Be Kind Rewind* shows the infatuation* of people with cinema. Here is a list of films that one way or other declare their love for film. In groups, research these films and if possible, show a clip from them.

<i>8 ½</i> (1963)	<i>Just Henry</i> (2011)
<i>An American Night</i> (2009)	<i>Nuovo Cinema Paradiso</i> (1988)
<i>Hellzapoppin</i> (1941)	<i>Stardust Memories</i> (1980)
<i>Hugo</i> (2011)	<i>The Artist</i> (2011)

Glossary: *infatuation = strong interest, fascination

c Get together in groups and discuss.

- what makes film fascinating to you
- what makes a visit to the cinema fascinating
- what is the appeal of a film night at home (alone or with your friends)
- what are the character traits of a film freak, a film buff

d In pairs, discuss the following statements:

"A film is the world in an hour and a half."
(French filmmaker Jean Luc Godard)

"The words 'Kiss Kiss Bang Bang' which I saw on an Italian movie poster are perhaps the briefest statement imaginable of the basic appeal of movies."* (Film critic Pauline Kael)

"Film lovers are sick people." (French film director François Truffaut)

"Cinema is the ultimate pervert art. It doesn't give you what you desire – it tells you how to desire." (Slovenian philosopher Slavoj Žižek)

"Movie buffs [...] can, for the most part, sit through ANYTHING and find something good (OR BAD) about it." (Film critic Keith Helinski)

"There's nothing more beautiful in the world than sitting in a movie theatre waiting for the lights being slowly dimmed." (Film critic Michael Medved)

Glossary: *imaginable = possible, that can be imagined

Developing speaking skills

Describing and characterising

Conversational strategy:

- Summing up



a Work with a partner. **A** gives a two-minute monologue on the task below. **B** takes notes. Then swap roles.

- Describe and characterise the typical protagonist of a horror film.

b Discuss what you thought about your performances. How well did you do?



c Listen to a student doing the same task. What's your impression?

Glossary: *deranged = completely mad, crazy



d Look at the language in the box. Complete with the missing words. Listen again and check.

Useful phrases

Describing and characterising

One identifying ¹ of these films is ...

You can't have a slasher movie ²

More ³ than not the monster is ...

As a ⁴ the monster is ...

The monster is ⁵ always ...

Another important ⁶ of the horror film is ...

You can always ⁷

The general ⁸ is ...

An essential ⁹ of ...

Tip

Summing up

If you find you have said all you want to say, but still have some time left, a good way to fill it is by summing up what you have already said. However, your summing up should be short and to the point. It's also good to try to express your points in a different way. Introduce your summary by saying *To sum up ...*

e PRACTICE TASK Choose one of the following.

- Describe and characterise the different kind of students you find in a school.
- Describe and characterise the protagonists of the romantic comedy.
- Describe and characterise some of your country's national stereotypes.

Developing listening exam skills

EXAM TIP

LISTENING: *Matching sentence halves*

What the task type is:

One kind of examination question is called “Matching sentence halves”.

This means that you listen to a recording and then decide which beginnings and endings of sentences go together meaningfully.

Each sentence you make by matching a beginning and an ending needs to contain information that you have heard in the listening text.

The beginnings of the sentences will follow the sequence of information in the listening text, the endings are in jumbled order.

How to do the task:

Before you begin to listen:

- 1 Read the beginnings of the sentences carefully. This gives you a first idea about the content of the recording.
- 2 Now read the endings of the sentences.
- 3 Look at the beginnings of the sentences again. Read the first one and see which of the endings might be possible matches. You will often notice that several of the endings are possible – otherwise you could do the task without listening!
- 4 Carry on like this with the other sentences – that will help you later during the listening.

Example:

Read sentence starter 0 in the task on the next page. Which answers are grammatically possible?



Now listen to the example.

You will hear Tricia say something that makes only one of the grammatically possible sentences a meaningful sentence. The others are grammatically correct, but give information that is not correct or not mentioned in the listening text.

Now listen to all of the listening text and do the rest of the sentences.

M

16
CD 1

You are going to listen to a recording of a talk given by a student about international film festivals. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, match the beginnings of the sentences (1–8) with the sentence endings (A–K). There are two sentence endings that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.

Tricia’s presentation about film festivals

0	There are thousands of
Q1	There are special festivals that
Q2	The three most important film festivals
Q3	It quite frequently happens that films
Q4	There is a Polish film director who
Q5	More than 20,000 people
Q6	The festival was even organised several times while Europe
Q7	A film that wins the Golden Lion
Q8	People who want to take part in a festival

A	are organised in Cannes, Berlin and Venice.
B	came to see the first film festival in Venice in 1932.
C	can also be nominated for the Oscars.
D	film festivals all over the world every year.
E	are organised by several countries.
F	produced a trilogy with one film for each of the “Big Three”.
G	can join the GreenCine Festival.
H	is guaranteed commercial success.
I	focus on one certain film type only.
J	was at war from 1938 – 1945.
K	are produced especially for those events.

0	Q1	Q2	Q3	Q4
D				

Q5	Q6	Q7	Q8

Glossary: *distribution – Vertrieb



Language in use

M

Read the short descriptions of three films. Some parts are missing from the text. For each gap (1–12) choose the correct parts from the list (A–O). There are two extra parts that you shouldn't use. Write your answers in the boxes at the bottom of the page. The first one (0) has been done for you.

Fiction or Reality?

Here are some recommendations for classic films to watch this weekend – each of them involves a mix between cinema, fiction and reality.

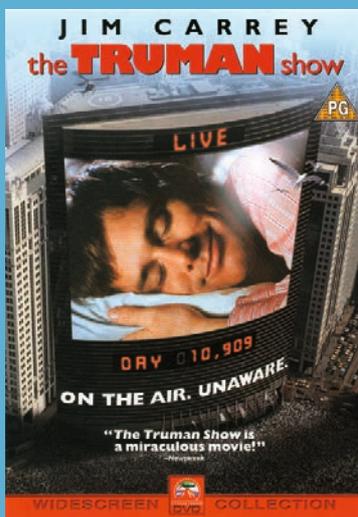
The Purple Rose of Cairo (1985)

One reason to go to the movies is to take a break from everyday life and lose oneself in (0)... the silver screen. In *The Purple Rose of Cairo*, Woody Allen turns this idea on its head.

Mia Farrow plays Cecilia, a New Jersey waitress looking for escape (Q1)... in the local cinema. Jeff Daniels is Tom Baxter, the handsome archaeologist hero in a film called *The Purple Rose of Cairo*, which Cecilia has already seen several times. One day Baxter decides he's (Q2)... being a character in a film, and he walks (Q3)... of the screen to join Cecilia in the cinema. Can Hollywood find Tom and get him back into the film or will he manage to stay (Q4)... forever?

The Truman Show (1998)

As a movie fan, do you also enjoy TV reality shows? In reality shows, people choose to be seen



by millions of viewers – but what if they didn't even know they were in a show? Peter Weir's *The Truman Show* takes this idea (Q5)... wonderfully.

Jim Carrey is Truman, a man whose life is (Q6)... His home town is really a (Q7)... studio with hidden cameras everywhere, and all his friends and the people around him (even his wife, played by Laura Linney) are actors in the most popular TV series in

the world: "*The Truman Show*", directed by Christof (Ed Harris), the man who actually runs Truman's life. Truman believes he is an ordinary man with an ordinary life and has no idea about how he is exploited – until one day, he finds out everything. His attempt to break away and start his (Q8)... life is moving and thought-provoking.

EDtv (1999)

A television studio executive (Ellen DeGeneres) has an idea about (Q9)... a failing TV station – film and broadcast a normal person's life 24 hours a day. "*EDtv*" is born the moment her eye falls on Ed Pekurny, a (Q10)... video store clerk played by Matthew McConaughey. After the first week on air, Ed's fame grows and grows, but then conflicts start up, particularly with Ed's girlfriend and his family. After a while, Ed decides he wants to stop (Q11)... of the programme, but he finds out his contract can't be reversed. But in a country that switches the TV set (Q12)... at breakfast and off at bedtime, anything can happen, and people can be counted on. Ron Howard's comedy is well worth watching.

- | | | | |
|---------------------|---------------------|---------------------------|-----------------|
| A and plays with it | E being part | I on | M fake |
| B friendly | F own, unwatched | J from her boring life | N how to save |
| C doesn't want to | G out | K the magic of | O had enough of |
| D huge | H in the real world | L enormous | |

0	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
K												

Wordwise

Reactions

a Match the sentence halves.

- 1 She **jumped up and down**
- 2 Before I went into the interview room,
- 3 While his wife was being operated on,
- 4 I was **biting my nails**,
- 5 She clearly didn't know the answer,
- 6 She was very happy when he showed her the ring –
- 7 The kids in the class were thinking hard –
- 8 When she saw that the man had a gun,
- 9 I always know when my dad's really angry because

- a she **smiled from ear to ear**.
- b waiting for my exam results to come out.
- c he **goes red in the face**.
- d she **trembled like a leaf**.
- e she just sat there **scratching her head**.
- f when she heard she'd won the lottery.
- g he **paced up and down** the corridor outside.
- h I **started sweating** as I wondered what they were going to ask me.
- i some of them were **rubbing their foreheads**.

17
CD 1

b Listen and check.

c Look at the examples in a and write the highlighted phrases next to these definitions.

- 1 = to use your legs to go up and down in the air
- 2 = to have a very big smile on your face
- 3 = to change the colour of your face because there is more blood under the skin
- 4 = to shake a little because you are cold or scared or emotional
- 5 = to rub the top, front part of your head with your fingers
- 6 = to begin to feel very hot and have liquid come through your skin
- 7 = to put your nails into your mouth and between your teeth
- 8 = to walk in one direction, and then back again, repeatedly
- 9 = to pass your nails over your head

d What are these people doing? Choose an expression from a.



e Complete each mini-dialogue with an expression from a. There may be more than one possibility each time.

- 1 **A** How did James react when he heard he'd got the job?
B Oh, he
- 2 **A** Were you nervous before your driving test?
B Oh yes! It was terrible. I
- 3 **A** Oh, you're scared of dogs, are you?
B Yes. Whenever I see a dog, I
- 4 **A** Did you show your parents your exam results?
B Yes, I did. They

5

Sport

The sporting spirit

Read

1 a Look at the photographs and answer the questions.

- Which sport is involved in each one?
- Which of the sports do you think requires the most determination?
- What qualities do you think are needed to be a good sportsman / sportswoman?



An Australian rower (0)... has endured a media battering. With 400 metres remaining in the 2004 Olympic Games women's eight final, 23-year-old Sally Robbins suddenly quit, to the astonishment of her team-mates and sport-mad country. Robbins slumped* in her boat and stopped rowing. Australia finished last.

Robbins blamed her collapse on exhaustion after the gruelling* first 1,600 metres of the race on the hottest day of the year in Athens. She also revealed that her team-mates had threatened to throw her into the water.

"I didn't say anything because I was stunned* myself," Robbins said. "Fatigue set in and I just couldn't move," she added. "It's a feeling of paralysis (Q1)..."

But certain sections of the Australian media and her own team-mates criticised her actions. The Australian press contrasted Robbins' actions with Grant Hackett, Australia's swimming hero, who managed to win the 1,500 metres gold medal despite a partially collapsed lung. "His was real heroism – he did everything it took to fulfil his ambition," said an editorial*.

On a television show, another member of the team indicated that she had expected Robbins to collapse because she had suffered from similar problems at the 2002 World Championships. She also said she would not want to row with Robbins again for some time.

Robbins said that she might be able to row in the team again in the future.

"It'll be a long process, but I think I'll be back eventually," she said. "Obviously I have to (Q2)..."

Whether she will be able to get that trust back remains to be seen.

Glossary: *slump – zusammensacken;
*gruelling = extremely hard and difficult;
*stunned = very surprised; *editorial – Leitartikel



Magnificently last

Yesterday, 20 October, 1968. The place: Olympic Stadium, Mexico City. The time: 7.00 p.m. The closing ceremonies had just been completed. The spectators were gathering their belongings to leave the stadium. Then the announcer (Q3)... in their seats, because the last runner in the men's marathon – the final event of the Olympics – was about to come into the stadium.

The crowd were confused. The marathon had finished hours before; the medals had already been awarded. What had taken this man so long? The question was answered when the runner appeared. John Akhwari, from Tanzania, had fallen early in the race: he had hit his head on the road, cut and damaged his knee, and yet, 40 kilometres later, he was staggering* to the finishing line.

The response of the crowd was overwhelming. They gave Akhwari a standing ovation that far exceeded the one given the man (Q4)... Akhwari managed to cross the finishing line, but then he collapsed and was immediately rushed to hospital.

Akhwari appeared before sports journalists to answer questions about his extraordinary feat. The first question was obvious: "Why, with those injuries, did you run to the end, when you couldn't possibly win a medal?" Akhwari's reply was: "(Q5)... My country didn't send me over 11,000 kilometres to start the race. They sent me here to finish it."

Glossary: *stagger = walk with difficulty, almost falling over



Punishments handed out

Ten minutes from the end of the 2006 World Cup final, Zinedine Zidane and Marco Materazzi exchanged words as the two walked upfield*. Zidane appeared to be walking away from the Italian, but then turned, lowered his head and butted Materazzi in the chest, (Q6)... Zidane was sent off. Materazzi was hurt, but was able to play on, and Italy went on to win their fourth World Cup, 5–3 on penalties after a 1–1 extra-time draw.

Zidane had to (Q7)... as punishment for the head butt. The French player, voted the best player in the championship, was originally fined \$6,000 by FIFA and given a three-match suspension. However, the suspension could not be applied since Zidane retired from football immediately after the game, so he agreed to work with children instead. Materazzi was suspended for two games and fined \$4,000.

Zidane said that he had attacked Materazzi because of insults to members of his family. FIFA said that Materazzi had been suspended for "repeatedly provoking Zidane".

Both players apologised to FIFA for their inappropriate behaviour and expressed their regret at the incident. In an appearance on French television, Zidane also apologised (Q8)... to younger players.

Glossary: *upfield – in die gegnerische Hälfte

Useful words

medal • sports-mad • team • stadium • opening ceremony • commentator
crowd • final • suspension • cheating • club • championship • champion
tournament • match • hooligan • performance • athlete • coach • spectator

b Read the three texts quickly. Which text mentions these things? There may be more than one text.

	Text 1	Text 2	Text 3
1 finishing an event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 not finishing an event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 the reaction of team-mates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 the reaction of an opponent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 the reaction of spectators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 the reaction of newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 injuries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 an apology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

M

c Read the three texts about good and bad examples of sportsmanship. Parts of the text have been removed. Choose the correct part (A–K) for each gap (1–8). Write your answers in the boxes provided at the end of the task. There are two extra parts that you should not use. The first one (0) has been done for you.

- A asked them to remain
- B knocking him to the ground
- C do community service
- D** who suffered a mid-race collapse
- E while thinking about victory
- F who, hours before, had come in first
- G for setting a bad example
- H I don't think you understand
- I who wanted to keep strictly to the rules
- J where you just hit the wall
- K earn their trust

0	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
D								

Discussion box

- Which of the sportspeople in the texts acted badly or well? Give reasons for your opinions.
- Do people in sport have a responsibility to act in certain ways and set examples for others?
- Are there any other incidents / stories from sport which have made an impression on you? Tell the class.

Grammar

could / be able to / manage to

2 a Read the examples and then complete the rules with the words in the box.

modal verbs	general	ability
non-ability	specific	

Rule:

- We can use *could / couldn't* to talk about ability in the past.
For example:
*When I was a kid, I **could** stand on my head, but I **couldn't** swim.*
*After a month in China, I **could** understand some Chinese, but I **couldn't** speak a word.*
- When we talk about ability at moments in the past, we can use *couldn't* or *wasn't able to* for , but we have to use *be able to* or *manage to* for
For example:
*Fatigue set in and I just **couldn't** move. Or: I just **wasn't able to** move.*
*He was hurt, but he **was able to** play on. (Not ~~could~~ play)*
*He **managed to** cross the finishing line, but then he collapsed. (Not ~~could~~ cross)*
- We use *managed to* for things we were able to do, but with some difficulty. We use *didn't manage to* for things we weren't able to do, although we tried really hard.
- When we talk about ability with other or auxiliaries, we have to use *be able to*.
For example:
*She said that she **might be able to** row in the team again in the future.*
*Whether she **will be able to** get that trust back remains to be seen.*

b Complete each sentence. There may be more than one possibility.

- I was so scared that I couldn't / wasn't able to move.
- We had to stand in the queue for hours, but we get tickets in the end.
- They had more than twenty shots at goal, but score – so we won 1–0!
- I tried to play tennis for the first time yesterday, but I only hit the ball once!
- He hurt his ankle and he hasn't play football for two weeks.
- Thanks for the invitation to your party next week, but I'm afraid I won't come.
- My parents told me that I walk when I was only ten months old.
- There are lots of good shops in the town, so you should find what you want.

Listen

3 a What do both of the photos show? What, if anything, do they have in common?



1 CD 2 b Listen to the conversation between Paul and Jenny and answer the questions.

- Which sports do they mention during the conversation?
- Which of these topics best represents the topic of their conversation?
 - Sportspeople should try to win at any cost.
 - Cheating in sport is inevitable.
 - Cheating in sport may or may not be acceptable.

1 CD 2 c Listen again. Write J (Jenny) or P (Paul) in the boxes to show who expresses these ideas.

- Winning is the most important thing.
- All teams try to win and this may involve breaking the rules.
- Illegal actions in sport are the worst part of the game.
- It's basically impossible for sportsmen / sportswomen to admit to illegal actions.
- There's a difference between cheating and disagreeing.
- Sport can be enjoyable despite some instances of cheating.

1 CD 2 d Listen again. Complete the sentences from the conversation with the words from the box.

advantage dived shout
intentionally fairly

- But our player – he was trying to get a penalty.
- I just wish we'd won, I suppose.
- What I'd like them to do is not to handle the ball in the first place.
- I mean, tennis players get angry and at the referee sometimes, don't they?
- Cheating ... it's doing something that you know isn't allowed, in order to gain an

e Put a (yes) or (no) in the boxes to indicate your opinions. Compare your view with others in the class.

- I mostly agree with Jenny.
- I mostly agree with Paul.
- I don't agree with either of them.

Discussion box

- Do you agree with Paul that cheating generally occurs in team sports? Give examples.
- Do you believe psychological tactics (for example diving to get a penalty, or toilet breaks in tennis) are increasing in today's world of sport? Why / Why not?
- Do you think there is anything that referees and umpires can do to decrease cheating in sport? Are there any ways in which technology might help them?

Vocabulary

Success and failure

- 4 a** Read the sentences. Put the verbs in *italics* (in infinitive form) into the correct column in the table.

Positive	Negative
to succeed	to fail

- He hasn't got any money, so it looks like his plan to start a business will *fall through*.
- She was very shy as a child, but she *overcame* it and now she's really sociable.
- I thought it would be impossible for him, but he *pulled it off*.
- I had an interview for the job but I *blew it*, so I have to start looking again.
- I did a film test, but I *messed it up* so I don't think I'll get the part.
- The course was great! It *fulfilled* all my expectations.
- He's very ambitious and he works hard – I think he'll *make it* to the top.
- It's very easy to use a computer – you can't *go wrong*!

b Circle the correct option.

- I followed the map, but I went wrong / made it somewhere and got lost.
- This is a great chance for you – make sure you don't *blow it* / *pull it off*.
- Congratulations! I didn't think you could do it, but you *made it* / *overcame it* in the end.
- My plans worked well at the start, but in the end they *fell through* / *made it*.
- No one has ever managed to do this – so I don't think you can *pull it off* / *blow it*, either.
- Everyone has problems – you just have to *fulfil* / *overcome* them.
- She's got lots of talent and promise for the future – I hope she *fulfils* / *overcomes* it.
- I'm sure I won't pass – I really *fell through* / *messed up* the exam.

c Complete the sentences with the missing words.

- When was the last time you really messed an exam and what exactly wrong?
- When was the last time you had a plan fall and what was it?
- What do you need to do if you want to it as a politician in your country?
- What problems will you have to if you want to succeed in your chosen career?

Speak

- 5 a** Complete the quotations from sportspeople with the phrases in the box.

play together	can't win
come second	win or lose
get it right	take the game-winning shot

- "You may have the greatest bunch of individual stars in the world, but if they don't , the club won't be worth a dime*." (Babe Ruth, baseball player)
- "I've missed more than 9,000 shots in my career. I've lost almost 300 games. 26 times, I've been trusted to and missed. I've failed over and over again. And that's why I succeed." (Michael Jordan, basketball player)
- "If you're first, you're first. If you , you're nothing." (Bill Shankly, football manager)
- "Champions keep playing until they" (Billie Jean King, tennis player)
- "If you , make the one ahead of you break the record." (Jan McKeithen, athlete)
- "Whoever said 'It's not whether you that counts,' probably lost." (Martina Navratilova, tennis player)



Glossary: *dime = ten cents

b Work with a partner. Discuss the questions.

- Which of the quotes in 5a can you most / least relate to?
- Which of the quotes are relevant for life in general?

c Work with a partner and use your ideas to complete the sentences.

- Life without sports is like ...
- Being second is not as good as coming first, but ...
- Champions aren't made in the gym. Champions are ...
- Football is a wonderful way of ...

INTO Literature

Among the Thugs

by Bill Buford
(non-fiction)

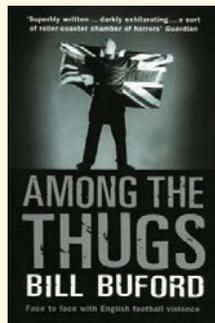
Did you know ...?

Football hooliganism* is a problem all over the world. However, for many people it is the British who are most associated with it.

There have been British football hooligans since the 1880s; but a hundred years later, in the 1970s and 1980s, organised hooligan groups started to emerge. Stadium fighting led to crowd segregation* and fencing*. Nevertheless, the attacks continued, especially in the town centres. The notorious* Heysel Stadium disaster of 1985, in which English fans attacked Italians and in which more than 40 people were killed, led to a ban on English clubs in European competitions until 1990. These days the hooligan issue is far less of a problem in the UK.

Glossary: **football hooliganism* – Rowdytum der Fußballfans; **segregation* = keeping separate; **fencing* – Abzäunung; **notorious* = well-known for something bad

a American journalist Bill Buford wrote about 1980s hooliganism in *Among the Thugs* (1990). Read the opening passage and choose three words to describe the atmosphere.

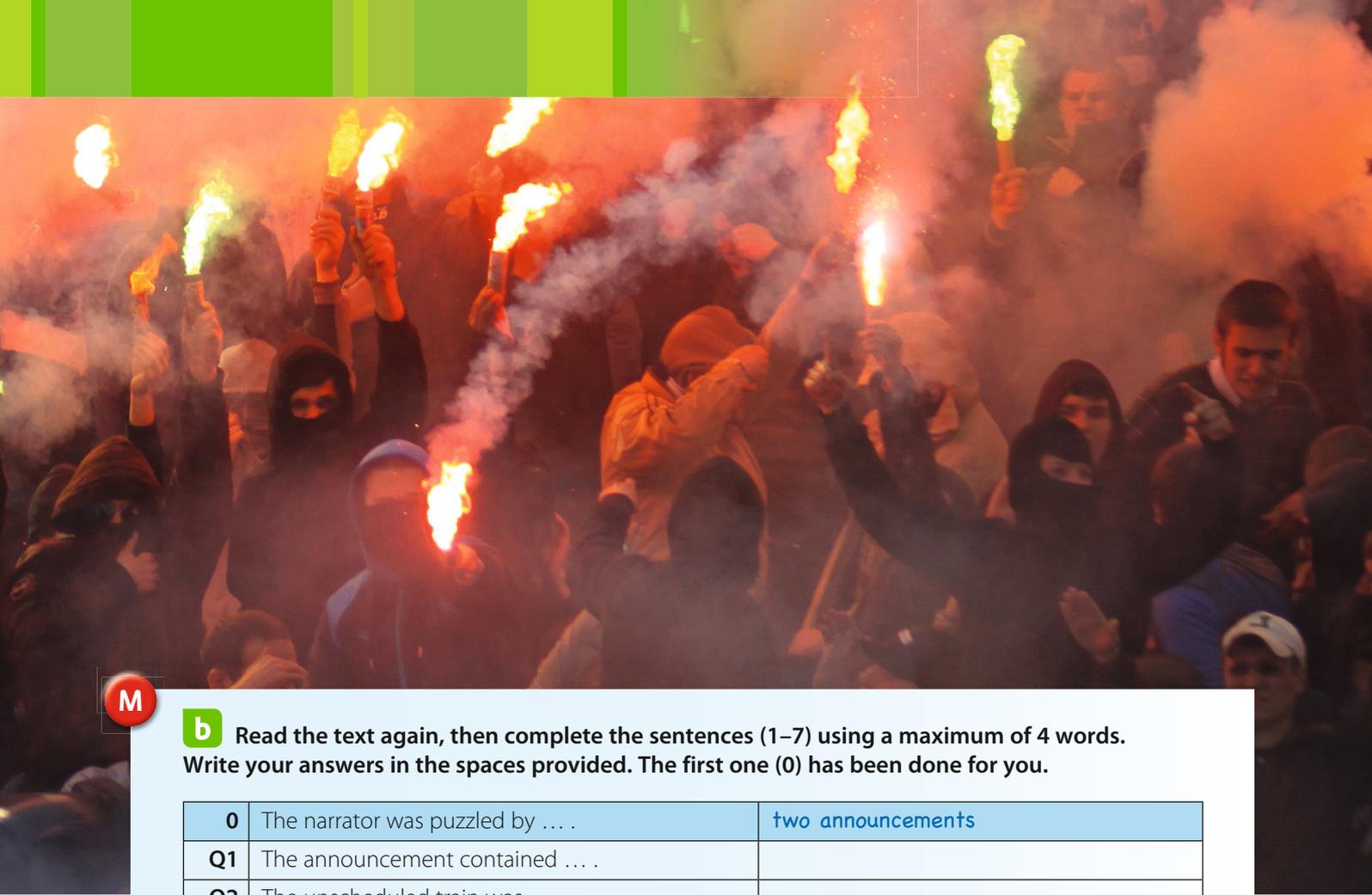


Some time ago, I came home from Wales by train. The station was a village station just outside Cardiff, and I arrived early. I bought a cup of tea. It was a cold Saturday evening, and only three or four other passengers were on the platform. A man was reading a newspaper, rocking back and forth on his feet. We waited, and there was an announcement on the loudspeaker about an unscheduled* train. A little while later, there was another announcement: the unscheduled train was about to appear, and everyone was to stand ten feet from the edge of the platform. It was an unusual instruction, and the man with the newspaper raised an eyebrow. Perhaps, I thought, it was a military train of some kind. A few minutes later, police appeared, emerging from the stairs nearby.

The train was a football special, and it had been taken over by supporters. They were from Liverpool, and there were hundreds of them – I had never seen a train with so many people inside – and they were singing in unison*: “Liverpool, la-la-la, Liverpool, la-la-la.” The words look silly now, but they did not sound silly. A minute before there had been a virtual silence: a misty, sleepy Welsh winter evening. And then this song, pounded out with increasing ferocity*, echoing off the walls of the station. A guard had been injured, and as the train stopped he was rushed off, holding his face. Someone inside was trying to smash a window with a table leg, but the window wouldn’t break. A fat man with a red face stumbled* out of one of the carriages, and six policemen rushed up to him, wrestled him to the ground and bent his arm violently behind his back. The police were over-reacting – the train was so packed that the fat man had popped out of an open door – but the police were frightened. For that matter, I was frightened (I remember my arms folded stupidly across my chest), as was everyone else on the platform. It was peculiar: I was at a railway station where everyone around me spoke Welsh; I was there to catch a train: then this sudden display. I thought that it was intended for us, that this violent chant was a way of telling us that they, the supporters, were in the position to do anything they wanted.

The train left. It was silent.

Glossary: **unscheduled* = not planned; **in unison* = all together; **ferocity* = violent anger; **stumble* = fall awkwardly



M

b Read the text again, then complete the sentences (1–7) using a maximum of 4 words. Write your answers in the spaces provided. The first one (0) has been done for you.

0	The narrator was puzzled by ...	two announcements
Q1	The announcement contained ...	
Q2	The unscheduled train was ...	
Q3	The football supporters had ...	
Q4	As soon as the train stopped, an injured ...	
Q5	A fat man was taken ...	
Q6	The people waiting on the platform ...	
Q7	The narrator was clearly shaken ...	

c Read Buford's resumé of his research. What reasons did he find for the violence?

I was surprised by what I found; moreover, because I came away with a knowledge that I had not possessed before, I was also grateful, and surprised by that as well. I had not expected the violence to be so pleasurable ... This is, if you like, the answer to the hundred-dollar question: why do young males riot every Saturday? They do it for the same reason that another generation drank too much, or smoked dope, or took hallucinogenic* drugs, or behaved badly or rebelliously*. Violence is their antisocial kick, their mind-altering experience, an adrenaline-induced euphoria* that might be all the more powerful because it is generated by the body itself, with, I was convinced, many of the same addictive qualities that characterise synthetically-produced* drugs.

Glossary: *hallucinogenic = that make people see things that are not really there; *rebelliously = fighting against authority; *adrenaline induced euphoria – durch Adrenalin erzeugte euphorische Gefühle; *synthetically-produced = not made from natural products

d Get together in small groups and discuss the following issues. Then report back to the class.

- Violence is pleasurable.
- Every generation has its own way to behave badly or rebelliously.
- Violence is a drug.
- Football hooliganism is a thing of the past.
- Strict regulations help to prevent anti-social behaviour.
- Today youth get their kicks from violent video games.

e Work in groups and research football hooliganism in other countries. Present your findings in class.



INTO Music

Three Lions 96 Baddiel, Skinner & the Lightning Seeds



a Which one of these things do you not see in the video?

- | | | | |
|-----------------------------|--------------------------|-----------------------------|--------------------------|
| a ball hitting the post | <input type="checkbox"/> | a player being sent off | <input type="checkbox"/> |
| a goal scored from a corner | <input type="checkbox"/> | a player lifting a trophy | <input type="checkbox"/> |
| a penalty saved | <input type="checkbox"/> | a player celebrating a goal | <input type="checkbox"/> |
| a penalty scored | <input type="checkbox"/> | fans waving flags | <input type="checkbox"/> |



b The lines with an asterisk (*) by them have a mistake. Listen carefully and correct the lyrics.

c Discuss.

- Why do people care so much about how their country does at sporting championships?
- The video shows exclusively men. Is this sports obsession a male characteristic or do women also get involved?

It's coming home. It's coming home. It's coming.
Football's coming home ...

*Everyone seems to know the game.
They've seen it all before.
They just know.

*They're so certain
That England's gonna throw it away,
*Gonna give it away,
*But know they can win,
'Cause I remember ...

Chorus

*Three Lions on a chest,
Jules Rimet still gleaming*,
*Forty years of hurt,
Never stopped me dreaming.

*So many laughs, so many sneers,
But all those oh-so-nears,
Wear you down,

*Through the decades.
But I still see that tackle by Moore,
*And when Lineker missed,
Bobby belting the ball,
And Nobby dancing ...

Chorus

I know it was then, but it could be again.

Glossary: *gleaming – glänzend

M

Write

d You work as an assistant to a fitness manager in the UK who is trying to get people to do more sports. Your boss wants you to make suggestions for a marketing campaign he wants to launch. You have found two graphs on the Internet which show a relationship between obesity and how much sport people do. Write a report to your boss.

In your report you should:

- analyse the charts
- argue the need for getting people to do more sport based on the research you have described
- suggest how these ideas should be promoted to the public

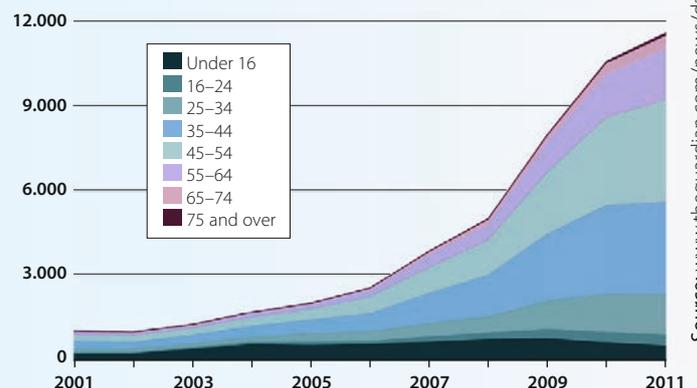
Divide your report into sections and give them headings. Write around 250 words.

(For more ideas on writing a report check the suggestions on p. 138/139)

Participation in sport



Obesity admissions to hospital (2001–2011)



Source: www.theguardian.com/news/datablog

Developing speaking skills

Putting ideas forward

Conversational strategy:

- Interrupting politely

a Work in pairs and do the task below. Make sure both of you talk the same amount of time.

What are the principle reasons why someone should do sport? Choose the three most important ones from the list below. Discuss.

- learning how to win and lose
- making friends
- keeping fit
- breaking records
- entertainment

b Discuss what you thought about your performances. How well did you do?

2
CD 2

c Listen to two students doing the same task. What's your impression?

2
CD 2

d Look at the language in the box. Complete the missing words. Then listen again and check.

Useful phrases

Putting ideas forward

When you want to put an idea forward, you need to be clear about why you are making this suggestion.

*I*¹..... / *sincerely believe that* ...

*(It's) all*²..... (*learning how to win and lose*) ...

*Let me briefly*³..... *on* ...

I only wanted to stress that ... , *plus there is another important* ...

Tip

Interrupting politely

Interrupting someone is not difficult, but interrupting politely requires a certain level of empathy – putting yourself in the other person's shoes. Make sure you interrupt without hurting the other person.

Here are three ways of interrupting someone politely.

I'm sorry for butting in, but...

Do you mind if I say something here?

You know what?

e PRACTICE TASK Discuss these quotations about sports and choose the three that are most meaningful for you.

- "Sports do not build character. They reveal it." (Heywood Broun)
- "Some people think football is a matter of life and death. I don't like that attitude. I can assure them it is much more serious than that." (Bill Shankly)
- "Talent wins games, but teamwork and intelligence wins championships." (Michael Jordan)
- "Whether you think you can or whether you think you can't, you're right!" (Henry Ford)
- "Why did I want to win? Because I didn't want to lose!" (Max Schmeling)

Developing reading exam skills

a Read the exam tip below. Then read the text about how to improve your sporting performance.

EXAM TIP

READING:
True / False / Justification

What the task type is:

In this exam task you will have to decide whether sentences about a text are true or false. You will also need to identify the exact sentence which helps you make your choice.

How to do the task:

As usual read through the text a couple of times to get a good idea of what it is about. At this stage you shouldn't worry too much about understanding everything in detail. A general understanding is what you are aiming for. Next you should read through the questions. Hopefully these questions will contain ideas you are already familiar with because of your overall general understanding.

You might be able to do some of these immediately. Be careful though – you will still need to check these again with the text before making your final decision. Now read through the text in more detail keeping the questions in mind. Use this reading to check the answers to the questions you think you already know and to identify the parts of the passage which will lead to the answers for the others.

Take each question one at a time and focus carefully on it. Identify the exact part of the passage that it is referring to and consider whether you think it is true or false. Make your decision and mark it on your paper. Finally don't forget to write down the first four words from the sentence which you used to arrive at your answer. Be careful that they come from the right sentence and not from the beginning of the paragraph.

Sports Psychology

The increasing stress of competitions can cause athletes to react both physically and mentally in a manner that can negatively affect their performance abilities. This has led coaches to take an increasing interest in the field of sport psychology and in particular in the area of competitive anxiety. That interest has focused on techniques that athletes can use in the competitive situation to maintain control and optimise* their performance. Once learned, these techniques allow the athlete to relax and to focus his / her attention in a positive manner on the task of preparing for and participating in competition. Psychology is another weapon in the athlete's armoury* in gaining the winning edge.

The 4Cs

Concentration, Confidence, Control and Commitment are generally considered the main mental qualities that are important for successful performance in most sports:

Concentration

This is the mental quality to focus on the task in hand*. The demand for concentration varies with the sport. Sports such as distance running, tennis and cycling need sustained concentration over a length of time, whereas sports like golf, shooting and cricket ask for lots of short bursts of concentration. Things that can affect your concentration include anxiety, mistakes, fatigue, weather and people who may be watching you.

Confidence

Confidence is a positive state of mind and a belief that you can meet the challenge ahead – a feeling of being in control. Confidence results from the comparison an athlete makes between the goal and their ability. The athlete will have self-confidence if they believe they can achieve their goal. "You only achieve what you believe." When an athlete has self-confidence they will tend to: keep going even when things are not

Glossary: **optimise* = make the best possible;
**armoury* – Waffenarsenal; **task in hand* – aktuelle Aufgabe



45 going to plan, show enthusiasm, be positive in their approach and take their share of the responsibility in success and failure.

Control

50 Identifying when an athlete feels a particular emotion and understanding the reason for the feelings is an important stage of helping an athlete gain emotional control. An athlete's ability to maintain control of their emotions in the face of adversity and remain positive is essential to successful performance. Two emotions that are often associated with poor performance are anxiety, which can show itself both physically and mentally, and anger.

60

Commitment

Sports performance depends on the athlete being fully committed to numerous goals over many years. In competition with these goals the athlete will have many aspects of daily life to manage. The many competing interests and commitments include work, studies, family / partner, friends, social life and other hobbies / sports. Athletes will often lose commitment when they feel they are not making any progress, have become bored or have stopped enjoying doing the sport.

65
70
75

M

b Read the text again, then decide whether the statements (1–10) are true (T) or false (F). Put a cross in the correct box. Then identify the sentence in the text which supports your decision. Write the first four words of this sentence in the space provided. There may be more than one correct answer; write down only one. The first one (0) has been done for you.

	Statements	T	F	First four words
0	The writer believes that sport is becoming more and more competitive.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The increasing stress of
Q1	Sports psychology is of interest only to the athlete.	<input type="checkbox"/>	<input type="checkbox"/>	
Q2	Sports psychology helps give athletes an advantage.	<input type="checkbox"/>	<input type="checkbox"/>	
Q3	Different types of concentration are needed for different types of sport.	<input type="checkbox"/>	<input type="checkbox"/>	
Q4	Cricketers need to have sustained levels of concentration.	<input type="checkbox"/>	<input type="checkbox"/>	
Q5	Confidence helps you feel that you are in control of the situation.	<input type="checkbox"/>	<input type="checkbox"/>	
Q6	A self-confident athlete is happy to admit his / her mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	
Q7	Good athletes don't always need to keep their emotions under control.	<input type="checkbox"/>	<input type="checkbox"/>	
Q8	Anxiety only has an effect on the athlete's mind.	<input type="checkbox"/>	<input type="checkbox"/>	
Q9	Athletes have to balance their personal and sporting lives.	<input type="checkbox"/>	<input type="checkbox"/>	
Q10	It is not necessary for an athlete to enjoy their sport to remain committed to it.	<input type="checkbox"/>	<input type="checkbox"/>	

c Discuss your answers in pairs. Refer to the exam tip box.

Language in use

M

a Read the text about a football match and a girl's ambition. Some words are missing from the text. Choose the correct answer (A, B, C or D) for each gap (1–9) in the text. Write your answers in the boxes provided. The first one (0) has been done for you.

We'd (0)... it to the final of the National Schools Championships. The final of the National Schools Championships! It doesn't get much bigger than this. But at halftime it (Q1)... like we'd blown it. Our trainer had told us to keep our defence tight, but that plan had (Q2)... through. We were losing 4 – 0! Our attack wasn't much better. We'd had about ten clear chances to (Q3)... , but each time we messed up. We'd even missed a penalty. It seemed that everything was going (Q4)... for us.

I don't know what the coach put in our water at halftime, but the (Q5)... half couldn't have been more different. We overcame a series of terrible refereeing decisions and after half an hour the (Q6)... were level 4 – 4. Then with the very last kick of the game, the ball came to me and I sent it high into the top of the net. 5 – 4. We'd done it. We'd (Q7)... off the greatest comeback in the history of the competition. As I held the (Q8)... high over my head, I couldn't have felt more (Q9)...

- | | | | | |
|----|-----------|-------------------|-----------|-----------|
| 0 | A took | B made | C put | D seen |
| Q1 | A saw | B could | C been | D looked |
| Q2 | A fallen | B gone | C come | D been |
| Q3 | A score | B hit | C run | D fall |
| Q4 | A right | B straight | C wrong | D well |
| Q5 | A first | B third | C other | D second |
| Q6 | A results | B scores | C matches | D players |
| Q7 | A brought | B put | C taken | D got |
| Q8 | A shirt | B ball | C cup | D boot |
| Q9 | A silly | B proud | C kind | D well |

0	Q1	Q2	Q3	Q4
B				
Q5	Q6	Q7	Q8	Q9

M

b You are going to read a text about Luiz Suarez. In most lines of the text there is an unnecessary word. Write the unnecessary word in the space provided after each line. Some lines are correct. Indicate these lines with a tick (✓). There are two examples (0, 00) at the beginning.

Luiz Suarez – a controversial footballer

In 2014, the "Footballer of the Year" in ~~the~~ Britain was a Uruguayan called Luiz Suarez. But he was a controversial choice as far as many people were concerned.

There was no any doubt that Suarez had a great season, scoring thirty-one goals for his club Liverpool as they came the second to Manchester City in the Premiership title race – a result that few people, including fans of Liverpool, did expected when the season began.

But his career in the English Premiership that has been one full of incidents.

In October 2011, he had an argument with another player, Patrice Evra, and Suarez was found guilty of racially abusing him – he was been fined £40,000 and banned for eight matches. Then, in April 2013, during a match against them Chelsea, Suarez was seen to take out the arm of an opponent and bite it. The referee did not see the incident, so Suarez was not sent off – and indeed, he scored the more equalizing goal towards the end of the match. Suarez apologised after the game, but nevertheless he was banned for ten matches then.

- | | |
|----------------------|-----|
| the | 0 |
| ✓..... | 00 |
| ..... | Q1 |
| ..... | Q2 |
| ..... | Q3 |
| ..... | Q4 |
| ..... | Q5 |
| ..... | Q6 |
| ..... | Q7 |
| ..... | Q8 |
| ..... | Q9 |
| ..... | Q10 |
| ..... | Q11 |
| ..... | Q12 |

Wordwise

More success and failure



a Match the sentence halves.

- | | |
|---|--------------------------|
| 1 You'll never learn to play the piano | <input type="checkbox"/> |
| 2 It wasn't easy to become a doctor: | <input type="checkbox"/> |
| 3 He studied for years to try to get into university, | <input type="checkbox"/> |
| 4 The band's first album sold quite well, | <input type="checkbox"/> |
| 5 The doctors did everything they could, | <input type="checkbox"/> |
| 6 Last year was very difficult for the company, | <input type="checkbox"/> |
| 7 She was very ill and weak as a child, | <input type="checkbox"/> |
| 8 The film was a triumph – | <input type="checkbox"/> |

- a it took a lot of hard work, but I **got there in the end**.
- b but the second one was **a flop**.
- c but their efforts were **in vain** – she died last night.
- d but we **came through** and now business is looking good.
- e but **against all the odds**, she became a great sportswoman.
- f if you're not prepared to **stick at it**.
- g it won six Oscars.
- h but it all **came to nothing**.



b Listen and check.

c Write the highlighted words from a under the definitions.

- despite a lot of problems =
.....
- a failure =
.....
- a great success =
.....
- to continue to try, not to give up =
.....
- to succeed eventually =
.....
- to fail =
.....
- unsuccessful =
.....
- to manage to get to the end of a difficult or dangerous situation =
.....

d Complete the dialogues using some of the phrases above. You might need to change the tense of the verbs.

- A How was your presentation?

B It was a total
.....
Only three people turned up and they looked bored.
- A I'm getting tired of this diet. Three weeks and I've hardly lost any weight.

B
..... ! Don't give up.
It'll be worth it in the end.
- A You won. I don't believe it!

B I know. We were five nil down at halftime, but
..... we beat them.
- A Any news from the hospital?

B Yes. Good news. June
.....
the operation fine and is recovering well.
- A Did you send her some flowers to say "sorry"?

B Yes, but it was all
.....
She still won't talk to me.

6

Advertising

Shopping with your head or your heart?

Read

1 a Look at the photos from two adverts. What are they for? How effective are they?

b Read the text quickly to find the answers to these questions.

- Find three examples of things people buy because price and quality are considerations.
- Find three examples of things people buy because they are influenced by their emotions.

c Read the text again. Which of Mark Stanton's replies A–D mentions these points? Write A, B, C or D in the boxes.

- As we get older we get better at convincing ourselves that we need to have a particular product.
- We more commonly use logic to buy commodities.
- We use logic to try to make ourselves feel better about making a purchase.
- Marketing people need to appeal to emotions such as happiness, fear and anger.
- Young people are most likely to make decisions solely* based on emotion.
- Logic is used when we want to get value for money from a product.
- Being able to relate to how people are feeling is an excellent skill for life.
- Emotion is the most important factor in our decision to buy something.

Glossary: *solely = only



Advertising: the logic of emotions

What is it that makes us buy the things we buy? Why do we go for one product over another? Do we usually shop with our head or our heart? Mark Stanton, a leading marketing consultant, joins us to answer these questions and to shed light on our purchasing habits.

MONEYMAG: It's often said that people decide what to buy emotionally, and then use logic to justify their decision. But is this actually true?

A MARK STANTON: Yes, it is. We all fundamentally make our decisions based on emotion, not logic. Logic supports our emotions and is used to justify our decisions after we've made them. It plays a part, but emotion is the core ingredient. The product that people can't get excited about won't sell. Likewise, the ad that doesn't provoke emotion won't work.

MONEYMAG: But can a product be sold on emotion alone?

B MARK STANTON: Yes, but this happens most commonly with children. Children desperately want to fit in. The easiest way to entice* a child is to present your product as the one purchase that every other kid on the block is getting. It is just what they need to be like everyone else. Does anyone truthfully* need shoes that light up at each step? The answer's no, unless you're a kid and all your friends have got them. And if it weren't for other people wanting it, could there be any justification for mobile phone wallpaper?

When I was a child, everybody had streamers*; long strips of coloured plastic which you attached to the handlebars on your bicycle. They flapped around in the breeze and were absolutely useless except to show all the other kids that you had them.

Of course, older kids, even sixty-year-old kids, are sometimes under pressure to fit in. The only difference is they've become much better at justifying their purchase choices. They've learned to convince themselves that they really do need a faster car or a bigger lawn mower, for example. The truth is, they obviously don't.

Glossary: *entice = persuade by offering something; *truthfully = honestly; *streamer – Luftschlange

Useful words

advertise • TV commercials • electronic billboard • product information • run an advertising campaign
 make a claim • implausible claim • vague claim • catchy slogan • slot on prime-time TV • testimonials • mislead
 misleading • informative • persuade • persuasive • deceive • deceptive • eye-catching



MONEYMAG: What about the other extreme? Can a product be sold purely* on logic alone?

MARK STANTON: Surprisingly, the answer is yes, but only if it's an interchangeable, mass-produced, unspecialised* product like petrol, rice or airline seats. We buy them from a strictly transactional* point of view by dividing benefits by price. More benefits, lower price, better deal. But, for everything else we buy, emotion plays a major part in our decisions.

MONEYMAG: So what does all this mean for advertisers? What do they need to make a good ad?

MARK STANTON: Well, the answer is surprisingly simple: a combination of both emotion and logic. You need to figure out what your customers are emotional about: what they love, and what they hate, what keeps them awake at night, what gives them ulcers and what catastrophic events they dread. If you appeal to those emotions and back up your appeal with solid facts, you will surely be on to a winner.

All great leaders and managers, all great marketeers, all great teachers and all great product designers learn how to harmonise with the emotions of the people they work with and turn them on and off at will. This, of all things, is the greatest and most profitable art form in marketing, and always will be. And it is one of the most valuable skills we will learn in life.

Glossary: *purely = only; *unspecialised = normal, usual; *transactional = as a matter of business

d Circle the correct preposition to complete the verb for the meaning given. Then read the text to check your answers.

- 1 to go for / on / about something over another = to choose one thing instead of another
- 2 to shed light above / over / on something = to explain further and make clearer
- 3 to fit out / in / on = to be accepted as part of a group
- 4 to figure up / out / over = to understand
- 5 to back in / up / over your appeal = to support
- 6 to be on / up / out to a winner = to be in an extremely good situation

Grammar

Position of adverbs

2 a Read the basic rules on positions of adverbs in sentences. Then match sentences a–f with the rules 1–6. Write the number of the most relevant rule in the box.

Rule:

- 1 We often use an adverb to add extra meaning to an adjective. This is also called qualifying an adjective. In this case the adverb comes before the adjective.
- 2 When we use an adverb to qualify a verb, it can go before the verb (but after the verb to be).
- 3 Adverbs normally don't go between a verb and its object.
- 4 We sometimes put adverbs at the beginning of a sentence to qualify the whole idea of the sentence.
- 5 Adverbs can come at the end of clauses when they qualify a more complex idea.
- 6 Adverbial phrases normally come at the end of clauses.

- a Children desperately want to fit in. 2
- b Surprisingly, the answer is yes.
- c You have to present the product in an interesting way.
- d The answer is surprisingly simple.
- e It's often said that people decide what to buy emotionally.
- f NOT Read quickly the text.

Discussion box

- 1 Think of some things you've bought. Did you use logic or emotion in your decision to buy them?
- 2 What are some of your favourite adverts and why do you like them?
- 3 What are some of your least favourite adverts and what don't you like about them?

b Complete the sentences with the adverb in brackets. Do not add any commas or change punctuation. There may be more than one answer.

- 1 It was a fascinating film. (*really*)
It was a really fascinating film.
- 2 I didn't enjoy the meal. (*really*)
- 3 Buying something is a personal decision. (*clearly*)
- 4 We thought about it before deciding. (*carefully*)
- 5 I bought the wrong thing. (*unfortunately*)
- 6 I don't know the answer. (*honestly*)
- 7 He showed us the medal he'd won. (*proudly*)
- 8 She showed me how to do it. (*in an interesting way*)

c Work with a partner. Discuss your answers and decide how many correct options there are for each sentence. Match each sentence from 2b to a rule in 2a.

Vocabulary

Advertising

3 a Match the words with the pictures. Write 1–6 in the boxes.

- | | | |
|-------------|----------|------------------|
| 1 hoarding* | 3 slogan | 5 sandwich board |
| 2 jingle | 4 logos | 6 TV commercial |

Glossary: *hoarding – Plakatwand



b Work with a partner and discuss these questions.

- 1 How effective are each of the types of advertising in 3a?
- 2 What other forms of advertising can you think of?
- 3 Does advertising ever annoy you? When and why?

Listen

4 a What are the differences between internet adverts and adverts in magazines?

b What are pop-ups and where would you expect to see them?

CD 2

c What does the expert say are the differences between internet adverts and adverts in magazines? List three differences.

Glossary: *intrusive – aufdringlich, störend

CD 2

d Listen and complete the notes.

*A career in advertising?
Is this really for me?*

- It's a good idea to study ¹..... at university.
- The most important part of an online ad is the ²..... – this must be good to grab the ³..... of the people who see it.
- A lot of people have a ⁴..... impression of online ads because they think they are ⁵..... – it's a big challenge to change this conception.
- It's difficult to ⁶..... pop-ups because they cover your computer ⁷..... – this doesn't mean they are a good method of advertising. (I hate them!!!!)
- Not many people ⁸..... pop-ups and those that do don't ⁹..... them.
- Internet adverts can use loads of different ways to get their message across like ¹⁰....., ¹¹..... and ¹²..... (and some others that I can't remember).
- Remember the golden rule AIDA – that is, Attention, ¹³....., Desire and ¹⁴.....

Grammar

Adjective order

5 a If we have more than one adjective to qualify a noun, there are some basic guidelines to follow about the order they come in. Look at the examples and complete the rule.

*On the screen, you get annoying multi-coloured pop-ups.
Let's have a nice loud round of applause for Steve Wilson.*

Rule:

If one adjective gives an opinion and the other one gives a fact, the comes first.

5 CD 2 b Listen to the sentences and complete the table. First fill in the four category titles in the box in the correct order. Then complete the examples from the sentences.

- colour material
- origin shape

	Quality				Noun
1	gorgeous		dark brown		jacket
2		round			cakes
3				Italian	garden
4				pearl	necklace
5					elephant
6					frame

c Write the adjectives in the correct order before the nouns.

- 1 a jacket *leather / beautiful* a beautiful leather jacket
- 2 a book *reference / useful*
- 3 the cup *old / plastic*
- 4 eyes *blue / beautiful*
- 5 a car *expensive / sports / German*
- 6 shoes *running / comfortable / Chinese*
- 7 my shirt *white / best / cotton*
- 8 a company *advertising / enormous / American*

d Think of some adjectives that you could use to describe these nouns. Write a sentence using the adjectives and noun. Use a dictionary if you need to.

- 1 a book an interesting little book
- 2 a programme
- 3 a room
- 4 a building
- 5 a pen
- 6 a jacket

Speak

6 a Work in small groups. You are designing a marketing campaign for a product of your choice. Use the following guidelines to help you.

- What is your product? (use a real one or an imaginary one)
- Who is your target audience?
- What market research would you ideally do before designing your campaign?
- What different types of advertising are you going to use?
- Design the actual adverts you will use.

b Present your ideas to the rest of the class. Choose a member of the group to do each of the following:

- Introduce your product and explain who you think will be interested in it and why.
- Explain the different areas of the media you will target and why.
- Show any visual adverts you might have and explain the ideas behind them.
- Act out any TV or radio commercials you might have.



1 a Work with a partner. Look at the saying in the picture and discuss what it means. Is it true for you?

b Read the text quickly and define "Buy Nothing Day" in your own words.

M

c Read the text again, then choose the correct heading (A–G) for each paragraph (1–4). There are two extra headings that you should not use. Write your answers in the boxes provided at the end of the task. The first one (0) has been done for you.

- A Why people take part
- B Not just one day
- C Nothing really counts
- D Events
- E The underlying* message
- F Why bother?

G Buy Nothing Day

0	Q1	Q2	Q3	Q4
G				

Glossary: *underlying = basic, real

d Write the paragraph number (0–Q4) next to the relevant quotes. One paragraph is not used.

- a "Yes, we had a great day, the kids came, there was street music, and we met lots of other people."
- b "Well, we're definitely going to start thinking about how we can change our day-to-day lives."
- c "If we keep exploiting our natural resources at the rate we're doing currently, we'll soon run out of basic commodities such as oil, fresh water* and food."
- d "I suppose because I believe we need to do something to show we care about the environment."

Glossary: *fresh water – Trinkwasser

e Work with a partner to write questions that correspond to the quotations a–d in 1d.



The ultimate refund

(0)... On 24 and 25 November, the busiest days in the American retail calendar and the unofficial start of the international Christmas shopping season, thousands of activists and concerned citizens in 65 countries will take a 24-hour consumer detox as part of the 14th annual *Buy Nothing Day*, a global phenomenon that originated* in Vancouver, Canada.

(Q1)... From joining zombie marches through malls to organising credit card "cut-ups" and shopaholic clinics, *Buy Nothing Day* activists aim to challenge themselves, their families and their friends to switch off from shopping and tune back into life for one day. Featured in recent years by the likes of CNN, Wired, the BBC, and the CBC, the global event is celebrated as a relaxed family holiday, as a non-commercial street party, or even as a politically charged public protest. Anyone can take part, provided they spend a day without spending.

(Q2)... Reasons for participating in *Buy Nothing Day* are as varied as the people who choose to participate. Some see it as an escape from the marketing mind games and frantic* consumer binge that has come to characterise the holiday season, and our culture in general. Others use it to expose the environmental and ethical consequences of over-consumption*.

(Q3)... Two recent, high-profile disaster warnings outline the sudden urgency* of our dilemma. First of all, in October, a global warming report by economist Sir Nicholas Stern predicted that climate change will lead to the most massive and most wide-ranging market failure the world has ever seen. Soon afterwards, a major study published in the journal *Science* forecasted the near-total collapse of global fisheries* within 40 years. Kalle Lasn, co-founder of the Adbusters Media Foundation, which was responsible for turning *Buy Nothing Day* into an international annual event, said: "Our headlong plunge* into ecological collapse requires a profound shift in the way we see things. Driving hybrid cars and limiting industrial emissions is great, but they are band-aid solutions if we don't address the core problem: we have to consume less. This is the message of *Buy Nothing Day*."

(Q4)... As Lasn suggests, *Buy Nothing Day* isn't just about changing your habits for one day. It's about starting a lasting lifestyle commitment to consuming less and producing less waste. With six billion people on the planet, it's the responsibility of the most affluent* – the upper 20 percent that consumes 80 percent of the world's resources – to begin setting the example.

Glossary: *originate = start; *frantic = hurried, out of control; *over-consumption = using too much; *urgency – Dringlichkeit; *fisheries = areas of the sea where fish are caught; *headlong = too fast and without thinking; *plunge – Sturz; *affluent = rich

Discussion box

- 1 Think of ways you can consume less and still enjoy yourself:
 - at Christmas
 - on Valentine's Day
 - on a relative's birthday
 - in the summer holidays
- 2 Think of how you could realistically consume less.

2 a Read the job advertisement. Write a list of the personal qualities a successful candidate should possess.

b Read through the model letter of application. Write a list of points to include in a covering letter.

M

Write

c Choose one of the following job adverts from a magazine and write a covering email of application.

Do you have a way with words?

Yes? Well, we're looking for creative and motivated people interested in starting a career in advertising.

Paris Tours

Are you adventurous?
Do you like dealing with people?
Can you keep your cool under pressure?
Have you got what it takes to work as a tour guide?

In your email you should:

- say how you found out about the job and why you are applying
- describe why you think you would be the right person for the job
- outline what advantages doing this job would have for your personal future

Write around 250 words.

(For more ideas on writing an application email check the suggestions on p. 134/135)

PR ASSISTANT

Have you got the energy and enthusiasm to get ahead in the world of marketing?



We are a leading advertising agency based in Manchester. We are looking for a young motivated PR assistant to support our creative team. This role is incredibly busy and not for the faint-hearted. You will be responsible for the team diaries, travel arrangements, PowerPoint presentations and general administration. The successful candidate will be open, dynamic and willing to learn. Experience is not essential, but advanced knowledge of MS Office is an advantage.

If you are interested and think you have got what we are looking for, then send us a CV with a short covering letter telling us why you think you are right for the job.

Dear Sir / Madam,

I am writing to apply for the job as PR Assistant that was advertised in last night's Evening Standard. Please also find enclosed a copy of my CV. As you will see, I graduated in administration from Bradford University and have spent the last two years working for a small, but dynamic publishing house in London. Although I have enjoyed my time here and learned many things, I feel I have reached a point where I need to prove myself at a higher level. I am sure I can offer you the enthusiasm and dedication to the task that you are looking for. I am good at working under pressure, indeed you might say I thrive on it, and would enjoy the challenge of using my skills in a larger environment.

I hope I have convinced you that I am a suitable candidate for the post.

I look forward to hearing from you.

Yours faithfully,

Sam Dixen

PEPSI COLA



a Commercials often tell a story and / or they have an anchorman / an anchorwoman and / or they ask a famous person to promote a brand. The following examples have been taken from *Classic Pepsi Cola TV Commercials 1946–1984*. Watch them carefully and consider which category they belong to.

- | | |
|-----------------------|------------------------------------|
| <i>Pepsi and Pete</i> | <i>Polly Bergen's Grocery List</i> |
| <i>Harpo Marx</i> | <i>Polly Bergen's Kitchen Sink</i> |
| <i>Soda Fountain</i> | <i>Ranch (60") and Ranch (30")</i> |
| <i>Scholarship</i> | <i>Spaceship (60")</i> |



b Now answer these questions. Whenever possible compare the concepts of these commercials with today's concepts.

- 1 Watch *Pepsi and Pete*. List the features that make it a story from the 40s.
- 2 Watch the two *Polly Bergen* commercials. (Note: Polly Bergen was an actress who did a lot of commercials for Pepsi). What are the keywords to sell Pepsi? How important is music? What do you think of the time span* the Pepsi cap is shown at the end of each commercial?
- 3 Watch *Harpo Marx*. (Harpo Marx was the one of the Marx Brothers comedians who never spoke). Why would people appreciate this commercial today? What do you think of it?
- 4 Watch *Soda Fountain*. How does it convey that "people who think young" are the typical Pepsi drinkers?
- 5 Watch the 60-second-version of *Ranch* and the 30-second-version. Which scenes were cut and why in the shorter version? What kind of images suggest traditional, carefree, adventurous life? How would you characterise the Pepsi Generation after watching this clip?
- 6 Watch *Scholarship*. Why is this dedicated to a black community only? What are typical sports features in it?
- 7 Watch *Spaceship*. Again it tells a story. Sum it up in three sentences. What do you think of the concept of comparing brands in a commercial? (Cf. *The Cola Wars*) Can you think of any other examples?

Glossary: *time span = length of time



c Get together in groups and research a couple of contemporary Pepsi commercials. Explain why you believe them to be very good / good / mediocre / bad.

What are good commercials? And is a good commercial also necessarily an effective commercial?

Good commercials are probably memorable because they are

- funny
- innovative
- shocking

A lot of people also like it when commercials tell a story (cf. the *Stella Artois* commercials where there is always a storyline around somebody enjoying their beer.)



d Here are some of the best slogans of all time (or so the Web says). Pick your favourite and come up with two catchy slogans of your own.

Just do it. – Nike

Think Small. – Volkswagen

Don't be vague. Ask for Haig. – Haig Scotch Whiskey

The quicker picker upper. – Bounty

Beanz meanz Heinz. – Heinz Baked Beans

Have a break. Have a KitKat. – KitKat



e In pairs present the "perfect" commercial to your class.

Developing speaking skills

Discussing and justifying

Conversational strategy:

- Alternatives to saying "I think"

a Work with a partner. **A** gives a two-minute monologue on the task below. **B** takes notes on their performance. Then swap roles.

- Discuss why some people might find this ad controversial.
- What do you think about it? Justify your reactions.

b Discuss what you thought about your performances. How well did you do?

6
CD 2

c Listen to a student doing the same task. What's your impression?

6
CD 2

d Look at the language in the box. Complete the missing words. Then listen again and check.

e PRACTICE TASK Talk about the advert below. Try to use the language and the phrases you have learned.



Useful phrases

Discussing and justifying

But these are ¹ people.
 There's ² advert has been designed to shock.
³ is titled "unhate" – suggesting that ...
 Of course, we live in a ⁴ where people have become ...
⁵ the viewers' emotional reactions guarantee that the label that the ad promotes will be remembered.
⁶ is that I definitely don't feel provoked or annoyed by the image.
 This image has the ⁷ to make people think, and that's ⁸ I like it.



Tip

Alternative ways of saying "I think"

It makes you sound more eloquent if you know how to vary your language to express your thoughts. Here are some useful phrases to help you say "I think" in many different ways.

I assume / am convinced / estimate / suppose ...
We can only guess what / why ...

There is no / little / a lot of doubt that ...
To my mind ...

Developing listening exam skills



M

7
CD 2

You are going to listen to a recording of a talk about advertising techniques. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, complete the sentences (1–8) using a maximum of 4 words. Write your answers in the spaces provided. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.



"We've made the box larger, the contents smaller, increased the price and called it "improved". Have we overlooked anything?"

How advertising works

0	The speaker is going to talk today about the ... techniques that advertisers use.	language
Q1	Advertisers are ... if a lot of people think they are immune to adverts.	
Q2	The speaker is ... that 80% of the people put their hands up.	
Q3	Many of us think that only ... are affected by advertisements.	
Q4	The speaker thinks that it's necessary to ... advertising techniques.	
Q5	A claim for a product must	
Q6	Weasel words* are ones that don't really	
Q7	The speaker gives two examples of rhetorical questions that are	
Q8	A vague claim sometimes includes ... that you can't prove or disprove.	

Glossary: *weasel words – "Wieselwörter", die zweideutig oder schwer festzuhalten sind



EXAM TIP

LISTENING: *Completing sentences using a maximum of 4 words*

What the task type is:

In this exam task you will have to complete sentences about the listening text, using a maximum of four words.

How to do the task:

As always, the first important thing to do is to read the sentences carefully – they will give you an idea of the overall content of the listening text.

An approach you can try, too, is to guess what kind of thing might fill the space in the sentence. Look at this example:

A lot of people think that advertisements don't them.

What words can you think of that would make sense here? Maybe *affect* or *get to* or *persuade* or *influence*? It's possible then that one of your ideas will be the right one – but of course you have to listen first!

Clearly, with this task type, it's important to keep your answers between one and four words in length. Remember, contractions count as one word.

You won't always be able to answer the question by taking words from the text and you will often need to rephrase to be able to answer in only four words.

Expect the written sentence sometimes to be a little different from what you actually hear, for example:

You read:

Opinions about advertisements among the TV viewing audience.

You hear:

People who watch television a lot don't all have the same opinion about advertisements.

You can complete the sentence in the following ways:

- *differ*
- *are different*
- *are not the same*

One more thing: after the listening you have 45 seconds to check your answers. One thing you should do is read what you have written and make sure that it completes the sentence properly. (Check verb endings, for example.)

Language in use

M

a Read a text about the beginning of outdoor advertising in the US. In most lines of the text there is an unnecessary word. Write the unnecessary word in the space provided after each line. Some lines are correct. Indicate these lines with a tick (✓). There are two examples (0, 00) at the beginning.

The Rise of Billboard Advertising

If you are launching a new product onto the market and want to reach as wide an audience as possible, the chances are you'll use of TV advertising or radio. But some of those options haven't always been available to companies wanting to promote about their goods and services. When commercials first started on a large scale in the US, the main vehicle for promotion was the printed word, mainly to in the form of newspaper and magazine advertising. However, at the start of the 20th of century, things changed when cars started to become popular and people were out and about the more frequently. This social change presented a whole new opportunity for advertisers; if they could somehow have get their advertisements "on the streets", they would reach out a potentially new audience of thousands. People began to realise the possibility of the extending their advertisements to the outdoors. They started to put get up huge billboards next to motorways and successfully but began to promote their products that way.

- ✓ 0
- of 00
- Q1
- Q2
- Q3
- Q4
- Q5
- Q6
- Q7
- Q8
- Q9
- Q10
- Q11
- Q12
- Q13

M

b Read the text about cold calling. Some words are missing from the text. Fill in the word which best fits each gap (1–8). Use only one word for each gap. Write your answers in the spaces provided. The first one (0) has been done for you.

Cold calling

Ring, ring ... Remember when the phone ringing used to mean good news? Someone (0)... you out to lunch? A friend ringing for a chat? Nowadays, it is more likely to be someone selling life insurance or a mobile phone plan – in other (Q1)..., a cold caller. I must get at least thirty cold calls a week, and (Q2)... one is more irritating than the last. And the friendlier the voice at the other end, the (Q3)... irritated I feel. There is nothing more disconcerting – or harder to combat – (Q4)... a nice person being a nuisance. Others share my dislike, (Q5)... to a new survey. "Cold caller friendliness" causes widespread resentment, with particular contempt reserved for salespeople who (Q6)... it is OK to call complete strangers (Q7)... their first name. What is the best (Q8)... to respond to these charm offensives? Four or five years ago, I would just say "No, thanks" and put the receiver down. But that doesn't always work.

Write your answers here:

- 0 ...asking.....
- Q1
- Q2
- Q3
- Q4
- Q5
- Q6
- Q7
- Q8

Wordwise

Advertising

a Use a dictionary to check the meaning of these expressions.

- 1 *cold calling*
- 2 *promotion*
- 3 *marketing*
- 4 *junk mail*
- 5 *hard-sell*
- 6 *propaganda*
- 7 *to market (something)*
- 8 *advertising campaign*



b Complete the sentences with the highlighted expressions from **a**. Change the form if necessary. Then listen and check.

- 1 The phones sold well – partly because they're good quality, partly because they were cleverly
- 2 The department of our company have got some great ideas for advertising our new design.
- 3 Their was very striking because it used old people, not young ones.
- 4 I think this newspaper just publishes for the government.
- 5 Every day, I get loads of in my in-box – I just delete it all.
- 6 There was a sales in the supermarket today – they were giving away bars of chocolate.
- 7 The salesman really wanted me to buy the car – he took a very approach.
- 8 I get so many phone calls from banks and phone companies every day – all this really annoys me!

c Match the phrases from **a** with these definitions. Write them.

- a a series or programme of advertisements by a company
=
- b activities to advertise something
=
- c an aggressive way of trying to sell something to someone
=
- d information that is broadcast or published with the intention of influencing people's opinions (often their political opinions)
=
- e mail or emails advertising products or services, sent to people although they have not asked for it
=
- f telephoning or visiting a possible customer to try to sell them something without being asked to do so
=
- g the business of encouraging people to buy a product or service
=
- h to make things available in a way which encourages people to buy more of them, for example by advertising
=

d Discuss these questions.

- 1 How would you react to cold calling?
- 2 Are there any advertising campaigns that create strong emotions with you? If so, why?
- 3 How do you feel when someone tries to use a hard-sell approach on you? Give examples.
- 4 Many people say junk mail should be forbidden. What's your opinion? Give reasons.

7

Science

Animal instincts

Read

1 a Work with a partner. Make a list of the characteristics and abilities elephants have.

b Read the text. Choose a subtitle (1–4) that you think fits best and say why.

- | | |
|------------------------------------|--|
| 1 Lucky escapes | 3 How elephants help humans |
| 2 Nature's advance warning systems | 4 Scientific uncertainty about animals |

M

c Read the text about animal instincts, then decide whether the statements (1–9) are true (T) or false (F). Put a cross **X** in the correct box. Then identify the sentence in the text which supports your decision. Write the first four words of that sentence in the space provided. The first one (0) has been done for you.

	Statements	T	F	First four words
0	Elephants are highly respected animals in Thailand.	X		The elephant is Thailand's
Q1	In the 2004 tsunami, elephants saved some people.			
Q2	Some scientists think that elephants can hear an earthquake starting.			
Q3	Animals can only sense the approach of tsunamis.			
Q4	The ancient Greeks experimented with animals.			
Q5	For some time, Japanese scientists have been studying how animals sense danger.			
Q6	Scientists at the USGS think it's hard to know what causes certain animal behaviour.			
Q7	Rupert Sheldrake believes that there is a connection between strange animal behaviour and earthquakes.			
Q8	More than 150,000 people died in the Haicheng earthquake.			
Q9	Animals cannot help us to avoid natural disasters in the future.			

d Find the words 1–9 in the text and match each one to a definition a–i.

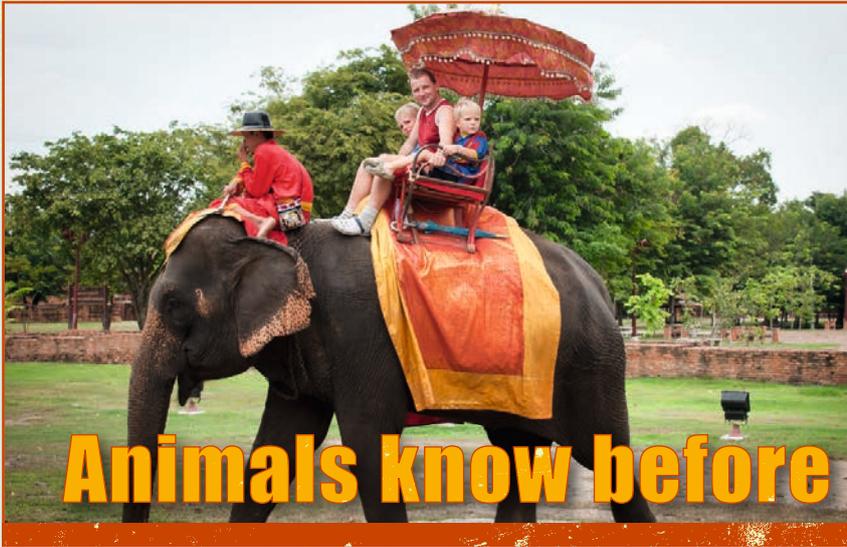
- | | | |
|--|--------------------------|------------------------------------|
| 1 revered (paragraph 1) | <input type="checkbox"/> | a ran very quickly to a safe place |
| 2 out of harm's way (paragraph 1) | <input type="checkbox"/> | b most badly damaged |
| 3 worst hit (paragraph 2) | <input type="checkbox"/> | c the time immediately before |
| 4 broke free (paragraph 2) | <input type="checkbox"/> | d escaped |
| 5 bolted to safety (paragraph 2) | <input type="checkbox"/> | e greatly respected |
| 6 the days leading up to (paragraph 4) | <input type="checkbox"/> | f connection |
| 7 countless (paragraph 6) | <input type="checkbox"/> | g a very large number of |
| 8 erratic (paragraph 7) | <input type="checkbox"/> | h to a safe place |
| 9 link (paragraph 8) | <input type="checkbox"/> | i always changing |

Discussion box

- The text mentions a sixth sense. What is this sixth sense, and what are the other five?
- Do you believe that animals or humans have a sixth sense? If so, give examples to support your belief.
- What kind of situations do you think that humans would use a sixth sense in?

Useful words

handler • behaviour • lab rats • territory • predator • domesticated
tame • wild • prey • owner • instinct • feed • stray • animal testing
hunt • cage • pet • safari • habitat • endangered



1 The elephant is Thailand's most revered* animal. Elephants are respected for their supposed wisdom, strength and good fortune. Over the centuries, they have also been credited with being able to sense earthquakes, storms and other disasters long before humans do. The behaviour of elephants before and during the 2004 South Asia earthquake and tsunami has added to this reputation. After the tsunami, reports circulated around Thailand that elephants had performed miraculous* feats when the waves hit, snatching people up out of the fast-rising water with their trunks and pulling them out of harm's way.

2 An elephant handler in Khao Lak, one of the worst hit areas on Thailand's southwestern coast, said: "On the night before the tsunami hit, the elephants had been making strange noises. I had never heard them scream like that before, so I ran out to the house where they were sleeping because I thought that there was something wrong with them. A group of people working at a nearby rubber plant were also really frightened by the elephants' screams, and they begged me to calm them down." Five minutes before the tsunami hit the coast, the elephants, standing in chains waiting to take tourists on treks*, began screaming again. One of them broke free and ran uphill. Another one carrying tourists on its back also bolted to safety.

3 It is thought that elephants have a sixth sense that shouldn't be ignored. Some scientists think that elephants can tune in to the low-frequency vibrations that precede a tsunami or earthquake. And it is not just elephants. At Yala National Park in Sri Lanka, for example, few animals

of any kind appear to have died in the tsunami, although tens of thousands of people lost their lives there.

4 This is not, of course, a new idea. It has been thought for centuries that animals can predict earthquakes, and there is plenty of evidence to base this belief on. As far back as 373 BC, the Greek city of Helices was destroyed by an earthquake, but in the days leading up to it, the city had been abandoned by most of its animals. More recently, an earthquake struck California in 1994 and killed 57 people. Police said that many pets had been reported missing in the previous week. And not only earthquakes: in 2004, scientists in Florida noted that electronically tagged sharks had been behaving strangely during the approach of a hurricane.

5 But precisely what these animals sensed remains a mystery. One theory is that they felt the earth vibrate* before humans did. Other ideas suggest they detected gases that had been released from the earth or electric charges in the air.



6 One of the world's most earthquake-prone* countries is Japan, where devastation has taken countless lives and caused enormous damage to property. Researchers in Japan have long studied animals in the hope of discovering what they hear or feel before the earth shakes, and then using that sense as a prediction tool.

7 American seismologists, on the other hand, are sceptical*. A recent report by the experts on earthquakes, the United States Geological Survey (USGS) said that a connection between erratic* animal behaviour and the occurrence of an earthquake has never been scientifically established. The USGS carried out tests into animal predictions in the 1970s, but no further investigations into the theory have been carried out since. "What we're faced with is a lot of anecdotes," says Andy Michael, a geophysicist* at USGS. "Animals react to so many things: being hungry, defending their territories, predators, and so on. So it's often hard to know if their behaviour is an advanced warning signal or something else."

8 Rupert Sheldrake, a biologist and expert on canine* behaviour, disagrees. Sheldrake studied animal reactions before major tremors, including the earthquake in Northridge, California, in 1994, and the Greek and Turkish earthquakes in 1999. "Similar patterns of peculiar animal behaviour before an earthquake strikes have been reported independently by people all over the world. I cannot believe that there's no link," he says. "Just think of the earthquake in Haicheng in China in 1975. Chinese officials ordered the population of one million to evacuate the city after numerous incidents of erratic animal behaviour had been observed: for example, snakes crawling out of holes in the ground. Only a small portion of the population was hurt or killed. If the city had not been evacuated, it is estimated that the number of fatalities and injuries could have exceeded 150,000." Perhaps this sixth sense that some animals appear to have can help us in the future to protect ourselves from natural disaster or, at least, to minimise the effects.

Glossary: **revere* = respect and admire;
**miraculous* – wundersam, erstaunlich;
**trek* = long and difficult journey;
**vibrate* – vibrieren; **earthquake-prone* = very likely to suffer an earthquake;
**sceptical* – skeptisch; **erratic* = strange and unusual; **geophysicist* – Geophysiker/in;
**canine* = to do with dogs

Grammar

Past perfect continuous, past perfect simple and past perfect passive (Review)

2 a Look at the examples from the text on page 79. Which one is an example of: the past perfect continuous, the past perfect simple or the past perfect passive?

- 1 Other ideas suggest they detected gases that had been released from the Earth.
- 2 On the night before the tsunami hit, the elephants had been making strange noises.
- 3 After the tsunami, reports circulated around Thailand that elephants had performed miraculous feats.

b Read the text on page 79 again. Find one more example of the past perfect continuous, the past perfect simple and the past perfect passive.

c Complete the book review below with the correct form of the past perfect continuous, the past perfect simple or the past perfect passive. There may be more than one possibility.

Book review

The Incredible Journey

The Incredible Journey is a story about two dogs and a cat in Canada who found themselves far from their home. Their owners, the Hunter family, had gone to live in England for a short time, and so the three pets ¹..... (take) to live on a farm owned by a friend, Mr Longridge. The animals did not really understand what ²..... (happen), and they patiently waited for their owners to come and get them. They began to think that maybe they ³..... (forget) by the Hunters. After about two weeks – during which time they ⁴..... (treat) well by Mr Longridge – the animals decided that they had waited long enough. They left the farm and started to walk back home, following their instincts. But they didn't know that their journey would take them across 400 kilometres! The story tells us of this amazing journey. When they finally got home, the animals ⁵..... (travel) for many weeks and ⁶..... (have) many difficult experiences. They ⁷..... (face) starvation*, illness and had been attacked by wild animals. And of course their owners, who ⁸..... (tell) that they were missing and who ⁹..... (look) for them, were pleased to have them back again.

This is a moving story about animal courage and instincts.

Glossary: *starvation – Hungertod

Listen

3 a Match the words with the pictures.

cricket chameleon shark
butterfly silkworm*



1

2



3

4



5

Glossary: *silkworm – Seidenraupe

b Match the words 1–5 with statements a–g. There are two statements that you won't use.

- | | | | |
|---------------|--------------------------|-------------|--------------------------|
| 1 Crickets | <input type="checkbox"/> | 4 Sharks | <input type="checkbox"/> |
| 2 Chameleons | <input type="checkbox"/> | 5 Silkworms | <input type="checkbox"/> |
| 3 Butterflies | <input type="checkbox"/> | | |

- a use the antennae on their heads to listen and communicate.
- b use smell to find a partner.
- c use their legs to listen.
- d hear by picking up sound vibrations from a membrane on their legs.
- e have eyes that can look in different directions at the same time.
- f use their feet to taste things.
- g can detect the presence of other animals through electric charges.



c Listen to the radio quiz to check your answers.

Glossary: *chemo receptor – chemischer Rezeptor; *camou~age – Tarnung; *cocoon – Kokon, Puppe



d Listen again. Who wins the quiz? Tick (✓) the correct box.

Gillian Scott both

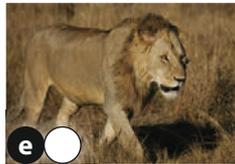
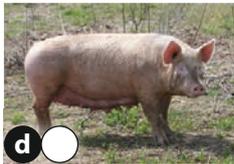
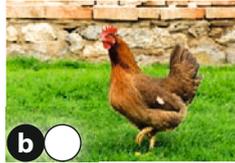
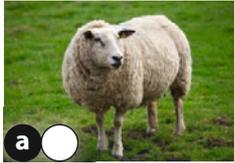
Vocabulary

Animal sounds



4 a Listen to the animal sounds. Match the pictures a–g with the sounds 1–7.

- 1 bark 2 croak* 3 crow* 4 grunt
5 roar 6 bleat* 7 hiss



Glossary: *croak – quaken; *crow – krähen; *bleat – blöken, meckern

b The verbs from 4a are sometimes used to describe human speech. Complete the sentences using the correct verb from 4a.

- The football coach **barked** his instructions to the players.
- They all _____ with laughter when they saw what I was wearing.
- My father didn't actually say "Yes", he just _____.
- The actors were terrible and the audience _____ their disapproval.
- Harry just about managed to _____ that he was OK although he had a very sore throat.
- He won the school tennis championship and _____ about it for weeks.
- I hate it when she _____ on about how badly everyone treats her.

Speak

5 Work in pairs. Read one story each and then re-tell the story to your partner, using your own words.

1

Alfie saves the day



A Philadelphia family's dog is being acclaimed as a hero after sounding the alert when he saw the family's two-year-old child playing on the roof. As his parents slept, toddler Philip Redman crawled through a broken window and onto the roof of their home with Alfie, the family dog, following close behind him. Family members say the boy's parents had placed a playpen in front of the broken window to keep Philip safe. But little Philip was able to move the playpen and climb out of the window.

Alfie followed Philip out of the window and began barking. It was his barking that drew the attention of neighbours and Philip's sleeping parents.

2

Terriers save their owners from fire



around 8.30 a.m. on Christmas Eve by the sound of the dogs barking to discover their house was on fire. Thanks to the early warning, the men were able to escape with only minor burns and smoke inhalation.

Two Jack Russell terriers called Barbie and Lucy are being honoured as heroes in Gainesville, Florida after waking up their two human guardians and alerting them to a fire. Richard Pla and Kyle Strohmman were woken up

According to Richard, the dogs gave them "just about the 30 seconds we needed to get up, get to the front door and get ourselves and the dogs out to safety before the house burst into flames."

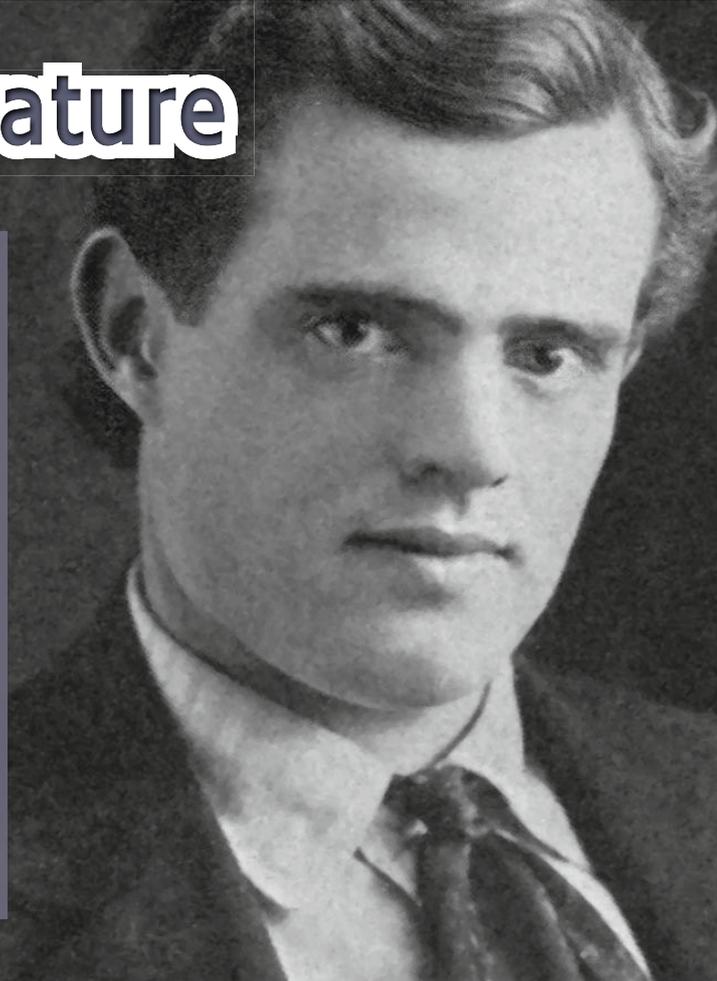
M

Write

6 A newspaper has started a campaign against people who live in flats having dogs or cats as pets. You have decided to send in an essay arguing your view on this issue. In your essay you should:

- analyse why some people feel it's important to have pets
- discuss situations under which it might be problematic to have pets
- express your views on the campaign against cats and dogs in flats

Write around 250 words. Give your essay a title.
(For more ideas on writing an essay check the suggestions on pp. 140–143)



Jack London (1876–1916), American author, journalist and political activist, was one of the pioneers of magazine fiction, and is best known for his novels *The Call of the Wild* (1903), *White Fang* (1906) and *The Sea-Wolf* (1904). He wrote numerous novels and short stories, was an ardent* socialist and devoted his final years to building a huge ranch in Sonoma County (California) which was destroyed in a fire just before London and his wife wanted to move in.

The Call of the Wild raises themes such as survival of the fittest and nature vs. civilisation and has been made into a film several times.

Glossary: *ardent – strong and determined

The Call of the Wild

by Jack London (a novel)

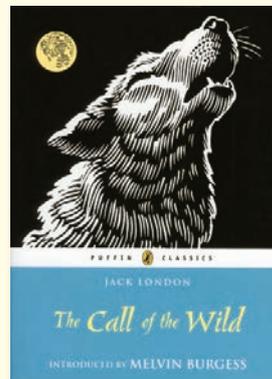
a Look at the cover of the book and read the short summary of the story. Is this a story you would choose to read? Why / Why not?

Buck is born to a life of luxury, but he's betrayed by an estate gardener* in California who sells him as a sledge dog* to Alaska. During the time of the famous Klondike Gold Rush in 1897, dogs like Buck are in great demand in the frozen north. In his new environment, Buck's primitive, wolf-like nature gradually begins to emerge. Buck escapes, courageously fighting for survival, and finally leads a pack of wolves and becomes a legend of the north.

Glossary: *estate gardener = someone who looks after the garden of a large house; *sledge dog – Schlittenhund

b Read the text quickly.

- 1 What examples are there of the "instincts long dead" that came alive again in Buck?
- 2 Is Buck bringing about the changes on purpose?



Not that Buck reasoned it out. He was fit that was all, and unconsciously he adjusted himself to the new mode of life. 5 All his days, no matter what the odds, he had never run from a fight. But the stick of the man in the red sweater 10 had beaten into him a more fundamental and primitive code. He now ran away to save his hide. He did not steal for joy of it, but because of the noise of his stomach. He did not rob openly, but 15 stole secretly and cunningly*, out of respect for the stick and fang*. In short, the things he did were done because it was easier to do them than not to do them.

His development (or retrogression*) was rapid. 20 His muscles became hard as iron, and he grew

Glossary: *cunningly = cleverly; *fang = long, sharp tooth of an animal; *retrogression = returning to an earlier state

C Read the text again, then decide whether the statements (1–8) are true (T) or false (F). Put a cross **X** in the correct box. Then identify the sentence in the text which supports your decision. Write the first four words of that sentence in the space provided. The first one (0) has been done for you.

	Statements	T	F	First four words
0	Buck made an effort to adjust himself to his new life.		X	He was fit that
Q1	Buck never used to fight.			
Q2	Buck did not take any pleasure in stealing.			
Q3	Buck learned to survive on the most disgusting things.			
Q4	Whenever Buck heard a sound he knew danger was ahead.			
Q5	Buck enjoyed the changes that were happening to him.			
Q6	Buck learned how to do new things only through experience.			
Q7	The wild dogs hunted on their own.			
Q8	When Buck howled at night, generations of wild dogs howled through him.			

d Get together in small groups and discuss whether in the end nature triumphs over nurture.

- Do we rely on our instincts in critical situations?
- Do we forget about good manners and education in critical situations?
- Do we abandon morals when it comes to surviving?

Try to find examples for your viewpoints. Sum up your discussion and present it to the class.

indifferent to all ordinary pain. He achieved an internal as well as external economy. He could eat anything, no matter how loathsome* or indigestible*; and, once eaten, the juices of his stomach extracted the last least particle* of nutrition; and his blood carried it to the farthest reaches of his body, building it into the toughest and stoutest* of tissues*. Sight and scent became remarkably* keen while his hearing developed such acuteness that in his sleep he heard the faintest sound and knew whether it heralded peace or peril*. He learned to bite the ice out with his teeth when it collected between his toes; and when he was thirsty and there was a thick layer of ice over the water hole, he would break it by rearing and striking it with stiff fore legs*. His most obvious trait was an ability to scent the wind and forecast it a night in advance. No matter how breathless the air when he dug his nest by tree or bank, the wind that later blew inevitably found him sheltered and snug*.

And not only did he learn by experience, but instincts long dead became alive again. The domesticated* generations fell from him. In vague

ways he remembered back to the youth of the breed, to the time the wild dogs moved in packs through the primeval forest and killed their meat as they ran it down. It was no task for him to learn to fight like a wolf. In this manner forgotten ancestors had fought. They stimulated the old life within him, and the old tricks which they had stamped into the heredity* of the breed were his tricks. They came to him without effort or discovery, as though they had been his always. And when, on the still cold nights, he pointed his nose at a star and howled long and wolflike, it was his ancestors, dead and dust, pointing nose at star and howling down through the centuries and through him. And his cadences* were their cadences, the cadences which voiced their sadness and what to them was the meaning of the stillness, and the cold, and dark.

Glossary: *loathsome = horrible; *indigestible = impossible to digest; *particle = very small part; *stout = very strong; *tissue = Gewebe; *remarkably = außergewöhnlich; *herald = announce, warn about something, *peril = danger; *fore legs = Vorderpfoten; *snug = comfortable; *domesticated = no longer wild, living with humans; *heredity = Erbgut, Gene; *cadence = rhythm, melody

INTO Music

Stray Cat Strut* The Stray Cats

a Match the phrases with the pictures.

- gets water thrown at it
- struts with tail in the air
- walks across roofs
- chases mice
- looks for food in bins
- sits on a fence

Typical stray cat behaviour ...



1



2



3



4



5



6

Glossary: *strut = walk proudly, looking important



b Watch the video. Which of these images do you see?



c Listen and complete with the missing words.

Black and orange stray cat

.....

Ain't got enough dough to pay the rent.

I'm flat broke, but I don't care.

I right by with my

.....

Stray cat strut, I'm a ladies' cat.

A feline* Casanova. Hey man, that's where it's at.

Get a thrown at me from a mean old man.

Get my from a garbage*

Yeah, don't cross my path.

Chorus

I don't bother around.

I slink* down the alley looking for a

Howling to the moonlight on a summer night,

Singin' the blues while the lady cats cry,

"Wild stray cat, you're a real gone guy.

I wish I could be as and"

But I got cat class and I got cat style.

Glossary: *feline = like a cat; *garbage = trash, rubbish; *slink = schleichen

d Discuss.

- 1 Choose five adjectives to describe the singer and his attitude.
- 2 What animals would you use to represent:
 - a a ruthless business person who will do anything to get ahead?
 - b someone who is shy but smart?
 - c a joker who never takes anything seriously?
 - d a charming politician who can't be trusted?
- 3 Discuss and explain your choices.

e Imagine. What animal would you choose to represent you? Write a short passage explaining your choice.

Developing speaking skills

Confirming what someone has said

Conversational strategy:

- Involving someone in a conversation

a Work in pairs and do the task below. Make sure both of you talk the same amount of time. You and your partner have been stopped in the street by a reporter from a news magazine. They want to ask you about zoos. Discuss how important these points are.

Zoos need to

- educate the public, especially children
- raise money for nature conservation
- prevent endangered animals from dying out
- provide people with a good day out

b Discuss what you thought about your performances. How well did you do?



c Listen to two students doing the same task. What's your impression?



d Look at the language in the box. Complete the missing words. Then listen again and check.



Tip

Involving someone in a conversation

When you want to make sure someone gets involved more in a conversation, you need to be careful how you do that. Using *Do you agree?* and *Have you got any idea...?* often lead to very short answers only.

Here are useful ways of involving somebody more:

I know you're (an animal lover), so it would really be good to hear your thoughts first.

Do you feel strongly about (some of the points in the list)?

That's an interesting point. Can you elaborate a little on your reasons for bringing it up?

Tell me more!

e PRACTICE TASK You and your partner have been stopped in the street by a reporter from a news magazine. They want to ask you about your opinion about experiments on animals. Discuss how you feel about the following points.

- All experiments involving animals should be forbidden, unless they are worms, rats, snakes and mice.
- We need animals to test new medications* – experiments with animals should be allowed, but strictly for the development of medicinal* drugs.
- The decision whether to use animal experiments or not should be carefully considered by groups of experts, and they should have clear guidelines as a basis for their decisions.
- Animals feel like humans do – we need to develop computer programmes that can simulate* how organisms* react in tests. That would save the lives of lots of animals.

Glossary: *medication = medicine given to people who are ill; *medicinal = used for medical purposes; *simulate – simulieren; *organism – Organismus

Useful phrases

Confirming what someone has said

In a conversation, it is often of benefit to you and the other person to confirm what someone has said – both for you, and for the other person.

These phrases will help you do that:

In other ¹ *you feel ...*

I ² *what you mean.*

So what I hear you ³ *is that ...*

So am I ⁴ *in saying that ... ?*

Developing reading exam skills

M

a Read the text about animal testing. Parts of the text have been removed. Choose the correct part (A–I) for each gap (1–6). Write your answers in the boxes provided at the end of the task. There are two extra parts that you should not use. The first one (0) has been done for you.

- A Of course, science is always making progress.
- B Animal testing doesn't really work very well.
- C In the old days you just hoped they got diabetes.
- D Most animal testing today is done on rodents, either rats or mice.
- E** That really is the whole purpose of using a complex biological system known as an animal.
- F It's everybody's hope that one day we could replace animal trials entirely with computer modelling.
- G We often hear you can't give aspirin to cats because it's poisonous to them, or you shouldn't give chocolate to dogs.
- H Testing for cosmetics is not included.
- I Then if a product is found to be safe in a rodent, another species is used.

0	Q1	Q2	Q3
E			

Q4	Q5	Q6



HOW MUCH DOES ANIMAL TESTING TELL US?

BY LAURA BLUE

Every week there is news of a lab breakthrough using rats or mice. But of all these promising medical developments in the lab, only a few seem to become major breakthroughs for humans. Frankie Trull, president of the non-profit Foundation for Biomedical Research (a promoter* of responsible animal testing), explains the advantages and disadvantages of pre-clinical trials. 5

INTERVIEWER:

What do animal trials really tell us about humans? 10

FRANKIE TRULL:

Animals are substitutes for humans. The basic reason for animal trials is to find answers to two issues before any new product is introduced into a human: whether the product is safe for humans and also whether or not the product works. 15 This process begins a long time before we get to animals. But at some point we need to understand how a compound* works in a whole living system, how it would affect all the organs. (0)... .

Glossary: *promoter = someone who tries to make people support an idea or project; *compound = Stoff

There is no question that, despite the excellent results that come out of lots of trials, the human is the ultimate animal model – and sometimes a potential downside to a new product is not identified until it gets to a human. (Q1)... . Chocolate, which is very safe in humans, is not safe in dogs. But when you go back and look at how many products fail before they ever get to human testing, it's clear animals do play a really important part in at least giving early signals.

Over the past 60 years, scientists have figured out what works best in what models. (Q2)... . Rodents, particularly mice, have very short lifespans*, so you can see how a product would react in a young animal, then in the same older animal, and then in the next-generation animal, all over a short period of time. (Q3)... . For example, if it's a neurological* product, the cat is often the preferred model because the neurological system* of the cat is closer to that of a human. Scientists really do try hard to find the species that will most accurately show how the product would work in a human.

(Q4)... . Nowadays you read a lot about these very special rodents, animals we call "transgenic* animals." That means if you're studying diabetes, the mice have diabetes, so you can go right to specific disease targets in a much faster way than you could in the old days. (Q5)... . Also, as the scientific community is understanding more and more about the genome, whether it's the human genome or the fruit fly genome, they're better able to identify gene markers*, to target them and start developing products for those specific diseases.

Increasingly, scientists are also looking at non-animal models to provide more and more answers. That's not only going to decrease the number of animals used in certain experiments but, more important for many, speed up the drug approval process. (Q6)... . But I don't think it'll happen during my lifetime.

Glossary: **lifespan* = how long someone or something lives; **neurological* – neurologisch; **neurological system* – Nervensystem; **transgenic* = having genes that can be transferred to another organism; **gene marker* – Markergen

EXAM TIP

READING:

Putting sentences back into a text

What the task type is:

In this exam task, sentences have been lifted from the text and you are asked to put them back in where they belong.

How to do the task:

First read the text as if no sentences were missing so you get an idea of what it is all about.

Then carefully read the sentences A–I. Work by default* – if you immediately spot a sentence that could go into one of the blank spaces, use a pencil to draw a light line from the sentence to the blank space. After you have done the obvious ones, read the text again slowly and try to spot what piece of information is actually missing to make it a coherent text.

These considerations will help you to complete your task more easily:

- Look for content words. Does the sentence you have to put back in contain a word that ties in with the immediate context around the blank?
- Does the missing sentence contain a linking word, which will help you tie it to what comes before the gap?
- If an opening sentence to a paragraph is missing, check which of the sentences could be an obvious opening sentence. The same goes for a missing sentence towards the end: Does it somehow sum up the issue? Or maybe it raises a question for the future. Note that very general sentences are often opening or concluding sentences.

Examples:

Of course, science is always making progress. This is a fairly general statement, and would normally be found near the beginning of a paragraph.

It's everybody's hope that one day we could replace animal trials entirely with computer modelling.

Expressing hope for the future indicates that the sentence will be inserted* towards the end of a text.

Once you have finished your task, read through the text again, if possible reading it out loud to yourself. Does it sound coherent? If you are not sure about a sentence, try it out somewhere else. Does it sound better?

Glossary: **by default* – per Ausschlussverfahren; **insert* = put in, add

b Discuss your answers in pairs. Which did you find easy? Which were harder? Why? Refer to the tip.

Language in use

M

a You are going to read a text about cats. Some words are missing from the text. Choose the correct answer (A, B, C or D) for each gap (1–8) in the text. Write your answers in the boxes provided. The first one (0) has been done for you.

A short history of cats

Cats and people have a relationship that goes (0)... a long way. Scholars believe people had been encouraging cats into homes before 500 BC. The first house cat, in fact, may have been a small wild cat with a yellow coat and pale stripes not (Q1)... cats found in the wild today. And there is little doubt that even the first cat owners (Q2)... their pets. Archaeologists uncovering early Egyptian tombs discovered that cats (Q3)... been buried with their owners.



Many of today's pet cats aren't completely domesticated, (Q4)... they still retain the ability and the instincts to hunt and live (Q5)... their own. Indeed, these survival skills have led to a troubling cat population problem in the Western World, where millions of unwanted cats roam cities causing (Q6)... damage to wild bird populations and other wild animals. The RSPCA started a campaign to cut (Q7)... on unwanted cats in 2002. Before this thousands of wild cats had been reported (Q8)... throughout Britain, facing starvation, maltreatment* and often death.

- 0 A past B together C back D with
- Q1 A like B similar C unlike D different
- Q2 A revered B tamed C fed D wanted
- Q3 A has B have C had D having
- Q4 A however B although C but D since
- Q5 A by B for C with D on
- Q6 A many B lots C countless D numerous
- Q7 A down B out C away D over
- Q8 A strutting B roaming C walking D wading

0	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
C								

Glossary: *maltreatment – Misshandlung

M

b Read the text about animal heroes. Some words are missing from the text. Use the words in brackets to form a word that fits the gaps (1–7). Write your answers in the spaces provided at the end of the text. The first one (0) has been done for you.

Animals who served their country

A new memorial, which is dedicated to the (0)... (courage) animal heroes who helped Britain during the war, has been opened. The monument includes (Q1)... (hero) horses, dogs, dolphins, pigeons, elephants and even glow worms.

The monument gives a special mention to the (Q2)... (number) animals awarded the PDSA Dickin Medal, which is given to animals that have shown courage or heroic (Q3)... (behave) in war. They include Rob, a WW2 para-dog who made an (Q4)... (believe) 20 parachute drops while serving with the SAS, and a pigeon called Mary, who managed to struggle back to (Q5)... (safe) from a mission after being attacked by hawks. PDSA director general Marilyn Rydstrom described the memorial as "the nation's long-awaited and very welcome tribute" to the animals. "It will also stand as a testament to the (Q6)... (miracle) bond that animals share with mankind in times of extreme (Q7)... (di~ cult)."

Write your answers here:

- 0 courageous
- Q1
- Q2
- Q3
- Q4
- Q5
- Q6
- Q7

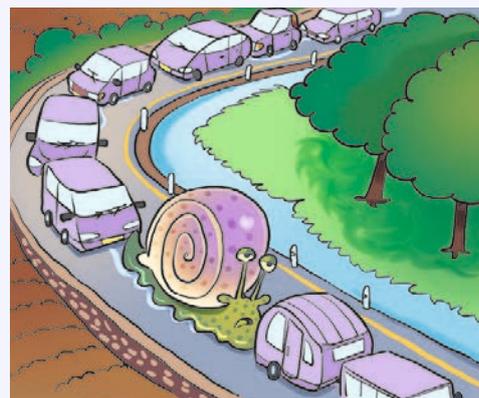
Wordwise

Expressions with animals

a Match the sentences and / or sentence halves.

- 1 The roads were full of traffic so
- 2 He's got a horrible job and he lives in a really small flat on his own.
- 3 He's crazy about football!
- 4 He said he was at home, but someone saw him at the cinema –
- 5 You're deciding what to wear to the party? But you haven't been invited yet!
- 6 He never has any ideas of his own –
- 7 I wanted to do the bungee jumping, but at the last moment
- 8 One person buys a shirt from that shop, and then everyone starts wearing the same one.

-
-
-
-
-
-
-
-



- a I **chickened out** and didn't do it.
- b He's always **rabbiting on** about his favourite team.
- c That's **putting the cart before the horse**.
- d They're **like sheep**.
- e It's **a dog's life**.
- f he just **parrots** everything that Sarah says.
- g we travelled **at a snail's pace** for about an hour.
- h there's something **fishy** going on here!



b Listen and check.

c Write the highlighted expressions from a after the definitions.

- 1 a very unhappy and unpleasant life
=
- 2 dishonest, suspicious
=
- 3 to repeat exactly what another person says / said, often without understanding it
=
- 4 to do the same thing that everybody else does
=
- 5 to decide not to do something because you're scared
=
- 6 to continue talking about something which is not interesting to the listener
=
- 7 very slowly
=
- 8 to do things in the wrong order
=

d Complete the mini-dialogues using some of the expressions from a.

- 1 **A** Have you heard? John's invited Dan to his party.
B But he doesn't even like him. That sounds very
- 2 **A** No, I'm sorry. I can't do it.
B Oh, come on. Don't on me now!
- 3 **A** I don't think we've got a chance of winning today.
B I just said that. Stop me.
- 4 **A** Why does everyone have to walk ?
B It's really irritating. We'll never get there at this rate.
- 5 **A** I don't think I can stand another minute in Brian's company.
B Why? Is he still about his new girlfriend?
- 6 **A** I hate the way everyone puts up their hand when the teacher asks a question.
B I know. They're just

Read

1 a Work with a partner. Make a list of ten things that could inspire writers, singers and dancers.

b What do you know about any of the people in the photos? Where do you think they get their inspiration from? Read the text quickly to find the answers.

c Read the text again. Answer the questions.

- How do bright and beautiful things help Darcey with big city life?
- What reaction do some people have to red and pink together according to Darcey?
- Why was Benjamin moved by the photos of people he saw on TV from the Biafran war?
- How did Benjamin feel about the expectation for working-class black people?
- How does Joan create her song lyrics?

d Which person in the text refers to the following ideas?

- the frustration of being stereotyped
- the emotional effect colours can have on people
- how inspiration can come from everyday conversations
- the emotional impact a visual memory can have on finding meaning in life

What inspires the inspirational*?

Where does creativity come from? How do we find our best ideas, our greatest expressions of intellect and imagination? What goes on in our minds is as individual as we are – yet it has the power to define our lives and change the world. From artists and authors to campaigners and politicians, we ask: What's your inspiration? This week, we ask the question to three artists.



Darcey Busnell • Prima ballerina

I am inspired mainly by bright colours and beautiful views. When you live in a big city with long winters, I think you need them to revive your enthusiasm for life. I've always painted my walls vivid colours, like bright pink. In my first flat, I had a bathroom that was painted purple. It made everybody go "Woohh!"

My mother was into colours and loved to mix them. I particularly love red and pink together, although the combination can appal some people. I love to dress my two daughters in vibrant colours. I don't wear enough colour myself, though. I once had a wonderful costume made for me that was red chiffon with wonderful Indian trousers. It was for the part of Nikiya in *La Bayadère*.



Benjamin Zephaniah • Poet

What motivated me to start thinking politically and putting my poetry into words was the image of a starving child in the Biafran war. We were watching the news on TV and I remember asking my mother why that baby looked like that – the thin arms, the swollen belly. My mother explained that the child was starving largely because there was fighting going on. And I was just becoming aware of racism and I said: "Why do white people do this to us all the time?", and my mother said: "No, this is black people

hurting each other." I couldn't believe how horrible it was. I thought I wanted to do something. I felt these were children like me. They should be outside with me, playing football.

Later on in life, I remember being told that working-class black people like me should get an apprenticeship, work, find a nice dark-skinned girl and have children. I remember thinking: if that's it, if that's all there is for me, then I'm going to kill myself. And then I remembered the Biafran kid and the image drove me to live to help others live. From then on, I knew what to do with my poetry and my life. And I'm very grateful for that image.



Joan Armatrading • Singer and songwriter

Everyday conversations can be an incredible source of inspiration. A person could say something trivial, just a word or a phrase, and it can become a song.

The other day, somebody was telling me that their building was set on fire. So it was arson – something called a glory fire*. I hadn't ever heard that phrase, but it's used to describe what happens when somebody deliberately starts a fire in order to put it out and claim the praise*.

Anyway, it had gone horribly wrong and there was a really serious fire. I was shown pictures of the building. But I immediately wrote down the term, and all these things were coming into my head; I was playing with associations, thinking how a glory fire could be used to refer to something else. Things like that spur me on immediately into putting down ideas for songs. Whether that song gets written – well, you'll have to wait and see when the next album comes out.

Glossary: *the inspirational = people that inspire you;

*glory fire – ein Brand bei dem der Brandstifter das Feuer selber löscht;

*claim the praise – das Lob für sich in Anspruch nehmen

Useful words

get ideas • come into (your) head • be original • be inspired (by) • inspirational • a source of inspiration • be creative
creativity • metaphors • similes • make comparisons • make associations • spur someone on • express oneself
to experiment • unconventional • symbolism • represent (something) • resemble • be synonymous (with ...)

Discussion box

- 1 Where do you get your inspiration from?
- 2 How important is visual inspiration for you? What kinds of images do you regard most inspirational?
- 3 Are there any specific songs or pieces of music that inspire your creativity? Why / Why not?

M

Write

- 2 The management of a youth club have done a survey among its members about creativity. The surprising outcome of the survey was that 92% of the people taking part do not see themselves as being very creative. The youth club is now encouraging members to send in essays on this issue to be published on the club's website. You have decided to take part.

In your essay you should:

- outline why many people do not see themselves as being very creative
- describe the positive effects of being creative
- discuss what could be done to help people become more creative

Write around 400 words and give your essay a title.

(For more ideas on writing an essay check the suggestions on pp. 140–143)

Grammar

Causative *have* (Review)

- 3 **a** Look at the sentence from the text about Darcey Bussell and answer the question.

I once had a wonderful costume made for me that was red chiffon with wonderful Indian trousers.

In this sentence, who made the costume?

- 4 **b** Complete the rule using the example in 3a.

Rule:

This structure is formed with the verb to + object + the of the main verb.

We can use this structure for things that we intend to happen.

We ask or pay someone to do these things for us as a service.

- 4 **c** Complete each sentence using the *have something done* structure.

- 1 I went to the hairdresser last week and I had my hair cut (my hair / cut)
- 2 She hired a painter and she (her house / paint)
- 3 Paul went to a tailor and he (a suit / make)
- 4 It was a great weekend because I (my letter / publish) in my favourite magazine.
- 5 While my friends were on holiday, they (their cat / look after) by their neighbours.
- 6 I've had lots of headaches recently. I think I should (my blood pressure / check)

Listen

- 4 **a** Work with a partner. Look at the pictures and try to work out each metaphor 1–4.



1
CD 3

- 4 **b** Listen to the interview and check your ideas from 4a. What do each of the metaphors mean?

Glossary: **ygurative* – nicht wörtlich zu verstehen, figurativ;
*cardboard box – Pappschachtel

C Listen to the interview again. While listening, choose the correct answer (A, B, C or D) for questions 1–4. Put a cross in the correct box. The first one (0) has been done for you.

0 Why does Jane love metaphors?

- A Because they let us experiment with our language.
- B Because they help us understand grammatical rules.
- C Because they allow us to invent new words.
- D Because they are beautiful.

Q1 Which of the following is not a feature of a metaphor?

- A They don't mean exactly what they say.
- B They make language more lively.
- C They involve a comparison.
- D They are mainly used in spoken language.

Q2 What does she use the example "Her lips are fresh red roses" to say?

- A Anyone can make up a metaphor.
- B Metaphors only really work if we can see a connection between the things being compared.
- C That she's always hungry.
- D A good metaphor comes from the imagination.

Q3 According to Jane, how often does a person use a metaphor in spoken language?

- A every 60 seconds
- B every 10 seconds
- C every 15 seconds
- D every 30 seconds

Q4 Why is Jane interested in the metaphors that we make up ourselves?

- A Because they can help us understand the person better.
- B Because they are usually more creative.
- C Because they tell us interesting things about our language.
- D Because they are original.

Glossary: **figurative* – nicht wörtlich zu verstehen, figurativ;
**cardboard box* – Pappschachtel

Vocabulary

Metaphors to describe emotions

5 **a** Complete the sentences with the words in the box. Use a dictionary if you need to.

happy	nervous	embarrassed	mad
angry	frustrated	disappointed	
calm	depressed	shocked	

- a If you feel like you're banging your head against a brick wall, then you feel
- b If you have butterflies in your stomach, you feel
- c If you tell someone you're on top of the world, you feel
- d If you're feeling a bit down in the dumps, you feel
- e If something makes your blood boil, you are
- f If someone has got a screw loose, they are a bit
- g If you don't know where to put yourself, you're
- h If you don't know what has hit you, you are
- i If you're really cut up about something, you're
- j If you tell someone to keep their hair on, you want them to keep

b Complete the sentences using expressions in italics from 5a.

- 1 She says and does the strangest things!
Sometimes I think she's *got a screw loose*
- 2 I was so nervous before the exam! I had
- 3 I accidentally dropped ice cream on her brand new dress! It was awful! I didn't
- 4 James got dumped by Jenny, and he's about it.
- 5 I don't really want to talk now. I'm feeling
– but I'll be better tomorrow.
- 6 That man's always so rude to me! It really
- 7 I talk to him, but he just doesn't listen. I feel like
- 8!
We need to keep calm and think of how we can deal with this problem.

c Work with a partner and create a story in response to the questions. Take notes and then tell your story to another pair of students. Do not write the story.

- Think of a person: Who is it? How old? Where from? Job? Personality?
- One day they were feeling a bit down in the dumps. Why?
- In order to feel on top of the world again, they went on a journey. Where to?
- There they became friends with someone who people said had got a screw loose. What was that person like?
- On the last day before returning home, they discovered something that made their blood boil. What was it? How did they react? How did the story end?

Grammar

Modal passives (present and past)

6 a Read the sentences from the text. Complete the sentences with the words in the box.

scared used accused of made

- 1 If we do, we might be not speaking the language properly.
- 2 A good metaphor is a great example of how language should be
- 3 She must have been really by the idea.
- 4 A connection can be between the things that we are comparing.

b Which sentence in 6a refers to a past situation?

c Use the sentences in 6a to complete the rule.

Rule:

We can use modals in the passive voice by using the modal verb + (present) or (past), and the past participle of the main verb.

d Write the sentences using the passive. Do not use the words *someone* or *people*.

- 1 (Someone) might break the record soon.
The record might be broken soon.
- 2 (People) can send applications by email.
- 3 (Someone) must win the prize.
- 4 (People) will not forget his name.
- 5 (People) should put these things back.
- 6 (Someone) might have stolen your purse.
- 7 (Someone) must have opened this door.
- 8 (Someone) should have invited her to the party.

e Complete the text with a word from the box.

be been would will passed can't have

Paula knew she should ¹..... left the beach a long time ago, but it was the most beautiful sunset, and she was busy painting it. Her friend Serena was getting restless, "It must ²..... finished by now, surely Paula?" she asked. But Paula was lost in her creative world, inspired by the deep red sky. "A beautiful scene like this just ³..... be missed, Serena," she told her friend. "For all we know, this painting ⁴..... have been sold in my art gallery by the end of the month. And then we can go on holiday!" Serena eyed her friend's creative work, and had to admit it was extremely good; it could have ⁵..... painted by someone much more experienced than her friend. She was convinced that Paula ⁶..... be accepted at art college next year. With luck, she too might have ⁷..... all her graphic design exams by the end of the year, and would be able to start her own creative career.

Speak



7 Work with a partner and listen to the second part of the interview with Jane Davis (from 4b).

Jane Davis invites the radio host to think differently about a situation that is difficult for him. Think of a situation that is difficult for you, for example, one that makes you feel nervous or angry.

- 1 Draw a metaphor of how you feel in this situation.
- 2 Draw a metaphor for how you would like to feel in this situation.
- 3 How do your feelings about the difficult situation change when you move qualities from the second picture into the first? Discuss with a partner.

Glossary: *parade around = walk around so people will admire you

Inspired buildings

– buildings as metaphors

The 20th century, perhaps more than any other, marked a period where architects experimented with form and took their inspiration from various sources. That they were able to do this is partly because of modern materials and building techniques which allow buildings to be built that could never have taken shape in earlier times. Here is a selection of our favourites.



A **CASA BATLLÓ**, located at 43, Passeig de Gràcia in the heart of Barcelona, was designed by Antoni Gaudí and built in the years 1905–1907. The local name for the six-floor building is Casa dels ossos (the house of bones), and it was originally designed for a middle-class Barcelona family. It is now a museum.

The building is remarkable, like virtually everything Gaudí designed. It seems that his goal was to avoid straight lines completely – the front of the house is all wavy* lines. The ground floor in particular is astonishing, with irregular oval windows and flowing sculpted* stonework. There are various thoughts about the symbolism: some people say it is a poetic vision of the sea, others that it is Carnival scenes that are represented. Most likely, however, is that Gaudí was thinking of a huge dragon, with the roof being the dragon's curved back, given that this was a recurring* theme in his work.

B **THE NITERÓI CONTEMPORARY ART MUSEUM** was designed by the great Brazilian architect Oscar Niemeyer and opened in 1996. Constituting one of the principal landmarks of the city of Niterói, it is 16 metres high and its cupola has a diameter of 50 metres with three floors. A wide access slope leads to an Exhibition Hall, which can hold up to sixty people. Two doors lead to the

viewing gallery, through which one can see Guanabara Bay, Rio de Janeiro and Sugarloaf Mountain. The museum projects itself over an 817 square-metre reflecting pool that surrounds the cylindrical base “like a flower”, in Niemeyer's words.

The saucer-shaped modernist* structure is set on a cliff-side at the bottom of which is a beach. In the film *Oscar Niemeyer, an architect committed to his century*, Niemeyer is seen flying over Rio de Janeiro in a UFO which then lands on the site, suggesting this as the inspiration for the design of the museum. But Niemeyer never specifically confirmed or denied this.

C **THE BURJ AL-ARAB HOTEL** in Dubai was started in 1994, and its doors were opened to guests on December 1, 1999. It is 321 metres high and was built to resemble the sail of a *dhow*, a type of Arabian sailing vessel*. The hotel stands on an artificial island 280 metres out from Jumeirah beach and is connected to the mainland by a private curving bridge. Near the top is a helipad*, and extending from the other side of the hotel, 200 metres above the ocean, is a restaurant. The Burj al-Arab features the tallest atrium* lobby in the world (180 metres high).

The Burj al-Arab does not have ordinary rooms; rather, it is divided into 202 suites. The smallest suite occupies an area of 169 square metres and the largest one covers 780 square metres. It is one of the most expensive hotels in the world to stay in, with prices ranging from \$1,000 to \$28,000 a night.

Architect Tom Wright stated that the hotel was intended to be “a building that would become synonymous with the name of the country”.

Glossary: *wavy – wellig; *sculpted = shaped; *recurring = repeated; *modernist = a style of art popular between 1940 and 1960; *sailing vessel = a boat or ship; *helipad = a place for a helicopter to land; *atrium = a large open space in a building

1 a Look at the pictures of four buildings around the world. Which one do you think is:

a hotel? a museum? a meeting place for a city council? a private home (originally)?

b Read the texts and check your ideas. Which building is which photo? Match the paragraphs and the pictures.

D CITY HALL in London is the headquarters of the Greater London Authority and the Mayor of London. It stands on the south bank of the River Thames, in the More London development by Tower Bridge. Designed by Norman Foster, it opened in July 2002.

The building has an unusual bulbous* shape, intended to reduce the surface area and thus improve energy efficiency since less heat is lost to the outside. It has been compared variously to Darth Vader's helmet, a misshapen* egg or a motorcycle helmet. The building has no front or back in conventional terms, but derives its shape from a modified sphere.

A 500-metre walkway* ascends* the full height of the building. At the top of the ten-story building is an exhibition and meeting space called "London's Living Room", with an open viewing deck* which is occasionally open to the public. The walkway provides views of the interior of the building, and is intended to symbolise transparency* of government. A similar device was used by Foster in his design for the rebuilt Reichstag in Germany.

Glossary: *bulbous = fat, round and unattractive;
 *misshapen = not with a normal shape; *walkway – Gang, Fußweg; *ascend = go up; *viewing deck – Aussichtsebene;
 *transparency = openness and clarity



C Read the texts again and answer the questions.

- Which building resembles:
 - a fictional animal?
 - something you wear on your head?
 - a means of transport?
 - something from outer space?
- Which building:
 - has a different use now from its original use?
 - was the most recently opened of the four?
 - set a world record?
 - is called something else by local people?

d Do you know any other building (local or worldwide) that you think is different / inventive / creative? Tell the class what you know about it / them.

2 a Read the extract from a book on learning.

- What skills do the authors mention?
- What metaphors do the authors mention?

ANY LEARNING EXPERIENCE PROVIDES A VALUABLE OPPORTUNITY TO REVISIT FUNDAMENTAL PRINCIPLES OF GROWTH AND CHANGE. OVER THE PAST TWENTY-FIVE YEARS, WE HAVE DEVELOPED AND IMPLEMENTED OUR ACADEMIC RESEARCH INTO THE RELEVANT LEARNING WITH PRACTICAL THIS WITH CHALLENGE OURSELVES CONTINUOUSLY TO LEARN NEW THINGS, PARTICULARLY THINGS WHICH WE HAD BEEN OLD AS CHILDREN, WE HAD IT TO LEARN NO TALENT FOR. WE'VE LEARNED MANY NEW SKILLS SUCH AS JINGLING SWIMMING, BALL ROOM DANCING, TENNIS, LANGUAGE, MARTIAL ARTS, DRAWING AND JUGGLING.

ANYONE OF THESE SUBJECTS COULD PROVIDE A BEautiful METAPHOR FOR THE CONCEPT OF LEARNING AND THE BURRUGGING OF PERSONS BEING SPECIAL. WE CHOSE JUGGLING AS THE FOCUS OF OUR BOOK BECAUSE LEARNING ANYTHING NEW INVOLVES BEING AN UNNUMBER OF THINGS "UP IN THE AIR" AT THE SAME TIME BECAUSE "DROPPING THE BALLS" PROVIDES AN IDEAL METAPHOR FOR GRACEFULLY COPIING WITH MISADVENTURES WHICH WE CONSIDER ONE OF THE MOST IMPORTANT ABILITIES. JUGGLING ALSO PROVIDES AN INSIGHT INTO THE NATURE OF THE MIND AS EACH INDIVIDUAL HAS SPECIAL EXPERIENCE OF MIND AND BODY IN HARMONY. AND JUGGLING IS ESSENTIAL TO LEARN TO BE ENCOURAGED AS A ACCESS TO THE FUNDAMENTAL HUMAN LEARNING MODALITY OF PLAY.

Glossary: *complement – ergänzen;
 *modality = the way something is done

b With a partner, create similes or metaphors using the skills that the text mentions.

Example: *Swimming*

Learning is like swimming – as soon as you stop, there is the danger that you drown.

c Work in groups. Write down words or phrases which might be interesting stimuli for creating metaphors, e.g. *freedom, love, friendship, going to university, studying for a test, reading, etc.*

d Decide on one of the words or phrases. Each member of the group now writes down as many metaphors or similes for it as they can think of. Write each one on a separate slip of paper.

Freedom is choosing your own paths.

Freedom is walking on a tightrope without a net.*

Glossary: *tightrope – Drahtseil

e Compare with other groups. Discuss which the strongest metaphors and similes are.



Caravaggio (1986)

Derek Jarman's film is a controversial biography of late Renaissance painter Caravaggio (Terry), famous for his bisexuality, fondness for prostitute models, violence and depravity*. The painter divides his time between two street models, Ranuccio (Bean) and his lover, Lena (Swinton), the decadent cardinals who commission his religious works, and Caravaggio's young assistant (Leigh), who cares for the artist as he lies dying. Photography by Gabriel Beristain reproduces the artist's visual style. (Spencer Leigh, Michael Gough, Nigel Davenport, Robbie Coltrane, Jack Birkett, Nigel Terry, Sean Bean, Tilda Swinton; Director: Derek Jarman)

Glossary: *depravity – Verderbtheit, Lasterhaftigkeit

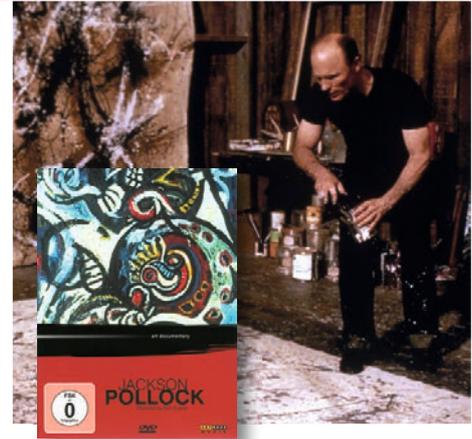


a Watch the scene in which Caravaggio is painting *The Martyrdom of Saint Matthew* (1599-1600). Discuss the following:

- How does he behave as a painter?
- How does he pay his model Ranuccio?
- What is the approximate time frame of the scene (in real time)?
- What is the development of the personal relationship between the two characters like? How is the growing desire portrayed?
- How does Lena live through the scene?
- How can you tell Beristain's photography mirrors the artist's visual style?



Caravaggio (1571–1610) is credited with inventing *Tenebrism*, a visual style, in which there are sharp contrasts of dark and light and dark becomes the dominant feature.



Jackson Pollock (1987)



b Now watch the opening to the documentation about Jackson Pollock. Discuss the following:

- Why do we see these different images at the beginning? (rural America, Monument Valley, etc.)
- How does the introduction grab our attention?
- How does Pollock behave as a painter?
- What different stages of documentary feature do we go through?
- How important is the score?

c Get together in groups and discuss the different ways both painters are shown to the audience. Which one do you like better? Why?

d Here is a list of films dealing with the art world. If possible, watch any of these movies and present a clip from it to your class.

- Andrej Rubljov* (Andrey Tarkovskiy, 1966)
- Artemisia* (Agnès Merlet, 1997)
- Basquiat* (Julian Schnabel, 1996)
- Camille Claudel* (Bruno Nuytten, 1988)
- Exit Through the Gift Shop* (Banksy, 2010)
- Frida* (Julie Taymor, 2002)
- Girl With a Pearl Earring* (Peter Webber, 2003)
- I've Heard the Mermaids Singing* (Patricia Rozema, 1987)
- Klimt* (Raoul Ruiz, 2006)
- Midnight in Paris* (Woody Allen, 2011)
- Nightwatching* (Peter Greenaway, 2007)
- Pollock* (Ed Harris, 2000)
- Séraphine* (Martin Provost, 2008)
- The Belly of an Architect* (Peter Greenaway, 1987)

Developing speaking skills

Assessing and evaluating

Conversational strategy:

- Introducing a topic



a Work with a partner. **A** gives a two-minute monologue on the task below. **B** takes notes. Then swap roles.

- Assess and evaluate the painting above.

b Discuss what you thought about your performances. How well did you do?

3
CD 3

c Listen to a student doing the same task. What's your impression?

3
CD 3

d Look at the language in the box. Complete with the missing words. Then listen again and check.

Tip

Introducing a topic

You don't always need to go straight into the discussion. It can be good to think of a way of introducing the subject more indirectly. In this example, the speaker mentions the fact that he likes to paint himself. Of course, you can't spend too long with your introduction and you will have to focus yourself eventually on the task you are being asked to do.

Useful phrases

Assessing and evaluating

My job is to evaluate this painting and to say ¹..... or not I think it's any good.

That's not to ²..... I don't like it but ...

He's ³..... a very good artist for ...

The overall ⁴..... it makes is very pleasing.

It shows a great ⁵..... of colour and composition.

⁶..... a piece of work by an adult, it is far too ...

It doesn't say ⁷..... about ...

It's a pretty ⁸....., but I believe that ...

e PRACTICE TASK Assess and evaluate the painting.



Developing listening exam skills

EXAM TIP

LISTENING: Multiple choice

What the task type is:

You will have to listen and then complete a series of sentences using one of four options each time.

How to do the task:

Before you listen

- 1 Take a good look at the task sheet. Start with the first question, and read the four possible answers. Even if all the answers seem possible, reading them carefully makes sense. It will make it easier for you to spot the right answer in the listening.
- 2 Sometimes you will find an answer that doesn't make sense. If that is the case, there are only three options left for you that you need to focus on as possible answers to a particular question.
- 3 Carry on like this with the remaining questions.

Example:

Read sentence 0 in the task below. Which of the answers is / are maybe less meaningful than the others?

It's unlikely that Shakespeare couldn't read and write, isn't it? What about the other answers – which do you think is most likely to be the right one?

-  **4** Now check for yourself and listen to the beginning of the conversation.
 **3** Then listen to all of the listening text and do the rest of the sentences.

Glossary: *communication channel = a way of communicating with other people

M

 **5**
CD 3

You are going to listen to a recording about how William Shakespeare became one of the greatest writers of all time. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, choose the correct answer (A, B, C or D) for questions 1–8. Put a cross in the correct box. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.

The greatest writer of all time

0 The radio host wonders how Shakespeare became so successful

- A without the support of the English monarchy.
- B although he couldn't read and write.
- C at a time when modern media didn't exist.
- D although some people thought he had no talent.



Q1 Elizabethan England was

- A a difficult period for the development of Shakespeare as a dramatist.
- B a perfect period for the development of Shakespeare as a dramatist.
- C the time after Shakespeare became a very successful dramatist.
- D the time before Shakespeare became a very successful dramatist.

Q2 In Elizabethan England many people loved

- A going to the theatre, but didn't read books.
- B reading, but very few people went to the theatre.
- C going to the theatre and reading books.
- D staying at home to watch plays there.

Q3 The percentage of people who were able to read

- A was extremely low at the beginning of the 16th century.
- B was extremely low towards the end of the 16th century.
- C doubled between the beginning and the end of the 16th century.
- D was 50 times bigger towards the end of the 16th century.

Q4 An important influence on the development of literacy came

- A from Queen Elizabeth I.
- B from the Reformation.
- C from Shakespeare himself.
- D from people who loved Shakespeare.

Q5 The Covent Garden area in London

- A became the centre of book production.
- B had several theatres that performed Shakespeare.
- C became the centre of entertainment.
- D was where Shakespeare bought a house.

Q6 Richard Fields

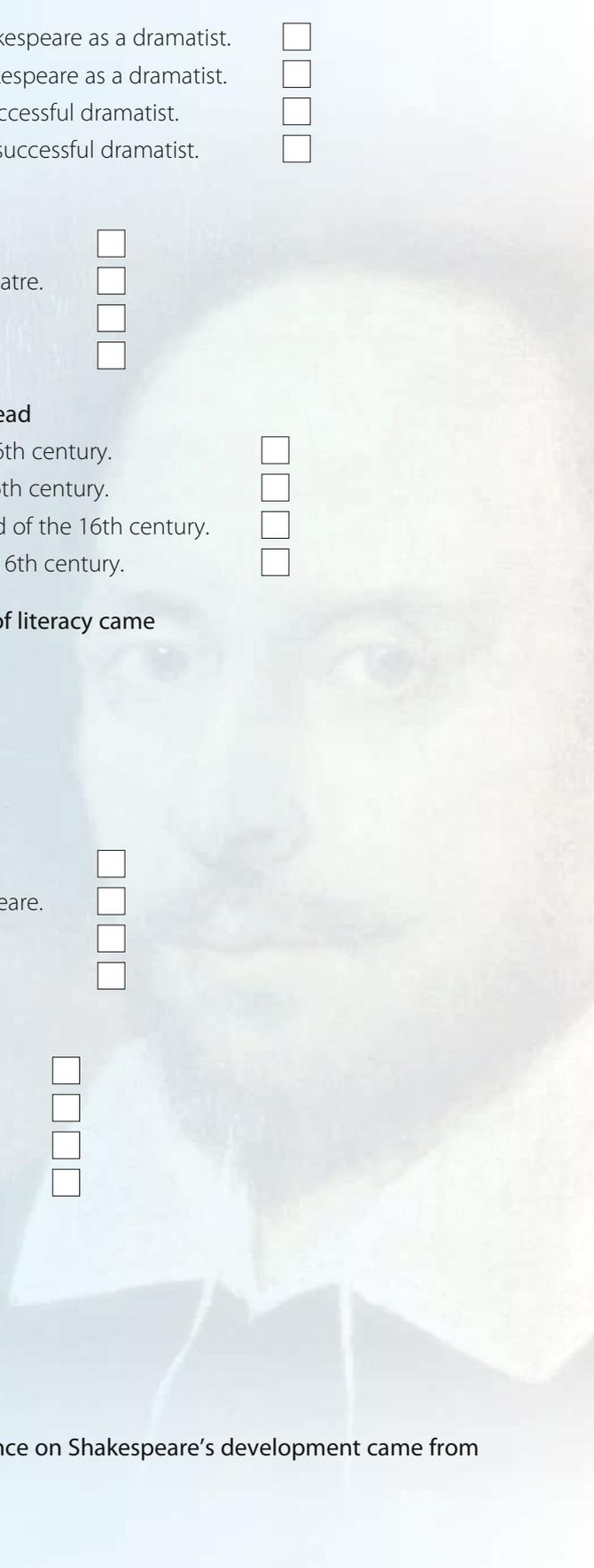
- A was the owner of a library and a writer.
- B supported Shakespeare when he was young.
- C moved to London with Shakespeare.
- D wrote the plots for Shakespeare's plays.

Q7 Shakespeare's first plays

- A were not very successful.
- B were his best works.
- C were never put on stage.
- D became very successful.

Q8 Professor Walter stresses that the main influence on Shakespeare's development came from

- A his friends.
- B his wife.
- C the age and the culture he lived in.
- D the Church of England.

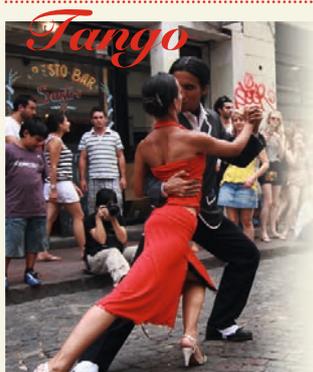


Language in use

M

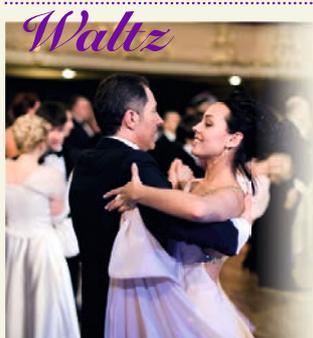
Read the text about different dances. Some parts are missing from the text. Choose from the list (A–O) the correct word for each gap (1–12) in the text. There are two extra words that you should not use. Write your answers in the boxes provided. The first one (0) has been done for you.

Ballroom dancing

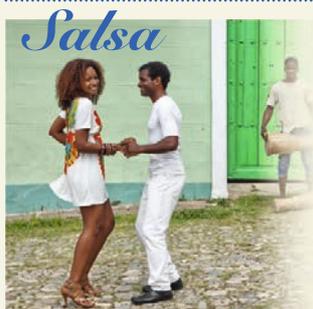


Perhaps no other dance is as expressive and as emotional as the Argentine Tango, which was born on the streets of Buenos Aires (0)... 1880. Originally it was a dance of the working people, but soon wealthier Argentines were (Q1)... it in their clubs and dance halls. By 1910 it had been exported to Paris from where it spread quickly (Q2)... Europe. It was soon picked up on by the Hollywood filmmakers and made famous worldwide. Today it is enjoyed by people of all ages all over the world.

The Tango is a mixture of many influences. Buenos Aires, at the end of the 19th century, was a city of many different cultures and this is reflected in the dance. It's a mixture of the African drumming* dance Candombe, the native folk songs of the Payadores and the rhythms of the Polka and the Mazurka, dances brought over by the Europeans.



With rotating couples swirling around the room to the three-four beat of the music, the Waltz is one of the (Q3)... familiar ballroom dances. Although it first became fashionable in Vienna in the 1780s, the origins of the Waltz are to be found more than 200 years earlier in the Provence area of France. Peasants in the region developed a dance from a piece of folk music (Q4)... as The Volta. The dance involved partners (Q5)... each other tightly around the waist and (Q6)... considered immoral by many. Indeed, it was banned by Louis XIII (1601–1643) from his court. Since then, the Waltz has (Q7)... to be perhaps the most popular ballroom dance. Many famous classical musicians, (Q8)... Schubert and Brahms, have written music specially for the dance and in many countries a Waltz is still (Q9)... danced by the bride and groom at their wedding ceremony.



At the beginning of the 20th century a number of new musical instruments found their way into Cuba. These included the bongo drums, the double bass, cowbells* and, of course, the claves. The local musicians were soon (Q10)... these instruments to good use and it wasn't long before a new dance, the Salsa, had emerged. It was a fast, energetic and lively dance and great exercise for the body.

Compared to many other Latin American dances such as Samba, Cha Cha and the Tango, Salsa is quite a modern dance and (Q11)... to evolve. These days you will find many variations on the Cuban style (Q12)... as Mambo, New York Salsa and Colombian Salsa. These were all invented by Cuban immigrants in the US who mixed the original dance with Rock 'n' Roll.

Glossary: *drumming = accompanied by music from drums; *cowbell – Kuhglocke

- | | | | | |
|-----------|-----------------|-------------|-----------------|-----------|
| A known | D continues | G grown | J are | M was |
| B being | E such | H across | K around | N putting |
| C holding | F traditionally | I including | L most | O dancing |

0	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12
K												

Wordwise

Emotion metaphors

a Match the beginnings and endings of the sentences.

- 1 When my younger brother saw the new bike for his birthday,
- 2 The kids had never been to the beach before –
- 3 Harry's always complaining and criticising –
- 4 Our neighbours make so much noise –
- 5 I just said I didn't like her trainers very much, and she started shouting at me –
- 6 He came round for dinner with my parents, and started swearing –
- 7 When the teacher said my poem was excellent,
- 8 I've been walking around town for three hours now –

- a they **had a whale of a time** splashing in the sea.
- b he was **over the moon**.
- c I'm **dead on my feet**.
- d I **was** really **taken aback** – she hated all the others!
- e he really **gets under my skin** sometimes.
- f it **drives me up the wall** when they play loud music.
- g it was a bit **over the top**, really.
- h I mean, he was really **out of order**.



b Listen and check.

c Match the highlighted expressions in a with the definitions.

- 1 to be
= to be very pleased, extremely happy
- 2 to
= to enjoy oneself very much
- 3 to
= to annoy someone a lot
- 4 to
= to make someone very angry
- 5 to be
= to do something very extreme, very unsuitable, very uncontrolled
- 6 to be
= to do or say something that is not suitable and is likely to upset or offend people
- 7 to be
= to be very shocked or surprised
- 8 to be
= to be extremely tired

d Look at the pictures of a party. Use the expressions from a to say things about them.



e Give examples which are true for you. Compare with the class.

- 1 an occasion when you had a whale of a time
- 2 something that drives you up the wall
- 3 something someone did that was out of order
- 4 a moment when you were over the moon
- 5 a thing someone did that you think was over the top

9

Crime and punishment

Double lives

Read

- 1 a** Read the text quickly. What crime(s) did Frank Abagnale commit?

M

b Read the text about a man who lived a life of crime, then choose the correct heading (A–I) for each paragraph (1–6). There are two extra headings that you should not use. Write your answers in the boxes provided. The first one (0) has been done for you.

- A A life of many roles
- B Justice prevails
- C Fighting the future
- D Set a thief to catch a thief
- E** Fiction from fact
- F Crime doesn't pay
- G Starting young
- H Seeing the world for free
- I Live for today

0	Q1	Q2	Q3	Q4	Q5	Q6
E						

c Read the text again. Answer these questions.

- 1 Why did Frank run away to New York?
- 2 Why did he change a number on his driving licence?
- 3 Frank pretended to have six different professions at different times. What were they?
- 4 Why did Frank pretend to be a pilot?
- 5 Was it easy for the police to catch Frank?
- 6 Why did the American government release him from prison early?

Behind the scenes

TRUE STORIES FROM THE MOVIES

(0)...

There are some people who felt that Steven Spielberg's film *Catch Me If You Can* was irresponsible, because it showed how a young man lived a life of thrills, adventure and glamour by cheating people out of their money. The film was based on the true story of a conman named Frank Abagnale, who during the late 1960s really did use his special "talents" to lead an extraordinary life of crime. However, the real story of Frank Abagnale is not just how one teenager outsmarted* the authorities for five years. It is also the story of how good can prevail if someone is given a second chance.

(Q1)...

Frank's story begins when he was still a teenager. When he was 16, his parents separated. He didn't want to live with either of them, so he ran away to New York. Fortunately for him, he looked old for his age and once he had changed the "four" on his driving licence to a "three" he became ten years older. This was essential for his first scam, for which he needed a bank account. He made \$40,000 from a scam that involved misleading other people into depositing money into his account instead of their own. By the time the bank found out what was going on, Frank had already taken the money and changed his identity.

(Q2)...

Frank embarked on a life of deception which included forging a law diploma from Harvard, which he then used to get himself a job in a state attorney general's* office. He got a job at a Georgia hospital by passing himself off as a doctor; and using a forged university degree, he spent a semester teaching sociology at Brigham Young University. He also managed to pass himself off as a stockbroker and, ironically, an FBI agent.

(Q3)...

One of Frank's greatest desires was to see the world and this wish led to perhaps his most audacious act. For two years Abagnale pretended to be a Pan Am pilot, even though he didn't know anything about flying a plane. The first thing he needed was a uniform. He made a phone call to the company offices, told them what he wanted and they happily explained how to get one. Obtaining a fake ID was just as easy. With



his ID and uniform, Abagnale would then introduce himself as a pilot at the check-in desk of an airline and secure jump-seats* on flights all over the world. For the next few years Abagnale defrauded people all over the States and in twenty-six other countries. He had half the world's police forces looking for him, but he managed to give them the slip for many more months.

(Q4)...

Abagnale was finally arrested in France after a flight attendant on an Air France plane recognised him from a wanted poster she had seen at an airport. Frank spent a total of five years in prison; first in Europe, and then in the US, where he confessed to having forged and cashed cheques* to the value of \$2.5 million using four different false identities. He was sentenced to twelve years for his crimes. However, in 1974 the government offered to release him from prison early in return for his help: he would work for free and help them understand how the typical conman operates. Frank agreed to assist them and from then on his life changed from master criminal to top crime-fighter.

(Q5)...

Abagnale is the first to admit that what he did was wrong and he has apologised for having caused the authorities so much trouble. But he denies ever having intentionally caused harm to any individual. Of course, he realises that this is no excuse, which is why he was happy to lend his services to government agencies and financial institutions, helping them to protect themselves against the kind of crimes he once committed. He now has a company, Abagnale & Associates, which is one of the world's leading experts on forgery, embezzlement and other white-collar crimes. Furthermore, Frank has used the money he is making from his new source of income to pay back as many people that he cheated over the years as possible.

(Q6)...

Frank's mission in life these days is finding ways of combatting identity theft. He claims that this will be the crime of the future and that new technology is making it easier by the day.

Glossary: *outsmart – überlisten; *attorney general – Generalstaatsanwalt/-anwältin, Justizminister/in; *jump-seat – Notsitz, Klappsitz; *cash a cheque – einen Scheck einlösen

Useful words

fraud • conman • scam • embezzlement • white-collar crime • heist • manslaughter • previous conviction
 first-time offender • surveillance • witness • trial • jury • reach a verdict • get time off for good behaviour
 on probation • pay a fine • be released • double agent • classified information

Discussion box

- 1 Are films such as *Catch Me If You Can* irresponsible because they portray successful crime?
- 2 If you could meet Frank Abagnale, what questions would you ask him?
- 3 Crime films are becoming increasingly popular with cinema-goers. Why do you think this is? What is the appeal of crime films / heist movies / etc.?

Vocabulary

Crime

- 2 a** Match the words in the box from the text in 1 with definitions 1–9.

deception	fake
defraud	deny
outsmart	forge
mislead	give someone the slip
confess	

- 1 to obtain an advantage over someone by acting more cleverly and often by using a trick = **outsmart**
- 2 to cause someone to believe something that is not true =
- 3 when people hide the truth, especially to get an advantage =
- 4 not real, but made to look or seem real =
- 5 to escape from someone =
- 6 to admit that you have done something wrong =
- 7 to say that something is not true =
- 8 to take something illegally from a person or company, or to prevent someone from having something that is legally theirs by deceiving them =
- 9 to make an illegal copy of something in order to deceive =

- b** Match the two parts of the sentences.

- | | |
|---|--------------------------|
| 1 Once I <i>forged</i> my mum's | <input type="checkbox"/> |
| 2 You can buy really cheap <i>fake</i> | <input type="checkbox"/> |
| 3 Only a fool would <i>deny</i> | <input type="checkbox"/> |
| 4 He <i>misled</i> hundreds of people into | <input type="checkbox"/> |
| 5 She could easily <i>pass herself off</i> | <input type="checkbox"/> |
| 6 Every police car in the area was <i>on the lookout for</i> her, | <input type="checkbox"/> |
| 7 He <i>defrauded</i> them | <input type="checkbox"/> |
| 8 He admitted to getting the job by <i>deception</i> , | <input type="checkbox"/> |
| 9 If you want to win the competition, | <input type="checkbox"/> |
| 10 She <i>confessed</i> that | <input type="checkbox"/> |
- a but she managed to *give them the slip*.
 b the facts.
 c out of their savings.
 d as he'd made up some details on his CV.
 e she had cheated in the exam.
 f you need to *outsmart* the other contestants.
 g signature to get out of school early.
 h *as* my sister.
 i paying into a non-existent retirement fund.
 j designer sunglasses in the market.

Grammar

Reporting verb patterns (Review)

- 3 a** Rewrite the sentences using the reporting verb in brackets.
- 1 "Do you want to live with your father or your mother?"
 (the judge / ask)
 The judge asked if I wanted to live with my father or my mother.
 - 2 "I forged paychecks to the value of \$2.5 million."
 (he / confess to)
 - 3 "We'll release you from prison early if you help us understand how conmen work."
 (the government / offer)
 - 4 "What I did was wrong." (Abagnale / admit)
 - 5 "I'm sorry that I caused so much trouble to the authorities." (he / apologise)
 - 6 "I certainly didn't intend to cause harm to any individual." (he / deny)
 - 7 "Identity theft is the crime of the future." (Frank / claim)

b Answer the questions about the sentences in 3a.

- 1 What pattern follows the verbs *claim / admit*?
- 2 What pattern follows the verbs *apologise for / deny / confess to*?
- 3 After *apologise for, deny* and *confess to*, how do we know that the other action is in the past?

c Match sentences 1–6 with reporting verbs a–f.

- | | | |
|---|--------------------------|--------------------|
| 1 "I'm sorry that I misled you," she said. | <input type="checkbox"/> | a deny |
| 2 "Yes, it's true – the thief outsmarted me," the policeman said. | <input type="checkbox"/> | b ask |
| 3 "Did you forge the document?" he said. | <input type="checkbox"/> | c admit |
| 4 "It's very easy to deceive people," he said. | <input type="checkbox"/> | d confess |
| 5 "It was me who defrauded the company," she said. | <input type="checkbox"/> | e apologise |
| 6 "I did not pass myself off as a lawyer," he said. | <input type="checkbox"/> | f claim |

d Rewrite the sentences in 3c using the reporting verbs.

- 1 She apologised for having misled me......

Read

4 a Read the text quickly. Choose a title 1–3 that you think fits best.

- 1 How to be a spy
- 2 Women secret agents
- 3 Living a double life

Great Britain declared war on Germany in 1939 after Germany had invaded several European countries, and the following year the British set up the Special Operations Executive (SOE). This was an organisation of secret agents: people who did not fight in battles, but who went to help local resistance movements in places occupied by the enemy.



The SOE recruited its agents from a wide range of backgrounds. Often the lives of ordinary civilians were utterly transformed when they were thrown into the dangerous world of espionage. Many of the agents were young women, chosen because they had one vital skill: the ability to speak a European language like a native. They were given false identities to protect themselves once they had left Britain, and they were trained in marksmanship*, using explosives, the transmission of coded messages*, survival in the wilderness, and how to resist interrogation. In short, they learned everything necessary to live a double life behind enemy lines. But it was a dangerous job and there were many casualties amongst the agents.

SOE agents played an invaluable role right up to 1945, when Germany surrendered and a peace treaty was signed.

Glossary: **marksmanship* = shooting, using a gun;
**coded message* – verschlüsselte Nachricht

b Answer the questions.

- 1 Why did Britain declare war on Germany?
- 2 Who did the SOE secret agents go to help?
- 3 Where did the agents work?
- 4 What kind of people did SOE persuade to join them?
- 5 What special ability did many of the recruits have?
- 6 What five things did they have to learn about before they started work?

c Work with a partner. What do you imagine the life of a spy is like? Give examples of any real-life spies you know about.

Vocabulary

War and peace

5 Check the text in 4a for the meanings of the words and expressions in the box. Complete the text with the words in the box.

invaded	peace
negotiations	declared war
casualties	fought
signed	recruited
surrendered	battles

Freedonia and Sylvania lived together peacefully for many years. But then Freedonia **1** invaded..... Sylvania, and as a consequence Sylvania **2**..... on Freedonia. Sylvania did not have enough soldiers so they **3**..... new ones to go and fight in the **4**..... . The two **5**..... for many years. Despite the heavy **6**..... , neither side **7**..... . Finally, after five years of war, **8**..... began and they **9**..... a **10**..... treaty.

Listen

6 a Listen to the radio programme about two women, Lilian Rolfe and Odette Hallowes who worked for the SOE in France in World War II. Tick (✓) the correct boxes below. (Some information is true of both women.)

Who ...	Lilian	Odette
1 was born in France?	<input type="checkbox"/>	<input type="checkbox"/>
2 did not originally intend to work for the SOE?	<input type="checkbox"/>	<input type="checkbox"/>
3 worked as a radio operator?	<input type="checkbox"/>	<input type="checkbox"/>
4 entered France by air?	<input type="checkbox"/>	<input type="checkbox"/>
5 went by the name of Lise?	<input type="checkbox"/>	<input type="checkbox"/>
6 was captured and tortured?	<input type="checkbox"/>	<input type="checkbox"/>
7 has a street named after her?	<input type="checkbox"/>	<input type="checkbox"/>
8 survived the war?	<input type="checkbox"/>	<input type="checkbox"/>



Glossary: *courier – Kurier/in; *at gunpoint – mit vorgehaltener Pistole

b Imagine you are either Lilian or Odette. Write a page in your diary.

Speak

7 a Look at the photos and compare them. Which one would you choose to define peace? Why?

b Work with a partner. Choose one of the pictures and prepare to talk about it for one to two minutes. Then swap roles and choose a different picture. Think about:

- what is in the picture and what it makes you think of.
- whether you like or dislike it and give reasons why.
- using expressions such as: *I think that this is the best because ... / What do you think about this picture here?*



M

Write

8 Your school is taking part in an international peace scheme where schools from several European countries are developing projects aimed at helping people to solve conflicts in their everyday lives peacefully. The students of your school have decided to write proposals to international companies to get funding for the project.

In your proposal you should:

- explain to the company why this international collaboration is important
- describe your ideas for the project
- persuade the company to sponsor your project

Divide your proposal into sections and give them headings. Write around 250 words.

(For more ideas on writing a proposal check the suggestions on p. 148/149)

Sebastian Faulks was born in 1953, the son of a judge and an actress, and grew up in Berkshire, England. He worked as a journalist for many years. He is best known for his loosely connected war trilogy, *The Girl at the Lion d'Or* (1989), the bestselling *Birdsong* (1993), and *Charlotte Gray* (1998), an account of the adventures of a young Scottish woman who becomes involved with the French Resistance during the Second World War.

Charlotte Gray

by Sebastian Faulks (a novel)

a Read this extract from the novel. What do we know about Flight Lieutenant Gregory from the letter?

Dear Miss Gray,

Further to our telephone conversation today I am writing to confirm that while we have received no news of Flt Lt Gregory since he left on a mission some time ago, we have no reason to believe the worst. Although we are a standard RAF squadron* independent of other organizations, albeit working in liaison* with other services, you will no doubt appreciate that I am not at liberty to disclose* details of the flight, either with regard to its destination or in respect of its operational* purpose. I can tell you that Flt Lt Gregory is an extremely able pilot and a patriotic officer with a proper sense of duty. My own belief is that for any one of a number of possible operational reasons he was unable to execute the full purpose of his mission, but that he will make every endeavour to contact us when it is safe and prudent* for him to do so. He will be officially posted "Missing", but I'm sure you have every faith in him, as most assuredly* do his colleagues.

Yours sincerely,

Allan Wetherby, Squadron Leader

Glossary: *squadron – Staffel, Geschwader; *liaison = co-operation; *disclose = show, tell someone about something; *operational = to do with a mission; *prudent = sensible and careful; *assuredly = certainly

b Write Charlotte Gray's letter asking for information on Flight Lieutenant Gregory's whereabouts.

M

c Read this second extract from the novel *Charlotte Gray*, then choose the correct answer (A, B, C or D) for the questions 1–4. Put a cross in the correct box. The first one (0) has been done for you.

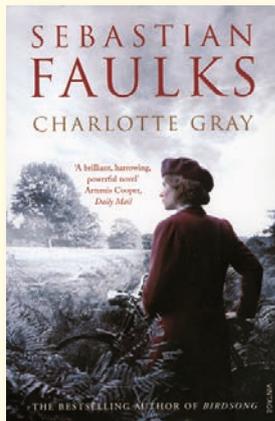
0 Wetherby thinks that Gregory has gone missing because

- A he didn't have enough petrol to complete the journey.
- B the agent he had arranged to meet did not arrive.
- C his French was not good enough for him to survive.
- D he might be AWOL (absent without leave*).

Q1 Charlotte dedicated herself to completing her training because

- A she wanted to get perfect results in her exams.
- B she promised Marigold that she would.
- C she was hopeless at her job.
- D she wanted to find Gregory.

Glossary: *absent without leave – ohne Erlaubnis abwesend



On the telephone, Wetherby had told her “strictly between ourselves” that the most likely explanation was that the man Gregory was supposed to pick up had not been there. Without the agent or the support of his network, Gregory would have been unable to refuel* and therefore obliged to “make his own arrangements”. Charlotte pictured him begging petrol from a farmer in his dreadful French and finding himself reported to the Vichy authorities; she tried to develop this picture in her mind because the only alternative was to believe that he was already dead.

She told Marigold nothing of her worries as the train headed out into Surrey. She had confided in Daisy, and that was enough. Now she would complete her training with the greatest assiduity, and when it was finished she would go to France and find him.

Security, recognition, interrogation and security. That, the intelligence officer running the course told them with a smirk* at his witty repetition, was what Group D was all about. Charlotte and Marigold were among only six women on the course; they sat next to each other and learned to identify every German plane and badge and rank and regiment. Vaguer but more important were the instructions for recognizing German counter-intelligence* officers, the Abwehr and their colleagues, of whom there were unknown numbers in France – presumed* standing at station ticket barriers, sitting in cafes, idly making bogus* calls from public telephone boxes. In her state of stunned concentration, Charlotte committed every detail to memory and entered mistake-free test papers when required.

A grave, actorish man in his sixties gave them practical hints on looking ordinary and natural. It was no use knowing a cover story and giving away nothing under interrogation, he told them, they had to look at all times like people who didn’t even have a cover story.

Charlotte shared a bedroom with Marigold and a young woman called Liliane, whose mother was French. She took the course more lightly than the other two, and claimed that when she first went to Scotland, it was in answer to an advertisement for bilingual secretaries; the first time she realised she was not being groomed to be a typist was when they offered to instruct her in silent killing.

The three of them were joined by three men for an exercise in interrogation. They were told to prepare a cover story giving details not only of assumed identities, but of the precise way in which they had all passed the four hours of the previous afternoon, in the course of which a local train had been derailed*. Each was then to be interrogated separately.

Glossary: *refuel = get petrol for a vehicle, *smirk – selbstgefälliges Grinsen; *counter-intelligence – Spionageabwehr; *presume = think something is likely; *bogus = false, not real; *derail – entgleisen lassen

- Q2** The Abwehr and their colleagues could be recognised by
- A their badges.
 - B idle activities such as sitting in cafés or making bogus calls.
 - C their accents.
 - D their uniforms.
- Q3** Charlotte and Marigold’s roommate* Liliane
- A was training to be a typist.
 - B had invented a cover story where she was a typist.
 - C thought at first she was training to be a typist.
 - D was hoping to be a bilingual secretary in London.

- Q4** They needed to have a cover story in case
- A they were interrogated.
 - B they assumed several identities.
 - C a train was derailed.
 - D they were asked to become actors.

Glossary: *roommate = the person you share a room with

d Work in pairs to create a dialogue between Charlotte and Daisy, where Charlotte tells Daisy her fears about Gregory and her plans to find him.



19 • Paul Hardcastle

a You are going to watch a video for a song about the Vietnam War. Read through the lyrics. In pairs, think of images you would use if you were making the video.



b Watch the video and discuss.

- 1 What images did the video use?
- 2 How did the video compare to your ideas?
- 3 Did you think the video was effective?

c Discuss.

- 1 The song talks about the poor medical treatment for many returning soldiers. How do you feel people who fight for their country should be treated when they get back home?
- 2 What other wars can you think of?
- 3 Can war ever be justified? Explain your reasons.
- 4 Do you believe there will be a day when there are no longer any more wars? Why / Why not?

d Imagine you are a combat soldier in Vietnam. You have been away from your family for almost a year, but you will be coming home in a few weeks. Write a short letter to your parents.

In 1965 Vietnam seemed like just another foreign war, but it wasn't.

It was different in many ways, as so were those that did the fighting.

In World War II the average age of the combat soldier was 26. 5

In Vietnam he was 19.

The heaviest fighting of the past two weeks continued today

25 miles north-west of Saigon. 10

I wasn't really sure what was going on.

In Vietnam the combat soldier typically served a twelve month tour of duty, but was exposed to hostile fire almost every day.

In Saigon a US military spokesman said today more than 700 enemy troops 15

were killed last week in that sensitive border area. Throughout all of South Vietnam the enemy lost a total 2,689 soldiers.

All those who remember the war, they won't forget what they've seen. 20

Destruction of men in their prime whose average age was 19.

According to a Veteran's Administration study half of the Vietnam combat veterans suffered from what psychiatrists call 25

Post-Traumatic-Stress-Disorder*.

Many vets complain of alienation, rage, or guilt. Some succumb to suicidal thoughts.

Eight to ten years after coming home almost eight hundred thousand men 30

are still fighting the Vietnam War.

None of them received a hero's welcome.

Glossary: *Post-Traumatic-Stress-Disorder – posttraumatisches Stresssyndrom

Developing speaking skills

Hypothetical* situations

Conversational strategy:

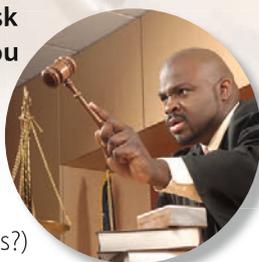
- Reacting to what your partner says

Glossary: **hypothetical* = suggested, imaginary

a Work in pairs and do the task below. Make sure that both of you talk the same amount of time.

You are judges deciding what punishment you would give the criminal below. Choose from:

- prison sentence (how many years?)
- fine (how much?)
- community service (what kind and for how long?)



- 1 a man who lets his dog use the pavement as a toilet without cleaning it up
- 2 a woman motorist who knocked over and killed a pedestrian and failed to stop
- 3 a serial killer doctor who murdered more than 60 patients over twenty years before being found out
- 4 a man found guilty of not paying more than £3 million in owed taxes

b Discuss what you thought about your performances. How well did you do?



c Listen to two students doing the same task. What's your impression?



d Look at the language in the box. Complete with the missing words. Then listen again and check.

e PRACTICE TASK You are going to spend one year alone on a desert island. Food and bedding* will be supplied. You are allowed to take four of the things listed below with you. You can also take one other item of your choice. What is it? Tell your partner which things you'd choose and why.

- | | |
|--|--------------------|
| 1 a solar powered radio | 6 a hairbrush* |
| 2 photos of your friends and family | 7 a football |
| 3 a multi-tooled penknife | 8 swimming goggles |
| 4 five books (which ones) | + |
| 5 an MP3-player with twenty albums on it | ..... |

Glossary: **bedding* – Bettzeug; **hairbrush* – Haarbürste

Tip

Reacting to what your partner says

Part of holding a successful discussion involves listening carefully to what your partner has to say and reacting to it. This means asking them questions about what they've said or getting them to explain things further. This will also help you talk for longer. If you just give your opinion and ignore what your partner thinks, you will be involved in a very boring conversation that is over very quickly. Remember – part of being a good speaker is being a good listener.

Useful phrases

Speaking hypothetically

When we speak about hypothetical situations, we often use *would* and *could*. In the phrases below, these words are missing. Rewrite the sentences with these words, using the contracted form when possible.

- 1 I love to be a judge.
.....
- 2 It be great to be able to get all those people who break the law.
.....
.....
- 3 So you send him to prison then?
.....
- 4 If I was the judge, I give him 50 hours of community service.
.....
.....
- 5 I hate to think what you give the doctor.
.....
- 6 We give him the death penalty.
.....
- 7 How you deal with her?
.....
- 8 What you do about him?
.....

Developing reading exam skills

SPY NOVELS

The Perfect Genre?

M

a Read the text about spy novels, then complete the sentences (1–9) using a maximum of 4 words. Write your answers in the spaces provided. The first one (0) has been done for you.

0	The writer lists ... reasons why she likes spy novels.	four or five
Q1	She would recommend <i>The Scarlet Pimpernel</i> to	
Q2	The writer admits she might have been a bit ... when she read <i>The Hunt for Red October</i> .	
Q3	She believes that the best spy novels are set in either WWII ...	
Q4	She says that ... are the two the oldest human acts in the world.	
Q5	The spy novel achieved real popularity only when ... were created.	
Q6	She believes the Bourne books are much better than either the ...	
Q7	Robert Ludlum is really good at ... attention.	
Q8	<i>Kingdom of Shadows</i> takes place ...	
Q9	There isn't much ... in Furst's novels.	



The first spy novel I ever read was *The Scarlet Pimpernel* by Baroness Orczy, written in 1905 and full of dashing intrigue as a British nobleman humiliated the French through disguise and trickery 5 to sneak doomed French nobles to safety. This is the sort of stuff a young girl can really sink her teeth into.

Next up, insofar as it was a true spy book, was *The Hunt for Red October* when I was eleven years old. Precocious? Perhaps. Doubtless I missed a lot, but I was hooked on that mix of suspense and a spy novel hero's MacGyver-like ability to get out of a jam, the intellectual twists and turns of the plot, the play of history and politics (since, to my mind, WWII and the Cold War provided the backdrops to the best tales the genre has yet produced), that discomfort of not being quite sure 20 what is going on or whom to trust. Oh yes, I love me a spy novel.

Spies could probably give prostitutes a run for their money when it comes to determining whose is actually the World's Oldest Profession. Fact is, spying's as human an act as any I know, and one as old as power itself. 25

But since the modern novel didn't really come into its own until the 19th century, there couldn't really have been a spy genre prior to that, could there? Espionage or spy novels share plenty with adventure novels, suspense novels, thrillers and political or military suspense tales. 30 35

Governments formed modern intelligence agencies in the early 20th century, and that fact breathed real life into the budding* spy genre. Throw in a couple of world wars and well, there was fodder* a-plenty for good storytellers with a paranoid frame of mind. Anyway, enough of that. Here are two of my very favourites. 40 45

1 *The Bourne Identity* by Robert Ludlum

Forget the modernised movie trilogy starring Matt Damon. For that matter, forget the television miniseries starring Richard Chamberlain. Robert Ludlum is a master of the page-turner, and he holds you captive for every breathless moment as Jason Bourne struggles to find out who he is, if he is good or bad, and why his own government seems to want him dead. 50 55

2 *Kingdom of Shadows* by Alan Furst

Who says that the end of WWII and all the contemporary world conflicts means that one can't write contemporary spy novels set 70 years ago? Alan Furst is master of two genres: the spy novel and historical fiction. His books are often called atmospheric and *noir*; he captures a sense of what Paris must have felt like in the years leading up to WWII. Not much really happens in these books, but they aptly* depict how extraordinary times called on ordinary men and women to serve their countries in unimaginable* ways. 60 65 70

Glossary: **budding* = in the process of development; **fodder* = food, material; **aptly* = suitably, correctly; **unimaginable* = that cannot be imagined

EXAM TIP

READING: Completing sentences using a maximum of 4 words

What the task type is:

In this exam task you will have a sentence about the text you have just read which is missing some information. Your job is to supply that information, using a maximum of four words, to complete the sentence.

How to do the task:

As always, the first thing you should do is to read through the text to get a good understanding of what it's about. After this, have a look at the questions and read the text again, this time with the questions firmly in mind. This should help you focus better on the relevant parts of the text.

There is no need to do the questions in numerical order. Tackle the easier questions first. This will help gain confidence for the harder ones.

For each question, work out which part of the text it refers to. Use words in the questions to help you. For example, Q1 refers to *The Scarlet Pimpernel*, so clearly to find the answer you will need to find the part of the text where this book is talked about. However, the question might not always use the exact language from the text and you will need to look for other clues. For example, Q0 asks for reasons (why she likes spy novels). In the text she doesn't use the word "reason" at all, but since you know what a reason is, you need to focus your attention and find the part of the text where she is giving reasons.

If you get really stuck at trying to find the relevant part of the text, remember that the questions follow the same order as the text. So if you have done the question before and after the one that is causing you problems, at least you know the information will be in the text somewhere between the parts of the text you used to answer the other questions.

When you come to writing down your answers, remember that you can use no more than four words and that contractions count as one word.

The questions are testing your knowledge of the text. Read the question carefully for clues as to what kind of information it is looking for. For example, in Q6, the word "either" suggests you will need to supply two bits of information.

Finally, although this is not a test of your grammatical knowledge, you should make sure that they join the two parts of the sentence so that it makes sense. Read the completed sentence in your head to "hear" if it sounds right.

b Discuss your answers in pairs. Refer to the exam tip box.

Language in use

M

a Read the text about an art fraudster. Some words are missing from the text. Use the word in brackets to form a word that fits the gap (1–10). Write your answers in the spaces provided. The first one (0) has been done for you.

The man who fooled the art world

For ten years, an unqualified physics teacher, John Drewe, conned his way into* top galleries to sell (0)... (paint) that he then commissioned from an impoverished* artist. He (Q1)... (invention) histories for the forgeries, and for years he (Q2)... (management) to continue passing himself off as an art expert and (Q3)... (persuasion) unsuspecting buyers to pay huge sums of money for the “priceless” works of art. It was a scam of (Q4)... (impress) proportions.

Drewe’s contempt for the real experts made him delight in (Q5)... (deception) them time and time again. Drewe, and his accomplice Daniel Stokes shamelessly defrauded art (Q6)... (deal), business friends and other acquaintances, for a (Q7)... (periodically) of over ten years.

They were finally (Q8)... (catch) and brought to trial. Despite Drewe denying all charges he was found (Q9)... (guilt) of massive deception. Drewe, however, gave the authorities the slip and disappeared for almost two years. He was eventually arrested, but he never (Q10)... (confession) to his crimes.

Glossary: *con one’s way into something – sich in etwas hineinmogeln; *impoverished = very poor

Write your answers here:

- 0 paintings
- Q1
- Q2
- Q3
- Q4
- Q5
- Q6
- Q7
- Q8
- Q9
- Q10

M

b You are going to read a text about a spy. In most lines of the text there is an unnecessary word. Write the unnecessary word in the space provided after each line. Some lines are correct. Indicate these lines with a tick (✓). There are two examples (0, 00) at the beginning.

Kim Philby – a spy

When a young man named Harold Philby, who everyone called him Kim, joined Britain’s Secret Intelligence Service in 1940, no one questioned his credentials. He belonged in to the same clubs, went to the same restaurants and wore the same ties as the other men who secretly spied on to Britain’s enemies. Philby was one of them – except for he wasn’t. He was a dedicated communist, a double an agent working for the Soviet Union.

Along with four friends from Cambridge University, Philby became part of a network of spies who known as “The Cambridge Five”. Both during and after the Second World War, they were betrayed Britain to the Soviet Union. Of the five, Philby is believed to have been the most successful in providing the secret information to the Soviets. His true identity was nearly revealed at several times, but it was not until 1963 that he was finally uncovered. He then escaped to Moscow, where he was given a political asylum and Soviet citizenship. In 1971, Philby married to Rufina Pukhova, a woman twenty years younger than him, and who he lived with her until his death in 1988.

- him 0
- ✓ 00
- Q1
- Q2
- Q3
- Q4
- Q5
- Q6
- Q7
- Q8
- Q9
- Q10
- Q11
- Q12

Wordwise

War and peace



a Match the sentence halves.

- 1 We wish to **avoid conflict** between
- 2 Chemical **warfare** probably began in the First World War,
- 3 We can only hope that a **peace treaty**
- 4 The 1973 Paris Peace treaty
- 5 They were trapped in the **no-man's-land**
- 6 The United Nations say they are going to send **a peacekeeping force**
- 7 A **ceasefire** was agreed last week,
- 8 Martin Luther King, Jr. tried to get equality for African-Americans

- a when gas was used.
- b between the two warring* countries.
- c to stop war breaking out.
- d but it only lasted two days before fighting broke out again.
- e in the USA by **non-violent** means.
- f our countries if at all possible.
- g ended **hostilities** in the Vietnam War.
- h will be signed soon, and the war can stop.

Glossary: *warring = fighting each other



b Listen and check.

c Match the highlighted expressions in a with the definitions.

- 1 fighting in a war
= **hostilities**
- 2 a piece of land which no one controls, such as land between two countries' borders in a war
=
- 3 the activity of fighting a war, often including the weapons and methods that are used
=
- 4 a written agreement between two or more countries, in order to end a war (or not start one)
=
- 5 an agreement between two armies to stop fighting to allow discussions about peace
=
- 6 trying to keep two or more groups of people or countries from fighting
=
- 7 soldiers sent to an area to try to prevent fighting
=
- 8 trying to change a political situation without using fighting and physical force
=

d Use some of the expressions in a to complete these newspaper headlines.

1 **Nuclear** **is**
nation's No1 fear

2 **not**
making any difference –
more troops needed

3 **broken**
– 100 killed in overnight fighting

4 **“US and Iran trying to**
.....**” says President**

5 **President promises no more**
..... **in disputed area**

6 **signed**
– War is over!

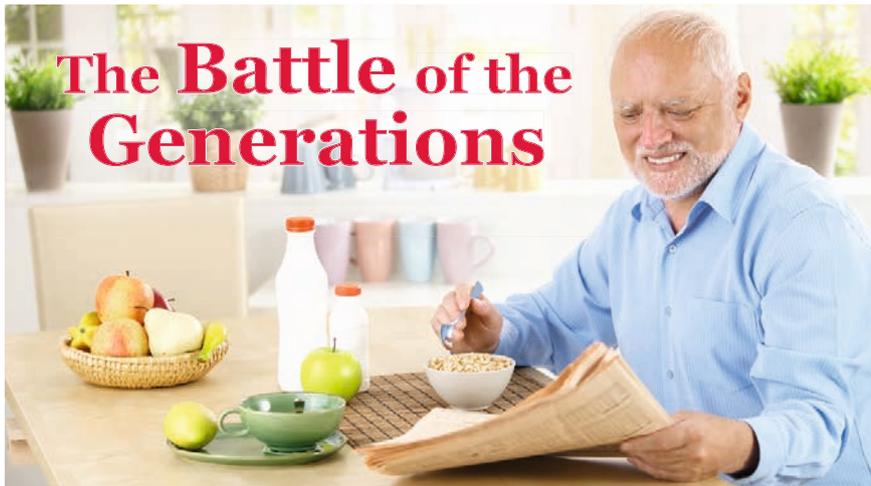
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Personal future

The age wars

Read

- 1 **a** Look at the photos and title of the article. What do you think the age wars might be?
- b** Read the text and put the paragraphs in order.



The Battle of the Generations

A 58-year-old Gerry enjoys a leisurely Friday morning breakfast as he sips* his tea and browses the newspaper for property prices overseas. He's in no hurry to get to work. As a senior partner in the company he joined straight from university nearly 40 years ago, no one's going to mind if he arrives an hour or two late.

B Gerry never had to lose sleep over paying for further education. It was all free in his day. Furthermore, the house that he bought for around £20,000 back in the 1970s is worth over a million now. These days his only concern is the news that a local politician has put forward a plan to build cheap accommodation in the fields outside the village. He'll certainly not be voting for that fellow in the coming elections. Mind you, he'll have bought a villa in Marbella by the time he retires. Yes, he'll be all right. He'll be living a life of luxury on the beaches of southern Spain when he's 65.

C Gerry has no such concerns as he climbs into his big four-wheel drive and goes the half a mile down to the local

station to catch the train to work. He'll get a taxi the other end too. He's worked hard and won't have some green activist telling him how to lead his life.

D Gerry puts on his coat to leave the office. His secretary reminds him that he's seeing Josephine the next day. Josephine, his 18-year-old daughter with all her wonderful ideas on how to save the world. He sighs to himself: when will that girl start taking her future seriously?

E Josephine finds herself daydreaming at college about having children. She's in no hurry, but she knows she would love to settle down and have children one day. She'd love a big family, but will she be able to afford one? Besides, with the overpopulation* of the world, maybe it would be better just to have one. On the way home from college she reads an article in the paper about the latest war over oil and starts feeling bad that her child, when it finally comes, will be living in a world that's probably on its last legs.



F She checks her diary: oh no, her parents are coming over at the weekend. More lectures from her dad about doing something sensible at university, by which he means something that will get her a good job and make her money. Just because he helps her with the rent, he thinks he has the right to interfere with her life. Welcome to the age wars.

G On the bus, Josephine starts worrying about her future. She is starting a course in conservation at university in September. She loves nature and wants to work in that field, but she knows the jobs aren't well-paid. How is she ever going to pay back the university loans? And of course, one day far in the future, she'd like to own a house. She doesn't know much about the property market*, but she does know that house prices are crazy. She'll probably be 60 before she'll have saved enough money to buy one! She's sure she's too young to have to worry about these things.

H 50 miles away from Gerry in his leafy* suburban house, Josephine grabs a pot of yogurt as she rushes out of her one-bedroom rented flat in a grotty* part of London and runs down the street to catch the bus to college. Not that she'd take the car even if she could afford one. Besides the ridiculous cost of getting into and parking in Central London, she's concerned about global warming and doesn't want her exhaust fumes* contributing to the problem.

Glossary: *sip = drink slowly in very small amounts; *overpopulation – Überbevölkerung; *property market = buying and selling land and houses; *leafy = with lots of trees; *grotty = ugly and dirty; *exhaust fumes – Auspuffgase

Useful words

generation • generation gap • family life • adolescence • adulthood • parenting • parental support • bring up children
discipline • strict • monitor someone / something • lecture somebody • interfere with someone's life • someone's well-being
inhibit • lose sleep over something • be authoritarian • a conflict of interests • a figure of authority • develop trust

C Read the short profile of Gerry. Find and correct four factual mistakes.

Gerry's in his early fifties. He has a good life. He's a partner in the company he's been working in for nearly thirty years. He lives in a big house in a desirable suburb of London and drives a big car. He is looking forward to his retirement, which he plans to spend living in a villa he wants to buy in Greece.

Gerry feels he's entitled to his lifestyle. He has worked hard all his life and feels he deserves a little luxury. He's not really concerned about problems such as the environment or how young people are supposed to afford houses. In fact, his only real worry in life is his daughter Josephine. He wishes she would start a family soon.

d Write a short profile of Josephine. Use the passage about Gerry as a model.

e Circle the best definition for each of the words from the text.

browse (paragraph A) = read quickly / read at leisure
lose sleep over (paragraph B) = worry about / work hard for
retire (paragraph B) = stop working / change jobs
daydream (paragraph E) = sleep during the day / get lost in a world of thoughts
on its last legs (paragraph E) = in a bad condition / recovering from an illness
suburban (paragraph H) = in the city centre / outside the city centre
grotty (paragraph H) = elegant / dirty and in bad condition
exhaust fumes (paragraph H) = the smoke that comes out of a car / transport habits

Discussion box

- How have Josephine and her father's lives been different?
- Do you agree that Josephine is too young to be thinking about things like house prices? What should she be thinking about in your opinion?
- Which generation do you think is winning the "war"?
- What are the biggest differences between you and your parents?

Grammar

Future perfect / future continuous (Review)

2 a Look at the sentences from the text. Which are examples of the future continuous (FC) and which are examples of the future perfect (FP)?

- He'll be living a life of luxury on the beaches of southern Spain when he's 65.
- He'll have bought a villa in Majorca by the time he retires.
- She'll probably be 60 before she'll have saved enough money to buy a house!
- Her child will be living in a world that's on its last legs.

b Complete the sentences using the verb in brackets in the future continuous or future perfect tense.

- You can have the newspaper in ten minutes. I'll have finished (finish) it by then.
- I'll be in Chile this time next year. I (finish) university and I (travel) around the world.
- After my parents have seen this report card*, I (not go) on holiday with you.
- She (have) the baby by then and they (try) to get used to life without sleep.
- We have to meet up this year. Otherwise we (not see) each other for five years.
- This time next week we (move) and we (live) in our new house.
- A** They (arrive) by now. Shall I give them a call?
B No, it's too late. They (sleep).
- A** Do you think you (drive) next month?
B No. I (not pass) my test by then.

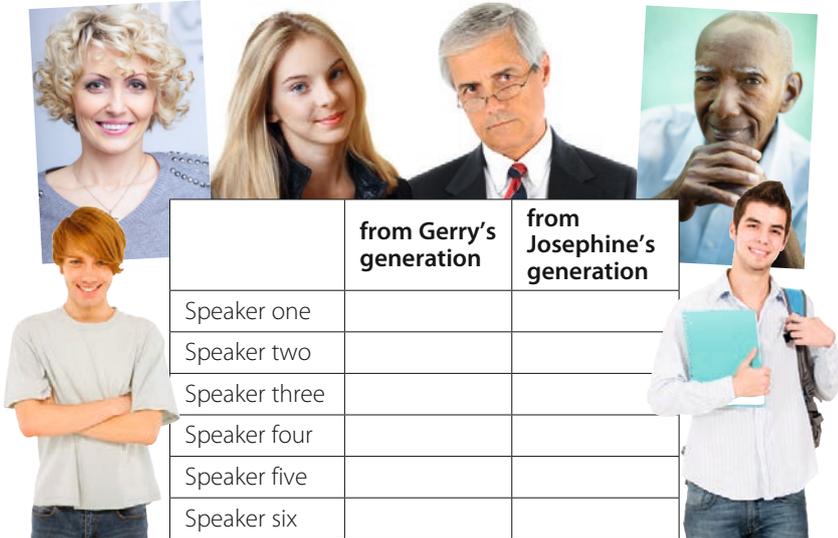
Glossary: *report card – Schulzeugnis

Listen

3 a Work with a partner. Can you remember the problems that Gerry and Josephine have from 1b?

10

CD 3 **b** Listen to six people giving their opinions about the article and tick the correct boxes in the table.



	from Gerry's generation	from Josephine's generation
Speaker one		
Speaker two		
Speaker three		
Speaker four		
Speaker five		
Speaker six		

10

CD 3 **c** Listen again and tick (✓) the statements T (True) or F (False). Correct the false statements.

Speaker one thinks:

- 1 The real reason he's going to lose his job is because he's too old. T F
- 2 If he sells his house, he'll have enough money for his retirement. T F

Speaker two thinks:

- 3 Her father gave her some good advice. T F
- 4 Young people have to make choices too early in their life. T F

Speaker three thinks:

- 5 Older people are responsible for some serious social problems. T F
- 6 Tax payers' money should be spent differently. T F

Speaker four thinks:

- 7 Josephine has nothing to worry about. T F
- 8 Nuclear weapons are a more serious danger than global warming. T F

Speaker five thinks:

- 9 The older generation are to blame for ruining the planet. T F
- 10 Any inheritance* that she gets will come too late in life for her. T F

Speaker six thinks:

- 11 His brother is crazy to want to buy a house. T F
- 12 He might go and live abroad when he finishes school. T F

Glossary: *inheritance – Erbschaft

Grammar

Alternative ways of referring to the future

4 a Look at these examples from the listening in 3b.

- I'm 55 and I'm about to lose my job very soon.*
- My brother's off to Australia next month.*
- They say that house prices are due to fall.*
- If people keep on describing this situation as a war, things are bound to get worse.*
- I am supposed to inherit the family house when my parents pass on.*
- I'm thinking of changing courses.*

All these sentences refer to the future. Which sentence/s talk/s about:

- A** a future expectation: things that are generally expected to happen sometime in the future
- B** future travel plans
- C** a prediction of a certain future (as the speaker sees it)
- D** the very immediate future
- E** a possible future event that is being considered in the present

Rule:

- There are several other ways of referring to the future besides *will* and *going to*. Expressions such as *about to*, *off to*, *due to*, *bound to*, *supposed to* and *thinking of* used with the verb *to be* all can be used to refer to different types of future.
- Of course, if we use these expressions with *was* and *were* then we create other possible ways of talking about the future in the past. *I was supposed to arrive at ten, but the train was late.*
They were off on holiday, so they didn't have time to chat.
You could tell from the way they were playing that they were bound to win.

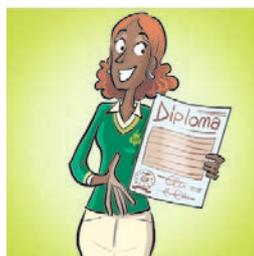
b Circle the correct answers.

- We're off to / bound to / thinking of Spain on holiday tomorrow. I can't wait.
- Their plane's about to / due to / off to land at two but it's been delayed.
- I was about to / thinking of / supposed to changing my career but I've decided against it.
- Tomorrow's a holiday so it's due to / about to / bound to rain.
- We were supposed to / off to / thinking of be going out tonight, but Jane's not feeling too well.
- Susie looks so sad, as if she's off to / about to / thinking of start crying.
- I'm bound to / supposed to / about to give him an answer tomorrow, but I still haven't decided.
- I was about to / off to / bound to leave when he phoned.

Vocabulary

Life choices

- 5 a** Match the verbs 1–8 with the words a–h to make meaningful expressions. There may be more than one possibility.



- | | |
|---------------|------------------------|
| 1 settle | a careers |
| 2 take out | b a year off |
| 3 pay off | c student loans |
| 4 take | d early retirement |
| 5 start | e a family |
| 6 change | f school |
| 7 drop out of | g college / university |
| 8 leave | h down |

- b** Use expressions from 5a to complete the texts. You may have to change the verb form.

I finish school next year and then the real decisions start, I suppose. I want to go to university, but I want to ¹ take a year off and see the world first. My dad thinks it's a terrible idea, but then he would, because he started work as soon as he was able to. My mum just wants me to find a nice man, get married and ² as soon as possible. She also wants me to ³ soon because she wants grandchildren. She'll just have to wait on that one.

I think the person I most admire in our family is my uncle. He ⁴ at an early age and didn't even go to university. He's also ⁵ about three times – he's a teacher at the moment, but is already talking about doing something different. He's also really smart, too. He's been saving money since he was 16 so he'll be able to ⁶ – probably when he's about 55. I'm sure this is something he really wants to do.

Speak

- 6 a** Work with a partner. Who do you think is asking each question? Who are they asking and why?

- "So at what age do you plan to retire then? What on earth will you do with all that free time?"
- "Do you think you will have your own house or flat one day?"
- "Would you like to change careers sometime in your life? What would your new job be?"

- b** Imagine what your grandmother or grandfather were like when they were the age you are now. How do you think their answers would be different?

Parenting Styles and Parent-Adolescent Relationships

How do we know which parenting strategies promote children's well-being, and which lead to poor outcomes? Mainstream thinking about parenting and parent-child relationships has been guided by Western cultural beliefs and images about parenting and family life. These beliefs and images tell us what it means to be parents and what parent-adolescent relationships are supposed to be like.

Scientific research, too, has reflected dominant Western ideas about parents and adolescents. Most studies of family relationships have been conducted in the United States with a focus on European American (White) families; they have been based on the assumption that the meaning of parenting is similar across cultures. Such thinking hides important differences in what cultures expect of and understand about parenting and parent-adolescent relationships.

Authoritative versus Authoritarian Parenting*

For White Americans, the parenting style most related to psychological well-being for adolescents is called **authoritative** parenting. Studies on these families stress two key behaviours: support (hugging and praising children) and control (setting clear expectations and moderate limits). In many Western cultures, such behaviours are evidence that parents are warm and accepting of their children. Adolescents whose parents provide high support



and moderate control tend to be better off: they cope better with problems, do well in school, and have fewer behaviour problems and depression.

Another parenting style is **authoritarian**, in which parents show low support (appear very strict) and high control (tightly monitor their children). According to Western beliefs, these behaviors are seen as likely to damage adolescents' well-being.

Although authoritative parenting can benefit other ethnic groups*, it is not necessarily more beneficial than authoritarian parenting. For example, first-generation Chinese youth from authoritarian homes do just as well in school as those from authoritative homes.

Asian Americans are an important focus for new research about the role of culture in parenting and parent-adolescent relationships because:

- 1 They are among the fastest growing ethnic groups in the United States.
- 2 In Asian American culture, parents support their children and regulate their behaviour, but in very different ways from White American parents.

Glossary: **authoritative parenting* = showing authority, respect and knowledge as a parent; **authoritarian parenting* = being authoritarian and unfair as a parent; **ethnic group* – ethnische Gruppe



Compared to White American parents, Asian American parents may appear stricter and lacking in warmth. This strictness* reflects Asian immigrant parents' belief that control is not only necessary, 50 but a key role for parents. For these parents, strictness is an attempt to protect children, not inhibit them. In other words, control and warmth are defined differently for Asian parents, so authoritarian parenting means something different, too.

Different Asian American groups

55

Also of note is that Asian American ethnic groups often differ in the degree of support and control that parents show. For example, Chinese and Filipino Americans are the two largest Asian American subgroups in the United States. Although they share an Asian cultural origin, they have very distinct identities and histories. As a 60 result, their family life seems similar in some ways, but different in others.

In a focus group study, 40 Chinese and Filipino adolescents were asked what a good relationship with their parents meant to them. Many young people said they "just knew" that parents care 65 from the things their parents did. This finding shows that less obvious behaviours may be central to their understanding of good relationships and parental support.

In addition, there were several other key findings:

- Many Asian girls struggled with the conflict between U.S. images 70 of mother-daughter closeness and Asian cultural values of respect for authority.
- For Chinese American boys, fathers were providers, authority figures, and role models. For Chinese American girls, closeness and affection are not likely between fathers and daughters; many 75 felt they had to keep secrets from their immigrant fathers to protect them.
- In contrast, for Filipino Americans, boys described fathers as friends as well as providers; girls described fathers as affectionate and felt that fathers make an effort to talk with 80 them.
- Both groups of boys described their mothers' instrumental activities such as cooking and housework as showing care. But Filipino American boys also described maternal* support as including trust and affection. 85
- For Chinese American girls, relationships with mothers were based on respect and honour for elders, and obligation to family. Filipinas consistently described their mother's caring behaviour as strict; to reduce that strictness, they spoke about needing to develop trust with their mothers by being open. 90

Glossary: *strictness – Strenge; *maternal = coming from one's mother

a Look at the photos. Answer the questions.

- 1 Which country / countries do you think these families are from?
- 2 How similar or different do you think the parent-child relationship might be?

b Read the article. Answer the questions.

- 1 What is the difference between *authoritative parenting* and *authoritarian parenting*?
- 2 Which of the two styles of parenting is most common in:
 - a White American families?
 - b Chinese American families?
 - c Filipino American families?
- 3 How do Non-white American families differ in style of parenting?

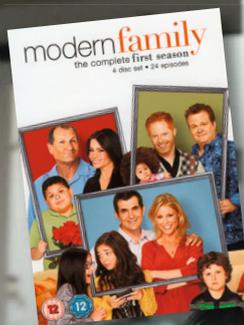
c Within the three ethnic groups, what are the principal differences in the way that:

- 1 fathers and sons interact?
- 2 fathers and daughters interact?
- 3 mothers and sons interact?
- 4 mothers and daughters interact?

Discussion box

- 1 What (if any) of the information in the article surprised you?
- 2 What can you say about the parenting style of another culture that you are familiar with?
- 3 To what extent do you think that parenting styles influence how people grow up?

INTO Film



Modern Family

Modern Family is a TV series (a sitcom) created in 2009 and takes a satirical look at three different types of families, from straight and traditional to gay and modern.

- In North America and Australia, the term used to describe a regular run of episodes is a **television season** or simply, **season**. For example, a season of a television series might consist of 22-24 episodes. The first season of *Modern Family*, for instance, has a pilot episode and 23 further episodes.
- In the United Kingdom and other countries, these sets of episodes are now referred to as **series**.



a Watch the beginning of the first episode of *Modern Family* and answer the following questions with a partner:

- What features do you like / dislike about each family?
- Which one is the most typical? What other forms of family life do you know?
- Does anything seem exaggerated to you?
- The lives of these three families are linked. Speculate in what way.
- Try to find examples of stereotyping (e.g. Mum is uncool ...)
- What do you think of Dad's "coolness"?
- What do you think of the deferred* punishment the little boy (Luke) gets for shooting his sister Alex?
- Outline what the next two scenes will be like (the two other families).

Glossary: *deferred – aufgeschoben

b Get together in groups and research what exactly makes a sitcom of your choice funny. For further research projects ask your teacher.



Remember the format of a sitcom:

- Teaser (2 minutes)
- Opening with credits etc., title song (C1)
- Act I (9-10 minutes): set problems, build crises (C2)
- Act II (9-10 minutes): climax, towards solution (C3)
- Dénouement (1-2 minutes): punchline / status quo / coda (C4)
- See you next week!

Developing speaking skills

Outlining and commenting

Conversational strategy:

- Correcting yourself

a Work with a partner. **A** gives a two-minute monologue on the task below. **B** takes notes on their performance. Then swap roles.

- Briefly discuss the photo.
- Outline how old people are treated in your country and comment on it.

b Discuss what you thought about your performances. How well did you do?

11
CD 3

c Listen to a student doing the same task. What's your impression?

11
CD 3

d Look at the language in the box. Complete the missing words. Then listen again and check.



Tip

Correcting something you have said

There are times when we say something and then notice that what we wanted to say was something different. Here are two ways we can correct ourselves.

I'm sorry. What I meant to say was ...

There are special (hospitals), well, (homes) rather ...

Useful phrases

Outlining and commenting

When you want to outline a topic, you need language that gives the listener an overview* of the key points. You may also want to talk about examples to make your points clearer. Commenting is about adding your personal point of view. (See also different ways of saying "I think" p. 73).

The ȳrst¹ that comes to mind is ...

*Broadly*², the majority of ...*

This has³ to do with ...

And this is simply⁴ for ...

There are even⁵ where ...

I'm glad to⁶ that ...

Glossary: *overview – Übersicht; *broadly – im weitesten Sinn

e PRACTICE TASK Use the picture below to talk about the situation of single mums in Austria. Try to use the language and the phrases you have learned.



Developing listening exam skills



EXAM TIP

LISTENING: *Answering questions using a maximum of 4 words*

What the task type is:

You will have to listen and then answer a series of questions using a maximum of four words per question.

How to do the task:

Before you listen

Take a good look at the task sheet. Read the instructions and questions. Together, they give you a vague idea what the listening is all about. It's advisable to make a guess about possible answers to the questions.

Example:

Read question 0 in the following task. What could the answer be about? Probably the name of a city or a country, and maybe the university ...? These guesses will help you to listen in a more focused way.



Now check for yourself and listen to the beginning of the conversation.
Then listen to all of the listening text and do the rest of the sentences.

M

13
CD 3

You are going to listen to three young people from different countries talking about what they are (not) allowed to do in their countries at certain ages. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, answer the questions (1–9) using a maximum of 4 words. Write your answers in the spaces provided. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.

Only when you're old enough

0	Where is Amy going to study?	in Cleveland, Ohio
Q1	How old do you have to be in most states in the US to fly a plane alone?	
Q2	What can you get at the age of 16?	
Q3	What do you decide on when you serve on a jury?	
Q4	What health decision that 16-year-old girls in Scotland can make is controversial?	
Q5	There are two things that James thinks it's strange you can't buy until you're 16. What are they?	
Q6	What's Badra's father's job?	
Q7	What, according to Badra, is a big problem for women in Saudi Arabia?	
Q8	What happened to a woman's father because of the problem?	
Q9	What is Badra convinced of?	



Language in use

M

a Read a text about the relationships between parents and children. Some words are missing from the text. Choose the correct answer (A, B, C or D) for each gap (1–8) in the text. Write your answers in the boxes provided. The first one (0) has been done for you.

- 0 A same B like **C alike** D similar
- Q1 A distant B far C close D further
- Q2 A interval B hole C gap D space
- Q3 A out B off C in D on
- Q4 A friends B people C relations D members
- Q5 A depend B consist C destroy D ensure
- Q6 A ways B topics C things D which
- Q7 A according B thinking C related D based
- Q8 A each one B themselves C one another D another

0	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
C								

M

b Read the text about improving the relationship with your parents. Some words are missing from the text. Use the word in brackets to form a word that fits the gap (1–8). Write your answers in the spaces provided. The first one (0) has been done for you.

Living with parents

Do you perhaps not have a very good (0)... (**relation**) with your parents? Well, there are things you can do to bring some (Q1)... (**improve**). First of all, don't forget that adults (Q2)... (**frequent**) have problems too, so it might be good to show them a bit of (Q3)... (**understand**). They might also be experiencing some (Q4)... (**frustrate**) in their lives: for example, perhaps your father can't get the (Q5)... (**member**) of a club he wants to join. Your parents probably work hard, too, and they might be looking for a bit more (Q6)... (**enjoy**) in their lives. Perhaps you think adults have total freedom, but the (Q7)... (**real**) is often very different. So, try to be more (Q8)... (**consider**) and think about your parents' feelings, too.

Write your answers here:

- 0 **relationship**
- Q1
- Q2
- Q3
- Q4
- Q5
- Q6
- Q7
- Q8

The disappearing generation gap

Parents and their children today dress (0)..., listen to the same music, and are friends. Is this a good thing?

Sometimes, when Tom Krattenmaker and his 16-year-old daughter, Holland, listen to rock music together and talk about pop culture, he recalls his more (Q1)... relationship with his parents when he was a teenager.

"I would never have said to my mum, 'Hey, the new Weezer album is really great – do you like it?'" says Mr Krattenmaker. "There was just a complete (Q2)... in sensibility and taste, a virtual gulf."

Today, the generation gap has not disappeared, but it is shrinking. The old authoritarian approach to discipline is giving way to a new attitude of trying to work things (Q3)... together.

The result can be a rewarding closeness among family (Q4)... Conversations that might not have taken place a generation ago are now comfortable and common. And parent-child activities, from shopping to sports, (Q5)... an easy friendship that can continue into adulthood.

A movement called parent effectiveness training has helped to reshape generational* roles. It encourages children to describe their feelings about various situations. Consequently, says a family-studies professor, "Parents and children have begun talking to each other in (Q6)... they didn't before."

On the plus side, these conversations made parents realise that children may have important thoughts or feelings that adults need to be aware of. But he believes there has also been a downside: many parents started making decisions (Q7)... on what their child wanted. "Parents said, 'I have to focus on making my child happy,' as opposed to 'I have to act in an appropriate way as a parent.'"

"My parents were on the before-side of the change, whereas today's parents, the 40-somethings, were on the after-side," explains Krattenmaker. "It's much easier for 40-somethings and today's teenagers to relate to (Q8)... It's not a total cakewalk* for parents these days, because life is more complicated, but sharing interests does make it more fun to be a parent now."

Glossary: *generational = belonging to different generations; *cakewalk – Kinderspiel

Wordwise

Life choices and important moments

a Match the beginnings and endings of the sentences (or pairs of sentences).

- | | |
|--|---|
| <p>1 It's incredible – he's twenty-five</p> <p>2 They got engaged six months ago,</p> <p>3 They were only married for a year</p> <p>4 Should I study medicine, or join the army?</p> <p>5 I'm tired of working in an office.</p> <p>6 When my uncle was 19, he couldn't find work in England,</p> <p>7 My dad's turned 45 and he seems really down about things.</p> <p>8 When the company where my mum worked started losing money,</p> <p>9 In Britain, you reach the age of majority when you're 18</p> <p>10 Deciding to have a baby</p> | <p><input type="checkbox"/> a I think perhaps he's having a mid-life crisis.</p> <p><input type="checkbox"/> b – and then you can vote and go to prison!</p> <p><input type="checkbox"/> c but the wedding isn't until next year.</p> <p><input type="checkbox"/> d and he still hasn't left home!</p> <p><input type="checkbox"/> e was a turning point* in Mike and Amanda's lives.</p> <p><input type="checkbox"/> f I want to make a new start – perhaps I'll go to university again!</p> <p><input type="checkbox"/> g so he emigrated to Canada.</p> <p><input type="checkbox"/> h I feel like I'm at a crossroads.</p> <p><input type="checkbox"/> i she was made redundant, along with 50 other people.</p> <p><input type="checkbox"/> j before they got divorced.</p> |
|--|---|

14
CD 3

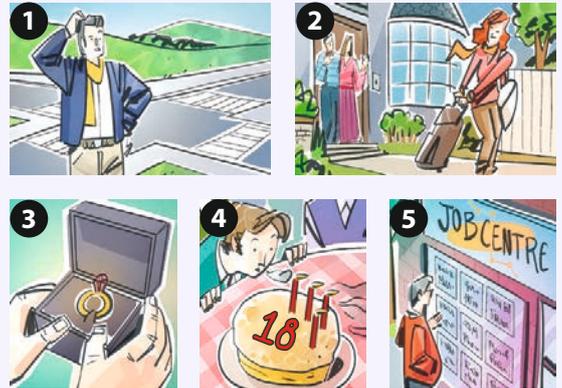
b Listen and check.

c Match the highlighted expressions in a to the definitions.

- 1 to
= to stop living at your parents' home
- 2 to
= to formally agree to get married
- 3 to
= to formally end a marriage
- 4 to be
= to be at a stage in your life when you have to make a very important decision
- 5 to
= to completely change how or where you live
- 6 to
= to go to live permanently in another country
- 7
= a feeling of unhappiness or disappointment that some people have at about 40-50 years old
- 8 to
= to lose your job because your employer no longer needs you
- 9 to
= to reach the age when you are legally an adult
- 10
= a moment when a situation (or one's life) starts to change in an important way

Glossary: *turning point – Wende

d Look at the pictures. What can you say about each one? Use as many expressions from a as you can.

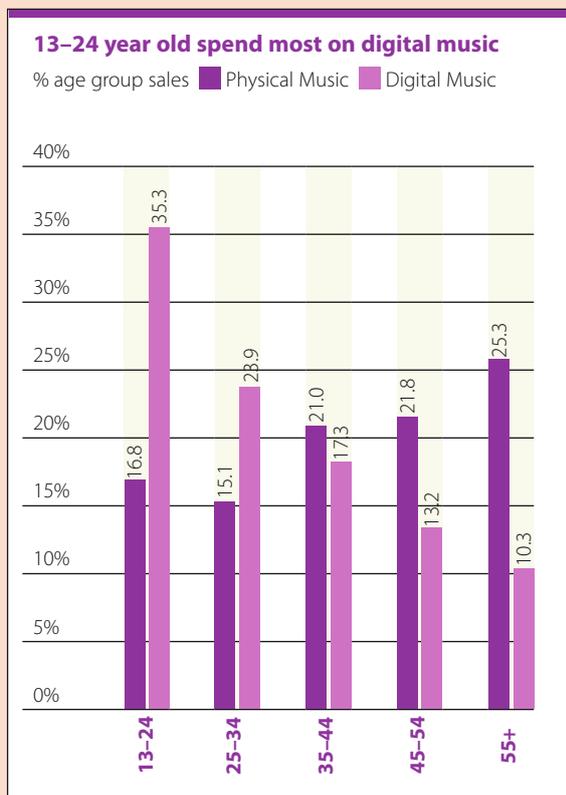


e Answer the questions.

- 1 Have there been any turning points in your life so far? What were they?
- 2 When do you think people should leave home?
- 3 Do you know anyone who has emigrated or wants to emigrate?
- 4 How do you think people act when they're having a mid-life crisis?
- 5 Do you think it's too easy for people to get divorced?

Exam practice | Speaking

UNIT 1



Source: Kantar Worldpanel (www.bpi.co.uk)

Genre Digital Album Sales (In Millions)

Genre	2012	2011	% Chg.
Alternative	26.7	24.4	9.50%
Christian / Gospel	5.3	4.8	11.10%
Classical	2.6	2.3	14.60%
Country	11.2	8.1	37.80%
Dance / Electronic	4.9	4.8	1.20%
Jazz	2.5	2.6	-3.60%
Latin	1.4	1.1	23.20%
Metal	11.2	9.6	16.30%
New Age	0.6	0.6	13.60%
R&B	16.3	14.8	10.20%
Rap	10.7	9.3	14.70%
Rock	43.1	36.3	18.80%
Soundtrack	6	5.4	12.70%

Source: The Nielsen Company & Billboard's 2012 Music Industry Report (www.businesswire.com)

Music

1 Individual long turn (5 minutes)

- Compare and contrast the two pictures.
- Analyse and interpret the information on the graphs with particular emphasis on digital sales trends.
- Comment on how you spend your money on entertainment.

2 Paired activity

You and your partner have been asked to help arrange a weekend family music festival. You can pick three areas from the list you would like to be responsible for. Agree on three items and discuss your ideas for each one.

- the type of music
- the location
- transport to and from location
- the camping
- the catering (food and drinks)

UNIT 3



Growing up

1 Individual long turn (5 minutes)

- Compare and contrast the two pictures.
- Discuss the need for growing up in a safe environment vs. the importance of risk-taking.
- What do you think is more important for a young person – “think big” or “be realistic”? Justify your opinions.

2 Paired activity

You and your partner are going to contribute to a discussion at the Youth Parliament on the issue of “Growing up in the 21st century”. Look at the five items below and discuss the importance of all them. Agree on the three you would like to talk more about and explain why.

- parents
- peer-groups
- schools
- friends
- having time to yourself



UNIT 4



Film

1 Individual long turn (5 minutes)

- Compare and contrast the two pictures.
- List and evaluate the advantages and disadvantages of different locations for viewing films.
- Comment on the fact that more and more (young) people are downloading movies / series rather than going to the cinema or buying DVDs.



2 Paired activity

You and your partner are organising a film night at your school. The following types of films have been suggested. Discuss each category and agree on the three you would choose to show films from. Justify your choice and give examples.

- action films
- comedies
- historical drama
- horror films
- science fiction movies

UNIT 5

INFO



Sport

1 Individual long turn (5 minutes)

- Compare and contrast the two pictures.
- Outline the advantages and disadvantages of team sports over individual sports.
- Comment on your own preferences and justify your reasons.



2 Paired activity

For a report on what sports schools should offer their students, you and your partner discuss the list of sports below. Point out the advantages / disadvantages of each and then decide on three sports you want to recommend in your report. Justify your choice.

- boxing
- football
- gymnastics
- surfing
- volleyball

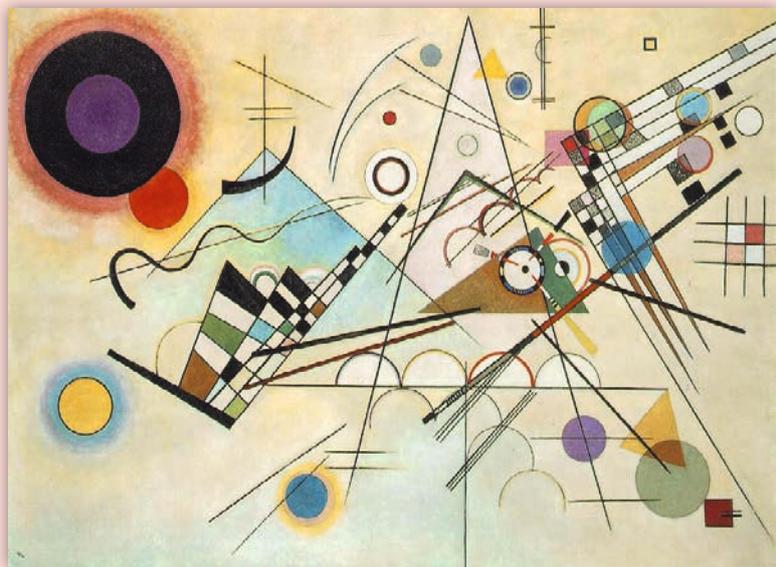
UNIT 8



Art

1 Individual long turn (5 minutes)

- Compare and contrast the two pictures.
- Describe your taste in art. What pictures would you hang on your wall and why?
- Characterise the type of people who spend money on art and the type of people who often go to art galleries. How are they similar and how are they different?



2 Paired activity

Your town council has €500,000 to spend on art for the area. You and your partner have been invited to represent the young people in your town. Discuss the five suggestions made by the town council and rank-order them. Justify your ranking.

- an annual film festival
- a huge sculpture of a naked couple for the town square
- a new venue for live music
- a project to get children involved in art
- a series of lectures on art around the world (with free excursions to museums and art galleries in the area)

UNIT 10



Personal future / plans

1 Individual long turn (5 minutes)

- Compare and contrast the two pictures.
- Outline your career plans and the vision you have for your personal future.
- Discuss the general idea of planning one's future vs. the idea of seeing what will turn up.

2 Paired activity

You and your partner have been asked by a newspaper to share your opinions about how people your age see their future. Discuss the importance of these points and agree on three items. Explain how you would present your choice to a young audience.

- financial security
- life-long learning
- having a family
- personal fulfillment
- a good balance of fun and work

Exam practice | Writing

Formal email (complaint)

a Read the email. Answer the questions.

- 1 What did the writer buy?
- 2 What (if anything) was the writer satisfied with?
- 3 What is the writer's main complaint?

To: office@whatscoolmagazine.com
Subject: Your article about IQ language programmes

Starting the email:
Dear Sir or Madam /
Dear Mr / Ms /
Mrs [X]

Opening phrases:
I am writing in response to ... /
The reason I am writing is to ... /
I am writing with reference to ... /
with regard to ... /
concerning ...

Referring to a new topic:
With regard to [X], ... / Where ...

Making points clear:
I wish to make it clear ... / It's important to say that ...

Closing phrases:
I would like to end by saying ... / May I close by [saying] ...

Dear Sirs,

I am writing to comment on the article in your magazine last week about "English plus Tourism" packages sold through IQ language programmes. Whereas you seem to have a positive impression of what IQ have to offer, it is my opinion that their packages leave a lot to be desired.

I bought a package with IQ last year, and found the gap between what was offered and what I received to be substantial. For example, the package stated that I would be met at the airport and taken "speedily to Bulgrove College", (the location of the course). My plane landed at two p.m. after an eleven hour flight. The IQ representative explained that several other people on the course would 'be landing soon', and I was asked to wait. To cut a long story short, I had to wait until almost seven p.m. until everyone had arrived, and we were then put on a coach for the transfer to Bulgrove eventually arriving at ten o'clock. I do not think this can be referred to as "speedily".

As far as accommodation at the college was concerned, it was not up to the standard suggested in the advert. My room was tiny, and the "en-suite" bathroom had no heating - something that I would have thought is essential during an English winter. The writing desk was very small, which made working in the evening less comfortable than it could have been. Furthermore, the Wi-Fi connection in the room often did not work. Naturally, I complained, but the Bulgrove staff appeared not to care, and certainly did nothing.

I would like to point out, however, that the teaching I received was excellent. The main objective of my trip was to learn more English, and mine definitely improved. On the other hand, I spent two weeks in poor and cramped accommodation which simply was not worth the money charged.

On my return home, I wrote to IQ and raised these points. Not surprisingly, they have never bothered to reply.

Overall, my experience leads me to suggest to your readers that they think twice before signing up for an IQ course.

Yours faithfully,
P. Mendonça

Giving opinions:
I would have thought that ... /
To my mind ... /
From my point of view ...

Finishing the email:
Yours sincerely (if you begin by using the person's name, for example, Dear Mr Smith) / Yours faithfully (if you begin with, for example, Dear Sirs)

b Look at the phrases in the boxes around the email. Rewrite each underlined phrase in the email, using an expression from the relevant box.

Tip

A formal email is one that you write to someone (often a company or someone who works in a company) that you do not know personally. There can be many aims of formal emails, but they can include:

- making a complaint
- applying for a job
- asking for information

There are certain things you should do / not do when you write a formal email:

- ☞ Begin and end the email in appropriate ways (see the model above).
- ☞ Use the full forms of verbs (for example *is not* rather than *isn't*, *cannot* rather than *can't*, etc.).
- ☞ Use formal language. For example: *Furthermore* (rather than "Also") / *However* (rather than "But") / *Naturally* (rather than "Of course") / *I would like to point out ...* (rather than "I want to say ...")
- ☞ When criticising, don't use bold statements. Use "softer" words like *tend* / *may* / *seem* / *appear*. For example, instead of *You have a positive impression*, you can say *You seem to have a positive impression*.

C Read the following task and a student's answer to it. Find places in the email where the writer should have written something in a different way. How could you improve them?

You recently went to a shop that you go to regularly. This time you wanted to buy a product which you know very little about. You felt that the people who served you in the shop were unhelpful and in fact almost rude. Write an email to the shop to let them know how you feel about the experience and what you want from them. Write around 250 words.

M

d You went to the international summer camp in the advert below. Some of the things were fine, but others you were not so happy with. Write an email of complaint to the camp organisers. You should:

- explain what you liked
- say what was not so good
- suggest what could be changed

INTERNATIONAL SUMMER CAMP

- ➔ comfortable accommodation
- ➔ top-class sports facilities
- ➔ good Internet access
- ➔ the chance to meet people from all parts of the world
- ➔ trained and friendly staff

Write around 250 words.

To:

Subject: 

Dear Sir or Madam,

I am writing to express my annoyance at the service offered in your shop in Cornmarket Street in Oxford. I'm really pretty disappointed to have to write this letter, as I am generally convinced that your shop isn't bad at all. And I want to say that I'm a regular customer of yours.

On July 15th this year, I wanted to buy a digital camera from the camera department of the above mentioned shop. To my disappointment, the assistants in your shop seemed rude and impolite. When I wanted to know whether the camera had auto focus, his reply was "Of course - all cameras these days have got it." Later, I was pretty fed up when I heard him turn to a colleague and say "She'd be better off buying a washing machine than a digital camera." I don't mind a joke, but did not find the remark funny at all and can only say that there is no way I am prepared to accept such treatment from anybody, let alone one of your employees.

I think you can perfectly well understand why I not only left your shop immediately, but I am also still astounded by that behaviour and there's no way I'm going to go back to your shop unless I get an official apology from the sales team of the department. Oh, and if I don't hear from you, I will write to the editor of the local newspaper with a detailed description of my experiences.

Regards,

Marianne Crombie

Formal email (letter of application)

a Read the advertisement and the email. Answer the questions.

- 1 What kind of person does the company need?
- 2 In what way(s) does Daniela say she would be good for the job?
- 3 Does she provide all the information that the company asks for?

TEMPORARY STAFF REQUIRED IN JULY

We are a UK company looking for two people to work in the month of July on a survey we are conducting.

The successful applicants must work well with people, be reliable and speak English to a good level.

Experience with computer spreadsheet programmes is essential as the post mainly involves data input and evaluation.

Write to the Personnel Manager j.thompson@data.co.uk
Please provide contact details.

To:

Subject: 

Dear Sir or Madam,

I am writing to apply for one of the positions advertised in Austria Mag on the 17th of March.

I believe I would be a suitable person for a number of reasons. Above all, I have had training in the use of spreadsheets, in particular Excel and Numbers, and have experience of using them. For the past year I have been helping my father to maintain the accounts of his small business. This has also helped me to gain work experience.

With regard to English, I have learned English since the age of eight. I have, I believe, reached a good level in all aspects of English and in June of this year I intend to take an internationally recognised examination to provide evidence of this. In addition, I have travelled to English-speaking countries as a tourist, including a one-month visit to the USA which allowed me to improve my spoken ability considerably.

As already mentioned, I have had work experience in a family business, but I have also had several summer jobs over the last four years, all of which required me to be reliable and to work with others. I believe I can fit in well with people in a work environment. I would be willing and able to provide personal references from my summer jobs, if required.

I can be contacted on 0347 61289 at any time, or by email at danmerc@gmail.com

Thank you in advance for considering my application and I look forward to hearing from you in the near future.

Yours faithfully,
Daniela Hoffmann

b Find expressions in Daniela's letter which are formal ways of saying:

- 1 *More than anything else, ...*
- 2 *... to show that this is true.*
- 3 *Like I said before, ...*
- 4 *... if you want me to.*
- 5 *You can get in touch with me ...*

Tip

A letter of application typically provides information about why you are qualified for the job you are applying for. It can be sent by post or email. Effective application letters identify your most relevant skills or experience.

When writing an application letter you should include:

- **First paragraph:** Why you are writing – mention the job you are applying for and where you found / saw it.
- **Middle paragraph(s):** What you have to offer the employer and why you think you are suitable – mention all the areas that the job advertisement (or task) talks about.
- **Last paragraph(s):** Say how you can be contacted. Say thank you to the person you're writing to for considering you and sign off / leave your signature.

 Use as wide a range of grammatical structures as you can. Be as impressive as possible – this is evidence of your language level (and these tasks usually say that you have to have good English).

 Avoid the use of phrasal verbs, for example use *reached* rather than *got to*.

 Learn and use fixed phrases like *I am writing to apply for ... / As already mentioned, ... / Thank you in advance for ... / I look forward to hearing from you*.

 And don't forget the tips for formal writing on the "Formal email" pages 132/133.

C Read this job advertisement and Martin's letter of application. Find anything in Martin's email which does not reflect the tips in the box above.

WANTED: Students with good spoken English to accompany groups of English-speaking teenagers on a tour of Austria. Need patience and an ability to explain aspects of local culture, as well as being prepared to be available almost 24 hours a day!

Write to us and tell us why you think you are suitable and how to get hold of you. No CV required.

M

d You see the following advertisement in a local English-language publication.

Do you speak English? Are you between 18 and 25? Do you know your way around computers, the Internet and social networks?

We need young, energetic people to staff our Internet café during the summer. You'll have to work quite long hours (including evenings sometimes) and help our international customers whenever they need it.

Interested? Write to us and tell us why we should choose you.

Write an email to apply for this job.

You should:

- explain why you are writing
- describe why you would be good for the job
- say how you could be contacted

Write about 250 words.

To:

Subject:

Dear Sir or Madam,

This letter is about the job I saw in the newspaper yesterday. I would like to apply to be one of the people given the job.

My English is good both in writing and in speaking – in fact, I have got to an advanced level and have succeeded in passing the Cambridge "First" examination. I enjoy using the Internet and watching TV in English, and so I am quite up-to-date with modern spoken English, something that is likely to be important when talking to young teenagers.

I think, too, that I would be a suitable person to explain local culture since I have studied this country's history and geography and because I plan soon to go to university to study Art history. I believe I could help visitors find out about what our country offers.

As far as patience is concerned, I think that my previous experience as a part-time waiter in a pizzeria last summer is relevant. A waiter has to put up with a lot from customers, but in six weeks, no complaints about my work were ever registered. Indeed, the restaurant received very positive feedback about my work.

In conclusion, I think I make a good applicant. I would be happy to provide more information if you want me to. Please get in touch with me using the contact details in my signature below.

Thanks for considering my application and I look forward to hearing from you.

Yours faithfully,
Martin R. Grass

Tel. 0355 42199

Email martinrg@myself.com

Article

a Read through this example of an article and look for features mentioned in the tips on page 137.



The Big Bang Theory:

100 episodes in, it has never been better

When it started, not many people would have thought that a sitcom about a group of young academics at a California university would be successful for very long. The tale of experimental physicists Leonard (the straight man) and Sheldon (the deranged neurotic), and their smart-but-uneducated wannabe actress neighbour Penny, looked too male and too niche. But as time has gone on, it has turned into something quite lovely. And importantly for a sitcom, it's always funny enough to attract your attention and keep it.

Big Bang is a shamelessly old-fashioned sitcom with a studio audience and one-liners coming thick and fast through simple relationship stories – it seems to revel in its old-fashioned feel. What could have been a one-note show has depth, heart and reliable laughs. Crucially,

the female cast has been expanded to become as loveable, flawed and desperate as the men. Howard became a proper character once his fiancée Bernadette came along: she proved herself just as self-doubting and crazy as he was, and they fell in love.

Five years in, *The Big Bang Theory* is still getting better, still finding new places to go. It looks as if it could easily last another five years.

It does help if you're a bit of a geek. While you don't need to know the comic book references to get the jokes, the show is a richer experience if you do – plus they allow for a lot more fancy dress specials than most sitcoms can get away with.

So happy 100th episode, Big Bang!

Tip

An article is a text on a specific topic for publication in a book, a magazine, a newspaper or an online-forum. Articles inform, persuade, entertain, argue a point, attract the reader.

Good articles

- have a catchy title
- address a specific audience
- grab the attention of the readers
- are well-organised (coherence!)
- have clear paragraphs
- have good examples
- have a satisfactory ending (that possibly ties in with the opening).

Openings and endings:

- Openings very often have a quote, a little anecdote, a very concrete entry to the topic. They immediately grab the attention of the reader.
- Endings very often take up the idea of the opening in a more general way or have a punch line.

b Here is what a student wrote in response to an article-writing task. Work in pairs and list the good points about the article and the points that could be improved.

You have been asked to write an article for a youth magazine about your time at school. Find a suitable title for it.

The school shield

Finding the right job gets harder day by day. As competition on the labour market intensifies, it is of the utmost importance to have a worthwhile education that prepares one for life.

Schools provide this in a protected space where students can try out their talents, while at the same time providing aid to those who need it and giving enough free space to those who want to flourish.

This high-quality initial education acts as a protective shield for the future, because it teaches you skills and gives you knowledge that will be useful in professional life. First of all, it helps you to learn to cope with pressure. Having four final exams and three presentations in one week has its benefits, as stressful situations will occur throughout one's life. Moreover, schools help students to find their passions, or at least a field they could imagine working in. They also create a protected social environment, where the strongest friendships can be made.

I notice these benefits just as I am about to leave my school for good, and only now realise how much it has mattered to me. Of course, it was difficult: at times I thought that I could not take the pressure I was under. However, most of the time it was an enjoyable experience. I could pick fields of interests and evolve in them, chat with a dear group of friends every day, or get immediate support from a professor whenever I needed it. To me this seems to be quite a quixotic illusion now, being about to graduate and thereby to take the first step out of the protected zone.

M

C The Hay Book Festival has asked students to send in articles on the future of books and reading. You have decided to write an article.

You should:

- explain the development of your own reading habits
- discuss the change in reading habits
- speculate about the future of books

Write around 250 words and give your article a title.

Report

a Read through the task.

Imagine you are a student at a college. Write a report for the principal of your college on the reasons why students sometimes suffer from stress on their courses. Describe what activities tend to cause the most anxiety and the signs of pressure that the students most commonly show. Also include a proposal as to what the college could do to help students who suffer from stress.

INTRODUCTION

This report is intended to present the results of a study on stress among fifty college students and then to suggest a few steps beneficial to both the students and the college to be implemented to reduce stress among students.

THE FINDINGS (Reporting the current situation)

In a study of fifty college students, we found that 72% admitted to feeling some level of stress over the academic year. These levels ranged from "feeling mildly stressed out on occasions" (45%) to "suffering from serious stress" (4%). Further investigation showed that exams were clearly the time when most students felt under excess pressure. 88% of those questioned identified this as the most stressful part of the school year. However, other causes of anxiety included homework and course-work deadlines (52%), difficult relationships with other students (18%) and external problems (17%). Our research also looked into the symptoms of stress that students most commonly showed. The most frequent was a "feeling of panic". This was felt by 67% of students, although it must be said that this feeling varied in degrees of seriousness. Other symptoms that were mentioned included headaches (32%), colds and feeling run down (23%) and loss of sleep (22%).

RECOMMENDATIONS

As a consequence of our report, we have come up with a number of suggestions that we feel the college could seriously consider implementing. Firstly, we would recommend that this should be a problem that you actively encourage students to talk about and we would like to see a number of informal workshops on the subject. We would also advise that special after-school clinics should be set up for students to visit if they need to. Another suggestion would be to produce a college leaflet detailing things students can do to help themselves. Finally, we would like to explore other means of assessing students other than by exams.

We do realise that you have considerations of time and money, but we also feel that if we can take steps to tackle this problem, the benefits will be felt by both the student and the college.

Tip

A report is a formal text written to someone in authority (boss, manager, public official, etc.). The writer uses language related to expressing opinions, listing reasons, recommending certain steps to be taken. The writer hopes that the person addressed will take action or use his / her influence to make something happen that will eventually benefit an individual, a group or an institution in some way.

Headings should be clearly marked.

The general purpose of a report is to identify a problem, explain it and recommend action that will lead to a solution.

The style of a report

- Briefly introduce your topic.
- State the background information the reader will need to understand your report.
- Make suggestions / recommendations based on the findings.
- In conclusion, you may also add a personal opinion.
- Passive voice is often preferred to active voice.

Useful phrases

- *The aim of this report is ...*
- *Some / Most people seem to feel ...*
- *It seems feasible ...*
- *The following points were listed / suggested / discussed ...*
- *The following points were made ... (list them as bullet points)*
- *I / We would, therefore, recommend / suggest ...*
- *It would seem that implementing ... is a good idea.*
- *All things considered, I / we believe that ...*
- *Taking all these points into consideration, I / we would recommend ...*
- *I / We recommend that we look into the possibility of ...*

b For a major project to fight global warming, an agency was asked to collect reports from students all over Europe to find out about the environmental situation at their schools. Write a report documenting that situation. Look at the example on the right. With a partner, discuss improvements that could be made.

M

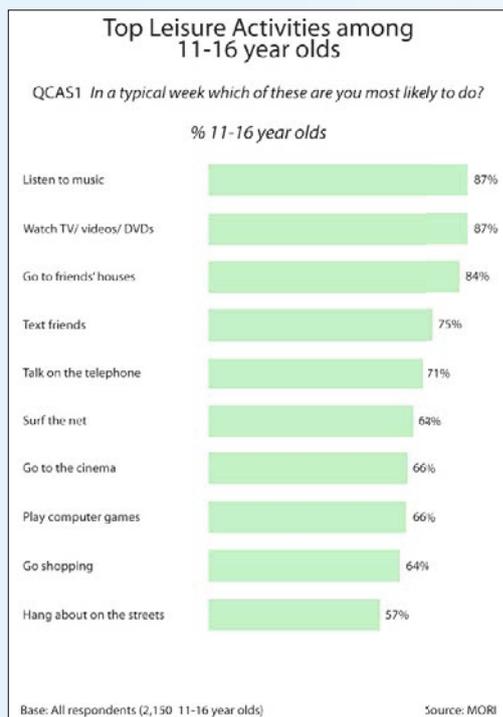
c Write a report on the topic in **b**, documenting the situation at your school. You should:

- describe the current situation in your school
- explain why people are generally not willing to contribute their share
- suggest possible future measures at your school

Divide your report into sections and give them headings. Write around 250 words.

M

d You see the following table in a magazine and use it to write a report for your English lesson.



You should:

- analyse the chart
- make recommendations of what the school could do to encourage a more active lifestyle
- discuss why you think children prefer less active lifestyles

Divide your report into sections and give them headings. Write around 250 words.

Introduction

We are very pleased to have been asked to outline the environmental involvement of our school and to describe the measures that have been taken so far.

The current situation

Currently we have a very good system of waste separation. In each classroom there are three different waste paper baskets, and one of the pupils in each class tries to remind his / her peers in a friendly way to separate waste. We think that about 80% of the pupils are really aware of the importance of waste separation and act accordingly.

Another measure is the "Ride your bike to work" project. This encourages both teachers and pupils to come to school by bike, and about 15% actually do. We have installed 20 new bicycle racks so everybody can park their bikes without problems.

So far, many pupils at our school have been willing to do a little bit here and there, even if only small things like switching off the lights or closing the windows at the end of the day.

Future measures

A group of pupils which I am part of, however, think this is not enough. We actually want to be represented whenever changes to the buildings are being made. And we suggest inviting not only speakers from environmental groups, but also experts on energy-saving measures, and see what we can actually do to make our school more environmentally friendly.

We also want teachers to talk more about the environment (without preaching!). And last but not least, we want to raise the percentage of teachers and kids cycling to school by another ten percent within the next year.

Essay (1)

a Read the essay. What is the writer's view on the "stars" of reality TV?

There should be laws protecting famous people from the paparazzi. Discuss.

On August 31st 1997, Diana, Princess of Wales, was killed in a high-speed car chase in Paris. Her driver had been trying to escape from press photographers. After the sorrow and sadness came the outrage. For a while, the paparazzi were more unpopular than traffic wardens and tax inspectors. Then came the debate; did we need to protect our rich and famous and ensure nothing like this happened again, or should things remain as they were so that glossy magazines could continue to fill their pages with popular photos of celebrities? 5 10

First and foremost we should remember that, despite all their fame, celebrities are people just like the rest of us. They deserve privacy and the right to lead their own lives away from the camera. Constant press intrusion is at best a nuisance. At worst, it can make a life a misery. And let us not forget that it might also be the family of the celebrity who end up leading a miserable life, too. Moreover, there is something distasteful about groups of photographers running down a street behind a car, shouting and jostling for the best angle. And of course, when they pursue their victims by car, the result can be tragic – as was the case of Princess Diana. 15 20

On the other hand, there is the argument that without the paparazzi many of these people would be forgotten - for example the "stars" of reality TV shows. Many "stars" become well-known for their private lives rather than their professional capabilities. Paris Hilton appears to be famous only because of generous coverage in the glossy magazines of her social life. Furthermore, many of these celebrities seem very happy to have the press around when they are trying to promote their careers. In other words, you cannot have your cake and eat it too. 25 30

Finally, we should remember that fame brings responsibilities. Most famous people serve as role models to large sections of society, especially the young. Consequently, celebrities need to think carefully about their behaviour and whether or not it sets a good example. By setting a good example, they may find the paparazzi are more respectful towards their privacy. 35 40

To sum up, I believe that in our private lives, we all have the right to do what we want, within reason. Therefore, I think there should be a law that protects everyone from this kind of invasion of privacy. Having said that, I do not believe we can stop the paparazzi from taking photos once those stars step out into the world. I believe that the stars themselves need to think how they behave in public and use the press to their own advantage. A quick wave and smile for the camera hurts no one. 45 50

Tip

An essay is a text that expresses a certain idea, claim, or concept and backs it up with supporting statements. It follows a logical pattern, usually of five paragraphs, that you have to practise. There is an introductory paragraph (make the claim, state the case), a body (2–3 paragraphs that support the claim), and a conclusion (summary of statements and supporting ideas).

Normally you will be asked to argue either for or against a certain point, which does not mean that you only support your point of view with arguments in favour; you can also bring arguments against your claim, but, naturally, then have to refute them to make your line of argumentation even stronger.

- Your opening paragraph should capture the reader's interest (*On August 31st 1997 Diana, Princess of Wales, was killed in a high speed car chase in Paris.*), introduce the topic (*Her driver had been trying to escape from press photographers*) and make a claim or raise the question to be discussed. (... *did we need to protect our rich and famous and ensure nothing like this happened again, or should things ...*).
- The body of the essay consists of three paragraphs, which should be longer than the first and fifth ones (you can write two if you are pressed for space; remember: you must not write more than approx. 350 words). Each paragraph should contain one main idea supported by two or three sentences of evidence or examples. (Three key ideas: Famous people deserve privacy; fame means coverage of private lives; fame brings responsibility).
- The fifth and final paragraph should summarise your main points, re-assert your main claim or contain an answer you can personally support. It should contain your main points, but should not repeat the examples from the body of the essay.

 Remember to use good linking words to make your text coherent. (*First and foremost, On the other hand, Finally, To sum up*). For more writing phrases and useful language see p. 143.

 Remember to use appropriate language. Do not use spoken or informal language. Do not use short forms.

 Remember that texts that are either too short or too long will be downgraded.

 Remember to clearly distinguish between paragraphs by leaving a blank line.

b Here is a typical *Matura* task. Read the essay and check whether the rules above have been observed.

Essay: "Going Places"

Living and working in foreign countries should be encouraged, within limits. It is tourism I object to, and especially the desire to go to the remotest and wildest places in the world and build four-star hotels in them. It does not do the locals any good, as opposed to filling their pockets – highly selectively – with hard currencies. It encourages the demand for Coca-Cola and accelerates the homogenisation of world culture.

Source: The Independent

Use the quote above to write an essay. Make sure you refer to the following:

- travelling – a must in a globalised world?
- the benefits of a longer stay abroad
- responsibility of the individual traveller

People today travel far, says the writer Bill Bryson, and they spend a lot of money to have (part of) the comfort they have at home. International hotel chains cater for that feeling of familiarity, thus keeping tourists from discovering the specific charms (or faults) of a place. So people might as well stay at home if they expect the homogenisation of the world. However, there are still a good many reasons to travel and stay abroad for a longer period of time. 5

Not counting the business travellers that would be part and parcel of a globalised world, there are still a substantial number of people that simply want to discover worlds that are different from theirs. Even though many of them choose packaged tours, they are willing to learn about foreign cultures and willing to respect local traditions and lifestyles. Tours that help you to experience foreign cultures may be a little upmarket but they are obviously worth it. 10

Young people or adventurous people often choose a more individual travelling style. Backpackers try to live as inexpensively as possible, thus often spending little money and sometimes even living off the locals, littering the countryside and establishing routines that do not tie in with local custom. They also should be aware of their responsibilities as travellers.

A type of "going places" that should really be encouraged is living and working or studying in foreign places. As a student, for example, it is possible to take part in everyday life, learn the language, learn about foreign cultures and, above all, make new friends. If you are willing to open up to new worlds, then you will certainly benefit most from that way of getting to know foreign countries. 15

Whatever type you have to or want to choose – it is always important to show respect for the people in the other country, to show curiosity about their way of living, and to be willing to "pick up" as much as possible – be it culture, language or friends. Only a longer stay can guarantee success; with a shorter stay, always try to make the most of it. 20

M

c You read the following in a newspaper.

A mobile for your four-year-old? What a bad call ... Yesterday it emerged that a mobile phone aimed at four-year-olds, already available in Ireland, is to go on sale in Britain toward the end of the year. The Firefly, as it is called, has only five buttons, including two hot keys for Mummy and Daddy.

Source: Tim Dowling, The Guardian, Thursday 25 June 2009

Do you think this is a good idea? Write an essay. You should:

- outline possible forms of use
- describe the effects on the parents' lives
- discuss the effects on the children's lives

Write around 350 words.

Give your essay a title.

Essay (2)

a Look at the task and then read the essay by a student. There are some things that could be improved. Get together in pairs and find out what structural and argumentative points in the essays could be done better.

You have decided to take part in an essay competition on the idea of "gap years". In your essay argue for or against gap years.

You should:

- give reasons for taking a gap year
- discuss possible effects of taking a gap year
- evaluate its influence on personal development

Write around 350 words. Give your essay a title.

Tip

To keep a text smooth and coherent, it helps to use writing phrases and linking devices that keep it together. Good structuring and a high "readability" are possible indicators of how well a text has been written. If your reader has to pause and go back and wonder what actually has been said, then your text is probably full of unexpected turns or breaks.

Study the writing phrases on the next page and in your next essay try to use some you have not used so far. Avoid repetition of linking devices (e.g. instead of *but*, use *however* sometimes, etc.)

One key way a gap year tends to improve students' college performance, proponents argue, is by allowing them to depressurise after some twelve years of hitting the books and taking tests. "A lot of kids are incredibly burned out," Bull, Harvard's dean of admissions says. "The pressures on today's students seem far more intense than those placed on previous generations." Advocates say that students who defer school for a year return rejuvenated and more motivated to excel. "It gives students another 15 months of growing-up time. That's a good thing." (US News)

Thousands of students are about to start university, but Lisa will not. She will go to Greece for half a year where she will work with dolphins, and then she will pitch in as a social worker with an organisation in Rio. Some people might call her a slacker, but she is not. Lisa is a "gapper".

It is a fact that more and more students decide to take a gap year after twelve years of school, because they feel they need a different setting and do not want to be at school again – even if it is university. There are new routines, new people with a different outlook on life, new places and many things to see and learn because Lisa surely will not be working all the time, but also travel around.

Another important issue is that a gap year in which you travel or work (or both) will certainly make you more mature. You will have to deal with people outside school, and unlike school there will not be any teachers, supervisors, coaches, etc. to help you with every little problem. You will have to sort out your own problems.

Burnout is a real problem. Taking a year off will help you overcome it. As it says in the article, you will be "rejuvenated" after a gap year. One reason could be that you found some work that really interested you or that you just relaxed most of the time, travelled around and hung out with new friends. (Of course, this is a financial issue, too). And maybe this gap year will help you to find your true calling and your true interests.

All in all, it is a great idea to take a gap year. It helps you to unwind, it gives you the opportunity to see new places, make new friends and maybe do some community work, too. The problem is: Have you got the money for it?

Useful phrases

Adding to a point

moreover; furthermore; again; further; what is more; in addition; besides; above all; as well (as);

Writing in lists

ÿrst(ly); second(ly); third(ly); another; in addition; ÿnally; next; then; and to conclude; lastly; ÿnally;

Rephrasing

in other words; in that case; to put it (more) simply;

Introducing an alternative viewpoint

by contrast; another way of viewing this is; alternatively; again; another possibility is; on the one hand ... on the other hand; in comparison; on the contrary; in fact; though; although;

Returning to emphasise your earlier viewpoint

however; nonetheless; in the ÿnal analysis; despite x; although; though; after all;

Showing the results of something

therefore; accordingly; as a result; so, (then,) it can be seen that; the result is; the consequence is; in other words; otherwise; in that case; that implies;

Summing up or concluding

therefore; so, my conclusion is; in short; in conclusion; to conclude; all in all; on the whole; to summarise; to sum up brie°y; in brief; altogether; overall; thus; thus we can see that;

Introducing quotations

- as X points out, ...
- According to X, ...
- X states / suggests that ...
- X tells / shows us that ...
- In an article entitled "Name of Text", X makes the point that ...
- Referring to ..., X argues that ...

b Write the words / phrases in the box in the correct column.

consequently	in other words	whereas
on the other hand	to sum up	since
furthermore	first and foremost	

Beginning	firstly, to begin with, 1....., in the first place
Giving reasons	because (of), as, in response to, 2....., so that
Contrasting / comparing	however, although, despite, 3....., in contrast to, 4....., having said that
Adding points	and, 5....., moreover, what's more, finally
Talking about consequence	as a result of, 6....., and so, therefore
Paraphrasing	7....., to put it another way, that is to say
Concluding	8....., in conclusion, when all's said and done

M

C You have read the following article in a magazine.

Bringing up the children has been the mother's duty since time immemorial. However, things are changing fast as there are single persons opting for adoption and couples unwilling to take on the task together who are opting to do the job single-handed. There is much to support the mother's role as the primary caregiver of the family and the young ones, especially through reasons embedded in tradition as well as convenience. However, there have been many examples of single men coming forward, with the nurturing spirit surfacing strongly.

What do you think? Write an essay. You should:

- analyse traditional family roles
- outline examples of modern family life
- discuss implications for our society

Write around 350 words. Give your essay a title.

Blog

a Read a teenager's blog post and the comment following it.

IT'S ABOUT TIME.NET What ever happend to Thinking Big?

by Emily Clark, May 17

Most adults I know are pretty content with their lives as they are. But when you watch them closely you will probably find that they are anything but really happy. Have they never had big dreams? I'm sure they did once – but I sometimes wonder what happened to those dreams.

The future is already within your reach. A bright future. A great future. But guys, it's time to wake up! We need to start shaping our lives now!

Don't listen to what adults, and the politicians, tell you. They want to manipulate you. They want you to become another one of those "contented" grown-ups that they can exploit. So, listen to your heart, and think carefully. Believe in yourself, and go for it! When do you want to start – when you are 30, 40, 50, 60?

Start now! What are you waiting for?

 Facebook  Twitter

1 comment [Click here to read/write comments](#)

Posted: May 18, 01:12 PM by *justathought*

Hi! You're a teenager, and so am I, but I have to say that your post is just garbage. How can you write something so ridiculously stupid? And how can you give advice that is just irresponsible and wrong? Most adults I know do not only lead happy lives, and what they do is important for their families, the employers they work for, and for the whole society.

I agree that teenage years are a time when people have big dreams, and not all of their dreams come true later on in life. But that's life, isn't it? Not accepting that would simply be a mistake. And let's face it – it doesn't always depend on yourself how your life develops. Some of us have better opportunities because we come from families who can support them, so we can go to university and can focus on our studies.

I think that rather than creating dreams that are too big, and inevitably have to end up in disappointment, we need to be realistic about life, and set goals that we can actually reach. Then we will be happier with our achievements, we will be able to enjoy life, and be contented with what we have and what we do. What's wrong with that?

b Read the tip. Then, quickly read through the comment from exercise **a** again.

Which of the rules given in the tip does the writer of the comment not follow?

Tip

A blog is a series of short articles that you publish on the web. Blogging is all about sharing your knowledge and your opinions with the world. If you want to become a successful blogger, you need to choose topics that you are passionate about, and "find your own voice". Say what YOU want to say, not what you have heard or read from others.

 **Rule #1 – Provide context**

Although you know what you are talking about in your comment, make sure other people who read your entry do too. Don't forget that blogs usually have a series of comments – not just yours, so for the reader there may be other comments in between yours and the original post. Always start your comment by referring to the content in the blog that you want to talk about.

 **Rule #2 – Be respectful**

This seems so obvious that it hardly needs mentioning. You might feel very strongly about what someone wrote on their blog, and annoying them through your comment might give you momentary pleasure. But if you start your comment with "You're an idiot," nobody will take your argument seriously. Of course, the Internet gives you anonymity but you shouldn't say anything that wouldn't be acceptable to say to someone in person.

 **Rule #3 – Make a point**

Comments such as “Wonderful!”, “I love it!” and “Thank you” are OK if you want to pay a compliment to the blogger, but if you want to make a meaningful contribution to the discussion, you need to say more. Why is it wonderful? Why did you love it? And if you want to disagree, it’s even more important to make a point. Don’t forget to back up what you are saying by stating where you’ve got your information from, for example. Refer to an article you have read, a documentary you saw, or a book you would like to recommend – all this gives your argument more authority.

 **Rule #4 – Write about things you know about**

Make sure you don’t disguise an intuition as a fact. If you say “90% of adults don’t understand how young people think” this may adequately express a feeling you have. But be careful – readers will not be impressed with such a claim.

 **Rule #5 – Proofread**

Spellcheckers often don’t work when you write your comment into those boxes on people’s blogs. That’s why proofreading is important. Otherwise what you are saying can easily be shot down by someone saying: “What right do you have to write about X, you can’t even spell ‘there’ correctly”. It may be a good idea to write your text in a word processing programme first and run it through a spellchecker, before posting it in the comments box!

M

C You came across the following blog post on the Internet.

Try this...

Heli-skiing by Jessica Martin, January 22

Today’s post is about something you have to try if you like the winter! Heli-skiing is fabulous. It’s one of the best adventures you can have. It allows you to access incredible un-touched powder snow. Using helicopters rather than traditional ski lifts gets you to the slopes faster and enables you to ski and snowboard areas that no human has touched before, far away from the crowded pistes!

When my husband and I decided to sign up for a heli-skiing course we didn’t really know what to expect. Were we fit enough? Was it too extreme for us? Our questions were answered on the very first day. Heli-skiing is for all skiers, not only for the very experienced ones. You go in groups of 7 to 10 skiers, with two experienced guides who care about you personally and help you become better skiers. And the big difference to a normal skiing holiday makes all the difference – with heli-skiing you’ll be enjoying run after run in absolutely fresh powder snow...

Try heli-skiing for yourself – it’s simply magic!



You have decided to comment on this blog post.

In your blog comment you should:

- say what you think about this post
- discuss what the outcomes would be if everybody who likes the winter started heli-skiing
- suggest another free time activity readers should definitely try

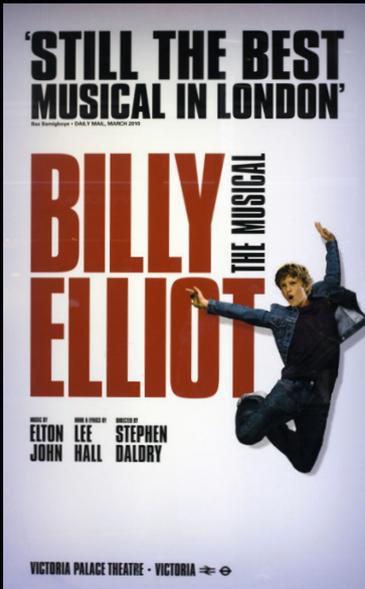
Write around 250 words.

Review

a Read the review of *Billy Elliot* and answer the questions.

- 1 Did the writer know anything about Billy Elliot before seeing the musical?
- 2 What do you learn about Billy, his father and his dreams?
- 3 What did the writer like and not like about the musical?
- 4 Does the writer think we should see the musical or not? Why?

Review



A Last weekend I went to see the musical *Billy Elliot*. I saw the film a few years ago and I wasn't sure if I would like the theatre version, but I enjoyed it very much.

B Billy Elliot is the eleven-year-old son of a miner in the north of England. His mother is dead. The miners, including Billy's older brother, are on strike and the family has almost no money. Billy's dad wants him to be "a real boy" and to take boxing lessons, and Billy goes – but he ends up liking ballet and decides he wants to be a dancer. At first Billy's father is furious, but in the end, he helps Billy to achieve his dream.

C Most of the cast were excellent, I thought, especially the teenage actor who plays Billy. I don't usually like musicals very much because sometimes good actors can't sing, but in this production I thought the singing was a real strength. The only disappointing thing, to my mind, was the actress who played the ballet teacher Mrs Wilkinson, but perhaps that's because I liked Julie Walters in the film so much.

D It's not a great piece of theatre and the songs are not the best ever written, but the play gives you a nice warm feeling and who doesn't like that? If you want a really enjoyable night away from the television, then I would recommend *Billy Elliot*.



b Match the four paragraphs (A–D) with these descriptions.

- | | | | |
|------------------|--------------------------|-------------------------------|--------------------------|
| 1 content | <input type="checkbox"/> | 3 positive / negative aspects | <input type="checkbox"/> |
| 2 recommendation | <input type="checkbox"/> | 4 specification | <input type="checkbox"/> |

Tip

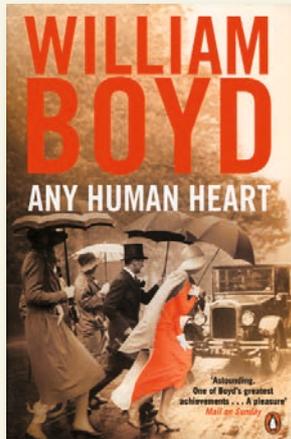
A review (of a book, or play, or film, or TV programme) is a piece of writing in which you tell the reader something about what you read or saw and what you thought about it.

A review is usually structured in the following way:

- 1 specifying the thing you are talking about
- 2 a short synopsis of the plot (briefly say what happens)
- 3 a few reasons why you liked or didn't like the book / film / play
- 4 a short statement of your overall opinion and whether or not you would recommend it to the person / people reading the review

C Read this task and an answer for it. Compare the answer to the review of *Billy Elliot* in terms of the structure of the review (see the Tip).

Write a review of a book you have read recently. Write around 250 words.



Rating:



Any Human Heart

by William Boyd

Not long ago I read a book called *Any Human Heart*. The book tells the life of a man called Logan Mountstuart who is born at the beginning of the 20th century and lives through almost all of it. During his life he meets lots of famous people (like the painter Picasso and an ex-King of England) and experiences many ups and downs in his personal life.

The book is by one of my favourite writers, William Boyd. He writes really well and as you read the book, you find yourself liking Logan even though he's far from perfect and even when he does things that you don't like (for example, leaving his wife and small son because he's fallen in love with another woman).

Boyd has written other really good books like *Restless* and *The Blue Afternoon*. He's Scottish, but he lives in London and France. But *Any Human Heart* is one of his best yet and although it isn't always an easy read, I'd recommend it very highly.

Some parts of *Any Human Heart* are written like Logan's diary, but in other parts Boyd uses third-person writing. This is a nice balance and makes the book even more interesting. The book isn't a thriller or a detective story or even a romance – it's almost all of these in one story. The one thing I didn't like was that Logan is arrested by police in Switzerland and spends a year in a prison, but neither he nor the reader ever finds out why!

M

d Now do the following task.

You are looking at a website about films when you see the banner below:

Fancy winning yourself some money?

Moviewebnet.com is offering a **prize of US\$250** for the best review of a film written by a non-native speaker of English!

We'll take content and structure and language into account to choose the winner.

Send your review to us **by 31 May** and who knows? **You could be the lucky winner!**

You decide to enter the competition. Think of a film to write about and write a review. You should:

- outline a summary of the story
- explain what you liked / disliked about the film
- recommend (or not) the film

Write around 250 words.

Proposal

a Read the letter. Match the paragraph descriptors 1–4 with the paragraphs (A–D).

- 1 description of the problem 3 identification of the problem
2 conclusion 4 solution to the problem

Dear Mrs Scullion,

A At our last parents' meeting, one of the issues discussed was the school library, and there was general agreement that there were not enough books for young adults in the age group 15-16, in particular for the boys in that age group.

B The problem seems to be that both librarians are extremely busy with running the school library on a day-to-day basis; consequently they have little or no time to research new releases and thus allow themselves to cater for all groups. Ms Wall specialises in junior infant literature (and we are, indeed, very happy with her work there) and Mr Wood is fairly new to the job and needs some more time to develop his full potential. Unfortunately, at the moment only the Junior section is well-stocked.

C We, therefore, propose supporting Ms Wall and Mr Wood in two ways. The first would be to ask the 15 to 16-year-olds to offer suggestions to the librarians: whoever has read a book they enjoyed should put a slip of paper with the title in a suggestion box placed at the library. Secondly, four parents agreed to contact local booksellers, as well as do some research in online bookshops, in order to come up with a list of books to be recommended and, ideally, bought. We ask for your help in this matter, and we also ask you to consider finding extra funds for this project.

D We really hope that you can support our proposal and we look forward to receiving your response.

Yours sincerely,

Ben Elton

(Parents' representative)

Tip

A proposal is a formal text written to someone who needs to make a decision. The writer uses language in a persuasive way without making a nuisance of himself / herself, and lists reasons and makes suggestions that will eventually benefit the writer in some way.

It may or may not have headings.

The general purpose of a proposal is to identify a particular need, explain it and recommend how this need can best be met.

The style of a proposal:

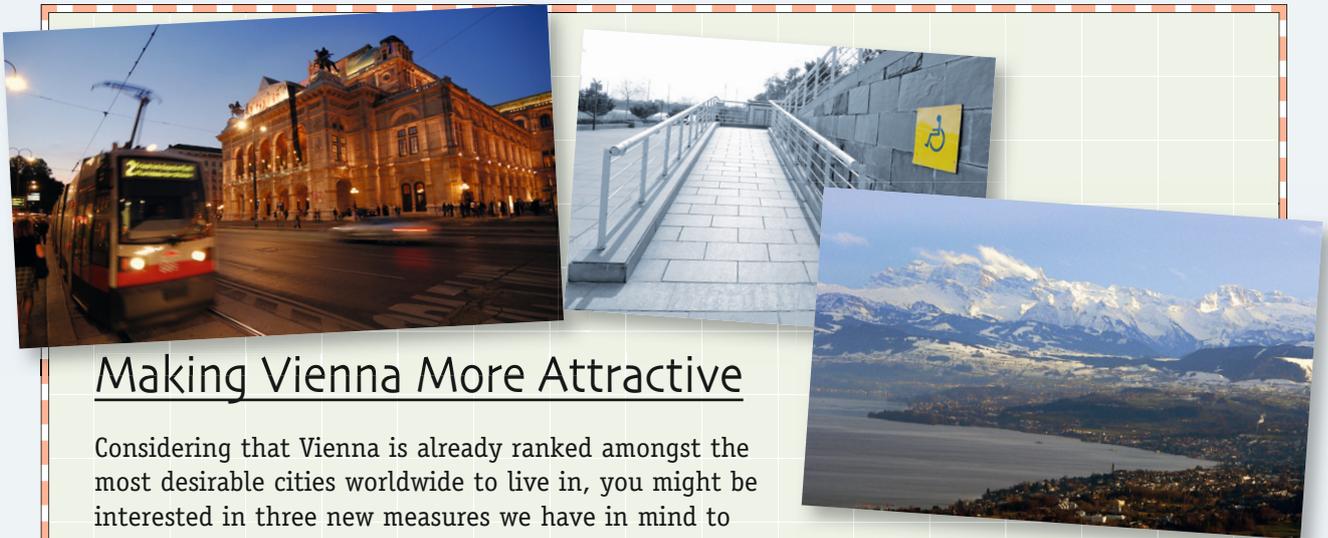
- state the purpose clearly at the beginning of the proposal
- state the background information the reader will need to understand your proposal
- use language that everyone can understand
- make sure that the reader has all the important information needed for the final decision

Useful phrases

- *I propose that we ...*
- *I recommend that we ...*
- *We should also ...*
- *I believe that ...*
- *We could ...*
- *If we were to, it would ...*
- *I suggest we ...*
- *We would then be able to ...*
- *I feel strongly that we should ...*
- *I hope / trust you will give my proposal your full consideration.*

b Students were asked to hand in a proposal on how to make the city they live in livelier and more youth-friendly.

Read this example and with a partner, discuss improvements that could be made to it.



Making Vienna More Attractive

Considering that Vienna is already ranked amongst the most desirable cities worldwide to live in, you might be interested in three new measures we have in mind to make it an even more attractive place.

First of all, we find it extremely important to keep up with the times – it is essential to make buildings friendly to disabled people, in order to allow them to take part in public life. Thus, with respect to tourism, Vienna's economy would experience an exceptionally positive impact. Furthermore, a wide range of possibilities would open to young disabled people in particular – they would be able to take part in group activities, for example going to the movies, or even on their own.

Secondly, we are firmly convinced that what Vienna lacks is a lake, in contrast to other cities with a similar quality of life, such as Zurich. Not only the city itself, but also its inhabitants would benefit considerably from the construction of an artificial lake, allowing both young and old people to do water sports or, in winter, ice skating while they are in the city.

Finally, we need the city of Vienna to extend the subway's operating hours. This measure would enable people to be more flexible, without having to worry about the time of the last train. Young people would benefit from this in particular, since a 24-hour service during the week would allow them to go out in the evening more often.

M

C Now write your own proposal on this topic. You should:

- analyse the current situation in your city
- explain areas that could be improved
- make recommendations on how to make these improvements

Write around 250 words.

Leaflet

a Look at the task and then read the leaflet by a student. Get together in pairs and check whether the rules for writing a leaflet have been observed.

In your text for the leaflet you should:

- explain what they have to offer
- describe what the design / print procedure is like
- inform readers about the costs

Write around 250 words.

Tell it with your T-shirt – we proudly print personalised messages!



What do we offer?

We are the largest company to design and print personalised T-shirts at a competitive price. If you want to send a message to your family or friends, if you want to tell the world what you feel about something, if you want to walk around advertising happiness and humour (or grumpiness and grouchiness, if that is how you feel), then we can help you do it. We offer high-quality (100% cotton) T-shirts in all colours and sizes with your message printed on it.*

How does it work?

Email us your wishes (size, colour and message) and we'll design the T-shirt for you. Within two days we will email you three designs to choose from – and if you're not happy with any of them, we'll re-design until you're satisfied. Once you have picked your favourite design, we produce as many T-shirts as you want and send them directly to you – normally within two days.

Order this week – wear it the next!

How much does it cost you?

Prices start from £9.99 with substantial reductions on orders of more than three T-shirts of the same design. Please refer to our price list for more details.

P. S.: We also offer a wide range of ready-made printed T-shirts – check them out at www.tshirtstalk.com.

**This week's special:
2 T-shirts for
£14.99 only**

* We reserve the right to refuse offensive messages.

Tip

Leaflets are a type of open letter. They are designed to be handed out to people in the streets at venues such as schools, concert halls and shops, inserted into newspapers or sent through the post or per email.

The main point of a leaflet is to grab people's attention. This is why it should start with a catchy slogan, maybe containing an alliteration (e.g. "Don't dream it. Do it.") or a play on words.

In the text you:

- advertise a product
- inform the public about important issues / events
- draw the public's attention to certain offers / business opportunities / financial schemes / etc.

Important features of a leaflet are:

- a clear title / slogan
- a catchy introduction
- informative subheadings for each section
- attractive illustrations / artwork
- contact information

b Look at the example below. With a partner, discuss improvements that could be made to the leaflet. You are organising a party and have to design a leaflet for it.

In your leaflet you should:

- explain why you are organising the party
- describe what the key features of the party will be
- suggest how people can help to make it a success

Write around 250 words.

Party on, dudes!

What's the occasion?

Once again we are inviting everybody from Trenton College to the end-of-the school-year party – ÿve hours of celebrating; music, dancing, eating and drinking. We are carrying on the College tradition of getting together at the end of the school year – looking back on the highlights of last year before everybody is o° on well-deserved holidays!

What can you expect?

- short speeches by the head, a parents' representative and a pupils' representative
- prize-giving for outstanding projects from last year
- party games
- football match teachers against pupils
- dance performances (grade four)

- DJ Roarrrry
- school band Furious Five and Friends
- food and drink stalls
- great atmosphere

How can you contribute?

You can set up your own food stall (we still need two cookie stalls), you can perform songs or dances (ÿve slots still available). We also need ÿve more people for security and EVERYBODY who can go out and ask shop-owners and local businesses to support us either ÿnancially or with donations for our tombola.

And, of course, you can contribute by being there and taking part.

For tickets and further information contact Carina (carina99@party.net).

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c You and your friends want to turn the street in front of your school into a pedestrian zone. You have been asked to design a leaflet for your campaign. There are two pictures you would like to use.

In your text for the leaflet you should:

- explain what the current situation is
- argue why you want to have it changed and how you could change it
- describe what the major features of the pedestrian zone should be

Divide your leaflet into sections and give them headings. Write around 250 words.



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d You are involved in setting up a tutoring system at your school in which senior pupils give tuition lessons to younger pupils who are having difficulties in Maths. You have been asked to design a leaflet to appeal to senior students to register for the tutoring system. You have been given the two pictures below.

In your text for the leaflet you should:

- outline the basic concept of your idea
- explain who should apply and what the challenges will be
- describe how tutors can benefit from their work

Divide your leaflet into sections and give them headings. Write around 250 words.

