Success

Lead-in

1. Look at the photographs. What did these people have to do to achieve success?

2a. How important are the following factors in becoming successful? Put them in order of importance for each photo (1 = the most important, 10 = not important at all).

- ability to take risks
- a supportive family
- clear focus
- determination
- financial security
- hard work
- innate ability
- luck
- ruthlessness
- self-confidence

b. Compare your answers and discuss, giving examples from your experience.

c. What differences would there be for a successful sportsperson?

3. How important is success to you? Is it more important than friends and family?
1A Finding a job

Reading (Paper 1 Part 8)

Before you read

1a Read the title, introduction and text headings. Which jobs do you think are the most and least prestigious?

b What qualifications, personal qualities, work experience, etc., would you need in order to get one of these jobs? What might hold you back from achieving your aim?

Scanning

2a Read the questions first, highlighting the key points that are reported. This will help you find the information you are looking for in the text. The first one is done for you.

b Read each extract quickly and highlight information which answers the questions.

Multiple matching

3 Read the strategy, then do the task. Use the Help notes for support with certain items.

For questions 1–10, choose from the people (A–D). The people may be chosen more than once.

Which person

1 overcame a financially disadvantaged background to become successful?

2 was rewarded for all the effort put into a work placement?

3 believes that personal recommendation was the main factor in obtaining a job?

4 appreciated being offered encouragement and expertise as a student?

5 is aware that knowing influential people would have been a career benefit?

6 used to feel depressed by the lack of job opportunities?

7 finds the prospect of having to pay back a student loan daunting?

8 had a couple of false career starts?

9 is unsure about future career prospects?

10 had a strong preference about what kind of place to study at?

Discussion

4 What do all these successful people seem to have in common?

5 Check the meaning of these key words from the text.

EXPERT STRATEGY
Scan the sections to find ideas or information which answer the questions, but make sure the meaning is exactly the same. See page 169 for a full list of strategies.

HELP

1 More than one person had financial problems, but who was quite poor at one stage of his/her life?

3 Look for an expression that means confirm somebody’s good character or ability in the text.

5 Look for a phrase which means knowing influential people.

EXPERT WORD CHECK
against the odds CV foresee half-hearted master’s degree networking portfolio scrape through shadow (v) vital
Four high-flying graduates talk about what it takes to land a top job in one of the elite professions.

**A The barrister**

At the age of nine, without a word of English, Hashi was sent from Kenya to live in Britain, where he was raised exclusively on state benefits, with very little to live on. ‘I attended badly performing schools and was always moving around between different relatives.’ Despite this, Hashi managed to scrape through his exams and get into university to study law. Much later, having done a master’s degree, he was inspired to become a barrister so that he could represent people in court. ‘But first you have to do a work placement where you shadow a barrister. Unfortunately, it took me 18 months before I was accepted because I didn’t have any contacts in the profession. It isn’t fair, but there is no point trying to pick a fight with a system.’ Now a junior barrister at a top firm, Hashi attributes this outstanding achievement against the odds to a combination of the people who believed in him, the scholarships and loans which enabled him to afford the course, strong self-discipline and a lot of hard work.

**B The fashion designer**

Having set her heart from childhood on a career in costume design, Lilly worked in the theatre straight after school, only to realise that this job wasn’t for her. Literature, which she tried next, bored her. ‘So I sent some drawings off and was accepted for an art degree, which I loved because I had tutors who knew what they were talking about. But it was the head of the course on my master’s degree in fashion who really helped me to develop my confidence and individual style. Every summer, I was taken on for a three-month work placement, organised by the college. I took these really seriously – I can’t understand people who are half-hearted about them. In my second year I was making prints 16 hours a day for a famous designer and some of them got used in his fashion collection.’ However, though Lilly did work for a number of well-known designers, there were also discouragingly long periods of unemployment before she finally got a permanent job.

**C The banker**

While still at the London School of Economics (LSE), Wen Du got some work experience in banking. ‘LSE helps you to find these work placements but it’s still quite tough, so you have to do loads of networking. When you are eventually looking for a job, you need certain academic qualifications so companies will be interested in interviewing you. But, after that, it’s more about how much you know about banking, so experience while you are at university is vital. I was working 12–13 hours a day during my placements but you take long hours in your stride provided you are learning. After I finished university, I was offered a job at one of my work placements. However, I had the opportunity to do a master’s degree in finance, so I did that first. For me, salary isn’t the main priority in a first job; it’s about how much you can learn and how much responsibility your line manager will give you. I want to do well, but because there are so many uncertainties in our field, I can’t foresee where I’ll be in five years.’

**D The architect**

Having eventually settled on architecture as a career, Amandine came to London from the USA and started building a portfolio of her work by attending local college courses. This got her onto a university foundation art course and then into the highly competitive Architectural Association (AA) school. ‘I picked the AA because it has such a close-knit family atmosphere, which for me is essential. But I knew I couldn’t go there unless I got a scholarship because the fees are so high, especially given that the course takes seven years. Even though I had two-thirds of it paid for me, I still owe a fortune; the debt is a huge weight on your shoulders at my age. I now have a job in a company that has always interested me, thanks to friends that worked here and could vouch for me. It’s great to have an impressive CV but even better to have a good character reference.’
Vocabulary

Collocations: adjectives + nouns

1a Complete each sentence with an adjective from A and a noun from B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>close-knit</td>
<td>community</td>
</tr>
<tr>
<td>heavy</td>
<td>deadlines</td>
</tr>
<tr>
<td>high</td>
<td>priority</td>
</tr>
<tr>
<td>main</td>
<td>salary</td>
</tr>
<tr>
<td>tight</td>
<td>variety</td>
</tr>
<tr>
<td>wide</td>
<td>workload</td>
</tr>
</tbody>
</table>

1 How much does finding a job with a _____ _____ matter to you?
2 What is the _____ _____ for you when looking for a job?
3 Are you good at meeting _____ _____?
4 Would you be willing to take on a _____ _____?
5 Would you enjoy being part of a _____ _____?
6 How important is it for you to have a _____ _____ of work to do?

b Ask and answer the questions in Exercise 1a about your attitude to jobs.

Verbs + nouns

2a Underline one word/expression in each set that does not normally collocate with the word(s) in bold.

1 take something personally / severely / seriously
2 make the best of something / time for something / the opportunity for something
3 take a list / no for an answer / the time to do something
4 hand in your resignation / your business / your essay
5 do a course / law / a good impression
6 have a speech / a career / an impact

b Tell each other two true things about your own life and one untrue thing, using the expressions in Exercise 2a. Ask your partner to guess which one is untrue.

Phrasal verbs and expressions with take

3a Circle the correct prepositions in 1–8. Then replace the phrases in italics in sentences a–h with one of these expressions in the correct form.

1 take something in / at your stride
2 be taken aback with / by someone
3 take no notice at / of something
4 take pleasure of / in something
5 take pity on / at someone
6 take advantage of / with something or someone
7 take exception with / to something
8 take pride in / of something/someone.

a Have you ever used a particular situation to get what you want from something/someone?
b What things do you ignore?
c What do you enjoy doing?
d Have you ever been very surprised or shocked by someone's behaviour?
e Which difficult things do you do without effort?
f Have you ever helped someone that you felt sorry for?
g Which of your achievements do you feel a great sense of self-respect about?
h Have you ever been angry or upset by anything someone has said?

b Ask each other the questions in Exercise 3a, using the expressions with take. Did anything surprise you?

4a Complete the text with words from Exercises 1–3.

My (1) _____ priority after leaving university was to try and pay off some of my student loan. I applied for jobs, but the interesting ones had all been snapped up. I ended up at a burger bar and decided to (2) _____ the best of it. I was a bit taken (3) _____ at first by the (4) _____ workload, but I took it all in my (5) _____ and learnt things which have stood me in good stead later in life. Dealing with a (6) _____ variety of people from all walks of life was part and parcel of the job and I use these skills to help me with problems which crop up nearly every day in my present job as a journalist.

b Look at the idiomatic expressions in bold and discuss possible meanings.

Discussion

5 At what age do people normally start working in your country? How important is it to have a work placement to get experience before you are offered a permanent job?
Use of English 1 (Paper 1 Part 3)

Word formation

1. Look at the title and guess what the article will be about.
2. Read the article and work out which part of speech (e.g. adjective) fits in each space.
3a. Read the strategy, then do the task. Use the Help notes for support with certain items.

For questions 1–8, read the text below. Use the words given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

The office as a playground

Having set up an IT server company when he was only 19, entrepreneur Daniel Foster’s next project was to create an environment which would bring a feeling of (0) **playfulness** into the workplace and help avoid stress. He believes that, for young people growing up with technology, there is no real (1) **divide** these days between work and home. Although his company’s offices look dreary from the outside, appearances can be (2) **deceived**. Inside the building, amongst the games consoles, football tables and floor cushions, workers are barefoot and (3) **dressed** in shorts, rather than in more conventional suits and ties. Work still goes on though. Daniel’s (4) **employ** regard fun as a reward rather than an excuse not to work and he justifies the (5) **cost** by pointing out that happy relaxed staff tend to be more (6) **productive** in their work. He also believes that a pleasant atmosphere helps with the (7) **recruitment** of staff. Workers from one of his main (8) **competitors** are often amongst the first to apply for any job vacancies.

b. Make a note of the new words you created in Exercise 3a and other parts of speech connected to them. Underline the stressed syllable in each word.

Discussion

4. How important is the environment you work or study in? Give reasons.
Listening 1 Developing skills

Before you listen 1 You will hear a business manager called David Thomas telling a group of university students how to make a good impression at job interviews. What do you think he will say? Make a list of Dos and Don’ts.

2 Listen to the introduction. How will his talk be organised?

Using discourse markers: separating main points from details 3 Listen and number David’s main points in the order he talks about them. Notice how discourse markers (e.g. OK), pauses and changes in tone of voice show that he is moving on to the next point. Write down any discourse markers you hear.

Main points Tips
a Get together your paperwork Investing in a (1) will help you to organise it.
b Use relaxation techniques Imagine you’re a (2) even before the interview begins.
c Look your best Ensure that your clothes are both (3) and comfortable.
d Check out the route A (4) beforehand is recommended.
e Do your homework Time spent on (5) is never wasted.

Listening for specific information 4a Look at David’s tips. Think of the type of word which will go in each gap. Use the exact words if you can remember them.

4b Listen again and complete the tips with 1–3 words or check your answers. The speaker will not say the sentences in exactly the way that they appear on the page, but the words you need to write down are always in the audioscript.

4c Discuss your answers.

Sentence completion (Part 2) 5a Read information from the second part of the talk below and predict what kinds of word are missing.

5b You will hear part of an interview in which business manager David Thomas is talking about how to make a good impression at interviews. For questions 1–4, complete the sentences with a word or short phrase. (Note: in the exam there will be 8 questions.)

Making a good impression at interviews
David says that it’s important for interviewees to smile and establish (1) when first meeting the interview panel.
David recommends that interviewees focus on their (2) when seated.
David advises interviewees not to speak in excess of (3) when answering a question.
In David’s opinion, if interviewees lack (4) when they speak, then interviewers will start to lose interest in what candidates are saying.

5c Compare your answers and check you have spelt the words correctly.

6 Which of David’s advice did you find useful? Is there anything you disagree with?

EXPERT WORD CHECK
favourable feasible fidget (v) long-winded moderate mumble (v) pay off (v) ramble (v) safety margin slouch
Language development 1

Mixed verb forms: present and past (simple, perfect and continuous)

1 a Read the extract. Would you like an experience like this? What does the title mean?

Time out, not time off

A few years ago, I (1) had six months free between finishing law school and starting to be a trainee solicitor. I (2) was feeling restless and wanted to do something exciting, but I didn’t have much money.

Then I met someone at a party who (3) had just got back from the USA, where (4) she’d been working as a guide in one of their national parks. I immediately applied to the same organisation and was offered a job in Hawaii.

When you arrive, you (5) get a crash course in plant biology, history and geology so that you can lecture on the volcanic history of the islands to tourists. At first I used to have very little confidence but as I got used to it, I’d improvise and even make some jokes.

(6) I’ve been working as a solicitor for a few years now, so (7) I’m earning a reasonable amount. But (8) I’ve still never been anywhere that I’ve liked more than Hawaii.

b Name the verb forms in bold. Underline other examples of the same verb forms.

c Explain why one verb form is used rather than another. Then check your answers in Expert grammar on page 173.

d Which two verb forms (not in bold) in the text can be used to talk about habit in the past? Are they interchangeable in this context?

Perfect and simple forms

2 Circle the most appropriate form of the verbs in italics.

1 Hawaii is / has been the most exotic place I have ever been / ever went to.
2 I am / have been with this firm for years. I joined / have joined it when I got back from my gap year.
3 Luc had / has had much more money since she got / has got promoted recently.
4 I stopped / had stopped feeling nervous by the time I was called / being called for interview.
5 I have / have had a company Audi for a year now and before that I owned / has owned a second-hand Fiat.
6 Tom sent / has sent off CVs to around 50 companies before he got / has got an interview.

Continuous forms

3 Tick the simple and continuous forms that are used correctly. Correct those which aren’t. There may be more than one possible answer.

After her boss (1) was sacking her from her secretary’s job because she (2) had been daydreaming, J K Rowling (3) was starting to write the first Harry Potter novel. However, 12 publishers (4) rejected it before Bloomsbury (5) were giving her a contract. She has now (6) sold well over a million copies.

Mixed verb forms

4a Complete the text with the present, past or past perfect of the verbs in brackets. Use either the simple or continuous form. There may be more than one possibility.

The Beatles’ famous audition for Decca records (1) (take place) in London in 1962. Decca’s representative, Smith, (2) (already/see) the band perform and arranged a recording session at Decca’s London studio. After driving down from Liverpool on 1st January, the band (3) (arrive) just before their audition was due to take place because it (4) (snow) heavily all the way down the motorway. To make matters worse, Smith then (5) (turn up) late because he (6) (celebrate) New Year’s Eve the night before.

After the Beatles (7) (record) around 15 songs, Decca rejected them on the grounds that ‘guitar groups are on their way out’. The Beatles then (8) (go on) to become the most popular group in history and 50 years later, people (9) (still/buy) their music.

b Write a few sentences about a band or author you like, using simple, perfect and continuous forms.
Module 1
Success

Writing 1 Using an appropriate register

1a Read this extract from a letter and answer the questions.

1 What is the writer’s reason for writing? What does he/she hope to achieve?
2 Who is the writer writing to? How does this affect the style?

However, the principal reason for writing (1) on this occasion / this time is to (2) say how fed up I am / express my dissatisfaction with the inadequate parking facilities in place at your college. The (3) rationale for encouraging / main reason why we encourage our young people to get a driving licence as soon as they are legally entitled to do so is (4) so that they can / to enable them to transport themselves to college without having to (5) be reliant / rely on their parents. As you (6) must realise, / are doubtless aware, the local town council has recently (7) imposed / put in place parking restrictions (8) just near / in the immediate vicinity of the college, and therefore, (9) I must urge you to / please could you consider finding a (10) way round / solution to this problem as soon as possible.

b Circle the correct alternatives to complete the extract, and give reasons. The choice will depend on how formal you want to be.

2 Read this informal email (A) and then work with a partner to complete a similar email, in a semi-formal style (B). The first letter of each missing word is given and there is sometimes more than one possibility.

A

Subject: travelling funds

Hi Judi,

Thought I’d drop you a line and ask if I could take you up on your offer to lend me some money. The thing is that I’ve just finished my university course and I’m really keen to use this time to do some volunteering overseas – and pick up another language while I’m at it. But I won’t be able to do this unless I can get some cash to pay for my flight and living expenses! I REALLY don’t want to put you under any pressure, but we have loads of friends in common who’ll tell you I can be trusted to pay you back! Please get in touch – you have my mobile number. Hope to hear from you soon.

Cheers,
Chloe

B

Subject: travel grant

Dear Mr Turner,

I am writing (0) regarding the advertisement for a travel grant which I saw online.

Having just (1) c____ my three-year university course, I am anxious to do some volunteering overseas, which means I’ll also be able to (2) a____ another language. However, I will be (3) u____ to do this unless I (4) r____ some kind of financial (5) a____ which will (6) e____ me to pay for my flight and living expenses. I know a (7) n____ of people who would be able to (8) v____ for my character, should you wish to (9) c____ them. I look forward to your (10) r____.

Yours sincerely,

Tom Wilmott

3 Look back at texts A and B in Exercise 2. Find an example of each of these stylistic features in the emails. Write formal (F) or informal (I) in the list below.

- phrasal verbs
- contracted forms
- complex structures
- idiomatic expressions
- dramatic punctuation
- linking words
- missing pronouns

4a You have just finished a holiday job in an English-speaking country. Unfortunately, you were not happy with one aspect of the job. Work in pairs to decide what the job could be and what problems might have come up.

b Write a polite letter to your ex-employer to express your disappointment.
Listening 2 (Paper 3 Part 2)

Before you listen

1 Discuss these questions.
   What problems can some young children have when they start school
   in a foreign country? What can be done to help them?

2 Read this extract from a talk by a teacher.

   ‘When I first started teaching there before we had our impressive hi-tech
   buildings with their wonderfully light and airy classrooms and interactive
   whiteboards, all our premises looked run-down. But the lessons were fun, partly
   because nearly all the children were born in the village and grew up there.’

1 Complete the sentence with a word or short phrase from the text.
   You must use the exact words (maximum three).
   Louise uses the word (1)____ to describe the building where she first
   taught.

2 Which word(s) or idea in the text could distract you into giving the
   wrong answer?

3 Look at the task below. Read the questions and the
   strategy carefully, then listen and do the task. Use the Help notes
   for support with certain items.

   MIGRANT CHILDREN AT PRIMARY SCHOOL
   Louise uses the word (1)____ to describe the building where she first
   taught.
   When migrant children first came into the school, Louise tried using
   a (2)____ to engage the interest of the other students.
   The school once asked migrant children to prepare a (3)____ about
   their own countries.
   Louise gives the example of (4)____ as a subject which the migrant
   children found particularly challenging.
   When funds were provided to help migrant children, (5)____ made
   decisions about how to spend them.
   Currently, the only subject in which migrant pupils are fully
   integrated into lessons is (6)____.
   On occasions, (7)____ are employed to help improve migrant
   children's behaviour.
   Louise mentions that migrant children get guidance on (8)____ from
   specialists when they go on to secondary school.

Discussion

4 What are the advantages of having migrant children in schools?

EXPERT STRATEGY
In Paper 3 Part 2, you are listening for concrete pieces of information.
Your answers will follow the same order as the information in the text.
See page 171 for a full list of strategies.

HELP
2 Is your answer about Louise or another teacher?
3 You are listening for a medium of communication.
6 Which subject were all the students together for?

EXPERT WORD CHECK
affluent allocate an initiative assimilate grasp (n) liaise
mainstream master (v) mutual respect stretch (v)
Module 1
Success

Speaking (Paper 4 Part 2)

Vocabulary: feelings

1a Sentences 1–8 express how some of the learners in the pictures might be feeling. Ignore the gaps at this stage and match them to pictures A, B and C.

1 It’s difficult not to feel _____ with information. There’s just too much of it.
2 I rarely feel _____ into working at weekends. I don’t have to if I don’t want to.
3 My instructor’s very friendly. I never feel _____ by him.
4 When you work on your own it’s easy to get _____ and look out the window.
5 I was very _____ about how I would feel about being the only one, but once we got started, it was great.
6 They all look as though they want to work hard. They seem such a _____ group.
7 I’m lucky. I’m a _____ student because I have a caring instructor there to help me.
8 At last! I was so _____ when he stopped talking. I was finding it hard to concentrate.

b Underline the stress on these words. Use a dictionary if necessary. Then complete the sentences in Exercise 1a using these words.

- apprehensive
- directionless
- disillusioned
- distracted
- engaged
- inspired
- intimidated
- motivated
- muddled
- overwhelmed
- passive
- pressurised
- relieved
- self-conscious
- well-supported

c Make sentences for some of the other words in the box to show you know their meaning. Use a dictionary if necessary.

d Group the adjectives according to how many syllables there are in the word. Say each word, then listen to check.

2a Complete each sentence about one of the pictures. Use the words in Exercise 1 and any other words you know.

1 It’s easy to get bored because ...
2 You get far more involved in what you’re learning when ...
3 You can get discouraged when ...
4 So as not to feel too overwhelmed, it’s best to ...
5 Unless you’re self-disciplined, ...
6 If the communication is two-way, ...
7 When you get positive feedback, ...

What are the advantages of these ways of learning?
b Think of a learning situation you have been in (e.g. a driving lesson, a sport). Tell your partner about it using the headings below to say what the experience was like, but don’t say what it is you learnt.

1. the teaching approach
2. what you liked best/found most satisfying
3. the most difficult aspect
4. whether you would like to have learnt it in a different way

c Try and guess what your partner learnt and then ask more about the situation.

3a Read the strategy.

**EXPERT STRATEGY**

In Paper 4 Part 2, you should not simply describe the pictures – your response should include hypothesis or speculation from the start. See page 172 for a full list of strategies.

b Look at the photos again. Listen to the interlocutor’s instructions and answer the questions.

1. What TWO things does the task involve?
2. How long does the candidate have to do it?

c Listen to Simon doing the task. Which learning situations did he talk about? Do you agree with the points he made about each one?

**Useful language: comparing, contrasting and speculating**

4a Listen again to the sample answer in Exercise 3c and complete these sentences about the pictures, using your own ideas or Simon’s.

1. These situations are similar because ____.
2. The most obvious difference between the situations is that ____ whereas ____.
3. Unlike the students in the first picture, who ____ the person ____.
4. They’re bound to be a bit ____.
5. I expect she’s feeling ____ because ____.
6. It looks as if ____ Because ____.

It must be ____ (Choose one)

b In the recording, what three expressions did the student use in place of I think?

**Long turn**

5 Work in pairs. Turn to page 203. Take turns to do the task in Exercise 3b. Each of you should use a different combination of photos. The person who is not doing the task should time the other one (about one minute).

**Task analysis**

6 Did you complete both parts of the task and speak for a full minute? If not, what problems did you have?
The passive

1. Look at these sentences. When is the passive used?
   1. I was made to feel very welcome by the others.
   2. The students seemed overwhelmed by all the data being thrown at them.

EXPERT GRAMMAR page 174

2a. Rewrite the sentences with the passive. Begin with the words given.
   1. We must give all students an identity card.
      All students ____________________.
   2. Someone’s starting the fires deliberately and they’re spreading very quickly.
      The fires ____________________.
   3. They say he is the greatest drummer alive.
      He ____________________.
   4. They’ll send out the results in six weeks.
      The results ____________________.
   5. We can’t do anything about it without a receipt.
      Nothing ____________________.
   6. We’ve decided that we’ll interview three students.
      It ____________________.
   7. My grandmother has just given me that chair.
      That chair ____________________.

b. Compare the active and passive alternatives in questions 1 and 2 in Exercise 2a. When would the passive be more natural? When would the active be more natural?

3a. Complete the text with the correct form of the verbs in brackets.

   a) Complete the sentences with your own ideas, using the passive form of the verbs in brackets.
      1. I remember once I ____________________ (give).
      2. If you come to my country you ____________________ (allow).
      3. In my view too much money ____________________ (spend).
      4. Children always hate ____________________ (make).
      5. I can’t imagine I ____________________ (invite).

Register

5a. Find an example of a formal sentence in the text in Exercise 3a.

b. Complete the second sentence so that it has a similar meaning to the first sentence, using the words given. Make the second sentence more formal than the first. There may be more than one possible answer.

   0. We’ll soon have the study tours details ready.
      AVAILABLE, NEAR
      Details of the study tours will be (made) available in the near future.
   1. We’ve looked at the programme again and decided we should cut back a bit on the number of places we go to.
      DESTINATIONS, SLIGHTLY
      Having reviewed the programme, we have slightly reduced.
   2. All the same, I expect there’ll be a lot more replies to our advert this year.
      ANTICIPATED, INCREASE, RESPONSE
      Nevertheless, it is anticipated.
   3. At the moment, the marketing department is working on the brochure.
      CURRENTLY, DEVELOPED
      The brochure is being developed by the marketing department.
   4. This year, they’ve picked Liverpool as the Capital of Culture, so it’s important that we still go there.
      SELECTED, REMAINS
      Having been selected as key destinations.
   5. We suggest you book soon if you don’t want to be disappointed.
      RESERVATIONS, RECOMMENDED
      Early reservations are recommended to avoid disappointment.

b. How do you feel when you are given written feedback on work you have done? Which ideas in the text in Exercise 3a do you agree with and why?
Use of English 2 (Paper 1 Part 2)

Lead-in

1. Look at the photos above and discuss the questions.
   1. What are the advantages of teaching children to play musical instruments? Are there any disadvantages?
   2. What is the best age to teach children a musical instrument?

Open cloze

2a. Read the title and the text below quickly and answer these questions. (Ignore the gaps at this stage.)
   1. Why was the Simón Bolívar Youth Orchestra set up?
   2. Why did it make such an impact when it first arrived in Britain?
   3. What change has been made recently and why?

b. Read the instructions. What do you have to do?

c. Read the strategy, then complete the task. Use the Help notes for support with certain items.

For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

The Simón Bolivar Youth Orchestra

The Simón Bolivar Youth Orchestra was named (0) after Venezuela’s national hero. It is the product of a radical education system, which promotes social change by encouraging communities regarded (1) the most deprived in the country to get involved in communal music making.

The orchestra arrived in Britain in 2007, (2) the musical direction of Gustavo Dudamel. They amazed everyone with their sheer brilliance and exuberance.

Nothing quite (3) it had ever been seen in the concert halls of Britain before and for (4) years they swept all before them as praise was lavished (5) the young virtuosos. In (6), Dudamel’s star continued to rise in the years which followed and he was appointed music director of the Los Angeles Philharmonic. Now, nearly two decades later, the ‘Youth’ of the name has been dropped as many of the players are youthful (7) longer. However, when this inspirational orchestra returned to Britain this year, critics were beside (8) with delight that their brilliance and force still shone through.

Discussion

3. What should be the role of music in education? Which school subjects get priority and more respect than others and why?
Writing 2 (Paper 2 Part 2: Letter of request)

Lead-in 1 Discuss these questions.
1. When do people write letters of request? (e.g. at work, when studying) Have you ever written one? Was it effective?
2. What tips would you give to someone wanting to write a letter of request?

Understand the task 2 Read the task below and answer these questions.
1. WHO are ‘you’? WHO are you writing to?
2. What is the PURPOSE of your piece of writing? What EFFECT do you want to have on the reader?
3. What POINTS do you have to include? Which information do you have to INVENT?
4. What STYLE will you use: formal? neutral? informal and friendly?
5. What will make the reader feel it is a WELL-WRITTEN letter?

You are an international student in New Zealand and your course is about to finish. You have been offered a job with a local company, which you accepted, but are no longer available on the start date you agreed with the company. Write a letter to the company to:
• explain the reason you are not available
• reassure them of your commitment
• propose a solution.

Write your letter in 220–260 words.

Plan your letter 3a Look at these jumbled notes and match them to the topic areas given in the task. Ignore any notes that don’t fit and add any others you wish.

Paragraph 1: Saying who you are
Paragraph 2: 
Paragraph 3: 
Paragraph 4: 
Paragraph 5: Closing comments

Remember you only have 220–260 words.
Language and content

4a Circle the correct word or phrase.
1 My father lives by his own / on his own and has had recently / recently had an accident.
2 He's quite an independent / quite independent person.
3 He's determined that I might / would / should / could further my career abroad.
4 I cannot be absolutely / totally / fully absent at a such / such a difficult time.
5 I know the current engineer is leaving shortly afterwards / soon after 1st March.
6 I hope you will understand my awkward situation / predicament / trouble and will accept my suggested remedy / answer / solution.

b Rewrite the sentences in a style more appropriate for a formal letter. Begin with the prompts given.
1 You offered me the job of assistant systems engineer. (I was a successful …)
2 Sorry, but can you let me start two weeks later? (It is with … that I must …)
3 The accident has put him out of action, so I've got to go back. (The unfortunate incident …)
4 He's very worried because he doesn't want to hold me back. (He is extremely …)
5 Obviously, you might think that this is going to happen time and time again. (It would be only natural …)
6 I had to start at the beginning of March – you made a big point of that. (You were very …)
7 Given the state of play, I'd be glad to come in before I go. (In the …)
8 Give us a call if you wish to talk about it. (Should you …)

c Complete these sentences.
1 I was delighted when I heard that I _______________________.
2 However, since then _______________________.
3 My dilemma is that _______________________.
4 Please let me assure you that _______________________.
5 Whatever you decide, _______________________.

Write your letter
5 Now read the strategy and write your letter in 220–260 words, using some of the language from the exercises above.

EXPERT STRATEGY
Make sure each paragraph focuses on a different topic, and there is a clear linking of ideas between sentences and paragraphs. Avoid one-sentence paragraphs, except sometimes at the beginning or end. See page 170 for a full list of strategies.

Check your answer
6 Edit your work using the Expert writing checklist on page 190.
1 Choose the correct word to complete the sentences.

1. His CV obviously ______ an excellent impression on the interviewers.
   A. made  B. gave  C. did  D. got

2. Very few interviewees demonstrated such a ______ variety of skills as Alice.
   A. high  B. wide  C. broad  D. long

3. I should warn you that this project will have very ______ deadlines.
   A. tight  B. wide  C. reduced  D. restricted

4. Her relaxed body language ______ a positive impact on everyone who met her.
   A. provided  B. gave  C. allowed  D. had

5. It's debatable whether he will be able to ______ his ideas into practice.
   A. place  B. use  C. leave  D. put

6. I was impressed by how he ______ the interview in his stride.
   A. did  B. saw  C. took  D. made

2 Complete the text with the missing prepositions.

When I first started secondary school, I felt intimidated (1) ______ a group of older kids, who used to take great pleasure (2) ______ making fun of my hairstyle and the clothes I wore. Although they didn't do or say anything too bad, I was always apprehensive (3) ______ walking to school. My friends told them to grow up but the gang took absolutely no notice (4) ______ them whatsoever. My response to this unwanted attention was to try to make the best (5) ______ a bad situation. I tried not to stand out in any way. I felt pressurised (6) ______ wearing exactly the same brands of shoes and clothes as my tormentors. Eventually, they appeared to take pity (7) ______ me and decided to leave me alone, but they had probably just got distracted (8) ______ having another student to talk about.

Isla MacKinnon (1) ______ as a private investigator since she (2) ______ the job at the age of 19. The idea was to do it for a year before going to university, but that (3) ______ six years ago. Her first job was looking for a child who (4) ______ from home. He (5) ______, but she says you just have to move on and remember the reasons why you originally (6) ______ to do the job. She always (7) ______ a small rucksack. On the strap, there is a little button, which connects to a camera that (8) ______ inside the bag. She told me that she (9) ______ on her own at any time. A colleague always monitors her. If she feels she is in any danger, she (10) ______ her hair up as a distress signal to those who are watching.

4 Complete the sentences with the active or passive form of the verbs in brackets.

1. By the time the work is finished, the junior school ______ (close) for over three months.

2. Apparently, all the classrooms ______ (repaint) at the moment.

3. The building ______ (expect) to have been finished last month.

4. The teachers ______ (hope) to move back since January.

5. Parents ______ (invite) to go on a tour of the classrooms as soon as they are finished.

6. In the meantime, plans of the new premises ______ (can/see) online.

7. The main priority during the last few weeks ______ (be) to keep everyday life for the pupils as normal as possible.

8. Rumours ______ (circulate) for some time about who has donated the funds for the refurbishment.

5 Complete the text with the missing words. Use the active or passive form of a verb in the box.

be      carry      hide      never/find      never/leave      offer
run away      tie      want      work

When I first started secondary school, I felt intimidated (1) ______ a group of older kids, who used to take great pleasure (2) ______ making fun of my hairstyle and the clothes I wore. Although they didn't do or say anything too bad, I was always apprehensive (3) ______ walking to school. My friends told them to grow up but the gang took absolutely no notice (4) ______ them whatsoever. My response to this unwanted attention was to try to make the best (5) ______ a bad situation. I tried not to stand out in any way. I felt pressurised (6) ______ wearing exactly the same brands of shoes and clothes as my tormentors. Eventually, they appeared to take pity (7) ______ me and decided to leave me alone, but they had probably just got distracted (8) ______ having another student to talk about.

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Complete the sentences with the missing prepositions.

When I first started secondary school, I felt intimidated (1) ______ a group of older kids, who used to take great pleasure (2) ______ making fun of my hairstyle and the clothes I wore. Although they didn't do or say anything too bad, I was always apprehensive (3) ______ walking to school. My friends told them to grow up but the gang took absolutely no notice (4) ______ them whatsoever. My response to this unwanted attention was to try to make the best (5) ______ a bad situation. I tried not to stand out in any way. I felt pressurised (6) ______ wearing exactly the same brands of shoes and clothes as my tormentors. Eventually, they appeared to take pity (7) ______ me and decided to leave me alone, but they had probably just got distracted (8) ______ having another student to talk about.

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Lead-in

1 Compare the photos. What makes people do these activities in their leisure time?

2a Do you think it’s important to have at least one leisure activity which is creative?

  b What do you think makes some people more creative than others? Think about:
    • aspects of their personality (e.g. independence, persistence)
    • the genes they inherit
    • childhood experiences
    • being prepared to make mistakes
    • how much encouragement they receive.

3 Read this quote. Do you think you can learn and be entertained at the same time?

‘I would rather entertain and hope that people learnt something than educate people and hope they were entertained.’ (Walt Disney)
The creative instinct

Reading (Paper 1 Part 7)

Before you read

1. Look at the photo, the title of the article and the introduction.
   1. What is happening in the photo?
   2. What do you think the article will be about?

2. Listen to these sounds. What are they supposed to be? What could Foley artists use to create these sounds?

Skimming

3. Read the main text to see if you guessed correctly in Exercise 1.2. Ignore the missing paragraphs at this stage. What does a Foley artist do?

Heard any good films lately?

Foley artists can recreate any sound, from the crunch of footsteps on snow to the rustle of a book. Named after Jack Foley, the first person to turn a silent movie into a musical, these specialists make an art of sound.

1. When directors shoot a film, they're worried about capturing the action and the actor's voice. Nothing else. Not hearing a sword scraping against a tree or a court shoe tiptoeing across a marble floor. Well, the sword is probably made of plastic and the 'marble' floor is probably painted plywood. So when it comes to the edit, things don't come across as they're supposed to.

2. During this process, known as 'the Foley', the artists are responsible for making the background noise sound as real as the dialogue. When done well, these effects are integrated to the extent that they go unnoticed by the audience. It helps to create a sense of reality in a scene, whether the noise is meant to come from inside or outside.

3. Foley can also be used to rectify a continuity problem. If an actor is holding something, but forgets to bring it back into the shot, the sound of the object being put away off camera can be inserted later. It can fill in blanks, too. Foley artist Paul Hanks remembers a TV series in which they forgot to film a horse. So they used sound to create the impression there was one there. However, they don't stop at just creating sounds!

4. It is dreamed up at Universal Sound – the only studio in Britain to specialize solely in Foley. From the outside, it could be an expensive home. There's a swimming pool, where the sounds for the Harry Potter computer games were recorded. But the heart of the operation is in the middle of the house, where there are three studios with thick walls. The main studio, where Hanks and mixer Simon Trundle are working, resembles a student bedsit.

5. Right now, he's struggling with the sounds of table football. If this were a different project, with a different budget, he would have rented a table. Instead he's slamming the handle of a broom into the spring mechanism of a toaster. 'Too tinny,' says Trundle.

6. Things have moved on a long way since 1927, when the art of sound began in films. In those early days, microphones could only pick up dialogue, so Jack Foley had to add in the other sounds later. He projected the film onto a screen and recorded the footsteps and the movement all in one track. At that time, the sound had to match exactly what was going on. Digital technology has meant the sounds can be manipulated to fit.

7. Alex Joseph, in the studio next door, has been responsible for the Foley on a wide range of films and television. What he likes about Foley is that it's absolutely unique in every film. And, maybe because of his training as a psychologist, he is interested in subliminal messaging, using sounds rather than visuals. 'You can really play with people's heads,' he says. 'I set up characters before they even appear. It's a bit of a dark art.'
Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.

| 1. Follow this procedure for question 1.  |
| 2. Read the text before and after the first gap in the article and guess what information is missing. Use the highlighted words to help you.  |
| 3. Look at the highlighted words in option C below. In what way do the words link? (topically? linguistically? logically?)  |
| 4. Complete the rest of the task. Read the strategy on page 168 and use the Help notes for support with certain items.  |

| A | But although the science has continued to develop, Foley is still all about the ‘performance’. A footstep is not just a footstep; it can be angry, happy, sad, confused, clumsy, swaggering, light, heavy. And that performance – which conveys the meaning to the viewers – could only ever come from the human imagination.  |
| B | The action they’re recording culminates in a car pulling up at speed. As a protagonist runs away, Hanks reaches for his box of ‘surfaces’, which contains everything from sand to gravel. He runs his suede gloves across tarmac to recreate the sound of tyres and roots around in a box of shoes for ‘running’.  |
| C | Which is why everyday sounds like these have to be added in post-production in order to enhance the quality of audio for TV, radio and video games as well as films. Any sound can be created, from the swishing of clothing and footsteps to squeaky doors and breaking glass.  |
| D | For example, in the absence of a bird, they might recreate the sound of flapping wings by blowing up a pair of kitchen gloves, and then slapping them together in time with the action on screen.  |
| E | The entire opening of the film involves the hero, James Bond, chasing a villain. This high-energy sequence is from Casino Royale and it is the work that the Foley artists are most proud of.  |
| F | Running along the side of one wall, a Canadian mini-series is playing out in stop-start chunks. There’s no brief from the director so it’s up to them to decide what needs to be recorded. Hanks watches and listens, picking out the important sounds before recording the Foley.  |
| G | There is yet another way in which Foley art is the director’s friend. Often more than 80% of film dialogue isn’t recorded ‘clean’. Maybe there was noise in the distance – a car for instance. Foley can cover it up.  |

**HELP**

The first sentence of the following paragraph makes it clear that the missing information will relate to more examples of Foley work.

4. Look at the first sentence of the next paragraph. What is dreamed up at Universal Sound?

5. Look for a description of the room. Which pronoun links to Hanks and Trundle? He, in the paragraph following the gap, will also link back to one of these names.

**Task analysis**

5. Compare your answers. Discuss the kind of links you found between the options and the rest of the text.

**Discussion**

6. Which of these jobs connected to film do you think is the most creative? Why? Which would you be best at? Give reasons.

- actor  
- casting director  
- computer graphic designer  
- costume designer  
- director  
- location scout  
- producer  
- props maker  
- screenwriter  
- sound engineer

**EXPERT WORD CHECK**

- brief (n)  
- chunk (n)  
- marble  
- protagonist  
- squeak (v)  
- subliminal  
- surface (n)  
- swaggering (adj)  
- swish (n)  
- tarmac
Module 3
Leisure time

Vocabulary  Extending lexical range

Near synonyms
1 Look back at the text on pages 40–41 and underline these verbs. Use a less formal word or phrase to express the same meanings in the context.
   1 capturing the action (lines 5–6)
   2 rectify a continuity problem (line 18)
   3 (the sound) can be inserted later (lines 20–21)
   4 resembles a student bedsit (line 39)
   5 conveys the meaning (option A)
   6 The action culminates in (option B)
   7 in order to enhance the quality (option C)

Phrasal verbs
2 Replace the words in italics with one of the phrasal verbs from the box in the correct form.

Phrasal verbs
cover up  move on  pick out  pull up  root around in  set up

1 I searched my handbag but couldn’t find my purse.
2 It’s important to establish an identity for your characters as early as possible in the story.
3 I stopped my car outside the restaurant.
4 The government tried to prevent people discovering the scandal.
5 Last week I had to identify a possible burglar in a line-up.
6 Technology has developed considerably since you bought this computer.

Verbs to describe sounds or actions
3a The verbs in A are all used in the text. Match them with nouns in B which they commonly collocate with. Which ones refer to sounds?

A  B
1 scrape    a door
2 rustle    b an apple
3 crunch    c your arms around
4 slap      d mud off your boots
5 slam      e a newspaper
6 flap      f someone on the back

b Complete the sentences with one of the verbs from Exercise 3a in the correct form.
1 I _____ my foot on the brake as the cat ran in front of the car.
2 The flag on top of the building was _____ in the wind.
3 As the car pulled up, the tyres _____ on the gravel drive.
4 I love the sound of the leaves _____ in the wind.
5 He lost his temper and _____ his brother.
6 Would you mind _____ the ice off the windscreen so I can see out?

Metaphors
4a Match 1–6 with their endings a–f to make sentences. Explain what the metaphors in italics mean, using a dictionary if necessary.

1 Amanda only just managed to scrape through
2 I’ll just see if I can rustle up
3 When it comes to the crunch,
4 It’s pointless getting into a flap
5 He’s always ramming his opinions down our throats
6 We were both rooted to the spot

a until we know exactly what’s happened.
b even though it’s obvious we’re not interested.
c we will probably have to sell the house to survive.
d after we heard the news of the accident.
e her exams, as usual.
f a meal with what I have left in the fridge.

b Work in pairs. Tell each other about a time you

1 got into a flap about something.
2 only just scraped through a test.
3 were rooted to the spot.
4 had somebody’s opinions rammed down your throat.
5 rustled up a wonderful meal.
Use of English 1 (Paper 1 Part 1)

Lead-in
1 Compare traditional toys or activities with modern electronic games. What are the advantages and disadvantages of each type?

Multiple-choice cloze
2a Read the text below quickly. In what ways did Miyamoto transform the concept of electronic games?

b Read the strategy on page 167, then do the task. Use the Help notes for support with certain items.

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

The man who invented playtime

Shigeru Miyamoto is probably the most influential man of the last twenty years in (0) of the number of people who play his electronic games – Mario Bros, Wii Fit and (1) others. It is due to him that Nintendo, at $85 billion, is now one of the most highly (2) companies in Japan. The (3) majority of video games are created by engineers but Miyamoto is an artist, playful and endlessly creative. Hired by Nintendo to reinvent an arcade game, he broke through (4) which had previously pitched these games only at adults. To capture the American market, Miyamoto (5) with Donkey Kong – its family-friendly style in sharp contrast to the violent games which had previously (6) the industry. Then, in 1983, his arcade hit Mario Bros became the biggest game franchise in the world. (7) Miyamoto’s great success in entertainment, though, his next phase of game design – the DS and the Wii – focused on self-improvement, as well as making games interactive and creative. It also (8) Nintendo, already a big player, into a giant on the world stage.

0 A regards  B concerns  C terms  D relations
1 A numerous  B limitless  C infinite  D immeasurable
2 A estimated  B evaluated  C priced  D valued
3 A enormous  B vast  C massive  D extensive
4 A fence  B barrier  C boundary  D wall
5 A put up  B came up  C took up  D turned up
6 A dominated  B commanded  C governed  D oversaw
7 A Nonetheless  B Albeit  C Despite  D turned
8 A swapped  B switched  C turned  D formed

HELP

5 This phrasal verb means had the idea for.
8 The word you need goes with into to make a phrasal verb meaning became something different.

Task analysis
3a Which linking word has a similar meaning to the answer for number 7? What changes would you need to make to the structure of the sentence?

b Make a note of collocations (including phrasal verbs), set phrases, dependent prepositions and linking words which are new to you. Add examples.

Discussion
4 Can electronic games encourage people to become more intelligent? What influence, if any, do you think they have on health and crime?
Listening 1 Developing skills

Before you listen
1 Look at the pictures.
   1 What might the most and least enjoyable aspects of these activities be?
   2 What words and expressions are related to the activities?

Listening for the main idea
2a Listen to a woman talking about her hobby and answer the questions.
   1 What is her hobby?
   2 What does she enjoy about it?
   3 What went wrong at first?
   b What other information did you hear which is not relevant to the questions?
   3 What words and expressions did you hear which told you how the speaker felt about her hobby?

Multiple matching
(Paper 3 Part 4)
EXPERT STRATEGIES page 171
You will hear the extract you heard in Exercise 2a and two more short extracts in which people are talking about their hobbies. (In the exam, there will be five speakers and eight options in each task.)

TASK ONE
For questions 1–3, choose from the list (A–F) what each speaker enjoys about their hobby.

<table>
<thead>
<tr>
<th>A the excuse to unwind</th>
<th>B the personal challenge</th>
<th>C the creative outlet</th>
<th>D the financial benefits</th>
<th>E the potential career prospects</th>
<th>F the contact with like-minded people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker 1</td>
<td>Speaker 2</td>
<td>Speaker 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

While you listen you must complete both tasks.

TASK TWO
For questions 4–6, choose from the list (A–F) the problem each speaker has had with their hobby.

<table>
<thead>
<tr>
<th>A finding it time-consuming</th>
<th>B lacking original ideas</th>
<th>C being too self-critical</th>
<th>D being over-ambitious initially</th>
<th>E having insufficient energy</th>
<th>F failing to fulfil people’s expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker 1</td>
<td>Speaker 2</td>
<td>Speaker 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discussion
5 Which creative activity would you most like to try, and why?

EXPERT WORD CHECK
curl up fussy get a buzz in common initially innovative in the same boat intimidating issue (n) underestimate
Language development 1

Review of future forms

1a Underline the most appropriate verb form in italics. In some cases both are possible.

b Discuss your answers, explaining your choices. If both are possible, explain the difference in meaning and what it shows about the context.

EXPERT GRAMMAR page 177

Expressions with future meaning

2a Rewrite these sentences, replacing the words in italics with a suitable expression from the box. There is sometimes more than one possibility.

be (not) + infinitive be due + infinitive
be bound/sure + infinitive be (un)likely + infinitive
expect (sb) + infinitive be on the point/verge of + -ing
be about + infinitive

1 I think the government is definitely going to try and cut subsidies for the arts.
2 The measure probably won’t come into effect until next year.
3 The government is going to announce its decision any minute now.
4 The opposition says that many people will lose their jobs if the plans go ahead.
5 The government will meet at 2 p.m. today.
6 The prime minister will visit Japan as part of his overseas tour.

b Discuss these questions.
1 What places are you most likely to visit in the next year or so?
2 What are you unlikely to be doing in the foreseeable future?
3 What kind of occupation do/did people expect you to have?
4 What are you about to do in the next few hours?

Future in the past

3a Complete these sentences, using would be, was/were going to, was/were to have, would have, was/were about to, was/were due to.

1 Can it wait until tomorrow? I just leave.
2 We meet up for lunch, but there’s been a train strike.
3 I was hoping we made a profit by now, but we haven’t.
4 The meeting start at 3 p.m. but it’s been delayed.
5 I thought this holiday job really tedious but I’ve enjoyed it!
6 The latest sales figures been published today, but there’s been a hitch.

b Work in pairs and take turns at reading out sentences 1–6. Focus on the weak forms of was/wa(ː)/ and the words which have most stress.

c Work in pairs. What changes of plans have you had recently? Write two true sentences and one false sentence about your plans, using the future in the past. See if your partner can guess which is the false one.

4 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between three and six words, including the word given.

1 There’s a strong likelihood that they will cancel the concert.

HIGHLY
It the concert will be cancelled.

2 Thomas was just going to phone you to apologise.

POINT
Thomas was just you to apologise.

3 It’s our parents’ 25th wedding anniversary next year.

MARRIED
Next year, our parents 25 years.

4 The train should have arrived at six.

DUE
The train at six.

5 Everyone assumes Tom will pass his driving test this time.

EXPECTED
Tom his driving test this time.
People used to think that great artists such as Leonardo da Vinci, Mozart or Shakespeare had artistic gifts which were bestowed on them by the gods. These days, creativity is beginning to be better understood by psychologists. Highly creative people tend to want to create from a sense of dissatisfaction: they often had an unhappy childhood. Many were unwell, or unpopular and lonely because of their introverted, antisocial or workaholic personalities. One advantage of being unpopular, though, is that it would leave them with more time to cultivate their talent, and this appears to be the crucial factor.

EXPERT WRITING
In the exam you are assessed on your ability to produce well-organised pieces of writing with a logical sequence of ideas. Make sure
• your introduction states the topic clearly
• each new paragraph has one main idea, stated in a topic sentence
• the main idea is supported by relevant details
• the details are presented in a logical sequence
• the details are connected by linking words and punctuation.

1 Compare these two paragraphs. Which paragraph fulfils the requirements listed in Expert Writing?

A
People used to think that great artists such as Leonardo da Vinci, Mozart or Shakespeare had artistic gifts which were bestowed on them by the gods. These days, creativity is beginning to be better understood by psychologists. Highly creative people tend to want to create from a sense of dissatisfaction: they often had an unhappy childhood. Many were unwell, or unpopular and lonely because of their introverted, antisocial or workaholic personalities. One advantage of being unpopular, though, is that it would leave them with more time to cultivate their talent, and this appears to be the crucial factor.

B
To be creative, you need to take risks. If I wanted to become creative, I would decide which area I would be creative in. Creativity can sometimes make you rich or famous. I would tell myself I had to be confident and never give up. Creativity is something which everyone can aspire to. The worst enemy of creativity is trying to be a perfectionist. It doesn’t require intelligence. You need curiosity and adaptability. A lot of people are afraid of criticism. You have to be able to make mistakes.

2 Read the information about ways of organising details in a paragraph. Decide how Paragraph A in Exercise 1 is organised.

Methods of organising the supporting points
1 Example: provide a list of examples or an illustration to support the main idea.
2 Time: describe the events in the order they happened.
3 Comparison/contrast: show how things are similar or different.
4 Emphasis: list supporting information so that the most important is last. The reader is most likely to remember the last thing read.

3 Work with a partner and rewrite Paragraph B.
1 Choose one of the sentences as the topic sentence or write your own.
2 Cross out any irrelevant details.
3 Decide on a logical order for the supporting points.
4 Use appropriate linking words and punctuation to connect your ideas.

4a Plan and write your answer to this task.
Write a short paragraph from an essay in which you describe an artist (e.g. painter, writer, musician) that you admire, explaining why you admire him/her.

b Exchange your answer with a partner. Is your partner’s answer well organised? Are the ideas linked together?
**Stars in their eyes**

**Listening 2 (Paper 3 Part 4)**

### Before you listen

1. Discuss these questions.
   1. Are you or have you ever been a fan of a particular entertainer or sportsperson? How devoted were you? What things did you do?
   2. Why do people become fans? Do you think it is possible to be too fanatical?

### Multiple matching

2a. Read the tasks below and mark the key words in the questions.

b. Read the strategy on page 171, then do the tasks. Use the Help notes for support with certain items.

You will hear five short extracts in which people are talking about being a fan of a famous singer.

### TASK ONE

For questions 1-5, choose from the list (A–H) the reason each speaker became a fan.

<table>
<thead>
<tr>
<th>Option</th>
<th>Reason</th>
<th>Speaker 1</th>
<th>Speaker 2</th>
<th>Speaker 3</th>
<th>Speaker 4</th>
<th>Speaker 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>I loved his speaking voice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>I shared his sense of humour.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>I identified with his feelings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>I thought his appearance was unusual.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>I saw him as a role model.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>I liked his sense of independence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>I was attracted by his looks.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>I found his performance very exciting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TASK TWO

For questions 6-10, choose from the list (A–H) what each speaker finds most difficult about being a fan.

While you listen you must complete both tasks.

<table>
<thead>
<tr>
<th>Option</th>
<th>Difficulty</th>
<th>Speaker 1</th>
<th>Speaker 2</th>
<th>Speaker 3</th>
<th>Speaker 4</th>
<th>Speaker 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>the expense</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>how time-consuming it is</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>having no room to store collected items</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>how mess it creates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>the negative effect on others of being over-organised</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>the amount of travel involved</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>unkind comments from strangers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>living with an embarrassing reminder of it</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### HELP

**Speaker 1** Listen for the phrase 'The lyrics were so full of sadness'.
What he says next gives his reaction. (Task One)

**Speaker 2** Listen to what she says about 'the fan club thing'. This tells you the answer. (Task Two)

**Speaker 4** How does she feel about her tattoos now she's a bit older?

### Discussion

3. Have you followed a celebrity on Twitter or Facebook? Do celebrities have too much influence? Give reasons.

### Task analysis

4. Compare your answers.
   1. What did you focus on the first time you listened? Why? Did you find any answers?
   2. What did you do the second time you listened?
   3. What was the hardest part of the whole exercise? Why?

### EXPERT WORD CHECK

accommodating (adj) caption (v) clutter (n) cuddle up exasperated hoarder inventory loft merchandise string of passions
**Speaking (Paper 4 Part 3)**

**Vocabulary: entertainment**

1a Most of these phrases are from the Listening tasks on page 47. Can you match them with one or more of the activities in the spidergram above?

- it costs a fortune
- it has me in its
t- it inspires you
- it’s very moving
- it’s best to see them live
- it’s only a craze
- you’re totally blown away

1b Circle the correct preposition.

1 pack a lot with / into it
2 perform in / on stage
3 play in front of / towards a live audience
4 put in / on a fantastic show
5 sing into / at a microphone
6 sit in / at the front row
7 take part in / of the show

1c Choose the correct word to complete the phrasal verb.

1 The show has really _____ off. It’s packed out every night.
   A got B taken C held D pulled

2 The performers ____ so much into it. They were exhausted by the end.
   A placed B gave C stuck D put

3 Some people go just to _____ up the atmosphere. It’s very relaxed and intimate.
   A soak B drink C look D give

4 The beautiful songs really _____ you out of yourself and make you forget your troubles.
   A pick B take C push D work

5 You just pick your favourite song and _____ it out as best you can!
   A perform B hang C sing D belt

6 We couldn’t keep going all night. We had to _____ out every so often.
   A chill B cool C relax D pass

2 Answer these questions. Use expressions from Exercises 1a, 1b and 1c.

1 Which is the most/ the least enjoyable of the activities in the spidergram? Give reasons.
2 What sort of people go to them? Why do they go?
3 Which of these forms of entertainment will still be popular in 20 years’ time and why?
3a Read the strategy.

b Listen to the interlocutor's instructions for the first part of the task and answer the questions.

1 What do you have to do?
2 How long have you got to do it?

c Listen to two people doing the task. Do you agree with their opinions?

d Now listen to the interlocutor's instructions for the second part of the task and the candidates' discussion. Do you agree with their conclusion?

e Read the Speaking assessment criteria on page 171. How successfully did the candidates carry out the task? Did they follow the advice in the task strategies?

4a Listen to the sample answer again and answer the questions.

Which of the phrases in the box below is used to:
1 state your opinion?
2 qualify something you or someone else has just said?
3 give yourself thinking time?
4 involve your partner?
5 add something?
6 introduce disagreement?
7 change the subject?
8 reach a conclusion?

Anyhow, they're ...
Certainly not ...
I know what you mean but ...
Let's go for ...
Let's move on, shall we?
Mind you ...
Oh, that's a difficult one ...
Well, personally ...
Well, actually ...
Wouldn't you agree?

b Can you think of other phrases for each heading?

c Read the conversation. One expression in each set can't be used in the context. Cross it out.

A: Have you seen how many gigs he's got lined up in the next few weeks? It's ridiculous.
B: Yes. Nobody can do all that and be at their best every night.
   (1) Anyway, / Mind you, / Having said that; people always say that when he's on tour and he always seems to get rave reviews.
A: True, but won't he be burnt out by the time he reaches 30?
   (2) Besides that, / Not only that, / Having said that; if he gets this kind of exposure we'll all get fed up with him.
B: You're right. It could kill his career in the long run.
A: (3) Mind you, / Actually, / Having said that; he must be earning a fortune. We should be so lucky!

Collaborative task

5a Work in groups of three and do the tasks in Exercises 3b and 3d. One student should time the exchange and check that the strategies are followed and that the criteria stated in the Speaking assessment (e.g. turn-taking) are met.

b Tell the class briefly which activities you have chosen and why.
Language development 2

Modals and semi-modals (Part 1)

1a What is the modal in this sentence and what does it express? How would you say the sentence in the past?
Karaoke may be great fun but it’s not to everyone’s taste.

b Underline the modal and semi-modal verbs and match them to the functions below.
1 Stage musicals must have got something right. They’re so popular.
2 You might have told me that Adele had a new album out!
3 These days you don’t need to dress up when you go to the opera.
4 She can’t have finished her stand-up routine already!
5 Phone the box office. They should be open now.
c Correct the student mistakes in these sentences and say what grammatical rules the students have broken.
   1 We couldn’t get into the gig
   2 You’ll need find someone with a spare ticket
   3 I walked away because he can’t give me a sensible price.
   4 You should avoided the ticket touts. It’s likely you weren’t ripped off.
   5 They’re so loud. I’m sure you can hear them from outside when they start!

Ability, possibility/probability, deduction

3a Circle the correct words to complete the text.
My uncle says that in the old days, when you missed a film at the cinema you thought you’d missed it forever. This (1) must be / must have been / had to be very frustrating as you (2) can’t have / couldn’t have / mightn’t have seen it any other way. He says that a film which (3) might be / might have been / must have been hugely popular when it came out would disappear forever.
That’s not true now. Last week, not only (4) was I able to / could I / did I succeed buy an obscure silent movie somebody told me about, but I (5) could / managed to / can download a fantastic new movie I’d missed when it came out a short time ago as well. Many films which (6) would have been / must have been / can be forgotten now have a new life. According to some analysts, a film (7) might / must / can’t make as much as 50 percent of its total revenue from DVD rights.

b Tell each other about something difficult that you managed to do and something you’d like to be able to do.

See Module 10 on page 162 for Modals and semi-modals (Part 2).
Use of English 2 (Paper 1 Part 4)

Key word transformations

1a Read these task instructions and look at the example. Which of the answers for the example below is correct and why?

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given. Here is an example (0).

Example:
(0) Attendance at the meeting wasn’t compulsory, so she didn’t bother to go.
NEED
She ______ the meeting, so she stayed at home.
1 needn’t have gone to
2 wasn’t needed at
3 didn’t need to go to
4 thought she didn’t need to go to

b Read the strategy on page 168, then do the task. Write only the missing words in CAPITAL LETTERS. Use the Help notes for support with certain items. Note that contractions (e.g. haven’t) count as two words.

1 I know that it was wrong of me to upset Sam.
SHOULD
I know that I ______ Sam upset.
2 There’s no way that my brother wrote this letter.
POSSIBLY
This letter ______ by my brother.
3 Because of the snow we couldn’t get to the gig.
PREVENTED
The ______ the gig.
4 I’ve been too busy to watch the movie you sent, but I’ll do it soon.
ROUND
I ______ the movie you sent, but I’ll do it soon.
5 Sarah’s card never arrived so it’s possible she forgot to post it.
NOT
Sarah ______ the card, because it never arrived.
6 They didn’t fix the computer problem, even though they said they would.
SUPPOSED
They ______ the computer working again but they didn’t.

2 Write a sentence using the modals in Questions 1, 2 and 5 in Exercise 1b. Ask another student to transform them without using the modal.

Task analysis

3 Answer these questions.

1 What sort of changes (e.g. grammar and vocabulary) were necessary for each answer?
2 Think of another example using the phrasal verb tested in Question 4.
Lead-in

1 Discuss these questions.
   1 What are the main health and social benefits of leisure time? Why?
   How do you spend yours?
   2 In what contexts do people write essays? What is their purpose? What types of essays can you think of?

Understand the task

2 Read the task and answer these questions.
   1 How many of the ‘profitable ways’ in the notes must you choose?
   What must you decide?
   2 How many ‘opinions’ from the notes must you include? How will you express them? What will you do if you don’t include them?
   3 Use the strategy in Module 2 (page 36) to analyse the question.
   4 What will make the tutor think it is a well-written essay?

Plan your essay

3a Brainstorm some notes which answer the question. Think of examples where appropriate (e.g. helping in the community).

b Look at an example of a ‘spidergram’ on page 48. Decide which of the points in your notes you will include and make a spidergram to show how your essay will be structured. How many boxes will you need? Where will you put the reasons to support your opinions? Where will you put the examples? Which of these will you put in the central box?

   helping others  losing touch  opinion  profitable use of leisure time

3c Check that the points in the spidergram are all relevant to the answer and you have included everything necessary.

d Your essay will need an introduction and a conclusion. Make a paragraph plan. For example:

   Paragraph 1: Introduction
   Paragraph 2: ________________________________
   Paragraph 3: ________________________________
   Paragraph 4: Conclusion

You have attended a talk on how people could spend their leisure time more profitably. You have made the notes below:

- Profitable ways of spending leisure time
  - helping others
  - learning
  - physical activities
  - Some opinions expressed in the talk:
    - ‘At work we lose touch with friends, family and the community.’
    - ‘Passive entertainment makes us intellectually lazy.’
    - ‘We spend so long in front of screens, we are physically unfit.’

Write an essay for your tutor discussing two of the profitable ways in your notes. You should explain which way is more important, giving reasons in support of your answer.

You may, if you wish, make use of the opinions expressed in the talk, but you should use your own words as far as possible.
Language and content

4a Which of the sentences A–D could be used in the introduction and which in the conclusion?

b How could you rewrite these ideas for an essay?

1 Fun maybe, but these things don’t do much for you long-term.
(Such activities …)

2 As a society I don’t think we’re as together as we used to be.
(There is less …)

3 I actually feel more chilled when I’m doing something useful.
(Doing something …)

c Work with a partner and find at least one example in these sentence openings which:

• indicates the structure of the essay
• gives the writer’s opinion
• adds extra information.

As (the pace of modern life increases) … so (it is more important) …
We simply cannot … or …
It is important to recognise that …
It has been claimed that …
However, although (leisure time can make us …), if we don’t …

Main body

For a while (watching TV) … can be fun but …
This is due to …/This can lead to …
It goes without saying that (sports) …
The greatest benefit/best drawback is that …
The first point to bear in mind is that (many people) …
In my view, the best (use of leisure time) … is to …
It is often argued that …
It is my firm belief that …/There can be no doubt that …/
It cannot be denied that …
If it would be wrong to argue that (playing computer games) …/
I would dispute the claim that …
These are (activities) which …
Another, often unacknowledged, (consequence of modern life is) …
Another way, then, of (using one’s spare time) is to …/In addition, …
A further point is that …/Not only is … but …
And so therefore, if …

Conclusion

On the whole then, …
To conclude/sum up, whilst (having a daily workout) …
it is nevertheless (far more satisfying)
Clearly, if (leisure time is to become precious to us) …
On balance, while (it is clearly desirable that) …
All things considered, …/All in all, …

d Choose some of the sentence openings in Exercise 4c and complete them for your essay.

5 Now read the strategy and write your essay in 220–260 words, using some of the ideas and language above.

6 Edit your work using the Writing checklist on page 190.
1 Choose the correct word to complete the sentences.

1 The taxi pulled _ at the entrance to the theatre and we jumped in.
   A off  B through  C up  D on

2 He only just managed to scrape _ his music theory exam.
   A through  B over  C by  D round

3 After thinking for a long time, I finally came _ with an idea for a book.
   A across  B round  C down  D up

4 The film company is hoping to _ the scandal concerning one of their big stars.
   A keep in  B cover up  C shut up  D chill out

5 My school used to put _ an outdoor play every summer.
   A through  B forward  C on  D out

6 At the end of the film, the monster _ into a prince.
   A turned  B became  C appeared  D set

7 Have you ever _ part in a drama production?
   A played  B had  C formed  D taken

8 Technology has _ on considerably since the days of music CDs.
   A passed  B moved  C continued  D progressed

2 Complete these sentences with a word from the box.

capture convey culminate enhance guarantee insert rectify resemble

1 The stage manager is trying to _ the problem with the props.
2 We will have to _ the scene we forgot to record later on tomorrow.
3 The actor manages to _ his emotions in an understated way.
4 The dancer doesn't in any way _ her famous mother.
5 I _ he'll be word perfect on the night. He always is.
6 Most of those films usually _ in a car chase.
7 That brand has done everything it can to _ the market for cool trainers.
8 His brilliant performance will only serve to _ the reputation he's already got.

3 Rewrite each sentence so that it has the same meaning, using the modal verb in brackets.

1 It's possible I left the tickets in the car. (might)
2 It's obvious he hasn't been practising the piano every day. (can't)
3 I'm assuming they'll be doing their usual gig at the O2 stadium in June. (should)
4 I'm pretty sure he's already left by now, so it's not worth phoning. (will)
5 I was so happy, I nearly burst into tears of joy. (could)
6 There's no way she caught the train, given how late she left the house. (won't)
7 I'm sure they're enjoying themselves if they're staying an extra week. (must)
8 In the end, it wasn't necessary for them to have gone to all the trouble to get the visa as nobody asked to see it. (needn't)

4 Circle the correct words to complete the blog.

Browsing blogs

There is excitement in the house because my son (1) is about to / is to go to his first music festival. Everyone is telling him that it's (2) due / bound to rain because it always seems to at these events. Apparently, wallowing in mud is all part of the experience. I've always fancied going to one too but I've been told it's no use applying because the tickets (3) will have / are being sold out by now. Apparently, he'll (4) share / be sharing a small tent with a few friends, so at least they'll be warm! I was (5) going to drive / on the verge of driving him there, but he's now told me he prefers to go by coach with all the other festival-goers. I expect he's (6) living / going to live on junk food for the three days he's there. There aren't (7) sure / expected to be any showers available either, so I imagine he (8) 'll come / comes home absolutely starving and looking pretty grubby.
Controversy

Lead-in

1. Which difficult topics are in the news in your country at the moment?

2a. These are some controversial statements. Tick the ones you agree with and rewrite those you disagree with to reflect your own opinion. Can you think of any others?

- ‘Global warming is vastly exaggerated.’
- ‘Security has become an obsession in the modern world.’
- ‘A woman’s place is in the home.’
- ‘Celebrities should not expect to have their privacy respected.’
- ‘Children who are out of control are the result of poor parenting.’
- ‘Nuclear power is the only viable energy source for the future.’
- ‘All health care should be free.’
- ‘People who are obese should not receive free medical help.’
- ‘People who want to sell their blood or one of their kidneys should be allowed to do so.’
- ‘Murderers should face capital punishment.’
- ‘Free university education should be available to everybody.’

b. Select some of the issues and compare your opinions, giving reasons.
Global issues

Reading (Paper 1 Part 5)

Before you read
1 Which animals do people keep as pets in your country? Why? What are the advantages and disadvantages?

Skimming
2 Read the book review quickly, focusing on the first and last paragraphs. What do the authors identify as the main problem with owning pets?

Multiple choice
3a Highlight the key phrases in the questions or stems 1–6. Which part of the text answers each question?

b Read the strategy on page 168, then do the task. Use the Help notes for support with certain items.

You are going to read a review of a book about the environmental impact of keeping pets. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

1 What do we learn about UK pet owners in the first paragraph?
   - A They are prepared to spend more than any other nation on pet food.
   - B They tend to spend less on feeding their pets during a financial downturn.
   - C They are now showing an interest in the contents of the food they buy for their pets.
   - D They want the pet food industry to become more accountable for the quality of its products.

2 New Scientist magazine finds it particularly disturbing that
   - A dogs can make more demands on the natural world than some people do.
   - B feeding a dog and running a large car use the equivalent amount of resources.
   - C keeping a cat has a worse impact on the environment than running a small car.
   - D wealthier people tend to own more pets than people who have less money.

3 In order to lessen the ecological impact of pets, the authors of the book propose that owners
   - A train household pets to take responsibility for finding their own food.
   - B consider using pet animals as an additional means of nutrition for humans.
   - C find small non-domesticated animals to use as the main supply of food for pets.
   - D make a point of buying pet food which is made only from sustainable ingredients.

4 On what basis does the pet food industry defend the environmental impact of its food production?
   - A It only recycles food which is unsuitable to sell to humans.
   - B It is an eco-friendly way to process excessive amounts of food.
   - C It is responding to public demand for a convenient source of pet food.
   - D It is acceptable practice if humans are to benefit from pet ownership.

5 How does one report recommend reducing the risk to UK wildlife?
   - A by restricting cats to certain areas of the country
   - B by convincing cat owners not to let them out overnight
   - C by limiting the number of cats that one is allowed to own at one time
   - D by making it illegal to breed from cats for profit

6 The authors of the book urge people to
   - A be more economical when spending money on pets.
   - B refrain from owning a pet for the good of the planet.
   - C assess whether their ecological footprint justifies having a pet.
   - D take an active part in determining the role of pets in modern society.

HELP

3 Look for the sentence beginning In other words to answer this question.

4 The justification is given in the sentence beginning If we didn't recycle animal by-products.
How green is your pet?

Robert and Brenda Vale – the authors of a provocative new book

Time to eat the dog? The real guide to sustainable living – have bad news for animal lovers.

At Europe's largest pet show, Pet Index, onlookers gather around as Henrietta Morrison places a spoonful of dog food in her mouth. She has a point to prove: her company sells the most expensive pet food on the UK market, with the promise that the contents are 'proper food'. The UK pet food industry has been the recipient of unkind remarks and rumours as to the true origin of its ingredients for decades but the market continues to be dominated by products containing delights such as 'animal derivatives'. However, despite the economic recession, there is now a significant move towards using only 'premium' products.

Now the industry faces another source of criticism as a new book triggers a debate about the environmental impact of owning a well-fed pet. The New Scientist magazine, in a recent editorial, largely agreed with the book’s findings that some pets, due to the food they eat, have a surprisingly high 'ecological footprint', which is a way of quantifying human demand on the planet’s ecosystems using a measure called 'global hectares'. According to the authors of the book, it takes 0.84 hectares of land to keep a medium-sized dog fed, which is twice that needed to run a large car. An even more shocking comparison is that in 2004, the average citizen of Vietnam had an ecological footprint of 0.76 hectares. Dogs are not the only environmental sinners: the eco-footprint of an individual hog equates to about 0.15 hectares, almost the equivalent of a small car. In a world where scarce resources are already hogged by the rich, can people really justify keeping pets that require more than some people?

The authors of the book say they were ‘genuinely surprised’ when calculating the environmental impact of pets. And some of the ideas they put forward to alleviate this are likely to shock some pet owners. For example, the book suggests catching pests such as rats and processing them into a ‘natural’ cat food, getting a pet which serves a dual purpose such as keeping chickens and eating the eggs or keeping a pair of rabbits and eating their offspring. When feeding a pet, however, the advice is to ‘think feathers and long ears’. In other words, favour pet foods made from rabbit and chicken meat, which is less damaging to the environment than red meat and fish.

As you might expect, the Pet Food Manufacturers’ Association puts up a spirited defence, arguing that the vast majority of meat and fish used in pet foods is of adequate quality for human consumption but surplus to requirements. ‘If we didn’t recycle animal by-products to sell, they might otherwise be disposed of via landfill, which is not very green,’ says the chief executive. In addition, he points out that pets should not be viewed just on their ‘carbon pawprint’. ‘Our environment is greatly enriched by the part they play in our lives. Pets in the home instil responsibility, encourage social awareness and have positive health benefits.’

That people greatly benefit from pets isn’t really disputed. But of course it’s not just the food they eat that’s the problem. Conservationists have long been saying that cats, as opportunistic predators, are having a detrimental effect on small mammals. One UK university report points out that in the US, animal welfare groups recommend keeping only ‘indoor cats’, while some Australian states are contemplating ‘feline-free zones’, as well as compulsory neutering to cut down on the cat population. It concludes that, realistically, education rather than legislation is the answer for the UK, urging people to take measures such as putting bells on cats’ collars and keeping them in during their natural hunting time, which is between dusk and dawn.

The authors of the book do not – as some of their critics seem to assume – advocate a mass killing of all the world’s pets. ‘All we are arguing in the book is that we shouldn’t have so many of them,’ argues the chief executive of the Pet Food Manufacturers’ Association. ‘It is not that we think we are hogging the planet but that we should be making sensible choices. So it’s not going to be that much of a problem if you have a big dog but take the bus everywhere, don’t fly, live in a small home and have a small family. We can’t go blind into this debate. If we are to examine the way we live, we can’t go blind into this debate. If we are to examine the way we live, the authors argue, ‘nothing should be off limits, no matter how uncomfortable it is to discuss. We have to recognise that we live in a world of finite resources where pets are an extravagance rather than a right.’

Task analysis

4 Discuss the different strategies that you used to complete the task, and then compare with the strategy on page 168.

Discussion

5 Do you think it is right to spend money on keeping pets when so many people in the world live in poverty? Give reasons for your answer.

EXPERT WORD CHECK

derivatives dual feline hog (v) instil offspring

premium (adj) recipient sinner spirited (adj)
Module 5
Controversy

Vocabulary: global issues

Similar words

1a Circle the correct words to complete the sentences.

1 Big cars over 1.6 litres tend to spend / consume a lot of fuel.
2 Pet food is claimed to be made from food which is surplus / excess to our needs.
3 In many parts of the world, resources are rare / scarce.
4 The Vales’ book has triggered / activated a fierce debate.
5 If you keep a pet, you should cancel out / compensate for this by cutting your carbon footprint in other areas.

b Match the more formal expressions in Exercise 1a with the less formal/neutral ones a–f.

a sparked off
d more than enough for
b thin on the ground
e thrown away
c use up
f make up for

c Discuss these questions.

1 What could everyone consume less of in order to help the planet?
2 Should there be stricter legislation on the disposal of household rubbish?
3 Which global issues have sparked off debates in your country recently?
4 Should people with a big carbon footprint (e.g. who fly a lot) compensate in other ways? How?

Collocation

2a Match the verbs 1–5 with the words and phrases they collocate with a–c. There may be more than one possibility.

1 pollute
d crops with pesticides/chemicals
2 emit
b natural disasters (famine/
drought/flooding)
3 give rise to
c natural habitats
4 wipe out
d water supplies/the atmosphere
5 spray
e toxic fumes/carbon dioxide

b Match the nouns/adjectives 1–6 with the words/expressions they collocate with a–f.

1 a build-up
2 global
3 rising
4 exhaust
5 soil
6 organic
a produce
b sea levels
c of greenhouse gases
d erosion
e warming
f fumes

Word formation

4a Complete these sentences with the correct form of the word in capitals.

1 Pollution from the ____ of exhaust fumes leads to an increase in allergies. **EMIT**
2 Over- ____ of fast food is contributing to an increase in rubbish. **CONSUME**
3 The ____ of natural habitats in many parts of the world reduces biodiversity. **DESTROY**
4 Local councils should be much more proactive in the ____ of waste products. **DISPOSE**
5 I believe that chemicals sprayed on our food could be ____ in large quantities. **POISON**
6 Some people are ____ concerned about the dangers of global warming. **EXCESS**

b List the opinions in Exercise 4a in the order you agree with them (1 = most, 6 = least).
Use of English 1 (Paper 1 Part 1)

Lead-in
1 Tell each other any stories you have heard about animals which have predicted natural disasters. Discuss how it is possible for them to do this.

Multiple-choice cloze
2a Read through the text once quickly. In what way could whales help prevent a disaster?
2b Read the strategy on page 167, then do the task. Use the Help notes for support with certain items.

Can whales predict disasters?

As photographer Andrew Sutton was filming whales just off the coast of Sri Lanka, warnings were given on land that a tsunami was (0) in the area. However, Andrew and his crew were totally (1) to what was about to happen, and so watched in amazement as every species of cetacean, (2) from massive blue whales to tiny spinner dolphins, disappeared within the (3) of around five minutes. (4) the humans on the boat felt nothing, the animals had obviously sensed the shocks from beneath the sea and (5) the area seconds after the earthquake had begun and minutes before the tsunami actually took place.

In a similar incident, a recent scientific report from Mexico appears to prove that a fin whale accelerated quickly away from the (6) of an underwater earthquake.

The (7) of all this are very interesting to scientists, because it suggests that sea mammals might be able to give crucial warnings a few seconds (8) to a potentially dangerous seismic activity in the same way that some animals are alleged to be able to do on land.

HELP
1 Only one of these adjectives collocates with to.
5 Which one of these verbs can be followed by a direct object?

Task analysis
3 Look at numbers 1 and 5 and say how the sentence would have to change grammatically in order for the incorrect options to fit.

Discussion
4 Discuss these questions.
1 In what other ways have animals helped humans in the present and past? Think about transport, food, farming and medical research.
2 Which animals do you think are the most intelligent? Why?
Before you listen

1 Discuss these questions.
   1 What do bees feed on? What might threaten their source of food?
   2 In what ways do bees help the planet?

Sentence completion

2 Read the extract and try to predict what type of word(s) might fit in each space. Remember it will be a single word or a short phrase (usually up to 3 words).

3 Read the strategy on page 171, then do the task. Use the Help notes for support with certain items.

You will hear a man called Simon Dickson, who is a member of a wildlife organisation, talking about the decline of the bee population. For questions 1–8, complete the sentences with a word or short phrase.

The decline of the bee population
Simon mentions (1)____ as the year when there began to be widespread anxiety about the disappearance of bees.
Simon points out that bee-pollinated plants produce (2)____ which benefit humans.
Simon makes a comparison with (3)____ to underline the seriousness of declining bee numbers.
Simon thinks that innovations in (4)____ provide the main explanation for the decline of bees.
Simon says the problem of (5)____ in bees could be reduced if a wider range of food was available to them.
Simon gives the example of (6)____ as places where bees now stand a good chance of survival.
Simon explains that chemicals may be causing loss of (7)____ in bee populations.
Simon is convinced that it is (8)____ which is making it difficult for bees to locate vital scents.

HELP

1 Several dates are mentioned. Which date tells us when the rest of the world started becoming anxious about the decreasing bee population?
2 Simon mentions several global problems, but which does he think is the most serious?

Task analysis

4 Were your predictions in Exercise 2 correct? What helped you to guess that you were listening for a date in number 1? In number 2, what clue did you have that you were listening for a plural noun?

Discussion

5 What information in Simon’s talk was new to you? What, if anything, did you find particularly interesting?

EXPERT WORD CHECK

deteriorate  disoriented (adj)  diversity  further afield
immune system  pests  phenomenon  prone to thrive
wipe out
Language development 1

> EXPERT GRAMMAR page 180

Modifying gradable and ungradable adjectives

1. Look at this extract from the listening text on page 76 and answer the questions below. Then check with the grammar reference on page 180.

   It is **extremely important** that human beings change the way they manage the planet.

   1. What is the function of the adverb?
   2. Give examples of other adverb(s) that would fit here.
   3. Why is **absolutely** not possible?

2a. Make pairs of words using an adverb from A and an adjective from B. There are many different possibilities.

   **A**
   - absolutely
   - bitterly
   - completely
   - extremely
   - incredibly
   - rather
   - really
   - totally
   - very
   - virtually

   **B**
   - different
   - disappointed
   - excited
   - empty
   - expensive
   - perfect
   - quiet
   - relieved
   - unspoilt

b. Complete the text below, using the collocations from Exercise 2a.

   The night before we went on holiday, I could hardly sleep because I was (1) ___ about returning to the resort where we always went on holiday as children. I could still remember the place vividly; it was very simple and uncommercialised and because there were very few tourists, it was still (2) ___. The roads used to be (3) ___ because there was hardly any traffic, and the beaches were often (4) ___ even during the summer, despite the fact that they were (5) ___ in every way - clean and sandy, with crystal-clear water.

   So I was (6) ___ when I returned for the first time in 20 years to find that the resort was (7) ___ from how it was before. No doubt some people appreciate the fashionable, (8) ___ hotels and restaurants, but I didn’t! In fact, I was (9) ___ to go home again.

c. Compare your answers with other students. Which different combinations are possible?

d. Describe a place which you used to go to on holiday and your feelings about it.

Adverb and adjective collocations

3a. Some adverbs are only used in combination with certain adjectives. Complete the text by choosing the adverb that collocates with the adjective in bold.

   Until recently, progress on the tiny African states of São Tomé and Príncipe has been (1) ___ slow. For many years, the islands have been (2) ___ dependent on foreign aid. With the discovery of oil, however, life for the 140,000 inhabitants is about to become (3) ___ different.

   Not all the changes are likely to be (4) ___ beneficial. The islands are (5) ___ attached to their unspoiled beaches and rainforest, and some people worry that the islands’ (6) ___ balanced environment will become (7) ___ polluted. The government has drawn up (8) ___ publicised plans on how the new income will be spent on improving education and health, for which funds are currently (9) ___ inadequate. However, a few residents remain (10) ___ opposed to the development.

   1 A completely       B painfully       C absolutely
   2 A heavily          B bitterly        C usually
   3 A highly           B seriously       C totally
   4 A heavily          B entirely        C perfectly
   5 A completely       B fully           C deeply
   6 A perfectly        B totally         C painfully
   7 A highly           B immensely       C heavily
   8 A entirely         B widely          C deeply
   9 A greatly          B totally         C heavily
   10 A bitterly         B painfully       C widely

b. Discuss the advantages and disadvantages of global tourism.
Writing 1 Supporting sentences

1a Your class recently had to write an essay entitled: Why is tourism a threat to some parts of the world? What can be done about it?

1 Discuss your views with other people.
2 Read these sentences from some students' essays. Which ones introduce a point (topic sentences) and which are sentences to support the argument (supporting sentences)?

b These are some notes you made of your own opinions. Match them to the main topics in Exercise 2a. Add any others you can think of.

a Profits often go to outside tourist agencies.
b Tourist controls needed – tighter monitoring.
c Indigenous people there for thousands of years.
d Wildlife being destroyed at alarming rate.
e The site has great historical significance for the population.

Select your two most important points. Write a topic sentence and a supporting sentence for each. You may want to use adverbs of attitude (e.g. clearly, obviously) and, where appropriate, expressions to report people's opinions such as: It is generally believed that ...
Supporters of ... maintain that ...
According to many people ...
It is sometimes claimed that ...
It could be argued that ...

Work in pairs. Make a paragraph plan for your essay. Include an introduction, two main points and a conclusion.

Compare your sentences and paragraph plan with other people's. Then work with your partner to improve the plan you made in Exercise 2d.

EXPERT STRATEGY
For an essay based on notes, select the main points to put at the beginning of a paragraph and then write supporting sentences, which include more ideas, information, or examples.

2a Look at these possible main points for the essay on tourism in Exercise 1a and add any other points you can think of.

1 Local culture 4 Local population
2 Regulation 5 Threats to habitat
3 Revenue

b These are some notes you made of your own opinions. Match them to the main topics in Exercise 2a. Add any others you can think of.

a Profits often go to outside tourist agencies.
b Tourist controls needed – tighter monitoring.
c Indigenous people there for thousands of years.
d Wildlife being destroyed at alarming rate.
e The site has great historical significance for the population.

c Select your two most important points. Write a topic sentence and a supporting sentence for each. You may want to use adverbs of attitude (e.g. clearly, obviously) and, where appropriate, expressions to report people's opinions such as:

It is generally believed that ...
Supporters of ... maintain that ...
According to many people ...
It is sometimes claimed that ...
It could be argued that ...

d Work in pairs. Make a paragraph plan for your essay. Include an introduction, two main points and a conclusion.

e Compare your sentences and paragraph plan with other people's. Then work with your partner to improve the plan you made in Exercise 2d.
An open society?

Listening 2 (Paper 3 Part 3)

Before you listen

You will hear an IT consultant called Jack Warne and a journalist called Grace Martin taking part in an interview on the subject of online crime. For questions 1–6, choose the answer (A, B, C or D) which fits best according to what you hear:

1. How does Jack feel about the current threat to personal information?
   A. confident that the latest technology will ensure security
   B. convinced that the problem is not a new one
   C. concerned that too much data is being stolen in paper form
   D. worried that people underestimate the dangers

2. Grace thinks the most disturbing aspect of technology is
   A. the range of people who carry out computer crime
   B. the number of large organisations which have lost data
   C. the amount of information which can get stolen
   D. the ease with which an individual’s reputation can be destroyed

3. What did Grace mind most about someone hacking into her email account?
   A. the feeling that she had lost contact with her friends
   B. the idea that the criminal might be watching her
   C. the fear that people she knew might be deceived into giving money
   D. the knowledge that someone was pretending to be her

4. Jack thinks that identity theft is
   A. almost inevitable when criminals can operate remotely
   B. nearly impossible to protect oneself against
   C. often the fault of the victim
   D. sometimes the result of an unexpected meeting

5. Why does Grace feel that hackers are worse than street muggers?
   A. They know the name of the person they attack
   B. They might get in touch with their victim again
   C. They ask for such large sums of money
   D. They don’t think of themselves as criminals at all

6. Unlike Grace, Jack believes that hacking
   A. can be justified in certain circumstances
   B. is wrong when governments are its victims
   C. should always be punishable with a prison sentence
   D. has to be the responsibility of companies offering internet access

HELP

2. Grace finds one aspect more disturbing than the other.

4. Listen to Jack talking about identity theft. His answer comes towards the end of his turn.

6. Listen to both Jack and Grace after the interviewer assumes they both agree. There is one thing they completely disagree on.

EXPERT WORD CHECK

dire  discard  ferret (v)  hush up  hardened (adj)  outsmart  scam  sharp-witted  stalk (v)  unsettle
1 a Look at the spidergram and say in which situations each measure might help to protect security and why.

b Underline the syllables which are stressed in these words/word pairs. Then listen and check.

<table>
<thead>
<tr>
<th>alarm system</th>
<th>biometric</th>
<th>body scans</th>
<th>CCTV cameras</th>
</tr>
</thead>
<tbody>
<tr>
<td>code number</td>
<td>high fencing</td>
<td>phone tap</td>
<td>pilotless planes</td>
</tr>
<tr>
<td>security guards</td>
<td>spy satellites</td>
<td>swipe card</td>
<td></td>
</tr>
</tbody>
</table>

c Complete these extracts from a magazine article, using words from Exercise 1b.

The company's headquarters are an intimidating fortress. To deter intruders the buildings are surrounded by very (1)______ with a sophisticated (2)______ on the wall and (3)______ recording everything. At the main entrance there are private (4)______ checking on people coming and going. Once inside you can't get into any of the individual buildings without passing a (5)______ through an electronic device or keying in a (6)______. In the more sensitive areas there are (7)______ checks using iris or finger scans.

The US military uses a whole battery of security systems, including (8)______ with telescopes pointing back down towards earth to check on what countries are doing or (9)______, sometimes called drones, to patrol the skies. Many governments cite security as a reason for listening to other people's conversations, by putting a (10)______ on a suspect's mobile and hacking into their emails. At airports too increasing use is being made of whole (11)______ instead of physical body searches.

d Which of the approaches to security in Exercise 1b do you think sometimes cause people to worry? Give reasons.

2a Read the strategy on page 172 and the Speaking assessment criteria on page 171 before you start.

b Look at the spidergram and listen to the interlocutor’s instructions. What are the candidates required to do?
c Listen to two people doing the task. Which points of view do you agree/disagree with?

d Now listen to the interlocutor’s instructions for the second part of the task and the candidates’ discussion. Do you agree with their conclusion? Why? Why not?

e How successfully did they carry out the task? Did they follow the advice in the task strategy?

Useful language: intensifying expressions

3a Listen to the sample answer again and complete these sentences.

1 Body scans at airports are not _____ as a physical body search.
2 In body scans, there isn’t _____ protection of our basic human rights.
3 Security cameras might be by _____ of preventing crime.
4 _____ security cameras we have _____ we seem to need.
5 We are being snooped on _____ each year.
6 Alarms are _____ at catching criminals as some other measures.
7 The number of thefts is getting _____ each year.
8 A security guard is probably the _____ deterrent _____.
9 Having security guards everywhere would be _____ — people couldn’t afford it.

b Which words are most stressed in the intensifying expressions in the answers?

c Which statements above do you agree/disagree with?

Collaborative task

4a Work in pairs. Look at the spidergram and do the task in Exercise 2. Time yourselves and follow the task strategy.

b Tell the class which security measure you have chosen and why.

Task analysis

5a Which aspects of the Speaking assessment criteria did you meet/not meet?

1 Did you initiate and respond appropriately?
2 Did you avoid dominating the exchange?
3 Did you maintain the interaction appropriately?
4 Did you use a good range of language?

b How could your performance be improved?

Developing the discussion

6 Work in pairs. Take it in turns to ask and answer these questions.

1 In which public places do you feel most secure and insecure?
2 Why do you think that there has been an increase in personal security devices in recent years (e.g. personal defence sprays)?
3 Are there enough police on the streets in your country? Is it a safe place for tourists?
4 What could we all do to improve our personal security?
5 Some people say that we are too obsessed with security these days. What’s your opinion?

EXPERT STRATEGY

• Participate in developing the discussion. Don’t just give one-word answers.
• Develop your ideas and give your opinions in an interesting way. Respond to and develop the points made by your partner.
• You can disagree with your partner but don’t interrupt or dominate the discussion.
Language development 2

Review of conditionals

1a Read this headline, then match sentences 1–4 with the four types of conditionals in grammar reference 2A on page 181.

JOURNALIST ARRESTED FOR HACKING INTO CELEBRITY'S PHONE

1 It might be easier if we used a scanner to track their phone calls.
2 If we hadn't been caught, we would have hacked into the president's phone by now.
3 We all intercept phone calls if we want a good story.
4 If the police come round, I'll deny everything.

b Choose the correct form to complete the sentences.

1 If they carry on / 'd carry on like this, there can / could be a great scandal.
2 If a celebrity reports / 'd have reported them to the police, they started / might start to get worried.
3 If he knew / 'd known his calls were being listened to at the time, he wouldn't say / 'dn't wouldn't have said all the things he did.
4 If there is / was any danger of being overheard, I won't / 'd should use my phone.
5 If they managed / 'd managed to hack into his phone, they'd got / 'd have got to the truth.
6 If I knew / 'd know who tapped your phone, I'd tell / 'd tell you!

Mixed conditionals

2a What two different conditional patterns are combined in these sentences? What time does each refer to?

1 If this country had a privacy law, we wouldn't have been able to expose their behaviour.
2 If I had thought the information wasn't in the public interest, I wouldn't be telling you about it now.
3 If I would have taken pictures of her sunbathing if I were less moral!
4 The public would still be in the dark if we hadn't run that story.

b Complete these sentences with the correct form of the verbs in brackets. Use a modal if necessary.

1 If our politicians at that time ____ (be) more honest, they ____ (still, govern) the country today.
2 Journalists don't always check their facts. If they ____ (do), our newspapers ____ (not sue) for such huge amounts last year.
3 We ____ (not get) so many good scoops in the last few years if people in the public eye ____ (always be) as innocent as they say they are.
4 If they ____ (not write) such terrible things about her private life, she ____ (live) today.

c Complete the sentences with as many results as you can think of in the present and past.

1 If newspapers ____ (not invent), ____.
2 If there ____ (be) no internet, ____.

Alternatives to if

3 Rewrite these sentences using the words given in brackets. Make any changes necessary.

1 If we don't give our stories emotional colouring, nobody will read them. (unless)
2 People only read our stories if they can identify with the people in them. (unless ... not)
3 Many journalists will continue to embellish the facts even if they are sometimes proved wrong. (whether ... or not)
4 I would have taken more time over the story if I hadn't been under pressure from my editor to liven it up. (But for)
5 I'll give you an interview, but only if I can check the story before you print it. (on condition that)
6 A good story needs good pictures because if it hasn't, it won't have much impact. (otherwise)
7 The press industry can recover its good reputation, but only if it cleans up its act. (provided/providing that)
8 Newspapers can compete with other media, but not if they can't be trusted. (as long as)

Omission of if

4a Compare these opening clauses. What is the difference in grammatical form and level of formality?

If anyone objects, If anyone should object,应 anyone object,

→ tell them to put their complaint in writing.

b How could you say these sentence openings using if?

1 Were anyone to object ...
2 Had I realised ...
3 Were it not for his help ...

4 How could you say these sentence openings beginning with had, should or were. Then complete the sentences in any way you like. Mark the words which are stressed.

1 If I had known my ____ was going to be so ____.
2 If it weren't for the fact that my/our ____ was present, ____.
3 If you need any ____ , ____.
4 If he/she was my (son/sister/friend) ____ , ____.
You are going to read four reviews of a film about a social network. For questions 1–4, choose from the reviews A–D.
The reviews may be chosen more than once.

The social network

Four reviewers comment on a film (written by Aaron Sorkin and directed by David Fincher), which is based on Mark Zuckerberg's creation of the social network Facebook.

A
From the very outset, the rapid-fire dialogue in The Social Network identifies itself unmistakably as the work of the writer Aaron Sorkin. And while the superb script has a tendency to fall into 'geek-speak' at times, this is skimmed over where necessary to get to the heart of the movie, which focuses on a gloomy contradiction: teenager Zuckerberg creates a half-billion network of 'friends' by betraying his only real friend. Rebels and outsiders have always been a fixation for the director, David Fincher, and this movie is no exception: his 'hero' does all he can to shift power from the rich and well-connected and overturn the social order in favour of the 'computer nerd'. He depicts his lead actor as complex and ambivalent. Zuckerberg's self-confidence is impressive, amusing, yet extraordinarily immature outbursts, one can just detect a tiny hint of regret.

B
On the face of it, the topic of this film – the founding of a relationship site by Zuckerberg, a computer whizz who is unable to connect with human beings and steps over anyone who stands in his way – comes across as rather dreary. But, surprisingly, the human drama at its core results in a fascinating story. Sorkin is well known for his intelligent, witty scripts. No surprises here, then, and this is his best to date. The unexpected element is Fincher: the director: there is none of the physical menace associated with his previous work, the real-world situations in this film are treated sensitively, and he allows time for us to absorb the impact of a word or a gesture. In the writer and director's view of him, Zuckerberg demonstrates a selfishness and total inability to understand people's feelings, a serious weakness in any context other than the world of computer science. It is an impressive performance.

C
Director David Fincher has created a gripping story in which the self-centred and uncommunicative protagonist comes over not quite as hero but not exactly a mediocore character either. The director, being even-handed, requires us to make up our own minds about the other characters too. Fincher has modified his usually distinctive style so that the sharp engaging dialogue takes centre stage: this may disappoint his fans but it keeps the audience glued to the screen. The film has as its focal point the bitter legal dispute as to who gets the credit for Facebook's start-up. It successfully manages to convey the passion of a very recent social network revolution along with the thrill of big money moving fast to create the world's youngest billionaire. It is an entertaining and hyperactive account of its time, cleverly highlighting the unpleasant atmosphere and lack of trust which surrounded the origins of the now much more 'friendly' Facebook.

D
The opening scene, a dialogue between Zuckerberg and the girlfriend who wants to break up with him, sums up our hero's flaws: arrogance, obsessionism and a lack of empathy. Coldly analysed in terms of what actually happens, the film is just scenes of people sitting in front of screens or in lawyers' offices, bars or diners. Frantic and information-crammed to a fault. Sorkin's fast-paced chatter is relentless, making it a struggle at times for those with no interest in technology to follow. However, this is a movie which succeeds in entertaining almost despite its subject matter – the fact that it's about Facebook is almost irrelevant. The relationship of Zuckerberg with his business partner is the main point: the genius and the tragedy of Zuckerberg is seeing the world in strictly practical terms, at the expense of real-world relationships.

Which reviewer

shares reviewer C's opinion regarding the portrayal of Facebook's creator?

expresses a different view from the others concerning the impact of the dialogue?

agrees with reviewer B that the film is a new departure for the director?

has a different opinion from the others about what constitutes the main theme of the film?
Lead-in  1  Discuss these questions.
   1  Criminals get hold of our personal details through computer hacking. What other methods do they use? Has it happened to you?
   2  What suggestions can you make for how to deal with the problem?

Understand the task  2  Read the task and answer these questions.
   1  What type of essay is it? (e.g. advantages/disadvantages, problem/solution, persuasive)
   2  What must you include? What will you have to invent?
   3  What will make the tutor think it is a well-written essay?

You have attended a talk on ways in which people should be encouraged to protect themselves against identity theft. You have made the notes below:

Methods of protecting against identity theft:
  • protecting credit and debit cards
  • deleting suspicious emails
  • destroying documents

Some quotes from the speaker:
‘Fraudsters rely on young people in particular being too trusting.’
‘Never give personal data or send money on request.’
‘Everyone should use a shredder.’

Write an essay for your tutor discussing two of the methods in your notes. You should explain which is more important, giving reasons in support of your answer.
You may, if you wish, make use of the opinions expressed in the talk, but you should use your own words as far as possible.
Plan your essay

3a Work together. Brainstorm some notes which answer the question. Make sure you think of reasons for any opinions and examples where appropriate.

b Organise your notes to show how your essay will be structured. For example, you could make a spidergram (see page 80 for an example).

c Check that the points you have chosen are all relevant to the answer and you have included everything necessary.

d Make a paragraph plan of between four and five paragraphs to include an introduction and conclusion, method 1 and method 2. Which of the ideas in the box will you include? If so, where? Where will you include a reason and/or an example?

- the most important method of protecting yourself
- the threat + what could be done about it
- explaining identity theft
- one way of protecting yourself
- another way of protecting yourself

e Make notes of what you will include in each paragraph.

Language and content

4a Read this introduction and match the sentences 1–4 with a–d below.

1 A growing phenomenon over recent years has been the way in which our personal identity has been threatened by criminals. 2 It can be done through the internet, by stealing our credit card, or by getting information from documents we throw away or leave lying around. 3 It is clear that to defeat this crime we must remain vigilant and be extra cautious about what we do with personal information. 4 This essay will focus on two ways in which we may help keep our identity safe.

a telling the reader the aim of the essay
b adding a sentence to support the first
c focusing on the question in your own words
d writing a general sentence about the topic

b Rewrite the introduction in your own words and/or use some of the phrases in the box.

c Reread your introduction. What is the function of each sentence?

d How could you complete these sentences for the middle section of the essay?

1 Young people/Some people are particularly _____.
2 (In such cases) they should be told/made aware _______.
3 One area in which (we) need to be _______.
4 Another way in which (we) make life easy _______.

e What will be the aim of the conclusion? Look again at the question. How could you complete these sentences for your conclusion? You may want to use phrases from Exercise 4b.

1 Overall, in my view, _____.
2 People need to remember that _____.

Write your essay

5 Now write your essay, using the ideas and some of the language above. Write your answer in 220–260 words.
Review

1. Circle the correct words to complete the sentences.
   1. Most people are totally / really oblivious to the extent of the threat pesticides pose to bees.
   2. In this country, any changes to the law tend to be absolutely / painfully slow.
   3. Some of the governors were bitterly / heavily opposed to any new health and safety restrictions.
   4. The earth's ecosystem is perfectly / extremely balanced.
   5. It's deeply / incredibly important that we find ways to protect children's safety online.
   6. The advantages of renewable energy are being completely / widely discussed.
   7. Some people are more heavily / deeply attached to their pets than others.
   8. I'm absolutely / extremely disappointed by the lack of response to my advert for volunteers.

2. Complete the sentences with the correct form of the word in capitals.
   1. Local residents will be offered COMPENSATE if permission is granted for a third runway.
   2. The local council is responsible for the DISPOSE of household waste.
   3. Toxic vehicle need to be reduced by half.
   4. The debate about national IMPLICATE is becoming ever more urgent.
   5. The level of EXCESS caused by the recent floods has been underestimated.
   6. An increasing number of people are now realising the DETER of the economic downturn.
   7. Farmers should try to avoid EMIT use of chemicals.
   8. Border guards can be a useful SECURE to illegal immigrants.

3. Choose the correct words to complete the sentences.
   1. Whether we had CCTV cameras installed when I suggested it, this robbery may have been avoided.
      A. Whether B. Had C. Should D. But for
   2. Your online bank account should be safe if you change your password frequently.
      A. As long as B. unless C. supposing D. imagine
   3. I'm going to resign if you like it or not.
      A. supposing B. whether C. unless D. were
   4. I have decided to buy only local produce from now on, if it gets too expensive.
      A. whether B. supposing C. unless D. but for

4. Complete the text with the words below.
   been fled globally given have imminent prior ranging sites scarce space triggered

New technology has always (1) ____ health panics. Microwave ovens, computer screens and telephones have all (2) ____ rise to anxiety at one time or another. The latest of these scares appears to be wind farms, which have been blamed for a variety of illnesses (3) ____ from weight gain and grey hair to cancer! Every type of psychiatric problem seems to have either already happened or is (4) ____ because of this technology. Apparently, chickens won't lay eggs either, and other animals have (5) ____ never to return.

Wind farms first appeared 20 years ago in the USA and since their appearance the number has risen to just under 200,000 (6) ____. Some people claim that acute symptoms can appear in the (7) ____ of 20 minutes if people are exposed to wind turbines. But if the claims are true, why wouldn't people (8) ____ reported more diseases much earlier? The first complaints came a decade after the first wind farm. What was happening (9) ____ to this time that made it safer for people?

Perhaps it is more to do with a recent rise in the number of anti-wind activists, possibly those with connections to the fossil fuel industry. After all, many windfarm (10) ____ have been operating for years without any complaints. If windfarms affect some people, why haven't others (11) ____ suffering too? And why do they appear to affect certain communities, whereas in other areas complaints are (12) ____ or non-existent?