

Objectives: Listen, read and talk about personal relationships; give a presentation about trends; learn more about present and past tenses and quantifiers; write a personal email with news.

TOPIC TALK

1 Look at the network and make guesses about the relationships in the photos (a-c).

2 1.2 1.3 Listen to Fiona, Toby and Sally. Match them with the descriptions (a-i).

Fiona: a, ...

- | | |
|-------------------------------|--|
| a has a very close family | f has a boyfriend |
| b has a difficult family life | g loves talking on the phone |
| c has a complicated family | h keeps in touch with his/her best friend online |
| d has lots of virtual friends | i talks on Skype |
| e has a few good friends | |

3 1.4 1.5 Listen again to Fiona. Complete the information in the network below.

4 1.6 Pronunciation Listen to compound words. Underline the main stress. Which part of the word is stressed?

girlfriend boyfriend classmate grandfather
great-grandmother half-brother stepmother

LANGUAGE CHOICE 1: PAGE 3

5 Work in pairs. Use the network to talk about the most important relationships in your life.

My relationships

I've got a ¹big/small family with ²lots of/a few ³_____.
We ⁴_____. I get on especially well with my aunt Julie
and we ⁵_____.

My ⁶best friend/girlfriend/boyfriend is called Alice.
We ⁷got to know/met each other when we were
⁸classmates/teammates/schoolmates.
I suppose we get on well together because we ⁹_____.
We ¹⁰_____ at least once a ¹¹day/week.

Communication

go out together, meet up, see each other,
talk on the phone, talk on Skype, text each other,
use a social network (e.g. Facebook) to keep
in touch

Relations

aunts, uncles, (first/second/third) cousins,
(great-)grandfather/mother, half-brothers/
sisters, stepmother/father/brothers/sisters

Relationships

all get on brilliantly, always have a real laugh
together, are (not) very close as a family, don't
really get on, get on well together, (don't) often get
together, have rows, always put family first, hardly
ever see each other

have a lot in common, similar interests and tastes,
a similar sense of humour

are very close, are fond of each other, are in love,
are loyal to each other, do things together, help
each other out when we've got problems, like each
other's company, trust each other



Warm Up

- 1 Work in pairs. What are the advantages of modern communication technology, like smartphones?

You can easily keep in touch with people who live a long way away.

Reading

- 2 Read the article quickly. What is its main argument?

- a Communication technology makes our relationships with other people better.
- b Communication technology can be bad for us and we need to learn how to use it better.
- c We should stop using communication technology because it is bad for us.

- 3 Read the article again. Which of these reasons supporting the main argument can you find in the text?

- a Communication technology can be addictive.
- b Communication technology is bad for relationships between people.
- c Because of it, people waste time that could be used for other things (e.g. sport or study).
- d People don't pay attention to what they're doing because of communication technology.
- e People give away too much personal information online.
- f People are losing their social skills because of communication technology.

- 4 → SKILLS BUILDER 10 Use the strategies to 'map' the reasons given in the text. Then evaluate the argument.

I think the article is well-argued/not well-argued because it mentions ...

- 5 Do you agree with Professor Turkle? Why/Why not?

I agree with her because I think that we use communication technology too much.



Real Lives

1.7



Alone Together

Professor Sherry Turkle thinks communication technology has such an important impact that we need to start taking into account its effects on our lives. Professor Turkle talks about her new book.

Over the past fifteen years, my research has documented that, for many, online life and smartphone connections have got in the way of things that people feel are important. We're so busy communicating that we don't have time to think, we don't have time to sit down and have a conversation. We'd rather text than talk. It makes us feel more in control. A young woman Skypes her grandmother in another city but does her email during these conversations. She tells me that she hardly pays attention to what her grandmother is saying. The young woman does not feel good about these conversations, although her grandmother seems pleased. A mother explains that she cannot resist the 'little red light' telling her that she has a new message on her BlackBerry, even when she is driving on the motorway with her children in the car. The unread message, that red light, has come to stand for our feelings of hope. That someone wants us, that something new is coming into our lives.

A woman explains that when she was in hospital, her husband worked from her bedside but was so busy with his device that he didn't talk to her.

6 Vocabulary Look at the Word Builder. Match the verbs in bold with the paraphrases below.

- is our responsibility to
- thinking about
- listens to
- contact
- established
- negatively affected

Word Builder Multi-part verbs (1)

- 1 We need to start **taking into account** its effects on our lives.
- 2 Smartphone connections have **got in the way of** things that people feel are important.
- 3 She hardly **pays attention to** what her grandmother is saying.
- 4 If you really need to **get in touch with** me, just shoot me a text.
- 5 We have **put in place** a powerful technology.
- 6 It is **up to us to** make and shape it.

→ LANGUAGE CHOICE 2: PAGE 3

7 Look at the Sentence Builder. What comes after **so** and what after **such**: a noun or an adjective?

Sentence Builder Result linkers (1)

- 1 He is **so** busy with his device **that** he doesn't talk to her.
- 2 Communication technology has **such an** (important) impact **that** we need to start taking into account its effects on our lives.

→ LANGUAGE CHOICE 3: PAGE 3

8 Join the sentences using **so** or **such**.

- 1 I was very busy. I forgot to call my grandmother.
I was so busy that I forgot to call my grandmother.
- 2 I spent a long time on the computer. I didn't get to bed until 3 a.m.
- 3 My internet connection is very slow. I can't watch video or TV on my computer.
- 4 I have got a very old phone. It hasn't got an internet connection or a camera.
- 5 She is a real Facebook addict. She updates her wall ten times a day.
- 6 Some people have good fun online. They hardly ever go out and meet people.

9 Work in pairs. Choose two of the options (a-c) to discuss.

- Social media use (e.g. Twitter/Facebook)**
How often do you use social media? How many hours do you spend online every week? Has your use ever affected your studies or your sleep?
- Online friendship**
How many friends have you got on social networks? How many of them are real and how many are virtual? Have you ever met any of your new virtual friends?
- Dangers of social media**
Have you ever seen cyberbullying online? Have you ever given away personal information? Has a stranger ever approached you online?

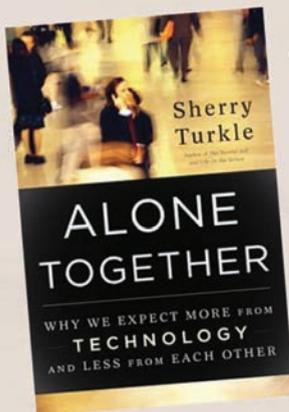
10 Tell the class some of your experiences and opinions.

We've seen quite a few examples of cyberbullying. We think that ...

No Comment

'Twitter is a great place to tell the world what you're thinking before you've had a chance to think about it.' **Chris Pirillo**

Your Choice



Children complain about parents texting at breakfast and dinner. Parents at the playground push a swing with one hand and scroll through their messages with the other. I go to a funeral and people are texting, hiding their phones under their hymn books.

I remember, not so long ago, when a student remarked on the first time a friend interrupted a conversation to take a call. 'It made me feel like he was putting me on pause,' he said. Now, we all treat each other as 'pausables'.

An impatient high-school student says to me, 'If you really need to get in touch with me, just shoot me a text.' He sounds just like my university colleagues who tell me they would rather avoid face-to-face meetings and would prefer to communicate with 'real-time texts'. I do not want to condemn technology but think that we have put in place a powerful technology and have not yet learned to use it in the best way. But these are early days for the internet. It is up to us to make and shape it. I wrote my new book to mark a time of opportunity. We need to form a more empowering partnership with technology. Our job is to shape it to our human purposes.



Warm Up

- 1 Look at the photos of couples (a-c). Read the sentences. Which of them do you think are true about romantic relationships?
- 1 People usually think that their partners are more attractive than they really are.
 - 2 In relationships, people find differences attractive.
 - 3 Men like women who are more intelligent than they are.
 - 4 You should boast about your achievements when you're trying to chat up a girl.

- 2 Read the text and check your guesses from Exercise 1.

- 3 What would your ideal girlfriend/boyfriend be like? What, in your opinion, is the recipe for an ideal relationship?

Present and past tenses

- 4 Read the sentences (1-9) in red in the text. Match them with the names of tenses. There is more than one example of some of the tenses.

- Present Simple
- Present Continuous
- Present Perfect
- Present Perfect Continuous
- Past Simple
- Past Continuous
- Past Perfect

- 5 Match the present tenses with the uses (a-f) and the past tenses with the uses (g-i). Look again at the sentences (1-9) from the text for help.

- Present Simple a, c
- Present Continuous
- Present Perfect
- Present Perfect Continuous
- Past Simple
- Past Continuous
- Past Perfect

- a it happens regularly
- b this state or situation started in the past and is still true
- c it is a permanent situation
- d it is happening now or around now
- e it happened in the past but it doesn't matter when
- f this activity started in the past and is going on now
- g it happened at a specific time in the past
- h it happened earlier than other events in the past
- i this activity formed the background to some past events



1.8

Q: For a few weeks now ¹I've been going out with a man who is much better looking than me. ²We were dancing in a club last night and a dozen women tried to chat him up. Is our relationship going to survive?

A: ³People usually go for someone as good-looking or plain as they are (though this rule excludes rich people, who are all gorgeous 😊). Those who are less similar are more likely to split up. A study found that the husbands who were more attractive than their wives were less supportive of them. Interestingly, we usually overestimate how attractive our partners really are.

Q: My girlfriend loves opera and ⁴I have always hated it. Do opposites attract?

A: ⁵We're not dealing with magnetic poles here, where opposites really attract. In relationships, couples usually share religious and political beliefs, are about the same age and similar in their education and intelligence.

Q: ⁶My last boyfriend dumped me because ⁷I had won the scholarship for the best student in our college. Should I act stupid because men don't like intelligent women?

A: Both men and women rate the importance of intelligence equally. Interestingly, ⁸men prefer women who are almost as smart as them but it's usually not intelligence but being opinionated or uninterested that will put men off. So play nice rather than dumb. Interestingly, there is no evidence suggesting men want someone less attractive than them.

Q: ⁹I've never managed to chat up a girl. Are there chat-up lines that work?

A: A chat-up line works if it makes you look interesting, humorous, athletic or rich. Questions work better than statements. In three-minute speed dates, men who had started the conversation with 'What is your favourite pizza topping?' were voted the most popular. The worst lines were 'I have a PhD in computing' and 'My best friend is a helicopter pilot'.



Practice

6 Choose the correct thing to say in each situation.

- You are explaining why Peter is not at home.
 - He's gone out with Kate.
 - He'd gone out with Kate.
 - He's going out with Kate.
- You want to say that Kate loved Peter.
 - She's been in love with Peter for weeks.
 - She's in love with Peter.
 - She was in love with Peter.
- You want to say that first Peter and Kate divorced and then their dog Digger died.
 - They had divorced when Digger died.
 - They divorced when Digger died.
 - They were divorcing when Digger died.

7 Use the cues to write sentences. There may be more than one correct answer in some cases.

- You're into speed-dating. (I / love speed dates)
I love speed dates.
- You're talking about your last date. (We / go to a concert)
- You meet a friend you haven't seen for some time. (What / you do / recently?)
- You're unhappy. (My girlfriend / dump me)
- You're interested in your friend's current boyfriend. (Who / you go out with?)
- You're explaining why you broke up with your boyfriend. (I / break up with him / because / he / cheat on me)
- Your friend looks very sad. (What / happen?)
- You're describing the first date with your girlfriend. (She / wear a red dress)

LANGUAGE CHOICE 4: PAGE 4

8 Complete the dialogue with the correct form of the verbs in brackets.

- A: Hi, Paula. I ¹ _____ (not see) you for ages. What ² _____ (you / do) here so early in the morning?
- B: Hi, Julie. I ³ _____ (go) to work. I ⁴ _____ (work) for a student dating website for two weeks.
- A: What ⁵ _____ (be) your job?
- B: I ⁶ _____ (improve) people's profiles. Many people ⁷ _____ (not know) what to write about themselves and ⁸ _____ (send) very boring profiles.
- A: How ⁹ _____ (you / get) this job?
- B: I ¹⁰ _____ (surf) the Net when I ¹¹ _____ (find) an advertisement. I ¹² _____ (apply) but they ¹³ _____ (say) they ¹⁴ _____ (hire) someone else. But, after two days, they ¹⁵ _____ (call) me with a job offer.

LANGUAGE CHOICE 5: PAGE 4

Grammar Alive

Sharing personal information

9 1.9 Listen to the dialogue. Use the cues and the correct name (Joe, Steve or Lucy) to write sentences. Use correct tenses.

- study for exams
Joe has been studying for exams.
- meet a lovely girl
- study photography
- take photos for a project
- meet Lucy in the park
- take a photo of Lucy
- break up with her boyfriend
- wait for Steve's call

10 Work in pairs. Use the questions below to interview your partner about his/her love life. You don't have to tell the truth!

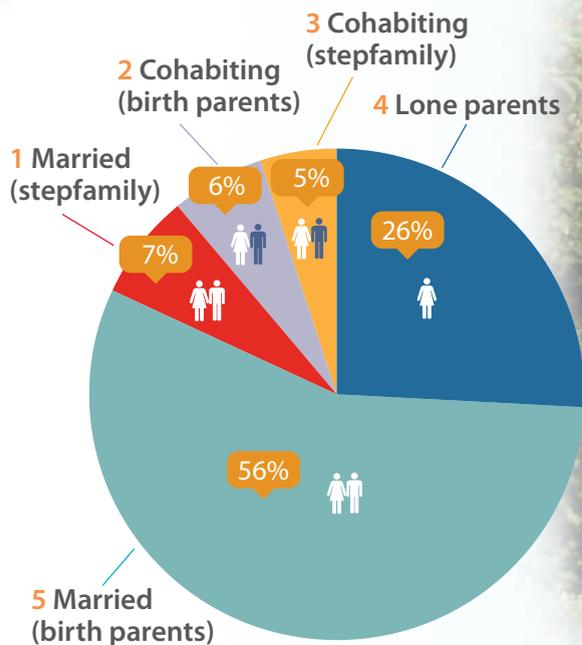
- Are you seeing anyone?
- What does your boyfriend/girlfriend do?
- How long have you been going out with him/her?
- Have you met his/her family?
- What do you know about his/her family?
- Where do you usually go together?
- How did you meet?
- Who did you go out with before him/her?
- Why did you break up?

A: *Are you seeing anyone?*

B: *Yes, I'm seeing someone famous.*

A: *What does she do?*

B: *She is a rock singer.*



Families in the UK

Warm Up

- Look at the chart. Which of these kinds of households are shown in it? Match them with the numbers on the chart.
 - a unmarried couples with their own children
 - b unmarried couples with stepchildren
 - c married childless couples
 - d single parents with children
 - e married parents with their own children
 - f extended families (three generations living together)
 - g remarried parents with stepchildren
 - h unmarried couples without children
 - i single people living on their own (e.g. unmarried, separated, divorced, widows, widowers)
- Your Culture** What do you think are the most and least common types of families and households in your country now?

Listening

- 1.10 1.11** Listen to a radio interview. What are some of the important trends in British family life?
There are more households.
- 1.10 1.11** Listen again and choose the best answers to the questions.
 - The number of households has gone up by:
 - a 17 million. b a million. c 16 million.
 - The proportion of households with people living on their own is now:
 - a 3%. b 25%. c 33%.
 - The number of people marrying:
 - a has gone down a little.
 - b has stayed the same.
 - c has gone down a lot
 - The number of unmarried couples has gone up by:
 - a over two million. b under two million. c nearly two million.
 - The proportion of British children living with one parent is about:
 - a 25%. b 33%. c 50%.
 - Out of young adult children who live at home there are:
 - a more women than men.
 - b more men than women.
 - c the same number of men as women.
 - The number of extended families is:
 - a going down. b staying the same. c increasing.
 - About a third of households have:
 - a childless couples.
 - b extended families.
 - c families with children.

DVD Choice



5 **DVD 1** Watch the documentary without sound. Are the sentences true (T) or false (F)? Watch the documentary again with sound and check your guesses.

- 1 It is about an extended family in India.
- 2 Sukhvinder is the father of four young children.
- 3 Sukhvinder's parents live with him.
- 4 The family are close and all help each other.
- 5 The family are happy living together.

6 **DVD 1** Watch again. Match the comments with the people: journalist (J), Sukhvinder (S), Anmol (A) and Tsher Preet (TP).

- 1 People with Indian roots are more likely to live in extended families than other British people.
- 2 You should look after your parents because they have done so much for you.
- 3 I enjoy helping my granddad use the internet.
- 4 We believe that if you look after your parents, you will be looked after yourself.
- 5 This is how our people have always lived and I would never change it.

7 Would you like to live in the same way as the Bamrah family? Why/Why not?

9 Look at the Talk Builder. Match the words or expressions in **bold** with the meanings (a-g).

- | | |
|---|-----------------------|
| a the way that a situation is changing <i>trend</i> | d to decrease |
| b number | e quantity |
| c to increase | f conclude |
| | g to talk about (x 2) |

Talk Builder

A presentation: describing trends

- 1 In this talk we're going to **look at** ...
- 2 The first interesting **trend** to point out is that ...
- 3 That **figure** is up by ... percent from last year.
- 4 Another area to **comment on** is ...
- 5 The proportion of ... **has gone up** to ... percent.
- 6 The percentage of ... went up from ... percent to ... percent between 1995 and 2009.
- 7 The **amount of ... has gone down**, too.
- 8 Only one in three ... and a quarter of ... do ...
- 9 One of the main reasons for young people being more ... is ...
- 10 So to **summarise**, ...

→ SKILLS BUILDER 32

10 **1.14 Pronunciation** Listen and repeat the sentences describing trends.

11 Complete the sentences with words from the Talk Builder.

- 1 The proportion of young people without work has gone _____ to over a fifth.
- 2 One worrying _____ to point out is that nearly one _____ five boys are obese.
- 3 The _____ of time spent watching TV has gone _____ to 17 hours from 20 hours two years ago.
- 4 The _____ of young people using the Net went up _____ 60% _____ 98% _____ 2004 and 2011.

Speaking Workshop

8 **1.12 1.13** Listen to the presentation. Complete the sentences.

- 1 _____ of 19-year-olds are now qualified to go to college or university.
- 2 Unemployment is at nearly twenty-two percent for _____ -year-olds.
- 3 The number of obese boys in the UK _____ between 1995 and 2009.
- 4 Only _____ of 11 to 16-year-old British boys do an hour's exercise every day.
- 5 98.7% of the UK's young people are _____.
- 6 Over ninety percent of British young people use _____ regularly.
- 7 British 12 to 16-year-olds spend nearly as much time online as they do _____.

12 Work in pairs. Give a presentation about trends.

- 1 Look at the statistics and tables on page 105 and write notes.
- 2 → SKILLS BUILDER 33 Use the strategies to prepare your presentation.
- 3 Give your presentation to another pair. Take turns to give information. Afterwards, ask questions about the other pair's talk.

13 What was the most interesting or surprising information in your partners' talk? Tell the class.

I was surprised that only 37% of American young people sent messages every day on social networks.

MODERN PARENTS



Warm Up

- 1 Look at the photo. What do you argue about with your parents?
- 2 Read the text. What should/shouldn't parents of teenagers do to gain their children's respect?

(1.15)

The concept of parental authority has changed. Today, **no** parent can take their children's respect for granted: authority has to be earned. **Several** studies have shown the following problems.

1 Trust

A lot of young people say their parents don't trust them. **Some** of them have **no** privacy: their parents read **all** their emails and enter their rooms without knocking. **All** of these actions demonstrate lack of respect. Consequently, these teenagers have little respect for their parents.

2 Communication

Hardly any teens discuss their problems with their parents. That's because very **few** teens feel their parents really listen to them. Instead, **most** parents tend to fire off an immediate response to their kids' first sentence.

3 Freedom

Interestingly, most rebels come from very authoritarian homes where kids have very **little** freedom. Teens need **fewer** rules but they have to be clear and unchangeable. Also, if the mother and father don't agree about discipline, teens have **less** respect for **both** parents. They also need a lot of support and **a little** freedom to take their own decisions. **None** of them enjoys just listening to adults.

4 Role models

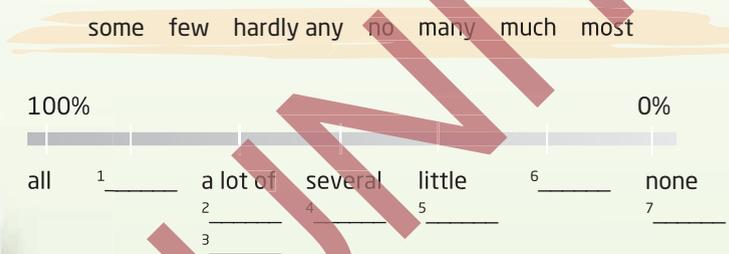
Teens don't have **much** respect for their parents if **neither** of them actually does things they expect their children to do. Like everybody, teens appreciate people who practise what they preach.

- 3 Do you agree with the opinions expressed in the article? Why/Why not?

Quantity

- 4 Look at the phrases in **red** in the text. Find:
 - a four that are **only** used with uncountable nouns, **little**
 - two that are **only** used when we talk about **two** people or things.
 - synonyms of **not much** and **not many**.
 - comparative forms of **little** and **few**.

- 5 Put the words on the scale.



- 6 Use the text to answer the questions with the words from Exercise 5.

- 1 How many parents have to earn their children's respect?
- 2 How many teenagers feel their parents pay attention to what they say?
- 3 How much freedom do teenagers need?
- 4 How many teenagers like following adults' orders?

- 7 Complete the sentences with **both, neither, few, little, fewer** or **less**.

- 1 I think _____ my parents understand me really well. I've had a _____ conflicts with them but _____ of them has ever shouted at me. They have very _____ time for me during the week but they have _____ work at the weekend and we spend a lot of time together.
- 2 _____ my grandmothers are amazing. They have very _____ money but _____ of them complains about her life and _____ of them always have presents for their grandchildren.
- 3 It's horrible. I've got _____ friends now than in primary school and I think I've got _____ time for them because I have to study all the time. I really need a _____ time off.

LANGUAGE CHOICE 6: PAGE 4

- 8 Use the expressions to make true sentences about your class.

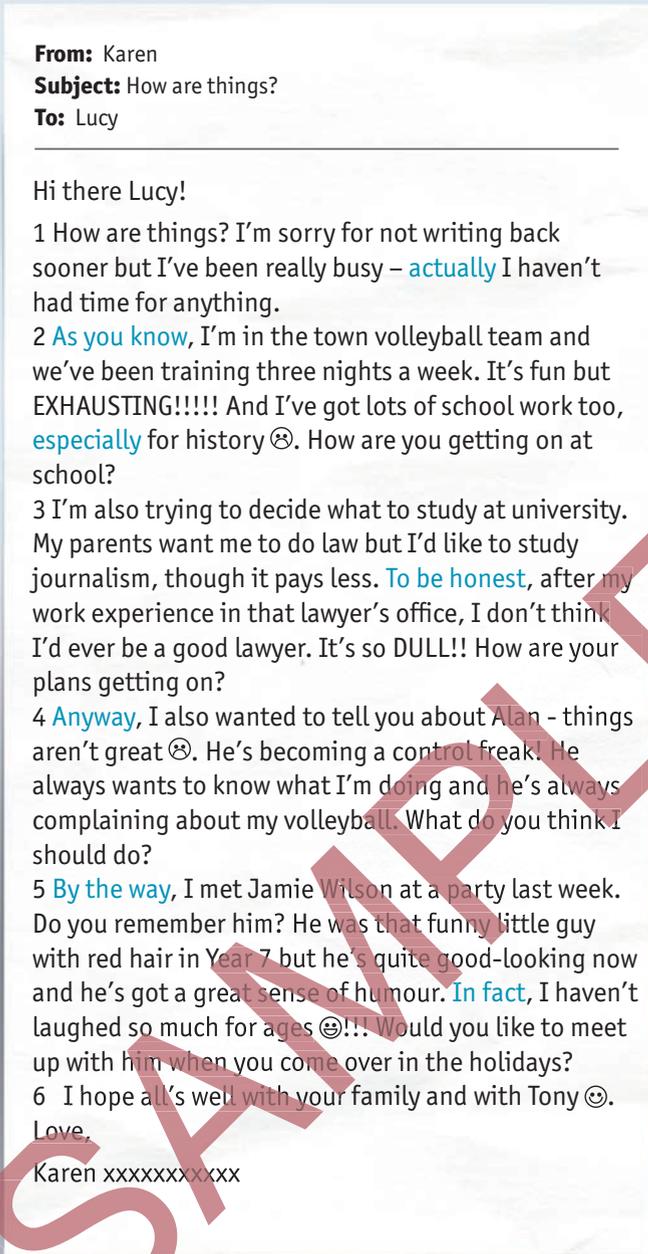
None of us Hardly any of us Some of us
 Many of us Most of us All of us

Hardly any of us spend weekends with our parents.

Writing Workshop 1

1 Read the email. Which two of these adjectives would you not use to describe Karen?

active sociable sporty lazy
independent materialistic



2 Read the email again. Answer the questions.

- 1 What is the relationship between Karen and Lucy?
- 2 Who do you think Alan and Tony are?
- 3 What news does Karen want to know about Lucy's life?
- 4 What opinions and advice does she want Lucy to give her?
- 5 What do you think is going to happen between Karen and Alan?

Text Builder

3 Match the parts of the email (1-6) with the topics (a-f).

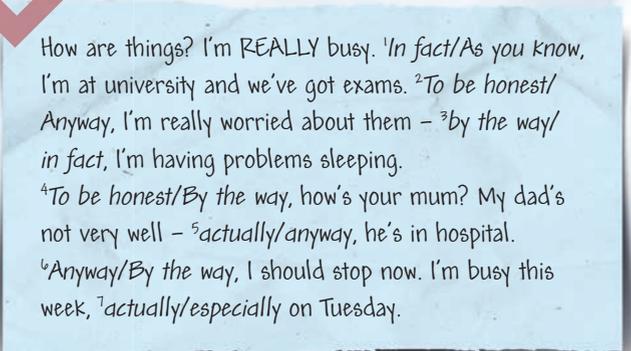
- a news about my everyday life
- b problems with a relationship
- c finishing the letter
- d introduction - apologies for not writing before
- e meeting an old friend
- f my plans for the future

4 → SKILLS BUILDER 11 Use the strategies to find examples of informal style in the email.

5 Look at the words in blue in the email. Match them with the uses (1-6).

- 1 to say something that you have just remembered
- 2 to change the subject
- 3 to say what you really think
- 4 to add information to emphasise or explain what you said before (x 2)
- 5 to emphasise one example of something
- 6 to mention something the other person knows

6 Choose the correct words to complete the email.



7 Write a reply to Karen's email.

→ SKILLS BUILDER 22

- 1 Write notes with answers to Karen's questions. Include one piece of false information about yourself.
- 2 Use your notes to write your email.
- 3 Check your email for mistakes.

8 Give your email to your partner to read. Can they find the piece of false information?

Language Review Module 1

1 Talking about relationships Complete the text with one word in each gap. The first letter of each word is given.

My best friend and I are very ¹c_____. We do everything ²t_____ and help each other out when we have problems. We can tell each other everything because we ³t_____ each other and know that the other person won't give away our secrets. We spend a lot of time together because we like each other's ⁴c_____ and we always have a ⁵l_____ together because we share the same sense of humour. I get on well with a lot of people and I'm ⁶f_____ of them all but no one else is such a good friend. /6

2 Multi-part verbs (1) Complete the sentences with one word in each gap.

- 7 How can I get _____ touch with my old school friends?
- 8 It's _____ to you what information you make public on your website.
- 9 _____ attention to the rules of the website before you use it.
- 10 It's not too expensive when you take _____ account all the things they offer.
- 11 Don't let your social networking page get in the _____ of your studies.
- 12 Everything you need has been put _____ place and is ready for you to use. /6

3 Result linkers (1) Choose the correct word to complete the sentences.

- 13 I've had *so/such* many comments on my blog that I haven't read them all yet.
- 14 Lisa's *so/such* a good friend that I don't know what I'd do without her.
- 15 I was *so/such* upset that I didn't go out for a week.
- 16 I've got *so/such* a big family that I have never met some of my cousins. /4

4 Present and past tenses Complete the sentences with the correct form of the verbs in brackets.

- 17 I _____ (not get) on very well with my brother.
- 18 Sorry I'm late. I _____ (chat) to a friend online earlier and I forgot the time.
- 19 I went to the shops yesterday but I _____ (not buy) anything.
- 20 Before I met Melanie, I _____ (never / have) a proper girlfriend.
- 21 My parents _____ (not meet) my new boyfriend yet.
- 22 A: How long _____ (your mum / work) at the hospital?
B: About three months. She loves it there.
- 23 What _____ (you / do) at the moment?
- 24 I agreed to meet my friends at 8 p.m. but I was late and, by the time I got there, they _____ (all / go) home.
- 25 Hi, Steve, how are you? I _____ (not see) you for ages.
- 26 _____ (your sister / like) computers? /10

5 A presentation: describing trends Complete the text with one word in each gap.

Ten years ago, the average person had only one or two friends that they had never met. Now that figure is ²⁷_____ by a huge amount. We have many virtual friends, in fact the ²⁸_____ of people with virtual friends has increased from eight percent just a few years ago to about eighty percent now. In our class, only one ²⁹_____ four people don't have any Facebook friends that they have never met and over a quarter ³⁰_____ the people we asked had virtual friends from internet forums and blogs. ³¹_____ of the main reasons for this change in how we make friends is that communication is much easier now. So, ³²_____ summarise, changes in communication have affected our friendships to some extent but not completely. /6

6 Quantity Choose the correct words to complete the sentences.

- 33 There are hardly *any/many* people here.
- 34 Why do I earn *less/fewer* money than everyone else here?
- 35 I've got *few/little* very close friends.
- 36 There are ten people here but *any/none* of them are from my class.
- 37 Two boys in my class have got Italian parents but *both/neither* of them speak much Italian.
- 38 There's *several/a little* time left before the film starts.
- 39 I've never met *some/any* famous people.
- 40 *All/All of* us like meeting friends at the weekend. /8

Self Assessment

1.16 Listen and check your answers. Write down the scores. Use the table to find practice exercises.

Exercise	If you need practice, go to
1	Language Choice 1
2	Language Choice 2
3	Language Choice 3
4	Language Choice 4 and 5
5	Students' Book p.11 ex.11
6	Language Choice 6

6 GENIUS

Objectives: Read, listen and talk about exceptional people; read a story extract; interview someone; write a description of a person; learn more about reference words and modality.



a Stephen Hawking



b Grigori Perelman



c Jane Goodall

TOPIC TALK

1 Look at the network. What personality adjectives can describe geniuses? Add other adjectives.

ambitious, ... hard-working, ...

2 **3.17 3.18** Listen to information about the exceptional people in the photos (a-c). What personality adjectives are used to describe them?

Jane Goodall: dreamy, driven

3 **3.19 3.20** Listen to a description of a person. Complete the information in the network.

4 **3.21 Pronunciation** Listen to the adjectives and underline the schwa /ə/ sounds at the end of the words if you hear them. Then listen and repeat the words.

- | | | |
|--------------|--------------|-------------------|
| 1 ambitious | 5 eccentric | 9 relaxed |
| 2 analytical | 6 fearless | 10 self-confident |
| 3 clever | 7 idealistic | |
| 4 driven | 8 meticulous | |

➔ LANGUAGE CHOICE 36: PAGE 20

5 Work in groups. Use the network to describe a person you know well.

Describing people

At first, he/she seems rather ¹ _____ but when you get to know him/her you realise he/she's really quite ² _____.

Sometimes, he/she tends to be slightly ³ _____ but usually he/she is pretty ⁴ _____.

He/She is fairly ⁵ _____.

For example, he/she sometimes ⁶ _____ when talking to people.

He/She is very good at ⁷ _____ and ⁸ _____.

Abilities

analysing and solving problems, debating issues, doing puzzles, drawing and painting, getting on with people, making speeches, playing musical instruments, playing sport, singing, telling jokes, working with other people

Personality

absent-minded, ambitious, analytical, arrogant, articulate, balanced, bright, clever, competitive, creative, dedicated, determined, dreamy, driven, eccentric, energetic, enthusiastic, fearless, idealistic, logical, meticulous, modest, obsessive, reclusive, relaxed, reserved, self-confident, sensible, sensitive, serious, shy, single-minded, thoughtful, witty

Quirks

bites his/her lip, bites his/her nails, blinks, checks his/her mobile, fidgets, frowns, giggles, grins, shrugs his/her shoulders, taps his/her feet, touches his/her hair/nose/ear

Warm Up

1 Look at the map and the pictures. What do you know about Charles Darwin? Which of these things did he do?

- 1 studied theology
- 2 travelled to distant places
- 3 explored the Galápagos Islands
- 4 worked as a doctor
- 5 announced a theory of evolution with another scientist

2 Read the article. Check your guesses from Exercise 1. Why is Darwin considered a genius?

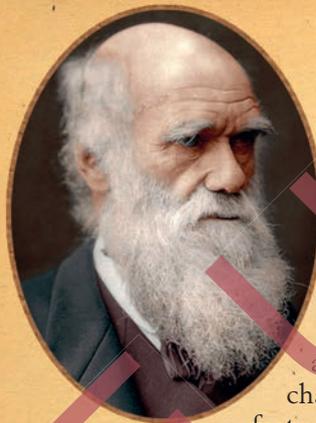
3 What other scientists could be called geniuses? Why?

I think Maria Skłodowska-Curie was a genius. She changed scientists' view of physics and chemistry and, being a woman, had to overcome a lot of barriers.

Reference

4 Look at the nouns in bold in the sentences (1-4). Match them with the uses of articles (a-d).

- 1 He witnessed **an operation** performed on a child. *a*
 - 2 One of the key arguments for natural selection came from **the birds** that Darwin collected from the Galápagos Islands.
 - 3 Darwin's theory of evolution transformed the way we understand **the world**.
 - 4 If **the changes** are great enough, they can produce a new species.
- a something unique
b something specific that is described in the same sentence, e.g. with a relative clause
c it is clear from the wider context which thing we refer to, e.g. it has been mentioned before
d one of many things and it doesn't matter exactly which one



3.22

Charles Darwin (1809–1882) developed a revolutionary theory of evolution that transformed the way we understand the world and we see ourselves. In *On the Origin of Species*, published in 1859, Darwin described the process of natural selection. The 'fittest' animals or plants – those with the characteristics best suited to their environment – are more likely to survive and reproduce. They pass on these desirable characteristics to their offspring. Gradually those features become more common, causing the species to change over time. If the changes are great enough, they can produce an entirely new species. *The Descent of Man*, published in 1871, suggested that humans descended from apes.

DID YOU KNOW?

- When Darwin studied medicine, he witnessed an operation performed on a child without anaesthetic. ¹**That** made him give up medical studies. He then studied theology but, instead of becoming a priest, in 1831 he set off on a five-year scientific expedition around the world. ²**There** he collected evidence for his future theory.
- One of the key arguments for natural selection came from the birds that Darwin collected from the Galápagos Islands. The birds were clearly the same species but ³**some** had large strong beaks for eating nuts while ⁴**others** had long thin beaks for finding worms in the ground. Darwin realised that ⁵**all** came from a single ancestor but, as they dispersed to different islands, they had adapted to eat the various foods available.
- Darwin developed the theory of evolution in the 1830s but he didn't announce it ⁶**then**. He knew his ideas were radical so he delayed publishing the theory for about twenty years while he assembled more evidence.
- The theory of evolution was actually published a year before *On the Origin of Species*. While Darwin was working on his own theory, another scientist, Alfred Wallace, had independently developed a similar ⁷**one**. ⁸**Both** announced their ideas in two joint articles in 1858: one was an extract from Darwin's future book and the other article was Wallace's paper 'On the Tendency of Species to form Varieties'. Interestingly, after 1858 Wallace never wrote about evolution. The other texts he wrote concerned mainly his explorations in Indonesia and Malaysia.





Galápagos finches

5 Look at the words (1-8) in red in the text. Find the phrases in the text that they refer to.

1 *That - witnessing an operation performed on a child without anaesthetic*

6 Read the sentences 1-4 below. Which of the phrases in bold talk about:

- a one from a pair?
- b the remaining ones?
- c one of many/one more?
- d not the ones already mentioned but different ones?

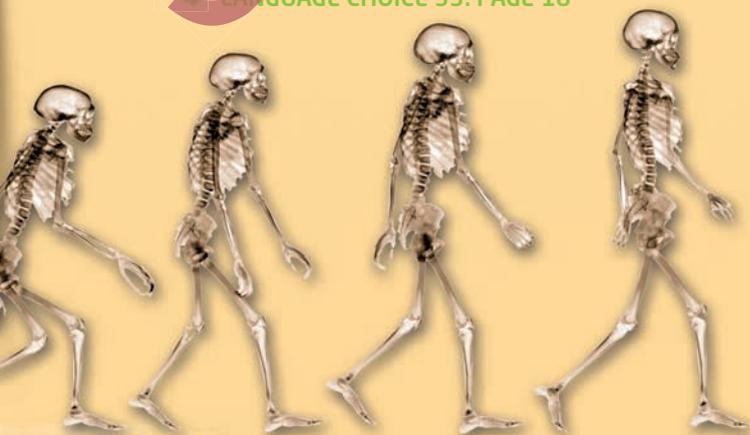
- 1 **Another** scientist, Alfred Wallace, had independently developed a similar theory.
- 2 One was an extract from Darwin's future book and **the other** article was Wallace's paper.
- 3 **The other** texts he wrote concerned mainly his explorations in Indonesia and Malaysia.
- 4 His ideas were unfamiliar to **other** scientists.

Practice

7 Choose the correct words to complete the sentences.

- 1 Darwin had ten children but *some/another* died when they were very young.
- 2 Scientific discoveries are often hard to understand and *all/other* require years of research.
- 3 Darwin was *a/the* theologian. *There/This* didn't help him in his studies on evolution.
- 4 My grandfathers are scientists - *another/one* is a physicist and *other/the other* is a chemist.
- 5 I have to do *another/the other* experiment to complete my research.
- 6 *The/All* dog breeds come from wolves.

LANGUAGE CHOICE 33: PAGE 18



8 Complete the text with the words below.

an (x 2) the (x 2) there this
another the other other both

Alfred Wallace was ¹ *an* explorer. He travelled to South America. ² _____ he studied and catalogued plants and animals and developed his ideas about evolution. On the way back to England, his ship sank, together with his notes and collections. ³ _____ forced Wallace to take ⁴ _____ trip, this time to Indonesia, to collect more data. In 1858, Wallace sent ⁵ _____ article outlining his theory to Darwin and it was published alongside Darwin's own theory. Even though ⁶ _____ developed the theory of natural selection at the same time, only one of them, Darwin, is famous to this day while ⁷ _____ is seldom remembered. However, Alfred Wallace was happy with ⁸ _____ recognition he received in the scientific community. He made ⁹ _____ contributions to the development of evolutionary theory, such as ¹⁰ _____ concept of how animals adapt to using bright colours to warn off predators.

LANGUAGE CHOICE 34: PAGE 18

Grammar Alive

Talking about more than one person

9 **3.23** Listen to the interview. Match the scientists (1-4) with the facts (a-d).

- 1 Wallace 2 Lamarck 3 Mendel 4 Watson and Crick
- a described DNA
- b came to the same conclusions as Darwin
- c came up with a theory of evolution earlier than Darwin
- d developed the concept of genes

10 Use the cues to make dialogues.

- 1 • Copernicus and Galileo / work in the same period?
• die 1543 / born 1564
• important scientist in Galileo's times?
• Johannes Kepler, a German astronomer and mathematician

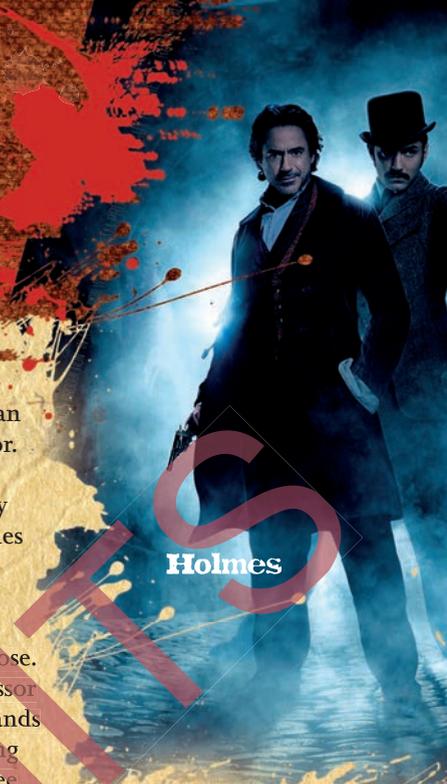
A: *Did Copernicus and Galileo work in the same period?*

B: *No, one died in 1543 and the other was born in 1564.*

A: *Were there other important scientists in Galileo's times?*

B: *Yes, a German astronomer and mathematician, Johannes Kepler.*

- 2 • Michelangelo and Leonardo da Vinci / interested in science?
• mainly a painter and sculptor / an artist and scientist
• great artist in their times?
• lots / e.g. Hieronymus Bosch (the Netherlands), Hans Holbein (Germany)
- 3 • Louis Pasteur and Robert Koch / French?
• French / German
• important microbiologist in 19th century?
• Ferdinand Cohn, German scientist, classified bacteria



3.24

I had not seen Holmes for some time when he strode calmly into my consulting room on the night of April 24th. I observed him and he looked even more pallid and thinner than usual.

'Can I close the shutters?' My rather eccentric friend tiptoed round the wall and closed them.

'You are afraid of something!' I exclaimed.

'No, I am not a nervous man but one must recognise danger when it is near. I must apologise for calling so late,' he said quietly, 'and I must beg you to allow me to leave your house by climbing over your back garden wall.'

'But what does it all mean?' I asked. I saw that his hands were bruised and bleeding.

'You have never heard of Professor Moriarty?' said he. 'Never.'

'He is the Napoleon of crime. Nobody knows the criminal world like I do but I have found out that Moriarty is the organiser of half of the crime in London. He is the first enemy I have met who is my intellectual equal.'

He is a brilliant mathematician and an ex-university professor.

He is a genius, a philosopher.

He does little himself, he only plans and organises. Sometimes his agents are caught but he

always escapes. I have been working for months to try to capture Moriarty and I am close.

In three days' time, the professor and his gang will be in the hands of the police. But this morning Professor Moriarty came to see me. His appearance was familiar to

me. He is extremely tall and thin, has a high forehead and sunken eyes. He looks like a harmless professor but his face moves from side to side like a reptile in a sinister way. He

stared at me with great curiosity.

'Please take a chair,' I said.

'You must give up your persecution of me, Mr Holmes,' he whispered.

'After Monday,' I replied.

'Tut, tut! Now I have only one alternative and that is to kill you.'

'I am afraid,' I said, 'I have things to do.'

'You will never beat me. And if you destroy me, I will do the same to you,' he snarled viciously and went out of the room.

Warm Up

- 1 Work in pairs. Look at the stills of Holmes, Watson and Moriarty from *Sherlock Holmes: A Game of Shadows*. Make guesses about the personalities of the three film characters.

I think Holmes looks outgoing and self-confident. He doesn't look like a genius.

- 2 Read the descriptions of the film characters on page 105. Check your guesses from Exercise 1.

Reading

- 3 → SKILLS BUILDER 17 Read the extract from *The Final Problem* by Arthur Conan Doyle. Use the strategies to match the adjectives below with the characters, Holmes, Watson and Moriarty.

brave brilliant calm dangerous
eccentric evil helpful kind
likeable loyal sinister threatening

Holmes: brave ...

- 4 Read the extract again. Choose the best answers to these questions.

- 1 Why did Holmes close the shutters?

a he was frightened	c Moriarty was outside
b someone might try to kill him	d it was dark outside
- 2 What was Holmes' attitude towards Moriarty?

a he liked him	c he admired his behaviour
b he was afraid of him	d he wanted to catch him
- 3 What is Moriarty's occupation?

a a gang leader	c a professor
b a murderer	d a philosopher
- 4 Why did Moriarty visit Holmes?

a to get to know him	c to threaten to kill him
b to get him to stop investigating	d to kill him
- 5 What did Moriarty probably not do after leaving Holmes?

a try to kill him himself	c organise 'accidents'
b plan Holmes' death	d have him followed
- 6 Which of these things can you not find out about Watson from the text?

a he is married	c he is good with guns
b he is a good friend of Holmes	d he is a doctor

Watson

Moriarty

I knew then that I was in terrible danger. At midday, I was in Oxford Street when I was nearly run down by a carriage. Then, as I **strolled** down Vere Street, a brick came down from a roof and shattered at my feet. Now, on my way here, I was attacked by a thug with a stick. I knocked him down and the police have arrested him. 'You will spend the night here?' I **inquired**. 'No, my kind friend, you might find me a dangerous guest. I would like you to come with me to the Continent.' 'I have not got many patients and my wife is away,' I said. 'So I should be glad to come and help.' 'And to start tomorrow morning?' 'If necessary.' 'Oh, yes, it is most necessary.' Holmes gave me instructions for meeting him and then left over the garden wall.

5 Vocabulary Look at the Word Builder. Match the words in red in the text with the meanings (a-j).

- a walk quickly with long steps **stride**
- b ask someone for information
- c watch someone carefully
- d walk slowly for pleasure
- e walk on your toes
- f ask for something in a way that shows you need it badly
- g look at something for a long time without moving your eyes
- h say something loudly when you are surprised
- i say something very quietly
- j say something aggressively (like an animal when it is angry)

Word Builder Word families

- 1 Say/speak: *exclaim, snarl, whisper*
- 2 Ask: *beg, inquire*
- 3 Look at: *observe, stare at*
- 4 Walk: *stride, stroll, tiptoe*

LANGUAGE CHOICE 37: PAGE 20

6 Use words from the Word Builder to rewrite the dialogue below in a more interesting way. Replace the expressions in italics.

When Williams *walked quickly* into my office, I *carefully watched* him - he seemed very angry and nervous.

'I've got a terrible problem, Smith. Can I speak to you?' he *asked desperately*. 'We've got a spy and I know who it is!' he *said very quietly*.

'A spy!' I *said loudly* and *looked at him for a long time*.

'Don't speak so loudly!' he *said very aggressively*.

'Can I possibly *ask* who it is?' I said.

'It's the boss!' Williams replied.

7 Look at the expressions (1-2) in bold in the Sentence Builder. Which of them express:

- a the reason for doing something?
- b how something is done?

Sentence Builder *by/for + -ing*

- 1 Please let me leave your house **by climbing** over your back garden wall.
- 2 Holmes gave me instructions **for meeting** him.

LANGUAGE CHOICE 38: PAGE 20

8 Match the sentence beginnings (1-5) with the endings (a-e).

- 1 Holmes avoided being killed in Watson's house by
 - 2 When he arrived, Holmes made preparations for
 - 3 Moriarty always escapes arrest by
 - 4 After leaving, Moriarty made plans for
 - 5 Moriarty's men tried to kill Holmes by
- a killing Holmes.
 - b leaving through the garden.
 - c closing the shutters.
 - d getting others to commit crimes.
 - e running him over with a carriage.

9 Work in pairs. Choose a brilliant hero or villain from a film, comic or book. Write notes about:

- his/her personality
- his/her abilities
- what he/she did

10 Work in groups. Tell your partners about your character.

No Comment

'The world is full of obvious things which nobody ever observes.' *Sherlock Holmes*

Your Choice



a Benjamin Grosvenor



b Evgeny Kissin



c Maria João Pires

Warm Up

- 1 Your Culture** Work in pairs. Look at the photos (a-c) and discuss these questions.
 - Who do you think are the greatest musicians ever from your country?
 - Why were/are they great?
- 5** Look at the **Sentence Builder**. Look at the auxiliaries in **bold**. Which sentence expresses surprise?

Listening

- 2 3.25** Listen to seven answers (1-7) from an interview about the lives of concert pianists. Match them with the questions (a-h). There is one extra question.

- What sort of workloads do they have?
- What does it take to be successful?
- What sort of pay and conditions do they have?
- What's the best age for starting?
- Do concert pianists get nervous before concerts?
- How many of them actually become successful?
- What's it like preparing to perform a new piece?
- What are the lives of young pianists like?

- 3 3.26 3.27** → **SKILLS BUILDER 5** Listen to the full interview. Use the strategies to make notes about three of the topics mentioned in Exercise 2.

best age for starting: 6-8 - why? to develop physical capacity

- 4** Work in pairs. Take turns to use your notes to tell your partner about concert pianists.

The best age for starting to play the piano is very young - between the ages of six and eight.

Sentence Builder Emphasis (3)

- Most people recommend starting between six and eight but some pianists **do** begin a lot earlier.
- He loves playing in public but he **does** find it exhausting.
- Wow, he **did** start young!

LANGUAGE CHOICE 39: PAGE 20

- 6** Work in pairs. Use the cues to talk about your musical interests. Use the auxiliaries **do**, **does** and **did** for emphasis.

- I / not very keen on (type of music) / like (a group)
*I'm not very keen on rap but I **do** like Snoop Dogg.*
- (name of singer) not my favourite singer / have some good songs
- last year / not go to any (type of concert) / go to (a type of concert)
- I usually dislike listening to that (group/singer) / like their/his/her latest record/album
- our school / not got (big orchestra/jazz group) / have (choir/rock group)

Speaking Workshop



7 **3.28 DVD 6** Listen to or watch the interview with a rock musician. Complete the sentences.

- 1 This is the first time Suzy has worked as a music journalist.
- 2 Billy Ray used to be the _____ of a rock group.
- 3 The group chose their name after their _____ during a storm.
- 4 The group had _____ in the USA.
- 5 They gave up the group because they were tired of _____.
- 6 Suzy thinks that the group should start _____.

8 Look at the Talk Builder. Match the expressions (1-4) with their uses (a-d).

- a explaining or commenting on something you have already mentioned
- b checking information
- c asking the other person to clarify
- d checking the other person has understood

Talk Builder Clarifying

- 1 Is that right? / So that means ... , right? / So, just to recap, you ... , right?
- 2 What do you mean by that exactly? / I don't quite get that. Could you explain what you mean exactly?
- 3 Do you see what I mean? / Do you follow me?
- 4 To put it another way, we ... / In other words, ... / As I said before, there ... / What I mean to say is ...

SKILLS BUILDER 41

9 **3.29 Pronunciation** Listen and repeat the expressions.

10 Complete the dialogue with expressions from the Talk Builder.

- A:** I am a semi-professional musician. In ¹ _____, I have a day job, too.
- B:** So that ² _____ you work evenings and weekends?
- A:** Yes, that's right. ³ _____ said before, we play every Saturday night in a club. We play 'dance punk'.
- B:** I don't quite ⁴ _____. Could you ⁵ _____ you mean exactly?
- A:** Well, it's a mixture of dance music and punk. To put it ⁶ _____, we play electronic disco music but with a punk element in it. It's great for dancing. Do you ⁷ _____?
- B:** I think so. So, just to ⁸ _____, you're in a five-piece dance punk band, ⁹ _____? And you're a local band, too.
- A:** Yes, and we've just made our first album. Some of the music critics like it but most people haven't heard of it. ¹⁰ _____ I mean to say is that it hasn't got onto the radio or anything like that.

11 Work in pairs. Interview a famous musician.

1 Both choose a real or an imaginary musician (e.g. a composer, singer or guitarist). Find out or make up information about these things:

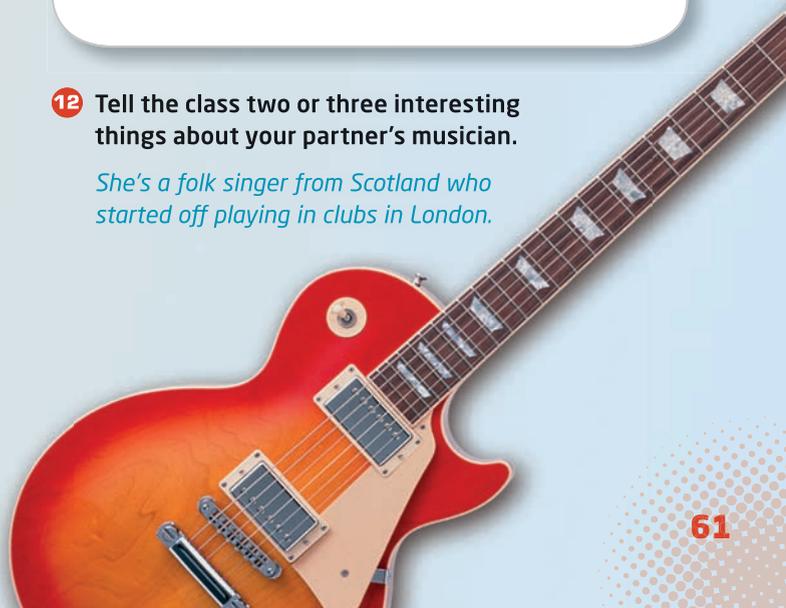
- his/her important albums/songs
- how he/she started off
- how he/she became successful
- what he/she enjoys most
- how often he/she plays live
- plans for the future

2 **SKILLS BUILDER 42** Use the strategies in the Skills Builder to write down five of your most common mistakes when speaking.

3 Take turns to interview your partner using expressions from the Talk Builder.

12 Tell the class two or three interesting things about your partner's musician.

She's a folk singer from Scotland who started off playing in clubs in London.

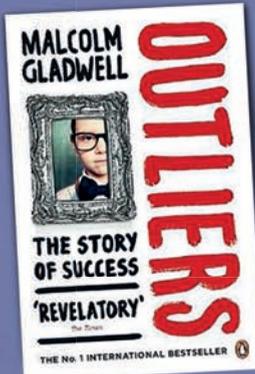


Warm Up

- 1 What do you know about the person in the photo? In what way was he successful?
- 2 Read the book synopsis. What are the necessary ingredients for success? Which, in your opinion, is the most important?



Steve Jobs



3.30

We tend to assume that people like Shakespeare or Darwin owe their success to their genius. In his new book, *Outliers*, Malcolm Gladwell suggests that the truth may be more complex. Of course, all successful people are bound to have some natural gifts. But the true ingredients of success are most probably hard work, opportunity, and the

environment you grow up in.

First, you need about 10,000 hours of practice before you get really good at something. Mozart's early work was certainly not great or original. He composed his first true masterpieces when he was 21. By that time, he must have spent about ten years composing concertos.

But hard work is not enough, you have to get your chance. Most Silicon Valley tycoons, like Bill Gates or Steve Jobs, were born around 1955. When the personal computer revolution came twenty years later, they were at a perfect age to lead it. Besides, in their teens they enjoyed unlimited access to computer terminals, unlike their less fortunate peers. So by 1975, they had definitely done their necessary 10,000 hours of programming.

Finally, success seems to be easier if you come from a culture that promotes hard work, diligence and industriousness. It can't be a coincidence that Asian children are better at maths than anyone else and Japanese cars are supposed to be the best in the world. Did you know that Japanese kids go to school over 240 days a year whereas the American school year is only 180 days long?

Uncertainty

- 3 Look at the sentences (1-4) and compare them to the factual statements in brackets. Do the words in bold make the statements sound:
 - a stronger? b less certain?
 - 1 We **tend to** assume that people owe their success to their genius.
(We assume that people owe their success to their genius.)
 - 2 Japanese cars **are supposed to** be the best in the world.
(Japanese cars are the best in the world.)
 - 3 Success **seems to** be easier if you come from a culture that promotes hard work.
(Success is easier if you come from a culture that promotes hard work.)
 - 4 All successful people **are bound to** have some natural gifts.
(All successful people have some natural gifts.)

- 4 Look at the sentences with modals (1-3). Which sentence refers to the past? Write the corresponding statements of fact.
 - 1 The truth may be more complex.
The truth is more complex.
 - 2 He must have spent ten years composing concertos.
 - 3 It can't be a coincidence.

➔ LANGUAGE CHOICE 35: PAGE 18

- 5 Rewrite the sentences using the words in brackets.
 - 1 Perhaps he's got a musical talent. (may)
 - 2 I don't believe they failed the exam. (can't)
 - 3 He is most probably working now. (bound)
 - 4 I think they enjoy studying. (seem)
 - 5 Everybody says that he is the best student at his college. (supposed)
 - 6 Asian kids study more than European schoolchildren. (tend)
 - 7 I'm certain he received a lot of support from his family. (must)
 - 8 Successful people are confident. (seem)
 - 9 Children spend a lot of time doing things they love. (tend)
 - 10 Good students study hard. (bound)

Writing Workshop 6



1 Look at the picture and read the description. Find three differences.

Text Builder

3 Match the topics (a-e) with the paragraphs (1-5) in the description.

- | | | | |
|---|--------------------------|---|------------|
| a | opinion about the person | d | appearance |
| b | habits/behaviour | e | clothes |
| c | personality | | |

4 Find words or expressions in the description which mean:

- a to see something (paragraph 1)
- b to appear (paragraph 1)
- c to make a clear impact on you (paragraph 1)
- d to appear (paragraph 2)
- e to understand something that you had not noticed before (paragraph 2)
- f is often (paragraph 3)
- g to put on special clothes (paragraph 4)

5 Complete the sentences with words from Exercise 4.

- 1 One thing you immediately _____ about her is her long, dark hair.
- 2 Another thing that _____ you is her lovely, soft voice.
- 3 She is about thirty but she _____ much younger.
- 4 At first, she _____ quite outgoing and sociable but then you _____ that she is quite shy.

6 Use the cues to write sentences with relative clauses.

- 1 long / dark / shiny / thick / **hair**
 He has got long, dark hair which is thick and shiny.
- 2 pale / round / friendly / expressive / **face**
- 3 large / blue / sinister / cold / **eyes**
- 4 soft / deep / attractive / relaxing / **voice**
- 5 strong / muscular / tattooed / sun-tanned / **arms**

7 Write a description of someone special that you know.

SKILLS BUILDER 27

- 1 Choose a person and write notes about his/her:
 - appearance • personality
 - habits/behaviour/talents • clothes
- 2 Use your notes to write the description.
- 3 Check your descriptions for mistakes of spelling and grammar.

8 Work in pairs. Read your partner's description. Give it a mark from 1 to 5 for:

- interest • organisation • language

1 The first thing you notice about Tom is his height. He is 1.90 m but looks even taller because he is pretty solid. The next thing that strikes you about him is his long, dark hair, which is thick and shiny, and his dark, expressive eyes.

2 When you first meet Tom, he seems shy and serious but you soon realise that he has got a great, dry sense of humour. He has that witty ability to say the right thing at the right time which makes everyone fall about laughing.

3 Of course, Tom has his faults. He tends to be bad-tempered early in the morning and he also fidgets and taps his feet a lot, which can be irritating. However, Tom always has time for other people; he is especially good with young children and works as a monitor in a summer camp. He is brilliant at telling stories and jokes and kids love that.

4 Tom hates dressing up and shopping for clothes and he usually wears black jeans, a heavy metal T-shirt and a denim jacket. He does not feel the cold as most people do so you hardly ever see him wearing a scarf or coat, even in the middle of winter.

5 To sum up, Tom is one of those people who do not seem to care much about what people think of him but who is actually very thoughtful and kind to others. For me, he is someone special because he makes me feel happy and relaxed when I am with him.

2 Read the description again. What are Tom's talents, quirks and good qualities?

Language Review Module 6

1 Describing people Complete the description with one word in each gap.

At first my friend Roman ^{1s} _____ quite insecure and shy, but when you get to know him, you ^{2r} _____ that he's really quite outgoing. Sometimes he ^{3t} _____ to be a bit absent-minded. He is ^{4f} _____ modest but he knows that he is very ^{5g} _____ at most school subjects. /5

2 Describing people Match the beginnings (6-10) with the endings (a-g).

- | | | |
|----------------------------|--------------|----|
| 6 Elaine always bites her | a problems. | /5 |
| 7 Tom often shrugs his | b jokes. | |
| 8 My dad hates making | c speeches. | |
| 9 I'm very good at solving | d shoulders. | |
| 10 My mum often tells | e nails. | |

3 Reference Complete the sentences with the words below. There are two extra words.

a all another both other the the other

- 11 If you don't like this idea, I've got _____ one that you might think is better.
 12 There were two people at the meeting. One was very enthusiastic but _____ one wasn't.
 13 We interviewed two people. They were _____ excellent.
 14 I'm in _____ maths competition at school.
 15 _____ final is next week. /5

4 Reference Complete the text with one word in each gap.

We're doing ¹⁶ _____ project at school on geniuses. ¹⁷ _____ genius I'm writing about is Judit Polgar. She's from Hungary and she became ¹⁸ _____ chess grandmaster at the age of just fourteen. She's got two sisters and ¹⁹ _____ of them are great chess players, too. ²⁰ _____ three of them can also speak several languages and have got great educational qualifications. /5

5 Word families Choose the correct words to complete the sentences.

- 21 'Thank goodness!' she *begged/exclaimed*.
 22 'Please help me,' she *inquired/begged*.
 23 Darren *tiptoed/snarled* quietly out of the room.
 24 'Do you know who is in charge here?' she *observed/inquired*.
 25 I spent ten minutes *staring/observing* at the book but I couldn't concentrate on the words. /5

6 Emphasis (3) Complete the dialogue with the correct auxiliaries.

- A: Jane is in the final of the piano competition.
 B: Well, she ²⁶ _____ play really well. You play the piano, don't you?
 A: I ²⁷ _____ have a few lessons but I gave up.
 B: You ²⁸ _____ give up a lot of things! What do your parents say?
 A: My mum ²⁹ _____ get upset sometimes but I ³⁰ _____ do judo for for a whole year before I gave that up! /5

7 Clarifying Complete the dialogue with one word in each gap.

- A: There should be a special school for people like me.
 B: What do you ^{31m} _____ by 'people like you' exactly?
 A: Well, to ^{32p} _____ it another way, people of above average intelligence.
 B: I don't quite ^{33g} _____ that.
 A: Well, as I've said ^{34b} _____, geniuses can get bored at normal schools. Do you ^{35f} _____ me?
 B: I understand that, but you came nineteenth in the class in our last exams! /5

8 Uncertainty Choose the correct words to complete the sentences.

- 36 Which exercise *are we supposed/are we bound/ do we seem* to be doing now?
 37 I don't know Carole very well but she *seems/ tends/is bound* to be nice.
 38 The maths test next week *may/is bound to/must* be difficult. They always are.
 39 Ask Paul about your mobile. He *tends to/can't/ may* have seen it when he was tidying up.
 40 I *can't/must/seem to* have made so many mistakes. Could you check again, please? /5

Self Assessment

3.31 Listen and check your answers. Write down the scores. Use the table to find practice exercises.

Exercise	If you need practice, go to
1	Language Choice 36
2	Language Choice 36
3	Language Choice 33 and 34
4	Language Choice 33 and 34
5	Language Choice 37
6	Language Choice 39
7	Students' Book p.61 ex.10
8	Language Choice 35

9 BUSINESS

Objectives: Read, listen and talk about business and work; watch an extract from a reality TV programme; persuade someone to buy something; write a report; learn more about reported speech and infinitives.

TOPIC TALK

1 **Your Culture** What are the most important companies in your country?

2 **5.1 5.2** Listen to a local radio business report. Complete the notes.

- 1 Big UK company profits up by about _____ %
 2 Local youth unemployment: _____ to _____ %
 3 UK video game sales: _____ by _____ %
 4 Blue Rock profits: _____ by _____ %

3 **5.3 5.4** Listen and complete the information in the network below.

4 **5.5 Pronunciation** Listen to the words below in sentences. Underline the stress. Where does the stress fall for verbs and nouns: the beginning or the end of the word?

- 1 update 3 present 5 decrease 7 export
 2 update 4 present 6 decrease 8 export

LANGUAGE CHOICE 53: PAGE 27



5 Work in pairs. Tell your partner your opinions about companies *you* like and dislike, *your* work experience and *your* ambitions.

Business and work

I think most ¹ _____ give good value for money but a lot of ² _____ offer poor ³ *services/products*.

My favourite company is Funk because its ⁴ *products/services* are ⁵ _____ and ⁶ _____.

I dislike Alpha Telecom because its ⁷ *products/services* are ⁸ _____ and ⁹ _____.

There are ¹⁰ *a lot of/few/hardly any* job opportunities for young people now.

I ¹¹ *have done/would like to do* ¹² _____.

My ambition is to ¹³ _____.

banks, bus/train companies, cafés, cinemas, clubs, clothes/computer/computer game/phone manufacturers, internet/mobile phone network providers, publishers, shops (chain stores/corner shops/department stores/discount stores/hypermarkets)

Products: (un)attractive, (in)efficient, hi-tech, good value for money/overpriced, good/poor quality, (un)reliable, (un)safe, well-made

Services: (in)efficient, (in)expensive, good value for money/overpriced, (un)punctual, (un)reliable, (un)safe

part-time work as a shop assistant, waiter/waitress
summer/holiday work as a life guard, monitor
voluntary work: abroad, community service, environmental
work experience in a company as a programmer, secretary

be a civil servant, be self-employed, set up my own business/company, work for a family business/multinational company/small company, work for an NGO (non-governmental organisation)



a Mark Zuckerberg



b Stella McCartney



c Bill Gates

Warm Up

1 Look at the photos of famous entrepreneurs and try to answer the questions. Check your guesses on page 130.

- 1 What kind of business did he/she start?
- 2 When did he/she start his/her business?
- 3 Why was it successful?

Reading

2 → **SKILLS BUILDER 20** Use the strategies to think of five questions to ask about the magazine profiles. Then read the profiles and try to answer them.

3 Work in pairs. Ask and answer your questions from Exercise 2 about the people.

4 Read the text again. Choose the best answers to the questions.

- 1 What new thing did Vanessa think she could offer parents?
 - a More advice about teens.
 - b Useful advice from teens.
 - c Online advice from parents.
 - d A blog with her own advice.
- 2 Why has she been successful?
 - a She has built a well-known brand.
 - b She knows her customers personally.
 - c She employs a lot of people full-time.
 - d Parents like her website's advice.
- 3 What new thing did Jamal offer music lovers?
 - a Videos of rappers singing and dancing.
 - b Professionally produced videos and interviews.
 - c Videos and interviews of a new style of music.
 - d Live concerts broadcast online.
- 4 Why has Jamal been successful?
 - a He produces exciting material.
 - b He has only filmed famous singers.
 - c He has gone into record production.
 - d He has become a media mogul.

YOUNG ENTREPRENEURS

5.6

Growing up in Los Angeles, **Vanessa Van Petten** got into trouble so often that her mother and father began buying parenting advice books. During one of her frequent **groundings**, Van Petten glanced through several of the books and spotted what she considered two major problems. First, the books provided useless advice. More importantly, they were written by adults with no input from teenagers.

That's when Van Petten decided to **take matters into her own hands**. At the age of sixteen, she wrote a book for parents from the teenage perspective: *You're Grounded: How to Stop Fighting and Make the Teenage Years Easier*. By the age of twenty-one, she had created RadicalParenting.com, an online community for parents and teens. **That's where**, with two full-time employees, Van Petten's 120 bloggers aged twelve to twenty answer questions from parents. The site generates revenue through advertising and sponsored links to other websites.

Vanessa's advice:

Get advice and help: 'Everyone said I was too young to start a company but I used online resources, read books, attended conferences and got advice from people I know.

That's how I learnt about the business so quickly!

Reach new audiences: 'Social media is a great way to get in touch with new users – **that's why** we went on sites for mums and personally emailed videos to big users in each community.'

Do something that works: 'Most importantly, we offered advice that actually works. Parents increasingly began spreading our quirky and sometimes controversial articles **by word of mouth**. We want to build a brand that is not only interesting but also life-changing.'



5 Vocabulary Look at the Word Builder. Match the expressions (1-8) with the meanings (a-h).

- | | |
|-----------------------------|---------------------------------|
| a reach a particular number | e can't go out |
| b has a good result | f later in the future |
| c by someone telling you | g there were good opportunities |
| d do something yourself | h stop you seeing clearly |

Word Builder Idiomatic language (2)

- 1 You're **grounded**.
- 2 She decided to **take matters into her own hands**.
- 3 They spread it **by word of mouth**.
- 4 The **door was wide open**.
- 5 His attitude is **paying off**.
- 6 The channel has **clocked up** 50,000 subscribers.
- 7 It will **cloud your vision**.
- 8 It is bad for you **in the long run**.

LANGUAGE CHOICE 54: PAGE 27

After **Jamal Edwards** got a video camera for Christmas, he filmed foxes in his west London garden, uploaded the film and got 1000 views. **That's what** got him started as a film-maker and, at the age of sixteen, Jamal began SBTV, an online broadcaster of music promos, video interviews and live performances from the UK rap scene.

At the time, grime music, a hybrid of hip hop and UK garage, was just starting. You wouldn't find grime on mainstream TV channels, so artists put videos of their work on YouTube. The **door was wide open** for an online channel dedicated to grime music.

Edwards started filming London rappers freestyling (improvising) on the street, backstage at gigs or in the back seats of cars. The performances, delivered straight to camera and posted online within days, are raw and thrilling. But Edwards didn't want to restrict himself to local unsigned talent or the grime scene so he has filmed other singers. Recently, he and his eight-strong team have been filming the likes of Ellie Goulding, Nicki Minaj, Bruno Mars and even Justin Bieber. Jamal's attitude appears to be **paying off** for the channel. Jamal says that SBTV has **clocked up** 50,000 subscribers and a total of 39 million video views. Last month, he signed a deal with Sony RCA to create his own imprint within the label. Suddenly, the bio on Edwards's Twitter account – 'media mogul' – doesn't seem like an exaggeration.

Jamal's advice:

Don't copy the competition: 'Chase your dream not the competition, because looking at the competition will **cloud your vision** and be bad for you **in the long run**.'

6 Look at the Sentence Builder. Find the expressions in red in the text. What situations do they refer to?

- 1 *when she realised that parental advice books were no good*

Sentence Builder Reference

- 1 **That's when** Van Petten decided to take matters into her own hands.
- 2 **That's where** the bloggers answer questions from parents.
- 3 **That's how** I learnt about the business so quickly.
- 4 **That's why** we went on sites for mums.
- 5 **That's what** got him started.

LANGUAGE CHOICE 55: PAGE 27

7 What experiences have influenced you? Write five sentences about them and their effects. Tell the class.

Once I was ill after eating seafood. That's why I hate it!

8 **Your Culture** Work in pairs. Choose two of the questions to discuss.

- 1 What famous entrepreneurs are there from your country? What business did they start?
- 2 What personal qualities do you think entrepreneurs in your country need to have?
- 3 Do you think you would be a good entrepreneur? Why/Why not?
- 4 What would be a good sort of business to start in your town or city? Why?

9 What did you agree about? Tell the class.

We agreed that you need to be hard-working and have initiative to start your own business.

No Comment

'I work for myself, which is fun. Except when I call in sick, I know I'm lying.'

Rita Rudner



a



b

5.7

Warm Up

- Look at the photos (a-b). Which job would you like to do?
- Read the short article. Answer the questions.
 - What problem does it describe?
 - What solutions are offered?
 - What is the employers' opinion?
- Read the comments about the article. Whose experience is positive and whose is negative?

Reporting

- Complete the table with the original sentences.

Reported sentence	Original sentence
1 They said they didn't need any new staff.	
2 They warned me that they wouldn't pay me.	
3 They said they had been looking for a job for weeks.	

- Read the sentences. Why has the tense in the underlined part **not** been changed to the past tense? Match the sentences (1-3) with the explanations (a-c).
 - My grandfather always said that any job is better than no job.
 - They think I'm unsuitable.
 - They said they usually hire people with some experience.
 - the reporting verb is in the present tense
 - we report a general truth
 - we report a statement that is still true at the moment of reporting

Youth unemployment is on the rise. The number of 16 to 25-year-olds without a job is reported to have reached 1 million last week. It is believed that the situation is not going to improve soon.

The government is trying to ease the problem by creating training programmes. Unpaid apprenticeship and work experience schemes are expected to help young people gain necessary professional experience. However, some employers are sceptical: 'Young people today are known to have very high expectations. It's often said that they want to work less and earn more,' says Mark Harmon, chairman of West London Shopkeepers' Union.

Comments

5.8

I want to become a hairdresser. My teachers **advised** me to look for an unpaid apprenticeship and I found a job in a hair salon, though they said they usually hire people with some experience. They **warned** me that they wouldn't pay me but at least I'm learning some practical skills.

Ian Dawson, 18, London

I did some work experience in a restaurant. When I **inquired** when they were going to pay me, they **threatened** to fire me. A lot of my friends **admit** they can't afford to work for free so they can't get any work experience.

Tom McLane, 20, Norwich

The media **accuses** young people of being lazy but that's not true. I recently employed three young men on unpaid work experience. They said they had been looking for a job for weeks. They work so hard that I've **offered** to pay them.

Alex Harrison, 52, Liverpool

I went to an interview once but when I said I don't have any GCSEs they said they didn't actually need any new staff. People think I'm unsuitable just because I don't have English and maths GCSEs!

Lizzie Moore, 19, York

I graduated in Public Relations. At first, I applied for the jobs I really wanted but my grandfather always said that any job is better than no job so I looked for other jobs. Yesterday, there were 60 applicants for one job behind a bar and the manager jokingly **suggested** that anyone less attractive than Brad Pitt should give up.

Mike Mitchell, 24, Newcastle

6 Match the statements (1-8) with the reporting verbs in red in the text.

- 1 You should look for an unpaid apprenticeship.
- 2 If you don't look like Brad Pitt, give up.
- 3 I'll pay you.
- 4 Young people are lazy.
- 5 We can't pay you.
- 6 When are you going to pay me?
- 7 Be careful, we can fire you.
- 8 To be honest, I can't afford to work for free.

➔ LANGUAGE CHOICE 56: PAGE 28

7 Look at the sentences below. Do they report:

- a a general/impersonal opinion/statement?
 - b the words/opinion of a particular person?
- 1 **It is believed** that the situation is not going to improve.
 - 2 **It's often said** that they want to work less and earn more.
 - 3 Work experience schemes **are expected to help** young people.
 - 4 Young people today **are known to have** very high expectations.
 - 5 The number of 16 to 25-year-olds without a job **is reported to have reached** 1 million.

8 Look at sentences 3-5 from Exercise 7. Answer the questions.

- a Are the verbs in **bold** passive or active?
- b Do they describe an opinion held in the present or the past?
- c What verb form in **red** are they followed by: a tense, an infinitive or an *-ing* form?
- d Which verb form in **red** refers to an opinion about the past and which about the present or the future?

Practice

9 A businessperson lost all his money yesterday. Report what he said last week. Where do you not need to change the tense?

- 1 'My name is Michael Wallenberg.'
He said his name is Michael Wallenberg.
- 2 'I'm rich.'
- 3 'Money doesn't bring happiness.'
- 4 'I'm going to give £5 million to charity.'
- 5 'I have three children.'
- 6 'My business is in perfect shape.'

10 Use the beginnings to rewrite each sentence in two ways.

- 1 Everyone supposes that banks will give fewer loans.
Banks are supposed to be giving fewer loans.
It is supposed that banks will give fewer loans.
- 2 Experts expect that unemployment is going to rise.
Unemployment _____
It is _____
- 3 Everyone knows that economic problems started a long time ago.
Economic problems _____
It is _____
- 4 People believe that good education gives better job opportunities.
Good education _____
It is _____
- 5 People say that colleges have stopped teaching practical skills.
Colleges _____
It is _____

➔ LANGUAGE CHOICE 57: PAGE 28

Grammar Alive Impersonal reporting

11 5.9 Listen to the news item. Complete the sentences with things reported in the programme.

- 1 A hundred new businesses are reported *to be registered every week*.
- 2 It is reported that young businesspeople are _____.
- 3 It is believed that the most successful businesses _____.
- 4 It is supposed that the new trend _____.
- 5 The IT business is expected to _____.

12 Use the cues to write short news items.

- 1 Inflation / report / reached 5% last month - expect / will go up to 8% next year
Inflation is reported to have reached 5% last month.
It is expected that it will go up to 8% next year.
- 2 Steve Jobs / believe / was the biggest visionary in business - say / his company is not going to be so creative without him
- 3 know / employers look for experienced workers - work experience programmes / expect / help young people find jobs - hope / a lot of teenagers will benefit from them
- 4 Bill Gates / know / started his business as a teenager - his company / believe / earned billions of dollars throughout the years - Gates / know / given a lot of money to charity

Warm Up

- 1 Work in pairs. Look at the network. Which of the stages do you think is the most difficult? Which activities would you find most interesting?



Listening

- 2 **5.10 5.11** Listen to a phone-in programme about starting up a business. Order Sir George's underlined advice in Exercise 1.

1 *list unique selling points*

- 3 **5.10 5.11** Listen to the programme again. Complete the sentences.

- 1 Sir George Pitcher appears on TV and is a businessman from East London.
- 2 You need to think about how your product is different _____.
- 3 A sales talk should explain how your product is useful for your _____.
- 4 You should prepare your presentation well, _____ and be enthusiastic.
- 5 A prototype is a _____ of your product that you can test out and improve.
- 6 You can either make a prototype yourself or pay for the _____.
- 7 To find a possible area for a new business, identify situations where _____ don't work very well.
- 8 When doing market research, it's important to _____ the competition.

- 4 What part of Sir George's advice do you think is the most useful? Tell the class.

I think his most useful advice is to decide how your product is different from the rest.

DVD Choice



- 5 **DVD 9** Watch the documentary without sound. Are the sentences true (T) or false (F)? Watch the documentary again with sound and check your guesses.

- 1 *Junior Apprentice* is a reality show about a business competition.
- 2 The participants' task is to design and sell a product for university students.
- 3 Hannah and the boys develop a trolley and sled for music festivals.
- 4 Adam and the girls design a plastic storage unit with games.
- 5 Adam's team get slightly fewer sales than Hannah's team.

- 6 **DVD 9** Watch again and answer the questions.

- 1 What sort of person is Lord Sugar looking for as the winner?
- 2 What kind of person is Lord Sugar?
- 3 Which of the two teams works better? Why?
- 4 What are the unique selling points of the two products?
- 5 What reason is given by the final shop for not making an order?

- 7 Would you buy either of the products? Why/Why not?

Speaking Workshop



8 **5.12 5.13** Listen to a dialogue about the product in the photo above. What are its main advantages? Would you buy one? Why/Why not?

9 **5.12 5.13** → **SKILLS BUILDER 8** Listen to the dialogue again. Use the strategies to decide whether the statements about the situation are true (T) or false (F).

- 1 Danny and Mrs Atkinson don't know each other very well.
- 2 The dialogue takes place in the school hall.
- 3 Danny is selling things to get money for himself.
- 4 Danny is outgoing and likes selling things.
- 5 Mrs Atkinson is convinced by the T-shirts from the start.
- 6 Mrs Atkinson's children are called Angela and Tommy.
- 7 She is in a hurry to go somewhere else.

10 Look at the Talk Builder. Do the structures in bold make the sentences more or less emphatic?

Talk Builder Convincing someone

- 1 That's **what** makes them so special.
- 2 And **even better** is the guitar T-shirt.
- 3 **What's brilliant about them** is that you can ...
- 4 They're great ... because **all you need** is ...
- 5 **Another thing that's fantastic** about them is that ...
- 6 **What's also good** is that they're ...
- 7 But **it's the price** that will just amaze you!
- 8 They don't ... but they **do have** ...

→ **SKILLS BUILDER 46**

11 **5.14 Pronunciation** Listen and repeat the sentences.

12 Complete the description with words from the Talk Builder. Would you like to use the app?

This is a great new mobile phone app to study English with. ¹ _____ fantastic about it is that it has lots of interactive exercises. ² _____ thing that's great is the recording facility - ³ _____ what makes it great for improving your speaking. ⁴ _____ also good is the dictionary with translations in twenty languages. And ⁵ _____ better is the automatic language checker which tells you your mistakes and gives you the correct version. The app can't show films but it ⁶ _____ have lots of things to listen to. But it's the material ⁷ _____ you'll love - it's fun and up-to-date. Now ⁸ _____ you need is your mobile phone and you can study English anywhere!

13 Work in pairs. Act out a role-play to sell something.

1 Imagine you are selling something to raise money for a good cause (e.g. cancer research). Choose a second-hand or new object to sell. Write notes about:

- what it is
- what it does
- its advantages
- its price
- possible questions about it

2 → **SKILLS BUILDER 47** Look at the strategies for playing for time. Which is the most useful in your opinion?

3 Act out the role-plays. Take turns to sell your object.

14 Did your partner convince you? Why/Why not? Tell the class.

Anna really convinced me about her ...





Warm Up

- 1 Read the article. Which strategy is more effective in decision-making: relying on intuition or analysing a lot of data?

5.15

We believe that in order to take the right decision we need to collect as much information as possible. Imagine you want to buy a computer: you analyse the advantages and disadvantages of tens of models and finally buy one. You may have chosen thoughtfully but, surprisingly, you could have made an even better decision without so much thinking.

George Soros, a famous businessman, is known to have been helped by intuition in many of his successful investments. Similarly, experienced stockbrokers often 'know' what is the right thing to do even before they see the available data. How is that possible?

We don't need loads of information to make the right decision – but we need the right kind of information. When we have to go through a lot of data, we waste time. Instead, the key information can be selected intuitively from our experience and can help us make an absolutely correct choice. When decisions have to be made fast, our first impressions can give us very effective guidelines, especially if we have had a lot of experience in this field. The more experience we have had, the more correct our intuitive judgment is. Experiments suggest that conscious analysis of all the pros and cons makes sense when our decision is relatively straightforward, such as choosing between two T-shirts in a shop. But when the choice is complex, like whether to marry someone or not, snap decisions can be more effective. So when your intuition seems to be telling you to do something, it may be a good idea to take it seriously.

- 2 How do you make choices? Are you a quick or a slow decision-maker?

Infinitives

- 3 Look at the infinitives in red in the sentences (1-5). Are they simple (S), passive (PS), continuous (C) or perfect (PR)? Look at other infinitives in red in the text and describe them in a similar way.

- They know what is the right thing to do.
- You may have chosen thoughtfully.
- George Soros is known to have been helped by intuition in many investments.
- Decisions have to be made fast.
- Your intuition seems to be telling you to do something.

- 4 Look at sentences 2 and 5 in Exercise 3. Which infinitive talks about something that:

- happened earlier, before other events?
- is/was going on at the time of other events?

- 5 Read the sentences (1-5) and match them with the situations (a-e).

- They seem to employ students here.
 - They seem to be employing some students here.
 - They seem to be employed here.
 - They seem to have employed some students here.
 - They seem to have been employed here before.
- They probably employed students in the past.
 - They are probably employing students.
 - They are probably employed here.
 - They were probably employed here.
 - They probably employ students.

LANGUAGE CHOICE 58: PAGE 28

- 6 Use the beginnings provided and the correct infinitives to rewrite the sentences.

- It seems that we took a very good decision.
We seem to _____.
- It's possible that his fortune was acquired illegally.
His fortune may _____.
- I don't like it when people question my decisions.
I don't like my decisions _____.
- I think they are thinking about a new strategy.
They could _____.
- I'm happy that I'm working here.
It's good to _____.

- 7 Complete the text with the correct infinitive form of the verbs in brackets.

The world seems ¹ _____ (dominate) by famous labels. Every teenager wants ² _____ (have) designer shoes and jeans. But it's good ³ _____ (know) how these products are made. You may ⁴ _____ (dream) about the expensive computer on your desk for years but remember that it could ⁵ _____ (produce) by Chinese or Indonesian teenagers. They may ⁶ _____ (work) all day in horrible conditions. They may ⁷ _____ (pay) so little that they can hardly survive. And they may never ⁸ _____ (use) a computer in their life.

Writing Workshop 9

1 Which of the following **paid** jobs do you think young people (aged 18-25) can get abroad?

- work on nature conservation projects
- cleaner in a hotel
- work in a hospital
- group leader or monitor of children
- bar or restaurant worker
- work with disabled children
- language teacher
- grape picker
- sports instructor
- life guard

2 Read the report and check your answers from Exercise 1.

Summer Jobs Abroad

1 The **objective** of this report is to list summer jobs abroad for young people from 18 to 25 in full-time education. To produce the report, research was carried out on the Net and ten people with experience of working abroad were interviewed.

Resort jobs

5 The most common jobs are in holiday resorts, hotels and campsites in European countries, **especially** France and Spain. Bar, restaurant and hotel jobs can be found for applicants with a reasonable level of the local language. **Another alternative** is being a monitor organising free-time activities but it is **vital** to have qualifications for working with children.

Summer camp

10 Group leaders, monitors and life guards are wanted for summer camps, **particularly** in the USA. **Moreover**, there is work for qualified instructors in outdoor pursuits like climbing and horse-riding. First-aid qualifications are **essential**.



Other jobs

20 Grape picking in France is a popular job **although** it is hard work and does not pay well. Teaching English on summer courses is **another option** **providing** you have done a basic one-month course.

Volunteering

25 **Provided that** you do not need the money and can pay for your trip, you can do 'voluntourism': travel and work on community projects, help disabled children, work with endangered animals or help out in hospitals.

Useful tips

- For European jobs, only your passport is needed. **However**, you have to get a working holiday visa as well for jobs in the USA and Australia.
- It is **important** to get a job before you go abroad. The best places to find jobs are websites, like www.seasonworkers.com.
- Never lie in your application and do not apply unless you have the right qualifications.



Text Builder

3 Find this information in the report.

- a the methods used to get the information *lines 3-4*
- b the purpose of the report
- c advice about getting jobs
- d the list of possible jobs
- e holidays with voluntary work

4 Find expressions in **blue** in the text meaning:

- a the purpose of
- b necessary (x 3)
- c a different choice (x 2)

5 Find linking words in **red** in the text that have the same meaning as:

- a if (x 2)
- b but (x 2)
- c in addition to that
- d in particular (x 2)

6 Write a report about jobs or courses.

SKILLS BUILDER 30

1 Choose one of the topics below. Make a list of information you want to find out.

- part-time and summer jobs for young people in your area
- courses for learning English abroad
- courses in your area (fitness, outdoor pursuits, arts and crafts)

Jobs for young people: what kind? pay? hours and conditions?

2 Use your questions from Stage 1 to look for information on the Net and interview people. Write more notes.

3 Use your notes to write a report. Use headings and organise it in this way:

- introduction: objective/methods used to collect data
- list options and alternatives
- useful advice/tips

4 Check your report for spelling, vocabulary and grammar.

7 Work in groups. Read each other's reports. Tell the class the most interesting information you have learnt.

Language Review Module 9

1 Talking about business and work Complete the description with the words below.

experience opportunities part
punctual value voluntary

When I left school, there weren't many job ¹ _____ for people like me without many qualifications. I did some ² _____ work in a local hospital and I got a ³ _____-time job in a restaurant but I really wanted to work in fashion. At school, we had done some work ⁴ _____ in a department store and I really enjoyed it. In the end, I set up my own internet clothes shop. I offer good ⁵ _____ for money and the shop is doing well. My cousin works for me. She is full of ideas and always ⁶ _____ for work and for meetings. /6

2 Idiomatic language (2) Replace the underlined part of the sentences with an idiomatic expression including the correct form of the word in brackets.

- 7 News of our website has spread by people talking about it to each other. (mouth)
- 8 I was very pleased when my blog was visited by its 1000th visitor. (clock)
- 9 Eventually this job will lead to great opportunities. (run)
- 10 Her positive attitude to work is leading to good things for her. (pay)
- 11 Don't rely on other people. You should do things for yourself. (matters)
- 12 Inventors shouldn't worry about anything which will make things less clear for them. (vision) /6

3 Reference Complete the sentences with *That's + when, why, where, what or how*.

- 13 I worked as a shop assistant last summer. _____ I didn't go on holiday.
- 14 There's a new clothes shop in the town centre. _____ I bought this dress.
- 15 My friend had a great idea for an internet business. _____ he made his fortune.
- 16 My friend worked on a farm in Italy last year. _____ I'd like to do next year.
- 17 Last week I helped my aunt in her shop. _____ I realised that I didn't want to be a shop assistant. /5

4 Reporting verbs Report the sentences using the verbs in brackets.

- 18 'You are late,' said Mr Davies to Mark. (accuse)
- 19 'I overslept,' said Mark. (admit)
- 20 'I'll get someone else,' said Mr Davies. (threaten)
- 21 'You should get more sleep,' said Mr Davies. (advise)
- 22 'I'll be watching you,' said Mr Davies. (warn)
- 23 'I can work late,' said Mark. (offer) /6

5 Reporting Complete the sentences with the correct form of the words in brackets.

- 24 (It / known) _____ that success is difficult.
- 25 (It / believe) _____ that young people are lazy.
- 26 Unemployment (expect / become) _____ worse.
- 27 (It / say) _____ that shops will disappear.
- 28 Prices (report / rise) _____ by six percent this year. /5

6 Convincing someone Complete the text with the words below. There is one extra word.

also another better it's need
that's what's

²⁹ _____ great about these shoes is that they are totally practical. ³⁰ _____ thing ³¹ _____ brilliant is that they actually help your feet to breathe and they ³² _____ have a five-year guarantee. You'll love them but ³³ _____ the price which will astound you. They are a complete bargain at only £20. Even ³⁴ _____, if you buy one pair, you can get a second pair half price. /6

7 Infinitives Rewrite the sentences using the words in brackets and an infinitive.

- 35 I work during the holidays so that I can save money. (I / in order)
- 36 My ambition is to become very rich. (I / want)
- 37 I enjoy working for myself. (It / good)
- 38 It's possible that Mark lost his job last week. (Mark / may)
- 39 It appears that we were employed to do the boss's shopping. (We / seem)
- 40 We know this money was stolen. (This / known) /6

Self Assessment

5.16 Listen and check your answers. Write down the scores. Use the table to find practice exercises.

Exercise	If you need practice, go to
1	Language Choice 53
2	Language Choice 54
3	Language Choice 55
4	Language Choice 56
5	Language Choice 57
6	Students' Book p.91 ex.12
7	Language Choice 58