


LISTENING

1  Work in pairs. Look at the people in the pictures and discuss what you think their attitudes to the following might be:

- personal appearance
- clothes
- cosmetic surgery



Hannah, UK




Hiro, Japan



Marielena, Venezuela



2  Listen to the interviews from a radio programme. Were you right?

3  Listen again and answer the following questions.

- 1 What does the presenter say about the effect of globalization on young people around the world?
- 2 What two things does Chris say still influence young people's attitudes to dress and appearance?
- 3 What does Chris say that young people in the UK have traditionally been?
- 4 According to Chris, what type of cosmetic surgery has become more popular in Venezuela in recent years?
- 5 In Japanese working environments, what is expected of employers in terms of dress and appearance?

4  Work in pairs. Discuss the questions.

- How would you describe young people's attitudes to appearance, dress and cosmetic surgery in your country?
- How do you think your generation's attitudes are different from your parents' or your grandparents' attitudes?
- Would you ever have cosmetic surgery?

VOCABULARY

People / Travel & adventure

5 Match the words in the box with the definitions.

competitor economist employee
employer lawyer trainer

- a person who teaches others how to do something
- a person or company who gives work to another person
- someone who studies or works in finance
- someone who studies or works in law
- somebody who works for another person or company
- somebody who takes part in a contest

6 Complete words 1–6 then match them to pictures A–F.

- 1 w _ _ _ r 3 a _ _ _ r 5 c _ _ k
2 p _ _ _ _ t 4 v _ _ _ r 6 a _ _ _ _ _ t



7 Complete the text with the words in the box.

challenge exhaustion experience
goal journey jungle navigated

When a team of Swedish athletes took on the ¹ ... of the 430-mile Adventure Racing World Championship, they had no idea that they would finish the race with a fifth team member. Suffering from hunger and physical ² ... , the team sat down for a meal as they prepared to take on a 20-mile trek through the Amazon ³ ... They noticed a stray dog nearby and gave him some food. As they stood up to continue their ⁴ ... , the dog started to follow them. He was pulled through knee-deep mud during treks, and even swam alongside the team's kayak while they ⁵ ... the Amazon river. After six days, the team completed the race and took the dog, who they had named Arthur, to see a vet. Mikael Lindnord, one of the athletes, realized that, after their ⁶ ... together, he couldn't leave Arthur, so he adopted him and took him back to Sweden. Lindnord said that his original ⁷ ... had been to win the Championship. 'Instead,' he said, 'I got a new friend.'



GRAMMAR

Present perfect simple & continuous

Grammar presentation

Present perfect simple and continuous

We use the present perfect simple for:

Events or situations within an unfinished or unspecified time period.

*Sales of big designer labels **have risen** dramatically.*

***Have you ever had** cosmetic surgery?*

Recent events that have a present result.

*She looks different because she's just **had** cosmetic surgery.*

States that started in the past and are still true.

*Young people **have traditionally been** very innovative and original when it comes to fashion.*

We use the present perfect continuous for:

Activities that started in the past and are still happening.

*Operations **have been increasing** for quite a few years.*

Activities that were in progress recently and have a present result.

*He's got a smart new jacket; he's **been shopping** again.*

8 Complete the sentences with the correct form of the present perfect simple or continuous of the verb in brackets.

- Young people ... (always / spend) more money on clothes than older people.
- Teenagers in Britain ... (dress) more conservatively recently.
- Many smaller shops in city centres have closed because they ... (be able to) compete with large out-of-town shopping centres.
- Cosmetic surgery ... (become) more socially acceptable in the last twenty years.
- Fashion designers ... (work) on less expensive designs since the start of the recession.
- Have you ever ... (wear) anything that was really expensive?

9 Write sentences in the present perfect simple or continuous about trends in the following areas in your country.

exercise food going to the cinema
shopping smartphones television

Young people have been doing less and less exercise since the rise in popularity of the internet.

10 Work in pairs. Talk about the sentences you wrote in the previous activity. Do you agree with your partner's ideas?

READING

1 Work in pairs. Discuss the questions.

- Look at the picture. Where is this place? Why is it famous?
- What do you think the origin of the name could be?

2 Read the text about Hollywood. Answer the questions.

- 1 What were the possible origins of the name *Hollywood*?
- 2 Why did the film industry begin to develop in the area around Hollywood in the early 1900s?
- 3 Why was the Hollywood sign constructed?

WHAT'S IN A NAME?

In the 1870s, the area known as the Cahuenga Valley, south of the Santa Monica Mountains in California, was home to a thriving agricultural community. Fruit was cultivated and flocks and herds of animals were reared. Around that time, Harvey Henderson Wilcox and his wife Daeida bought a 160-acre piece of land in the area, with the aspiration of developing a new town.

On February 1, 1887, the Wilcox's determination paid off and they filed a map of the town at the Los Angeles County Recorder's Office. This was the first official document with the name 'Hollywood' printed on it. There is some uncertainty over the origin of the name. One version claims that it was inspired by the neighbouring Holly Canyon, where English holly had once grown. Another version claims that Daeida had been travelling home by train one day when she came across a woman from Ohio who told her that her house was called Hollywood. Either way, this was the first record of the name which was to become internationally famous and synonymous with the US film industry.

By 1900, the number of residents in Hollywood was increasing significantly and through their enterprise and resourcefulness, the settlement now boasted a post office, a couple of markets and its own newspaper; there was also a single-track tramline which ran to Los Angeles, 16 kilometres to the east. The tramline ran alongside Prospect Avenue, which later became Hollywood Boulevard. Two years later, construction began on the Hollywood Hotel and residents voted to annex Hollywood to nearby Los Angeles.

In the early 1900s, swarms of filmmakers who, until that time, had been based on the east coast of the United States, began to head to the Los Angeles area in order to escape strict new rules imposed on the industry by Thomas Edison. Southern California's warm, dry climate helped too, and so more and more movie folk headed west in the hope of re-establishing their businesses; and if they were pursued by Edison and

his regulations, they had a fast escape route into Mexico!

But it was the Biograph Company's move to the area - unhindered by Edison - along with leading actors such as Mary Pickford and Lionel Barrymore, that confirmed Hollywood as a movie-making town. Biograph's film *Old California* was the first to be made there, and in 1911 the first film studio was set up by Al Christie on the corner of what are now Sunset Boulevard and Gower Street. Christie's subsequent success led to studios being built by Cecil B. DeMille and Charlie Chaplin, and of course, the rest is history.

But one important part of that history which must be mentioned is the famous Hollywood sign, high on the hills behind the town. It was originally constructed to promote a new studio, Hollywoodland, in 1923, when the film industry was growing rapidly, but it quickly fell into disrepair. In 1943, the Hollywood Chamber of Commerce removed the last four letters and restored the rest of the sign. The Chamber of Commerce registered the sign as a trademark, and since then, any filmmaker who wants to film it must get permission from the Chamber, who in turn, and much to their own satisfaction, receive very lucrative fees.



3 Scan the text to find out what happened in the years below.

1887 1900 1911 1923 1943

4 Now read the whole text more carefully and answer the questions.

- Why did Harvey Henderson Wilcox and his wife Daeida buy land in the Cahuenga Valley?
- What was the original name of Hollywood Boulevard?
- What was the effect of the Biograph Company moving to the Hollywood area?
- Which two famous Hollywood figures built film studios shortly after Al Christie?
- How does the Hollywood Chamber of Commerce make money from the Hollywood sign?

GRAMMAR

Collective & partitive nouns / Abstract nouns & adjectives

5 Put the words below into the correct column according to which collective noun they go with. Some of the words can go in more than one column.

bread cheese chocolate cows elephants flowers grapes land music seagulls sheep soap

| herd of | flock of | piece of | bunch of | slice of | bar of |
|---------|----------|----------|----------|----------|--------|
| | | | | | |

6 Add more nouns to each column.

7 Work in pairs. Look at the abstract nouns from the text on page 6. Practise saying the words and mark the stressed syllable. Listen and check.

aspiration enterprise determination

eagerness resourcefulness satisfaction

8 Work in pairs. Tell each other about occasions when you have had to demonstrate any of the abstract nouns in exercise 7.

9 Write the adjective forms of the abstract nouns.

contentment aimlessness energy

indifference passion

10 Write five sentences of your own using the nouns or adjectives in exercise 9.

Narrative tenses

We use the past simple to talk about finished actions and situations in the past.

*In the 1870s, they **bought** a 160-acre plot of land in the area.*

We use the past continuous to talk about activities in progress in the past.

*By 1900, the number of residents in Hollywood **was increasing** significantly.*

We use the past perfect simple when we talk about two things that happened at different times in the past.

*Before they started to move to Hollywood, filmmakers **had been based** on the east coast of the United States.*

We use the past perfect continuous to talk about actions or situations that were in progress before another action or situation.

*Daeida **had been travelling** home by train one day when she came across a woman from Ohio who told her that her house was called Hollywood.*

We also use it to talk about the duration of a past action up to a certain point in the past.

*I'd **been watching** the programme every week, but I missed the last episode.*

11 Put the verbs in brackets into the past simple, past continuous, past perfect simple or past perfect continuous.

- Until the introduction of films with recorded sound in the 1920s, silent films ... (be) the norm.
- Frank Sinatra ... (work) in the entertainment industry for almost 60 years when he died in 1998.
- In the early part of the 20th century, the film industry ... (develop) in Europe as well as in the US.
- Louis Le Prince ... (make) the first British film in Leeds in 1888.
- The Hollywood Roosevelt Hotel ... (serve) as the venue for the first Oscar ceremony in 1929.
- Until the early 1970s, Japanese cinema ... (be) one of the most important in Asia.

12 Work in pairs. Take turns to retell the Hollywood story in your own words. Remember to use appropriate narrative tenses.

13 Write a short narrative of the growth and development of the town or city where you live. Mention important events and anything it might be famous for. Remember to use narrative tenses.

1 The secret of my success

- Grammar** Reporting verbs | Expressing purpose, reason & result
- Vocabulary** Success & failure | Idioms – Success & failure
- Challenge** Give a presentation about a hero
- Interaction** Discussing careers
- Writing** A poem

FOCUS



- 1 **Work in pairs. Read the quotation about success. How would you define success?**

‘Success is getting up in the morning and going to bed at night, and in between, doing what you want to do.’

Bob Dylan, singer / songwriter

- 2 **Work in pairs. Look at the photos. Answer the questions.**

- What kind of success have these people experienced?
- What do you think contributed to their success?

- 3 **Read the extract from a book called *How to Get Rich* by Felix Dennis, a multimillionaire publisher and poet. Can you predict how Felix solved the problem?**

Years ago, in the early days of my company, four of my colleagues got together and had a long talk. One was a senior manager, one was a publisher, one was a designer and the other was an editor. Together, they hatched a small conspiracy. Knowing how important they were to my little company, they confronted me and demanded a share.

They were polite and civilized about it. They pointed out that I owned a hundred per cent of the company and could easily afford to share out, say, 20 per cent between them. It wouldn't cost me anything and it was only fair. Those were the words they used. They were working just as many hours (10–12 hours on a good day) as I was and they were committed to making the company a huge success. They were even willing to discuss a slight reduction in their salaries in return.

In addition, they went on, I should remember that such a ‘dispersal’ (I remember they actually used that word, too) would incentivize them mightily. Such a gesture would never be forgotten.

However, should I not ‘disperse’ these shares among them, they intended to leave. And leave immediately, virtually without notice. They would have no option but to do so, although they didn't want to.

- 4 Now turn to page 131.

- 5 **Read *Word Zone*. What do you think the other examples mean? Use a dictionary to help you.**

WORD ZONE

Verbs ending in -ize

Such a dispersal would incentivize them. Verbs ending in -ize add the meaning ‘make’ or ‘provide’ to the base word. incentivize – to make someone feel an incentive; to provide an incentive

Other examples:

anglicize, centralize, commercialize, dramatize, economize, familiarize, publicize, trivialize

- 6 **Rewrite the parts of the sentences in bold using the verbs in *Word Zone* and any other words needed.**

- 1 Take a few minutes to **find out more about** our website.

Take a few minutes to familiarize yourself with our website.

- 2 We have to do more to **make people know about** the work we're doing.

- 3 Hotel owners seem to be **opening more and more shops** on the beachfront.

- 4 The college is going to **put** all their English classes **in one building**.

- 5 Global warming is important! I wish they would stop **making it seem so unimportant**.

VOCABULARY

Success & failure

- 1 Look at the words below. Which ones indicate success, which ones indicate failure and which ones indicate something in between?

booming disappointing flourishing hanging on
in decline in demand ineffective profitable
slipping struggling thriving triumphant


- 2 Complete the sentences with the words and expressions in exercise 1. There may be more than one possible answer.

- The manufacturing industry is ... in our region. Two more factories have closed recently.
- 'Our business is ...,' he announced with a smile. 'In fact, we're doing so well, we're going to open another branch next month.'
- The café near the school is ... The owner says she will have to close if business doesn't improve.
- Her parents think her exam results are ... They expected her to do better because she'd had extra tuition before the exams.
- The company is doing OK. Times are hard, but we're ... We just need to keep working hard.

CONNECTIONS

- 3 The adjectives in exercise 1 collocate frequently with particular nouns. Match the adjectives with the nouns to form correct collocations.

- | | |
|-----------------|------------------------|
| 1 thriving | A tourist destination |
| 2 profitable | B business |
| 3 slipping | C results |
| 4 ineffective | D advertising campaign |
| 5 disappointing | E standards |

- 4 What other nouns do the adjectives in exercise 1 collocate with? Use a dictionary to help you.
- 5 Write three sentences using the collocations.
- 6  Work in pairs. Read your sentences to your partner, but do not say the adjective. Your partner guesses which adjective you have used.

My uncle has a ... ice cream business. He makes lots of money, especially in summer.

- 7 Look at the photos on page 8. Imagine the people had experienced a different outcome. Write a sentence to describe the situation.

Sam was voted off 'The X Factor' after a disappointing semi-final performance.


Student numbers are in decline, following a steep rise in university fees.

- 8 Read your sentences to the class. Who wrote the most imaginative outcome?

IDIOMS Success & failure

- 1 Read the sentences. Decide if the idioms in *italics* indicate success or failure.

- The singer's performance *brought the house down*. She got a standing ovation and several encores.
- They were doing quite well, but then *the bottom fell out of the* online gaming market.
- He started selling clothes on a market stall and look at him now! It's a great example of a *rags-to-riches* story.
- The economic crisis hit my uncle's firm badly, but they managed to *weather the storm*.
- It's an incredible time for them! The band is definitely *on the crest of a wave*.
- There was a market for that kind of service a couple of years ago, but I think you may have *missed the boat*.
- That young entrepreneur *has the world at her feet*.

- 2  Work in pairs. Write definitions for the idioms in exercise 1. Check with a dictionary or the internet.

- 3 Choose the more appropriate response to each remark.

- Why did your brother's travel company go bankrupt?
 - Because the bottom fell out of the travel market.
 - Because it was a rags-to-riches story.
- The director of the Oscar-winning film has had a really successful year.
 - Yes, she's really on the crest of a wave.
 - Yes, she's brought the house down.
- It's a pity that you didn't try to exploit your dotcom idea earlier.
 - You're right, I really weathered the storm.
 - You're right, I seem to have missed the boat.
- How did you get on in your first acting performance?
 - It was OK, but we didn't bring the house down.
 - It was OK, but we didn't miss the boat.



Many reporting verbs can be followed by *that*.
admit agree apologize deny explain insist
point out promise recommend threaten warn
 They **pointed out that** I owned 100% of the company.

Many verbs can also be used with different structures.

Verb + (object) + *to* + infinitive: *offer, promise, threaten, advise* (someone), *warn* (someone)
 She **offered to help** me with my English project.

Verb + gerund: *admit, deny*
 I **denied speaking** to her.

Verb + (object) + preposition + gerund: *insist* (on), *apologize* (for), *accuse* (someone of)
 The waiter **accused me of trying** to steal a spoon.

We can use perfect forms with *have* + past participle when a statement refers to something that happened earlier.

He **admitted having** seen the questions before the exam.

Grammar reference page 113

1 Complete the story with verbs from the grammar box.



Angela was sitting at her desk when her boss asked her to come to his office. Angela replied that she was very busy, but her boss ¹... that she should come immediately. In the office there were two people: a man in a police uniform and a woman. The woman ²... that she was a detective and they were investigating a possible terrorist offence. They needed to talk to Angela about a man called Terry Hall, who they believed had been in contact with her in the last 24 hours. Angela ³... that she knew Terry Hall, but ⁴... that she had seen or heard from him recently. The detective ⁵... that Hall had sent Angela a text message the previous day and ⁶... her that lying to police officers was a criminal offence. Angela ⁷... that she hadn't received any text messages from Terry Hall for more than a year. 'Let me see your phone,' said the detective. Angela took her phone out of her bag and handed it to her.

2 Work in pairs. What do you think happened next? Tell the end of the story. Include reporting verbs with *that*.

3 Complete the questions with the correct form of the verbs in brackets. You might need to add prepositions. Then invent answers for them.

- How can she deny ... (steal) the jewellery? There were witnesses!
- Why did he admit ... (eat) the last piece of birthday cake? No one saw him.
- Why do you think he insisted ... (pay) for the concert tickets?
- What did your grandparents promise ... (buy) you for your birthday?
- Why did the footballer apologize ... (swear) at the referee?
- Why did the security guard warn us ... (take) photos?

4 Look again at the questions in exercise 3. In which can we also use a perfect form? Rewrite them with a perfect form if possible.

How can she deny having stolen the jewellery?

5 Rewrite the sentences using reporting verbs.

- 'I don't think you should buy that car,' my father told me.
My father advised me not to buy that car.
- 'If you don't tell me where your brother is, I will arrest you for perverting the course of justice,' said the police officer.
- 'I can't fix your computer now, but I'll be able to do it tomorrow,' said the woman in the computer shop.
- 'Can I help you carry your suitcase to the station?' the porter asked the singer.
- 'You threw a stone at my car!' the woman said to the boy.

6 Work in pairs. Follow the instructions.

- Choose one of the sentences in exercise 5. Imagine that it is the start of a conversation.
- Invent the rest of the conversation.
- Act out your conversation for the rest of the class.
- The rest of the class report what they heard.

You threw a stone at my car!

I didn't! It was someone else.

She accused him of throwing a stone at her car. But he insisted it wasn't him and told her it had been someone else.

LISTENING

Interpret information in a radio broadcast



1 Look at the photos. Graham Hughes achieved something unusual in 2012. What do you think he did?

- 1 He succeeded in visiting every country in the world, but was unable to visit certain disputed territories.
- 2 He visited every country in the world, including disputed territories, without getting on a plane.
- 3 He wanted to visit every country in the world, but was arrested and imprisoned in Africa.
- 4 He visited every country in the world without flying, and then flew back to the UK.

2 Listen to Part 1 of the radio broadcast. Check your answer to exercise 1.

3 Are the statements true or false? Give reasons.

- 1 His first destination was in Latin America and his last was in Africa.
- 2 The easiest countries to visit were Afghanistan and North Korea.
- 3 He was kidnapped by pirates during his journey.
- 4 He witnessed a historic event when he was in the USA.
- 5 He spent six days under arrest in the Cape Verde Islands.

4 Choose the sentence which better illustrates the meaning of each line from the radio broadcast.

- 1 Not only did he travel to all 193 member states of the United Nations, he also managed to visit disputed territories.
 - A He only visited United Nations member states.
 - B He visited United Nations member states *and* other territories.
- 2 He also witnessed the last space shuttle launch at Cape Canaveral.
 - A He was at Cape Canaveral for the launch.
 - B He watched the launch on TV.
- 3 It isn't actually that difficult to get into countries such as Afghanistan, North Korea and Iraq.
 - A It was very difficult to get into those countries.
 - B It was quite easy to get into those countries.
- 4 No sooner had he arrived than he was arrested by immigration officials.
 - A Hughes was arrested a few days after arriving.
 - B Hughes was arrested immediately.

5 Listen to Part 2 of the radio broadcast. Answer the questions.

- 1 What does the first caller think are the real reasons why Graham Hughes made the trip?
- 2 Does the second caller agree with the first? What is her opinion?

6 Listen to Part 2 again. Explain the remarks in your own words.

- 1 He'll sink without trace.
- 2 I take my hat off to him.
- 3 He raised awareness about the whole issue of water.
- 4 We take clean water for granted in this country.

7 Work in groups. Discuss the questions.

- Which of Graham Hughes' experiences do you think was the most exciting / scary / interesting / inspiring?
- How would you describe Hughes' achievement?

8 Look at the expressions in *Face 2 Face*.

- Have you heard them before?
- Can you remember the context from the broadcast?
- Can you guess their meaning?

FACE 2 FACE



- Don't make me laugh.
- What's the point?
- You mark my words.

9 Turn to page 128 and do the exercise.

YOUR TURN TO SPEAK

10 Work in pairs. Debate the statement. Follow the instructions.

Setting a world record is the best measure of success that life can offer.

Student A: Speak in favour of the statement.

Student B: Speak against the statement.

Both speakers can make two statements in order to respond to what the other has said.

Millionaires

How did they do it?

before the age of **20!**



Fraser Doherty

Scotland-born Fraser Doherty was taught how to make jam by his grandmother, using her secret recipe, when he

was 14 years old. At first he only sold the jam he produced to the people in his neighbourhood; then he left school at 16 in order to concentrate on jam production. Doherty's SuperJam Company now supplies all the major UK stores and had sales of over £1.2 million in 2011. His company is currently worth £2 million.

He also started a charity called SuperJam Tea Parties, so as to provide tea parties for lonely elderly people who live alone or in care homes. There were 120 such events in the first year, with the largest events attracting over 600 guests. The company also organizes 'knitathons', encouraging people to knit for good causes. Because of Fraser's initiative, several thousand knitted squares were made, sewn into blankets and sent to orphanages in India in the first 12 months.

Doherty was the 2007 Global Student Entrepreneur of the Year, an international award given to the top student entrepreneur worldwide. More than 750 students from around the world compete for the coveted prize each year.




Nick D'Aloisio

Nick D'Aloisio is a computer programmer and internet entrepreneur from London. He is best known as the creator of Summly, an iPhone app which summarizes news stories, and which was downloaded by nearly a million people when it was first released.

D'Aloisio got his first MacBook aged nine and used it to edit home videos. In 2008, when the Apple App Store was announced, D'Aloisio – then just 12 – went into an Apple store and asked one of the assistants how to make an app. They didn't know, so he had to wait another few months before the App Store was released publicly and, in the meantime, he taught himself basic programming. When he launched his first app – FingerMill, a treadmill for fingers! – in August 2008, it made £79 on the first day. He went on to make several more apps and gradually learned more and more.

In March 2013, Summly was sold to Yahoo for a reported US\$30 million, making him one of the youngest self-made millionaires ever. He has been awarded 'Innovator of the Year' by the Wall Street Journal, and was also included in TIME Magazine's 'Time 100' as one of the world's most influential teenagers.

1 Look at the photos of four people who became millionaires while they were still teenagers. How do you think they made their fortunes?

2  Read the magazine article. Were your ideas in exercise 1 correct?

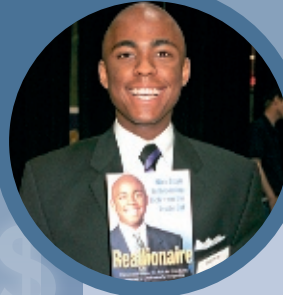
3 Read the magazine article and find:

- a prize won by Fraser Doherty
- how much Nick D'Aloisio's first app made on its release day
- the inspiration for the name of Juliette Brindak's website
- the aim of the Farrah Gray foundation



Juliette Brindak

Juliette Brindak became a millionaire by launching the website Miss O & Friends, which first appeared when she was 10 years old. The site, which targets mostly teenage girls, is filled with gossip, games, quizzes and lots of articles about celebrities, fashion and issues of interest to young people. She has also launched a line of Miss O & Friends books, and the site also gives girls the chance to get original stories published and sold in bookstores nationwide. Her sister's name Olivia inspired the name of the site. According to their website, the Miss O & Friends brand is 'cool, age-appropriate and esteem-building. Tweens can socialize, play, create, learn, exchange ideas, get help, compare experiences, get published and much more, all within a safe, non-chat environment.' Juliette Brindak is currently the CEO and editor of her site and is worth US\$15 million.



Farrah Gray

Growing up in inner-city Chicago in the 1980s, Farrah Gray grew accustomed to days 'when the only thing in our refrigerator was the light that came on when you opened the door.' At the age of six, he looked around the area where he lived in search of something that could be converted into a saleable product and settled on rocks he found in the street. He painted the rocks and shaped them to make them into bookends and doorstops. Realizing he had a knack for selling things, he went on to sell other products, including body lotions. At the age of 13, Gray founded Farr-Out Food, which in a period of one year had sales of over US\$1.5 million. He was worth a million dollars before he reached the age of 15. Now in his twenties, Gray is an entrepreneur, philanthropist, author, syndicated columnist and motivational speaker. He also launched the Farrah Gray Foundation, which promotes entrepreneurship among inner-city youth. The National Urban League, a civil rights organization based in New York City, has described Farrah Gray as one of the most influential black men in America.

4 Read the article again and choose the correct endings to the statements.

- 1 Jam producer Fraser Doherty is also responsible for ...
 - A setting up an orphanage in India.
 - B organizing events where old people can get together.
 - C helping older people find a place in a care home.
 - D the Global Student Entrepreneur of the Year award.
- 2 When Nick D'Aloisio was 12 ...
 - A he taught the assistants at the Apple Store how to make an app.
 - B he started editing home videos.
 - C he began to study basic programming.
 - D he became one of the youngest self-made millionaires ever.
- 3 The Miss O & Friends website ...
 - A only has news about celebrities.
 - B offers opportunities for young people to get published.
 - C allows teenagers to gossip online.
 - D is a safe environment where you can chat.
- 4 The first things that Farrah Gray sold ...
 - A were rocks that he painted and shaped.
 - B included body lotions.
 - C were things he found in his refrigerator.
 - D were food items he found in the street.

5 Work in groups. Discuss the questions.

- What is the strongest message you get about the reasons why these young people are successful?
- Which of them do you think had the most interesting idea for a money-making scheme?
- Which of them do you think worked hardest to be a success?

SIMILAR WORDS

They think my father is French, but **actually** he's Spanish.
 He is **currently** worth two million dollars.
 She will talk about her new website **presently**.
 The prime minister was **momentarily** rendered speechless.
 NOTE: In American English, *momentarily* means 'in a short time from now' (i.e., the same as *presently* in British English).

Now turn to page 130 and do the exercise.

GRAMMAR

Expressing purpose, reason & result

Grammar presentation

Expressing purpose & reason

Expressing purpose

to, in order (not) to, so as (not) to + infinitive
*You should take an umbrella **so as not to** get wet.*
so that, in order that + clause
*She started the website **so that** she could provide opportunities for young people.*

Expressing reason

because of, owing to, on account of, as a result of, due to + noun phrase / gerund
*He put on a lot of weight **due to** overeating after he lost his job **owing to** his illness.*

Grammar reference page 113

Expressing result

Expressing result

result in, lead to, give rise to + noun phrase / gerund
*The change in the law **led to** a big increase in the number of homeless people.*
with the result that, meaning that, so + clause
*It was raining, **so** we decided not to go.*
so + adjective / adverb + that
such + noun phrase + that
*We were **so** tired **that** we had to stop walking.*
*It was **such** a tiring day **that** we had to stop walking.*

Grammar reference page 113

1 Complete the responses using an expression of purpose.

- Why did she start her own company?
... have to work for someone else all her life.
- Why did he sack half his employees?
... keep the company from going bankrupt.
- Why did your parents move to this town?
... they could find work.
- Why did the teacher ask her to stay after the class?
... reprimand her in front of her classmates.
- Why did they close the factory early?
... the workers could get home before the tornado struck.

2 Rewrite the sentences starting with the expression of reason given.

- The club is increasing its membership fees next year because the cost of maintenance is rising.
Owing to ...
- I'm going to look for a part-time job because I want to go travelling over the summer.
In order to ...
- There was a traffic jam and I missed the ferry.
As a result of ...
- The service at the restaurant was so bad we decided to make a complaint.
Because of ...
- Honey has many healing properties and has been used medicinally for centuries.
On account of ...

3 Match the two parts of the sentences.

- She spoke so quickly that
- Brazil is such a big country that
- Hanif paints so well that
- Obesity in children has become such a problem that
- A I couldn't understand her.
- B schools have banned unhealthy snacks.
- C he's been offered a place at an art school in Paris.
- D it covers nearly half of the continent of South America.

4 Complete the text with the expressions below. Sometimes more than one expression is possible.

due to in order that in order to meaning that
so so that to with the result that owing to



WHAT IS SCHOOL FOR?

Some people say school began in Ancient Greece, but it was only available in cities,¹ ... if you lived in a village, you didn't get educated. There was also no education for slaves, manual labourers or women,² ... girls only got an education if their parents educated them at home. One exception was the city of Sparta, where women were educated³ ... be able to run the city while men were away

at war. Spartan women also received military training⁴ ... they could protect the city if it was attacked.

What is school for nowadays? Do we only go to school for academic reasons or⁵ ... we can become a good citizen, for example? Educational theorists agree that, yes, school has a major part to play⁶ ... students become well-rounded citizens. But unfortunately, there simply isn't time to give students an all-round education these days⁷ ... the pressure to achieve good exam results.

PREPARATION

- Listen to someone giving a short presentation about a person they think of as a hero. Answer the questions.
 - What is the presenter's relationship with his hero?
 - What does his hero do for a living? And what does he do in his spare time?
 - What challenge did his hero set himself and did he manage to achieve it?
 - Did his hero succeed on stage? And in his main aim?
- Read the three short biographies. Discuss the questions in pairs.
 - Which of the three achievements do you find the most impressive?
 - Were the people doing something just for themselves or for other people, too?
 - What value do the achievements have for other people?



Fauja Singh holds the world record for a marathon by a 100-year-old. He was born in India in 1911 and started running marathons in the UK when he was 89.



Chesley 'Sully' Sullenberger safely landed a plane on New York's Hudson River after losing power in both engines following a suspected collision with a flock of birds.



Sophie Christiansen was born in 1987 with cerebral palsy and suffered from other health problems, including a heart attack and a collapsed lung. She has competed in equestrian events all over the world and she won three gold medals at the London 2012 Paralympics.

DO THE CHALLENGE

- Work in pairs. Prepare a one-minute presentation on someone you think of as a hero. Follow the instructions.
 - Choose a hero. This person can be local, national or international.
 - Make a note of the most important, relevant points about this person's life and achievements. If possible, find a photo of the person.
 - Practise your one-minute presentation with your partner.
- Work with another pair. Give your presentation to the other pair. Listen to their presentation. Ask and answer questions about the heroes.

Express yourself

Describing someone you admire

My all-time hero is ...
 I'd like to talk about someone who ...
 Someone I admire very much is ...

Explaining what people have done

X has raised (thousands of euros for charity).
 X managed to (win a competition).
 X has overcome incredible obstacles in order to (achieve what she did).

Describing obstacles people have overcome

In spite of the fact that (she has mobility problems), ...
 Even though (he can't walk), ...
 What makes her achievement even more extraordinary is the fact that ...

FOLLOW UP

- Work in pairs. Discuss the questions.
 - Whose hero has / had the most interesting life?
 - Whose hero has achieved the most?
 - Was there any information you found surprising and / or extraordinary?
- Write a report about one of the presentations you heard. Indicate in your report who gave the presentation and write what you particularly liked about it.

INTERACTION **Discussing careers**

Express yourself

Asking for information about something

What gave you the idea (to ...)?
 What's the hardest thing about ...?
 What's the secret of doing well (at an interview)?

Explaining how you started doing something


I was in the right place at the right time.
 I started at the bottom of the ladder and worked my way up.
 The reason I got the job was that I did a good interview.

Giving advice


Take my advice, ...
 It's really important to ...
 Avoid ...
 Make sure you ...

A SUCCESSFUL CAREER



- 1  You're going to hear three people answering questions about their careers. Before you listen, discuss the questions in pairs.

- Where would you look for help in choosing a career?
- What questions would you like to ask people who are successful in their careers?
- How do you think you can become successful in your chosen career?

- 2  Listen to Part 1 of the panel discussion. Describe in your own words what the three people on the panel do. Who do you think has the most interesting career? Why?

- 3  Listen to Part 2. Discuss the questions.

- 1 What was Helen's reason for choosing her particular career? Do you think that kind of opportunity happens often?
- 2 Is Martin doing something that he had always planned to do? What's the most important aspect of how he started doing the job?
- 3 What have you learnt so far about Becky? What words would you use to describe her?

- 4  Listen to Part 3. Make notes on:


- the difficulties that Helen experienced when she started.
- the qualities that Martin thinks are important when managing people.
- the five things that Becky thinks are key aspects of a good interview.

VOCABULARY

- 5 Choose the correct interpretation of the expressions in bold.

- 1 They were **let down** by their previous manager.
 - A The previous manager didn't want to manage them anymore.
 - B The previous manager criticized them.
 - C The previous manager disappointed them in some way.
- 2 When the job came up, I **jumped at the chance**.
 - A I was a bit frightened about the idea.
 - B I applied for it immediately.
 - C I was very excited.
- 3 It was **like banging my head against a brick wall**.
 - A It was very frustrating.
 - B It was very noisy.
 - C It was accidental.
- 4 Managing people is complicated – not everyone's **cut out for it**.
 - A Most people should avoid doing this kind of work.
 - B Not everyone has enough stamina to do it.
 - C Not everyone is right for this kind of work.
- 5 You should look smart and sound enthusiastic – that kind of **goes without saying**.
 - A I shouldn't really say that.
 - B It's always necessary to say that.
 - C It shouldn't be necessary to say that.

YOUR TURN TO SPEAK

- 6  Work in groups of four. Prepare a panel discussion about successful careers. Follow the instructions.

- Student A, you are the panel presenter. You present the three panel members and say what they do.
- Students B, C and D, you are successful in a particular career. You are going to describe the work that you do, how you started and the reasons for your success.
- Choose three different areas of work to discuss. As a group, prepare your panel discussion.

- 7  Present your panel discussion to another group. Follow the instructions.

- Student A, present the three panel members. Invite your colleagues to say a few words about their work.
- Students B, C and D, give a brief overview of what you do.
- Student A, invite questions from the other group.
- Students B, C and D, answer questions about your work.

WRITING

A poem



1 Read the poem written by 19th century American poet Ralph Waldo Emerson. In pairs, discuss the questions.

- Is the poem easy to read? Why / Why not?
- Are there any lines you find hard to understand?
- Do you think it's easy to write a poem like this?

SUCCESS

RALPH WALDO EMERSON

What is success?

To laugh often and much;

To win the respect of intelligent people

And the affection of children;

To earn the appreciation of honest critics

And endure the betrayal of false friends;

To appreciate beauty;

To find the best in others;

To leave the world a bit better, whether by a

healthy child, a garden patch

or a redeemed social condition;

To know even one life has breathed easier

because you have lived;

This is to have succeeded.

WRITING SKILL

Using imagery in a poem

- Imagery is the name given to the elements in a poem that spark off the senses.
- Images do not need to be only visual – any of the five senses can respond to what a poet writes. A poet may describe a drink as having ‘the taste of air’ and a poem about the sea may describe how the ‘ocean sighs’.
- Rather than simply stating, ‘I see a tree’, a poet will use imagery to elicit something more specific: *a tree like a spiky rocket; a green cloud riding a pole; bare, black branches*. Each of these suggests a different kind of tree.

2 What imagery can you find in the poems in exercise 1 and below?

I wandered lonely as a cloud
That floats on high o’er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils

YOUR TURN TO WRITE

PLAN BEFORE YOU WRITE

3 You’re going to write a poem about one of the topics below. Think of imagery you could use to describe the topic.

- Success Failure Satisfaction
- Fear Freedom Happiness

WRITE NOW

- 4** Write your poem.
- 1 Write a poem on the topic you chose in exercise 3.
 - 2 You may choose to write in the same style as the poem in exercise 1 – start with a rhetorical question, and then start every line with an infinitive.
Or
Write a poem in rhyming verse like the extract from the poem ‘Daffodils’ by William Wordsworth in exercise 2.

CHECK AND CORRECT

- 5** Check and correct your poem.
- 1 Check your poem for possible errors.
 - 2 Read your poem to yourself quietly to check the rhythm.
 - 3 Now read your poem aloud to a partner.
 - 4 Comment on your partner’s poem.