

New Edition

Malcolm Mann
Steve Taylore-Knowles

Laser

Student's Book

B2

with CD-ROM



MACMILLAN



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Speaking



Reading 2



Grammar 2




Use of English



Writing

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Unit		 Reading 1	 Grammar 1	 Vocabulary	 Listening
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Speaking



Reading 2



Grammar 2



Use of English



Writing

discourse management	reading for gist	prepositions of time and place; indirect questions	multiple-choice cloze; word formation	formal email
agreeing and disagreeing	predicting / speculating	reporting verbs; <i>although, even though, in spite of, despite, however</i>	open cloze; word formation	report
comparing	reading for specific information	the causative	multiple-choice cloze; transformations	review
asking questions	predicting / reading for gist	direct and indirect objects; infinitives of purpose	open cloze; word formation	story
discourse management / comparing	text awareness	participles	word formation; transformations	informal letter/email
concept development / discourse management	speculating	question tags; impersonal passive	multiple-choice cloze; open cloze	essay

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Relationships



Wordpower!

anger • annoy • argument
criticism • demand • hurtful

Starting point

What problems can people have with the following?

- relationships with brothers and sisters
- relationships with parents
- friendships
- professional/working relationships

1 Look at the information surrounding the main text. What do you expect to read in this blog?

2 Read the main text quickly and find examples of relationship problems and solutions to them.



www.relationshiphotline-blog.org

Relationship hotline ▶ Home

Relationship hotline

Go to:

What can possibly go wrong?
 Making it work
 Who's to blame?
 Getting professional help
 Learning to communicate
 Making big decisions
 Take control!

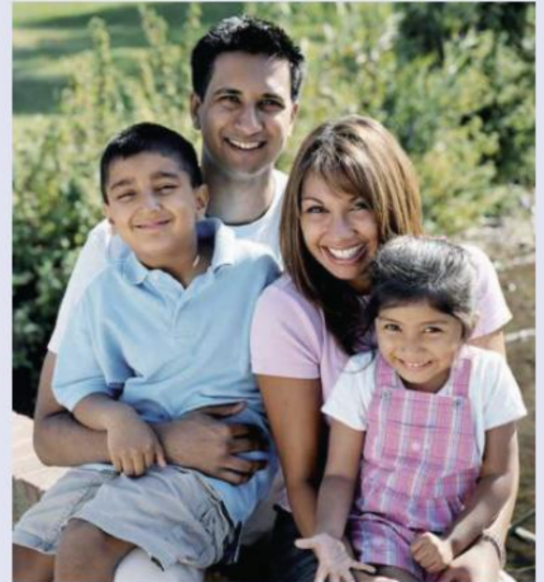
Tags

Breaking up (2)
 Communication (4)
 Professional advice (5)
 Family (4)
 Boyfriend/
 Girlfriend (3)
 Marriage (5)

Get our newsletter
 Send us feedback
 Ask a question
 Live updates
 Add to favourites

Sites we like

I blame the parents
 National Youth Hotline
 What to do when ...
 Youth Medical



Welcome to our relationship blog. We have put together suggestions and advice on all kinds of relationship issues. In this blog, you'll find links to articles on many problems that people face. Our purpose is to help people deal with problems and have happier, more successful relationships. We hope you find what you're looking for and above all, we hope we can help. If you have a particular relationship problem that is not covered in these pages, feel free to contact us.

21st March – 2.06pm

What can possibly go wrong?

As we go through life, we develop a variety of relationships – with family, friends, teachers and, later, workmates and marriage partners.

1 Sometimes, the problems that come up are of our own making, and sometimes they are out of our control.

EXAM EXPERT

How should you do the exam practice task?

- Don't worry about words in the sentences like *her*, *his*, *our*, etc because you don't know who they refer to so they can't help you decide.
- Look at words like *her*, *his*, *our*, etc carefully and try to work out who they refer to because they will help you decide.

3 exam practice

You are going to read a blog about relationship issues. Seven sentences have been removed from the blog. Choose from sentences A–H the one which fits each gap (1–7). There is one extra sentence which you do not need to use.

Family issues make up a large number of the problems people approach us with. **2** But, just as our parents, brothers and sisters are usually the ones we share our happiest moments with, they are often the people we take it out on when things get bad. There's an old saying that we usually hurt the ones we love, and that can be very true in families. Friends, too, often go through rough patches. **3** In the early days of this blog, we received a question that is typical of the kind of things people are concerned about in their friendships. This is what the person had to say:

We became friends years ago, but recently I noticed something. I had a problem at home and I told my friend about it, but he wasn't interested. He just didn't want to know. When I thought about it, I realised that he never really cares about any problems that I have, but he expects me to listen to all of his problems. Why does he behave in this way?

The short answer to this question is that he was never really a good friend to begin with. **4** And they are rarely perfectly balanced – there is always one person who does more listening, or who needs more support, or who does things that annoy the other person. The real question here is about our expectations – what do we demand of a relationship?

Making it work

Expecting perfection in a relationship is always going to end in disappointment. **5** So we shouldn't demand of others something that we can't do ourselves. As soon as we accept that, we take the first step towards making things work in a relationship.

Our experience tells us that another key point is to learn to choose the right moment to say something, especially if it's negative. We are all human and it's natural that we get angry or feel hurt from time to time.

6 Something we say in anger cannot be taken back, so it's worth taking a deep breath and waiting for a better opportunity to sort things out. The same goes for criticism. Ask yourself what you want to achieve.

7 Is that even possible? Or is it better to change your attitude towards the situation?

Always remember that it takes two to have a relationship of any kind. Sometimes a problem will be the other person's fault – sometimes it will be our fault. But does it really matter who is to blame? Didn't we just say that everyone's human? We all make mistakes, so we really do need to learn to accept the other person for who they are. We might need to try a little harder to make the relationship work, but if the relationship is worth having, it's worth a little hard work.

- A But we all know that friendships are not as simple as that.
- B However, it doesn't always help if we express these feelings straight away.
- C This is perhaps not surprising, as we spend a great deal of our time with family members.
- D All of these relationships have their own specific difficulties.
- E Do you really want to change the other person?
- F And, when he stopped to think about it, he saw that he was wrong.
- G Nobody is perfect, and that includes us!
- H No matter how much you have in common with someone, things can get in the way of a good friendship, and even end it.

4 Find words or phrases in the text or removed sentences which have a similar meaning to these words and phrases.

- 1 experience (paragraph 1)
- 2 arise; appear (paragraph 2)
- 3 contact (paragraph 3)
- 4 get angry with, and/or blame (paragraph 3)
- 5 share (eg an interest) (sentence H)
- 6 pausing (paragraph 7)
- 7 find an answer to a problem (paragraph 7)
- 8 responsible (paragraph 8)



WORK IT OUT!

Find these words and phrases in the text and underline them. Can you work out what they mean from the context?

saying • rough patches • typical • key
perfectly balanced • the same goes for



Have your say!

- Do you think many people would find a blog like this useful?
- What problems in relationships do you think are the most serious?
- Do you agree with the advice given in the blog? Can you add any suggestions of your own?

G Grammar 1

Present simple and past simple

Can one or both of these sentences contain the word *often*? Can one or both of these sentences refer to one specific occasion?

- a *I go out with my friends.*
- b *I went out with my friends.*

We use the present simple and the past simple:

- to show how often things happen.
We never go out/went out during the week.
- for permanent situations.
She lives/lived with her parents.
- for general truths and facts.
Carl doesn't speak/didn't speak French.
- for states.
Does Dana have/Did Dana have red hair?

We also use the present simple:

- for the future (in timetables).
Term starts next Monday.
- for the future (in time clauses).
I'll call you when I get back.

We also use the past simple:

- for single completed actions.
I met our new neighbours yesterday.

Stative verbs

Stative verbs, such as *like, love, believe, see, appear, understand, know* are not normally used in continuous tenses because they don't describe actions.

- ✓ *I don't like the way you're talking to me.*
- ✗ *I am not liking the way you're talking to me.*

See *Grammar database 1* on page 174 for more information.

! Be careful!

Some verbs are stative with one meaning and non-stative with another meaning.

Stative: I **have** a lot of work to do at the moment.

Non-stative: They **are having** an argument at the moment.

1 Look back at the blog on pages 6–7 and find an example of:

- the present simple in the question form (paragraph 4).
- the emphatic present simple (paragraph 7).
- the past simple in the negative (paragraph 4).

2 There are 10 mistakes with verb tenses and forms in this text. Find them and correct them.

My Sister

Do you get on well with your sister? I get. My sister and I are best friends, even though Fiona's three years older than me. We do go out together almost every weekend, and we are always having fun. Fiona don't tease me or bully me. In fact, we've never had a serious argument! Of course, we aren't always agreeing about everything. Last Saturday, for example, Fiona wanted to go to the cinema, but I didn't fancied seeing a movie. It wasn't be a problem, though. While she and a couple of our friends were watching the film, I was going to an internet café and chatted online with some friends of mine in the USA. We all meet up afterwards and did went for a coffee. It's great – we have a very close but easygoing relationship.

3 Use these verbs in the correct form to complete the sentences.

go • know • meet • seem • get in • make • forget

- 1 Melina _____ to invite Adam and he's really upset with her now!
- 2 Stan's girlfriend's train _____ in half an hour so he's gone to pick her up from the station.
- 3 I _____ my uncle and aunt who live in Germany for the first time recently.
- 4 Sheila _____ lots of new friends at the party.
- 5 Dan and I _____ out very often as we prefer to stay at home.
- 6 It's a shame we _____ you were coming today – the kids would love to see you again.
- 7 Ollie _____ to be annoyed with me for some reason at the moment.

4 Write five questions you can ask someone about:

- a their family and friends.
- b what they did last weekend.

5 Ask your partner your questions. Now use your partner's answers to tell the class about him/her.

! Be careful!

Who told you? = Someone told you something.

Who did you tell? = You told someone something.

Vocabulary

Feelings and situations

1 Make adjectives from these verbs and decide whether they describe feelings or situations.

bore • interest • excite • tire • please
scare • frighten • terrify • relax • annoy

Now use the adjectives to talk about the people you know.

2 Phrasal verbs

Use the correct form of these phrasal verbs about relationships to replace the words in bold. Be careful with word order.

bring up • grow up • let down
look after • put up with • take after

- 1 My parents **raised** me / _____ to believe that family is the most important thing in the world.
- 2 As the kids **got older** / _____, it became easier to take them on public transport.
- 3 Simon **was just like** / _____ his father. They were both mad about fishing.
- 4 I **took care of** / _____ my neighbours' cat while they were on holiday.
- 5 I don't know how you **tolerated** / _____ his rudeness for so long!
- 6 Diana really **disappointed** me / _____. She'd promised to be there, but she didn't show up.

! Be careful!

Parents **bring up** children.
Children **grow up**.
Plants **grow**.

3 Word formation

Complete this table. Include all possible forms you can think of, including negative forms.

Noun	Verb	Adjective	Adverb
	help		
	relate		
friend	befriend		X
	care		
	attract		
obedience			
	X	honest	
	appear		
	X	rude	
	X	kind	
	X	jealous	
	X	nervous	

4 Confusable words

Choose the correct word to complete each sentence.

- 1 My mum gets so **nervous** / **annoyed** when I don't tidy my bedroom.
- 2 Freda's the most **sincere** / **honest** person I know. She never steals or tells lies.
- 3 I love being **alone** / **lonely** as long as I've got a good book to read.
- 4 That was so **kind** / **polite** of you to offer to help us move house.
- 5 We really **enjoyed** / **entertained** ourselves at the party.
- 6 The party was **funny** / **fun**. We danced all night!

5 Look at the incorrect answers in exercise 4. Why is each one incorrect?

6 Word patterns

Choose the correct word to complete each sentence.

- 1 Does your sister usually help you **at** / **with** your homework?
- 2 Why do adults always complain **for** / **about** what teenagers wear?
- 3 As a babysitter, I'm responsible **for** / **in** making sure the kids go to bed on time.
- 4 I don't approve **with** / **of** parents smacking their children.
- 5 Do you believe **about** / **in** love at first sight?
- 6 How can we prevent young people **from** / **for** getting into dangerous situations?
- 7 Your advice saved me **in** / **from** making a huge mistake!
- 8 Charlotte often borrows clothes **from** / **by** her older sister.



Listening

Starting point



Look at the pictures. Which people do you think are

- colleagues?
- acquaintances?
- friends?
- family members?
- strangers?
- neighbours?

Why do you think that?



2 1.03 exam practice

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- 1 You hear two people talking. What is their relationship?
A colleagues B acquaintances C close friends
- 2 You hear this man talking about his daughter's boyfriend. What does the man think?
A He's looking forward to their engagement.
B He thinks his daughter should find someone better.
C He's not certain whether they will get married.
- 3 You hear this message from a friend on your answerphone. What does she ask you to do?
A buy an extra ticket
B put someone up for the night
C accompany her to a play
- 4 You hear two people talking about an exam. How does the woman feel?
A annoyed B nervous C jealous
- 5 You hear a girl describing her twin brother. In what way are they different?
A He's more sociable.
B He's more polite.
C He's more helpful.
- 6 You hear two people talking about their neighbour. What do they think about him?
A He's lonely. B He's selfish. C He's arrogant.
- 7 You hear two young people talking on a bus. What did their friend not do?
A invite someone to a party
B get permission for a party
C arrange music for a party
- 8 You hear a man talking about a childhood friend. What does he think?
A His friend wasted her opportunities.
B His friend had problems with schoolwork.
C His friend had problems making friends with people.

- 1** **1.02** Look at the questions in exercise 2. Listen to a short excerpt from each of the situations 1–8. Which of the options might be wrong?

EXAM EXPERT

How should you do the exam practice task?

- a Choose an answer because it has a word you hear in the recording.
- b Don't assume an answer is right just because it contains a word you hear in the recording.

- 3** What helped you choose your answers? Why were the other options wrong? Discuss your answers with the rest of the class.




Have your say!

- How sociable are you?
- Do you make friends easily?


Starting point

What's happening in the picture? How do you think the people feel?



1  **1.04** Listen to a candidate answering personal questions in an English exam. As you listen, match each question to the candidate's answer.

- 1 Where are you from? ____
- 2 Do you like living there? ____
- 3 What kind of things do you like doing in your free time? ____
- 4 Are you still at school? ____
- 5 What do you want to do when you leave school? ____
- 6 How long have you been learning English? ____

2  **1.05** Listen to the questions and answers and answer these questions as you listen.

- 1 Does the candidate always answer with complete sentences? Yes / No
- 2 Does the candidate say 'Well, ...', 'Oh, ...', and 'Umm ...'? Yes / No
- 3 Does it sound like the candidate has carefully rehearsed these answers? Yes / No
- 4 Does the candidate use contractions like 'I'm', 'we've', etc? Yes / No
- 5 Are the candidate's answers too long? Yes / No
- 6 Are the candidate's answers too short? Yes / No
- 7 Do you think the candidate will get a good mark? Yes / No

EXAM EXPERT

How should you do the exam practice task?

- a Give complete answers, but don't make a speech.
- b Give one-word answers where possible.

See *Speaking database* on page 193.

3 exam practice

Imagine you are Candidate A. Make quick notes.

Now work in groups of four. Two of you are candidates, one is the interviewer and one person will give you a mark out of five.

Interlocutor: Candidate A, where are you from?

Candidate A: ...

↓

Interlocutor: What's it like living there?

Candidate A: ...

↓

Interlocutor: And, Candidate B, where are you from?

Candidate B: ...

↓

Interlocutor: Do you like living there?

Candidate B: ...

↓

Interlocutor: How do you usually spend your free time?

Candidate A: ...

Interlocutor: And you, Candidate B?

Candidate B: ...

↓

Interlocutor: How long have you been learning English?

Candidate B: ...

Interlocutor: And you, Candidate A?

Candidate A: ...

↓

Interlocutor: Are you both still in full-time education?

Candidate A: ...

Candidate B: ...

↓

Interlocutor: So, Candidate B, what are your plans for the future?

Candidate B: ...

Interlocutor: And have you decided yet what you want to do, Candidate A?

Candidate A: ...

MARK SCHEME



- 5 Excellent – gave complete answers, didn't sound like a speech
- 4 Very good – mainly complete answers, sounded a little rehearsed
- 3 Good – some hesitation, some answers too short
- 2 Not very good – answers too short, didn't sound natural
- 1 Weak – most answers too short, some answers not clear

**Reading 2**

1.06



Are you a heartbroken teenager?



If you've been let down by a boyfriend or girlfriend, you're probably hurting. It's not stupid or childish to feel like this.

Your boyfriend or girlfriend has told you they don't want to go out with you anymore. You feel rejected, alone, unwanted and miserable. You had thought that this relationship would last forever and now it's over. Let's be honest – it's a horrible feeling. Maybe the worst feeling you've ever felt. Perhaps you feel that life's not worth living and you'll never get over it. You probably feel that no-one has ever felt this way before.

It may sound impossible now, but you will get over it. It just takes time. And you're not alone – almost everyone goes through this at some point in their life. It's an important part of growing up and actually makes us stronger. What you mustn't do is think that you have failed. Remember: relationships aren't like exams.

If a friend came between you and your boyfriend or girlfriend and helped cause the relationship to end, you'll be dealing with feelings of betrayal as well. If your parents or friends disapproved of your relationship, you might also feel humiliated and embarrassed about discussing how you feel. These

16

Wordpower!

argument • depressed • incompatible
miserable • nothing in common • upset



Starting point

Look at the pictures. How do you think the people are feeling?

- What do friends quarrel about?
- What advice would you give to a teenager in these situations?

1 Look at the title of the article you are going to read. What do you think the article is about? Who is it aimed at? Where might you find an article like this?

2 The article gives some advice. Quickly read paragraphs 2, 3 and 4 and make a list of Dos and Don'ts that the writer mentions.

EXAM EXPERT

How should you do the exam practice task?

- Only ask yourself which answer is right, and why.
- Ask yourself which answers are wrong, and why, and which answer is right, and why.

3 exam practice

Read the text. For questions 1–7, choose the answer (A–D) which you think fits best according to the text.

- According to the writer, heartbroken teenagers often feel that they
 - have wasted their time being in the relationship.
 - do not understand why the relationship came to an end.
 - are the only person who has experienced this situation.
 - should have been more honest about their feelings.
- What does the writer say about a relationship ending?
 - It helps us develop emotionally.
 - It helps us understand that we can all fail.
 - It forces us to stop being childish.
 - It reminds us that relationships are not like tests.
- A heartbroken teenager might have 'feelings of betrayal' (line 16) when
 - their parents did not want the relationship to succeed.
 - they don't feel able to talk about their feelings.
 - their partner was responsible for the relationship ending.
 - someone they trusted got involved in the relationship.

feelings are normal, but it does help to talk. Try talking to your parents and friends – they may be more sympathetic than you think. Ask your parents about their first relationships. The chances are they went through similar experiences.

Don't do anything impulsive. It might seem a good idea to go out and get a tattoo or your nose pierced, but you'll probably regret it in a few days. That doesn't mean you shouldn't treat yourself: how about buying some new clothes or getting a new hairstyle? Is there a film you've been wanting to see at the cinema for ages? Not sure whether to go to that party you'd been invited to? Go! And if you're worried that your ex-boyfriend or girlfriend might be there, let them see you can have a good time without them. That'll make you feel a lot better!

Sometimes couples who split up get back together and sometimes they don't. Don't sit around waiting for

your ex to call to say they've made a big mistake and think you should start going out with each other again. The chances are that won't happen, but it's actually more likely to come about if you just get on with your life rather than sit at home waiting for the phone to ring. It may sound corny, but there are plenty more fish in the sea. You will – in time – find someone new. But don't be tempted to rush into another relationship. This is called going out with someone 'on the rebound'. This kind of relationship rarely works,

as you're not together for the right reasons. Give it a little time before you start your next relationship.

Here's one other thing to remember. You've just experienced one of the most traumatic things that people experience. From now on, things can only get better. Each day, you'll feel slightly less unhappy. In a week, it will be bearable. In a month, you'll be able to laugh about it. In a year, it will all seem ancient history. You've got a lot of life ahead of you – look to the future and go out and enjoy yourself!



WORK IT OUT!

Find these words in the text and underline them.
Can you work out what they mean from the context?

childish • sympathetic • traumatic • bearable • impulsive • miserable

- 4 What does the word 'That' (line 30) refer to?
 - A regretting the impulsive behaviour
 - B the advice not to do anything impulsive
 - C the idea of doing something impulsive
 - D treating yourself to something you want
- 5 How should heartbroken teenagers react if they see their former partner at a party?
 - A They should be concerned about their former partner.
 - B They should show that they are better off now.
 - C They should make it clear that they can survive on their own.
 - D They should see what their former partner is doing.
- 6 A relationship 'on the rebound' (line 58) is one
 - A in which you fall in love very quickly.
 - B which is never successful.
 - C in which both partners have just finished a relationship.
 - D which starts too soon after a previous relationship.
- 7 What point is the writer making in the final paragraph?
 - A Humans are survivors.
 - B We benefit from painful experiences.
 - C We forget unpleasant experiences quickly.
 - D Time will heal the pain.

- 4 Circle all the different feelings mentioned in the text.

- 5 Find words or phrases in the article which are similar in meaning to these words and phrases.

- 1 recover from (paragraph 1)
- 2 experiences (verb) (paragraph 2)
- 3 caused a disagreement or argument between (paragraph 3)
- 4 do something special for (paragraph 4)
- 5 happen (paragraph 5)



Have your say!

- Is there any advice you would give that is not in the article?
- Do you disagree with any of the advice in the article?
- Can an article like this help a heartbroken teenager?

G Grammar 2

Present perfect simple and past perfect simple

Your boyfriend or girlfriend **has told** you ... (paragraph 1 line 1)

**Did that happen in the past? Is it still relevant now?
Do we know exactly when he or she told you?**

You **had thought** that this relationship would last forever ...
(paragraph 1 line 3)

Why is it *had thought* and not *thought*?

We use	Present perfect simple	Past perfect simple
for actions and situations continuing up to now. <i>I've been best friends with Julie for four years.</i>	... up to a moment in the past. <i>Julie and I had been best friends for four years when she moved to another town.</i>
for completed actions at a time in the past which is not mentioned. <i>Has anyone ever broken your heart?</i>	... before a moment in the past. <i>I'd had an argument with Jake when I last saw you.</i>
for completed actions where the important thing is the present result. <i>Moira and I have split up.</i>	... where the important thing is the result at a moment in the past. <i>I'd just split up with Moira so I was really upset.</i>

See Grammar database 2 on pages 174–175 for more information.

1 Make sentences saying what has happened.

- Tim's got a suntan.
- There's a letter for you.
- Hello! We're your new neighbours.

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

- I think they moved here six years ago. **lived**
I think _____ six years.
- We bought her birthday present a few days ago. **already**
We _____ her birthday present.
- The Taylors are on holiday in Australia at the moment. **have**
The Taylors _____ Australia on holiday.
- This will be Stacy's first trip to France. **never**
Stacy _____ France before.
- Eleni and Alan got engaged in April. **since**
Eleni and Alan _____ April.
- I haven't received a reply from Andy yet. **still**
Andy _____ a reply.

3 Make sentences using the past perfect simple. Use the words or phrases in bold.

- I moved to Canberra. Before that, I lived in Brisbane and Sydney. **before**
- Charlotte heard the news. She immediately called Phil. **as soon as**
- First I went to the supermarket. Then I went to the post office. **after**
- We finished eating. Diane arrived. **when / already**
- Diane arrived. Then Rick turned up. **when / only just**

4 Make sentences using the past perfect simple to answer these questions.

- Why were Grant and Dave so happy?
- Why was Tonya annoyed with Justine?
- Why was Adam so tired?
- Why did Frank do so badly in the exam?

Be careful!

It's the first time I've been to Italy.
It was the first time I'd been to Italy.

Have your say!

- What have you always wanted to do but haven't done yet?
- Is there anything you've always wanted to buy?
- Think of one thing you've done recently for the very first time. Why hadn't you done it before?



Use of English

EXAM EXPERT

How should you do the exam practice task?

- a Quickly read the text first to get a general idea of what it is about.
- b Go straight to the questions to save time.

1 Read the text in exercise 2 quickly and answer these questions.

- 1 Apart from his acting, what is James Dean famous for?
- 2 How many films did he star in?
- 3 How old was he when he died?

2 exam practice

Read the text below and decide which answer (A, B, C or D) best fits each gap.

James Dean



If you ask anyone to (1) _____ a famous rebel, the chances are they will say James Dean. But who was James Dean, and was he really as rebellious as we believe?

James Dean was born in 1931 in Indiana, USA. His father was a dental technician. The family (2) _____ to Los Angeles in 1936, but Dean returned to Indiana after his mother died, where he was (3) _____ by his uncle and aunt. Dean was a bright and hard-working student, and was not particularly rebellious at school.

After returning to California, Dean joined an acting workshop, and was given

to an actor.' Television and theatre work followed, and Dean became highly (7) _____ within the industry.

James Dean starred in only three films, and had only been world-famous for just over a year when he was killed in a car (8) _____ in September 1955. It was his death at such a young (9) _____, and the rebellious roles he played in the films *Rebel Without a Cause* and *East of Eden*, rather than his off-screen (10) _____, that have made him a legend. Like Marilyn Monroe, Elvis Presley and Frank Sinatra, James Dean is an icon of the 20th century.

minor roles in films, on stage and in TV commercials. In 1951 he went to New York to further his acting (4) _____. Dean's acting (5) _____ was soon recognised, and he was asked to join the Actors Studio. As he wrote in a letter to his family in 1952: 'It is the best thing that can (6) _____

EXAM EXPERT

How should you do the exam practice task?

- a Don't think of it as a text, but as separate lines, with no connection to each other.
- b Read the text through first and then look at it sentence by sentence.

- | | | | |
|-------------------|--------------|--------------|------------------|
| 1 A call | B tell | C name | D repeat |
| 2 A located | B removed | C lived | D moved |
| 3 A brought up | B grown up | C taken over | D taken off |
| 4 A job | B career | C work | D employment |
| 5 A qualification | B talent | C knowledge | D recommendation |
| 6 A become | B take place | C occur | D happen |
| 7 A loved | B adored | C respected | D worshipped |
| 8 A accident | B misfortune | C disaster | D hit |
| 9 A era | B period | C age | D time |
| 10 A condition | B behaviour | C quality | D performance |

3 Look at each gap in the text in exercise 4. What kind of word is required for each gap?

4 exam practice

Read the text on the right. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. Write your answers IN CAPITAL LETTERS.

The Perfect Friend

Because (1) _____ is one of the few kinds of relationship we have control over, it is an (2) _____ area of research for sociologists. Many studies have been done into this kind of relationship. Although we can't usually choose our (3) _____ or bosses or (4) _____, we can choose our friends. But how do we choose them? Out of all the people we meet in our lives, why do some become our friends, and why do we find some people's (5) _____ more (6) _____ than others? It's not an easy question to answer, because we are all looking for similar qualities in our friends, such as (7) _____, a good sense of humour, trustworthiness and (8) _____. However, what each of us means by 'a good sense of humour', for example, or what each of us thinks of as 'kind', is (9) _____. We are all unique in many ways, and so the perfect friend for one person may seem a little (10) _____ to someone else!

- FRIEND
- INTEREST
- RELATE
- TEACH
- PERSON
- ATTRACT
- HONEST
- KIND
- DIFFER
- BORE



Writing: informal letter/email



Starting point

Imagine someone your age from another country was coming to stay with your family for a couple of weeks. What would you want to know about them before they arrived?

1 Read this email and answer the questions below.



From: Sophie Needham
Sent: 3rd September

Subject: Re: Hi there!

Dear Angela,

Thanks for your email. I can't wait to meet you and your parents in August!

Well, we've obviously got a lot in common. I love tennis, too, although I'm probably not such a good player as you are. And I'm very glad you like pop music. I'm crazy about The Screemers! I also love swimming. Do you?

You asked if there was anything I wanted to do while I'm staying with you. As we both like tennis, we should definitely have a game and I'd love to go swimming. Will your parents let us go to a club? We're both 15, so it shouldn't be a problem, should it?

I've attached a picture so you can see what I look like. It was taken last summer on holiday.

Please write back soon. Can't wait to meet you!!!

Bye for now!
Sophie

- 1 Is the language formal or informal? Give examples.
- 2 What is the purpose of each paragraph?
- 3 What information did Angela give Sophie in her email?
- 4 What did Angela ask in her email?
- 5 What questions does Sophie ask in her email?
- 6 Which phrases and expressions in the letter are often used in informal emails?
- 7 What other ways are there of saying 'Bye for now!' at the end of the email?
- 8 Do you think Sophie and Angela will like each other when they meet? Why?

2 Choose true (T) or false (F).

- 1 We usually start letters/emails with *Dear ...*. T/F
- 2 In an email, you don't need to worry about correct grammar. T/F
- 3 Spelling is more important in an informal letter than an email. T/F
- 4 An informal email is the same as an informal letter. T/F

3 It's often possible to say the same thing in different ways. Look at these sentences from the email in exercise 1, and write them in a different way.

- 1 Thanks for your email.
Thanks a lot for your email!
- 2 I can't wait to meet you and your parents in August!
I'm really looking forward to meeting you and your mum and dad in August!
- 3 Well, we've obviously got a lot in common.

- 4 And I'm very glad you like pop music.

- 5 I'm crazy about The Screemers!

- 6 You asked if there was anything I wanted to do while I'm staying with you.

- 7 As we both like tennis, we should definitely have a game and I'd love to go swimming.

- 8 Please write back soon.

Plan ahead

1 exam practice: informal email

You are going to the UK for two weeks in the summer to study at a language school. While you are there, you will be staying with an English family called the Wilsons. Below is an email which Adam Wilson, who is 15 years old, has sent you.

Read Adam's email and the notes you have made. Then write a suitable reply.

write
reply
send

From: Adam Wilson
Sent: 6th September

Subject: Your visit

Hi, there! I'm Adam. I'm looking forward to your visit, and I wanted to say hello and ask you a couple of things.

First of all, a bit about me. I'm crazy about skateboarding and I love rock and pop music. I think my favourite band at the moment is the Kaiser Chiefs. Do you know them? What kind of things do you like doing and what music do you like?

My mum asked me to ask you if there's anything you particularly want to do while you're here. I guess you'll be busy at the language school during the day, but we can do things in the evenings and at weekends if you like. Let me know!

Bye for now!
Adam

never done it – would love to try!

same as you!

love to go to a castle. Any near???

basketball, cinema, computer games



EXAM EXPERT

How should you write an informal email?

- a Don't use paragraphs and don't worry about grammar, spelling and punctuation because they are important in letters, not emails.
- b Write your email in exactly the same way you write a letter, with paragraphs and correct grammar, spelling and punctuation.

See *Writing database* on page 199 for further information.

2 Before you write, answer these questions.

- 1 Will your email to Adam be formal or informal?
- 2 What questions did Adam ask you?
- 3 How many pieces of information do you have to include in your email?
- 4 What are they?
- 5 What other information about yourself could you include?
- 6 What other questions could you ask Adam?

3 For each of the notes next to Adam's email in the question in exercise 1, write one or two sentences which could be included in your email.

4 Complete *Writing Planner 1* on page 206.

5 Write your email in 120–150 words. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

6 When you have written your email, make sure that you have:

- used informal language
- referred to all the notes
- added some other relevant information
- at least four main paragraphs
- referred to Adam's email in paragraph 1.



Travelling

Wordpower!

adventure • enjoy yourself • excitement
freedom • get bored • keep you busy

Starting point

What do people look for in a holiday? Discuss the advantages and disadvantages of these different holidays.



- an activity holiday
- a beach holiday
- a camping holiday
- a family holiday
- a holiday with friends
- a package holiday
- a sightseeing tour

1 Look at the text without reading it in detail. What kind of holiday did the writer go on?

2 Read the questions in exercise 3 and decide which of these statements is probably true. Explain why.

- 1 The writer and his daughter met several different people and had a variety of things to do on holiday.
- 2 The holiday had limited activities and the writer met very few people there.

Cowboy fantasies on a ranch in Montana

Ian Henderson and his daughter try living on a working ranch in the Montana mountains.

Imagine you're a 12-year-old girl. Ponies and clothes are your favourite things. You're wearing your new cowboy boots, new jeans, a blue checked shirt and a real cowboy hat when a tall cowboy asks if you'd care to help him round up the ponies. If you're imagining it properly, you're about as happy as a 12-year-old girl can be.

I'd taken my daughter to The Ranch at Rock Creek, a 6,000-acre spread in Montana which opened to guests last year and may well be the ultimate place to live out your cowboy dreams, whatever your age. I settled in to a proper Western-style saddle and rode out beside my daughter across Rock Creek. We followed a trail along the river before heading uphill towards the high forests. We were glad of our wide-brimmed hats until we reached the shade of the pine woods.

This is big, empty country where much of the American cultural identity was forged by tough explorers such as Lewis and Clark, the first white men through Montana. Tom McCombs told us tales of grizzly bears by a mountain stream as we ate our sandwiches. Together we'd tracked elk, found where a brown bear had been hunting for food and trailed a bobcat away from a kill.

These are people who know an awful lot about rodeo, fishing, shooting and the history of where they live, and are itching to share. On my first attempt at fly fishing, I managed to catch a trout, thanks to the help of Alex the fisherman. At the shooting range, Max coaxed my daughter from being gun-shy to shattering eight clay targets in a row.

It's hard to know what those early explorers would have made of the ranch's well-appointed spa, the swimming pool or the 'Mercantile', full of upmarket clothes where my daughter bought her cowboy boots. But they would have recognised most of the ingredients in chef Josh Drage's cooking – he spends a couple of days a week on the long Montana dirt roads, buying fresh meat and vegetables from the farms farther down the valley.

The ranch house is new but feels just like a home built of logs ought to. Downstairs there are crackling log fires, leather-covered sofas, guns and animal skins on the walls, baskets of homemade cookies and books about the history of the place. Everyone has their own mountain bike for their stay with

EXAM EXPERT

How should you do the exam practice task?

So that you can check your answers easily at the end of the exam, you should

- a leave enough time to do the exercise again completely.
- b underline the part of the text which you think gives you the answer.



the name of their room hung on it, and you're invited to borrow hats, coats and cowboy boots whenever you need them. Someone's paid attention to almost every detail. There are other places to stay on the property that offer

fewer people and more of the silent outdoors. Along the river are cabins with underfloor heating in the stone-built bathroom, furs on the bed and the soothing soundtrack of the creek outside. There are a couple of secluded family-sized ranch houses, and for real isolation there's Trapper Cabin, which comes with its own jeep to get you to breakfast.

When you're standing on the porch, coffee in hand, looking across the early mist on the river to mountains touched gold by the sun, the sheer beauty of Montana that struck Lewis and Clark stays with you. And somehow Rock Creek makes you feel as if you belong there. My daughter swears she will be back. As soon as she's old enough she's going to join Big Tom as an apprentice cowgirl.

3 exam practice

You are going to read a description of an unusual holiday. For questions 1–6, choose the answer (A–D) which you think fits best according to the text.

- In the first paragraph, the writer wants to emphasise
 - that we need imagination when choosing a holiday.
 - the importance of taking the correct clothes on holiday.
 - how suitable the holiday was for his daughter.
 - his concern that his daughter is not very happy.
- From the passage we understand that Lewis and Clark were
 - important historical figures.
 - friends of Tom McCombs.
 - bear hunters.
 - criminals.
- What does the writer say about the staff at The Ranch?
 - They have been there all their lives.
 - They are better at fishing than shooting.
 - They are all learning new skills.
 - They are keen to pass on their knowledge.

- What are the spa, the swimming pool and the 'Mercantile' examples of?
 - places to buy clothes
 - places where you can find Josh Drage's cooking
 - more modern additions to the area
 - things that have been there for years
- People staying at The Ranch at Rock Creek
 - have a choice of accommodation.
 - always have the free use of a jeep.
 - have to follow a lot of rules.
 - sometimes have to sleep outside.
- From the passage we can tell that the writer
 - enjoyed his stay more than his daughter did.
 - and his daughter both enjoyed their stay.
 - didn't enjoy himself as much as his daughter did.
 - and his daughter were a little disappointed with their stay.



WORK IT OUT!

Find these words in the text and underline them. Can you work out what they mean from the context?

checked • ultimate • saddle • itching to crackling • isolation • swears • apprentice

4 Find words in the text which have a similar meaning to these words and phrases.

- path or narrow road (paragraph 2)
- small river (paragraph 3)
- followed (paragraph 3)
- low land between hills, often with rivers (paragraph 5)
- simply constructed houses, usually made of wood (paragraph 7)
- alone; with no other buildings or people near it (paragraph 7)
- the part of a building outside the door (paragraph 8)
- absolute; total (paragraph 8)



Have your say!

- Would you like to go on a holiday similar to the one in the passage? Why? / Why not?
- Some companies offer holidays where you can learn to do something, such as fishing, skiing, painting, etc. Is there anything you would like to learn while on holiday?
- Is it better to go on holiday with family or with friends? Why?

G Grammar 1

Continuous tenses

Is this sentence correct or incorrect? Explain why / why not.

We are going on holiday to a nearby island every summer.

The present continuous and past continuous tenses refer to:

- events happening at a particular moment.
I can't come now. I'm doing my homework.
When you called, I was having a bath.
- temporary situations or events.
We're staying in a wonderful hotel.
We were living in London for a few months last summer.
- changing and developing situations.
This area is developing quickly because of tourism.
By the late 60s, many Spanish resorts were growing very quickly.
- the future (or the future in the past).
John and Matt are going to France this summer.
I was worried because we were having a test the next day.

The present perfect continuous and past perfect continuous tenses refer to:

- events continuing up to a particular moment or stopping just before it.
I'm tired because I've been running.
We were annoyed because the hotel manager had been lying to us.

See *Grammar database 3* on page 175 for more information.

1 Find this sentence in the text on page 18 and underline it. Underline other examples of verbs used in a continuous tense. Why has the writer used a continuous tense in each case?

You're wearing your new cowboy boots, new jeans, a blue checked shirt and a real cowboy hat ...

2 Use the verbs in brackets in the correct form to complete this text.

Dear Jack,

We (1) _____ (travel) for five days now – 21 left to go!

Interrailing is great fun – you must try it sometime. We

(2) _____ (get) the train down through France to Italy, which is where we are now. We (3) _____ (stay) in youth hostels and

(4) _____ (meet) some really cool people so far. Italian boys are very friendly! At the moment, we (5) _____ (sit) in a café in Florence and Kate (6) _____ (practise) her Italian on the waiter. I don't think he's impressed!

We (7) _____ (walk) around the town last night when we

(8) _____ (see) a great seafood restaurant. We

(9) _____ (go) there tonight for dinner. Should be fun!

Wish you were here,

Jill

3 Correct these sentences.

- 1 I had been learning English for about seven years now.
- 2 When we were on holiday, I was swimming every day.
- 3 We go on holiday tomorrow.
- 4 Have you ever been visiting any countries outside Europe?
- 5 I had a shower when the hotel manager rang so I couldn't answer the phone.

4 Use these verbs in the correct form to complete the text. Some of the verbs may be used more than once.

get • help • offer • meet • seem • take • ring • be
go • work • see • enjoy • arrive • stay • show

Last summer, I (1) _____ as a waitress in a holiday resort when I (2) _____ a great opportunity. I (3) _____ for about a month when I (4) _____ an ad for holiday reps. The interviews (5) _____ place the next day, so I (6) _____ the number in the ad to ask where I had to go. They (7) _____ to like me when they (8) _____ me and they (9) _____ me a job. A group of tourists (10) _____ that weekend so I had to learn lots of things about the resort very quickly. When the group (11) _____, I was ready. None of them (12) _____ there before so I (13) _____ them all find the hotels they (14) _____ in and then (15) _____ them the sights. I really (16) _____ meeting people from different countries and helping them. I (17) _____ back again this summer. It's a great job!