

# 1 Powerful images

## Images in nature

In pairs, talk about:

- what you think these people do and what kind of lifestyle they have.
- what kind of image they want to show.
- why our image is important to us.

### Skills

#### 1 Skim reading

##### Exam training

*Skim reading means reading a text through quickly to get a general idea of what it is about. This prepares you for answering more detailed questions.*

**A** Read the article quickly. Which is the best heading for paragraphs 1–5?

• Inspiration • Safety • Variety • Appeal • Invisibility

**B** What would be a suitable title for the article?



1 Wherever we look nowadays we are surrounded by images. They are a constant feature of today's world. We see them on TV, at the cinema, in magazines. However, not all of them have been created by human beings. Nature itself has created some of the most beautiful images, and the variety of images in nature is enormous. Over millions of years, each species has developed its own 'look'. There are three main reasons for this diversity of natural images.

2 Let's begin by looking at two very different species – the stick insect and the tiger. Stick insects have evolved to look exactly like the branches and leaves they live amongst. For them, the ability to hide from their enemies is essential because they are small and camouflage offers them the only way to protect themselves. Yet it's not only small creatures that use camouflage. Large mammals do too, only in a totally different way. Tigers, for example, have stripes to hide themselves in the long grass where they can launch their attacks on their prey. Camouflage made it possible for tigers to become successful hunters.

3 But hiding from their predators isn't the only way animals can ensure their survival. The armadillo from Central and South America, for example, is protected by thick pieces of hard bone which form a shell around its body. The armadillo looks more like an armoured machine from a science fiction film than an animal. Or let's take a more common example. The hedgehog is a much smaller animal, but nature has provided it with a coat of long, sharp spines to protect itself from its enemies.

4 There is yet another reason for nature's variety of images. For the species to survive it's not enough to escape from predators. Sometimes it's important to stand out in the crowd. Male peacocks, for instance, developed their extraordinary blue and green tail to attract peahens (female peacocks) during mating season. Many other animals use their image to appeal to potential mates and to get ahead of their rivals.

5 An animal's appearance sends out a very important message. Their image helps them to hide, to defend themselves or to find partners. We humans have stolen many of our own images from wildlife over the centuries. Just think of military armour, for example, or the feathers in expensive hats, leopard skin fabrics, punk hairstyles, camouflage trousers, fake fur... the list is endless. In fact, when it comes to fashion, it seems as if the human race has learned everything it knows from just one source – nature.



## 2 Scanning

### Exam training

*Scanning means looking quickly through a text without reading every sentence to find the information you need. This helps you to find detailed information more quickly.*

Read the article again and find the answers to these questions.

- Where do we come across images? What are the sources of these images?
- Why have stick insects developed their image? Have tigers evolved stripes for the same reason?
- What does the armadillo use to protect itself? What other species uses similar ways of protection?
- What important role does image play in the life of peacocks?
- Where do people often look for fashion ideas?

## Vocabulary

### 3 Wordsearch

Find:

- nouns in paragraph 1 which mean:
  - a number of different types of something.
  - a range of things that are different from one another.
  - a group of animals or plants that share the same characteristics.
- verbs in paragraph 2 which mean:
  - develop gradually from a simple to a more complex form.
  - keep something or somebody safe.
  - be in a place where you cannot be seen.
- nouns in paragraphs 2 and 3 which mean:
  - an animal that kills and eats other animals.
  - an animal that is killed and eaten by other animals.
  - the way in which an animal becomes difficult to see in its surroundings.
- verbs in paragraph 4 and 5 which mean:
  - make someone feel that they like you.
  - make someone interested in you.
  - be easily noticed.
  - be more successful than others.
  - give out or transmit.

### 4 Verbs and prepositions

Match the verbs in list 1 to those in list 2 that are similar in meaning.

- protect • evolve • provide • attract • create
- offer • form • appeal • develop • defend

Use one of the verbs from list 1 in its correct form and a suitable preposition to complete sentences 1–5. More than one preposition may be correct.

- The school will \_\_\_\_\_ students \_\_\_\_\_ pens and paper for the examination.
- Scientists believe that our Universe \_\_\_\_\_ a huge explosion called the Big Bang.
- Many visitors \_\_\_\_\_ Lake Bled because of its natural beauty.
- Darwin was the first to claim that the human race \_\_\_\_\_ a species of animal.
- Antibiotics are effective against bacteria but they don't \_\_\_\_\_ patients \_\_\_\_\_ viruses.

### 5 Suffixes and prefixes

We add the suffixes *ful* (with one 'l' only) and *less* to nouns to mean *with plenty of* or *without any at all*, e.g. beautiful, successful, endless. Which of these nouns can form adjectives by adding *ful* and/or *less*?

- help
- peace
- worth
- count
- wonder

What do the words you have formed mean?

These adjectives all appear in the article. Find what they are used to describe, then write a word with a negative prefix, i.e. 'un', 'im', 'in', which means the opposite.

- successful
- common
- natural
- essential
- important
- expensive
- possible

### Time to talk?

Read the quotation about image. What do you think it means? Do you agree?

'That is the best part of beauty, which a picture cannot express.' (Francis Bacon)



## Let's focus on the present perfect and the past simple

### Quick quiz

Three of these sentences are incorrect. Can you explain why they are incorrect?

- 1 I have bought a new pair of jeans yesterday.
- 2 I phoned you a couple of minutes ago.
- 3 I never was in Ireland.
- 4 When you finished your meal, you can watch the film on TV.

### 1 The present perfect and the past simple



- A** What is a brand name? What do you think makes clothes, etc. with brand names so popular?
- B** Underline the examples of the present perfect in the extract. Do you agree with what the writer says? Why (not)?

Since about the middle of the 20th century, brand names have been a way of helping people to express their own individuality while, at the same time, being part of a group. Buying items like these is a bit like being a fan of a popular band or a famous football team. It gives you a sense of identity. These products play an increasingly important part in our lives today. People need security. Buying an easily identifiable product means that you know exactly what you've just bought – there are no nasty surprises! – and you know that your friends will approve of what you are wearing.

### 2 Past participles

Some verbs have irregular past participles. Divide these verbs into three groups:

- verbs with
- 1 a regular past participle
  - 2 an irregular past participle which is different from the simple past form
  - 3 an irregular past participle which is the same as the simple past form

• begin • bring • come • decide • fall • find • go  
• know • leave • promise • remember • see • sing  
• stop • teach • think • visit • wash • write

### 3 Adverbs of time

Put the adverb in the correct place in sentences 1–8.

- 1 already Don't feed the cat. I've given him his dinner.
- 2 yet Have you paid the telephone bill?
- 3 still My letter from my penfriend hasn't arrived.



- 4 just Paula's missed the bus.
- 5 ever This is the first time I have tried skateboarding.
- 6 never I've been abroad.
- 7 always Anna has liked classical music.
- 8 yet The Rutherfords have not moved to their new flat.

### 4 The present perfect and the present perfect continuous with *since* or *for*

- A** Do we use *since* or *for* with the following words and phrases connected with time?

• a long time • two weeks • last March  
• three hours • 1998 • Monday  
• a few minutes • 9 o'clock

- B** Which of the tenses in bold emphasises the length of time of the action?

I've **lived** here since I was a child.  
I've **been living** here for 10 years.

- C** Use a phrase with *for* or *since* and either the present perfect or the present perfect continuous to complete the sentences.

- 1 Peter (read) the same book \_\_\_\_\_
- 2 We (try) to phone them \_\_\_\_\_
- 3 Our next-door neighbours (have) their new car \_\_\_\_\_
- 4 Maria (do) this job \_\_\_\_\_
- 5 Karl (have) a cold \_\_\_\_\_
- 6 I (not be) to the theatre \_\_\_\_\_
- 7 Jessica (be) a student at this school \_\_\_\_\_
- 8 John (not watch) a football match \_\_\_\_\_
- 9 Sam (stay) with her grandmother in the countryside \_\_\_\_\_



- D** Make sentences about the Irish rock group U2, using the information in 1–6 and the words in brackets.

**Example**

The members of U2 first played together in 1976. (since / play together)

*The members of U2 have been playing together since 1976.*

- Adam Clayton, the bassist of the band, moved to Dublin from England when his father got a job at the Irish airline Aer Lingus. (since / Adam / live in Dublin)
- The band decided to change their name from The Hype to U2 in 1978. (since / be called)
- U2's first album 'Boy' appeared in October 1980. (for / record albums)
- Singer Bono Vox – born Paul Hewson – married Alison Stewart in 1982. (for / be Bono's wife)
- Their 1984 album 'The Unforgettable Fire' was the first they recorded with producers Brian Eno and Daniel Lanois. (since / work with)
- In 1988, 'U2: Rattle and Hum' was the first of many films to which the band contributed songs. (for / write songs for the cinema)



**5 In other words**

- A** Complete sentence 2 so that it has the same meaning as sentence 1.

- It's ages since I bought a new pair of trainers.
- I haven't \_\_\_\_\_ a new pair of trainers \_\_\_\_\_ ages.

- B** Match 1–5 with a–e to make sentences like the first one in A.

- |                           |                               |
|---------------------------|-------------------------------|
| 1 It's a long time        | a we (have) anything to eat.  |
| 2 It's over a year        | b we (go) to the cinema.      |
| 3 It's about two months   | c my family (have) a holiday. |
| 4 It's nearly a fortnight | d Susan (phone) me.           |
| 5 It's hours              | e I (have) a haircut.         |

- C** Rewrite the sentences that you have made in B the same way as in sentence 2 in A.

- D** Use the sentence openers 1–5 in B to write sentences about yourself.

**6 The present perfect with when, if or until**

We sometimes use the present perfect instead of a present tense after *when*, *if* or *until* to talk about something that might be finished now or soon, e.g.

*If / When you have finished your homework, you can go out.*

*You cannot go out until you have finished your homework.*

Complete these sentences using your own words.

- We can't go to the cinema until we \_\_\_\_\_ what's on.
- If they \_\_\_\_\_ (not) \_\_\_\_\_ by lunchtime, we will have to ring and find out where they are.
- When you \_\_\_\_\_ your bedroom, we can have dinner.
- I'll be ready to go out when I \_\_\_\_\_ my hair.
- When you \_\_\_\_\_ the table for dinner, you could help me with the vegetables.
- I can't tell you what my secret is until I \_\_\_\_\_ to Anna.

**Let's activate!**

**7 Personal experience**

In pairs, you have five minutes to find out whether (or how many times) your partner has done the things in 1–10 and what happened when he/she did them. Ask and answer questions and make notes of your partner's replies.

**Example**

- *Have you ever been to New York?*
- *Yes, I have.*
- *When did you go there?*
- *I went to New York on holiday last summer.*

• What • When • Who/with • How • How long • Why

- |                              |                    |
|------------------------------|--------------------|
| 1 go to a wedding            | 6 go to a concert  |
| 2 break a bone               | 7 win a prize      |
| 3 miss a train               | 8 climb a mountain |
| 4 be late for school         | 9 perform on stage |
| 5 forget to do your homework | 10 be abroad       |

**8 Group discussion**

- A** Which of these statements might apply to you? Why?



- I've just spent all my money on a pair of brand name jeans.
- I've never bought anything with a brand name in my life and I never will!
- I don't know if I've ever bought any brand name products because I never check the name before I buy things.

- B** How have brand name companies changed people's spending habits and your life?



## Vocabulary

### 1 Negative prefixes

We make some adjectives negative by adding the prefixes *un*, *in*, *im*, *ir*, *dis* or *il*. We use the negative prefix *im* before the letters *p* and *m*, *ir* before the letter *r*, and *il* before the letter *l*. Complete the sentences with the negative form of the adjectives below.

- expensive • clear • attractive • possible • responsible • organised
- mature • legal

- 1 The photograph was blurred and \_\_\_\_\_. We couldn't see who was in it.
- 2 It's \_\_\_\_\_ to become a supermodel unless you're very good-looking.
- 3 I don't spend lots of money on clothes. I usually buy things which are \_\_\_\_\_.
- 4 It is very \_\_\_\_\_ to leave the children without supervision near the pool.
- 5 The young man had an \_\_\_\_\_ scar on his cheek.
- 6 The concert was completely \_\_\_\_\_. Nobody knew where to buy tickets.
- 7 Some models are too \_\_\_\_\_ to realise the risks associated with working in the fashion industry.
- 8 In England it's \_\_\_\_\_ to drive a car if you're under 17.

### 2 Verbs and prepositions

Match the sentence halves 1–4 with the prepositions, then with a–d.

- with • by • against • to

- 1 The perfume *CK one* was created \_\_\_\_\_
- 2 The audience were provided \_\_\_\_\_
- 3 Many people are attracted \_\_\_\_\_
- 4 The designer defended himself \_\_\_\_\_
- a the glamorous image of the film industry.
- b criticism that his clothes were too expensive.
- c the designer Calvin Klein.
- d a programme of the fashion show.

### 3 Word formation

Put the words in brackets into the correct form.

Image is important in most professions, but some jobs put more emphasis on <sup>1</sup> \_\_\_\_\_ (appear) than others. Nobody knows this more than Jodie Keller, make-up artist for *Vogue* magazine. 'My work involves covering up tiny <sup>2</sup> \_\_\_\_\_ (imperfect) as well as completely transforming faces,' explains Jodie. 'For me the <sup>3</sup> \_\_\_\_\_ (attract) of the job is its constant <sup>4</sup> \_\_\_\_\_ (vary) – each photo shoot presents a new challenge. It can be demanding at times, but the stylists are very <sup>5</sup> \_\_\_\_\_ (help) and the models usually patient. The work I do is very <sup>6</sup> \_\_\_\_\_ (create) and I've made up <sup>7</sup> \_\_\_\_\_ (count) faces. All in all it's a <sup>8</sup> \_\_\_\_\_ (wonder) career!'

## Grammar

### 4 The present perfect and the past simple

Choose the correct tense.

- 1 *Have you ever seen* / *Did you ever see* U2 live?
- 2 Simon *has bought* / *bought* some new designer jeans last week.
- 3 Sara *worked* / *has worked* as a model before she went to university.
- 4 I can't call Jessie – I *forgot* / *have forgotten* my mobile.
- 5 *Did you watch* / *Have you watched* the episode of *The X-files* last night?
- 6 You look tanned. *Did you go* / *Have you been* on holiday?
- 7 • Why don't you take a picture?  
• I *ran* / *have run* out of film.
- 8 I *saw* / *have seen* two films starring George Clooney recently.
- 9 *Did you visit* / *Have you visited* the Rock Café when you were in London?
- 10 Ethan *has always been* / *was always* obsessed with his appearance. He's incredibly vain.

### 5 Adverbs of time

Complete these dialogues with the most appropriate adverb. Sometimes more than one answer may be possible.

- yet • already • still • just • ever • never
  - always
- 1 • Hurry up, the film has \_\_\_\_\_ started.  
• Has anything happened \_\_\_\_\_?
  - 2 • Have you \_\_\_\_\_ been on a photo shoot?  
• No, I've \_\_\_\_\_ been on one, but I did go to a fashion show once.
  - 3 • Has Holly \_\_\_\_\_ been very popular?  
• Yes, she has, although she's \_\_\_\_\_ had a boyfriend.
  - 4 • Have you finished surfing the Internet \_\_\_\_\_?  
• Yes, I have. I've \_\_\_\_\_ found what I was looking for.



## 6 The present perfect and the present perfect continuous

Rewrite these sentences so that the meaning is the same.

- It's about two months since I started learning photography.  
*I've been learning photography for about two months.*
- Mandy bought an Oasis CD yesterday – she hasn't stopped playing it!  
Mandy has \_\_\_\_\_
- When did you buy those trainers?  
How long \_\_\_\_\_
- The last time I saw my grandparents was at Christmas.  
I haven't \_\_\_\_\_
- It's nearly a fortnight since I went rollerblading.  
I haven't \_\_\_\_\_
- Ross hasn't seen Rachel for a long time.  
It's been \_\_\_\_\_
- It's hours since I arrived at the café and Monica still hasn't arrived.  
I've been waiting \_\_\_\_\_
- I gave up football over a year ago.  
It's been \_\_\_\_\_

## 7 The present perfect with when, if and until

Choose the correct alternative.

- When / Until* you've finished playing the computer game, can I have a go?
- I'm not lending you any money *until / when* you promise to pay me back.
- I'm not going anywhere *until / if* you tell me the truth.
- If / Until* you've already seen *X-Men*, we can go and see something else.
- When / Until* you've taken the photo, give the camera back to me.
- If / When* you're going to shop, could you get me a carton of milk?

## 8 The right verb

Complete this text with the correct form of the verbs in brackets.

# THE ART OF TATTOOS

1 \_\_\_\_\_ (ever / you / think) about having a tattoo? Nowadays lots of young people 2 \_\_\_\_\_ (copy) their favourite footballers and pop singers and experimenting with 'body art'. Singers such as Mel C, also known as Sporty Spice, 3 \_\_\_\_\_ (already / have) as many as seven tattoos, and Robbie Williams 4 \_\_\_\_\_ (just / pay) to have a lion tattooed on his shoulder. Body art 5 \_\_\_\_\_ (become) an essential fashion accessory, and recently, more and more people 6 \_\_\_\_\_ (spend) money on it. Originally the word tattoo 7 \_\_\_\_\_ (come from) the Tahitian word 'tatu' which means 'to mark something'. Polynesian warrior kings 8 \_\_\_\_\_ (have) tattoos across their entire body – including the eyelids – to reflect their status. However, when tattoos 9 \_\_\_\_\_ (introduce) in Britain in the early eighteenth century, they 10 \_\_\_\_\_ (begin) to develop quite different associations.

'Body art 11 \_\_\_\_\_ (develop) a negative image because of criminals,' explains tattoo artist Jon Hanson. 'In the past, prisoners 12 \_\_\_\_\_ (tattoo) as a form of identification. In fact, it was only prisoners, sailors and members of the army who had them.'

But this image seems to be part of the attraction – at least for teenagers. 'Recently young people 13 \_\_\_\_\_ (start) to have tattoos because they think it 14 \_\_\_\_\_ (make) them look rebellious,' explains sociologist Mark Dean. 'They use them 15 \_\_\_\_\_ (establish) a tough image.'

But if you 16 \_\_\_\_\_ (not have) a tattoo yet and you 17 \_\_\_\_\_ (think) about it, think again. Tattoos are impossible to remove without leaving a scar, and what looks fashionable now could look dated in ten years' time.

## Factfile

**A** Complete the factfile with the following words and phrases.

- look good • unattractive • image conscious • talent or intelligence
- dieted • model figure • eating habits

## Looks count

A recent poll of British teenagers has shown that both boys and girls believed appearance rather than 1 \_\_\_\_\_ was the key to success.

Boys said that a 2 \_\_\_\_\_ was more important than intelligence in a girlfriend. They also admitted being increasingly 3 \_\_\_\_\_ and were likely to reject a girl because of her looks. In fact, most teenagers believe that being 4 \_\_\_\_\_ is more likely to stop them from getting a job than having a criminal record.

All the teenagers admitted having a physical ideal which had an effect on their 5 \_\_\_\_\_, and over half of 14-year-olds admitted to having 6 \_\_\_\_\_.

Many of those questioned confessed they felt under too much pressure to 7 \_\_\_\_\_ all the time and admitted they would be willing to try cosmetic surgery. One researcher commented: 'This study emphasises how important it is for British teenagers to look good, even if it means neglecting other things in their lives.'

**B** Is your attitude to appearance similar to or different from the opinions above? Discuss your ideas in groups.



## Photographic images

A These words are all connected with photography. What do they mean?  
• develop • negative • print • enlargement • lens • flash • snapshot

B Discuss these questions with a partner.

- 1 How do you feel about:
  - taking photographs?
  - seeing photographs of yourself?
  - looking at other people's photographs?
- 2 Why do people take photographs of each other?
- 3 How do people react when they know their photograph is being taken? Why?
- 4 How were images represented before people took photographs? How are photographs different or better?

## Listening skills



### 1 Note-taking

A Look at this very old photograph and answer the questions.

- 1 When do you think it was taken?
- 2 What words would you use to describe the man?
- 3 How do you think he felt about the photo?

B Listen to a short news item about the old photograph. Answer the questions. Write notes like those in the example.

### Exam training

**Note-taking** Remember that notes do not have to be grammatically correct, e.g. (an) antique market (in) Paris.

### Example

Where did Monsieur Pagneux buy it?  
*antique market / Paris*

- 1 Why is it so important? \_\_\_\_\_
- 2 When was it taken? \_\_\_\_\_
- 3 When did the public hear about the photograph? \_\_\_\_\_
- 4 Who was Nicolas Huet? \_\_\_\_\_
- 5 What did he have to do? \_\_\_\_\_
- 6 Why didn't he comb his hair or smile? \_\_\_\_\_

C Now expand your notes into sentences and compare your answers with a partner's.



### 2 Listening for specific information

A Look at these photographs of two young people. How old do you think they are? What do they do?

B Listen to the tape and fill in the table with the correct information.

Anna Pimm

Age:	
Nationality:	
Main occupation:	
Part-time job:	
Earnings:	
Father's occupation:	
Father's advice:	
Main ambition:	

C Who do you think was right, Anna or her father? What do you think has happened to Anna since then?

### 3 Yes/no statements

A Imagine you are going to interview Zack, the young man in the photograph. You want to find out about the good and bad aspects of his job. What questions would you ask him? Make a list.

B Now listen to someone else interviewing Zack. How do your questions compare with those the interviewer asks?



- C Listen again and decide whether these statements match what Zack says about himself. Write *yes* or *no* beside each statement.

- 1 I always wanted to be a model. \_\_\_\_\_
- 2 I have only worked with one agency. \_\_\_\_\_
- 3 I sometimes spend long periods without work. \_\_\_\_\_
- 4 I like to work hard. \_\_\_\_\_
- 5 I was responsible for my worst experience. \_\_\_\_\_
- 6 I have lost some friends because of my career. \_\_\_\_\_
- 7 My parents have tried to make me give up modelling. \_\_\_\_\_
- 8 My academic work suffered as a result of modelling. \_\_\_\_\_
- 9 I would like a complete change of career. \_\_\_\_\_

## Speaking skills

### 4 Phrasal verbs

- A Zack says he doesn't really try to *live up to* the image people have of models. Here are some other phrasal verbs from the listening. Match them with their meanings in 1–7.

- live up to • drop out of • fall over • carry on  
• fall / get behind with • go on about • go out with

- 1 be as good as expected
- 2 continue
- 3 talk about repeatedly
- 4 leave unexpectedly
- 5 suddenly stop standing
- 6 spend time regularly with
- 7 fail to keep up with

- B Now discuss these questions in pairs or groups.

- 1 Have you ever found it difficult to live up to other people's expectations?
- 2 What subjects would you like to carry on studying, perhaps at university?
- 3 What can students do if they fall behind with their studies?
- 4 For what reasons do people drop out of university or school?
- 5 What kinds of subjects do people that you know usually go on about?
- 6 Why do you think Hollywood stars usually choose to go out with other famous people?

### 5 Word stress

- A Words can be divided into syllables: units usually containing a vowel and a consonant before and/or after it, e.g. af-ter. Underline the stressed syllable in each word. The part of speech is written beside each word.

- |                  |                    |
|------------------|--------------------|
| 1 contract (n)   | contract (v)       |
| 2 commerce (n)   | commercial (adj)   |
| 3 satisfy (v)    | satisfaction (n)   |
| 4 assign (v)     | assignment (n)     |
| 5 react (v)      | reaction (n)       |
| 6 photograph (n) | photographic (adj) |

- B Now listen to the words on tape and check your answers. Practise saying the words with the correct stress.

### 6 Role-play: Exchanging information

- A You are going to interview Anna or Zack. Make a list of questions to find out about:
- length of time doing the activity
  - big break
  - any problems
  - most exciting/worst experience
  - effect on his/her family life/lifestyle
  - the future
- B In pairs, interview each other. Try to refer back to what your partner has said to show that you are listening. The phrases in *How can I ...?* will help you.

#### How can I ...?

##### Show that I'm listening

Now, you mentioned ...

So, that's how ...

Yes, I was going to ask you about ...

Could you give me an example of ...?

Could you explain in more detail ...?

### 7 Picture-based discussion

- A Describe what is happening in the two pairs of pictures.



- B Discuss these questions.

- 1 What kind of image do the people in the pictures show?
- 2 Should they try to live up to their images? Why (not)?
- 3 In your opinion, what contribution has photography made to world events?
- 4 What effect has photography had on your culture/lifestyle?



# Images of Britain



## Images of Britain poster project

- A** A group of British students designed this poster as part of a group project called *Images of Britain*. What different images of Britain do you think it shows?
- B** What images do you have of Britain which are not in the poster?

### Studying the sample

#### 1 Understanding the task

The students also wrote a report to accompany the poster illustrating their points of view. What do you think should appear in a report?

- personal feelings and emotions
- facts and figures
- descriptions of who, what, when, where and why
- informal, conversational-type language, e.g. contractions
- stories or narrative
- pictures, drawings and/or diagrams

#### 2 Choosing the right heading

This is the report the students wrote. Read the report and decide which heading fits each part.

- A country of cultures
- British culture today
- Our intended audience
- Typically British

1 \_\_\_\_\_

We will send our poster all over the world to schools, colleges and travel agencies. People abroad will see our poster and recognise the traditional images we show of Britain. They will also get a good impression of what British life is like today.

2 \_\_\_\_\_

Many people think of Britain and immediately think of London. So we felt it was important to choose one characteristic image of London. We chose Big Ben because it is part of the Houses of Parliament, which stand for tradition as well as today's government. We decided not to include other tourist images because they don't symbolise the whole country in the same way.

Many people think of a British man wearing a dark suit and carrying an umbrella, which is not very typical these days. We agreed that we should include the umbrella, however, because it says something about the weather, which people talk about all the time.

We all thought we ought to include an image of food or drink. Tea is a traditional image, but most young people now drink more coffee. We still eat a lot of fish and chips, however, so we decided on this to represent British food.

3 \_\_\_\_\_

We did not think it would be a good idea to include one particular British musician or band because there are so many types of music in Britain. The musical instruments give an idea of music in general.

We were all determined to include a sport because so many sports originally came from Britain. We opted for a football rather than a cricket bat because it is easier for foreigners to recognise.

4 \_\_\_\_\_

Finally, we made a unanimous decision to put ourselves in the poster because we believe that young people have an important part to play in British life. We considered that it was really important to show that Britain is a multi-cultural society, which makes it such a fascinating place.



### 3 Saying the same thing in different ways

#### Exam training

**Avoiding repetition** *Never write exactly the same thing more than once when you are writing. Try to use a variety of ways of repeating similar ideas.*

- A** Look again at the report about Britain. The writers do not repeat the same words over and over again but use different ways of saying very similar things. Underline the other phrases which tell us about the decisions the group made, e.g.  
... we felt it was important to choose ...

- B** Here are some other phrases from the students' report. They say similar things about what the images mean but in a different way. What images are they referring to?

- 1 ... show ...
- 2 ... stand for ...
- 3 ... don't symbolise ...
- 4 ... is not very typical of ...
- 5 ... says something about ...
- 6 ... is a traditional image of ...
- 7 ... to represent ...
- 8 ... give an idea of ...
- 9 ... have an important part to play in ...

- C** Why did they decide to include each of the images? Which images did they decide not to include? Why?

### Steps to better writing

#### 4 Completing sentences

Here are some openings of sentences based on information in the report on Britain. Complete them with information for a report on your own country.

- 1 Many people think of \_\_\_\_\_ and immediately think of \_\_\_\_\_
- 2 I would choose an image in my country like \_\_\_\_\_
- 3 \_\_\_\_\_ stands for \_\_\_\_\_
- 4 \_\_\_\_\_ doesn't / don't symbolise the whole country.
- 5 Many people think of a \_\_\_\_\_ man or woman as \_\_\_\_\_
- 6 \_\_\_\_\_ is a traditional image of \_\_\_\_\_
- 7 We eat a lot of \_\_\_\_\_
- 8 People in my country listen to \_\_\_\_\_
- 9 Our national sport is \_\_\_\_\_
- 10 \_\_\_\_\_ is a \_\_\_\_\_ society.

#### 5 Prepositions

Match 1–10 with a–j, then write the sentences filling in the missing prepositions.

- 1 Our poster will go
- 2 People will have
- 3 The Houses of Parliament
- 4 An umbrella says
- 5 We decided \_\_\_\_\_ fish and chips

- 6 There are fast food restaurants
- 7 So many sports originally
- 8 We opted
- 9 Young people play
- 10 Britain is a fascinating place
- a something \_\_\_\_\_ British weather.
- b to represent British food.
- c \_\_\_\_\_ every town.
- d an important part \_\_\_\_\_ British life.
- e a good impression \_\_\_\_\_ life here.
- f to live \_\_\_\_\_ and visit.
- g stand \_\_\_\_\_ tradition.
- h \_\_\_\_\_ a football.
- i came \_\_\_\_\_ Britain.
- j all \_\_\_\_\_ the world.

### Writing your report

#### 6 Brainstorming

You are going to design a poster and write a report about your country. In groups, talk about what images you should include in your poster and why. Use *How can I...?* to help you.

#### How can I...?

##### Justify my opinions

Personally, I (don't) think we should choose... because...  
Let's (not) have ... because ...  
In my opinion, I (don't) feel we should put ... because ...  
I would definitely (not) include ... because ...  
It would be better to include ... as ...  
I (don't) feel that it's important to include ... as ...

#### 7 Planning

- A** Think about your poster report and make two lists in note form about your decisions:
- 1 which images you have decided to include and why.
  - 2 why you have decided not to include certain images.
- B** Decide:
- 1 how to introduce your report.
  - 2 which order to put your decisions in.
  - 3 how to end your report.

#### 8 Writing

With the help of your notes, write the report (200 to 300 words).

#### 9 Checking

Read your report and check that you have:

- expanded your notes into complete sentences.
- used different ways of saying what you decided and what the images represent.
- included a heading for each section.
- written the correct number of words.



## Vocabulary

### 1 Phrasal verbs

Complete sentences 1–7 with one of the phrasal verbs in the correct form.

- live up to • drop out of • fall over • carry on
- go on about • fall behind with • go out with

- 1 Jessica decided \_\_\_\_\_ college and travel round the world for a year.
- 2 The newspapers claimed that the supermodel \_\_\_\_\_ a famous actor.
- 3 The athlete failed \_\_\_\_\_ his reputation as the world's best sprinter.
- 4 Amy didn't enjoy the ice-skating trip. She \_\_\_\_\_ three times.
- 5 Matt is obsessed with his new motorbike. He can \_\_\_\_\_ it for hours.
- 6 Greg \_\_\_\_\_ working until midnight. He had an exam the next day.
- 7 Mark took on too many part-time jobs to pay for his college training and soon \_\_\_\_\_ his studies as a result.

### 2 Word building

Put the words in brackets into the correct form.

- 1 I had to take a lot of \_\_\_\_\_ (photograph) equipment with me to the fashion shoot.
- 2 Nadia was only 15 when she got her first modelling \_\_\_\_\_ (contract).
- 3 Jenna got a lot of \_\_\_\_\_ (satisfy) from her work as an architect.
- 4 What was Sean's \_\_\_\_\_ (react) to the good news?
- 5 The modelling \_\_\_\_\_ (assign) was for three days on a beach in the Caribbean.
- 6 The film was a huge \_\_\_\_\_ (commerce) success. It broke all box-office records.

### 3 Prepositions

Complete the text with the correct prepositions: *in, to, on, with, of, for, from* or *around*.

Advertising plays an important part <sup>1</sup> \_\_\_\_\_ our everyday life. On average, people are exposed <sup>2</sup> \_\_\_\_\_ over 1,000 adverts a day – on television, in newspapers, on the radio or in the streets. You may think you decide <sup>3</sup> \_\_\_\_\_ what products you need, but advertisers know better. They shape our attitude <sup>4</sup> \_\_\_\_\_ what we consume.

Advertisements give a positive impression <sup>5</sup> \_\_\_\_\_ a brand through the images they use. For example, the images in sportswear adverts often stand <sup>6</sup> \_\_\_\_\_ strength and success, whereas perfume ads suggest you will be irresistible to other people. Ads also say 'buy this product and you will be part <sup>7</sup> \_\_\_\_\_ this group'. We often go <sup>8</sup> \_\_\_\_\_ the product which promotes the group we identify ourselves <sup>9</sup> \_\_\_\_\_, so teenagers might buy Calvin Klein rather than Chanel.

But the most successful brands are those which appeal to many different groups of people. In particular, products which have come <sup>10</sup> \_\_\_\_\_ America have had huge success. Coca-Cola, for example, is popular all <sup>11</sup> \_\_\_\_\_ the world – over 7,000 Cokes are consumed every second. And Levi's jeans are popular <sup>12</sup> \_\_\_\_\_ teenagers worldwide.

## Grammar

### 4 It's time

In clauses with *it's time* the past tense form has a present or future meaning. We use *it's time* to express what the best thing to do would be in a certain situation.

*Our television keeps breaking down. It's time we bought a new one.*

Use *it's time* to write sentences about these situations.

- 1 Tina hasn't decided what she wants to study next year.
- 2 Karl is difficult to contact. He hasn't got a mobile phone.
- 3 Eva has been smoking for three years. It's affecting her health.
- 4 Rachel can't go windsurfing because she doesn't know how to swim.
- 5 Lisa hasn't told Matt the truth about her new boyfriend.



## Speaking

### 5 Discussion

A Which adjectives would you use to describe these famous brands?

- Fanta • Adidas • Lada • Nokia • Panasonic
- Pizza Hut • Benetton • Trabant • Zanussi
- interesting • boring • fashionable • exciting
- mysterious • powerful • positive
- depressing • predictable • unusual
- amusing • surprising

B Where have you seen these brands advertised – on TV, on the radio, on billboards? Were the adverts memorable? Why?

C What sort of people would buy these brands?

D Would you buy any of these brands? Why (not)?

## Writing

### 6 Paragraphing

Complete the report on American products with these sentences. The sentences introduce the topic of each paragraph (A–D). Ignore gaps 1–18.

However, not all American products have had global success.

To sum up, nowadays many American products are part of our everyday life.

This report looks at the popularity of American products in today's society.

But why have these products become so popular?

## 7 Articles

Complete gaps 1–18 in the report with *a*, *an*, *the* or no article.

### Aim of the report

Over the last sixty years <sup>1</sup> \_\_\_\_\_ American products have become household names in many countries. People watch <sup>2</sup> \_\_\_\_\_ Hollywood movies at their local cinema, <sup>3</sup> \_\_\_\_\_ sitcoms on TV and buy <sup>4</sup> \_\_\_\_\_ products such as McDonald's hamburgers, Nike trainers and Levi's jeans. All these things have had <sup>5</sup> \_\_\_\_\_ huge impact on our culture and lifestyle.

### Worldwide products

Primarily, it is because American brands often exploit the powerful images we see on television and in films such as westerns. <sup>6</sup> \_\_\_\_\_ adverts for Marlboro cigarettes are a good example of this. They often show a picture of <sup>7</sup> \_\_\_\_\_ cowboy lighting a cigarette and looking out across wild open plains. This clearly symbolises <sup>8</sup> \_\_\_\_\_ adventure, <sup>9</sup> \_\_\_\_\_ freedom, and <sup>10</sup> \_\_\_\_\_ excitement of the American Wild West – and helps people forget about <sup>11</sup> \_\_\_\_\_ health risks! McDonald's is another example of <sup>12</sup> \_\_\_\_\_ successful product. This is probably thanks to its all-American image of somewhere clean, friendly and cheap to eat. Nowadays everyone recognises <sup>13</sup> \_\_\_\_\_ golden arches forming its logo, and over 20 million hamburgers are served every day.

### Home-grown products

For example, not many people watch American football outside <sup>14</sup> \_\_\_\_\_ USA. In addition, although lots of <sup>15</sup> \_\_\_\_\_ people wear <sup>16</sup> \_\_\_\_\_ baseball caps, very few people actually play the game abroad.

### Conclusion

People watch *The X-files* on television, buy <sup>17</sup> \_\_\_\_\_ jeans made by Diesel and drink <sup>18</sup> \_\_\_\_\_ cans of Coca-Cola. In the future we'll probably use American products more and more.

## 8 Saying the same thing in different ways

Find different ways in the report in 7 of saying these things.

- the aim of this report is to examine
- for example
- clearly illustrates this point
- on the other hand
- in conclusion