

2 Natural reactions

Happiness

A A group of American psychiatrists believes that happiness can be learned, practised and applied to any situation. Give yourself a score, on a scale of 1–10, for each question.

NEVER 1 2 3 4 5 6 7 8 9 10 ALWAYS

As you go through the day, do you actively aim to be as happy as possible? ☐

Do you take responsibility for your life? ☐

Do you make a point of doing one thing which makes you happy each day? ☐

Do you work through problems and gain knowledge from them? ☐

Do you give without wanting anything in return? ☐

Are you honest with yourself and others? ☐

B What do you think the scores show about your attitude towards life?



Skills

1 Matching

Read the case studies and the suggested action plan for each one. For questions 1–6, choose from the case studies A–F. For questions 7–12, choose from the action plans A–F.

Exam training

Matching The words in the questions may not be the same as those in the text. Read each paragraph carefully and underline the information that gives you the correct answer.

Which person in the case studies:

- 1 couldn't compete with someone they loved?
- 2 decided to adopt a more adult approach to things?
- 3 didn't want to face up to the truth?
- 4 refused to take part in something?
- 5 never had a single free moment?
- 6 is not bothered by the difficulties of everyday life?

Which action plan suggests that you:

- 7 shouldn't put the blame on other people?
- 8 should change a difficult situation into one that teaches you something?
- 9 should make a decision not to be affected by the negative side of life?
- 10 should be generous but not expect any reward?
- 11 should be able to admit how you feel?
- 12 shouldn't put off doing things you want to do?

Case study A Jill, Personnel Manager

'Every morning I promise myself I'm going to have a good day. It doesn't matter if my flatmate has used all the hot water, my train is cancelled, or I have a problem at work. Whatever happens, happens. I just let the negative things go and think of the things that make me feel good, like the way my flatmate can always make me laugh.'

Action plan:

The intention to be happy is the most powerful tool you can have. Without it, it's easy to be overwhelmed by the bad things in life.

Case study B Liz, Fitness Instructor

'My sisters and I recently had to plan a party. However, our 'discussions' usually end up in a big argument with everyone yelling. So I made a conscious decision not to join in; instead, I listened to what they were saying. When they finally stopped shouting, I suggested what I thought we should do and why. Everyone calmed down and we got ourselves organised.'

Action plan:

It's important to have control over your own life, rather than to simply react to events. Happy people don't become defensive or say to others: 'It's all your fault'.

Case study C Tim, TV Producer

Although I love work, last year I felt as if I was drowning. I was constantly rushing around making sure everything ran smoothly. Then I started training for a marathon, and I realised how much I needed some time to myself. I decided that I'd definitely keep running. It gives me a chance to escape and think about myself for a change.'

Action plan:

Happy people make sure they do things they enjoy. They don't 'wait for next year'. Neither should you.

Case study D Suzanne, Investment Analyst

I've never had a great relationship with my mother, so I was horrified when she moved into my flat for a while. We started arguing immediately. Then I realised I was behaving like a child, so we sat down and talked about the past for the first time. A lot of emotional things were said but it really cleared the air. Now we can get along.'

Action plan:

If things go wrong, you can turn the problem into an opportunity. Even serious problems can be turned into something meaningful if you are prepared to learn from them.

Case study E Martin, University Student

'When I first started going out with my girlfriend, we were always buying presents for each other. The problem was that she had much more money than me so her presents were expensive. I felt pressurised to buy something of equal value and ended up really resenting it. Eventually, I lost my temper and told her that it had to stop. We still exchange gifts but nowadays I'm more likely to spoil her with a home-cooked dinner.'

Action plan:

When you give to others, do you always expect something in return? If you give openly, honestly and from the heart, you are far more likely to be happy.

Case study F Brian, Graphic Designer

'I wasn't happy in a relationship with a girlfriend I had had for a long time. I kept telling myself things would improve – as soon as she got a better job, or we spent more time together. It took me a long time to be honest with myself about my feelings for her. I'd pretended that we were the perfect couple for too long. Breaking up was really hard but it was a huge relief.'

Action plan:

Being honest with yourself is a vital step on the road to happiness. Pretending you are happy when you're not only leads to problems.

Vocabulary

2 Expressing feelings

In pairs, discuss the meanings of the phrases in *italic*, then complete the sentences using your own words.

- 1 People *are* sometimes *not honest with themselves* about _____
- 2 People often *resent the fact* that _____
- 3 It doesn't *matter to me / bother me* if _____
- 4 I sometimes *lose my temper* when _____
- 5 I never *feel overwhelmed* by _____
- 6 I am sometimes *horrified* by _____

3 Words that go together

A Combine the words on the left with those on the right according to how they are used in the text.

- | | |
|----------|------------------------|
| 1 make | a defensive |
| 2 have | b wrong |
| 3 become | c the air |
| 4 run | d control over |
| 5 clear | e pressurised by |
| 6 go | f smoothly |
| 7 feel | g a conscious decision |

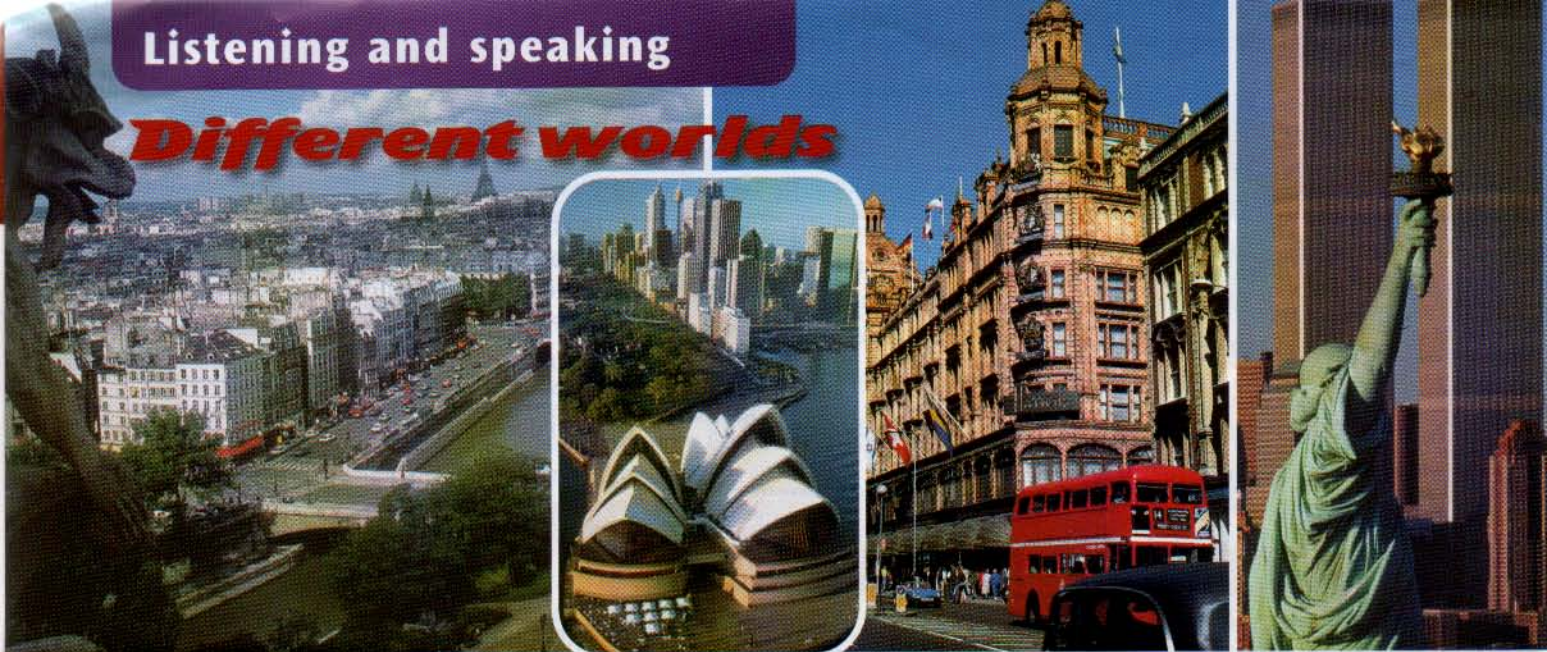
B Now use one of the word combinations in A in its correct form to complete sentences 1–7.

- 1 People often _____ when they are asked to justify their actions.
- 2 David _____ last week to work harder and pass his exams.
- 3 Do you really think we _____ any _____ our own destiny?
- 4 Everything will _____ if we are careful not to make any mistakes.
- 5 Don't worry! If things _____, I'll be there to help you.
- 6 Please don't _____ all the work we have to do. Just do it when you feel you have the time!
- 7 Pat and Jim had an argument at work but agreed to have a drink together just to _____

Time to talk!

Can we really learn to be happy? Why (not)? What kinds of things make you feel happy?

Different worlds



- A** Can you describe and name the cities in these pictures? Which of these cities would you like to visit? Why?
- B** Here are some facts and figures about these cities. Which statement applies to which city? Some statements may apply to more than one city.
- 1 There are over 100 theatres here.
 - 2 The city population is more than five million.
 - 3 The city lies on the banks of a river.
 - 4 This is a capital city.
 - 5 There is an island in the middle of its river.
 - 6 It is near some famous bathing beaches.

Exam training

True or false? *You may think a statement is true because it contains phrases from the text. But, if you listen carefully, you may find it does not have the same meaning as the text.*

- 1 Tom needed special training to be a perfumer.
- 2 Tom began his new career in Paris.
- 3 He found the language difficult at first.
- 4 He prefers to tell people he's French.
- 5 Tom is a non-smoker.
- 6 Tom's original contract was for a fixed time.

Listening skills

1 Ordering information 5

You are going to hear Hadley Freeman, an American, talking about how she felt when she and her family moved from New York to London. As you listen, number the comments a–e in the order in which you hear them, 1 to 5.

Exam training

Ordering information *Before you listen, read through the statements carefully so that you know what kind of information you are listening for. Remember, the words the speaker uses on the tape might be different.*

- a When I went to live in France, I began to have more confidence in myself.
- b I chose to study a subject which would prove I was really English.
- c You have to accept that people find your country amusing.
- d I soon realised that I would have to be the same as everyone else.
- e I found it difficult to get rid of my American accent.

2 True or false? 6

You are going to hear Tom Turner, who is Australian, talking about his new life and job making perfume in Paris. Before you listen, read through the statements carefully. As you listen, decide whether they are true or false.

3 Understanding what you hear

Divide into small groups. Half the students in each group discuss the questions on Listening in 1; the other half in each group discuss the questions on Listening in 2. When you have finished, discuss your answers in class.

Listening 1

- 1 When you move to another country, what do you have to get used to?
- 2 How did Hadley try to become more like the English?
- 3 How did Hadley's sister cope with moving to another country?
- 4 How does Hadley feel about her identity now?

Listening 2

- 1 How did Tom get his job in Paris?
- 2 What was life like in the first six months he spent there?
- 3 What does he not like so much about Paris?
- 4 Why has he decided to stay there?

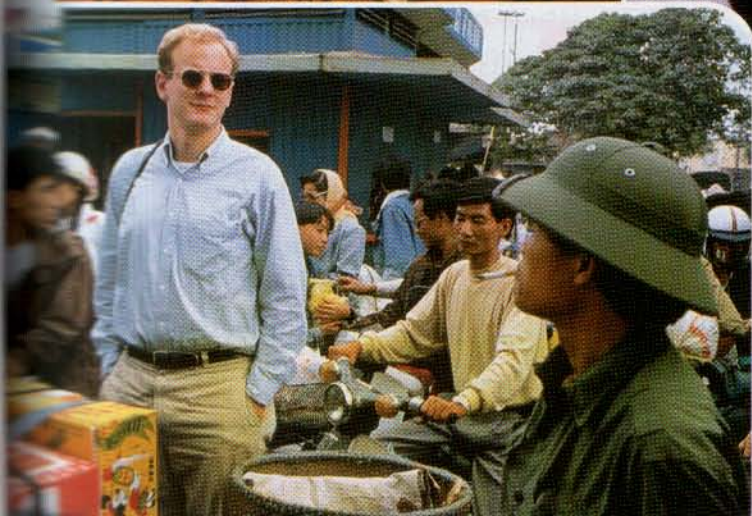
Speaking skills

4 Role-play: Exchanging information

Do this exercise in pairs. Turn to page 141.

5 Picture-based discussion

- 4 In small groups, each describe one of these pictures, then discuss together what messages the pictures are giving.



- B In the same groups, discuss questions 1–6 below. Use the *How can I...?* box to help you.

How can I...?

Express two points of view

On the one hand... , on the other hand...

Although I'd ... , I certainly wouldn't ...

While I might ... , I don't think I'd ...

Of course I'd ... , but I'm not sure if I'd ...

There's no doubt that it would ... , but there's also a chance it might ...

- 1 How would you feel if you and your family went to live in another country for a short time / permanently?
- 2 What would you miss / be happy to leave behind? Why?
- 3 What problems / advantages might you have in your new country?
- 4 What jokes do you think people might make about your country? Why?
- 5 Do people in your country have stereotypical images of other countries? Why (not)?
- 6 Why do you think some people use stereotypes when they express their opinion? What effect could this attitude have?

Soundbites

One vision

Listen to a song by Queen and answer the questions.

- 1 What kind of vision is the group singing about?
- 2 What dream did the lead singer have when he was young?
- 3 What happened to his dream?
- 4 How realistic do you think this vision of the world might be?



Vocabulary

1 Words that go together

Choose the correct words to complete the sentences.

- 1 Paul _____ a conscious decision to give up smoking cigarettes.
a made b had c gave
- 2 The police _____ no control over the crowd at the demonstration.
a took b did c had
- 3 Sarah looked upset this morning, but when I asked her if she was all right, she _____ very defensive.
a turned into b changed c became
- 4 We should arrive at the wedding early to make sure things _____ smoothly.
a run b pass c move
- 5 I've had a terrible argument with my boyfriend. It _____ the air a bit, but I still feel awful about it.
a cleaned b cleared c lifted
- 6 When things started to _____ wrong, Rachel decided to resign from her job.
a be b progress c go
- 7 Peter didn't want to study sciences. He _____ pressurised by his parents to do it.
a felt b experienced c had

2 Expressions with get

A Match sentences 1–7 with sentences a–g.

- 1 Brad couldn't *get used to* living in London.
- 2 Luke decided to *get rid of* his old CDs.
- 3 Amy *gets on well with* Tina.
- 4 Matthew was trying to *get round* his parents.
- 5 Rob didn't *get away with* cheating in the exam.
- 6 Louise *got into trouble* for shoplifting.
- 7 Simon couldn't *get over* his team losing the football match.

- a He offered to do some housework.
- b He was really upset.
- c They have the same taste in music and clothes.
- d The teacher caught him.
- e A store detective saw her.
- f He wanted to go back to New York.
- g He took them to a second-hand record shop.

B Now match the expressions in *italic* in A with the meanings below.

- a persuade someone to do something
- b overcome a problem
- c do something bad and not be punished
- d have a good relationship with someone
- e become involved in something bad or illegal
- f remove something
- g become accustomed to something

C Answer these questions so they are true for you.

- 1 Name three people you get on well with.
- 2 Do you ever get into trouble with your parents / teachers?
- 3 What things do you do to get round your parents?

3 Expressing feelings

Complete the sentences with the words below.

• lost • resented • horrified • bothered • overwhelmed

- 1 Tina was _____ by John's bad behaviour. He was arrogant and rude.
- 2 David _____ his temper when I asked him for more money.
- 3 Linda _____ the fact that Gill was very popular.
- 4 Paul worked late every evening. He felt _____ by the amount he had to do.
- 5 I'm not really _____ by spiders, but I am frightened of mice!

Speaking

4 Role-play: Exchanging information

Work in pairs.

STUDENT A (YOU SPEAK FIRST)

You are going on a short trip to New York. Ask a friend who has just returned from New York:

- about the best place to stay.
- what they would recommend seeing or doing.
- how much a weekend would cost.
- what kind of things were similar or different from your country.

STUDENT B

You have just returned from the trip to New York advertised below. Tell a friend who is going to New York:

- about accommodation.
- what you would recommend seeing or doing.
- about the cost of a weekend.
- what kind of things were similar or different from your country.

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5 Multiple choice

Choose the correct option, a–c, to complete gaps 1–15 in the text.

- | | | | | | | | |
|---------------|------------|-------------|---|--------------|--------------|------------|---|
| 1 a changed | b decided | c adopted | ✓ | 9 a arriving | b coming | c turning | ✗ |
| 2 a to | b too | c very | ✓ | 10 a certain | b conscious | c constant | ✗ |
| 3 a stress | b pressure | c influence | ✓ | 11 a prepare | b anticipate | c consider | ✓ |
| 4 a with | b for | c in | ✓ | 12 a in | b about | c of | ✗ |
| 5 a real | b true | c honest | ✗ | 13 a forms | b turns | c creates | ✓ |
| 6 a challenge | b contest | c pressure | ✗ | 14 a effect | b affect | c result | ✓ |
| 7 a with | b by | c for | ✗ | 15 a take | b give | c end | ✗ |
| 8 a doing | b having | c making | ✓ | | | | |

Is too much happiness good for you?

People used to think that positive thinking was good for them. However recently, American psychologists have ¹ c a different approach to happiness. According to their research, moaning, whining and being generally pessimistic can be more beneficial to people.

While it's still true that positive thinking is useful in some situations, cheerfulness can sometimes be taken ² too far. Constant ³ to be upbeat makes some people feel worse instead of better. According to Dr Matthew Francis, many Americans are suffering because they are not allowed to feel bad. 'Life is very hard,' he says. 'And it can be harder to cope ⁴ with something if you feel pressure to act okay when you're not. It's better to be ⁵ with yourself and say how you feel.'

But how can being negative help you? According to Dr Francis, some people are 'defensive pessimists'. This means that they often set unrealistically low expectations for themselves in order to deal with a ⁶ problem. If 'defensive pessimists' are bothered

⁷ by a job interview, they don't try to persuade themselves that it will be fine on the day, but instead imagine ⁸ many mistakes, such as ⁹ waking up late or not being able to answer a question.

This may sound like a recipe for disaster, but the 'defensive pessimist' responds to such a nightmare scenario by making a ¹⁰ bad decision to stop things going wrong. As a result they'll arrive early and ¹¹ wait for every possible question. 'This gives defensive pessimists more confidence ¹² in themselves, so they actually perform better,' explains Dr Francis.

The research has also challenged the idea that positive thinking ¹³ turns us into healthier people. 'Evidence suggests that when people are falsely upbeat and cheerful, it has a negative ¹⁴ effect on their health,' said Dr Francis. Nervous, unhappy people, who constantly complained, were no more unhealthy and no more likely to ¹⁵ show up at the doctor's than cheerful ones.

The Guardian

Let's focus on gerunds and infinitives

Quick quiz

A Match these uses of the gerund with the examples in *italic* in the sentences:

- the subject of the sentence
- the object of a sentence
- after a preposition

- I'm quite good at *learning* new languages.
- Studying* in this way can change your attitude.
- I think *studying* like this is a good idea.

B Correct the mistakes in these sentences. One sentence is correct.

- Did you enjoy to go to the cinema last night?
- My father is trying to give up to smoke.
- I'm looking forward to going on holiday to the States.
- Have you finished to have your dinner?

1 A good day or a bad day?

Do you enjoy going to school? Describe what you consider to be a typical good or bad day at school.

2 Note-taking

You are going to hear someone talking about what is happening in some schools in Britain. As you listen, complete the notes.

United States:	origin of the idea of ¹ _____ into lessons
Effect of this on lessons:	way of ² _____
Reactions of visitors:	surprised to ³ _____
Conclusion:	if students can ⁴ _____:
	chances of ⁵ _____ are greater, helps ⁶ _____
	concentration, helps ⁷ _____ better results

3 Verbs followed by the gerund or the infinitive

A Put the verbs in two groups: those which are always followed by 1) the gerund or 2) the infinitive.

- afford • agree • arrange • avoid • can't stand • consider • decide • deny
 • (don't) mind • enjoy • fancy • finish • give up • help • hope • imagine
 • manage • miss • practise • promise • put off • refuse • risk • want

B Put the verbs in brackets in their correct form in sentences 1–8.

- The TV's not working but we can't afford (buy) a new one. *to buy*
- I don't mind (study) grammar but I sometimes find it difficult. *studying*
- Do you fancy (go) out tonight? *going*
- The teacher refused (tell) us when the test was. *to tell*
- My brother has given up (smoke). *smoking*
- Martin denied (steal) the bicycle. *stealing*
- I hope (go) to university next year. *to go*
- Brian arranged (meet) his friends at the cinema. *to meet*

4 Gerunds after prepositions

Complete these sentences in your own words using a suitable preposition from the list below and a gerund.

• on • to • with • of • in

- Nobody in my family is interested *in* _____
- I'm tired *of* _____
- Children get bored *of* _____
- Mary is fed up *with* _____
- My friends and I are very keen *on* _____
- We are all looking forward *to* _____
- If you work hard, I'm sure you'll succeed *in* _____
- We could rent a video instead *of* _____

5 Verbs which change their meaning

Some verbs are followed by the gerund or infinitive with no change in meaning, e.g. *begin, bother, continue, intend, start*. Others change in meaning. Look at the examples and answer the questions.

• remember

Which of the sentences below means:

- you remembered something, then you did it?
- you can remember something that you have already done?

I remember phoning Maria.

I remembered to phone Maria.

• need

Which of the sentences below means:

- it is necessary that something is done?
- it is necessary for me to do something?

I need to see the doctor.

My hair needs cutting.

• regret

Which of the sentences below means:

- I'm sorry about what I did?
- I am sorry about what I am going to tell you?

I regret to say that I haven't done the work you asked me to do.

I regret splitting up with my boyfriend.

• try

Which of the sentences below means:

- I made an effort to do something but couldn't do it?
- I tried to do or did something, but I was unsuccessful?

I tried to tell him what I had done but he didn't want to listen.

I tried making an omelette with only one egg but it wasn't very nice.

5 Other uses of the infinitive

We can use the infinitive:

- to talk about our intention or purpose:
 - Why did you buy that dictionary?
 - To help me with my English.

Answer this question in the same way.

Why are you studying English?

- after a question word in an indirect question:

'What should I say?' → 'Tell me what to say'.

- as the object of a verb:

'I know what to do.'

Complete these sentences using an infinitive and any other necessary words. You may need to change the words in the sentence.

- 'Where can I buy a radio?'
Sally doesn't know ____.
- 'Who shall I ask for when I telephone?'
Eva wants to know ____.
- 'I'm going to Italy next summer.'
Mary has decided ____.
- 'I can play chess.'
Chris has learned ____.
- 'I've forgotten what our homework is.'
Paul can't remember ____.
- 'This is the way you send an email.'
I showed Peter ____.
- 'Where should I go for help?'
I don't know ____.

7 Expressions used with the gerund

Some expressions with *it* can be used with the gerund, e.g. *it's worth ...*, *it's no use ...*, *it's no good ...*, *it's a nuisance ...*, *it's pointless ...*. Complete sentences 1-5 with one of these verbs in the correct form.

ask • have • turn • complain • watch

- It's pointless watching on the television. It isn't working.
- It's a nuisance having to cycle to school, especially when it's raining.
- It's no use asking me for Jessica's phone number. I don't remember it.
- It's no good comparing if nobody is listening.
- It's worth seeing the film if you enjoy science fiction stories.

8 The right word

Put one of the verbs in its correct form (gerund or infinitive) in the gaps in the text.

go • persuade • have • be • copy • study • encourage • improve

The best motivator?

In some US schools, laughter is being taken seriously as a mechanism for increasing motivation and ¹ having better student / teacher relationships. Schools are using laughter ² to improve the results of their students. The findings of recent research into how students learn has helped ³ to persuade education experts that humour is a good thing. According to Dr Sam Barnes, a leading education expert: 'Laughter loves crowds, and crowds love laughter. While the personal advantages of ⁴ being fun at school are obvious, the educational benefits have not been recognised. Students have to work hard all the time. ⁵ As a student can be extremely tedious. By the end of the day, many students have switched off and their concentration has gone. But now they look forward to ⁶ going to school. They enjoy ⁷ studying in an atmosphere like this and we are getting better results in examinations.'

On the other hand, humour has to be handled carefully. What one person sees as a joke, another may find offensive and embarrassing. It's not simply a question of ⁸ copying techniques from other countries: ideas have to be adapted to fit particular situations.

Let's activate!

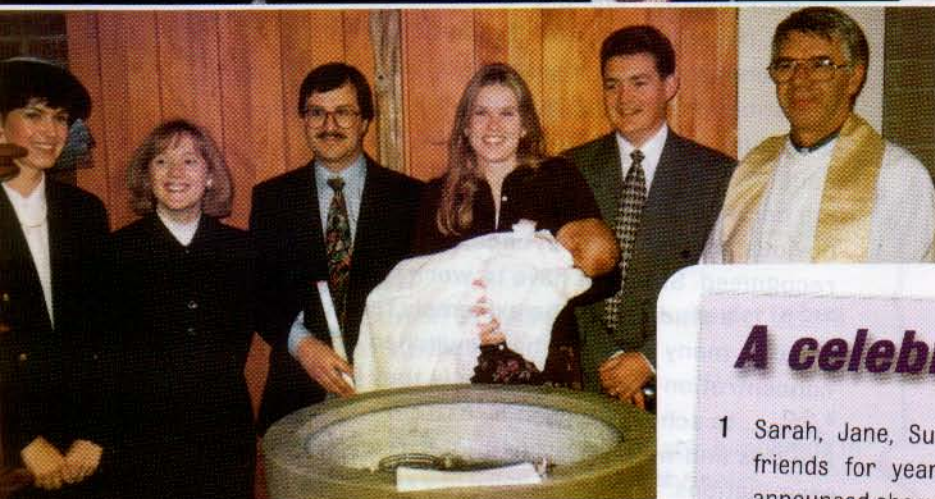
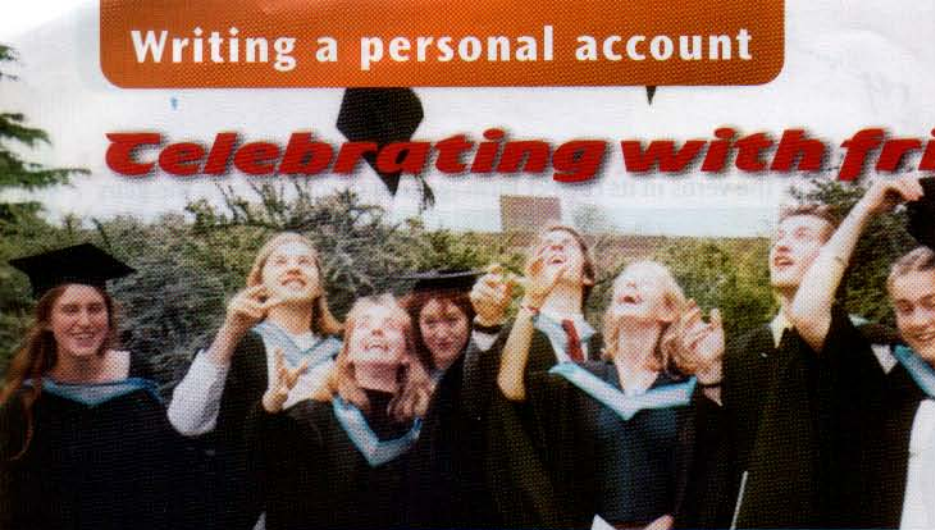
9 A 'humour day'

A Your school has decided to organise a 'humour day', i.e. a day which has a comic theme and encourages people to laugh more. In small groups, discuss:

- what theme the day will have, e.g.
 - a fun committee? a silly photograph day?
 - a laughter room? a joke wall?
 - a funny film day? a favourite cartoon day?
 - or a choice of your own?
- how people might feel about the idea.
- how to organise the day.
- what people need to bring on the day.
- what effect this may have on students and staff, e.g. form better relationships, encourage students to work harder, etc.
- how to get feedback from students and staff about the experiment afterwards.

B When you have finished, exchange ideas with another group and find out what they think of your ideas.

Celebrating with friends



- What celebrations are taking place in these pictures?
- How do people celebrate these occasions in your country?
- In Britain, when two people get married, they often celebrate before the wedding with a 'hen' (all girls) or 'stag' (all boys) party. Is this common in your country?

Studying the sample

1 Understanding the task

Read this personal account of a different kind of hen party. Ignore the missing words. Decide which paragraph mentions:

- the problems the friends had after they'd found a campsite.
- what the friends did before going to sleep.
- what kind of night they spent in the tent.
- how the friends felt about the hen party.
- what the friends imagined the hen party would be like.
- why the friends organised the camping weekend.

A celebration with a difference

1 Sarah, Jane, Sue and I had been friends for years, so, when Jane announced she was getting married, we agreed we would organise a hen party with a difference. We arranged a camping weekend in North Wales. We ¹ _____ imagined finding a beautiful spot in the mountains, pitching our tent by a ² _____ flowing river, building a camp fire and cooking supper outside in the fading light.



- ³ _____, on the day we left, the weather took a turn for the worse. We arrived, tired and irritable, just before the sun set on Friday evening. As it was drizzling ⁴ _____, we decided that the best place to sleep would be a proper campsite with facilities.
- ⁵ _____, we found one on the edge of a forest. After a tremendous struggle, we managed to put the tent up, then headed for a celebratory meal in the nearest pub.
- Three hours later, we were sitting in the tent, listening ⁶ _____ to the rain beating down on the canvas. 'Don't you just love the sound of rain on a tent?' Sarah commented ⁷ _____ as we got ready to go to sleep.
- After one of the most uncomfortable nights I have ever spent in my entire life, we ⁸ _____ packed up the next morning and made our way home. 'A few spots of rain can't dampen my spirits,' said Jane ⁹ _____. 'It's been the best hen party anyone could wish for!' The rest of us smiled ¹⁰ _____ and said nothing.

2 Missing adverbs

Using adverbs can make your writing more interesting and expressive. Put an adverb from the list in a suitable place in 1–10 in the personal account.

- hurriedly • ironically • miserably
- enthusiastically • gently • eventually
- feebly • unfortunately • steadily
- optimistically

Steps to better writing

3 Using gerunds

Complete these sentences with a suitable verb in the gerund form.

- I was really excited about _____ to the wedding.
- We imagined _____ our meals out of doors in the mountains.
- We finished _____ up the tent, then went to the nearest pub.
- We gave up _____ to cook a meal out of doors.
- We were looking forward to _____ camping.
- Sarah kept on _____ us that the rain would stop.

4 Using present participles

We can often combine sentences using a present participle.

Example

We sat in the pub. We ate hamburgers.

We sat in the pub, eating hamburgers.

Combine 1–6 with an appropriate ending in a–f to make similar sentences using a present participle.

- We decided to go camping.
 - We drove to the campsite.
 - We put up our tent.
 - We sat close together.
 - We packed up our things.
 - We drove home.
- We looked forward to a nice, warm bed.
 - We listened to the rain on the tent.
 - We sang as we went.
 - We tried not to forget anything.
 - We shouted instructions to each other.
 - We thought it would be exciting.

5 Using the simple past and the present perfect with superlatives

Rewrite sentences 1–6 using the simple past, the present perfect and a superlative.

Example

I spent a very uncomfortable night.

It was the most uncomfortable night I have ever spent.

- I had a very long journey.
- I ate a really expensive meal.
- I saw a very bad road accident.
- I drove along an extremely bumpy road.
- We had a really good celebration.
- I spent a dreadfully boring evening.

Writing your personal account

6 Planning

Exam training

Making your writing more interesting Try to make your account interesting for the reader, e.g. amusing, unexpected, dreadful, by contrasting your expectations of the event with the event itself.

- A** You are going to write a personal account of 'A celebration with a difference.' You may include a picture of the celebration. Decide:

- what kind of celebration you are going to write about, e.g. a wedding, a party, an outing.
- what information each paragraph should contain, e.g. the reason for the event, the event itself, your reactions to the event.
- who you will include in the story.

- B** Make notes to remind yourself of what you have decided.

7 Writing

Expand your notes into sentences adding more details. These ideas may help you.

- your expectations of the event (perhaps you didn't want to go?)
- what happened before the event (maybe something went wrong?)
- what happened during the event (did something amusing occur?)
- how you felt about it afterwards (was it an interesting experience?)

Write your account (200 to 250 words).

8 Checking

As you write, check that you have:

- used no more than 250 words.
- organised your account in paragraphs.
- included all the important details of your story.
- mentioned your feelings and reactions.

Let's practise 2

Grammar

1 Gerund or infinitive?

A Complete the sentences with a verb from the list in the correct form.

play • phone • tell • dry • survive • come • go • use

- 1 Clare wanted _____ Matthew, but the line was engaged.
- 2 Maria has to practise _____ the present perfect because she finds it difficult.
- 3 The explorer managed _____ in the jungle for months.
- 4 Nick enjoys _____ basketball. He's captain of the school team.
- 5 When I asked Louise about the secret, she refused _____ me.
- 6 Have you ever considered _____ to university?
- 7 Amy promised _____ home before midnight.
- 8 After Sue had finished _____ her hair, she went to the park with her boyfriend.

B Complete these sentences so they are true for you. Use either a gerund or an infinitive.

- 1 I enjoy _____
- 2 I can't stand _____
- 3 I'm good at _____
- 4 I hate _____
- 5 I'd like _____
- 6 I'm looking forward to _____
- 7 I'm fed up with _____
- 8 I don't mind _____

2 Gerunds after prepositions

Rewrite sentences 1–6. Use a gerund after the preposition.

Example

Matt tells jokes very well. He often makes people laugh.
Matt is good at *telling jokes and making people laugh*.

- 1 I didn't go to the party, I stayed at home.
Instead of ...
- 2 When Greg passed his exams, he went to university.
After ...
- 3 Rachel was annoyed when she lost her mobile phone.
Rachel wasn't pleased about ...
- 4 Zoe read a book, then she went to bed.
Before ...
- 5 Although he lost the game, Paul wasn't upset.
In spite of ...
- 6 Karl likes tennis. He's always playing it.
Karl is keen on ...

3 Verbs which change their meaning when followed by a gerund or the infinitive

Put the verb in brackets into the correct form – the gerund or the infinitive.

- 1 Did you remember _____ (bring) the beach towel?
• No, I didn't, but I brought my swimsuit.
- 2 I remember _____ (go) on holiday to Australia when I was a child.
- 3 Are you going out tonight?
• I can't. I need _____ (revise) for my exams.
- 4 My bike needs _____ (fix). It's got a puncture.
- 5 I regret _____ (tell) Fred he was an idiot.
• Perhaps you ought to apologise to him?
- 6 I regret _____ (inform) you that you've failed your exam.
- 7 My computer isn't working properly.
• Have you tried _____ (restart) it?
- 8 I've been trying _____ (phone) Clare since 6 o'clock, but there's still no reply.

4 Other uses of the infinitive

Rewrite these sentences using an infinitive.

- 1 'How can I send a text message?'
Sean wanted to know _____
- 2 'We're going rollerblading this weekend.'
We've decided _____
- 3 'I'm seeing Lisa tonight.'
I've arranged _____
- 4 'Fiona has passed her driving test.'
Fiona has learned _____
- 5 'Who should I ask for help?'
I need to know _____
- 6 'This is how you play the computer game.'
Tina showed Mark _____
- 7 'Where can I buy an MP3 player?'
Nick wasn't sure _____
- 8 'I'm going to climb that mountain!'
Liz was determined _____



Writing

5 Ordering events

A Read the personal account below and put the events a-h in the correct order.

- a The weather improved. 5
- b The writer went to the carnival. 2
- c Brett came to stay. 1
- d It started to rain. 4
- e They had something to eat. 7
- f They watched the parade. 6
- g They got stuck in a traffic jam. 3
- h They talked to local people. 8

B What phrases does the writer use to order events? e.g. *An hour later...*

Although I've lived in London for several years, I'd never been to the Notting Hill Carnival, so when my American friend Brett came to stay, I decided to take him.

Luckily, Brett was interested in going. He hadn't heard about the Carnival before, so I explained it was a huge Afro-Caribbean street procession which always took place in August. Brett was impressed, especially when I added that it was second only to Rio in size. 'So why haven't you gone before?' he asked. I smiled feebly and muttered something about being too busy.

On the day of the Carnival we set out early. An hour later we were stuck in traffic and it began to rain heavily. 'Maybe this wasn't such a good idea,' I said uneasily. 'Everyone seems to be going.' But by the time we arrived the rain had stopped and the streets weren't too crowded. We both felt relieved.

For a while we just stood watching the parade go by. The costumes were incredibly colourful; people were wearing impressive outfits, blowing whistles and dancing to the music of live bands. 'We have multi-cultural festivals in Washington, but nothing like this,' said Brett enthusiastically.

Eventually the clouds disappeared and the sun came out. We were hungry now, so we quickly made our way to the food stores to get some delicious Jamaican curry. The rest of the afternoon was spent drinking tea punch, chatting to friendly locals and dancing to calypso music. At the end of the day we were tired, but happy. It was definitely the best carnival I've ever been to!

6 Making your writing more interesting

A Find ten adverbs in the article in 5B which the writer uses to make the account more interesting.

B What adjectives does the writer use to describe the carnival?

C How did the writer feel:

- during the journey to the carnival? • when he arrived?
- at the end of the day?

D SUMMARY (is given a description) + opinion

Factfile

A Read the text about London and complete the notes.

Number of languages spoken	304
Percentage whose mother tongue is not English	33%
Most common languages	Bengali, Punjabi, Gujarati, Hindi
Least common language	
Biggest number of languages in one school	50

A multi-racial city

More languages are spoken in London's schools than in any other city in the world, according to research published yesterday. At least 307 different languages are spoken by pupils, with nearly one in three children now from homes where English is not the mother tongue. Almost 125,000 children - whose families originate from the Indian subcontinent - speak Bengali, Punjabi, Gujarati, Hindi or Urdu, making these languages the most common after English. However, other languages are known by just a handful of children. There is Abe from the Ivory Coast, which is spoken by two pupils in South-East London, and Tok Pisin, from the Pacific Islands, which is only spoken by one pupil.

Other languages which are widely used include Turkish and Arabic, followed by English-based Creole, which originates in Jamaica. The study proves that London is the most multilingual city in the world, more so than New York. In fact, several schools in the capital have pupils who speak over 50 different languages among them!

B Discuss these questions with a partner.

- 1 How many different languages do you think are spoken in your country? How many languages do you know?
- 2 What are the advantages of speaking several languages?

Grammar

1 Choose the correct option, a, b or c, to complete the article.

From Chanel to the Circus

22-year-old Iris Palmer works for Gifford's Circus. She ¹ c there for six months. It may seem surprising, but two years ago Iris ² c a top model for Chanel. Today her circus outfit with a butterfly design is a far cry from the days when she only ³ a designer labels. So why did she quit modelling? 'I remember ⁴ c quite nervous when I first started because I ⁵ a what to do,' she says. 'But it didn't take me long ⁶ b because there isn't much to modelling. Your whole career is based on ⁷ b you look like. After a while I got fed up with ⁸ a shows. I don't regret ⁹ c it up at all.' But why the circus? 'I ¹⁰ b interested in performance arts since I was small,' explains Iris. 'So when some family friends ¹¹ b the circus last year, I asked them if there was anything I ¹² b do.' Iris was given various jobs from mending costumes to ¹³ b the animals. 'I didn't know what to expect ¹⁴ c I started,' she admits. 'But I've done some jobs that I'd never dreamed of ¹⁵ a before.' Although ¹⁶ b in a tent, often knee-deep in mud, lacks the glamour of her former profession, Iris embraced her new career with open arms. 'I've made more friends here than anywhere else,' she insists. In fact, Iris enjoys it so much that she ¹⁷ b a full-time career in the circus. 'I ¹⁸ b to go to circus school,' she says. 'If I did gymnastics – ¹⁹ b I have always wanted to do – I could move into dancing. The circus is my life now. I ²⁰ c so happy.'

Daily Express

- | | | |
|----------------------|-------------------------|------------------------|
| 1 a worked | b is working | c has been working |
| 2 a was being | b has been | c was |
| 3 a has worn | b wore | c is wearing |
| 4 a to be | b be | c being |
| 5 a didn't know | b wasn't knowing | c hadn't known |
| 6 a learn | b learning | c to learn |
| 7 a how | b what | c whom |
| 8 a doing | b to do | c done |
| 9 a to give | b given | c giving |
| 10 a was always | b have always been | c am always |
| 11 a founded | b found | c were founding |
| 12 a must | b could | c may |
| 13 a look after | b looking after | c looked after |
| 14 a if | b as | c when |
| 15 a doing | b to do | c have done |
| 16 a to live | b living | c live |
| 17 a considers | b is considering | c will consider |
| 18 a already applied | b have already applied | c was already applying |
| 19 a which | b that | c what |
| 20 a never was | b have never been being | c have never been |

2 Put the verbs in brackets into the correct tense: the past simple, the present perfect or the present perfect continuous.

- Iris started (start) work at the circus in May. It's the first job she has had (have) since she was a model.
- Why are you late? I was waiting (wait) for ages!
 - Sorry, I missed (miss) the bus.
- I went (go) to Budapest last summer.
 - Really? I have never been (be / never) there. What was it like?
- Paul wants to work in advertising. He has applied (apply) for lots of jobs, but he hasn't been (have) an interview yet.
- Sarah is going to finish (finish / just) a textile and design course. It will take (take) her two years to complete.
- What did you do (you / do) last weekend?
 - On Sunday I started (start) revising for my exams and I have been revising (revise) ever since!
- Did you have a good holiday?
 - Yes, it was (be) great, but we haven't had (not have / still) the photos developed.
- You look tired.
 - I was working (work) on my computer all morning.

3 Complete each sentence with the gerund or the infinitive form of the verb in brackets.

- When Clare finished college she decided to travel (travel) round the world for a year.
- Ben was keen on becoming (become) an actor, so he applied for a place at drama school.
- I regret missing (miss) the concert. Everyone said how good it was.
- Jill went outside. She needed to make (make) a call on her mobile phone.
- In spite of feeling (feel) ill, Tom still insisted on going to school.
- Greg couldn't afford to buy (buy) a car, so he got a motorbike instead.
- After 5 years, Brad finally gave up smoking (smoke) cigarettes.
- Instead of going (go) to the gym, Lucy decided to play tennis.
- Did you remember to phone (phone) Guy?
 - I didn't need to. I saw him at school.

- 10 Kate often imagined being (be) a fashion designer. It was her dream job.
- 11 Sue was fed up with watching (watch) TV, so she read a magazine instead.
- 12 Luke wanted to go (go) to the concert, but the tickets were sold out.

Vocabulary

4 Choose the best meaning, a or b, for the verbs in *italics*.

- 1 Pete didn't want to *drop out of* the basketball team despite his injury.
☐ a stop being part of ☐ b carry on being part of
- 2 According to the tabloids, the young pop star is *going out with* her aging producer.
☐ a having a relationship with ☐ b leaving the country with
- 3 Gary wasn't feeling well, but he *carried on* working.
☐ a took a break from ☐ b continued
- 4 The new striker of the football team failed to *live up to* the manager's expectations. He only scored four goals all season.
☐ a fulfil ☐ b understand
- 5 Kirsty wouldn't stop *going on about* her new boyfriend.
☐ a complaining about ☐ b talking endlessly about

5 Replace the phrases in *italic* with the correct form of these expressions with *get*.

- get on well with • get used to • get rid of • get round
 • get over • get away with • get into trouble

- ✓ 1 Although Jennifer is a good actress, it took her a long time to *overcome* her stage fright.
- ✓ 2 After a few weeks, Peter *became accustomed to* his new job.
- ✓ 3 Tina decided to *throw out* all her old clothes and give them to charity.
- ✓ 4 I *have a really good relationship with* my parents. They let me do what ever I want.
- 5 Kate *wasn't punished for* arriving late. The teacher didn't notice her coming in.
- 6 Although I tried to help him, Andy kept on *getting involved in* crime.
- 7 Daniel managed to *persuade* his parents. They agreed to buy him a mobile phone.

6 Put the words in brackets into the correct form to complete the sentences.

- 1 Despite his tough appearance (appear), Dave is quite a gentle person.
- 2 Simon wanted a job that offered plenty of excitement and variety (vary).
- 3 Karen's negative reaction (react) to the good news was completely unexpected.
- 4 Iris didn't get any satisfaction (satisfy) from her career as a model.
- 5 She was sent on modelling assignments (assign) all over the world.
- 6 The new perfume was a commercial (commerce) success, thanks to a brilliant advertising campaign.
- 7 Fashion designers are very creative (create) people.
- 8 If you want to be a fashion photographer, you'll need to buy expensive photography (photograph) equipment.
- 9 There are lots of interesting tourist attractions (attract) in London, such as the London Eye.

Listening

7 Listen to this interview with fashion editor Florence Torrens, who works for *Elle* magazine, and answer the questions.

- 1 What are the advantages of her job?
 2 What are the disadvantages?
 3 How does Florence sum up her job?

B Listen to the interview again and decide whether these statements match what Florence says. Write 'yes' or 'no' beside each statement.

- 1 My work involves a lot of different things. ✓
- 2 I originally wanted to be a lawyer. ✗
- 3 I got my first job thanks to good careers advice. ✗
- 4 I didn't earn any money as a press officer. ✓
- 5 Travelling a lot can be quite difficult. ✗
- 6 I don't have time to do extra freelance work. ✗
- 7 You may have to do holiday work for nothing. ✓
- 8 I'm always excited about going to work. ✓

- 1) advantages - some gifts, well paid, variety
- 2) disadvantages - you aren't at home too much
- 3) sum up - how career got