

Peak performance

These are names of ten mountains in Europe. Complete the names of the countries where they are found. The first letter of the country is given.

Elbrus R _____	Ben Nevis B _____
Musala B _____	Mont Blanc F _____
Gerlachova S _____	Duforspitze S _____
Rysy P _____	Galdhopiggen N _____
Sneka C _____ R _____	Gran Paradiso I _____



Skills

1 Predicting content

Describe what the people in the picture are doing and say why you think they might be doing these things.

2 Reading for general understanding

Read the article quickly and find out if your ideas about the picture were correct. Ignore the gaps.

THE CHALLENGE!

Mountains are stressful places: weather conditions deteriorate as wasted hours pile up at a rate second only to the increasing cost of your expedition. Enthusiasm can easily turn to frustration as months of planning, red tape and sponsor-hunting start to add up.

D That was the exact number of mountains in Europe Rod had to conquer in 180 days if he was to win himself a place, if not in the history books, then at least in the record books.

1_____ Nevertheless, it was taken seriously. The whole project, for which Rod raised £80,000 in sponsorship, was planned down to the last detail. It took some time to work out the best route to encompass the highest point of every country in Europe.

2_____ There were also some slightly less demanding ascents, including a stroll around the Vatican, a leisurely walk up a moderate incline in Denmark, and a drink on a small mountain in Monaco. Says Rod: 'Funnily enough, sometimes the small mountains, especially those in Eastern Europe, would be the most difficult to climb. They were often on private property, as was the case in Belarus.'

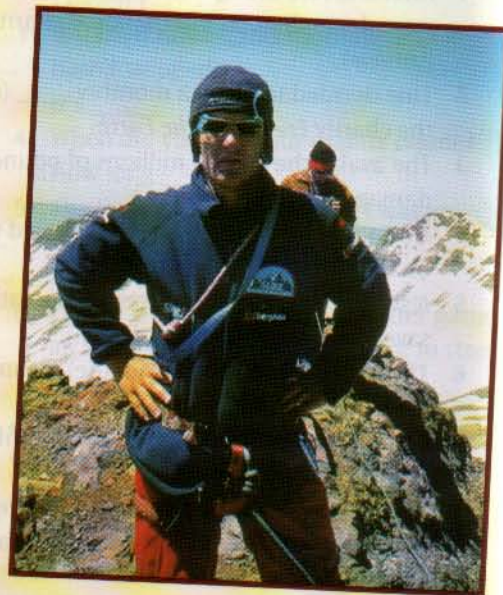
3_____ Each climb had to be made on foot, the height of each peak had to be measured, and photographs of the north, south, east and west views had to be provided.

To help him, Rod had a back-up team of dedicated amateurs, including Giles Pitman, who had the dual role of driver and cameraman:

'Logistically, the preparation and organisation needed to travel through and climb in every European country was like piecing together a multi-dimensional jigsaw – blindfolded!' said Giles.

4_____ 'In one country,' said Rod, 'I spent days with a colleague deciding on the best route to cross some difficult terrain. In another, I arrived at the base of the mountain in July, believing I had completed all the necessary paperwork to climb it. But after being told I'd failed to produce the most important document, I had to go back and pick it up. That added another two days to the journey!'

5_____ 'We knew we could do it, provided that the mountains were still there and the car didn't explode – and there were no major problems by the time we reached Ben Nevis,' joked Rod. 'We were knackered – but we loved every minute of it!'



Focus magazine

3 Missing sentences

Six sentences are missing from the article. Choose from sentences A–G the one which fits each space. There is one sentence you do not need. Sentence D has been done to help you.

Exam training

Missing sentences always refer to what comes before or after each gap. Underline the words in each missing sentence and the words in the main text which help you make your choice of answer.

- A The journey took the team through thousands of kilometres but it wasn't just a question of climbing 47 mountains: it was also a matter of getting from mountain to mountain, and country to country.
 B At the end of their marathon task, Rod and the team were in jubilant mood.
 C Rod's team faced some real challenges, like France's formidable Mont Blanc and Russia's Mount Elbrus.
 D But it all must have been worth it for Rod Baber, because he climbed 47!
 E For Rod, who works in telecommunications in London, the challenge came about in the best tradition – a bet.
 F Occasionally, there were problems which took some time to solve.
 G Whether the peak was one of those towering snow-capped monoliths or a small slope in the heart of Italy, the rules laid down were the same.

4 Comprehension

In pairs, discuss answers to these questions.

- What exactly did Rod have to do to win himself a place in the record books?
- What does Rod say about climbing small mountains?
- Why do you think rules had been laid down for the team?
- How did Giles describe the job they had to do?
- What problems did they have to face?

Vocabulary

5 The right meaning

Choose the best explanation, a, b or c, for the words in 1–10 according to how they are used in the article and in the missing sentences.

- deteriorate
a go off b defeat c become worse
- red tape
a official paperwork b the finishing line of a race
c sound recording made by the police
- sponsorship
a earning money b financial support c savings
- peak
a most intense time b greatest success c highest point
- bet
a risking money on a certain event b prediction or certainty c game
- stroll
a run b limp c walk
- enthusiasm
a great interest b serious commitment c simple pleasure
- frustration
a astonishment b disappointment c sadness

- ascent
a increase b climb c improvement
- amateur
a unskilled b non-professional
c clumsy

6 Phrasal verbs

Underline the phrasal verbs in 1–7, match them with meanings a–g, then answer the questions.

- The time spent organising the expedition soon started to add up.
 - Excitement can quickly turn to boredom.
 - The organisation broke up after a few years.
 - If I tell the organisers what I think, will you back me up?
 - The team had to pick up necessary supplies before beginning the climb.
 - The rules which had been laid down made sense.
 - The paperwork began to pile up.
- a *cease to exist* – What other things can do this?
 b *established or drawn up* – Give an example of this at your school.
 c *increase or amount to* – Can you do the same with this? $456 + 546 = ?$
 d *change into or become* – Does this ever happen to you?
 e *go and collect* – Can this phrasal verb be used for people, too?
 f *grow in numbers, become a large heap* – Do you let this happen to homework?
 g *support or encourage* – Why is it important to do this?

Time to talk!

- A Work in groups. Imagine you are planning a two-week activity trip round Europe. What natural features of each country would you like to visit; in which order would you visit them; what would you do; how would you travel?
- B What problems might you have planning a trip like this round Europe?

Let's focus on narrative tenses and adverb clauses

Quick quiz

Some of the information in these statements has been left out. Put in the missing tenses and words.

We use the _____ to talk about an action which happened before others in the past.

We use the _____ to set the scene in a story.

We use the _____ to describe a chain of events in the past.

We use *so that* ... to express _____

We use *because* ... to express _____

We use *so ... that* ... to express _____

1 Grammar in context

- A What do you think this woman does for a living?



- B Do you know anyone who has set up their own business or works for themselves, perhaps at home? How difficult do you think it is to do this? What might the advantages be?

- C Read the article about Sarah Renny and answer the questions below.

- 1 What happened to the money Sarah borrowed?
- 2 What did Sarah do immediately after she left university?
- 3 What had been Sarah's original motive in working from home?
- 4 When did she start to think about setting up her own company?

2 The past simple or the past continuous?

- A Complete the missing information by filling in the right tense.

- 1 The _____ can be used to 'interrupt' a longer action in the past.
- 2 The _____ can be used to emphasise the length of time an action in the past took.
- 3 The _____ can be used to talk about two actions which happened together over a period of time.

- B Read this paragraph about Sarah and put the verbs into the correct tense: the past simple or the past continuous.

When Sarah ¹ _____ (begin) looking for customers, she ² _____ (approach) one of the biggest supermarket chains. 'It ³ _____ (be) when I ⁴ _____ (explain) my ideas to them that they really ⁵ _____ (become) interested in the product,' says Sarah. 'I ⁶ _____ (be) delighted when they ⁷ _____ (decide) to buy three of my home-made flavours - banana and toffee, honey and sesame seed, and white chocolate and coconut.' She ⁸ _____ (do) further research on flavours when she ⁹ _____ (win) orders from seven big supermarkets. It ¹⁰ _____ (not be) always easy, however. There were some difficult times. For several months, she ¹¹ _____ (work) all day in the office and at the same time she ¹² _____ (supervise) work all night in the factory.

Pop goes the cash till!

When an idea popped into her head, 26-year-old Sarah Renny really got cracking - and she soon started to enjoy the taste of success! With a £3,000 loan Sarah launched her business which soon became worth a staggering £800,000!

It all came about because Sarah, who studied maths at university, couldn't settle down to a job after she graduated. She decided to go backpacking around Africa. After she'd been travelling around for several months, she returned home broke, but determined to raise the money to go again.

She started working from her home in Gloucestershire, importing novelty food from America to sell in supermarkets. She had only intended to make a little money but she got bitten by the business bug. She was doing some research when she hit on the idea of manufacturing top-class popcorn. She didn't even eat it herself - but she was so convinced that there was a market for it that she decided to risk setting up her own company. Before too long, she had taken on 16 people.

The past perfect or the past simple?

Read the information in 1–5 and make sentences using either the past perfect or the past simple, and one of these words or phrases.

• before too long • by the end of the month • after • because • when

- 1 Sarah receive help from her family / Sarah be able to survive
- 2 Sarah win orders from seven big supermarkets
- 3 clients / come to office / expect to find an older person
- 4 Sarah become successful / Sarah sell her idea to supermarkets
- 5 clients ask to speak to boss / not realise / just speak to the boss

The past perfect or the past perfect continuous?

Which tense emphasises how long the action took – the past perfect or the past perfect continuous?

Choose the correct tense in sentences 1–8.

- 1 Sarah had come up with an idea no one else *had thought / had been thinking of*.
- 2 Sarah *had travelled / had been travelling* abroad for several months when she decided to come back home.
- 3 She *had borrowed / had been borrowing* £3,000 to set up her own company.
- 4 Sarah *had researched / had been researching* flavours when she suddenly won orders from seven supermarkets.
- 5 She came back home because her money *had been running out / had run out*.
- 6 Sarah *had been exporting / had exported* novelty food from America for a while when she hit on the idea of making popcorn.
- 7 She *had never expected / had never been expecting* to be so successful.
- 8 She *had never liked / had never been liking* popcorn herself.

Adverb clauses

Adverb clauses give us more information about verbs and make our sentences more interesting. Match sentences 1–7 with the types of clause a–f below.

- 1 I went to Africa so that / in order that I could see the wildlife.
- 2 Africa was so enormous that I managed to see very little of it.
- 3 I liked Africa because / as / since it was so different from other continents.
- 4 After / When I had returned from Africa, I felt differently about wildlife.
- 5 If I went back to Africa, I would stay for longer.
- 6 While I was there, I did a lot of travelling.
- 7 Although I don't like the heat, I enjoyed being in Africa.

- a condition
- b reason
- c time
- d result
- e concession
- f purpose

B Complete these sentences using one of the following: *so that, as, because, since, after, when, if, while, so ... that or although*.

- 1 I like being my own boss _____ I can make my own decisions.
- 2 _____ it's hard work, I'd rather work for myself than anyone else.
- 3 I borrowed £3,000 _____ I could set up my own business.
- 4 I set up my own business _____ I wanted to make a little money.
- 5 _____ I was doing my accounts, a supermarket phoned me to order some popcorn.
- 6 I was _____ excited about the order _____ I had to phone a friend to tell her!
- 7 _____ I had the money, I'd go back to Africa tomorrow.
- 8 _____ I'm terrified of long-distance flights, I try not to go too far on holiday.
- 9 _____ I was travelling round Africa, I made a lot of friends.
- 10 _____ my business is a great success, I still want to achieve more.

C Write an example using your own words of each type of adverb clause: condition, purpose, time, concession, reason and result.

Let's activate!

6 Student café

A Imagine you and your friends started up a lunchtime café at school a couple of years ago and it was a huge success. In small groups, make a list of questions to ask each other to find out:

- where students had been going for snacks before you got the idea.
- what you were doing when you got the idea for the café.
- why you thought the café might be successful.
- why you were determined to make a success of the café.
- how you advertised the café.
- what happened next.
- how much money you made.
- how working for yourself compared with working for someone else.

B Now ask your partners your questions about the café.

Vocabulary

1 Word building

Read this article about Martine McCutcheon, a British actress. Complete the text with the correct form of the words in brackets.

THE SECRET OF MY SUCCESS

I've always loved dressing up and being glamorous. My first ¹ _____ (perform) was when I was aged 10 at stage school. Then when I was a teenager, I spent a few years in a girl band, but we didn't get anywhere. I'd always believed that having ² _____ (able) and a ³ _____ (believe) in yourself would be enough, but it isn't. You need a formidable team of people behind you and you also need a lot of money. ⁴ _____ (lucky), I got the chance to audition for a role in a famous soap opera and since then I've been working non-stop. I think I'm ⁵ _____ (success) for my age because I've worked very hard. I think you need dedication, ⁶ _____ (confident) and ⁷ _____ (ambitious) to be an actor. You also need to be able to accept rejection and ⁸ _____ (criticise) – and that can be frustrating. I think the secret to success is being happy in your career. You spend most of your time working so you should have lots of ⁹ _____ (enthusiastic) for it. I may feel nervous when I go on in front of the cameras, but each time I see it as a new ¹⁰ _____ (achieve), a new conquest.



2 Phrasal verbs

Complete the sentences with one of these phrasal verbs in the correct form.

- break up • turn to • pile up • lay down • pick up
- back up

- 1 When Luke arrived at the foot of the mountain, his enthusiasm for the climb _____ fear.
- 2 The company _____ after a few months. Nobody was buying their product.
- 3 Thanks to my boss _____ me _____, I managed to get the promotion.
- 4 Before leaving for the airport, I had to _____ my ticket from the travel agent.
- 5 On my first day at work, the manager _____ the rules and told me what I was responsible for.
- 6 Emma couldn't cope with her new job. The work _____ and there was no time to do everything.

Grammar

3 The past simple and the past continuous

Complete these sentences with the correct past tense form of the verb in brackets.

- 1 The athlete _____ (run) towards the finishing line when he _____ (fall over).
- 2 It _____ (rain) when they _____ (set out) on their journey.
- 3 Phoebe _____ (look out) of the café window when she _____ (see) Ross.
- 4 The burglar _____ (not know) that the police _____ (follow) him.
- 5 Matt _____ (watch) a video when he _____ (hear) a car outside.
- 6 As soon as Richard _____ (meet) Monica, he _____ (remember) who she was.
- 7 The sun _____ (shine) brightly as we _____ (jog) along the beach.

4 The past perfect or the past simple?

Choose the correct alternative.

- 1 Sarah was surprised by the success of her popcorn business. She *hadn't expected* / *didn't expect* it to be so popular.
- 2 Dan was shocked when he saw Jess. He *hadn't seen* / *didn't see* her for a long time.
- 3 After Tanya finished writing her diary she *had gone* / *went* to bed.
- 4 As soon as I arrived at the airport, I *took* / *had taken* a taxi to the hotel.
- 5 Ian was late. By the time he got to the football stadium, the match *was* / *had been* over.
- 6 ◦ Did you help Kate with her homework?
• Not really. By the time I arrived, she *had already finished* / *already finished* it.
- 7 By the end of the day Steve *wrote* / *had written* three letters applying for jobs.

5 The past perfect or the past perfect continuous

Read these newspaper extracts and choose the best alternatives.

18-year-old Liz Slaney has become the latest Internet success story. Liz ¹ *had just been finishing / had just finished* her A levels when she started work on an Internet site offering up-to-the-minute fashion tips for teenage girls. 'I ² *had been thinking / had thought* of setting up my own site for a while, but I wasn't sure what to do,' says Liz. 'I had the idea for futurefashion.com after I ³ *had been reading / had read* fashion magazines all morning! I ⁴ *had been planning / had planned* to take a year out after my exams, but now I'm just too busy.'

A British climber has gone missing on Mount Everest. Paul Steiner ⁵ *had spent / had been spending* more than 15 years climbing professionally and ⁶ *had climbed / had been climbing* Everest three times before. Rescue teams have been working around the clock to locate him.

Two men escaped from prison yesterday morning. The men ⁷ *had been serving / had served* 10-year sentences for armed robbery. Prison officers didn't notice they ⁸ *had gone / had been going* until it was too late.

6 Adverb clauses

Combine these sentences using the words in brackets.

- 1 You should plan your career carefully. Then you'll be successful. (if)
- 2 Sally went to university. She wanted to get a good job. (so that)
- 3 I got to the concert on time. However, there weren't any tickets left. (although)
- 4 The job was very boring. Mike left after one week. (so ... that)
- 5 Susie was late. Her car had broken down. (because)
- 6 I saw two men breaking into the house. I called the police. (when)

7 The right verb

Complete the text with the correct form of the verbs in brackets in 1–15.

Tom was feeling a bit bored... so he cycled to Australia

When life becomes a routine, and you need a change, most people have a haircut or go on holiday. Not many ride a bicycle 12,746 miles from their home town to Australia.

Tom Fremantle ¹ _____ (work) as a barman when he had the idea of cycling to Australia. 'You can imagine what people thought when I ² _____ (tell) them,' said Tom. 'But the more they said it was thoroughly irresponsible, the more my resolve hardened.' A few months later Tom ³ _____ (cycle) across Europe, on his way to Iran, India, China and south-east Asia before finally reaching Australia.

But why Australia? In the eighteenth century several of Tom's ancestors had been sailors. One in particular ⁴ _____ (become) a captain and had successfully captured a piece of Australia's west coast. As a reward, the harbour of Fremantle ⁵ _____ (name) after him. And Fremantle was Tom's destination.

During his journey, Tom ⁶ _____ (spend) £6,000, but he also earned £43,000 in sponsorship for a local hospital. 'The sponsorship ⁷ _____ (give) the trip an added focus,' he explains. 'During the darkest hours it gave me the courage not ⁸ _____ (give up).'

Apart from an unfortunate breakdown three miles from the start of his journey, Europe ⁹ _____ (conquer) with ease. Then things began to get difficult. Tom ¹⁰ _____ (travel) through the Syrian desert when he ¹¹ _____ (start) to hallucinate with thirst. Before that he ¹² _____ (cycle) through Turkey when his tyre had blown up, and in Egypt a taxi driver had almost run him over. By the time he reached his destination, sixteen months later, he ¹³ _____ (have) a total of 54 punctures, several accidents and ¹⁴ _____ (be) seriously ill.

So ¹⁵ _____ (he / learn) anything from the journey? 'I suppose I realised there are two types of people in this world,' says Tom. 'There are those who are bored with life and those who are not.'

The Express

Beating the stereotypes!

- A Describe these pictures of people at work. What skills or qualities do people need to do these jobs successfully?
- B Which of the jobs above do you think are:
- more suitable for men?
 - more suitable for women?
 - difficult / easy for both men and women?

Give reasons for your answers.



Listening skills

1 Identifying statements the speakers make 16

You are going to hear Darren Filkins interviewing Rachel Anderson, a female football agent, on the radio. Before you listen, read through statements 1–10 carefully, then as you listen, write R beside the statements Rachel makes, D beside those Darren makes, and N beside those neither speaker makes.

Exam training

Identifying statements the speakers make *The speakers may make statements which sound similar to or refer to those in the task but which mean something quite different.*



- Rachel used to be a journalist.
- Rachel met footballer Julian Dicks at a press conference.
- Women are not as successful as men at handling the press.
- Rachel became a football agent by chance.
- Players need another job to fall back on.
- Rachel seems to be making a lot of money.
- Rachel has always loved football.
- Rachel never plays football herself.
- Success in football does not depend on whether you are male or female.
- Rachel's family is probably pleased she is a football agent.

2 Understanding what you hear

Answer these questions about the interview. You may need to listen again.

- How did Rachel become a football agent?
- What are women sometimes better at doing than men?
- What does a football agent actually do?
- What expenses does Rachel have to pay out of the money she earns?
- What does Rachel's family think of her being a football agent?

3 Idioms

The speakers use the idioms in *italic*. What do you think they mean?

- I've been *dying to* ask you. (D)
- The reporters can *give* players *a hard time*. (R)
- Players couldn't really *deal with* the press very well. (R)
- Things just *took off* from there. (D)
- It *makes sense*. (R)
- That sounds like *an awful lot* of money. (D)
- It's *nowhere near as much* as it sounds. (R)
- It must give them a lot of *street cred*. (D)

4 Vowel sounds 17

- Which of the underlined vowel sounds are pronounced /æ/ e/ɪ/ ɒ/ ʌ/ ʊ/ and which pronounced /eɪ/ i:/ aɪ/ ɔʊ/ u:/ ɪə/?

1 women	injured	time	give
2 good	fool	look	book
3 sense	scene	career	press
4 fact	happy	pay	male
5 rugby	huge	must	unhappy
6 job	only	from	most

- Look at the groups of words again, and listen and repeat them.

Speaking skills

5 Using fillers and connectors

Match the fillers and connectors in *How can I ...?* with the uses a–g.

How can I ...?

Use fillers and connectors appropriately

Anyway, ...

True – but ...

As a matter of fact, ...

... sort of ...

Hmm ...

... you know ...

... believe me ...

- a to stress that what you are saying is true
- b to disagree with something or somebody
- c to paraphrase what you are trying to say
- d to talk about something the listener knows about
- e to admit the other person has a point but then say what you really feel
- f to hesitate before saying something
- g to resume what you were saying

Exam training

Using fillers and connectors Fillers and connectors are useful words which can give you time to think. Do not overuse them, however, as this will give the impression that you cannot find the words you are looking for!

6 Discussion

- A Do you think men and women are looking for the same things in life? Why (not)?
- B How would you define success in life? In pairs or small groups, rank a–h in order of importance, where 1 = the most important.
- a earning a good salary / good wages
 - b having enough time to do what you are interested in
 - c having job security
 - d achieving what you set out to do
 - e being liked by everyone
 - f being promoted at work
 - g becoming famous
 - h getting married and raising children you love

7 Short presentation

- A You are going to give a short presentation (2 or 3 minutes) on 'A successful person'. Prepare your presentation by doing some research, then writing notes on what you are going to say.

You could include:

- who or what the person is, does or did.
- how they became successful.
- the effect success has / had on them.
- their private / family life, e.g. married or single? / any children?
- why you admire or respect them.

- B In small groups, give your presentation to your partners. When each student has finished, think of one question to ask her / him about the presentation, e.g.:
- Why did you choose this particular person?
Where did you find the information?
Where did you do your research?
Were you surprised by the information you found? Why?

Soundbites

Money money money 18

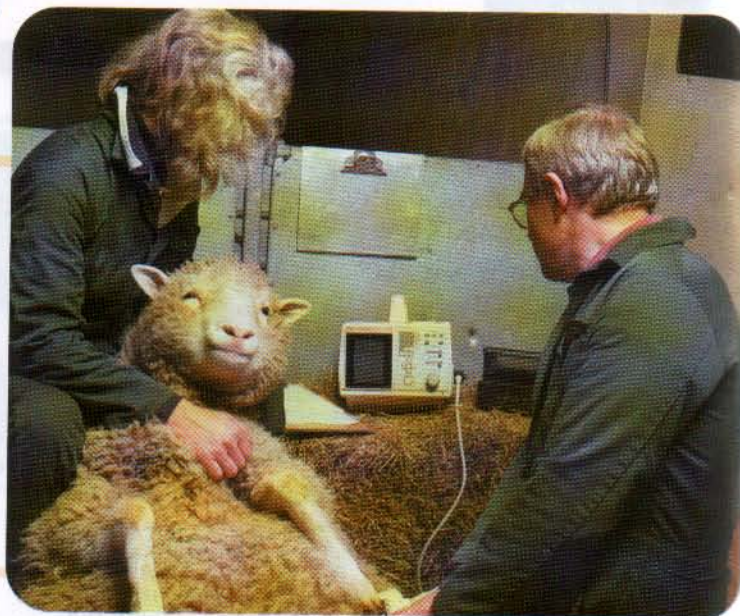
Listen to a song by ABBA and answer the questions.

- 1 What kind of life do the singers have?
- 2 What way of making money have they dreamed of?
- 3 Why would the idea probably not work?
- 4 Do you agree with the statement: *It's a rich man's world?* Why (not)?

Writing an argument for and against

Cloning

- 1 This sheep called Dolly was born in 1997. Do you know why Dolly was a scientific breakthrough?
- 2 Choose what you think is the correct definition of the word 'cloning'.
 - a creating a person or thing identical with another
 - b having the same characteristics as a person or thing
 - c imitating another person or thing
- 3 Do you know any twins or triplets? How are they similar / different from each other? What would be the advantages and / or disadvantages of being an identical twin?



Studying the sample

1 Understanding the task

Dr. Wilmut is the scientist who led the team that cloned Dolly. Read his article about cloning human beings and complete the missing information in the notes below.

Introduction: disagreement about cloning humans

Other people's arguments for:

- 1 _____
- 2 _____
- 3 _____

Dr. Wilmut's reasons against:

- 1 _____
- 2 _____
- 3 _____

Conclusion: _____

Steps to better writing

2 Presenting an argument

Use one of these verbs to complete the gaps in 1–7.

are • accept • consider • is • disagree • reject • put

- 1 Many arguments have been _____ forward in favour of cloning.
- 2 Many people _____ the idea that we should clone humans.
- 3 We should _____ how the child might feel.
- 4 Most people cannot _____ the idea of cloning humans.
- 5 There _____ strong arguments against cloning humans.
- 6 The point _____ that the child would be an identical twin.
- 7 I am afraid I would have to _____ with that point of view.

Since we cloned Dolly successfully in 1997, there have been endless arguments about whether we should clone human beings.

As far as I can see, there have been three main reasons put forward for cloning humans. The first advantage is that a couple who at the moment can't have children will be able to have them. The second is that, if a child dies, the family might want to bring it back somehow – and the third and final reason is that parents could choose the characteristics of their child.

I, personally, am not in favour of any of these things. In fact, I find them quite disturbing. The point is that a child produced by cloning would be an identical twin of the original, so physically very similar. On the other hand, these two people would have completely different personalities. Secondly, it's my opinion that children should be wanted for their individuality. In making a copy, the parents are deliberately trying to specify the way they wish the child to develop. Finally, we should consider how the child might feel about this in later life – and reject this use of cloning.

To sum up, despite the arguments put forward in favour of cloning humans, I feel that the main disadvantage of cloning is that families created in this way would not provide a normal environment for the children to grow up in.

3 Expressing feelings

- Underline the different ways in which Dr Wilmut expresses his feelings in the article.
- Use some of these expressions to write sentences saying how you feel about statements 1–3.
- Research into human cloning should be encouraged.
 - We should all be able to decide to have as many children as possible.



- We should be able to choose the characteristics of our children.

4 Presenting different points of view

Use one of the combinations of words below to express views both for and against statements 1–3.

One big (dis)advantage of ... is while
The main (dis)advantage is ... however
A further benefit/drawback would be whereas

Example

One big advantage of creating children just like ourselves is that we can pass on all our good points. However, it might not be such a good idea to pass on all our bad points.

- It would be wonderful to create a human being just like ourselves.
- Nobody can have too much intelligence.
- Who you are is much more important than what you are.

5 In spite of / despite

In spite of / despite mean *even if*. We use *in spite of / despite* before a noun or gerund, and *in spite of / despite the fact that* before a clause.

In spite of / Despite the heavy snow, we drove into the countryside.

In spite of / Despite missing the bus to school, we were not late for our lesson.

In spite of / Despite the fact that it was snowing heavily, we drove into the countryside.

What are the missing words in these sentences?

- _____ I don't like flying, I agreed to go by plane.
- _____ all the hard work, we enjoy studying English.
- _____ I don't really like animals, I enjoyed our visit to the zoo.
- _____ not having much money, we had a great camping holiday this summer.

Writing an argument for and against

6 Understanding the task

You are going to write an argument for and against one of the following statements. You should write about 200–250 words.

- We should all live until we are at least 200 years old.
- The rich should share all their wealth with the poor.
- The school-leaving age should be raised to 21.

Decide which of these ideas could be used to support or reject each statement.

- impossible to make everyone equal
- who pays for the extra education?
- medicines enable us to live longer
- possessions don't make you happy
- fewer jobs would need to be created
- who looks after / supports the elderly?
- some countries are already over-populated
- who organises the distribution of wealth?

7 Planning

Decide which statement you are going to write about and which of the ideas in 6 to use. In groups, brainstorm some ideas of your own and choose the statement you have more to say about, or feel more strongly about.

8 Writing

Now write your argument, making sure to present the views of both sides.

Exam training

Looking at both sides of an argument Remember to include views you do not agree with before stating your own opinion and giving reasons for disagreeing with these points of view.

9 Checking

As you write your argument, check that you have:

- included a suitable personal introduction.
- written in a suitable personal and / or impersonal style.
- included ways of presenting an argument.
- expressed personal reactions in your conclusion.

Vocabulary

1 Prepositions

Complete the article with the prepositions. You can use a preposition more than once.

• as • by • for • in • of • on • to • under • with

During the week, Jessica Simpson is a 18-year-old student, preparing for her A levels. But at the weekends she is a referee in professional rugby league matches.

Rugby matches usually end in a peaceful victory ⁽¹⁾ _____ one side and defeat for the other, but sometimes during the match players ⁽²⁾ _____ the opposing teams get into heated arguments ⁽³⁾ _____ the pitch. Jessica Simpson is the person who has to deal ⁽⁴⁾ _____ these angry giants, and restore the peace.

'As a referee, you are ⁽⁵⁾ _____ pressure to keep things running smoothly,' Jessica points out. 'Most ⁽⁶⁾ _____ the time it's only about enforcing the rules, but when those rules are broken, somebody has to step in and save the day.' And her skills as a peacemaker have earned her a job ⁽⁷⁾ _____ a referee on the professional circuit.

It wasn't ⁽⁸⁾ _____ chance that Jessica was introduced ⁽⁹⁾ _____ rugby. She got interested ⁽¹⁰⁾ _____ the sport because her father was once a referee himself. And when she started playing rugby ⁽¹¹⁾ _____ her school's team, the others soon learned to depend ⁽¹²⁾ _____ her for advice about the rules.

But despite a busy schedule, Jessica still manages to fit ⁽¹³⁾ _____ college work and her social life. 'My friends often come to the games to watch me referee,' she says, 'I've been asked many times how I cope ⁽¹⁴⁾ _____ all the pressure. But to me, it's just a job I have to do.'

2 Words that go together

Complete the sentences with the best word.

- Oliver was _____ to ask the pop star for her autograph, but he was too shy.
a dying b shocked c excited
- If Brad loses his job, he'll be in real trouble. He has nothing to _____ back on.
a fall b come c look
- Teenage stars often find it difficult to _____ the press.
a deal b handle c cope
- International football players are able to earn a(n) _____ lot of money in a very short time.
a awful b terrible c horrible
- If you're a model it _____ sense to prepare yourself for another job. Most modelling careers are very short.
a sees b makes c has

3 Skills and qualities needed in different jobs

Match the following skills or qualities to the jobs below.

- patient • computer-literate • fluent in two languages
- organisational skills • creative • good communication skills • sociable • confident • physically fit • responsible
- secretarial skills • able to drive

- life guard
- personal assistant
- tour guide
- nurse
- photographer
- referee
- taxi driver

Speaking

4 Role-play

- A Work in pairs. Read your instructions, then act out the role play.

STUDENT A

You are a newspaper reporter and you are going to interview a sportsperson. Note down the questions you want to ask him. Find out:

- which team sport they play.
- the team they play for.
- when they started playing the sport and why.
- what they like most about the game.
- what they like least about the game.
- how they became successful – any advice they might have for younger players.
- what are their plans for the future.

STUDENT B

You are a sportsperson and you are going to be interviewed by a journalist. First of all, decide which team sport you play. Now make notes under the following headings:

- the team you play for
- when you started playing the sport and why
- what you like most about the game
- what you like least about the game
- how you became successful – any advice you might have for younger players
- what are your plans for the future

Remember! If you are asked a difficult question, use phrases from the *How can I ...?* on page 62 to give yourself more time to answer.

- B Now change roles.

Writing

5 Arguments for and against

A Read the essay and answer these questions.

- 1 What are the arguments for sports sponsorship?
- 2 What are the arguments against?

Arguments for and against sports sponsorship

Many people think that athletes in the first Olympic games competed for honour rather than money. ¹ *However*, the word 'athlete' comes from the Greek words meaning 'the one who competes for a prize' and champions of the ancient Olympics often received financial rewards.

Today sponsorship by corporations such as Nike and Coca-Cola provides a huge amount of money for sportspeople. The advantages of such sponsorship are obvious. ² _____, sportspeople, especially amateurs, need money to pay for training and travel. ³ _____, advertising contracts promote sport and encourage other people to exercise and compete. Thirdly, sports sponsorship promotes positive role models for people, showing that hard work and dedication can lead to success.

⁴ _____, there are some arguments against sponsorship. Many sponsorship deals are worth millions of pounds, and people argue that professional sportspeople already earn too much. Secondly, some sports stars, such as Anna Kournikova, have won sponsorship deals because of their ability to look good rather than their sporting ability. ⁵ _____, sports such as Formula One racing are sponsored by cigarette companies, which promote a dangerous habit.

To sum up, ⁶ _____ although there are several arguments against sponsorship, without it, the popularity of sports activities in schools and in people's lives in general would suffer. As for the argument that athletes are overpaid, in my opinion if someone is outstanding in their field they deserve to be rewarded financially. And ⁷ _____ the sponsorship deals, most athletes are still motivated by success in their field rather than money.

B Complete the essay with the following words and phrases.

- ~~However~~ • I feel that • On the other hand • Finally
- Secondly • First of all • in spite of

C Do you agree with the conclusion? Give reasons for your answers, e.g. *As far as I can see ..., I personally feel that...*

Factfile

A Quickly read the results of a recent survey and complete the chart.

BRITISH TEENAGERS	AVERAGE AGE
get a part-time job	_____
choose a career	_____
leave home	_____
get first loan	_____

Teens aim to secure a successful future

The stereotypical image of teenagers as financially irresponsible, work-shy and immature is a myth. In fact, recent research shows that most teenagers – over two-thirds – start part-time or summer jobs by 16 and over half decide on their full-time career choice by 18. The survey also revealed that teenagers are taking on adult responsibilities sooner than their parents and grandparents. For example, thanks to student loans, young people now take out bank loans earlier. One in five has their first loan by 18. In addition, a quarter of teenagers leave home by 18, and at 19, one in six lives with their boyfriend or girlfriend, despite high house prices and rent. Jo Grant, 17, of north London, is typical. 'Since I started part-time work I always try to put around 75 per cent of my earnings into a separate bank account, which I don't touch,' she said. 'It's for future things such as a car or a house.'

B Discuss these questions with a partner.

- 1 How do the results of this survey compare with teenagers in your country? At what age do most teenagers leave home / get a part-time / full-time job?
- 2 When do you plan to leave home / get a job? Do you know what you want to do?