

A gap year

- 1 At what age do people go to university in your country?
How long do university courses last?
- 2 Students in Britain often take a gap year to do something different before or after going to university. What happens in your country?
- 3 What do you think the advantages or disadvantages of a gap year might be?
- 4 What kinds of things would you like to do if you had a gap year?

Skills

1 Skim reading

Read the article quickly and decide who might have written it. Ignore spaces 1–6.

- a newspaper reporter • a university professor • a university student • an ex-student

2 Headings

Match headings a–g with the correct paragraph 1–6. Give reasons for your choice. There is one heading you do not need.

Exam training

Matching headings A heading usually highlights the most important piece of information or the main idea in a paragraph. Read each paragraph carefully and decide what you think it is about, then choose a heading.

- a A change of attitude
- b A noticeable division
- c A journey into the unknown
- d A way of protesting
- e A sense of humour
- f A chance meeting
- g An unrealistic expectation

The reluctant backpacker

1 _____

Every year, as the University of Warwick's halls of residences are piled high with new and unworn faces, two kinds of students emerge: those desperate to tell anyone within earshot about their year-out travelling experiences, and those who want the ground to open up beneath them every time the word 'backpack' is mentioned.

2 _____

As I made the uneasy change to university life, I quickly joined the second category. The crucial moment came when I was drawn into conversation one evening by a fellow student. 'You'd better not believe what you read in the guide books,' he told me. 'You need at least three weeks to do India. And take my word for it, you haven't lived until you've seen the sun rise over the Taj Mahal.'

3 _____

Completely oblivious to his own ridiculousness, he ordered a curry with rice and ate the whole thing with his hands, because that's the way it's done in Nepal. For reasons I could not fathom, people like him regarded their year out as some kind of radical lifestyle choice which signified a reaction against the values of their upbringing.

4 _____

The notion that you were travelling to broaden your horizons, putting yourself in touch with older, wiser civilisations, was beyond me. It had nothing to do with that. How can anyone gain a realistic understanding of a culture that has taken thousands of years to develop simply by hanging around in a market town for a few days? It's impossible – you just can't have it both ways! How could these jumped-up tourists gain a sense of superiority from the fact that they had spent a few months abroad with only a *Rough Guide* book and a handful of notes in their pockets? I decided to have it out with every backpacking, inter-railing, island-hopping individual I met.

5 _____

Two years on, not quite the angry young man I was, I seem to have had a change of heart about these things. Many of my friends have begun to refer to vague plans to 'go travelling' when they graduate. They want to take off to somewhere like Australia or New Zealand, and maybe just hang out there for a year or so. It's not that difficult to find work apparently. Actually, I've a good mind to do the same. I'm not sure if I'm ready for a steady job.



3 Identifying style

Which adjectives best describe the writer's style? Use a dictionary to help you if necessary.

- academic • argumentative • amusing • anonymous
- anecdotal • affirmative

4 Comprehension

In pairs, discuss these questions.

- 1 What does the author suggest divides university students into two categories?
- 2 What was his opinion of the student he talked to one evening?
- 3 Describe how he thinks backpackers regard their year out.
- 4 Why has the author changed his mind about travelling round the world?

Vocabulary

5 Expressions with *have*

These expressions with *have* appear in the article. Choose the correct explanation for each one.

- 1 ... has nothing to do with ...
 - a ... has no connection with ...
 - b ... is bored with ...
- 2 I have a good mind to ...
 - a I am very good at ...
 - b What I'd really like to is ...
- 3 have a change of heart
 - a make up your mind
 - b alter your opinion
- 4 You can't have it both ways.
 - a You won't be able to find two things to do.
 - b You must decide on either one thing or another.
- 5 have it out with somebody
 - a have an argument with somebody
 - b try to settle an argument with somebody

6 Adjectives

A In pairs, match the adjectives in *italic* in 1–10 with their meanings a–j.

- 1 Is there anything you are *reluctant* to do?
- 2 What kinds of things make people feel *uneasy*?
- 3 What do you consider to be the most *crucial* decision we ever make?
- 4 What kinds of things are usually considered *outrageous*?
- 5 What can happen if people are *oblivious* to something?
- 6 Do you think you have a *realistic* attitude towards life?
- 7 How can being *vague* cause problems?
- 8 Would you prefer to find a *steady* job or go travelling?
- 9 Would you enjoy making a *radical* change in your lifestyle?
- 10 What are considered *proper* table manners in your country?

- a unclear
- b shocking
- c unwilling
- d unaware something is happening
- e slightly worried
- f extreme
- g vitally important
- h true to life
- i right / correct / acceptable
- j regular

B Choose three questions each to answer yourself. Give reasons for your answers.

7 Idioms

Explain in your own words what these idioms from the article mean.

- 1 piled high (line 2)
- 2 within earshot (line 4)
- 3 want the ground to open up beneath them (line 6)
- 4 take my word for it (line 15)
- 5 I could not fathom (line 21)
- 6 was beyond me (line 25)
- 7 hanging around (line 28)
- 8 to take off (line 37)
- 9 hang out (line 38)
- 10 in tune with (line 41)

Time to talk!

In pairs, discuss the following questions.

To what extent do you think travel helps us to be more understanding and tolerant towards others?
How can we change ourselves from tourists into travellers?
What would travellers to your country find interesting and / or different?

Jonathan Stubbs *Guardian Higher*

Let's focus on the passive and the causative use of *have* and *get*

Quick quiz

Which of these statements is true, and which false?

- 1 All verbs can be used in the passive.
- 2 'Have something done' has a similar meaning to 'get something done'.

1 Grammar in context

Read this extract from a guide book for tourists visiting New Zealand. Underline all the examples of the passive. Which tenses and / or forms are they used in?



Sheep should not necessarily be regarded as New Zealand's greatest export. The country's talented inhabitants have also made their mark on the wider world. Two of the most famous, writer Katherine Mansfield and painter Frances Hodgkins, were forced to travel abroad to find success. However, now that the speed of travel has been greatly increased and communications are being improved almost daily, international recognition has also been achieved by New Zealanders who have chosen to stay at

home. Rock musicians no longer have to go to Australia to get their music launched onto the international stage, and in recent years, films like *The Piano*, which was directed by New Zealander Jane Campion, have been hugely successful. Geographical isolation has become a plus as more entertainers, artists and musicians feel they can live and work here yet extend their audiences beyond New Zealand's shores. In addition, people like opera singer Kiri Te Kanawa, who was once said to have been a more familiar sight in Milan than Masterton, New Zealand, now make regular trips back home to perform.

2 How to form the passive

- A** What three things do you have to do to change this sentence from the active into the passive form?
The bubbling springs and mud pools of Rotorua have attracted tourists for over half a century.
- B** Change these sentences from the active to the passive. More than one answer may be correct.
- 1 The islands have attracted tourists from all over the world.
 - 2 The new hotel will attract tourists from abroad.
 - 3 People think the islands are the perfect holiday destination.
 - 4 People say the climate there is very pleasant.
 - 5 The travel agent had booked the flights before he arranged the accommodation.

3 When to use the passive

Underline the examples of the passive in 1–4, then match them with their uses in a–c.

- 1 Fish weighing up to 400kg are often caught in New Zealand's Bay of Islands.
- 2 The Treaty of Waitangi, which admitted New Zealand to the British Empire in 1840, was signed by Governor William Hobson on behalf of Queen Victoria.
- 3 The North Cape region was labelled 'the winterless north' because of its mild, damp winters and warm, humid summers.
- 4 In 1956, a young dolphin appeared on the beach at Opononi. When she died, she was lovingly remembered by the local residents with a song and a monument.

We use the passive:

- a when we do not know who or what did the action.
- b when we are not interested in who did the action or it's not important who did it.
- c with *by* when we want to say who or what did the action.

4 Passive forms with the gerund and the infinitive

Passive forms can often be used after verbs which are followed by the gerund (remember, enjoy, like, etc.):

I remember being given a tour of the museum at Dargaville.

He enjoyed being taken to famous tourist attractions.

We like being told the history of the country we're visiting.

and after verbs which are followed by the infinitive (arrange, hope, want, etc.):

I've arranged to be met at the station in Auckland.

He hopes to be taken on a helicopter flight over Mount Cook.

We want to be told about the discovery of the Bay of Islands.

Passive gerunds can also be used after some prepositions:

The Maori guide was quite relaxed about being asked the same questions all the time, but he soon got tired of being photographed by every visitor.

Use a passive gerund or passive infinitive to complete the sentences.

- 1 We've arranged for someone to take us at the airport.
We've arranged _____ to the airport.
- 2 I wouldn't risk someone driving me up Mount Cook.
I wouldn't risk _____ up Mount Cook.
- 3 I remember someone showing me the geysers at Rotorua last year.
I remember _____ the geysers at Rotorua last year.
- 4 She was looking forward to someone teaching her scuba diving.
She was looking forward to _____ scuba diving.
- 5 My friend can't stand people telling him about history.
My friend can't stand _____ about history.
- 6 I need someone to advise me on which Maori village to visit.
I need _____ on which Maori village to visit.
- 7 I don't mind people guiding me round tourist sites.
I don't mind _____ round tourist sites.
- 8 We expect someone to give us a lift to the North Cape.
We expect _____ a lift to the North Cape.

5 Transformations

Put the verbs in these sentences into the passive. Some words are given to help you.

- 1 Families often choose the beaches of Mount Maunganui for their holidays. The beaches _____
- 2 Water and ice carved the volcanoes we can see in New Zealand today. The volcanoes _____
- 3 They built Auckland city amongst numerous extinct volcano cones. Auckland _____
- 4 In AD 130, an enormous volcanic explosion formed Lake Taupo. Lake Taupo _____
- 5 The explosion wiped out the forests in the North Island and everything in them. The forests _____
- 6 You can find five of the best hiking trails in New Zealand in the Fiordland National Park. Five _____

6 The causative use of *have* and *get*

We can use *have* or *get* in the causative structure. *Get* is more informal than *have*.

In the causative, *get* and *have* can sometimes have a negative meaning 'to experience (usually something unpleasant)', for example: *I had my house broken into last night.* (My house was broken into.)

A Which of these statements a–d are true?

We use *have / get something done*

- a when we ask, tell or pay someone else to do something for us.
- b when we do something ourselves.
- c when something happens to us.
- d when we are talking about something we have just done.

B Decide which statement in A, a, b, c or d, fits these two sentences.

- 1 I had my car stolen the other night.
- 2 I had these shoes made by a local craftsman.

C Complete these sentences using *have / get something done* and the ideas in brackets.

- 1 My hair is too long. I must _____ (it / cut).
- 2 Your jacket looks as good as new. _____ (you / clean)?
- 3 We were walking around the old part of the city one day when we _____ (money / steal).
- 4 It was so hot last summer that we decided to _____ (air conditioning / install).
- 5 Do you like my leather bag? I _____ (it / make) by a local craftsman.
- 6 I really must _____ (the car / repair). It's making terrible noises.

Let's activate!

7 A tourist guide's presentation

Work in pairs. Imagine you are guides on a short coach tour for tourists in your area. Prepare a short presentation explaining to passengers what they are going to see, and recommending what they should visit on their own after the tour. Give reasons for your recommendations.

- A Decide which route the sight-seeing coach will take and which places of interest you will talk about. Think about: monuments • parks • museums • places of historical interest • entertainment • natural features
- B Make notes to remind you what to mention in your presentation. Add any information you think the tourists will find interesting, e.g. when something was built, why local people are attracted to these places, where you can have your photograph taken.
- C Divide the expressions in *How can I ...?* into two categories: those used to make a positive and those used to make a negative recommendation. Use some of the expressions in your presentation.

How can I ...?

Make recommendations

You mustn't miss the ...
You must go to the ...
You've got to see the ...
You'll love the ...
I wouldn't recommend the ...
You definitely wouldn't enjoy going to the ...

- D Now give your presentation (about two minutes each) to another pair of students.

Vocabulary

1 Words that go together

Complete the sentences with the best word.

- Travelling is a great way to _____ your horizons and experience new cultures.
a lengthen b straighten c broaden
- When Neil went camping in the mountains, he felt completely in _____ with nature.
a relationship b tune c unity
- I wasn't sure that the hotel was suitable, but I had to _____ the travel agent's word for it and pay for it in advance.
a have b believe c take
- Once Jess had booked her flight, it was too late to _____ her mind and cancel the trip.
a make b turn c change
- His experiences abroad had left their _____ on Gary. He felt much more confident.
a mark b sign c impression
- Diane brought _____ some unusual souvenirs from Thailand.
a back b over c along

2 Expressions with have

Replace the words in *italic* in 1–5 with these expressions in the correct form.

- I have a good mind to • has no connection
- have it out • have a change of heart
- you can't have it both ways

- Independent travelling *has nothing to do* with package tourism.
- What I'd really like to do is* give up my job and travel round the world for a year.
- Amy *altered her opinion*, and cancelled her trip to Peru. It was too risky to travel alone.
- It's difficult to work and go travelling at the same time – *you must decide one thing or another*.
- Brett *tried to settle an argument* with his girlfriend about where they were going to go.

3 Adjectives

Complete the sentences with the adjectives below.

- reluctant • radical • vague • oblivious • proper
- uneasy • outrageous • crucial • realistic • steady

- Dave was _____ to admit he had made the wrong decision.
- Greg felt _____ about not inviting Lucy to the party but he knew she didn't like the host.
- It is _____ to take care if you're travelling alone. It's not a good idea to hitch-hike.
- The price of the Caribbean cruise was _____. Only millionaires could afford it!
- It was the first time Mark had been to the Amazon rainforest. He was completely _____ to danger.
- Tony had _____ expectations of travel in Asia. He was well-prepared for his trip.
- The directions to the youth hostel were _____. We got lost several times.
- When she finished university, Karen decided to travel. She didn't want a _____ job.
- After his year abroad, everyone was amazed at the _____ change in Matthew's behaviour. He was much more mature.
- If you go to India, you must have the _____ vaccinations.

Grammar

4 The passive

Put the verb in brackets into the correct form of the passive.

- Nowadays, students _____ (warn) not to travel alone in dangerous countries.
- Tom doesn't have to work abroad. He _____ (support) by his parents.
- Last summer, the children _____ (teach) English by a student volunteer.
- At the moment, gap years _____ (take) by more and more students.
- What was Tina doing yesterday?
• She _____ (interview) for a gap-year job.
- The holiday destination _____ (decide) before Clare knew whether she could go.
- We can't go out tonight. We _____ (give) too much homework to do.
- The new school building _____ (not complete) until next year.

5 Using *been* or *being*

Choose the correct alternative to complete the sentences.

- 1 The art of making pottery is *been* / *being* revived in the city of Nelson.
- 2 Some pretty churches have *being* / *been* built on the Waimea Plain.
- 3 When the railway was *been* / *being* built, several workers were killed.
- 4 Gum trees are said to have *being* / *been* introduced into the area many years ago.
- 5 Nelson has never *being* / *been* linked to the country's rail network.

6 Causative use of *have* and *get*

Rewrite these sentences in the passive using causative *have* or *get*.

- 1 The passport agency has to renew my passport before I go abroad.
I ...
- 2 Someone stole Matt's traveller's cheques while he was at the hostel.
Matt ...
- 3 My motorbike had broken down. It needed to be repaired.
I had to ...
- 4 This computer doesn't work. Someone needs to fix it.
I need to ...
- 5 Sarah wants someone to pierce her nose. It's very fashionable.
Sarah wants ...
- 6 Someone delivered a parcel to Jackie's house.
Jackie ...

7 The right word

Complete gaps 1–20 with one word only.

Making the most of a year out

According to ¹_____ a recent survey, gap years ²_____ usually being put to good use. This is especially true for women, who tend to be seeking new cultural experiences in their year out while many men rate having a good time higher ³_____ broadening their horizons. Women are also more likely to head off to a number of foreign lands ⁴_____ their own, while men prefer to travel in groups and to limit their visits ⁵_____ just one country.

When asked about what they expected from their year out, more women than men mentioned enrolling in language courses abroad and doing voluntary work, such ⁶_____ teaching or participating ⁷_____ various development projects. Women were also more likely to socialise ⁸_____ the locals than men, who often chose to stick to their travelling companions. Women ⁹_____ also more willing to ¹⁰_____ an effort to learn the language of the countries they visited, while some men never ventured beyond the most basic phrases.

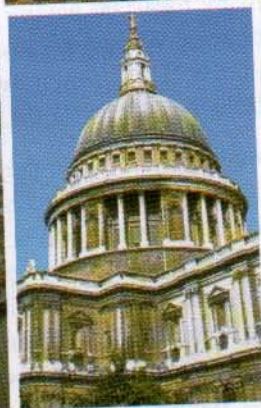
Charlotte Pierce, 22, is a good example ¹¹_____ a female adventurer. She started off in Mexico where she learned Spanish and familiarised ¹²_____ with the rich Aztec and Mayan heritage, then she travelled down overland across Latin America to Colombia, Brazil, and finally Peru.

'I have always ¹³_____ fascinated by the ancient American civilisations,' she says. 'To me, a gap year is not just a chance to ¹⁴_____ travelling and have fun. When I'm out there, I'd also like to see and learn new things.'

While exploring the Inca temples and cities in ¹⁵_____ free time, Charlotte also tried her hand at some unusual jobs to help pay for her adventures. 'I had this job once in Peru where I helped a scientist to catch snakes in the mountains,' she recalls. '¹⁶_____ I'd found the idea exciting at first, I soon realised ¹⁷_____ getting so close to snakes, armed with just a stick, was not fun but quite terrifying.'

Charlotte feels she ¹⁸_____ the right choice when she decided to ¹⁹_____ a year out. 'When I got back ²⁰_____ England, I was exhausted and broke. But it was still the best year of my life. So, would I do it again? Definitely! I'd leave tomorrow...'

The London Eye



The London Eye is a gigantic wheel which takes about 30–40 minutes to turn completely. Visitors travel in its capsules which hold about 20 people comfortably.

A Here are some famous landmarks you can see from the London Eye. Can you match the names to the landmarks above?

- a The Thames Barrier
- b Tower Bridge
- c The Globe Theatre
- d The Millennium Dome
- e Big Ben and the Houses of Parliament
- f St Paul's Cathedral

B Which of the famous landmarks:

- 1 has a roof strong enough to support a jumbo jet?
- 2 was built by Sir Christopher Wren between 1675 and 1710?
- 3 was nearly blown up by Guy Fawkes in the 17th century?
- 4 was built after rioting in the street by angry citizens who were fed up with having to cross the river by boat?
- 5 was built to protect London?
- 6 is named after a bell inside it which was installed in 1859?
- 7 is a reconstruction of a famous 16th century building?



Listening skills

1 True or false? 23

Read statements 1–5, then listen to someone phoning to book some tickets for the London Eye. As you listen, decide whether the statements are true or false.

- 1 All tickets for the London Eye must be booked in advance.
- 2 Demand for tickets is particularly high at the moment.
- 3 The ticket seller suggests that the caller books the tickets in person.
- 4 The caller wants to know if he can pay for the tickets by cheque.
- 5 The tickets can be picked up just before the ride.

2 Note-taking 24

You are going to hear a guide talking to a group of tourists who are going for a trip on the London Eye. Read through the notes. As you listen, fill in the missing information.

London

Situated: on the ¹ _____
 Roman settlement of Londinium: at the ² _____
 Importance of the river: the ³ _____ of the city
 River travel: ⁴ _____ than road travel
 River problems: ⁵ _____, ⁶ _____ and pollution
 Change on river in 20th century: river no longer used by ⁷ _____

The London Eye

Time taken for construction: ⁸ _____
 Reason for construction: to mark the ⁹ _____
 Why interesting?: project genuinely ¹⁰ _____

3 Understanding what you hear 24

Listen again if necessary and answer the questions.

- 1 Why did the Romans settle in Londinium?
- 2 What has been done to protect London against floods?
- 3 Why did London stop being a major port?
- 4 Why were the different parts of the London Eye not built in one place only?
- 5 Where were some of its parts built?

4 Formal and informal language

Which of these different phrases and sentences did the speaker use? Why?

- 1 this didn't happen by chance / this is no coincidence
- 2 as it was called / that's what people called it
- 3 the river was vital to trade and travel / the river was really important for trade and travel
- 4 bringing in and sending goods to sell / importing and exporting goods for sale
- 5 happened often / were frequent
- 6 conditions have greatly improved / things are much better now
- 7 was really different / changed profoundly
- 8 Londoners like the Thames a lot / the Thames has become a source of pleasure to Londoners
- 9 they finished it in seven years / it took seven years to complete

Speaking skills

5 Booking tickets

With a partner, act out this short dialogue following the instructions.

Customer Ask for some tickets for one of the landmarks on page 88.

Ticket seller Inquire when for.

Customer Say when.

Ticket seller Apologise and explain why there is a problem.

Customer Say that you didn't realise.

Ticket seller Offer an alternative.

Customer Accept the alternative.

Ticket seller Ask about payment.

Customer Answer the question about payment.

Ticket seller Thank the customer.

6 Giving a formal talk

Imagine you are giving a talk to a group of tourists in London. Use a suitable word from the list below to complete the sentences below.

- relied • inhabitants • source • changed • floods • called
- coincidence • vital

As you are probably all aware, Londinium, as it was ¹ ... in those days, was important for its trade. However, it is no ² ... that London became the capital of England. Many years ago, good communications were ³ ... for trade and travel, and London was ideally situated, although ⁴ ... were frequent in London in the past. Britain's trade grew and ⁵ ... on importing and exporting goods all round the world. As you can see, London and its river have ⁶ ... profoundly since those days. The river has now become a ⁷ ... of pleasure to the ⁸ ... of the city.

7 Expressing personal preferences

Say which of the places below you would like to visit if you were in London and why. Use *How can I ...?* to help you.

Exam training

Saying which you prefer When saying which you prefer or giving your opinion, try to compare one thing with another, use a variety of structures, and give a reason for your answer. This will make what you are saying much more interesting and create an opportunity for you to show the examiner what you can do.

How can I ...?

Say which I prefer

I'd much rather go to ... than ...

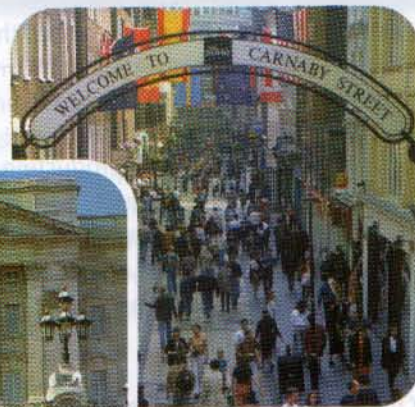
I prefer ... to ...

I'd prefer to visit the ... today ... because ...

I think ... are much more interesting than ...

Actually, I find ... rather boring.

I don't find ... half as interesting as ...



Writing a review

The Woman In Black

A How often do you do the following? Tick the appropriate box.

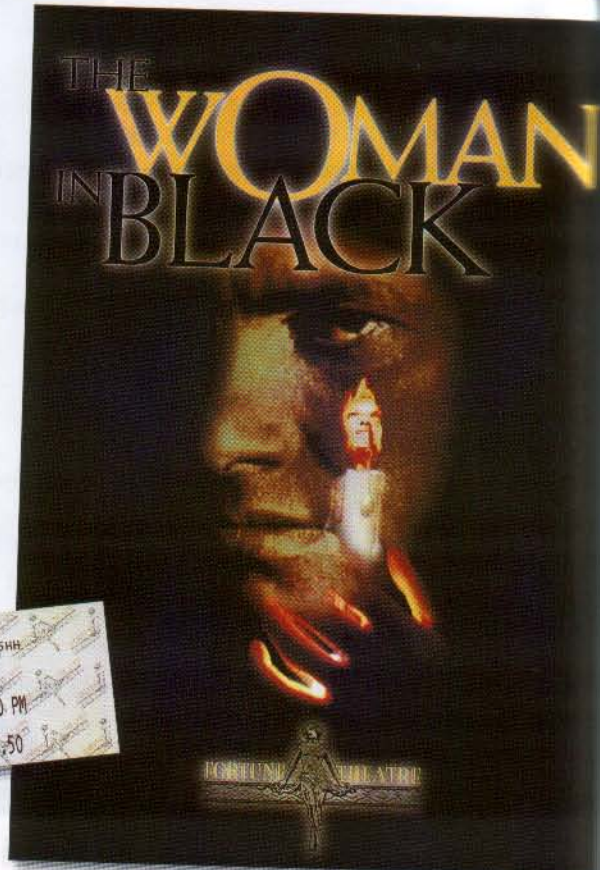
	never	sometimes	quite often	very often
watch TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
listen to the radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
go to the cinema	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
go to the theatre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
listen to a cassette or CD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Compare your class results. What do they show about your preferences for entertainment?

Studying the sample

1 Understanding the task

A Look at the pictures. What information are they giving?



THE WOMAN IN BLACK

Adapted by Stephen Mallatrat from the novel by Susan Hill
Directed by Robin Herbert
Cast: Robin Herbert, Michael Price, Kevin Sleep

FROM THE CLASSICS OF Alfred Hitchcock to the modern Hollywood thriller, such as *The Shining*, *Silence Of The Lambs* and *The Sixth Sense*, audiences have flicked to be terrified. However, live theatre is the natural home of the most terrifying entertainment experience of all. There has never been a more spine-chilling and successful example of this than *The Woman in Black* at the Fortune Theatre.

UNANIMOUSLY ACCLAIMED by the critics, Stephen Mallatrat's adaptation of Susan Hill's best-selling novel, combines the power and mystery of live theatre with a cinematic quality inspired by the world of film noir. It is a formula that provides audiences with an evening of unrelenting drama as they are transported into a terrifying and ghostly world.

OVER 15 MILLION PEOPLE have lived to tell the tale of one of the most exciting, gripping and successful theatre events ever staged, *THE WOMAN IN BLACK*.

"DON'T GO UNLESS YOU LIKE BEING SCARED OUT OF YOUR WITS"
Sunday Mirror

"A BRILLIANTLY EFFECTIVE SPINE-CHILLER... IT PLAYS ON ALL OUR PRIMAL FEARS"
The Guardian

"PREPARE FOR SLEEPLESS NIGHTS"
Daily Express

"A TRULY NERVE-SHREDDING EXPERIENCE"
Daily Mail

B Read this review of the play. Match the reviewer's ideas a-f to paragraphs 1-6. Ignore the nouns in brackets.

- a recommendations to readers
- b technical details of the production
- c brief summary of the plot
- d introduction to the characters
- e subject of the review
- f own opinions about the play

2 Word formation

Change nouns 1-10 in the review into their adjective form.

- The Woman in Black*, now showing at the Fortune Theatre in London, is a play based on a ghost story adapted from a novel by Susan Hill. It tells the tale of a strange figure who appears unexpectedly throughout the play.
- Although there are six main characters – young, old, male and female – there are only two male actors playing the ¹(difference) parts. They do this extremely successfully by adopting another voice or physical appearance, or simply putting on another coat.
- The story centres around a young man who visits the isolated house of someone who has recently died. The local inhabitants seem unwilling to talk about the house, or its previous owner. As the story develops, the truth about the strange figure is slowly revealed but the real twist comes at the end, when the audience is left ²(amazement) that a stage play could convey such a ³(power) message.
- The stage direction is quite simply ⁴(spectacle). For a start, the use of lighting is highly ⁵(originality), transporting the audience from place to place in seconds. In addition, a basket becomes a railway carriage, eliminating the necessity for ⁶(expense) and ⁷(inconvenience) scene changes.
- Some scenes are truly ⁸(fright) and there were occasions when the audience was screaming in terror. However, the play never allows the audience to see too much, and merely suggests supernatural happenings, which is surprisingly ⁹(effect).
- To say more would give everything away. So, if you are ready to suspend your belief in reality, and be transported into the thrill of a lifetime – you won't be ¹⁰(disappointment).

3 Structuring a review

- A** Look at a–f in 1B again. In what order are they arranged in the review?
- B** Here are some ideas which might be included in a review of a play. Use a–f as headings and group these ideas in the appropriate paragraph.
- producer • location of theatre • setting • length of play
 - strengths • your opinion • writer • recommendations
 - cost of production • other critics' opinions • weaknesses
 - plot • characters • director • special effects • music
 - stage props • actors • technical details
- C** Decide which ideas in B are important to include and which ones are unnecessary.

Steps to better writing

4 Intensifying adverbs

- A** Put these adverbs in groups 1–3. Some adverbs may appear under more than one heading.
- completely • quite • truly • rather • slightly • absolutely
 - fairly • totally • highly • really • considerably • extremely
- 1 adverbs which intensify the meaning a little
 - 2 adverbs which tone down or decrease the effect of meaning
 - 3 adverbs which are used with ungradable, or 'limit' words, e.g. correct
- B** Choose one of the adverbs from the list in A and add them before the adjectives to sentences 1–6.
- 1 The actress who took the lead was pretty.
 - 2 The end of the play was terrifying.
 - 3 The seats we had were uncomfortable.
 - 4 The use of lighting was original.
 - 5 The music was terrific.
 - 6 The tickets were expensive.

5 Words that go together

- A** Match the verbs on the left with words they are often used with on the right.
- | | |
|-------------------|------------------------|
| 1 adapt from a(n) | a truth |
| 2 scream in | b secret |
| 3 reveal the | c one place to another |
| 4 convey a(n) | d necessity for |
| 5 transport from | e novel |
| 6 eliminate the | f belief in reality |
| 7 seem unwilling | g terror |
| 8 give away a(n) | h to talk about |
| 9 suspend your | i powerful message |

- B** Write five sentences of your own using the phrases in A.

Example

The play was adapted from a novel by Susan Hill.

6 Link words

Match the link words on the left with their uses on the right.

- | | |
|----------------------|--------------------------------------|
| 1 For a start, | a to introduce the last point of all |
| 2 In addition, | b to introduce a contrasting idea |
| 3 Finally, | c to introduce the first point |
| 4 However, | d to introduce a further point |
| 5 Furthermore, | |
| 6 On the other hand, | |
| 7 Nevertheless, | |
| 8 To sum up, | |

Writing your review

7 Planning

You are going to write a review of a play or a film. Use the following suggestions to plan your writing.

- Choose a play or film that interests you. Do not write a review of something you have not seen.
- Decide on the number of paragraphs you will write and the order in which they will appear.
- Decide what details the reader will need to know, e.g. the name of the film/play, where it is on, the background to the story, the setting, the author, actors, or any other interesting information.
- Make a list of what are the most important characteristics of the play or film, e.g. the (treatment of the) story, the number of actors, the special effects, the scenery, the location.

8 Writing

Write your review (200–250 words).

Exam training

Thinking about your intended audience Remember not to give too much of the story away when you are writing a review of a play or film. This would spoil everything for people reading the review then going to see the performance.

9 Checking

As you write your review, check that you have:

- included all the necessary details.
- written the right amount.
- organised your review logically in paragraphs.
- used phrases, adverbs, etc. to make your writing more interesting for your readers.
- used link words to make your review coherent.
- made some personal recommendations about the play or film.
- not given away surprises.

Vocabulary

1 ■ Prepositions

Complete the sentences with the correct prepositions.

• against • around • at • to • for • in • on

- 1 People visit London from all _____ the world. It's one of Europe's top tourist destinations.
- 2 Red double-decker buses are a fun alternative _____ taking the Underground.
- 3 Hyde Park is London's biggest park. _____ its heart is the lake Serpentine.
- 4 It can take some time to settle _____ and get used to London. It's a very confusing city!
- 5 If you're lost, you can always rely _____ a London policeman to help you out.
- 6 Dover Castle was built in 1180 as a defence _____ invading armies.
- 7 Nowadays the castle's important _____ the tourist trade. Thousands of people visit it every year.

2 Words that go together

Complete these sentences with the correct words.

- 1 Action films often require the audience to _____ their belief in reality.
a suspend b delay c forget
- 2 The play conveyed a _____ message about family conflicts.
a powerful b thoughtful c hard
- 3 The horror film made Nadia scream in _____.
a fright b terror c dread
- 4 The critic's review _____ the ending of the play.
a gave up b gave out c gave away
- 5 The film was so bad that people left halfway through. It really wasn't _____ seeing.
a advised b recommended c worth
- 6 The director managed to _____ an atmosphere of danger and suspense.
a direct b create c invent
- 7 The play was _____ from a novel by Henry James.
a arranged b adapted c prepared
- 8 The famous director _____ a multi-million dollar blockbuster film.
a constructed b made c did

3 ■ Word building: adjectives

Complete the sentences with the correct form of the words in brackets.

- 1 The _____ storm at the beginning of the film set the scene for the rest of the story. (terrify)
- 2 The audience was amazed by the _____ stunts in the action movie. (spectacle)
- 3 The book told a _____ story of love and revenge. (power)
- 4 The actor gave a _____ performance in the play. (disappoint)
- 5 The most _____ way to tell a good story is to keep the audience guessing. (effect)
- 6 *Titanic* was one of the most _____ films ever released. Fortunately it was also a box-office success. (expense)
- 7 In the film, the actress played the part of a _____ jazz singer. (success)

Speaking

4 Expressing preferences

- A** What things do you like to do on holiday? Put the list of activities in order of preference.
- a lie on the beach and get a good suntan
 - b do lots of watersports
 - c explore the region on your own
 - d visit historical places
 - e go shopping
 - f eat at exotic restaurants
 - g go diving
 - h go on organised excursions
- B** Now compare your list with another student's. Imagine you are going on holiday together. Try to come to an agreement about the four things you most want to do. Use the *How can I ...?* on page 89 to help you.

Writing

5 The theme of a paragraph

Read the review. Match these descriptions with paragraphs 1–4.

- a The writer's recommendation
- b Facts about the film
- c An evaluation of the film
- d A description of the plot

- 1 *Book of Shadows: Blair Witch 2* is a sequel to the first-rate horror film *The Blair Witch Project*. The film is directed by Joe Berlinger and is set in the Black Hills – the same location as the original *Blair Witch*.
- 2 The film tells the story of five college students who are obsessed with the spine-chilling events of *The Blair Witch Project*. Eventually, they go to the Black Hills to find out what really happened and end up camping overnight in the forest. The next morning, they realise that they didn't sleep, but they can't remember anything about the night before. Worse still, there are bizarre symbols on their bodies. Terrified, they rush back to town, only to discover that something ... or someone has come with them.
- 3 Although *Book of Shadows* is similar to the first *Blair Witch* movie, it also explores terrifying new territory. The main actors give convincing performances as the unfortunate teenagers, and Jeffrey Donovan is compelling as the organiser of the trip. But the real strength of the film is its fast-moving and unpredictable storyline. The horrific ending is completely unexpected.
- 4 To sum up, *Book of Shadows* is a gripping sequel which is action-packed and frightening. If you were intrigued by *The Blair Witch Project*, you'll enjoy it!

6 Comprehension

Read the review more carefully and answer these questions.

- 1 What is the title of the film that inspired *Book of Shadows*?
- 2 Where does the story take place?
- 3 Why do the students visit the forest?
- 4 Which adjectives does the writer use to describe:
 - the students? • Jeffrey Donovan? • the storyline?
 - the ending?
- 5 What is the writer's recommendation?

7 Using adjectives

Match these adjectives from the review with their meanings.

- | | |
|------------------|----------------------------------|
| 1 spine-chilling | a lots of things happen |
| 2 gripping | b excellent, top quality |
| 3 fast-moving | c quickly developing |
| 4 action-packed | d frightening in a thrilling way |
| 5 first-rate | e holding your attention |

Factfile

How much do you know about New Zealand? Complete the quiz below.

- 1 New Zealand is made up of

a four islands.	b two islands.	c three islands.
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- 2 The capital of New Zealand is

a Wellington.	b Christchurch.	c Auckland.
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- 3 The population of New Zealand is

a 3.5 million.	b 6.5 million.	c 9.5 million.
----------------	----------------	----------------
- 4 Its nearest neighbour is

a Japan.	b Indonesia.	c Australia.
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- 5 The original inhabitants of New Zealand are:

a the Indians.	b the Aborigines.	c the Maoris.
----------------	-------------------	---------------
- 6 The first Europeans to arrive in 1642 were

a the British.	b the Dutch.	c the Spanish.
----------------	--------------	----------------
- 7 New Zealand gained full independence from Britain in

a 1937.	b 1947.	c 1957.
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- 8 In New Zealand the warmest months are

a January and February.	b July and August.	c March and April.
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