

1

BEGINNINGS



GETTING STARTED

- 1 Work in pairs. This picture shows a beginning. What other types of beginnings can you think of?
- 2 The verbs in the box can mean a beginning but are used in different contexts. Match the verbs with the contexts (1–3).

activate bring about conceive embark on
engender establish found generate
inaugurate incite initiate inspire instigate
launch launch into originate produce prompt
provoke set about set off set up spawn
stimulate trigger

- 1 cause something to begin or happen
- 2 create something
- 3 start doing something

READING reading for specific information

- 3 Read text A and find out when Charlie Chaplin first performed on the stage and why he had to work so hard as a boy.

Text A

HUMBLE BEGINNINGS

Charlie Chaplin remains to this day one of the world's most famous and best-loved comedians. Born in London in 1889, to parents who were music hall performers, he inherited their talent and was taught to sing and dance from the moment he could walk. He made his debut appearance on stage at the age of five when his mother became hoarse and was unable to perform. This was a highly auspicious start to his career: he was a resounding success, and from then on secured several engagements as a child actor. He had little contact with his father, who left home when Charlie was about a year old and died of alcoholism in 1901. Charlie's mother suffered a mental breakdown, which led to her being placed in a psychiatric institution. He and his half-brother Sydney were sent to a home, and for a while, Charlie lived on the streets.

Between the ages of 12 and 14, Chaplin worked in various establishments to make ends meet, including a barber shop, a stationer's, a doctor's surgery, a glass factory and a printing plant. His experiences in these places no doubt provided him with invaluable material for the films he would eventually make. Charlie began performing in earnest, and after making a name for himself in vaudeville, travelled to the United States, where his real career began.



4 Look at the following pair of sentences about Charlie Chaplin, and decide whether they convey the same information (S) as that which appears in text A, or different (D).

- 1 Charlie's first performance occurred when his mother was taken ill. S / D
- 2 Charlie made a living as a child actor between the ages of 12 and 14. S / D

5 Decide whether the following statements are true (T) or false (F).

- 1 Charlie Chaplin first went on stage as soon as he could walk. T / F
- 2 Charlie was successful as a child actor. T / F
- 3 Charlie was homeless for a period after his mother became mentally ill. T / F
- 4 Charlie acted in a film about a barber shop when he was 12. T / F
- 5 The writer suggests that Charlie's films were inspired by the jobs he undertook as a teenager. T / F

6 Text B is about someone who returns to an interest she abandoned as a child. Read the text and find out:

- 1 why she gave it up originally.
- 2 how her new interest is similar/different.

Text B

Back to the Drawing Board

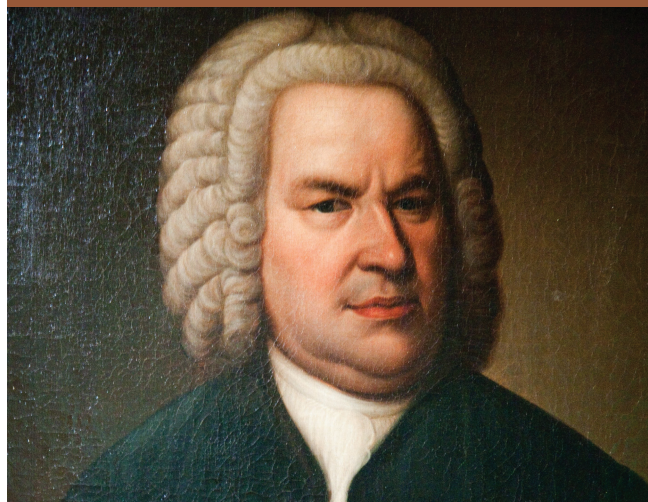
When I was at school, I loved painting and drawing. I used to create beautiful illustrations for the covers of all my exercise books and I dreamt of being an illustrator. But when I mentioned the possibility of going to art college to my art teacher, Miss Wright, she shook her head, saying that in such a competitive, creative field, only the most talented would succeed and advised me to focus on my academic studies instead. Disheartened, I put away my pencils and paints and buried my head in my books.

Many years later, after a life and career well away from the art world, my creative spirit was reawakened when I went along to a beginner's photography class. I was starting from scratch and wanted to learn about all the buttons and settings on my camera, but instead my interest was piqued by the composition element of the course. In our first class, the teacher told us to explore the grounds of the college for something that caught our eye. She said that we weren't to snap away, but to spend time choosing our subject, framing the shot and filling the frame. We were to come back with no more than a handful of pictures from which we chose our favourite three. As she put each shot up on the screen, we had to say why we'd chosen it and what we liked about it. The results were amazing! Everyone had such a different take on what seemed like a simple task; the photos reflecting the unique view of each photographer. I feel like I've made a fresh start in an exciting new medium and I can't wait to learn more!

7 Quickly read through this text about talent and what can impact on its development. How could you sum up the writer's opinion?

Text C

IS TALENT ENOUGH?



It is sometimes assumed that painters, actors and other artists, armed with natural talent and an innate drive to develop that talent, can achieve excellence (though not necessarily commercial success) through their own efforts alone. That, however, is a somewhat simplistic view.

Nurture, too, plays a significant role in artistic progress. Growing up in a musical household, for example, is likely to develop at least an interest in music. Take the Bach family, whose members over two centuries included 50 or more performers and composers. Being born into a family like this must at the very least have meant there were few obstacles to developing a Bach child's musical talent.

However, not all life experiences benefit the would-be artist. Their first tentative steps can easily falter in the face of unsupportive, even if well-meant, reactions from others. On the other hand, while poverty might necessitate a way of life that hinders artistic development, even poverty can be put to good use: close observation of human nature in difficult situations can help the painter, sculptor or actor to convincingly portray a wide range of human behaviour.

8 Consider all three texts and answer the questions.

- 1 Which text illustrates the writer of text C's opinion about motivation coming from within?
- 2 Which text illustrates the writer of text C's opinion about a possible benefit of hardship?
- 3 Which text gives an example of the positive effect of family background that is mentioned in text A?
- 4 Which text illustrates the writer of text C's opinion about how talent can be discouraged?

9 Discuss. What feelings do you experience when you start something new?

LANGUAGE DEVELOPMENT starting again

1 Discuss. The title of text B on page 11, *Back to the Drawing Board*, has a double meaning. What is it? Find other phrases in the text which mean 'to start again'.

2 Complete the phrases with the words in the box. There is one extra word.

fresh leaf scratch slate source square

- 1 to make a _____ start
- 2 to turn over a new _____
- 3 back to _____ one
- 4 to start from _____
- 5 to wipe the _____ clean

3 What similar meaning do the expressions in exercise 2 all convey?

4 Complete the sentences with the correct form of an expression from exercise 2.

- 1 The cake was a complete disaster, so I threw it in the bin and _____ scratch.
- 2 We've had too many arguments recently. Let's _____ clean and see if we can get on better.
- 3 Billy's attempt to get an income by setting up his own business failed, and he was back _____.
- 4 Jenny found it easy to _____ start when she moved to the city.
- 5 Having _____ a new leaf, Gillian felt it was unfair for anyone to hold her past mistakes against her.

5 The phrases in the box all appeared in text A on page 11. Use them to complete the sentences.

make (one's) debut make ends meet
make a name for oneself

- 1 Leonardo di Caprio _____ in the film *What's Eating Gilbert Grape* but didn't become famous until he appeared in *Romeo and Juliet*.
- 2 Although Roald Dahl wrote several books for adults, he _____ as a writer of children's books.
- 3 While she was writing her first novel, Helena worked as a waitress to _____.

KEY WORD make

6 These sentences all use an expression with make. Explain what it means in each sentence.

- 1 Everyone was yelling so much that I found it hard to make myself heard.
- 2 'I haven't got a clue what this question is asking us to do.'
- 3 'That makes two of us.'
- 4 'A small packet of crisps, please. No, make it a large one.'
- 5 News of the flooding made the national papers.
- 6 He made me stay in and do my homework even though I had been invited to a party.

7 Complete the sentences with the correct form of one of the phrases in the box.

make a go of make do with make it make out
make-or-break make the best of

- 1 He grabbed hold of the rock and pulled himself up. He was exhausted, but he'd finally _____ !
- 2 She _____ that she was searching for something on the ground, so the boy wouldn't notice she'd been staring at him.
- 3 David realised that he was in a _____ situation. Success would mean certain promotion, while failure would result in the loss of his job.
- 4 Jim and Sally have had their problems, but they've decided to _____ their marriage.
- 5 The rain spoiled their plans for a picnic, but they _____ it by playing games indoors.
- 6 I can't afford to buy a new car this year, so I'll have to _____ my old one.

GRAMMAR review of tenses (past and present)

8 Discuss. How did the universe begin or has it always existed? What do you think will happen to it in the future?

9 Read text A. Find examples of the following tenses:

- 1 Present simple
- 2 Present perfect
- 3 Past simple
- 4 Present continuous
- 5 Present perfect continuous

Text A

THE ULTIMATE BEGINNING

Throughout history we have been searching for answers to explain how the universe began. While there have been countless theories, much of what we know is still only speculation, and many people are still questioning and re-evaluating most of the information we have collected. However, through the revelations of modern science, we have been able to offer firm theories for some of the answers we once called hypotheses. True to the nature of science, a majority of these answers have only led to more intriguing and complex questions. It seems to be inherent in our search for knowledge that questions will continue to arise and maybe there will never be any definite answers.

10 Which of the tenses in exercise 9 is used in text A to talk about:

- an activity that started in the past but has not yet ended
- a present state
- a finished past event
- an event that began in the past but relates to the present
- an activity happening in the present

11 Read text B. Name the past tenses that have been underlined.

Text B

The Expanding Universe

Until Edwin Hubble proposed that the universe was expanding, it had been assumed by the majority of scientists that the universe existed in a constant state, that it had no past or future and simply 'was'. Yet, although Hubble had not been trying to explain the universe's beginning, his discovery would seriously challenge this notion. Hubble knew that all the galaxies were moving away from each other, but he noticed that the speed they were travelling was proportional to their distance from Earth. This could only mean one thing: the universe was expanding and therefore in a state of flux. It clearly had a past, a present, and it was logical to assume, a future.

► GRAMMAR REFERENCE (SECTION 1) PAGE 208

12 Rewrite the following sentences so that the tenses are used correctly.

- He had been looking at the stars but he wasn't finding any new planets.
- He realised that the universe was growing for 13 billion years.
- It all was starting with a big bang, according to some scientists.
- We searched for answers and we are still looking.
- The universe has been starting to expand a very long time ago.

13 What 'notion' would Hubble's discovery challenge? Why was this? Answer in your own words.

14 Complete text C with the correct form of the verbs in brackets. In some places more than one answer may be possible.

Text C

The Big Bang



Hubble's discovery that the universe (1) _____ (expand) lent weight to a hypothesis that (2) _____ (put forward) in 1927 by a Belgian priest, Georges Lemaître. He (3) _____ (postulate) that all the matter in the universe (4) _____ (spring) from a single source, now called a 'singularity' – a point so small it (5) _____ (have) no dimensions – and that at some indefinably minuscule slither of time approximately 13.7 billion years ago, all this matter (6) _____ (explode) outwards from its source in a massive blast – so massive in fact that it (7) _____ (still / go on), and the universe (8) _____ (expand) ever since. The term 'The Big Bang' (9) _____ (coin) some time later by scientist Fred Hoyle, who, at the time (10) _____ (try) to criticise the hypothesis, but it (11) _____ (stick), and now this (12) _____ (be) the idea that most scientists seem to favour.

► GRAMMAR REFERENCE (SECTION 1) PAGE 208

15 Work in pairs.

Student A: Describe the process mentioned in *The Big Bang* in your own words.

Student B: Ask questions about anything you don't understand.

LISTENING short extracts

INTERPRETING CONTEXT FROM VOCABULARY

Certain words and phrases can be associated with specific subjects. By reading the questions carefully before you listen, you should be able to anticipate the context from the key words.

1 Look at the words in the box. Are they associated with books, cinema or the Internet?

animation chapter download excerpt extract
first edition front cover online paperback
print out scene soundtrack special effects surfing
trailer web page

2 You are going to hear someone talking about an advert. Before you listen, look at the questions below and underline the key words.

- The advertisement is for
 - an arts and crafts book.
 - a design to make something.
 - a do-it-yourself kit.
- The speaker is reading from
 - a magazine.
 - a mail order catalogue.
 - the Internet.

3 1 Listen to the conversation and answer the questions in exercise 2. Turn to the audioscript on page 242 and underline the key words that helped you find the answers.

4 Read the questions for the second conversation and complete the rubric in your own words.

You are going to hear _____ .
Read the questions and then listen to the conversation.

- What is the couple's main reason for moving?
- How does the main speaker feel about the move?

5 2 Listen and check your answer. Then answer the questions in exercise 4.

6 Turn to the audioscript on page 242 and underline any words or phrases that tell you how the speaker feels. Listen again, paying attention to her intonation.

7 Decide whether the following statements are true (T) or false (F).

- The couple are moving to another country. T / F
- The man is worried that the sheep farm may not work. T / F
- The woman is used to a lot of noise. T / F
- She thinks that the move will be good for them. T / F

8 Read the rubric for the third conversation. Which of the words from exercise 1 might you hear?

You are going to hear two people discussing plans to make a film based on a book.

9 3 Listen to the conversation and complete the sentence.

The woman expresses concern about

- the proposed lack of special effects in the film.
- the complex nature of some of the drafted scenes.
- the film potentially being too superficial in its approach.

USE OF ENGLISH key word transformation

EXAM SPOTLIGHT

Reading and Use of English, Part 4

Similar meaning in transformed sentences

In Reading and Use of English Part 4 you have to complete the second sentence so that it has a similar meaning to the first sentence. It's important to check carefully that the meaning of the second sentence is as similar as possible to the first one.

Look at the two sentences below. How does the second sentence have a different meaning?

He learnt to drive when he was 17.

BEEN

He has been learning to drive since he was 17.

10 For each of these sentences, decide which of the options that follows is closest in meaning. Explain why the other two sentences don't mean the same thing.

- I've had enough of teaching, and would like a change.
 - I've been doing quite a lot of teaching, and I need a holiday.
 - I'm tired of teaching, and would like to make a fresh start.
 - I've had a lot of experience of teaching, and am looking for a new post.
- He was doing well at work, but he suddenly decided to pack it all in and go to live on an island.
 - Although he was successful, he gave it all up and went to live on an island.
 - Due to his success, he decided to give it all up and live on an island.
 - Despite going to live on an island, he was successful.



11 Reading and Use of English, Part 4

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- I urgently need to give Simon a message about where to meet Jane.
DELIVER
I have to _____
Simon about where to meet Jane.
- Please hurry up and decide which film to watch.
MIND
I wish you would _____
about which film to watch.
- I found it quite hard to get this place at university.
EASY
It has _____ get
this place at university.
- I'd been worrying about the test, but it was easy.
EXPECTED
I _____ be so easy.
- The police suspect that he killed his wife.
OF
He _____ his wife.
- She's taking karate lessons, and kickboxing as well.
IS
Not only _____, she's
also doing kickboxing.

EXAM SPOTLIGHT

Reading and Use of English, Part 4

Key word transformation

In Reading and Use of English, Part 4 you might have to do several things.

Look at the checklist below and decide whether the points are true (T) or false (F), based on exercise 11.

- | | |
|------------------------------------------------------------------------|-------|
| 1 Both sentences should have the same meaning. | T / F |
| 2 Both sentences should be in the same tense. | T / F |
| 3 An idiom, phrasal verb or fixed phrase could replace a verb or noun. | T / F |
| 4 One or more words in the sentence may change form. | T / F |
| 5 The key word must be put into the appropriate form. | T / F |
| 6 Inverted sentences may not be used. | T / F |
| 7 An active sentence could be transformed into a passive sentence. | T / F |
| 8 A positive sentence cannot be transformed into a negative sentence. | T / F |

SPEAKING talking about new experiences

- 12 Work in pairs and describe the pictures. What do they have in common?



- 13 A friend of yours has just told you the following:

Guess what! I've taken up hang-gliding! I had my first lesson this morning.

What questions would you ask her about this to gain more information?

SOCIAL TALK

In Speaking Part 1 the examiner asks each candidate something about themselves. This is an opportunity for candidates to show their ability to talk socially. It's important to give detailed answers to the questions in this section.

- 14 Discuss.** The following statements are answers to the question: *Tell me about a new experience you have had recently.* What else could you say to expand on them?

Last week I went to the Natural History museum and I found it very interesting.

I took an English exam two months ago, and I was anxious about the Speaking test!

I went to Spain on holiday this summer.

- 15 Match the sentences (1–7) with the more detailed descriptions (a–g).**

IN OTHER WORDS

- | | |
|------------------------------------------------------------------------------|-------------------------|
| 1 It was fun. | 5 It did me good. |
| 2 I felt scared. | 6 I quit too easily. |
| 3 I won't forget it. | 7 I was given a chance. |
| 4 I would do it differently. | |
| a I can still clearly remember every moment. | |
| b It was a long time ago but I still remember how terrified I felt. | |
| c If only I hadn't given up so easily. | |
| d If I could relive the experience, I would try to change the way I reacted. | |
| e Despite what happened to me, I benefited in a number of ways. | |
| f I realised that I had been given a unique opportunity. | |
| g It was probably the most enjoyable experience I have ever had. | |

- 16 Work in pairs.**

Student A: You are the examiner. Ask Student B to describe a significant experience that changed his/her life, and to say in what way it changed it.

Student B: Listen to the question carefully, and give a detailed answer. Use the In Other Words box to help you.

Student A: Make sure that Student B answers your question fully.
Swap roles.

WRITING a descriptive or narrative piece of writing (letter)

PLANNING YOUR WORK

Planning is always important and should take up a good part of your allotted writing time.

- 1 Put the planning stages in the correct order (1–5).**

brainstorming checking outlining
selecting vocabulary writing

Use this five-point plan for any piece of writing you do.

- 2 Read the announcement in a student magazine. What are you being asked to write? What two things are you being asked to include in it?**

**WE ARE OFFERING READERS A
FREE HOLIDAY WEEKEND FOR THE
BEST DESCRIPTIVE ACCOUNT OF A
NEW OR UNUSUAL EXPERIENCE.**


*Write a letter describing the experience
and explaining what made it so
memorable or significant.*

EXAM SPOTLIGHT


Writing, Part 2 Descriptive or narrative writing

In Writing Part 2, you may be asked to write a piece that has descriptive or narrative elements, or outlines a personal experience. This could be in the form of a letter or a review. You therefore need to familiarise yourself with the structures and vocabulary relevant to describing, narrating and explaining, and you should know how to express levels of formality. A letter to a newspaper or magazine may include a narrative element which details personal experience. If you haven't had any relevant experiences that you think are worth writing about, it doesn't mean you can't attempt the task: you can always invent one.

- 3 Write down three ideas for an unusual experience, either from your own life or invented.**

- 4**  **4 Listen to a class brainstorming session. What new or unusual experiences did the students think up?**

Check your answers with the audioscript on page 242.

- 5**  **5 Listen to the same class discussing the paragraph structure. Then complete the structure that they agree on.**

First paragraph:

Next paragraph or paragraphs:

Final paragraph:

- 6** A friend of yours submitted the letter on the right to the magazine. Read it and decide what structural problems it has.



Dear Editor,

I had always dreamed of going up in a hot-air balloon, so when I was offered the chance last year, I jumped at it. It was my mother's fiftieth birthday, and as a special treat, my dad decided to take the whole family up. I think it must have been quite expensive but it was well worth it. It was a beautiful summer's day with a fresh crisp wind blowing from the east – ideal weather for a balloon ride. Nevertheless, we wrapped up warm and equipped ourselves with hats, sunglasses, cameras and binoculars. I had expected to be frightened but as the balloon rose gently into the air I was amazed at how safe I felt. We could see the airfield getting smaller and the horizon expanding as we ascended over the nearby village. It was amazing to see how quickly it started to look like a toy town. Before long, everything below was just a patchwork of fields and roads. We were floating effortlessly in a blue sky with only the sound of the wind buffeting round the balloon itself. It was breathtaking. We each took turns regulating the amount of hot air needed to keep us at just the right height until it was time to begin our descent. Naturally, we were reluctant to return to earth.

Yours faithfully,
Anneka Johansson

DESCRIPTIVE VOCABULARY

A descriptive account needs the right vocabulary to make it easy for the reader to picture what you are describing. This means carefully selecting appropriate words and phrases. You should do this before you start writing.

- 7** Look back at Anneka's letter and underline the words and phrases she uses to describe:
- the weather.
 - the view from the air.
 - the writer's feelings about the experience.
- 8** Write a suitable ending to Anneka's letter. Make sure you answer the second part of the question.

- 9** Work in pairs. Read your partner's ending to Anneka's letter and check it for mistakes.

Writing, Part 2 letter

- 10** Read the exam question and write your letter. Use between 220–260 words. Make sure you follow all the planning stages.

We are offering three months' free subscription to our magazine to the reader that sends in the best account of an important turning point in their life. This will be published in a special supplement entitled *A Fresh Start*. Write a letter and tell us how you turned your life around and what made it happen.



VIDEO profiles in exploration

1 This photo shows explorer Johan Reinhard at one of the most important moments in his career. Work in pairs and discuss the questions.

- 1 Where do you think he is?
- 2 What kind of an explorer might he be?
- 3 What might be important about the pile of stones?

2 In the video, you will hear Johan Reinhard and two more National Geographic explorers describe experiences in their work.

- 1 Read the information in the table below and match A with B.
- 2 Watch the video and match the information in A and B with the names in C.

A	B	C
an archaeologist	spends a lot of time underwater, finding connections between the living systems in the ocean	Alexandra Cousteau
an environmental advocate	explores the unknown in the natural world and shares the resulting discoveries and stories with other people	Johan Reinhard
an oceanographer	discovers and interprets ancient sites to understand the past, for example, Inca mummies and their burial grounds	Sylvia Earle

- 3** Read the notes for each person. Then watch the video again and complete the notes.
- Part 1 Alexandra Cousteau**
family influence: comes from a family of (1) _____, learnt to dive with her (2) _____
a key aspect of her experiences: the excitement of (3) _____ places + creatures
how other people feel about her job: people are excited + (4) _____
- Part 2 Johan Reinhard**
a personal achievement: best known for his (5) _____ of the Ice Maiden + (6) _____ perfect Inca mummies
a key moment in his work on the Ice Maiden: when he saw her (7) _____ – confirmed it was a mummy
the importance of the Ice Maiden: the body was (8) _____ – able to do DNA studies on it
- Part 3 Sylvia Earle**
the best part of her job: joy of (9) _____
an example of animal behaviour she studies: how (10) _____ spend their days + nights
what she says about discovery: everybody should try to (11) _____ the natural world
- 4** Watch the video and make a note of at least one question you would like to ask each explorer.
- 5** Work in groups of three. Compare your questions and speculate on possible answers, based on what you have learnt about the explorers.
- 6** Work in groups of three explorers. You are going to meet at a social event. Prepare questions to ask the other two. Use your notes and the ideas below to help you.

a typical day family leisure time travel work

SPEAKING Part 1 interview



IDEAS GENERATOR

STRUCTURING SPONTANEOUS ANSWERS

In Part 1 of the Speaking test, the examiner will ask you questions about yourself and about general topics. The questions are simple and open: it's up to you to give complete and spontaneous answers. You can prepare for this by thinking about typical topics in advance, and by practising a simple structure for your answers:

1 respond 2 expand 3 example / focus

This is similar to the structure that the explorers use in the video. Imagine that the question the interviewer asked them was *What do you enjoy about your job?*

Alexandra **responds** with *So there's nothing I would rather be than a National Geographic explorer, and I'll tell you why.*

She **expands** her answer to talk about her family's influence.

She **focuses** her answer by talking about what excites her.

How does Sylvia Earle structure her answer?

- 7** How would you answer the question *What do you enjoy about your job/studies?* Make notes.
- respond
 - expand
 - example / focus
- 8** Work in pairs. Ask and answer the question in exercise 7. Try not to look at your notes.
- 9** As well as work and studies, topics that may come up in the interview include leisure, daily life, travel, holidays, where you live and your future plans. Repeat exercise 7 using *respond, expand, example / focus* for questions 1–5.
- What do you enjoy doing in your free time?
 - What's your favourite time of day?
 - Where would you choose to go on holiday?
 - What's your home town like?
 - What do you think you'll be doing this time next year?
- 10** Look at the Useful Expressions box. It includes some of the ways the people in the video talk about their experiences. Complete the sentences for you. Write as many as you can in five minutes.

USEFUL EXPRESSIONS

SOCIAL TALK

I spend a lot of time ...
I come from a family / place / ...
When I was growing up / studying ...
The best part of my course / life / job / day is ...
The kind of things that excite / inspire / interest me are ...
There's nothing more exciting than ...

- 11** Work in groups of three. Take turns to be the interlocutor. Ask and answer the questions from exercise 9.
- 12** Think about your performance in exercise 11. Were your answers complete and well structured? Did you sound spontaneous or rehearsed? Repeat one of the question and answer exchanges and try to improve on your first performance.

VIDEOSCRIPT 1 is on page 253.