

**B2**  
FIRST

# FORMULA

FOR EXAM SUCCESS

**COURSEBOOK**

*with key*

and **Interactive eBook**



Lynda Edwards & Lindsay Warwick

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# FORMULA

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**COURSEBOOK**

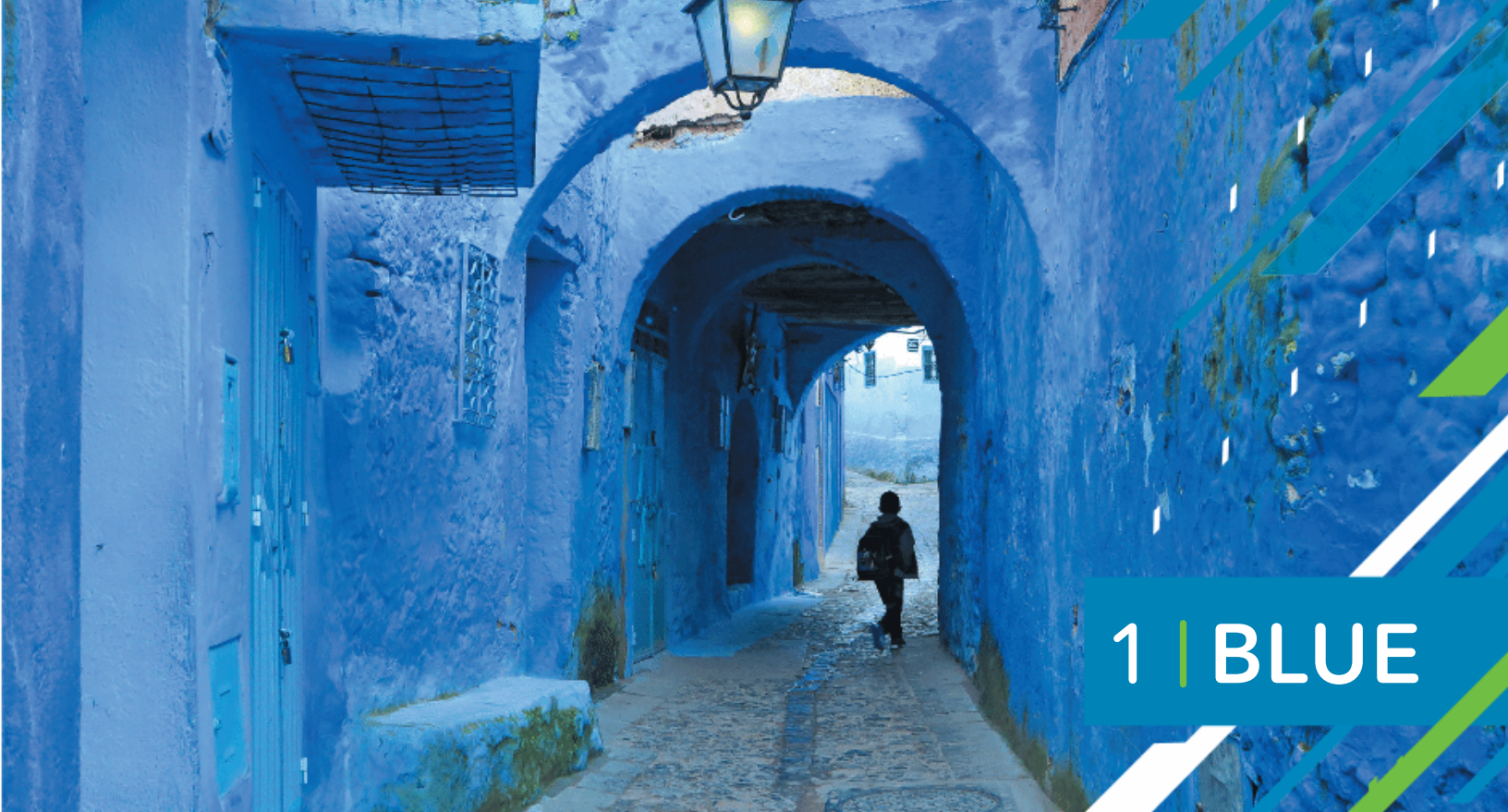
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# 1 | BLUE

## VOCABULARY: Phrasal verbs

### 1 Work in groups.

- 1 Name five things you have seen today that are blue and where you saw them.
- 2 What feelings or memories do you associate with the colour blue? Give details.

### 2 1.1 Work in pairs. Listen to two people talking about the colour blue. Take turns to choose one of the ideas below and tell your partner about it.

1 the way people see blue

2 why the colour didn't have a name for a long time

3 who first used the colour on stone and wood

4 why one shade of blue is called 'royal blue'

5 the associations of the colour blue

### 3 Look at sentences 1-8 below which relate to the conversation in Ex 2. Match the phrasal verbs in bold with the meanings in the box.


discovered explains found by chance invented originated in  
read read about the past represents respect

- 1 I **came across** an article about the origins and associations of different colours.
- 2 If we **look back** we can trace the history of colours.
- 3 The Ancient Egyptians **found out** how to create a blue paint.
- 4 The name 'royal blue' **came from** Egyptian times.
- 5 Designers **came up with** blue jeans in the 19<sup>th</sup> century.
- 6 The woman wants to **check out** the article.
- 7 The article **goes through** some associations we have with the colour blue and what it **stands for**.
- 8 We **look up to** people in blue uniforms.

### 4 Complete the questions with the correct form of phrasal verbs from Ex 3. Ask and answer with a partner.

- 1 Which famous person do you most \_\_\_\_\_? Why?
- 2 Do you spend more time \_\_\_\_\_ at things you have done, or looking forward to the future?
- 3 What's the most interesting news article you've \_\_\_\_\_ this week?
- 4 Do you have a friend who \_\_\_\_\_ a different country? Give details.
- 5 What's the most interesting new fact about blue that you \_\_\_\_\_ from the conversation in Ex 2?
- 6 Which of your friends \_\_\_\_\_ the best ideas for things to do?

### 5 Work in pairs. Take turns to tell a story together using phrasal verbs from Ex 3 and others that you know. Your turn ends when you use a phrasal verb.

- 1  1.2 Listen to two people discussing rare natural events. What events do they mention?



- 2 Tell your partner about something unusual that you have seen or heard about recently. Compare your answers with the class. Think about:


in your area   on TV  
at college or work   online



- 3 Read the Exam focus. For statements 1-5, choose the correct option (A or B) that best fits.

- He felt sympathetic towards the woman who arrived too late.
  - It must have been frustrating for the woman to miss the event.
  - She should have made sure she got here on time.
- He was disappointed by the experience.
  - I really didn't enjoy it at all.
  - It wasn't as interesting as I'd expected.
- The writer was concerned about possible eye damage.
  - We wore special glasses to protect our vision.
  - We couldn't see that well through the protective glasses.
- He is astonished by the rarity of such events.
  - These events are amazing to watch.
  - I can't believe this happens only once in a blue moon.
- Surely, it's nearly impossible for the movement of the rocks to be noticed.
  - It has been proven that onlookers do not notice when the rocks move.
  - I'd say it was unlikely that people watching could spot any movement of the rocks.

### EXAM BOOST p10

-  Complete Exam file SECTION A on page 10.

- 4 Read the title of the article and look at the photos. Why do you think the title has a question mark? Read and check your ideas.

### EXAM FOCUS

#### Identifying attitude and opinion

The opinion or attitude of a writer or a person mentioned in a text is not always introduced by words like *I think / I believe / in my opinion*.

Look for ways an opinion or attitude has been rephrased.

Use of a synonym or expression: *I was frustrated by the phone call.* = it was a complete waste of time.

Use of a different structure and more detail: *I was impressed by the colours.* = I certainly hadn't thought the reds and blues would be so effective.

Use of an explanation: *I doubted his honesty.* = I wasn't convinced he was telling the truth.

It is also important to identify whether what you read reflects the author's opinion or whether it is reporting a fact. Look for words or phrases to indicate this: *statistics show / it proves / records reveal*

### EXAM TASK

- 5 Read the article again. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

- What point is the writer making in the first paragraph?
  - He often takes photographs of flowers in different gardens.
  - He is more interested in his photography than what he photographs.
  - He is photographing something that is unusual because of the climate.
  - He needs to be flexible when he's working.
- How does the writer feel about his work?
  - impressed by the amount of money he earns
  - surprised at how often he has to travel
  - grateful for the opportunity to observe rare events
  - proud to be so well-experienced
- What is the writer's attitude towards tabloid newspapers?
  - He thinks they are too influential.
  - He suspects they exaggerate to attract readers.
  - He believes they do not check their facts.
  - He wonders why they contradict each other.
- When talking about Fire Rainbows, the writer regrets that
  - he cannot explain the reason for Fire Rainbows.
  - he has never seen a photograph of one.
  - he is unaware how they got their name.
  - his chances of seeing one are very low.
- The writer repeats the word 'treated' in paragraph 5
  - to indicate that the experience wasn't immediately enjoyable.
  - to show that the event had never happened before.
  - to emphasise how amazing the sight was.
  - to stress how special the event made him feel.
- What does the writer believe about the science behind rare natural events?
  - It's always important to know why an event occurs.
  - Science cannot always explain these types of events.
  - It's interesting but not as important as the visual effects.
  - Understanding the scientific reasons is not part of his job.

# ONCE IN A BLUE MOON?

**Nature photographer David Smart reflects on his job and the rarity of some of the unusual natural phenomena he photographs.**

I tread carefully, trying to crush as few of the beautiful flowers as possible. But I need to get in the best position to photograph this stunning display of blue, violet and yellow that fills the view. Where am I? In one of the royal London parks in spring? Maybe the famous Kawachi Fuji flower gardens of Japan? No, I'm in the driest place in the world, the Atacama Desert in Chile. And in front of me is the wonderful sight known as Desert Bloom. I angle my camera, focus and click. Job done, I can now stand back, breathe in the scent of millions of flowers and enjoy the moment.

Seeing a rare natural phenomenon like the Desert Bloom is not a one-off for me; I've photographed the Niagara Falls when they were partially frozen over; I've experienced the weird and wonderful rush of darkness during a total eclipse. I'm lucky that my work as a professional nature photographer takes me to some of the most amazing places in the world and pays reasonably well. However, it's the really unusual sights which nature occasionally provides for us that really fascinate me. As one of my photographer friends says, 'It feels a real privilege.'

But in reality, just **how** rare are events like these? Tabloid headlines need to sell copies and imply that they are once-in-a-blue-moon events. 'Niagara Falls completely frozen over', shouts one newspaper,

'The only total eclipse you'll see in your lifetime', shouts another and 'Miracle of flowers in the desert', says a third. In fact, these phenomena, although unusual, are not as unlikely as the hype suggests. Niagara Falls have partially frozen over several times – when winds from the North Pole brought arctic temperatures further south (a symptom of climate change). And although apparently inexplicable, those stunning flowers in the desert will flower again in another five or seven years. The seeds lie in the soil and will grow whenever there is a lot of rainfall.

Real, once-in-a-blue-moon events **do** happen, but it is only by chance that they are ever seen or recorded. For example, there's one spectacular event that I would desperately love to see. It's known as a Fire Rainbow, but is actually neither connected to fire, nor a rainbow! Sadly, I'm never likely to see one anywhere apart from in a photograph. These incredible optical phenomena, which appear to be amazing combinations of colours in the sky, only occur when there is a very specific combination of atmospheric conditions. In addition to this, they are only visible from high altitudes.

Being in the right place at the right time is what a nature photographer like me longs for, but it doesn't happen very often.

I got my wish once, and like the Desert Bloom it was in Chile. I was there to film a volcanic eruption at Volcan Calbuco, a very dangerous active volcano. While filming, I was treated to a rare display of volcanic lightning. This is a unique type of electrical reaction that happens inside a great cloud of ash, otherwise known as a 'dirty thunderstorm'. I say 'treated' but the experience was so terrifying that my first instincts were to run like mad! The attraction of photographing one of the greatest light shows on earth was, however, very strong and those pictures are among the best I have ever taken.

I think my obsession with these rare natural phenomena should be quite clear by now! I'm very fortunate to have a job which allows me to travel to record as many as I can. The scientific reasons behind such events are certainly fascinating but for me it will always be about their magnificent beauty. The powerful surprises that nature continues to deliver will never cease to amaze me. Whether they are just unusual or truly once in a lifetime experiences, I can't see myself ever getting tired of chasing them.

Now, maybe just one more photo of these incredible flowers ...



## Speaking or writing

**6** Work in pairs and discuss the questions.

- 1 Which of the natural events in the article would you most like to experience? Why?
- 2 Tell the class about the most memorable natural event you have seen.

**7** Research another rare event and write a fact sheet about it. Present it to the class.



### VOCABULARY: Phrases with prepositions

#### 1 Work in pairs and discuss the questions.

- Which artists do you like? Why?
- Who is the most well-known artist in your country? Why do people like their art?
- The photo shows artist Frida Kahlo's home. What do you know about Frida Kahlo?

#### 2 1.3 Listen to a radio broadcast about Frida Kahlo and her home. What three things did the presenter notice about her home?

#### 3 1.4 Listen again and choose the correct prepositions. What does the speaker refer to when she uses each verb + prepositional phrase?

- |                             |                                    |
|-----------------------------|------------------------------------|
| 1 belonged <b>from</b> / to | 5 work <b>at</b> / on (a painting) |
| 2 moving <b>at</b> / to     | 6 added <b>for</b> / to            |
| 3 devoted <b>for</b> / to   | 7 appeals <b>at</b> / to           |
| 4 consists <b>from</b> / of | 8 succeeded <b>from</b> / in       |

#### 4 Match the sentence halves.

- The deep blue colour of La Casa Azul is **in contrast**
- Kahlo had 30 operations on her back and was **in**
- This pain continued **for the rest**
- Kahlo's own paintings are **on**
- Kahlo used the garden to think about her art **in addition**
- Kahlo often wore flowers from her garden in her hair - **at**

- A **of** her life.  
 B **to** the white and yellow homes around it.  
 C **display** throughout the house.  
 D considerable **pain**.  
 E **to** teaching her students.  
 F **least** that appears to be the case in her self-portraits.

#### 5 Work in pairs. Complete the questions with the correct form of prepositional phrases from Exs 3 and 4. Then ask and answer.

- Does a visit to La Casa Azul \_\_\_\_\_ you?
- In what career or hobby would you most like to \_\_\_\_\_ ?
- What do you have \_\_\_\_\_ on the walls around your home?
- Which place do you feel that you \_\_\_\_\_ the most?
- Would you like to \_\_\_\_\_ a different area?

8



### EXAM BOOST p2

#### Complete Exam file SECTION A on page 2.

### EXAM TASK

#### 6 For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

### What our homes say about us

A home is more than a building. It's a (0) B which both influences our identity and represents it. As children, our environment makes us who we are, or at (1) \_\_\_\_\_ contributes to it. For example, if we grow up in a crowded home, the thought of moving to a quiet home alone might never (2) \_\_\_\_\_ to us. Instead, we may prefer to live in a house full of people for the (3) \_\_\_\_\_ of our lives.

As adults, every object that (4) \_\_\_\_\_ to us tells a story about who we are and where we came from. In (5) \_\_\_\_\_, how we present those objects in our homes says something about how we want others to see us. If we identify ourselves with being creative, for example, we might put certain art work on (6) \_\_\_\_\_ for others to see. Or, if we believe that it's more important for a home to be relaxing than fashionable, our home might (7) \_\_\_\_\_ of warm colours and comfortable furniture, in (8) \_\_\_\_\_ to stylish, modern but perhaps more uncomfortable pieces.

- |                 |             |            |              |
|-----------------|-------------|------------|--------------|
| 0 A site        | B place     | C venue    | C position   |
| 1 A little      | B least     | C minimum  | D less       |
| 2 A appeal      | B inspire   | C attract  | D interest   |
| 3 A final       | B total     | C last     | D rest       |
| 4 A owns        | B possesses | C occupies | D belongs    |
| 5 A furthermore | B addition  | C together | D extra      |
| 6 A exhibition  | B gallery   | C display  | D public     |
| 7 A consist     | B include   | C contain  | D involve    |
| 8 A opposite    | B contrast  | C variety  | D difference |


#### 7 Work in groups. Use at least five phrases on this page to discuss these questions.

- What do you think your home or your room says about you?
- How do you think your childhood home influences your life?



**1** Work in pairs and discuss the questions.


- 1 When was the last time you received some surprising news? What happened?
- 2 Has anything unexpected ever happened to you? What was it?

**2**  **1.5** Listen to a conversation. What unexpected thing happened? Has it ever happened to you?


**EXAM FOCUS**

**Listening for agreement**

We often recognise if people agree/disagree with each other, or feel the same, when we hear phrases like 'Yes, you're right' and 'Me too'. However, they may agree or disagree by simply stating a similar or different view. In this case, we have to listen carefully to the speakers e.g. A: 'I'm pretty sure that's not going to work.' B: 'No doubt something will go wrong.' = agreement

**3**  **1.6** Read the Exam focus. Then listen to six short conversations. Do the speakers agree (A) or disagree (D)?

- |         |         |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |


**4**  **1.7** Listen to the conversation from Ex 2 again. Answer question 1 below. How do you know?

- 1 You hear two people talking about a visitor. What do they agree on?
  - A It's good to see old friends.
  - B They like unexpected events.
  - C The visitor was impolite.

**EXAM BOOST** p28

 Complete Exam file SECTION A on page 28.

**EXAM TASK**

**5**  **1.8** You will hear people talking in seven different situations. For questions 1-7, choose the best answer (A, B or C).

- 1 You hear a manager talking to an employee. Why is she talking to him?
  - A to tell him about a promotion
  - B to persuade him to do some overtime
  - C to suggest that he does some training
- 2 You hear two people talking about surprise parties. They both think that surprise parties are
  - A rarely successful.
  - B hard to keep secret.
  - C time-consuming to organise.
- 3 You hear a voicemail message. Why is the speaker calling?
  - A to give an invitation
  - B to recommend a restaurant
  - C to ask for a favour
- 4 You hear two people talking about a film. What did they both think about it?
  - A The ending made no sense.
  - B One character acted strangely.
  - C The dialogue was too quiet.
- 5 You hear a man talking about someone. Who is he talking about?
  - A a close friend
  - B a colleague
  - C a neighbour
- 6 You hear two people talking about a news article. What do they both think about it?
  - A It's embarrassing to read.
  - B The time of publication was unfair.
  - C It could easily mislead readers.
- 7 You hear two people talking about some news they've heard about a friend. How does the woman feel about it?
  - A jealous of the plan
  - B worried about the timing
  - C shocked by the decision

**Speaking or writing**

- 6** Work in pairs. Think of a short story about an unexpected or surprising event.
- 7** Write your story. Read the stories aloud in class. Whose story is the most surprising?



**GRAMMAR: Present tenses**

1 Complete the questionnaire about sleep on the right. Compare with your partner.

2 1.9 Listen to two people talking about their sleep patterns and answer the questions.

- 1 Which question on the questionnaire are the speakers talking about at the beginning of their conversation?
- 2 How are the two speakers different regarding their sleep habits?
- 3 How does the boy annoy his parents?
- 4 What is the girl's problem and how has she tried to solve it?
- 5 What suggestions has she had?

3 Read these answers to the questionnaire and complete them with the correct form of the verbs in brackets.

That's an interesting question. I <sup>1</sup> \_\_\_\_\_ (always / think) that I need longer in bed but in fact I <sup>2</sup> \_\_\_\_\_ (usually / feel) terrible after more than eight hours.

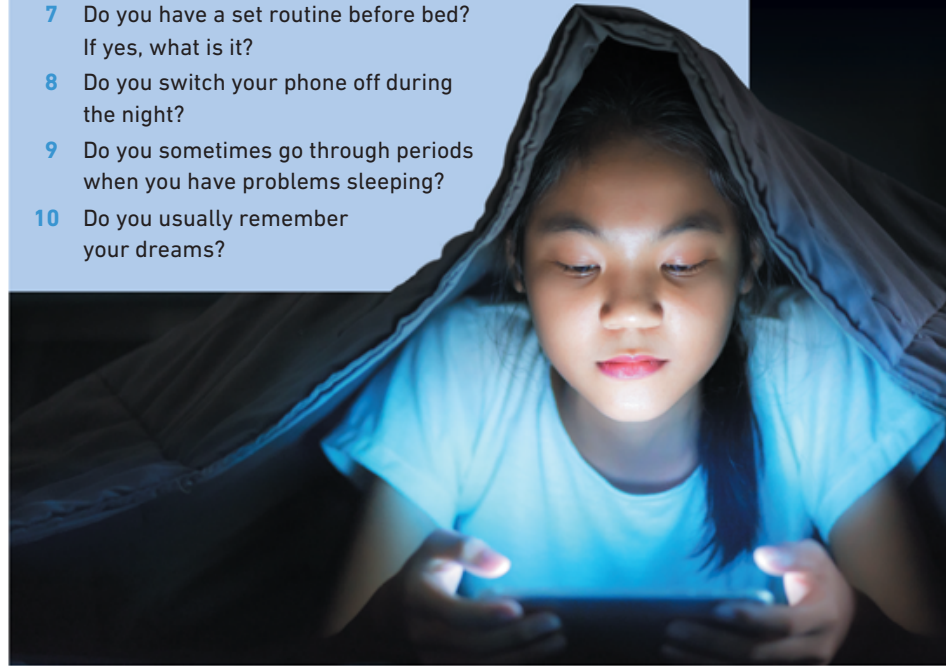
I <sup>3</sup> \_\_\_\_\_ (never / think) about that. I <sup>4</sup> \_\_\_\_\_ (not / tend) to analyse my sleep patterns! I suppose it <sup>5</sup> \_\_\_\_\_ (depend). I <sup>6</sup> \_\_\_\_\_ (get) just the right amount at the moment but some nights, if I <sup>7</sup> \_\_\_\_\_ (finish) an assignment for college, I <sup>8</sup> \_\_\_\_\_ (only / get) about five hours. That's quite rare, but it definitely <sup>9</sup> \_\_\_\_\_ (affect) me the next day.

Yes, usually. But when my brother's home from university, he <sup>10</sup> \_\_\_\_\_ (always / play) music loudly on his phone late at night and then it can take a while. It's a pain.

Sometimes. I <sup>11</sup> \_\_\_\_\_ (dream) a lot about my old school recently. They <sup>12</sup> \_\_\_\_\_ (build) a block of flats on the site and I suppose that <sup>13</sup> \_\_\_\_\_ (stir) up some old memories.

Not enough! Too much late-night TV <sup>14</sup> \_\_\_\_\_ (mean) only the bare minimum. But I <sup>15</sup> \_\_\_\_\_ (get) better at switching off earlier. Also, I <sup>16</sup> \_\_\_\_\_ (cut) back on coffee before bed as I <sup>17</sup> \_\_\_\_\_ (hear) that isn't a good thing!

- 1 Would you say you are an early bird or a night owl?
- 2 How many hours' sleep a night do you need?
- 3 How often a week do you get fewer hours than you would like?
- 4 How often do you sleep during the day?
- 5 Do you usually fall asleep quickly?
- 6 How do you usually spend the hour before sleeping?
- 7 Do you have a set routine before bed? If yes, what is it?
- 8 Do you switch your phone off during the night?
- 9 Do you sometimes go through periods when you have problems sleeping?
- 10 Do you usually remember your dreams?



**EXAM TASK**

4 For questions 1-8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

**A cure for insomnia?**

I've just read an article about blue light and I think I've discovered (0) THE most likely reason for my recent restless nights! You see, blue light, emitted by sunshine, some types (1) \_\_\_\_\_ lighting and electronic device screens, has both benefits and dangers for us. It helps improve mood, memory and concentration, but if we (2) \_\_\_\_\_ a lot of time staring at screens, it can actually cause damage to our eyes. Interestingly, the article also points (3) \_\_\_\_\_ that blue light controls our body clocks and using electronic devices too much immediately (4) \_\_\_\_\_ going to bed can disrupt our sleep cycles. My nights have (5) \_\_\_\_\_ getting worse recently and I'm sure it's because I (6) \_\_\_\_\_ just started reading on my tablet when I'm in bed. The experts' advice (7) \_\_\_\_\_ to avoid using bright screens for about two to three hours before sleep, but I don't think I can restrict myself quite that much. Maybe, I'll switch (8) \_\_\_\_\_ reading a printed book and give social media a miss after nine o'clock!

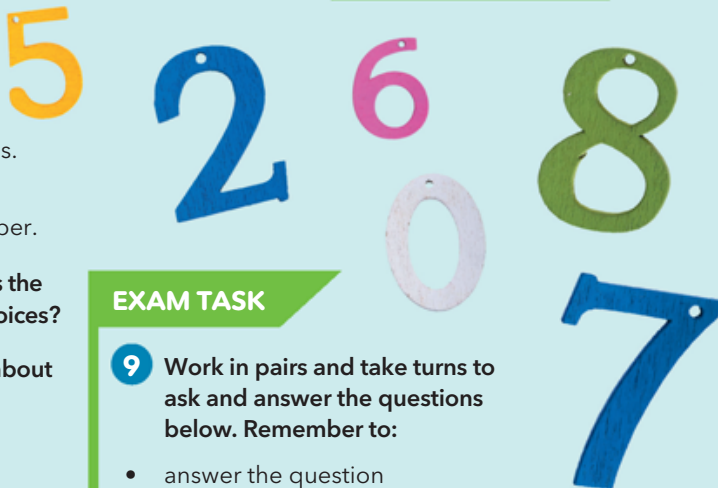
5 Work in pairs and discuss the questions.

- 1 Do you spend a lot of time looking at screens during the day and before bed? Do you think it affects you in any way?
- 2 Would it be difficult to change your screen habits? Give reasons.

**EXAM BOOST p4**

➤ Complete Exam file SECTION A on page 4.

- 1 **Work in pairs. Follow the instructions.**
  - 1 Take two pieces of paper and write down your favourite colour on one and your favourite number on the other.
  - 2 Guess what your partner has written, then reveal your choices.
  - 3 Can you explain why they are your favourites?
  - 4 Take a class survey to find the most popular colour and number.
- 2 **1.10 Listen to people talking about colour surveys. What's the name of the phenomenon? What reasons are given for the choices?**
- 3 **1.11 Listen to three people responding to this question about colours. Which two speakers agree?**  
Do you prefer bright or pale colours for a bedroom?



**EXAM FOCUS**

**Extending answers with appropriate detail and examples**

Giving short one- or two-word answers to a personal question can appear abrupt. Look to extend your answers in these ways:

- Give a reason for your answer.
- Give an example to illustrate your answer.
- Give an interesting detail if possible.
- Do not give a long, detailed answer and don't give irrelevant information. This can bore your listener.

- 4 **1.12 Read the Exam focus. Listen again and decide which speaker's response is the most appropriate. Why?**

**EXAM BOOST p36**

- 5 **1.13 You will hear a list of things candidates are often asked about in the speaking test. After each item there will be a six-second pause for you to write down some ideas. You are going to be asked about things you like. Write the first thing you think of!**
- 6 **Work in pairs. Tell your partner about the items you have written down. Extend your answers by using the advice in the Exam focus.**
- 7 **In pairs choose one of these categories. Write down some questions you might ask related to the category. Use these question starters:**

Tell me about ...  
Do you prefer to ...

films books food clothing music weather

**Books**

Tell me about a book you've read recently.  
Do you prefer to read printed books or on an electronic device? Why?

- 8 **Change partners and ask your questions.**

**EXAM TASK**

- 9 **Work in pairs and take turns to ask and answer the questions below. Remember to:**

- answer the question
- give a reason
- give an example and/or interesting detail.

**Routines**

How do you like to spend your weekends? (Why?)

Does your family usually eat dinner together?  
Why? / Why not?

What free-time activities do you do every week? (Why?)

Do you have regular holidays? Why? / Why not?

**Media**

Do you prefer to stream films or watch them at the cinema? (Why?)

Tell us about an interesting TV programme you've seen recently.

How much time do you spend online during the day? (Why?)

How do you prefer to learn about the latest news? (Why?)



- 1 Rank these things in order of importance to you when going on holiday (1 = most important).

food shops and markets sightseeing  
sports views nightlife beach

- 2 Compare your ideas with a partner. Are your priorities similar?

- 3 Read the essay tasks A and B and the student essay. Which task is it answering? What idea has the student added?

In your English class, you have been talking about travel. Now, your English teacher has asked you to write an essay.



- A** Is it better to travel in your own country than abroad?

Write about:

- 1 adventure
- 2 culture
- 3 \_\_\_\_\_ (your own idea)

- B** Is a trip to the ocean better than a trip to the mountains?

Write about:

- 1 climate
- 2 activities
- 3 \_\_\_\_\_ (your own idea)

### Student essay

In the summer months, it is common for people to visit the beach or the mountains. While both can be enjoyable, this essay will argue that a holiday at the beach is preferable.

The first reason is the weather. You are much more likely to see a beautiful, cloudless blue sky at the seaside. Mountain areas might be cooler, but clouds often affect the view.

Another reason in support of beach holidays is the activities available there. Water sports tend to be more varied and interesting than quieter mountain activities like hiking.

Finally, there are far more facilities at the seaside than there are in the mountains. Along the coast, you will find a large variety of cafés and restaurants to enjoy, as well as engaging nightlife.

All in all, the beach provides a beautiful environment in which you can take in the sea, the local food and do sports. All of these things make it more enjoyable than a trip to the mountains.

EXAM FILE p17

VOCABULARY FILE pp94-95

WRITING FILE p113

- 4 Read the essay again. Complete the student's essay plan with the words below.

beach trip enjoyable facilities nightlife  
sports summer varied views

**Introduction** Both popular in <sup>1</sup> \_\_\_\_\_.

My view = <sup>2</sup> \_\_\_\_\_ is better

**Reason 1** better weather - cloudless blue sky, better  
<sup>3</sup> \_\_\_\_\_

**Reason 2** more <sup>4</sup> \_\_\_\_\_ and interesting activities

**Reason 3** more <sup>5</sup> \_\_\_\_\_ - cafés, restaurants,  
<sup>6</sup> \_\_\_\_\_

**Conclusion** Sea, food, <sup>7</sup> \_\_\_\_\_ = more  
<sup>8</sup> \_\_\_\_\_ trip.

### EXAM FOCUS

#### Audience, structure and tone

When writing any text, it is important to consider who will read it, as this determines its structure and tone. An essay is read by teachers, therefore it has a formal tone. As it needs to convey information clearly, it is organised into an introduction, main body and conclusion.

- 5 Read the Exam focus. Then look at the language features below. Which can you usually find in an essay?

abbreviations contractions simple sentences  
complex sentences informal vocabulary formal vocabulary  
use of 'I' and 'we' use of 'you' and 'people'

### EXAM BOOST p16

- Complete Exam file SECTION A on page 16.
- 6 Work in pairs. Look at essay task A in Ex 3 and do these things.
- 1 Add a third idea.
  - 2 Decide what you could say about each idea.
  - 3 Discuss your own answer to the essay question.
  - 4 Make an essay plan like the one in Ex 4.



### EXAM TASK

- 7 Write your essay in 140-190 words.
- Structure your essay according to your plan in Ex 6.
  - Use formal language.
- 8 Swap essays with a partner. Review them using the checklist in Ex 7.



## 2 | ORANGE

### VOCABULARY: Verb + noun collocations

- 1 Work in pairs. What do you associate with the colour orange?
- 2  2.1 Work in pairs. Listen to a lecture about the colour orange in films. Does it mention any of your ideas from Ex 1?
- 3  2.2 Choose the correct alternatives to complete these extracts from the lecture in Ex 2. Listen again and check. Underline the whole phrase including the verb.
  - 1 ... it's not surprising that orange plays a significant **act / role** in film, ...
  - 2 ... blockbusters have a **habit / tendency** to use blue and orange to add depth to a scene ...
  - 3 ... the orange in the skin tone of the actors stands out and the actors become the **focus / target**.
  - 4 ... film critics have come to the **conclusion / consequence** that 'orange and blue' is overused.
  - 5 ... orange isn't only used in contrast to blue. It's also used to convey a particular **message / notice** without the need for words.
  - 6 He uses orange clothes and objects ... to give the **impact / impression** that there's warmth between characters.
  - 7 ... orange might appear in scenes where characters are about to face some kind of **danger / disadvantage**.
  - 8 This can provoke both a positive and a negative **answer / reaction** among viewers.
- 4 Write questions using the prompts and the collocations in Ex 3.
  - 1 What other colours / messages / in films?
  - 2 you / ever / conclusion / you should give up / watching / a film?
  - 3 What types of film / you / tendency / watch?
  - 4 What / a role in / attracting / you / to the cinema?
  - 5 you / think / CGI / the focus / of too many films?
  - 6 How scared / you feel / when someone / danger / in a film?
  - 7 What / strong reaction / from you / when / you watch a film?
  - 8 What / you / the impression / a film is worth watching?
- 5 Work in pairs. Take turns to ask and answer the questions in Ex 4.
- 6 Think of a well-known film and write four sentences to describe it using collocations from Ex 3. Share them with your partner. Can they guess the film?



- 1 Talk about the photo above. Say how the people might be feeling, what type of occasion it might be and where the celebration might be.
- 2 2.3 Listen to people at the same celebration as the people in the photo above and check your ideas from Ex 1. How were they similar or different?
- 3 Work in pairs and discuss the questions.
  - 1 Which celebration would you most like to attend in another country? Why?
  - 2 Note down five things that you have enjoyed in the last week. Compare your list with your partner's. Do similar things make you both happy?
- 4 Read the post on a forum about happiness surveys. What is the writer's opinion? Do you agree?

Do surveys about happiness tell the truth? How reliable are they? Is there any genuine interest in hearing that one country is happier than another? And what does this really mean? In every country there are some people who are, or who seem to be, happier than others and some who are just downright gloomy! However, sometimes an article comes along which maybe gives us something to think about. We read about some attitudes and examples that might, just might, lead us to change our own approaches ever so slightly. I found this one recently about the Dutch bringing up happy children. Check it out and see what you think!

### EXAM FOCUS

#### Understanding reference devices

A writer often uses ways of referring back to something in a previous sentence or to something that is coming up later. This avoids the need for repetition. We need to recognise these references when we read. Types of reference include:

- pronouns, e.g. **he, they, it** - referring to a person or thing
- **it/this** - referring to a clause
- **here/there** - referring to a place
- a linking word or initial comment adverb that contrasts or links back, e.g. **however, unfortunately, unusually**
- an example or clarification of what has been mentioned before.

- 5 Read the Exam focus. Identify forms of reference in these sentences from the post in Ex 4 and say what they refer to.
  - 1 How reliable are they?
  - 2 And what does this really mean?
  - 3 However, sometimes an article comes along which maybe gives us something to think about.
  - 4 I found this one recently ...
  - 5 Check it out and see what you think.

### EXAM BOOST p12

- Complete Exam file SECTION A on page 12.
- 6 You are going to read an article about happiness in the Netherlands. Match each paragraph heading (1-7) with a paragraph (A-G).
 

1 Sharing is caring	5 Too good to be true?
2 An outdoor scene	6 Not the only ones
3 Content with less	7 Less pressure
4 Think for yourself	
- 7 Read sentences A-G. Six of these have been removed from the article. Work in pairs and discuss what the sentences might be referring to or clarifying.
  - A Unusually, Dutch children do not appear to be overly affected by this concern.
  - B This is reinforced by the Dutch education system.
  - C Instead of this, the Dutch believe in inspiring children to explore the world around them.
  - D Mums don't do for their children things they are capable of doing themselves.
  - E Perhaps the climate is good or maybe the standard of living is exceptional.
  - F According to surveys it reflects the claim that the Netherlands is a very happy nation.
  - G They look after their kids on their days off and help put the little ones to bed.

### EXAM TASK

- 8 Choose from the sentences A-G in Ex 7 the one which fits each gap (1-6). There is one extra sentence which you do not need to use.

### Speaking or writing

- 9 Work in pairs. Look again at some points mentioned in the article and discuss your opinions.
  - 1 Primary school children are not given homework.
  - 2 Dads play an equal role in bringing up children.
  - 3 School-age children play outside unsupervised.

# Is it time we went DUTCH?



- A** Two toddlers have just chased each other to the top of a climbing frame and are pushing to get down the slide first. Their mothers are chatting on a nearby park bench. In the distance a little boy wobbles along on his bike, followed by his grandfather who is pushing a buggy. A gang of older children comes racing along the bike path, laughing and joking. They overtake a young mum who is cycling more slowly, balancing a baby in a seat on the front of her bike and a toddler on the back. A group of girls is playing on the grass and not far away, some boys are perfecting their skateboarding moves. And none of the school-age children is accompanied by an adult.
- B** This happy scene isn't from a movie. It's just a normal Springtime afternoon in the Netherlands. Is it too perfect? Realistic? Idealistic? (1) \_\_\_\_\_ Their teenagers are said to be among the happiest in the world and even newborn babies are supposed to be far more contented and smiling than their counterparts in different countries. Of course, the big question is why? And can Dutch parenting skills, the education system and their general priorities in life teach the rest of us anything important?
- C** One significant factor could be the Dutch parents' attitude towards achievement. For them achievement doesn't necessarily lead to happiness, but happiness can lead to achievement. Success starts with happiness. They do not push their kids to learn quickly; the children are allowed to develop in their own time. (2) \_\_\_\_\_ Primary school children are not given homework, and reading and writing skills are not usually taught until the age of six. Learning to play together is of first importance. Carefree childhood lasts just that bit longer.

- D** Security is vital for a happy child, and the Dutch try to forge strong family bonds. For example, it's traditional for the whole family to eat breakfast together every single day. Dutch dads also play a big part in bringing up the children, taking an equal role in child-rearing and doing household chores. (3) \_\_\_\_\_ You're just as likely to see a dad pushing a pram or wearing a baby-carrier as a mum!
- E** Another interesting point is that independence in Dutch children is encouraged early on. (4) \_\_\_\_\_ They are taught to be self-sufficient and accept responsibility at an appropriate age. Playing outside unsupervised (often considered noisy and disruptive in other cultures) is seen as an important stage in the growing up process.
- F** One common cause of dissatisfaction in many people today is an obsession with material things. (5) \_\_\_\_\_ For the Dutch, practicality usually tops luxury and children often grow up wearing second-hand clothes and playing with used toys. Check out King's Day celebrations in Amsterdam - a major attraction is the enormous second-hand market where children become traders for the day, buying and selling old toys!
- G** Of course, many countries claim to be 'the happiest places to live' or 'have the most contented people' for a variety of reasons. (6) \_\_\_\_\_ However, in the end, most happy adults start off as happy children. And while there may be some things about Dutch parenting or education that we do not completely agree with, they are undoubtedly doing something right!



- 10** Do you agree with the statement below? Why? / Why not? Give some examples from your own experience.

Achievement doesn't necessarily lead to happiness, but happiness can lead to achievement.

- 11** Write a comment to post on the website in response to the article. Share your comments with the class.