



# STUDENT'S BOOK

# CURIOUSER AND CURIOUSER



## IN THE PICTURE Start a collection

»»» Talk about unusual collections



### RECALL AND READ

1 Work in pairs. Name the types of collection in the photos. Use the 'word collection' above to help you. Then order the collections from the least unusual (1) to the most unusual (10).

- a \_\_\_\_\_ f \_\_\_\_\_
- b \_\_\_\_\_ g \_\_\_\_\_
- c \_\_\_\_\_ h \_\_\_\_\_
- d \_\_\_\_\_ i \_\_\_\_\_
- e \_\_\_\_\_ j \_\_\_\_\_

2 a Look at four things you should consider when starting a collection. What do you think they refer to?

affordability    origin    quiriness    storage

b Read the magazine tips to check or find the answers.

### WORK WITH WORDS

3 ▶2.02 Listen to six people talking about their collections. Match each person to one of the photos. Then listen again and check.

- 1 Josep \_\_\_\_\_      4 Yolanda \_\_\_\_\_
- 2 Ayla \_\_\_\_\_      5 Ahmed \_\_\_\_\_
- 3 Toni \_\_\_\_\_      6 Lucy \_\_\_\_\_

4 ▶2.03 Write the words in the correct column, Unusual or Not unusual. Then listen and check.

alternative    exceptional    extraordinary    mundane  
 nondescript    offbeat    ordinary    out of the ordinary  
 predictable    remarkable    unpredictable    weird

Unusual	Not unusual
alternative	

5 ▶2.04 Replace each pair of words with one of the words from Exercise 4. Then listen and check.

- 1 Josep: Some of my friends think I'm a bit **strange and unusual**. To an outsider it must seem a really **normal and unexciting** thing to collect.
- 2 Ayla: Famous people can be **surprising and changeable**. This one's my favourite. It's a bit of an **unconventional and non-traditional** signature.
- 3 Toni: The more **unusual and unconventional** the story and characters the better.
- 4 Yolanda: I thought they were **very unusual and surprising**. I think the detail on the faces and clothes is **surprising and impressive**.
- 5 Ahmed: I know it's a bit **normal and not special**. There are some **extremely good and unusually impressive** examples from different countries. I think emails are **boring and always the same**.
- 6 Lucy: One day I thought the collection looked a bit **ordinary and uninteresting** so I bought the case to make it look a bit more **unusual and different**.

### HOW TO START A COLLECTION

The more unusual and quirky your collection is, the more interesting it'll be. One option is to collect something out of the ordinary. How about a collection of paperclips, airsickness bags from different airlines or crisp packets?

If you'd rather collect something slightly more mundane, then find a theme for your collection. The more offbeat your idea is, the more remarkable the collection will be. If, for example, you want to collect toy animals, choose one type of animal. If stamps are your passion, choose a topic you're interested in and collect stamps connected to it.

Another thing to take into consideration is where you're going to store your collection. Don't collect large objects if you don't have the space. Try to keep your collection in a case that's easy to transport so that you'll be able to display your collection at school or a local fair.

If you eventually want to sell your collection, keep a written record of the items and where they came from. You may own a famous person's autograph, but how can you prove it's genuine and not a fake?

Finally, don't buy pieces for your collection if you can't afford them and don't try to complete it too quickly. An exceptional collection will take years to complete.



- 6 a** **2.05 PRONOUNCE** Underline examples of two or more consonants together in the words in Exercise 4. Then listen and repeat the words. If the two consonants are hard to pronounce, try saying the word very slowly.
- b** **2.06** Listen and repeat other words with three consonants together. Again, say the words slowly at first if they're hard to pronounce.
- strange scream spring explain example expands arrests twelfth

**7 THE MOVING PICTURE** Watch Christopher and Deb talking about their collections. Which adjectives from Exercise 4 would you use to describe them?

**EXTEND**

- 8 a** Replace the adjectives in purple with the words in the box. Use a dictionary to help you.
- commonplace odd off-the-wall run-of-the-mill

At first glance I thought the collection was very (1) **ordinary** but when I looked closer I found a couple of (2) **strange** items created by a(n) (3) **offbeat** graffiti glass artist. Suddenly the collection didn't seem so (4) **predictable**.

- b** Match the description to one of the collections in Exercise 1.

**SPEAK**

- 9** Work in pairs. Discuss the different collections in the photos and agree on which one you would both like to own. Give reasons for your choice.

**GO BEYOND** Do the Words & Beyond exercises on page 134.

# READING Be a museum curator

## Understand the writer's purpose

### SPEAK AND READ

1 Work in pairs. Explain the differences between the four types of printed material.

brochure catalogue leaflet manual

2 a Read the tips in the **HOW TO** box.

b **2.07** Read the text. Which type of printed material from Exercise 1 is it from? How much can you remember?

## ARE YOU 14-18 YEARS OLD?

Are you interested in the natural world, world cultures, art and design, science and technology or history? Do you enjoy working in a team? Do you want to develop your organisational skills and gain hands-on experience of how a museum is run?

If your answer is 'yes', read about this exceptional opportunity to do something different. If your answer is 'no', read on anyway to find out what you'll be missing!

The City Museum is launching its third Young Curators Programme and we'd like you to be part of it. As a Young Curator, you'll come up with the concept for a new museum exhibition, help select the pieces to include in the exhibition and then turn your ideas into reality right here in the City Museum. Sounds exciting, doesn't it? But don't take our word for it; read what previous Young Curators have to say about the programme.



'I used to think that going to museums was the most boring thing ever but the YC programme was a real blast.' **Marek Jaskulski (14)**

'I didn't use to enjoy speaking in public before but now I feel much more confident.' **Stephen Harper (15)**

'Being teenagers means we have a different view of the world which allows us to create something offbeat and alternative.' **Francesca Fenoy (17)**

The theme of last year's exhibition was 'conflict'. The Young Curators selected exhibits related to ideological and personal conflicts. They also looked at how conflict can exist in art with the juxtaposition of images, colour, texture, shape and light. The 'conflict' exhibition, which included live music and a remarkable dance performance, was a great success. We want this year's exhibition to be even better. You can help us achieve it!

To take part in the Young Curators Programme, you'll need the consent of a parent or guardian. We suggest passing on this leaflet and making sure they read this message from the museum's director: 'A museum is a safe place where teenagers can push their artistic and intellectual boundaries. The Young Curators Programme is a unique opportunity for teenagers with varied interests to meet and create something out of the ordinary.' **Jill Maynard**

3 a Answer the questions without referring to the text.

- 1 Are you eligible to take part in the Young Curators Programme?
- 2 Would you like to take part? Why?/Why not?
- 3 How does the writer use last year's event to promote this year's programme?
- 4 What do you need to do next if you're interested in taking part?

b Read the text again. Do you want to change any of your answers?

4 Which tips in the **HOW TO** box did you use for help with Exercises 2b and 3a? Tick (✓) them.

### REACT

5 Work in pairs. Make a list of museums you know in your country or abroad and choose the museum you would both like to curate. Give reasons for your choice.

There's the Science Museum in London.

And the Barça Museum in Barcelona.

### HOW TO

understand the writer's purpose

- Identify the text type. Think about its typical purpose: to inform, give instructions, sell something, etc.
- As you read, consider the purpose of individual sections/paragraphs. Ask yourself:
  - Do my circumstances (age, location, occupation ...) make me a target reader?
  - Is the writer presenting facts or opinions (see page 40)? Do I need to double-check facts?
  - Do I need to take action (follow advice, make a decision, get in contact ...)?
  - Is the writer persuading me to do something? If so, should I do it?

### GO BEYOND

Write a quirky title for the text that will catch the reader's attention.

**GRAMMAR** Verbs followed by *-ing* and/or infinitive

Use gerunds and infinitives

**READ**

**1 Read the news story. What does Ronaldo hope to do?**

Children often dream about becoming a professional footballer but few of them manage to achieve their dream. Children also love to collect things but how many of them succeed in opening their own museum? Cristiano Ronaldo was eight when he started playing soccer for the amateur Andorinha team on the Portuguese island of Madeira. At the age of 28 he decided to open the CR7 Museum in his home town. At the museum visitors can see the individual and team awards he has won. They can also stop to admire a life-size wax figure of the player in a Portugal shirt. Ronaldo hopes to help the local economy by encouraging tourists to visit Madeira.



**STUDY**

**2 a Look at the tables. Then underline 10 examples in Exercise 1.**

Verbs followed by <i>-ing</i> or infinitive	
<ul style="list-style-type: none"> <li>enjoy, keep, mind, practise</li> <li>admit, deny, suggest</li> <li>succeed in, dream about</li> </ul>	doing
<ul style="list-style-type: none"> <li>choose, hope, manage</li> <li>ask (me), help (me), want (me)</li> <li>advise me, encourage me, invite me, teach me, tell me, warn me</li> <li>would like/love/hate/prefer (me)</li> </ul>	to do
<ul style="list-style-type: none"> <li>can, could, should, will, would</li> <li>used to</li> <li>make me, let me</li> </ul>	do

Verbs followed by <i>-ing</i> and infinitive	
verb + <i>doing</i> /to do: same/similar meaning	
<ul style="list-style-type: none"> <li>like, love, hate, prefer, begin, continue, start</li> </ul>	
verb + <i>doing</i> /to do: different meaning	
<ul style="list-style-type: none"> <li>stop, forget, remember, try, mean</li> </ul>	
<i>I stopped thinking</i> = I didn't think anymore	
<i>I stopped to think</i> = I stopped doing something and started thinking	

See GRAMMAR DATABASE, page 124.

**b Which of the examples in Exercise 1 can be replaced by the *-ing* form or infinitive with *to* without changing the meaning?**

**PRACTISE**

**3 Choose the correct form.**

**UNUSUAL MUSEUMS**

– We advise you not (1) *to wear* / *wearing* your best clothes when you visit the Trash Museum in Connecticut, USA. But if you'd like (2) *to see* / *seeing* the amount of garbage we create in a year, it's the place for you.

– If you travel to India, we suggest (3) *to visit* / *visiting* the Museum of Toilets in New Delhi. At the museum you can (4) *to learn* / *learn* about the history of the WC.

– Stop (5) *to think* / *thinking* that all art needs to be good. Enjoy (6) *to look* / *looking* at some terrible paintings at the Museum of Bad Art in Massachusetts, USA.



**4 Write the correct object pronoun. If you don't need a pronoun, leave the space blank. Then listen and check.**

**Pete:** Dad? Can you help (1) \_\_\_\_\_ with my homework?

**Dad:** I'll try. What would you like (2) \_\_\_\_\_ to do?

**Pete:** Our English teacher asked (3) \_\_\_\_\_ all to read about some unusual museums and choose the most unusual. I've chosen one but I'd like (4) \_\_\_\_\_ to pick one too.

**Dad:** OK. Let (5) \_\_\_\_\_ have a look. Which do you suggest (6) \_\_\_\_\_ reading first?

**5 Write questions.**

- in general, / you / enjoy / go / to museums?
- normally, which type of museum / you / prefer / go / to?
- if you could visit any museum in the world, which museum / you / like / visit / most?
- in your opinion, should / your school / organise / more visits to museums?
- can / you / remember / go / to an unusual museum in the past? If so, where and when?
- if someone / ask / you / open / your own museum, / what / objects / you / show / there?

**SPEAK AND WRITE**

**6 Work in pairs. Ask and answer the questions in Exercise 5. Then write a short description of your own museum for a tourist brochure. Use some of the verbs in Exercise 2.**

# LISTENING AND VOCABULARY An unusual journey

Deal with new vocabulary when you listen

## SPEAK AND LISTEN

1 Work in pairs. Describe the pictures. What do they have in common?

2 a Read the tips in the **HOW TO** box.

b **2.09** Listen to a radio feature called 'Journey into blue'. Order the photos in Exercise 1.

1 ..... 2 ..... 3 ..... 4 .....

3 a Before you listen again, choose the best answer (A or B).

- People today have a ..... positive attitude to blue than the ancient Greeks.  
A less B more
- There are no blues in prehistoric art because ...  
A a blue pigment didn't exist.  
B red, black and brown were more popular.
- During the rise of the Roman Empire, blue was worn by ...  
A dead people. B poor people.
- Thanks to King Louis IX of France, ...  
A we use the term 'blue moon'. B attitudes to blue changed.
- 'To have the blues' means ...  
A to feel sad or depressed.  
B to sing or play a certain type of music.
- The speaker uses the term 'blue marble' to describe ...  
A the meaning of the word 'cool'. B the Earth as seen from space.

b **2.09** Listen again to check or complete your answers.

4 Which tips in the **HOW TO** box did you use for help with Exercises 2b and 3? Tick (✓) them.

## REACT

5 Work in pairs. What adjectives would you use to describe 'Journey into blue'? What information was new to you?

## WORK WITH WORDS

6 a Add the verbs to the table.

decline grow lead to rise shrink transform

Go up ↑	Go down ↓	Change ↻
increase	decrease	result in
.....	fall	turn into
.....	.....	.....

b **2.10** Listen and check. Then listen and repeat.

7 **2.11** Complete the extracts from 'Journey into blue' using 10 of the verbs from Exercise 6. Then listen and check.

- You can't ..... your cave with blue walls ...
- Go back in time and your colour options ..... ..
- While the Roman Empire was ..... ..
- ... later blue started to ..... in popularity ...
- This ..... the colour becoming increasingly ...
- ... changing fashions would ..... us all wearing ...
- Blue ..... popular with painters too.
- ... we 'feel blue' when we ..... into sadness ...
- I want you to ..... astronauts ...
- Look back and watch the Earth ..... in size ...

8 Work in pairs. Write six sentences describing changes that have happened over the past 12 months in your town, your country or the rest of the world. Use the verbs in Exercise 6.

a

b



c



## HOW TO

deal with new vocabulary when you listen

- Predict the topic and context. Read the task and questions carefully and look at any pictures.
- Use your general understanding of the topic to help you predict what might be said.
- Keep your attention on understanding the main ideas. They provide the context to help you guess what new words mean.
- Note how people speak. Are they angry? Excited? Predict what they might want to say.
- If listening twice, make a note of things to listen for the second time.

## GO BEYOND

Do the Words & Beyond exercise on page 134.

Compare people, things and actions

READ AND LISTEN

1 **2.12** Read and listen to the conversation. What colour did boys and girls wear before blue and pink?

- Ben:** Why's pink much more popular with girls and blue more closely associated with boys?  
**Zoe:** Because pink's a more feminine colour?  
**Ben:** Yes, but why? I heard that at the beginning of the 20th century, baby boys wore pink because people didn't think blue was as strong as pink. Blue was seen as a far prettier colour and worn by girls. It wasn't until the 1980s that companies started producing more and more pink products for girls.  
**Zoe:** Why?  
**Ben:** Well, if you keep making more things specifically for one sex, there's less chance that parents will use them again with younger brothers or sisters.  
**Zoe:** And the more things that we see in 'our' colour, the stronger the association becomes. So what were the most popular colours before babies wore pink and blue?  
**Ben:** They all wore white.

STUDY

2 Read the explanations. Then find examples of the types of comparison in Exercise 1.

<b>Comparison</b>
<b>Comparatives, superlatives, (not) as ... as ...</b>
<b>Use:</b> With adjectives and adverbs to compare things. <i>Blue was seen as a prettier colour than pink.</i> <i>What were the most popular colours for babies?</i> <i>People didn't think blue was as strong as pink.</i>
<b>Comparing nouns</b>
<b>Use:</b> To compare the quantity or number of things. <b>Form:</b> more/less/fewer + noun <i>Toys are available in fewer colours these days.</i>
<b>Intensifiers</b>
<b>Use:</b> To make a contrast stronger (a lot, far, much) or weaker (a bit, a little, slightly). <i>It's a lot more difficult to find toys that aren't pink.</i>
<b>Repeated comparatives</b>
<b>Use (1):</b> For things that are changing. <b>Form:</b> comparative + and + comparative <i>more and more difficult ...</i>
<b>Use (2):</b> To show how one action affects another. <b>Form:</b> the + comparative ... the + comparative <i>The sooner attitudes change, the more options parents will have.</i>
See GRAMMAR DATABASE, page 124.

PRACTISE

3 Write the comparative or superlative forms.

- According to recent research, women see some colours such as blues, greens and yellows \_\_\_\_\_ (vividly) than men.
- For example, grass is usually \_\_\_\_\_ (green) for a woman than a man.
- However, \_\_\_\_\_ (warm) colours such as red appear \_\_\_\_\_ (strong) to men.
- The colour red provokes \_\_\_\_\_ (more) reactions in both sexes.
- Women are \_\_\_\_\_ (good) than men at describing colours.
- However, women \_\_\_\_\_ (not good) as men at seeing detail from a distance.
- In our household, the pet dogs and cats have \_\_\_\_\_ (bad) colour vision of all.

4 Choose the correct intensifier to make the colour facts true.

- Red is *much more* / *a lot less* popular for company branding than most other colours.
- Blue appears on *far fewer* / *many more* flags than purple.
- There are said to be *a lot more* / *slightly fewer* shades of green than other colours.
- Apparently, if you see the colour red on an exam paper, you'll do *a bit worse* / *a lot better*.
- They say a silver-coloured car is *a bit safer* / *slightly more dangerous* than other cars.

5 Complete Sofia's talk with repeated comparatives. Do you agree with her?

It's getting (1) \_\_\_\_\_ (difficult) to buy clothes. New fashions appear (2) \_\_\_\_\_ (fast) each year. (3) \_\_\_\_\_ (wide) the choice, \_\_\_\_\_ (hard) it is to decide what to wear. I think (4) \_\_\_\_\_ (long) a fashion lasts, the \_\_\_\_\_ (good) it is because we spend (5) \_\_\_\_\_ (little) money.

WRITE AND SPEAK

6 a Complete the sentences with words from both boxes. Then write two more sentences.

a little a lot far slightly

fewer less more

- Fashion today is \_\_\_\_\_ exciting than in the past.
- There are \_\_\_\_\_ things for young people to do these days.
- \_\_\_\_\_
- \_\_\_\_\_

b Work in pairs. Read your sentences to your partner. Do they agree with you? Discuss your answers.

# LANGUAGE BEYOND

Register at the **Rebel** website and you could win a trip around the world for you and your family!



LIKE



SHARE



FOLLOW



WATCH OUR VIDEO GO VIRAL!

## STAND OUT FROM THE CROWD.

## MAKE YOUR MARK PERSONALISE\* BE UNIQUE

## THE REBEL XJ40 GOES BEYOND!



\*AVAILABLE IN RED, BLUE, ORANGE, OR GREEN



## Understand how adverts try to sell to you

### SPEAK AND READ

1 a Work in pairs. Look at the ad and answer the questions.

- 1 Who's the ad for? What's it selling?
- 2 What makes it a typical ad for this type of product?
- 3 Why do ads like these target teens?

b Work in pairs. Student A: read the article on page 141. Tick (✓) the things you mentioned in Exercise 1a. Student B: read the article on page 142. Tick (✓) the things you mentioned in Exercise 1a. Tell your partner about what you read in the article.

### DO

2 Work in pairs. Complete the tasks.

- 1 Look at the ad at the top of the page. Which of the methods in the articles does it use?
- 2 The ad claims you can personalise the product. Do you think the claim is true? Why?/Why not?

3 Answer the questions. Then compare your answers with your partner.

In the past 12 months, have you ...

- 1 bought a product because of the advertising campaign?
- 2 bought a product because a friend owns it?
- 3 'liked' or 'followed' a brand or product on social media?
- 4 worn or carried something that has a brand name or logo on it?

### REFLECT

4 Discuss these questions with your class. Do you agree with the **REFLECTION POINT**?

- 1 How much influence do you think big brands and advertising companies have over what you buy?
- 2 What should you think about when you hear about a new product?
- 3 Why should you be careful of advertising you see on social networking sites?

### EXTEND

5 Work in groups. Find a magazine and look at the ads. What techniques do the advertisers use in the different ads? Which of the ads do you think are most effective?

### REFLECTION POINT



We are all influenced by advertising so it's important to identify the methods used to sell you a product. Be careful how much data you give to a brand or advertiser. The more a company knows about you, the more it will target you with advertising.

**SPEAKING** Wait a second

Interact with other people in a conversation

**SPEAK**

1 Work in pairs. Look at the photos. What are Al, Eva and Liam doing? How do they feel?

**WATCH OR LISTEN**

2 Watch or listen to the scene. What do you think Al really wants to say to Eva? What does Liam want to tell Al?



Al



Eva



Liam

**Al:** Hi Eva.  
**Eva:** Hello Al.  
**Al:** Is this a good time?  
**Eva:** Actually, I was just ...  
**Al:** (1) ..... I've got another call.  
 ...  
**Al:** Hello? Liam?  
**Liam:** Hi Al. I need to talk to you about ...  
**Al:** Just a minute. I'm talking to Eva.  
 ...  
**Al:** Sorry, Eva. (2) .....  
**Eva:** I was just saying that ...  
**Al:** Oh. (3) ....., I've got a new phone. It's ...  
**Eva:** I'm sorry but I can't speak now, Al. I'm ...  
**Al:** Hold on. I'll be quick. (4) ..... I was wondering if you'd like to ... see my new phone.  
**Eva:** Oh. That reminds me, I have to call Liam. Bye, Al.  
 ...  
**Al:** Liam? Are you still there?  
**Liam:** Yes. (5) ....., I need to talk to you about Eva.  
**Al:** Yes, but ... Eva?  
**Liam:** I know you like her, Al but ... Wait a second. I've got another call.

3 Write the phrases in the conversation.

- a As I was saying
- b By the way
- c Hang on.
- d So ...
- e What were you saying?

4 Watch or listen again. Check your answers to Exercise 3. Are the phrases used for interrupting, changing the topic or returning to a topic?

5 a Find more examples of interrupting, changing the topic and returning to a topic. Add the missing examples to the **PHRASEBOOK**.

b Listen and repeat the expressions in the **PHRASEBOOK**, paying attention to intonation.

**ACT**

6 Work in pairs. Write a short phone conversation between two friends. Use examples of interrupting, changing the topic and returning to a topic. Then act the conversations.

**PHRASEBOOK** 2.15

**Interrupt**  
 Actually, ...  
 Hang on.  
 Just a minute.  
 I'm sorry but ...  
 Yes, but ...  
 Wait a second.

**Change topic**  
 By the way, ...

**Return to a topic**  
 What were you saying?  
 As I was saying, ...  
 So ...

## WRITING Something different

### Write an article

#### SPEAK AND READ

- 1 **Work in pairs. Make a list of a person, a place, an event and a thing that you consider to be unique in the world.**
- 2 **Read the article. Who or what is Wellcome?**

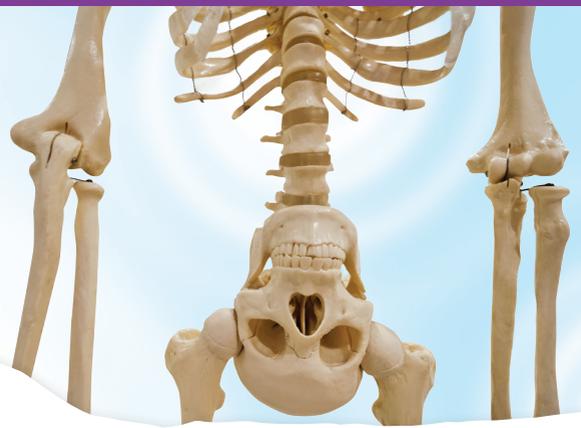
#### Do you enjoy being surprised?

#### Are you interested in things that are out of the ordinary?

Then come with me and explore the Wellcome Collection. The Wellcome Collection is a 'destination for the incurably curious'. Located in London, it includes a collection of books, paintings and objects related to medicine, life and art in the past, present and future.

The man behind the collection was Sir Henry Solomon Wellcome, a pharmacist, entrepreneur, philanthropist and collector. Born in the American Wild West, he co-founded a multinational pharmaceutical company that used modern advertising techniques to promote its brands. Wellcome was also a great traveller and had collected around 1.5 million items by the time he died in 1936. He was always fascinated by how our bodies work and his collection reflects this.

If you're interested in life and living, then I'd encourage you to visit the collection. But be warned – it can shock as well as entertain and educate. Above all, it's totally unique.



#### STUDY

- 3 **Read the article again and order the writer's aims.**

- ..... Give basic information about the topic.
- ..... Link the background information to the topic.
- ..... Give a personal opinion.
- ..... Invite the reader to read more.
- ..... Ask the reader some questions.
- ..... Provide related background information.

- 4 **a Read the tips in the **HOW TO** box.**

#### HOW TO

##### write an article

- Give your article an interesting title that will make people curious to read the article.
- Start with a short introduction.  
Include questions if appropriate. Encourage the reader to continue.
- Use two or three paragraphs to develop the topic.  
Include any background information the reader needs.
- Conclude with a personal opinion or comment.

- b **Work in pairs. Discuss the possible titles for the article in Exercise 2. Choose the best title, giving reasons for your choice.**

- 1 See the world from a different perspective
- 2 Wellcome to your world
- 3 A unique collector

#### PRACTISE

- 5 **a Read the topics for three magazine articles. Write a title for each one.**

- 1 Teenagers today can't concentrate for long periods of time because they are constantly distracted by digital devices.
- 2 Young people don't always realise the dangers of clicking on banner ads and pop-up windows on internet sites.
- 3 Teens are encouraged to follow fashions and look the same as other teens instead of being encouraged to create their own look and be unique.

- b **Choose one of the topics and write a short introduction for the article.**

#### PLAN, WRITE AND CHECK

- 6 **You're going to write an article for a teen magazine about a person, a place, an event or a thing that you consider to be different and unique in the world. Use your answers to Exercise 1 to help you choose the topic.**
- 7 **Write your article. Use the tips from the **HOW TO** box to help you plan the different sections. Then check it.**

#### SHARE AND REVIEW

- 8 **Swap your article with a partner. Read your partner's article and review it.**

UNIT REVIEW

**VOCABULARY** Usual and unusual adjectives

1 Write the first or last three letters.



AMAZING NEWS

For all the news that's

- 1 .....ernative
- 2 .....eptional
- 3 .....raordinary
- 4 .....beat
- 5 .....of the ordinary
- 6 .....arkable
- 7 .....redictable
- 8 .....rd

You won't find anything

- 9 mund .....
- 10 nondescr .....
- 11 ordin .....
- 12 predicta .....

\_\_\_ /12

**Verbs to describe change**

2 Complete the amazing news headlines with the verbs in the box.

decrease falls grow increases leads  
results rise shrinks transform turns

TODAY'S TOP STORIES

- 1 Head teacher ..... to the size of a mouse.
- 2 Girl ..... into deep sleep and follows yellow-brick road that ..... to Australia.
- 3 Magician ..... assistant into rabbit. Sales of carrots ..... to new high.
- 4 Scotland ..... in size and is now bigger than England.
- 5 Exclusive! Sales of ice creams ..... in cold weather.
- 6 *Amazing News* continues to ..... One new reader ..... in one extra sale. The editor predicts that this will ..... the newspaper world!

\_\_\_ /10

**GRAMMAR** Verbs followed by -ing and/or infinitive

3 Write the verbs in the correct form.

BREAKING NEWS!

Earlier today we succeeded in  
 (1) ..... (talk) to our new reader and asked her what she'd like  
 (2) ..... (see) more of in *Amazing News*. She stopped (3) .....  
 (think) for a moment and then suggested  
 (4) ..... (include) more international news stories. She encouraged us (5) .....  
 (continue) producing the paper. She added that she wouldn't forget  
 (6) ..... (tell) her friends to buy it. Who knows? One day we might manage  
 (7) ..... (reach) double figures!

\_\_\_ /14

**Comparisons**

4 Choose the correct options.



AMAZING NEWS WANTS TO HEAR FOM YOU!

- 1 Every day there are *more and more* / *much more* amazing news stories to report.
- 2 However, it's not *as easy as* / *easier than* it used to be to find original stories.
- 3 You can help make our lives *more* / *much* easier by sending us your stories.
- 4 *Stranger and stranger* / *The stranger* the story, the better as far as we're concerned.
- 5 The *more odd* / *oddest* story we've ever told was one about a talking goldfish.
- 6 Its use of English was only *a lot* / *slightly* worse than mine!
- 7 Can you do *better* / *the better*? We think you can!

The Editor

\_\_\_ /14

Your score: \_\_\_ /50

**SKILLS CHECK**

- ✓✓✓ Yes, I can. No problem!
- ✓✓ Yes, I can. But I need a bit of help.
- ✓ Yes, I can. But I need a lot of help.

- I can understand the writer's purpose when I read. ....
- I can deal with new vocabulary when I listen. ....
- I can understand how adverts try to sell to me. ....
- I can interact with other people in a conversation. ....
- I can write an article. ....