


# UNIT 3 It's an illusion

## Vocabulary: Fakes

- 1  Read the dictionary definition of *fake* and discuss the question below with a partner.

**fake** adj made to look like something real in order to trick people.

What might be fake about each of these pictures?

- 2 Underline the correct word in *italics* to complete these extracts from a magazine article titled 'Deception Today'.

A

Phishing is becoming an increasing problem these days and it's important that people aren't **fooled** (1) *at/into* giving out sensitive information online. It's very easy to be (2) **taken/made in** by **fake websites** that look exactly like the real thing! We have to be very careful and (3) **look/check out** anything that we think is suspicious.

B

Apparently in some countries it's actually against the law to buy fake designer goods, not only to sell them. Sometimes it's difficult to (4) **tell/say the difference** between what's (5) **imitation/unreal** and what's (6) **actual/genuine** but the price is usually a **dead giveaway!**

C

A lot of people have (7) **fallen/gone for** the 'You've won a competition!' **scam** recently and lost a lot of money. It's often someone on the phone and they **make** (8) **for/out** that you're a winner but of course you need to let them have bank details or send insurance money in advance. The problem is that these people are (9) **coming/giving up with** new ways to **con us out of** money all the time.

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These days we tend to think that (10) **forgery/imitation** is related more to (11) **cloning/impersonating** credit cards rather than printing false bank notes. This is probably because bank notes now have a lot of **safeguards** and it's getting more and more difficult to copy them. However it does still happen so we need to be (12) **on our security/guard**, particularly with the higher value notes.

E

The trouble is that a lot of people don't see it as actually (13) **cheating/falsifying** – more 'researching' – but the fact is that a lot of word for word (14) **copying/imitating** goes on in students' assignments. Easy access to articles and papers on the internet is to blame and there are a lot of people out there whose job is just to produce assignments on demand for a fee! Teachers often can't (15) **tell/read** whether the work is original or not!

- 3 Work in pairs. Give some examples of 1–6 below.

- 1 Ways students can cheat.
- 2 Things you can buy that are fake.
- 3 Things that can be cloned.
- 4 Scams people fall for.
- 5 Safeguards on the internet.
- 6 Things that can be forged.

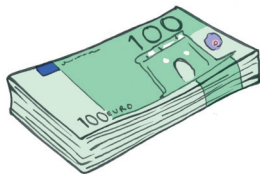
- 4  Have you ever bought a fake or fallen for a scam?

16-07-20XX

Dear Sir,

Please send us the following information:

ACCOUNT NUMBER \*



ASSIGNMENTS ON DEMAND!

\*English Literature

\*Chemistry

\*Languages


\*GCSE

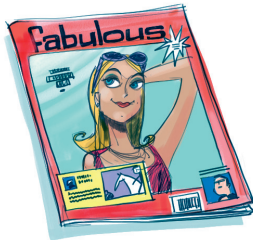
\*A-levels




Romeo and Juliet

FCE Listening Part 3: Multiple matching

- 1  Work in pairs. Read the extract below from a magazine article about airbrushing. Then answer this question.  
How can airbrushing change a picture?



It's a natural instinct to believe that a photograph doesn't lie. Until recently, our eyes have accepted that everything they see is true. However, we now know that this is not always the case. Most of us are aware of how photos can be touched up and it can be fun to do ourselves. But when we aren't aware of it - in magazine photos, for example - many people feel cheated. The now common practice of airbrushing makes a lot of people angry.

- 2  1.8–1.12 You will hear five different people giving their opinions about airbrushing. For questions 1–5 choose from the list (A–F) what each person thinks about airbrushing. Use the letters only once. There is one extra letter which you do not need to use.

- |   |           |                            |
|---|-----------|----------------------------|
| A It can be dangerous.                            | Speaker 1 | <input type="checkbox"/> 1 |
| B It's done in response to a demand.              | Speaker 2 | <input type="checkbox"/> 2 |
| C It's acceptable because people are aware of it. | Speaker 3 | <input type="checkbox"/> 3 |
| D It's something celebrities have a right to.     | Speaker 4 | <input type="checkbox"/> 4 |
| E It encourages people to become healthier.       | Speaker 5 | <input type="checkbox"/> 5 |
| F It's fine if it doesn't go too far.             |           |                            |

- 3 Look at the listening script on page 152 and underline the information that helps you choose the right answers.

Vocabulary: Appearance

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- 1 Complete each sentence with a word from the box that means the opposite of the word in bold.

thick   narrow   straight   clear   wrinkled   slim   dull   full

- Her complexion isn't **spotty** now, it's .....
- My gran's face used to be really **smooth** but these days it's quite .....
- Harry was quite **tubby** but since he's been on the diet he's got very .....
- Jan's parents spent a lot of money at the orthodontist and her **crooked** teeth are now very .....
- Hair transplants can make **thinning** hair .....
- You know you can have injections to make **thin** lips look .....
- I'm going to have cosmetic surgery to change my nose. It's quite **broad** and I'd like it to be .....
- When you're not well your eyes often change from **bright** and **sparkly** to .....

- 2 Match each pair of adjectives 1–5 to the part of the body they describe a–e.

- |                               |              |
|-------------------------------|--------------|
| 1 crooked/rotten              | a complexion |
| 2 piercing/almond-shaped      | b teeth      |
| 3 pale/freckled               | c nose       |
| 4 shoulder-length/highlighted | d eyes       |
| 5 hooked/long                 | e hair       |

- 3  Why do people often want cosmetic surgery to change their appearance?

Help

- Underline the important words in the six options A–F and think about what the speaker might talk about. It can be dangerous. How? Who to?
- You may hear words which distract you. For example 'healthy' might be said by one of the speakers, but this does not necessarily make E the answer for that speaker.
- Listen to each speaker all the way through before you make a decision.



## Language focus: Modals of speculation and deduction

1 Read this dialogue between two people looking at a photograph in a magazine. Then underline the modal verbs and the infinitive forms which follow them. The first one has been done for you.

A: That can't be her real hair. She had it cut really short for her last film.

B: I agree. It must be a wig. It can't have grown that quickly.

A: But, you know, it could be her own hair with extensions.

B: That's true. I hadn't thought of that.

A: And she must have had some dental work. Her teeth used to be crooked, don't you remember?

B: Another thing - she must be wearing coloured contact lenses! I thought her eyes were brown!

2 a Decide which modal verbs are used in the dialogue to express ideas a-c.

- a I think this is possible.
- b I'm sure this is the case.
- c I'm sure this is not the case.

Which two modal verbs can be used in place of *could* in the dialogue with the same meaning?

b Which of the following infinitive forms are used in the dialogue to refer to 1-3 at the top of the next column?

- simple infinitive (eg *be*)
- continuous infinitive (eg *be wearing*)
- perfect infinitive (eg *have grown*)

- 1 past situations
- 2 present actions
- 3 present states

www Read more about modals of speculation and deduction in the Grammar Reference.

3 Each of the following sentences contains one mistake. Correct the mistakes.

- 1 Jack mustn't have gone to work because his car is still outside.
- 2 This can't have been Winchester already, can it? It hasn't taken us very long to get here.
- 3 I'm not sure where Ken is. Try the library - he can be there.
- 4 I didn't hear Chloe say she was getting married. I must have been done something else when she told you.
- 5 You seem certain that this painting is a fake, but it could not be - it's hard to tell.

4 Work in pairs. Write three replies and reasons for each of these questions 1-3.

Example:

Are Ben and Sarah back from holiday yet?

They must be back, there's a light on.

They can't be back, their car isn't there.



They might be back, Ben said they were going to try to get an earlier flight.

- 1 Do you think Lucy passed her exam?
- 2 Did your mum go shopping today?
- 3 Does Fred live near the college?

## Vocabulary: Expressions with *take*

1 Match each question beginning 1-6 to an appropriate ending a-f.

- 1 Do you **take your time** getting ready in the morning, or
  - 2 Do you **take your parents for granted**, or
  - 3 Would you **take the risk of** not revising for the FCE exam,
  - 4 Should examiners **take into account** things like illness or tiredness
  - 5 Would you **take offence** if someone said you should do more exercise, or
  - 6 Do you readily **take advice** from your parents, or
- a if you don't do very well in an exam?
  - b knowing that there is a danger of failing it?
  - c do you do everything in a hurry?
  - d would you thank them for their advice?
  - e do you usually ignore what they say to you?
  - f do you show them your appreciation for what they do for you?

- 2  Discuss each of the questions in exercise 1. Give reasons and examples.
- 3  Copy each of the sentences into your vocabulary notebook. Underline the expressions with *take* and note down the equivalent expression in your language.

### FCE Use of English Part 4: Transformations

For questions 1–8, 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 **two** and **five** words, including the word given. The sentences contain language from units 1, 2 and 3. Here is an example (0).

- 0 Pete can't have gone shopping this morning because there's nothing in the fridge.

**SURE**



I am SURE PETE DIDN'T GO shopping this morning because there's nothing in the fridge.

#### Help

- In a transformation you may have to make grammatical and/or lexical changes.
- Underline the part of the first sentence that is not mentioned in the second. It is this part that you will have to think about.
- The key word might be part of an idiom, a phrasal verb or an expression. It might relate to a particular grammatical point or it could be a synonym or an antonym of a word in the first sentence.
- When you rewrite the sentence pay attention to the correct use of verb patterns, prepositions, negatives, conjunctions etc.
- Always keep to the word limit.

- 1 Helen and Fran were on the same college course so it's possible they met then.  
**MIGHT**  
Helen and Fran ..... they were on the same college course.
- 2 He's asleep already so I'm sure he was tired.  
**MUST**  
He ..... he's asleep already.
- 3 I know that Phil has the ability to pass the exam.  
**CAPABLE**  
I know that Phil ..... the exam.
- 4 To me both pictures look the same.  
**DIFFERENCE**  
I can't ..... the two pictures.
- 5 First we did the shopping and then we cooked a meal.  
**DONE**  
After we ..... we cooked a meal.
- 6 It's possible that Kate forgot to turn off the cooker when she left the house.  
**REMEMBERED**  
Kate ..... turn off the cooker when she left the house.
- 7 Phil might have given your phone number to Brad at the party.  
**POSSIBILITY**  
There's ..... your phone number to Brad at the party.
- 8 You need to consider the cost of the taxi when planning the journey.  
**ACCOUNT**  
You should ..... the cost of the taxi when planning the journey.

## FCE Reading Part 1: Multiple choice

- 1  Do you recognise the film poster? Have you seen the film? Did you enjoy it? Why/Why not?
- 2 a  What type of film is *Up*? Think of one recent example of the other types of film in the box below and tell your partner what you know about them.

thriller   adventure film   romance   comedy   horror film   animation film  
 science fiction film   psychological drama   period drama

- b What other types of films can you think of?
- 3 Work in pairs. Do you know the names of any famous film companies? What sort of films do they make? What do you know about *Pixar*?
- 4 Read the article quickly. Is it mainly about *Pixar* or *Up*?

## UP WITH PIXAR

It started with a drawing: an old man with a green face fixed in an angry scowl. His little eyes squinted sideways, and his left hand gripped an enormous bunch of coloured balloons covered in slogans like 'love' and 'joy'. Look closely and you could see that he was holding them tight, the way people hold onto their dreams. Five years later that old man acquired both a name (Carl Fredrickson) and a pair of square spectacles. From a simple beginning in felt-tip and coloured crayon, he emerged as one of the highest earners in Hollywood: star of a \$400m cinematic phenomenon called *Up*.

*Up* was 2009's smash hit from Pixar, a computer animation studio doing to 21st century animation what Disney did to 20th. Pixar makes cartoons that both children and adults adore. To critics, it can do no wrong. 'You have to go back to Disney in the Thirties and Forties, when they lifted audiences out of the Great Depression with Snow White, Bambi, Pinocchio and Dumbo, in quick succession, to get anything close,' wrote the respected film critic Tom Shone. 'This is living history, right under our noses. Your grandkids will ask about this.'

Pixar never sits still. When the firm takes risks, they get big results. The studio's 2008 film had been *Wall-E*, an odd love story about a garbage-eating robot. The film's hero communicated in bleeps and clicks. Its script contained barely a word of dialogue. On paper, it should never have worked. Instead,

line 38



it made \$521m, and won an Oscar for Best Animation. So then we had *Up*. The film is part action adventure, part about of the meaning of happiness, love and loss. Critics, needless to say, adored it. They laughed a lot at its subplots and raved about its supporting characters. They called it tender, thrilling, and very, very funny.

So, what is the secret of their success? Pixar Studios are in Oakland but spiritually, their home is more Silicon Valley. Round the office are pool, ping-pong and air hockey tables. Most of them are in use, throughout the working day. Grown men whizz down corridors on skateboards and scooters. Ask a guide why, and he'll shrug his shoulders and simply say: 'Because they're creative.' What they mean is that Pixar is a professional playground for happy,

inventive people. The firm's PR people are proud that the senior production staff on *Up* have been on the payroll for over a decade. They are the best in the world at what they do, and deserve everything that goes with it – from ping-pong to company yoga days.

'Most Hollywood studios are run by businessmen, says *Up* director, Peter Docter. 'The problem with that is that if you start out on any film with the goal of simply making money, the chances are that you're not going to make a great movie.' Pixar approaches film-making from the opposite direction. They take talented people, allow them to enjoy themselves, and let that childish freedom rub off on films. As a result it encourages brave ideas that might, in a normal studio environment, end up on the cutting room floor. With *Up* people might have said, 'It won't appeal to kids, they hate old people.' Or, 'You can't have an action adventure film that stars a 78-year-old man.' But from the top, Pixar is different,' added Docter.

In *Up*, the creative process was more complicated than usual. The film was one of the first major new products to be widely released in 3D in 2009. Around 100 UK cinemas are now kitted out with suitable projecting equipment. For film studios, 3D is a good investment. Tickets to 3D cinemas are expensive and their films are almost impossible to pirate. But Pixar used the technology to add to *Up*'s narrative, creating a 'depth script' that varied the levels of contrast in the 3D according to the storyline. 'Carl, our

main character, goes on an emotional journey,' said Bob Whitehill, the man responsible. 'When he's a boy, his life is very rich and full, so 3D in that section is pretty deep. When he loses his wife, his life is claustrophobic, so we reduce

the depth, and make everything very shallow. Then when he lifts off to go on the adventure, things deepen again.'

'In the future,' Whitehill says, 'every Pixar film will be made in three dimensions.' That pioneering way of

thinking – and the effect it has had on other major studios, who are putting a lot of money into their own 3D titles ensures that right now, the location where Silicon Valley meets Hollywood is an exciting place to be.

**5** Read the article again carefully. For questions 1–8, choose the answer (A, B, C or D) which you think fits best according to the text.

## Help

- Read the article first for an overall understanding.
- Then underline important words in the questions or stems.
- The questions are in the same order as the information in the text. Find the part of the text where the question is focused. Read it again with the question in mind.
- Eliminate those options which are clearly wrong. Decide on the best answer. If you are not sure, choose one. Marks are not deducted for incorrect answers.

- 1 What do we learn about the main character in the first paragraph?
  - A He was not a very pleasant person.
  - B He had a lot of money.
  - C He was easy to design.
  - D He changed a little over the years.
- 2 What does the writer say about Pixar and Disney?
  - A They have both had a big impact on audiences but at different times.
  - B They have both had financial problems.
  - C They both have a tradition of producing films very quickly.
  - D They are both technically ahead of any other company.
- 3 The film Wall-E is mentioned to show
  - A that a good script is necessary for a successful film.
  - B that films about robots will always be successful.
  - C that Pixar does not always choose safe options.
  - D that Pixar has a lot of money to invest in the business.

4 What does 'it' in line 38 refer to?

- A the hero
- B the dialogue
- C the film
- D Pixar

5 What is good about the working environment at Pixar?

- A It was designed by the people who work there themselves.
- B It suits the type of people who work there.
- C It encourages workers to take breaks from their work.
- D It is available for employees' families to enjoy too.

6 What does Pete Docter think about film making?


- A The need for financial success can restrict creativity.
- B Filmmakers should sometimes listen more to children's ideas.
- C Statistics about films do not always tell the truth.
- D More money should be given to encourage new talent.

7 Why is 3D important to the film 'Up!?'

- A People are interested in new technology and will see the film for this reason.
- B It shows that Pixar is ahead of their competitors in this field.
- C The visual techniques help the development of the story.
- D Many cinemas today need 3D films to pay for their investment in equipment.

8 In the last paragraph the writer suggests that in the future Pixar might

- A go in a new direction.
- B move location.
- C develop new technology.
- D have more competition.

**6**  'This is living history, right under our noses.' Can we say this about anything today?

## Language focus: Present simple and continuous

- 1 Look at these examples from the listening and reading practice in this unit. Underline the examples of the present simple. Circle the examples of the present continuous.

- 1 *Pixar never sits still.*
- 2 *The major studios are putting a lot of money into their own 3D titles.*
- 3 *Pixar makes cartoons that both children and adults adore.*
- 4 *There's something in the newspapers about all the eating disorders young kids are suffering from today.*
- 5 *People are always moaning about something!*
- 6 *And it's getting worse!*
- 7 *Carl, our main character, goes on an emotional journey.*

- 2 Underline the correct word in *italics*. Then match each use a–g to sentences 1–7 in exercise 1. It is possible to match two sentences with one use.

- a The present *simple/continuous* is used with *always* to talk about a repeated event that annoys us.
- b The present *simple/continuous* is used to talk about something that is always true, a fact.
- c The present *simple/continuous* is used to talk about something that is in progress now.
- d The present *simple/continuous* is used to talk about a situation that is in the process of changing.
- e The present *simple/continuous* is used to talk about a temporary situation.
- f The present *simple/continuous* is used to talk about regular action, often with a frequency adverb.
- g The present *simple/continuous* is used to describe events in a story.

- 3 Explain the difference in the use of tenses in these pairs of sentences.

- 1 a He always plays music in his room in the evening.  
b He's always playing music in his room in the evening.
- 2 a I can't talk at the moment because I'm driving.  
b I'm driving to work these days because the railway station is closed for repairs.
- 3 a Dave gets to Level 4 on this computer game every time!  
b Computer games are getting more and more difficult.


 Read more about present simple and continuous in the Grammar Reference.

- 4 Underline the correct option in *italics*.

- 1 They *sell/are selling* some really cheap handbags at the market in town. I think they might have been stolen from that robbery at the airport.
- 2 It's not a permanent job. I *only work/'m only working* there to get some experience.
- 3 I'm sorry. I *don't understand/am not understanding* what you say/you're saying.
- 4 We *don't usually take/aren't usually taking* photos when we're on holiday.
- 5 The number of polar bears in the Arctic *goes/is going* down.
- 6 It's a real pain! Adverts *always pop up/are always popping up* on my screen when I'm in the middle of working.



## FCE Listening Part 1: Multiple choice

-  **1.13–1.28** You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

## Help

- You will hear eight short extracts. These are either monologues or conversations.
- Before each extract is played, you will hear the question and three options. Underline the important words in the questions as you listen to them being read out.
- You will hear distractors. Always listen carefully both times to the whole extract before you decide which option to choose.

- 1 You hear a man talking on a radio phone-in about a quiz programme he saw on TV. Why is he phoning?
  - A He thinks the topic is not good for the quiz.
  - B He doesn't enjoy this quiz show.
  - C He disagrees with a few answers.
- 2 You overhear two friends talking about a film they've just seen. What sort of film was it?
  - A a horror film
  - B an action film
  - C a comedy film
- 3 You hear someone leaving a voicemail message. What does he want to do?
  - A change an arrangement
  - B ask for some advice
  - C make a complaint
- 4 You hear two mothers talking about their children's birthday parties. What did the magician do at both parties?
  - A card tricks
  - B an animal trick
  - C an egg trick
- 5 You hear part of a TV review programme. What is the reviewer's opinion of the first episode of the new series?
  - A It made a good impression.
  - B It was disappointing.
  - C It showed promise.
- 6 You hear Dave phoning his friend Greta. Why is he phoning her?
  - A to invite her to a live concert
  - B to make travel arrangements
  - C to check whether she's going to see the new film
- 7 You hear a newscaster talking about an art exhibition at a local gallery. Why won't one painting be in the exhibition?
  - A It might be a fake.
  - B It has been stolen.
  - C It wasn't allowed out of the USA.
- 8 You hear a writer talking about her work. What does she feel about writing?
  - A It is lonely.
  - B It is unpredictable.
  - C It is tiring.

FCE Speaking Part 3: Collaborative task



- 1 Would you like to work in the film industry? Why/Why not?
- 2 Here are some jobs in the film industry. Talk to each other about the good and bad points of doing these different jobs and then decide which two jobs would be the most difficult for someone with little training.

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Before you do the exercise, read the information in the Help box on page 128.

- What are the good and bad points of doing these different jobs?
- Which two jobs would be most difficult to do with little training?





## Useful language

## Make suggestions:

Let's start with  
Shall we move on to ...  
We ought to think about ...


## Ask for your partner's opinion/reaction:

What do you think about ... ?  
Don't you think ... ?  
How about you?

## Agree/disagree with your partner:

I completely agree.  
That's true.  
You've got a point.

## FCE Speaking Part 4: Further discussion

- 1  In the Part 4 speaking test the examiner will ask you some questions related to the topic you talked about in Part 3.

Work in pairs. Take turns to answer the questions. Add a comment to your partner's answer.

## Help

- In Part 4 the examiner will ask you and your partner questions in turns. Sometimes if one student has spoken less than the other during the rest of the speaking test he or she may be asked more Part 4 questions.
- The examiner may ask you and your partner the same question.
- If you have an opinion about a question which your partner has been asked or want to comment on his/her opinion, you can.
- When you reply to a Part 4 question try to say more than one sentence. Give your opinion and reason if you can.

- 1 Do you think that films in 3D will become more and more popular in the future? Why/Why not?
- 2 Many people prefer seeing films at the cinema to watching them on DVD. Why do you think this is?
- 3 How important do you think it is to have age limits for watching some films? Why?
- 4 Some people say it's better for film makers to show us more of the real world than invent new ones. How far do you agree?
- 5 Do you think films that cost a lot of money to make are usually better films than those that cost less? Why/Why not?
- 6 What do you think are the disadvantages of being a famous film star?

## FCE Writing Part 2: Reviews


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- 1  Work in pairs. Discuss these questions.

- 1 Have you seen a new TV drama programme recently? What did you like/not like about it?
- 2 Do you usually read reviews for films or TV programmes? Why/Why not?
- 3 What was the last review you read? Was it good/bad? Did you agree with it?
- 4 What do you expect to read about in a short film or TV drama review?

- 2 **a** Read these comments from reviews. Then write down an example of a film or drama they could be describing. *e.g. 1 Seven Years in Tibet.*

- 1 The leading **role** is played by Brad Pitt and he gives an excellent **performance**.
- 2 The **direction** is very imaginative.
- 3 The **special effects** are stunning.
- 4 The **stunts** are electrifying.
- 5 The **storyline** is simple but moving.
- 6 If you liked the previous film then this **sequel** will be disappointing.
- 7 It's a light hearted **look** at society today.
- 8 The **pace** is frenetic.
- 9 The **plot** is quite complex and confusing.
- 10 The final **scene** is really gripping.

- b**  Compare your examples with those of your partner.

- 3 Read this short review of a TV drama series at the top of page 39. Then find information about 1–5 below.

- 1 the plot    2 the actors    3 the setting    4 the special effects    5 the writer's opinion



### Merlin

Do you like TV series that are exciting and dramatic, set in a historical period but with a very modern interpretation? Then 'Merlin' is definitely for you. It's a wonderful new series which is based on the legends of King Arthur but written to appeal to a 21<sup>st</sup> century audience.

The series tells the story of Merlin the wizard and King Arthur when they were both young. Each week they have a new adventure, often fighting magical monsters. The plots are especially clever and bring in characters from the old legends in new situations.

Playing the roles of the young friends are newcomers Bradley James and Colin Morgan, whose acting is superb. The series is also visually stunning. It was filmed on location in a spectacular French castle and the Welsh forests, and there is also excellent use of special effects to create the monsters.

I was really impressed by the first few episodes of this series. It's well acted, cleverly written and directed, and magically addictive! I guarantee that if you watch one episode, you'll watch the rest

**4** Match each sentence beginning 1–5 to an ending a–e. The completed sentences all contain phrases from the review.

- |                    |                                   |
|--------------------|-----------------------------------|
| 1 It is based      | a location in Egypt.              |
| 2 It is set        | b by the special effects.         |
| 3 It appeals       | c on a true story.                |
| 4 I was impressed  | d to a younger audience.          |
| 5 It was filmed on | e in the USA in the last century. |

**5** Sentences 1–4 describe the purpose of each paragraph in the review. Put the paragraphs into the correct order.

- 1 The writer sums up his opinion and says whether he thinks other people will enjoy it.
- 2 We are told the name of the series and generally what it's about.
- 3 We learn about **some aspects of the series that the writer particularly liked.**
- 4 We learn some details about the characters and the plot.

**6** You recently saw an episode of a TV series. A local weekly newspaper wants to publish a review in its next edition and has asked you to write it. In your review tell readers what the episode was about and say what you liked or didn't like about it. Mention whether you would recommend watching the series.

Write your answer in 120–180 words in an appropriate style.

### Help

- Underline key words in the question to ensure you include all the points in your answer.
- Plan your review well and divide it into clear paragraphs. See exercise 5 above.
- Write in a style which is appropriate to the target reader: e.g. informal for readers of a school magazine, neutral or formal for readers of a newspaper
- You could begin your review with a question to attract your readers' attention, e.g. *Do you like TV series that are exciting and dramatic?*
- Use conjunctions such as *but*, *because* and *so* to link ideas.
- Relative pronouns can also be used.  
*Playing the roles of young friends are newcomers Bradley James and Colin Morgan, whose acting is superb.*
- See page 144 for more information on writing reviews.