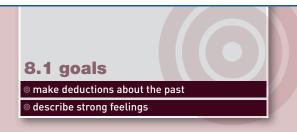
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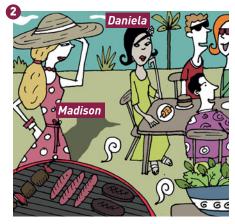
More information



Critical incidents

One side of the story ...







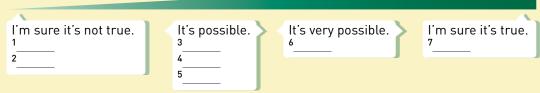
LISTENING

- 1 [32.21] Listen to the stories. Which person in each picture is telling the story?
- 2 Sizzi Listen again.
 - Picture 1 1 Why did Vic and his wife take Neil to dinner?
 - 2 How did the evening suddenly change?
 - Picture 2 3 What was the party like?
 - 4 What did Daniela do at the party?
 - Picture 3 5 How did Haneul act when Virginia greeted her?
 - 6 How did she act later at home?

GRAMMAR

Making deductions about the past

- 3 a Read the sentences from the stories, then add the highlighted expressions to the diagram.
 - It can't have been because I paid. He knew I was going to.
 - He might have been a bit angry. It's hard to say.
 - I think she must have felt homesick.
 - She may well have forgotten what I looked like.



- **b** Now add these expressions to the diagram.
 - may have
 could have
 couldn't have
- c What form of the verb is used after have?
- 4 Read the sentences about Vic's story. Rewrite the <u>underlined</u> part of each sentence using an expression from 3 which has the same meaning.
 - 1 There's no way that Neil was unhappy with the meal. He really enjoyed it.
 - 2 Maybe he felt a bit ill after eating too much.
 - 3 It's possible the waiter made a mistake in the bill, and Neil noticed it.
 - 4 Or perhaps Vic said something that upset Neil.
 - 5 But obviously the waiter was upset about something, too.
 - 6 There's a good chance Neil was embarrassed by the waiter's strange expression.

Grammar reference and practice, R-8

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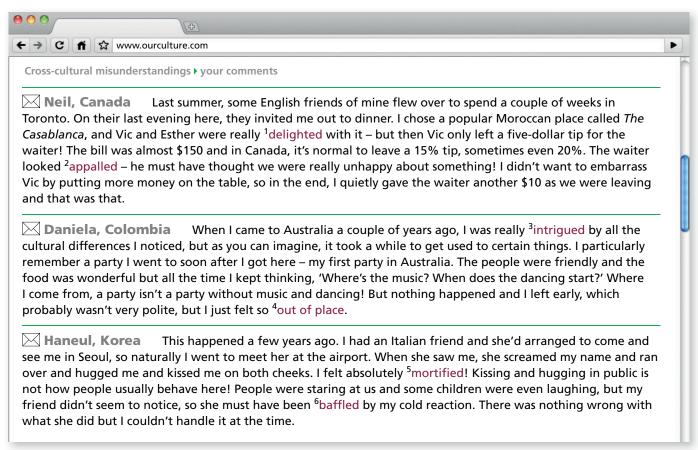
SPEAKING

- 5 a In pairs, talk about the other two situations. Use expressions from 3 to speculate about why Daniela and Haneul acted as they did.
 - **b** Compare your ideas. How many different ideas did you get?

... and the other

READING

Read the postings on the web page Cross-cultural misunderstandings. What were the real reasons that Neil, Daniela and Haneul acted and felt as they did?



How would you have felt in these situations? What would you have done?

VOCABULARY

Describing strong feelings

- 3 a Which of the highlighted expressions in the postings have a similar meaning to a-f?
 - alone, not part of a group?
- very interested? е
- b very pleased? very confused?
- extremely shocked and upset? f

d extremely embarrassed?

- **b** Now match more words with the meanings in 3a.
 - fascinated

isolated

2 horrified 5 mystified

humiliated

thrilled

a Think of one or two incidents from your life when there was a misunderstanding,

SPEAKING for example when you were:

on holiday travelling at work with family or friends in a relationship shopping eating

Think about how to:

- describe what happened.
- speculate about why it happened.
- describe your feelings.
- **b** Listen to each other's stories. Do you agree with each other's speculations? Can you suggest any other explanations?

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8.2

Turning points



say how you feel about past events in your lifespeculate about consequences of past actions







LISTENING

1 Do you know anyone who's done any of these things in the past year? How did it make them feel? Talk together.

got engaged or married had a baby emigrated started university bought a home moved home started a new career changed jobs

- 3 Market Listen again. Answer the questions for each person.
 - 1 What happened before the moment in the picture?
 - 2 What happened afterwards?
 - 3 How do they feel now about what happened?
- 4 Do you know anyone who's had a similar important moment in their life?

VOCABULARY

Reflecting on the past

5 a Look at the sentences. Which three are from the recording? Who said them?

1 2	I regret telling that lie. I don't regret a thing.	+ noun or -ing form
3 4 5 6	I'm sorry I didn't say yes. I'm not sorry I changed jobs. I'm glad things turned out the way they did. It's a good thing I didn't send that email.	+ past simple
7 8	I wish I'd thought about it more carefully. If only I'd asked for some advice.	+ past perfect

b Which highlighted expressions can you use for:

1 a positive feelings? b negative feelings?
2 a things that really happened? b imaginary situations?

6 Think of three or four things you did recently, for example:

buying something meeting someone saying something going to an event giving advice throwing something away

Write a sentence saying how you feel now about each thing. Use expressions from 5a.

SPEAKING

7 Talk in groups. Tell each other about the things you did recently and how you feel about them now. Ask questions to find out more.

I bought a new car last month. I'm completely broke now but I don't regret it at all!

Oh, right. What kind of car is it?

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8.2

Speculation

GRAMMAR

Conditionals – past and present

- 1 Look at sentences a-d in the table and answer the questions.
 - In each sentence, are the speakers describing things that really happened, or are they imagining them?
 - 2 Look at the two parts of each sentence. Which parts are about the past? Which are about the present?
 - 3 Complete the forms with these terms: *infinitive*, *-ing form* or *past participle*.

a	· had +, If I' <mark>d married</mark> Juli, If I <mark>hadn't seen</mark> the head teacher,	modal verb + have + we could've had kids. I wouldn't have gone to China.
С	If I hadn't seen the head teacher,	modal verb + my life would be completely different.
d	If my company hadn't decided to move,	modal verb + be + I'd probably still be doing the same job.

2 a Work alone. Use your own ideas to complete the sentences about the people.

Jeanette

- 1 If she hadn't looked in that newspaper, ...
- 2 She might not have gone to college if ...

Fernando

- 3 He'd probably have asked Juli to marry him if ...
- 4 If he'd asked her to marry him, ...

Tristan

- 5 If he'd been away from school that day, ...
- 6 He probably wouldn't be married if ...
- **b** Compare your ideas.

PRONUNCIATION

Grammar reference and practice, R-8

Prominent words 1

- 3 a Listen to the groups of words in these sentences. Notice how in each group, the speaker chooses one word to have extra-strong stress. This word is PROMINENT.
 - 1 // If I'd married JUli // we could've had KIDS //
 - 2 // If I hadn't seen the head TEAcher // I wouldn't have gone to CHIna //
 - 3 // If I hadn't seen the head TEAcher // my life would be completely DIFFerent //
 - 4 $\,$ // If my company hadn't decided to MOVE // I'd probably still be doing the same JOB //

The prominent word is often the last important word in a group of words.

- **b** Practise saying the sentences.
- 4 a Choose a turning point in your life you'd like to talk about. It could involve, for example:

someone important in your life a job or career decision moving to a different place buying or selling something an idea you had advice someone gave you

- b Think about these questions. Think of some conditional sentences you could use.
 - 1 When did it happen? What were you doing at the time?
 - 2 Was it your choice or did it just happen?
 - 3 What happened afterwards? How has it affected your life now?
 - 4 What if something different had happened?
 - 5 How do you feel about it now?
- c Talk about your turning points in groups. Have any of you had similar experiences?



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Target activity

Work out what happened





Jo and Angela are cousins. They're looking after their aunt's flat while she's on holiday. They've just realised they've got a serious problem.

TASK LISTENING

- a 2.224 Look at the picture and read the caption. Then listen to the first part of Jo and Angela's conversation. Can you guess what the problem is? Compare your ideas.
 - **b** 12.25 Listen to the rest of the conversation to check.
- 2 a Listen to the whole conversation again. Why are these facts significant?
 - The flat's on the fourth floor.
 - It took Jo and Angela a while to bring their shopping into the flat.
 - 3 The neighbours are friendly.
 - There's an empty bowl in the kitchen.

Put the second line of each extract in order.

- Angela takes a long time to wake up in the morning.
- **b** Compare your answers, then look at the script on R-14 to check.

TASK VOCABULARY

Disagreeing with past speculations

ANGELA It might have jumped out the window, or fallen. _. (have / it / outside / seen / we'd) JO 2 It must have gone out the front door. IO _. (it / on / seen / somebody / ANGELA Yeah, but the stairs / would've)

Notice that would have can explain why an idea about the past is unlikely or impossible.

- 4 a Think of some arguments with would have to complete these conversations.
 - A She might have got stuck in traffic.
 - в No
- A My wallet must have been stolen last night.
- A You must have left your keys at Eric's.
 - в No, ...
- в But ...

в But

3 A They might have cancelled the party.

b Compare your ideas.

TASK

- 5 a Work in pairs and prepare to talk together. Read Situation 1 on your card.
 - Student A look at your situation cards on R-2.
 - Student B look at your situation cards on R-6.
 - **b** Talk together and try to decide:
 - 1 what probably happened. 2 what to do next.
- Now repeat 5a and 5b for Situation 2.
- Compare your conclusions with another pair, then look at the suggested explanations on R-7. Did you have the same ideas?

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EXPLORE

Across cultures Languages

SPEAKING

a More than half the words of modern English have been adopted from other languages. In groups, guess which language each of these words came from.

alphabet boss cotton hamburger ketchup marriage opera plaza robot sauna shampoo ski tsunami yoghurt

Arabic Cantonese Czech Dutch Finnish French German Greek Hindi Italian Japanese Norwegian Spanish Turkish





LISTENING

- a You're going to listen to Sahana and Liesbeth talking about languages in India and the Netherlands. What do you know about languages in these countries?
 - **b** 2226 Listen to Sahana and Liesbeth. What do they say about these questions?
 - What languages are spoken? Where?
 - What about language learning in schools?
- 3 a 😥227 Listen to Sahana and Liesbeth saying more about their languages. Which three of these questions do they answer?
 - How has the language changed in the last fifty years?
 - How do people feel about: gestures? volume? silence? interrupting?
 - How do people feel about changes in the language?
 - How have languages been important in the history of the country?
 - What are or were the most popular languages for people to learn?
 - How would you describe the character of the language?
 - **b** 12.27 Listen again. Note down two or three details about the answers to each of the three questions. Compare your notes. Read the scripts on R-14 to check.

VOCABULARY

Languages

How do the expressions in each group 1-4 differ in meaning? Do any have the same meaning?

1	2	3	4
a language	an official language	a mother tongue	monolingual
a dialect	a regional language	a first language	bilingual
an accent	a common language	a second language	multilingual

SPEAKING

- 5 a Prepare to talk about languages where you live or in another place you know.
 - Choose questions to talk about from 2b and 3a.
 - Plan what to say about each topic, using language from 4 to help you.
 - **b** Listen to each other's talks.
 - If you're from the same place, do you agree with each other's ideas?
 - If you're from different places, which facts do you think would be the most interesting or significant for a visitor?

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EXPLOREWriting

- 1 Have you ever had a problem at a hotel? Did you complain, and if so, was there any solution?
- 2 Read the complaint from a hotel guest.
 - What error did he find on his bill?
 - How did the clerk react? 2
 - What action did the manager take?
 - What does the guest want the hotel directors to do?



Identification

User name or email address: a.al-jabiri@spacenet.com

Message category

Complaint

Please state your message clearly and briefly.

¹l'd like to make a complaint about the extremely rude and unprofessional behaviour of one of your staff towards me. I stayed at your hotel in Maybury from 10 to 14 May. The incident occurred when I was checking my bill at the Front Desk and found I'd been charged £75 for use of the gym. However, I'd been told when I checked in that if I used the gym, it would be complimentary. When I pointed this out, the clerk (Will Marley) said, "Don't cause trouble. Use of the gym is not complimentary and there's no problem with this bill." I was appalled by his words and refused to pay. The manager came out and immediately cancelled the charge but Mr Marley did not apologise nor did the manager tell him to. If this had happened in my country, he would have been fired on the spot. I regret I didn't insist on seeing a director but I was in a hurry to catch my flight. ²I would like to receive a formal apology from the directors of the hotel and an assurance that the employee has been disciplined. ³I also suggest you take steps to ensure that such an incident doesn't happen again. I look forward to your response and ⁴I hope that you will be able to restore my confidence in your hotel.

- 3 What would you have done in the guest's position?
- 4 The complaint could be improved by dividing it into paragraphs. In pairs, decide where you'd put the divisions. Then compare your ideas with another pair.
- Which expressions a-f could you use in place of the highlighted expressions 1-4? 5

I strongly recommend

d l expect

- I'm writing to express my dissatisfaction with
- This is to inform you of

c I trust that

- I think you should know about
- 6 In pairs, try to complete these expressions. Then read the complaint to check.

Describing the incident

The incident o_ when ... Saying what you want 6 receive a formal a_

- I'd been t_____ that ...
- 7 receive an a____
- 3 When I p____ this out ...
- __ that 8 take s_____ to ensure that
- I w____ appalled by ...
- 9 restore my c____ in
- ___ I didn't insist on ...
- a You're going to write a complaint. Read this situation, or think of your own.

At a cashier's desk in a department store, you couldn't find your wallet. You were checking your bags and pockets when the clerk told you to move aside so he could take the next customer. You suddenly found your wallet but the clerk told you to go to the back of the queue. He then served the next customer.

- **b** Decide how many paragraphs you need. Choose expressions from 5 and 6 to:
 - state your reason for writing.
 - describe the incident, using your own ideas to add more details.
 - state the solution you want and end the message.
- Write your complaint.
- 8 Read each other's complaints. Are the incidents described clearly? What do you think of the solutions the writers suggest?

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8 Look again

Review

VOCABULARY Reflecting on the past

- 1 a In each pair of sentences, complete b so that it has the same meaning as a.
 - 1 a I don't regret getting married.
 - b I'm glad ...
 - 2 a It's a good thing I left college.
 - b I'm not sorry about ...
 - 3 a I'm sorry I never knew my grandfather.
 - b I wish ...
 - 4 a I really regret changing jobs.
 - b If only ...
 - **b** Work alone. Imagine you're a well-known person in your country, now or in the past. Write five or six sentences using the expressions in 1a.
 - C Listen to each other's sentences and guess who the people are. Tell each other more about them.

GRAMMAR Conditionals - past and present

2 a 222 Listen to six situations. Pause after each one and write a conditional sentence for it.

If my alarm clock had rung, ...

- **b** Compare your sentences. Are they similar?
- Think of one or two similar situations that you've experienced. Describe your situations in groups using conditional sentences.

CAN YOU REMEMBER? Unit 7 - Problem-solving experiences

- 3 a Complete the paragraph about lan's languagelearning experience with these expressions.
 - a My way of solving this problem was to
 - b What I learned was
 - c My biggest problem was that
 - d What we decided to do was
 - e I found it really difficult to

When I first started learning Korean, I made lots of progress fast. But when I got to Intermediate level, ¹_____ improve my fluency. ²_____ I kept translating from English and not thinking in Korean. ³____ arrange a language exchange with two Korean students at my college, who were keen to improve their English. ⁴___ meet every few days for two hours and speak in either English or Korean. It helped us all hugely. ⁵____ that working with other people gives you more motivation and enjoyment.

b Think of problems you have had with:

learning a language completing a project managing a busy schedule taking care of someone

c In groups, tell each other about the problems and how you solved them.

Extension

SPELLING AND SOUNDS /e/

4 a These words show the two most common ways of spelling the /e/ sound. <u>Underline</u> the letters which make an /e/ sound. Then complete 1 and 2.

speculate dialect education weapon regret emigrate head instead investigate gesture

- 1 Only _____ is used at the start of words.
- 2 _____ or ____ is used in the middle of words.
- **b** There are a few less common ways of spelling /e/. How many can you find in these words?
 - again against any bury friendly leisure leopard many said says
- Spellcheck. In pairs, take turns to choose ten words and test your partner's spelling. Then check your spelling together.

NOTICE Expressions with and and or

- 5 a Read the sentences from listenings in this unit. Complete the expressions with and or or.
 - 1 It just never happened for one reason ____ another.
 - 2 Neil took us here _____ there sightseeing.
 - 3 People were wandering in _____out.
 - 4 We really need to find it. Dead _____ alive.
 - **b** Complete 1–8 with more and and or expressions.

sooner or later more or less trial and error odds and ends black and blue sick and tired rain or shine clean and tidy

- 1 I'm _____ of watching TV. It's boring!
- 2 You'll have to tell him _____. Why not now?
- 3 I'm going for a long walk today, ____
- 4 Wow! The kitchen's so _____. Nice work!
- 5 I taught myself to paint, learning by _____
- Just a minute. I've _____ finished this report.Look! Here's a box of ____ from our old flat.
- 8 I fell and hurt my knee. It was _____ for ages.

Self-assessment

Can you do these things in English? Circle a number on each line. 1 = I can't do this, 5 = I can do this well.

⊚ make deductions about the past	1	2	3	4	5
⊚ describe strong feelings	1	2	3	4	5
⊚ say how you feel about past events in your life	1	2	3	4	5
⊚ speculate about consequences of past actions	1	2	3	4	5
⊚ disagree with speculations about the past	1	2	3	4	5
⊚ write a complaint about a service	1	2	3	4	5

- For Wordcards, reference and saving your work → e-Portfolio
- For more practice → Self-study Pack, Unit 8

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o explain how something is made

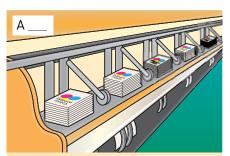
organise a description

How it's done

Printing press

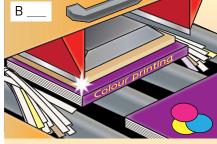
LISTENING

- 1 Look carefully at the top edge of your coursebook.
 - 1 How many folded sections is the book made of?
 - 2 How many pages does each section have?
 - 3 What holds the sections together? What holds the cover on?
 - 4 Why do you think it's made in sections?
- 2 a Look at the pictures and read the captions. Can you put the stages of making a book in order, 1–5?

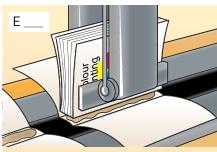


The sections are collected together to make a 'book block'.

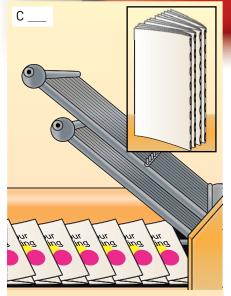
D <u>1</u>



The book is trimmed down to its final size.



The sections and cover are all glued together.



The paper is folded into sections and notches are cut into the spine.

A number of pages are printed onto a large sheet of paper.

- **b** 311 Listen to a printer, Brian, giving a tour of a printing press. Check the order of the stages.
- 3 a 13.1 Listen again. Answer the questions about each part of the tour.

Stage 1 How many pages can the press print at once?

How fast can it go?

Stage 2 How many times is the paper folded?

How do they get the pages in the right order?

Stage 3 What exactly is a 'book block'?

Stage 4 Why are the notches in the spine important?

Stage 5 What temperature is the glue?

- **b** Read the script on R-14-R-15 to check.
- 4 Have you ever been on a tour where you learned about a process? What can you remember about it?

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9.1

GRAMMAR

Verbs with adverbs and prepositions 1

5 a Use the words in the box to complete the summary of the book-making process.

along from into off onto through to up

The operator ¹pours ink _____ the printing press. Large sheets of paper go into the press and the press ²prints 16 pages ____ the paper, turns the paper over, and prints another 16 pages on the other side. The printed sections then ³emerge ____ the press and the operator puts the sheets into the folding machine. As the sections ⁴pass ____ the folding machine, the paper is folded and the machine cuts a little notch into the spine to hold the glue later on. The different sections are then carried to the gathering machine, which ⁵picks an 'A' section ____, then a 'B' section and so on, and puts a complete set together to make a 'book block'. Another machine ⁶attaches the cover ____ the book block, using hot glue to hold everything together. The book ⁷moves ____ a conveyor belt and finally drops into the three-knife trimmer, which ⁸cuts the edges of the paper ____, giving the book its final size.

b Look at sentences 1–3. Can you explain why into in 1 and 2 is a preposition, and over in 3 is an adverb? In which sentence can you change the word order?

1 Sheets of paper **go into** the printing press. *verb preposition* object

2 The operator pours ink into the printing press. verb object preposition object

3 The press turns the paper over. verb object adverb

Grammar reference and practice, R-9

Put the highlighted verbs in the summary in 5a into three lists. Are they like 1, 2 or 3? You should have five verbs in each list.

PRONUNCIATION

Stress in verbs with adverbs and prepositions

- 6 a 🔝 3.2 Listen to sentences 1–3 in 5b. Choose the correct words in these descriptions.
 - 1 In a verb with a preposition, the verb / preposition usually has the main stress.
 - 2 In a verb with an adverb, the verb / adverb usually has the main stress.
 - **b** Practise saying the sentences with the correct stress.

SPEAKING

7 Cover the summary in 5a. In pairs, use your lists of verbs and the pictures in 2a to help you explain the book-making process.

First of all, ...

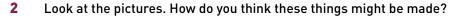
VOCABULARY

Organising a description

Look at the expressions Brian uses to organise his description of the book-making process. Then add the expressions in the box to the correct groups 1–5.

1	Opening	First of all,	
2	Linking	The next step is What happens next is	
3	Referring forward	I'll come back to that later.	
4	Referring back	You remember I told you about?	
5	Closing	And that's the whole process.	

To start off, ... After that, ... And that's it. Earlier I mentioned ... To begin with, ... Following that, ... I'll explain that in a minute. Once that's done, ... The first thing is, ...



3 a Work in two groups. Read the information and follow the instructions.

Group A – read about making Maldon salt on R-5. Group B – read about making glass bottles on R-3.

- **b** Get into A/B pairs and give each other your tours. Ask questions to make sure you understand the process.
- Go back to your group. How much can you remember about the process you heard about?





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Responsibilities

READING

explain how a team or organisation works a Look at the picture in the article about the crew of a film set. Using the picture and job titles to help you, can you guess what the main responsibilities of each job might be?

b Read the article to check.

9.2 goals

situations

describe responsibilities and roles in different

At the heart of the creative process, the director is responsible for interpreting the screenplay and transforming it into a film with its own distinctive style. The director must be able to communicate their vision not only to the actors but to all the technical departments - lighting, sound, special effects, and so on. On a film set, everybody is accountable to the director. Off set, the director is accountable to nobody except the producer - the person with the money! If the film is a big success, the director will get most of the credit. But look through any film guide and notice how many directors' names appear just once, because they were never invited to direct again.

The director of photography (DP) is in charge of the camera and lighting crew. The director will talk to the DP in detail about how they 'see' particular shots. Then it's up to the DP to make sure the

team delivers exactly what the director wants. Despite their relatively low profile with the public, creative and reliable DPs are highly regarded in the film industry. A DP on big-budget films will experience many of the things a director does - the travel, the top hotels, the respect - but without taking the blame if it all goes wrong. That's the director's job!

The camera operator starts and stops the camera as instructed by the DP. It's the camera operator's responsibility to make sure the camera moves smoothly and to be aware of where the boom - the long pole that holds the microphone – is located, so that it doesn't get into shot. Sometimes the director or DP will take on the role of camera operator too.

The focus puller's main task is to focus the camera so that the images being recorded are completely clear at all times. As the focus puller doesn't look through the camera, this requires a high level of expertise, especially if both actors and camera are moving at once. The focus puller also 'builds' the camera before shooting and puts it away at the end of the day. While the camera operator is free to go off and talk to the director or DP about upcoming shots, the focus puller rarely leaves the camera. During shooting, the camera 'belongs' to the focus puller.

The clapper loader's duties include loading film into the camera, unloading used film - carefully! - and making sure it's delivered safely to the developers. As the clapper loader literally holds the results of everyone's hard work in their hands every day, this can be one of the most stressful jobs on set. They also operate the clapper board, the small chalk board filmed at the beginning of every take so that the correct pieces of film can be found later on.

- 2 a Read again and decide how you'd answer these questions for each job.
 - What are the good and bad things about it?
 - What kind of skills and personality would you need to be successful?
 - **b** Compare your ideas, giving reasons from the article.
- Which information in the article was new for you?