

11 Influence

Vocabulary | influence

- 1 Complete the sentences with the words from the box.

adverts celebrity childhood hero media
mentor peers role-model

- I think there are too many adverts on TV in the middle of programmes.
- He had a really unhappy childhood - his brothers gave him a really bad time.
- I think he's the typical TV celebrity. He's famous for no reason.
- When he rescued the baby from the fire he was called a hero by all the papers.
- I think the media in general has too much influence, but especially the TV.
- Compared to his peers he is doing very well at school.
- She works as a mentor in a school, advising kids if they have problems.
- He's a real role model, you know someone the kids can imitate.

- 2 Match the phrases (1-6) to (a-f) to make complete expressions.

- | | |
|---------------------|-----------------------------|
| 1 a natural | a by other people |
| 2 stick | b other people to do things |
| 3 easily influenced | c leader |
| 4 follow | d to her opinions |
| 5 persuade | e victim |
| 6 a fashion | f the crowd |

- 3 Put five of the phrases from exercise 2 into the correct places in the sentences (1-5). You may need to change the form of the verbs.

- She's a real fashion victim she spends a fortune on clothes.
- He's a natural leader - people always follow his lead.
- He's not easily influenced He normally does what he wants to do.
- You won't change her mind - she always follows the crowd.
- They do what the others do - they always persuade.

Reading

Mentoring Programme for Schools in Auckland

Are you interested in helping children with problems at school? Do you think you have what it takes to be a mentor? If your answer to these questions is yes, read on:

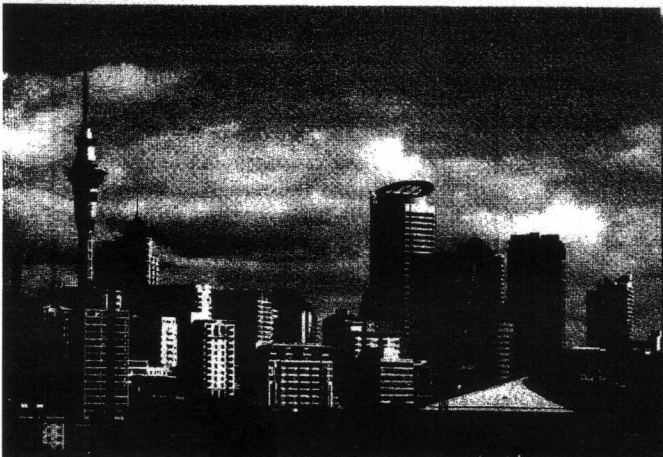
Our Big Helper mentoring programme has been in operation in Auckland for ten years. Every year we are looking for adult mentors for secondary school children aged between twelve and sixteen. Each mentor is normally assigned five students to help. The areas which the students most commonly need help are: reading, writing, mathematics and social skills.

What does a mentor have to do?

Before starting, mentors have to attend a training period of a week. Once the school year starts every mentor needs to attend a group session with his/her students at least once a week. Individual tutoring may also be necessary but this would be a maximum of one hour a week. New mentors receive help from our experienced mentor team.

- 4 Read the advert about becoming a mentor and mark the sentences (1-6) true (T) or false (F).

- The children the mentors work with are up to eighteen years old. F (16)
- Mentors usually work with groups of three students. F (5)
- Mathematics is one of the subjects that mentors help students with. T
- Mentors might have to do individual tutoring of students. T
- John improved at maths after working with his mentor. T
- Richard improved at science very quickly. F (slowly)
- Teachers are often good mentors. T
- If you have worked in business, you can't be a mentor. F (can)



How do students feel about mentors?

John from Ponsoby said, 'Having a mentor really helped my grades. I was never good at maths but I started passing my exams after working with my mentor.' Richard from Grey Lynn improved his science grades. 'I started to understand science for the first time in my life. It wasn't easy but I slowly started to improve.'

What skills do I need?

Almost anyone can be a mentor. Obviously people with experience in teaching can make excellent mentors, but we are also interested in hearing from people with experience in business. Basically, mentors should be positive role models for the children, so anyone who can fill this role can be a good mentor.

If you are interested in applying, please contact 09-379-8046 or send us an email at mpsa@mail.com.

Vocabulary | phrasal verbs

- 5 Replace the underlined words with the phrasal verbs from the box. Be careful with the tense of the verbs and the order of the words.

bring up come across grow up look after
look up to pick up

- I tried to raise the children in a loving but strict way. *bring up*
- She learnt French without trying on her holiday in Paris. *picked up*
- She really respects and admires her English teacher. *looks up to*
- She always takes care of the kids when the parents go out. *looks after*
- I changed from a child to an adult in Brighton during the war. *grew up*
- I found my old diary by chance when I was cleaning my room. *came across*

Grammar | would: past habits

- 6 Complete the second sentence so that it has the same meaning as the first sentence. Use *would* in your answers.

1 I used to go for walks in the country when I lived in the Lake District.
I would go for walks in the country when I lived in the Lake District.

2 I normally did my homework as quickly as possible when I was at primary school.
When I was in primary school, I would do it as quickly as possible.

3 When my parents went out, my elder sister used to take care of me.
My elder sister would take care of me when my parents went out.

4 When I was waiting for my mum I often used to sit in the library reading.
I would sit in the library reading when I was waiting for my mum.

5 If my dad was away, my friend's mum often took us to school.

If my dad was away, my friend's mum would take school.

6 In the past I often listened to music on Sunday mornings.
I would listen music on Sunday mornings.

- 7 Find and correct the mistakes in five of these sentences.

- I would like ~~to~~ *just* play cards when I was young.
- He would enjoy playing the piano when he was a boy.
- I would ~~to~~ ask for a chocolate milkshake every Friday after school.
- She would write poetry in her free time when she was at school.
- They would often study together when they had exams.
- They would know each other when they were at college.
- They would have a good time watching films together when they first met.
- When I was a girl, I would get up early every day to go fishing.