IDENTITY

Vocabulary in context and reading

Personality and behaviour

1. Decide if these adjectives are positive (P) or negative (N) characteristics.

- compassionate
- conscientious
- distant
- manipulative
- principled

2. Complete the examples with an adjective from 1.

- My mother is very _______ and never puts her own interests ahead of others.
- I find Maude quite _______ and difficult to talk to: she’s not a very warm person.
- My older brother was rather _______ when we were kids and would say horrible things to me just to make me cry.
- My uncle is a very _______ person who always shows sympathy for others.
- His friends are quite an _______ bunch of people and only do something if it benefits them personally.
- The kids are lovely, but they are quite an _______ group and things can get a bit chaotic in class.
- It’s great that Joel’s so _______, but sometimes he needs to stop work and relax for a bit.
- She was so _______ as a child that she could always get her parents to do what she wanted.
- Although he’s already had three operations this year, Ali never loses his smile. He’s very _______.
- Maya is a very _______ person: if she doesn’t think something is right she’ll say so.

Vocabulary extension

3. Complete the sentences.

- We usually use _______ to describe f.
- We usually use cool, warm and icy to describe t.
- However, we can also use these adjectives to describe p. and f.

4. Choose the correct alternative.

- May seems quite _______ about not being given a main role in the school play.
- Mr Cross gave us a _______ stark when we arrived late for the exam.
- Chloe is a very _______ person who is always kind to others.

5. Read the article again, quickly ignoring the gaps. What types of national symbols are mentioned?

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6. Read the article again. Six paragraphs are missing. Choose from the paragraphs (4–6) the one which fits each gap (1–6). There is one paragraph which you do not need to use.

- 1. The most obvious of these is the national flag. But how are these designed? It has been estimated that 66% of world flags reflect geographical features of their country in some way for example, including blue in reference to the sea or a line to represent the Equator. Other common elements are stars, stripes and crosses, while some flags feature depictions of the sun, moon or animals. The most popular colour for flags is white, which features on 17.7% of national flags, while only 0.6% include orange.

7. Match the underlined words and phrases in the article to the meanings.

- a. as a result of their own ability or quality, not by association with others
- b. famous building or object that you can see and recognise easily
- c. connected, related or linked
- d. informal way to refer to Australia or New Zealand
- e. ceremonial design or shield which represents a family, city or country

Great students’ tip

Reading: Completing a text

Before you choose which paragraph fits each gap, take time to read the whole text. This will give you a good understanding of the whole text which can help predict the type of content that will fit in each paragraph.

WHO ARE WE?

The many symbols of national identity

As humans, we like to belong. According to an article by Doctor Kelly-Ann Allen in Psychology Today, humans have an innate need to connect and create bonds with others. When looking at identity, we can describe ourselves in various ways. We can identify ourselves with other people because of where we live, our interests, or where we work or study. But one of the main ways most people describe themselves is in terms of their nationality. On a superficial level, this relates to where you are from.

1. The most obvious of these is the national flag. But how are these designed? It has been estimated that 66% of world flags reflect geographical features of their country in some way for example, including blue in reference to the sea or a line to represent the Equator. Other common elements are stars, stripes and crosses, while some flags feature depictions of the sun, moon or animals. The most popular colour for flags is white, which features on 17.7% of national flags, while only 0.6% include orange.

2. Sports teams are another national symbol which people often identify with, particularly during important events like world championships and the Olympics. Even people who may not consider themselves very patriotic or big sports fans can be drawn together by such events and start using the pronoun ‘we’ to refer to national victories.

3. It’s evident then that sports play a significant role in establishing national identity. According to a survey conducted in Canada, hockey was the fifth most important national symbol rated as ‘very’ or ‘somewhat important’ by over 75% of the population. Yet other countries may be associated with very different national symbols.

4. Staying ‘true’ under, it probably won’t be too difficult to guess which country’s coat of arms features the kangaroo and the emu. Indeed, it probably comes as no surprise to discover that another symbol which many countries have is a national animal – and some have up to six! Did you know that 33 countries actually have a national bird and five have a national insect? One animal is the choice for no fewer than 17 different nations: the lion. And a further 15 countries have animals which don’t even exist – mythical animals like the Welsh dragon.

5. The public were invited to send in nominations and 5,000 ideas were received. 300,000 people then took part in choosing the winners and a final list of 100 icons was drawn up, featuring such diverse symbols as fish and chips, Doctor Who and the map of the London Underground.

6. The 99-year-old veteran of the Second World War decided to try and raise £1,000 to support the British National Health Service by walking laps of his garden. His selfless effort and dedication caught the mood and hearts of the nation and by his 100th birthday the compassionate national hero had far surpassed his initial target, raising over 32 million pounds and becoming an icon of 2020. So whether it’s flags, colours, sports or buildings, less tangible things like customs and heroic endeavours, it’s clear that we share diverse national symbols with people from our tribe and that these form an integral part of our identity.
Grammar in context 1

Passive constructions and causatives

1. Match the passive and causative sentences (1–7) to the descriptions (a–g).

1. I was named after my mum.
2. You were given a job.
3. I had my photo taken.
4. She was asked to carry an ID card.
5. My parents had a new air conditioning unit installed.
6. I was born in 1990.
7. The glass was broken.

(a) past simple passive
(b) past passive
(c) passive
(d) passive infinitive following a modal verb
(e) causative with have + object + past participle
(f) causative with have + agent + infinitive without to + object
(g) causative with get + agent + infinitive with to + object

2. Complete the sentences using correct passive forms.

1. Medicine should __________ (take) after meals.
2. I worked from home yesterday while my new washing machine __________ (frustrate).
3. The film __________ (release) last week and is already proving to be a big hit.
4. My phone was off because I didn’t expect __________ (call) at 11.00 at night.
5. The dish __________ (normally/serve) with rice.
6. Can you turn off your phone to avoid __________ (disturb) during the meeting?
7. A new mall __________ (construct) near here. It should be finished next month.

3. Complete the text using correct passive forms.

The history of ID CARDS

People can __________ (employ) to identify themselves in many different situations. In some countries, ID cards need (2) __________ (carry) at all times. In other countries different forms of identification, such as driving licences or other photo ID, __________ (accept) but in which countries? (4) __________ (ID card/insert)?

The oldest items which (5) __________ (use) to indicate identity are thought to be pieces of simple jewellery around 100,000 years old. By the end of the 17th century the first passports (6) __________ (introduce). King Henry IV created documents for English people travelling abroad. One of the earliest national ID cards (7) __________ (issue) by Sultan-Mohammed II of the Ottoman Empire in 1854. Nowadays, biometric identification, involving fingerprints and iris scans, is used extensively. How often do people feel about ID cards varies a lot. In countries where ID cards (9) __________ (require) for a long time, they are quite uncontroversial, but elsewhere (10) __________ (feel) to carry an ID card can make people feel quite uncomfortable.

Grammar challenge

4. Are these sentences correct? If not, correct them.

1. My friend gets her nails done every month.
2. When you arrive, get someone given you a hand with your suitcase.
3. My parents had a new air conditioning unit install.
4. I’m getting my eyes test this afternoon.
5. Can you get your brother to give us a lift?
6. Have you ever taken your photo professionally?

5. Rewrite the sentences using a passive or causative form.

1. I asked Kim to explain it one more time.
2. They’re giving Lena an award for her project.
3. A technician reformatted my computer.
4. We must finish the project before the weekend.
5. One of our staff will bring your order now.
6. It makes me upset when people ask my age.

6. Find and correct eight mistakes in the text.

As my passport was on the verge to expire, I wanted to make sure the new one had a good photo of me. I’m not a big fan of having taken my photo so my mum suggested I should get the job done professionally. In the end I decided to get a friend take the photo. I should have listened to my mother! They rejected my passport application because of the photo, that was the wrong size. No sooner I had received the rejection than I made an appointment with a professional photographer. I don’t regret it. Not only she put me at my ease, but the photo actually made me look human! Had it. Not only she put me at my ease, but the photo actually made me look human! Had it. Not only she put me at my ease, but the photo actually made me look human! Had it. Not only she put me at my ease, but the photo actually made me look human! Had it. Not only she put me at my ease, but the photo actually made me look human! Had it. Not only she put me at my ease, but the photo actually made me look human! Had it. Not only she put me at my ease, but the photo actually made me look human! Had it. Not only she put me at my ease, but the photo actually made me look human! Had

Vocabulary extension

3. You will hear five people talking about the clothes they wear. Listen and complete both tasks.

TASK 1

For questions 1–5, choose from the list (a–h) what determines the clothes each person wears. There are three extra letters which you do not need to use.

- a. the latest trends
- b. wanting to be different
- c. ethical considerations
- d. comfort
- e. price
- f. looking smart
- g. sharing a look with others
- h. an active lifestyle

4. Which things are usually true of second-hand clothes shopping?

- a. it’s more economical
- b. there’s a big selection
- c. it reduces the environmental impact of fashion
- d. you’re contributing to a good cause
- e. you find all of the latest brands
- f. the staff work for free
- g. it’s easy to find what you want

Developing vocabulary and listening

Expressions with self

1. Match the halves to make sentences.

1. With so much pressure to be available for work 24/7, switching my computer off at 8 pm
2. Taking part in the school debating team
3. It’s normal to question your abilities, but try not
4. I may not be a great artist, but I find painting
5. Eating what I want whenever I like
6. Louise often seems

a. to get overwhelmed by feelings of self-doubt
b. is my idea of self-indulgence
c. is an act of self-preservation
d. has done wonders for Jamie’s self-esteem
e. to be a great vehicle for self-expression
f. to criticise herself and use self-deprecation to get

2. Replace the words in bold with the correct form of the expressions with self.

1. After his stay in hospital, Luke ________ to be as robust and healthy as he did before.
2. I find Jed quite irritating. He ________ to think he’s more
3. It makes me upset when people ask my age.
4. We had someone take a family portrait for my grandad’s ________.
5. All assignments must be handed in by midday.

3. Great students’ tip

Great tips: Read both tasks before you start, so that you know what you are listening for. In an exam, you may get to listen twice, but it’s advisable to try to answer both tasks each time you listen.

TASK 2

For questions 6–10, choose from the list (a–h) where each person gets their clothes. There are three extra letters which you do not need to use.

- a. online
- b. an outlet store
- c. on the high street
- d. small shops offering quality
- e. at a hypermarket
- f. they don’t really buy any
- g. they make them from scratch
- h. second-hand

4. Critical thinkers

- a. it’s more economical
- b. there’s a big selection
- c. it reduces the environmental impact of fashion
- d. you’re contributing to a good cause
- e. you find all of the latest brands
- f. the staff work for free
- g. it’s easy to find what you want

Vocabulary extension

5. Complete the sentences with expressions from the box.

- self-aware • self-control • self-defence • self-employed • self-opinionated • self-satisfied

1. They’ve just started special ________ classes at our school.
2. Mitch is not very ________ and tends to drone on even when it’s obvious other people are bored.
3. When it comes to chocolate, I have very little ________.
4. I know Todd got an A in the exam, but I wish he wouldn’t go around with that ________ expression on his face.
5. I find Margot rather _________. She never listens to other people’s points of view.
6. My mum got fed up working for someone else, so she’s now ________.
Grammar in context 2

Adding emphasis: cleft sentences
1. Read the sentence in bold. Then complete 1–3 with phrases from the box to make more emphatic sentences.

- is the friendly service • it's • that I like • the thing that • what I like

I like the friendly service.
1. ________ is the friendly service.
2. ________ the friendly service.
3. ________ I like

2. Make emphatic sentences about the underlined information starting with The thing/person/place/reason ...

1. Jake works in a computer store.
2. They left because the sales assistant was so rude.
3. Ms Clark is the person you need to speak to about the robotics club.
4. I really miss being able to lie in bed on a Saturday morning.
5. There are lots of great shoe shops in Fish Street.

3. Rewrite the sentences starting with It and emphasising the underlined word.

1. Gemma left her phone on the bus.
2. I saw our maths teacher yesterday.
3. We saw my cousin in the high street last week.
4. Clem is the captain of the water polo team.
5. I was born and raised in Ireland.

4. Rewrite the sentences with what ... is/was.

1. You need a holiday.
2. I found her attitude surprising.
3. I'd like something to eat.
4. They disliked her air of self-importance.
5. The amazing thing was that Jude arrived at exactly the same time.
6. I saw Peter practising for the play.

5. Complete the text with one word in each gap.

Grammar challenge

6. Choose the correct alternative.

1. _______ a holiday tomorrow, I'd stay in bed till lunchtime.
   a Was it  b Were it  c It was
   2. Rarely _______ such an enjoyable evening.
   a have I had  b I've had  c did have
   3. _______ the oral exam that I'm worried about.
   a What  b The thing  c It's
   4. Craig's parents were delighted _______ to their friend's wedding.
   a being asked  b to be asked  c be asked
   5. _______ dinner before they get here do you think?
   a Are they on the verge of eating  b Will they have been eating  c Will they have eaten
   6. We got the garage my uncle recommended our car.
   a serviced  b service  c to service
   7. The gym will _______ during the school holidays.
   a be being repainted  b being repainted  c be repainting

Developing speaking

Discussing photos 1

1. Match the words in the box to the photos

- beard • hairstyle • hipster • identical • short-sleeved • sleeveless • suit

2. Read the task then listen and answer the questions.

1. Which vocabulary items from 1 do you hear?
2. What's her opinion about the second part of the question?

Compare two of the pictures, saying why people are wearing similar clothes and how sharing their identity might make them feel.

3. Listen again. Complete each sentence with a word or short phrase.

1. She thinks the twins in the first photo are about _______.
2. She says some parents opt to dress twins the same because _______.
3. She says some parents not only dress twins the same, but also _______.

4. Match the sentence halves to make expressions used to speculate based on our own experience and knowledge.

- Most of us know _______.
- It could be _______.
- I've never been _______.
- Almost everyone will _______.
- I think, from _______.

5. Rewrite the sentences using do/does/did to make them more emphatic.

1. You also see siblings of different ages wearing the same clothes.
2. I think it's important that parents give twins the opportunity to develop a different image.
3. We made a decision to dress the twins differently.
4. My mother tends to buy the children matching outfits.

Pronunciation

6. Decide which sentence in each pair should carry emphatic stress on the verb do. Then listen, check and repeat.

1. a. I don't think they would worry up.
   b. We do do the housework on a Saturday morning.

2. a. I hope Carlos does his part of the project tonight.
   b. Eating late at night definitely does affect my sleep.

3. a. Grace did a course in Manchester last summer.
   b. We did enjoy the party at your place.

7. Practise answering the task below. If possible, record yourself.

Compare two of the pictures, saying why people are wearing similar clothes and how sharing their identity might make them feel.
Developing writing: describing visual information

Vocabulary – Describing data: synonyms

1. Match the words and phrases in the box to the synonyms.
   - difference: evaluate, precisely, recorded, significant, slightly, stands from out
   - accurately
   - a little
   - assess
   - distinction
   - important
   - is noticeable among
   - observed

2. Complete the sentences with the words and phrases in the box in 1.
   1. A study was conducted to __________ how appearance is to people sharing content online.
   2. In order to measure responses __________, participants could choose between a range of possible answers.
   3. Results were organised from oldest to youngest to see if any __________ could be __________ between participants of different ages.
   4. People between 50 and 64 __________ the other groups as considerably less concerned with appearance; more than 25% considered personal appearance to be unimportant.

3. Read a description of the chart. According to the text, are the sentences True (T) or False (F)?
   1. There is little difference in concern about appearance between the 18–21 and 22–34 groups.
   2. Most people between 22–64 generally thought that appearance was somewhat important.
   3. The greatest proportion of participants who considered appearance to be extremely important were 22–34.
   4. A quarter of the 50–64 category considered appearance unimportant.
   5. The fact that the oldest age group don’t consider appearance to be important is noticeable.

The chart shows the importance of personal appearance in online sharing for respondents in five age groups. Interestingly, people between 18 and 21 seem markedly less concerned with appearance than those a few years older. Between the ages of 22 and 34, the results show that the majority of participants felt that appearance was at least somewhat important. The highest percentage of people considering appearance to be extremely important was to be found in participants aged 22–34. It is noticeable that people between 50 and 64 were considerably less concerned with appearance, with over 25% indicating that it was not important to them. It stands to reason that in the oldest age group, no respondents considered appearance to be extremely important and in fact three-quar ters of participants thought appearance to be unimportant or only slightly important.

In conclusion, it might perhaps be expected is you are able to generalise that people who are more concerned with appearance when sharing content online than older generations.

4. Match the words for describing information (I–5) to the words with opposite meanings (a–e).
   1. majority
   2. remain
   3. stabilise
   4. slightly
   5. important
   a. insignificant
   b. considerably
   c. fluctuate
   d. change
   e. minority

Task
The bar chart below shows the aspects of identity which were more important to different age groups.
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Writing bank
Useful language for describing visual information

Describing statistics
- 5/10/15 per cent/%
- a quarter/a third/half/three-quar ters of...
- twice/three times the amount
- was (almost) two/three/ten times as...
- one in three/four/five
- the majority/minority of...

Describing trends
- remain the same/change little
- stabilise
- fluctuate
- reach a high/peak/low
- a significant difference is
- there was less/more of a difference
- a (more/less) dramatic difference

Making comparisons
- slightly less than considerably more than/too/different from...
- One figure/Something that stands out...
- The ... are almost the same/... broadly similar to...
- One of the more notable changes was...
- The highest figure was for...
- ... stands out as...

Prepare
5. Read the writing task and plan your summary. Make notes.
   1. What does the chart show?
   2. What are the main features?
   3. What comparisons can you make?

Use this paragraph plan for your review.

Paragraph 1: Introduction explaining what the bar chart shows
Paragraph 2: Main body explaining the most noticeable and important information in the bar chart
Paragraph 3: Conclusion summarising the main findings of the study

Write
7. Write your description in your notebook. Use your notes, the paragraph plan, the writing model on the opposite page and the Writing bank to help you.

Check
8. Read your description and complete this checklist.
   1. I have used an appropriate paragraph structure.
   2. I have used a formal style.
   3. I have included passive and cleft sentences.
   4. I have used appropriate expressions for describing visual information.