

gateway to the world

C1

Student's Book
with Digital Student's Book



 **macmillan**
education

Amanda French Andrea Langton
with David Spencer

Also
includes



Reading

Vocabulary in context – Personality and behaviour

1 **SPEAKING** Read the descriptions about family members. Discuss the meaning of the words in bold.

- Two people I really admire are my grandparents. I'm sure that many lawyers are fairly **self-serving** and just want to make money, but my grandfather deliberately chose to represent poor people. He was a very **principled** man, and would never have dreamt of overcharging anyone. If someone wasn't able to afford his fees, he was **compassionate** and worked for free when he could. He was never **distant** with his clients, like some lawyers can be, but warm and friendly. He used to work long days, which meant that my grandmother took on most of the domestic work, raising their family and running the home. It was often hard for her, but she was an incredibly **resilient** woman, and never let things get her down.
- To be honest, my younger sister Kayla and I weren't close as kids. We were very different. I was definitely more **conscientious** and hardworking and got good grades, whereas Kayla used to mess around at school and get into trouble. Because of this, I think she was jealous of me and often used to be a bit **manipulative** and **spiteful**. We must have been a nightmare for my parents at times! We were both a bit **unruly** I suppose and we used to fight a lot. At least that's how I remember it. But we get on so much better nowadays, and actually she's one of the most **selfless** people I know. In fact, she's become my best friend.

Use it ... don't lose it!

2 **SPEAKING** Describe someone you know well, using adjectives from 1.

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3 **SPEAKING** You are going to read an article about two groups of boys who were stranded on different islands – one in fiction and one in real life. Predict what happened to the boys by using the words in the box.

British schoolboys • bully • children • manipulative • plane crash • steal food • younger

15 months • damaged boat • resilient • sing • sticks and leaves • Tongan boys

4 Read the article, ignoring the gaps. Were your predictions in 3 correct?

Exam tip

In tasks where you complete a text with paragraphs, underline examples of referencing in the missing paragraphs and the main text, e.g. *this, it, they, this kind of, in the same way*, and look for synonyms and paraphrasing of language in the missing paragraphs and the main text.

5 **LISTENING** Read the article again. Six paragraphs have been removed. Choose from the paragraphs (A–G) the one which fits each gap (1–6). There is one paragraph which you do not need to use.

6 What do the underlined words and phrases in the article and missing paragraphs mean?

7 **SPEAKING** Discuss the questions.

- Would you rather read *Lord of the Flies* or find out more about the Tongan boys? Why?
- Do you know of any other stories where a group of people had to survive in difficult circumstances? What happened and how did they deal with it?

8 **Critical thinkers**

In your opinion, what skills, abilities and personality traits would a group of your peers need in order to survive for 15 months on a remote island?

What makes you say that?

HUMAN NATURE: WHAT DOES IT TAKE TO SURVIVE?

Lord of the Flies, by William Golding, was published in 1954. The novel has sold millions of copies, been translated into over 20 languages, and adapted for stage and screen. A haunting tale about a group of British schoolboys who survive a plane crash and are stranded on a remote island, it has gone on to have an immeasurable impact not just on literature, but on the wider culture. It is often used as a parable for the supposedly innate selfishness of human nature.

1 Democracy and kindness give way to greed and brutality. With the exception of Ralph, Simon and Piggy, the older boys start to bully the younger children and steal the little food they have. As leader, the egomaniacal Jack becomes increasingly manipulative and cruel so he can hold on to power. Today, 'it was like a scene from *Lord of the Flies*' is still a comment used to describe wild and unruly behaviour.

2 That's why any true story of humans facing adversity and still behaving in an inherently good and altruistic way towards each other, speaks to our hearts. A highly inspiring story to recently emerge is that of six resilient young boys, now men, from Tonga who went missing in 1965. Like the boys in *Lord of the Flies*, Tevita David Siola'a, Sione Fataua, Luke Veikoso, Fatai Stephen Latu, Kolo Fekitooa and Sione Mano Filipe Totau were marooned on an uninhabited island, but that is where the similarity ends.

3 No Tongan would be surprised at this kind of selfless behaviour as the idea of 'everyone for themselves' clashes with their cultural values. It is customary for young Tongans to be raised with the understanding that they are part of a community and that they should put other people first. But it was a great shock for the boys' families when they were informed their sons were still alive after having been missing for 15 long months. In fact, by the time the boys were found and brought home, funerals had already been held for them. Since then, their story has been shared many times in Tonga, but now their epic experience is being brought to the attention of the world in a new book, *Humankind*, by Rutger Bregman.

4 This meant they were now at the mercy of the currents, and ended up drifting for eight days. Eventually, they sighted an island, but they had a tough decision to make: stay on the damaged boat or abandon it and try to swim across the reef. Even though it was night time, they decided to swim and eventually all crawled ashore. Desperately thirsty and malnourished, they had no alternative but to hunt and eat sea birds and fish.

5 Still, this discovery hardly meant there were no further challenges to face. During the summer it barely rained, meaning the boys had little to drink. They managed to make a raft, only to see it smashed up on the reef. Then one of the boys, Fatai, fell off a cliff and broke his leg. Showing incredible resourcefulness and skill, the boys from Tonga were able to perfectly reset the bone with sticks and leaves.

6 Kolo even created a crude guitar from driftwood, a coconut, and wires salvaged from their wrecked boat. He would play this every evening and the other boys would sing to keep their spirits up. In the end, friendship, teamwork and faith kept the boys from falling into despair and ensured their survival on the island. It is a story that will be remembered for many years to come.

- A Rather than treating each other unfairly, they were compassionate. Instead of hoarding food, they distributed it equally. There was no abuse of power and disputes were settled in an honourable manner.
- B This becomes clearer as the days pass and hope of rescue fades. Although the younger boys resent being told what to do by the older ones, they agree that a raft must be built and set off in search of wood.
- C It is most often applied to scenes of chaos amongst children. However, the dark suspicion that adults might behave the same self-serving way in similar circumstances when order is no longer imposed, is one that many of us find hard to shake.
- D This wasn't their only remarkable achievement. They managed to set up a basic food garden in the poor soil, and carve out tree trunks so that they could store the little rainwater that fell in the hollows. They kept their fire burning and stuck to a duty roster.

- E At the beginning of the story, once the boys realise there are no adults to supervise them, they attempt to 'stick to the law' and act with decency. But as time goes on, relationships and behaviour deteriorate.
- F Regaining a little strength from these meagre rations, they used their bare hands to dig out a shelter in the sea cliff. After resting here for three months, and desperate to find other resources, they managed to climb up to the island's volcanic crater. To their relief, they came upon taro and banana plants, as well as a population of feral chickens.
- G Bored with the routine and terrible food at their strict boarding school, the boys apparently decided to sneak off, take a fishing vessel, and see whether they could sail all the way to Fiji. Unfortunately, they soon ran into trouble when the mast was snapped in high winds and the rudder broke off.

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Passive constructions

1a Look at the sentences and identify the passive tenses.

- This **will be remembered** for many years to come.
- Lord of the Flies* **was published** in 1954.
- They agree that a raft **must be built** and set off in search of wood.
- By the time the boys were found, funerals **had already been held** for them.
- Ironically, in the novel, the boys **were being flown** away from danger when their plane crashed.
- The novel **has been translated** into over 20 languages.
- Lord of the Flies* **is often used** as a parable for the innate selfishness of human nature.
- Their epic experience **is being brought** to the attention of the world in a new book.
- The younger boys resent **being told** what to do.
- It is customary for young Tongans **to be raised** with the understanding that they are part of a community.

1b Answer the questions.

In which sentence(s) in 1a ...

- is it obvious who the agent is?
- is the agent 'people in general'?
- is the agent unknown or unimportant?

✓ Check it page 94

2 Rewrite the active sentences as passive sentences.

- What can people do to prevent fake news being believed?
What
- The lifeguards had already rescued them by the time we arrived.
They
- The press tried to interview the survivors, but they refused.
The survivors refused
- People all over the world were following the story.
The story
- We hope that people will continue to tell this story.
We hope that
- No one rescued the boys until a year after they were marooned.
The boys
- Psychologists are carrying out some research into how people behave in survival situations.
Some research
- He doesn't like it when people ask him about the time he got lost up a mountain.
He doesn't like

Causatives

3a Look at the sentences. Which sentence isn't a causative? What is the difference in meaning between that sentence and the others?

- Bregman had/got an extract from his book about the Tongan boys published by a newspaper.
- Bregman got a newspaper to publish an extract from his book.
- Bregman had published an extract from his book.
- Bregman had a newspaper publish an extract from his book.

3b Match the causative sentences in 3a to the structures 1–3.

- have + agent + infinitive without to + object
- have/get + object + past participle (+ by + agent)
- get + agent + infinitive with to + object

4 Complete the sentences with the correct causative form with **have** or **get** and the verbs in the box.

clean • cut • decorate • deliver • install • make • repair • send

- Do you want to come over and see my room?
I it last week and it looks amazing!
- When my sister was in Thailand on holiday, she a fabulous dress by a tailor.
- Sometimes at weekends we a takeaway just for a treat.
- I my mobile phone at the moment, so I can't call or text you.
- We need new wi-fi Our current system isn't working well at all.
- Your hair always looks great! Where you it?
- If you miss the lesson a classmate you the homework.
- When we moved we a professional company our house.

Use it ... don't lose it!

- 5 **SPEAKING** Imagine you are a billionaire. Write sentences using the causative to say what you would have done or what you would get people to do for you. Then share your sentences with the class.

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Developing vocabulary

Expressions with self

1 Read the definitions and complete the compound nouns with **self** with the words in the box.

deprecation • doubt • esteem • expression • indulgence • preservation

- the feeling of not having confidence in yourself or your abilities
self-.....
- ways of conveying your feelings and ideas, for example through painting, writing or acting
self-.....
- the practice of allowing yourself to have or to do something special that you like very much, often something that you shouldn't have or do
self-.....
- the feeling that you are as important as other people and that you deserve to be treated well
self-.....
- the wish to stay alive and to protect yourself from things that might hurt you
self-.....
- making your achievements or abilities seem less important
self-.....

2 Choose the correct word to complete these phrases with **self**. Check the meaning of any you don't know in the dictionary.

- Welcome! Come in and **yourself** at home.
a create b do c feel d make
- In the evening I like to put my headphones on and **myself** in music.
a lose b find c disappear d see
- Jorge is quite shy – at college he tends to **himself** to himself.
a find b keep c stay d feel
- When I was younger, I used to **be** **up in myself** – I behaved as if no one else was important.
a wrapped b folded c turned d bound
- After being ill for so long, she **was** a **of her former self**.
a person b shade c shadow d version
- If you're feeling a little lost, you should meditate to **yourself** again.
a shape b acquire c find d define
- You don't **yourself** today. Are you sure you're feeling OK?
a see b look c sound d appear
- He is so **of himself** and thinks he is very important. It's annoying!
a true b bold c confident d full

3 Complete the text with the correct form of the expressions in the box. There are two extra expressions that you don't need.

be a shadow of your former self • keep yourself to yourself • make yourself at home • self-deprecating • self-doubt • self-esteem • self-expression • self-indulgence

Culture exchange

Truly British habits?

The British fondness for dunking biscuits in tea is not merely enjoying the little pleasures in life as well as a bit of (a), but, according to an article in the magazine *Country Living* that lists our top-ten habits and traits, biscuit dunking is the number-one thing that makes people really and truly British.

Next on the list is avoiding sitting next to someone on public transport. While it may be true that many British people do like (b), this is also true in other countries. A more obvious trait perhaps is what many foreigners perceive as an unusual way of dressing, but that Brits would prefer to call a desire for (c), and showing their personality.

Also, British people have a strong tendency to be overpolite (number six on the list), are obsessed with queuing (number three), and step awkwardly from side to side when trying to walk past someone (number eight). Number four on the list is apologising for everything. Does this mean that British people are full of (d) and think they are always in the wrong? Or is it a sign of low (e) and a lack of confidence?

Like all stereotypes, there is a grain of truth in some of these things, but most of them are probably outdated. However, some things on the list, like eating chips with gravy (number five) and eating fry-ups for breakfast (number seven) will never change. So, if you are planning a visit to Britain and truly want to (f), grab a biscuit and get dunking.

Collaborative project 4 page 109

Use it ... don't lose it!

- 4 **SPEAKING** Which of the expressions in 1 and 2 can you use to describe yourself and people you know? Make notes and then compare your answers in pairs.

Reach higher page 139



GREAT LEARNERS GREAT THINKERS

OUR MULTIPLE IDENTITIES

Lesson aim: To reflect on how we understand our own and other people's multiple identities

Video: Photography and cultural identity

SEL Social and emotional learning: Understanding people as individuals

1 **SPEAKING** Ask and answer these questions.

- What are some of the aspects that make up your identity? Which aspects are most important to you? Which are less important?
- What assumptions do you think other people make about you when they first meet you?
- What aspects of other people's identities do you tend to notice first?

2 **VIDEO** Watch a video about a London-based photography exhibition called *Mixed Race Faces*. What does the exhibition consist of and what are its main aims?

3 **VIDEO** Watch the video again. Are these statements T (True) or F (False)?

- | | |
|--|-------|
| 1 Natalie has mixed Asian and European heritage. | T / F |
| 2 The organiser of the exhibition started out by photographing strangers in the street. | T / F |
| 3 According to census data, around 5% of the British population identifies as mixed race. | T / F |
| 4 Jonathan appreciates having the opportunity to discuss the feelings he's had for a long time. | T / F |
| 5 The organiser has always viewed her experience of living in different countries in a positive way. | T / F |

4 **SPEAKING** Read the text and answer the questions.

- Why do we tend to sort objects into categories, according to the article?
- Why can't we categorise people in the same way?

WHY DO WE CATEGORISE PEOPLE?

Our brains are wired to try to make complex things simple. When we're presented with a list of random objects – say, 'apple, pencil, banana, T-shirt, ruler, hat, socks' – we'll quickly sort those objects into categories. This tendency to categorise objects is, of course, extremely useful. In a world fraught with complexity and ambiguity, it enables us to rapidly process information and make sense of what's around us. However, this process of categorisation becomes much more problematic when we attempt to apply it to other human beings.

When we think about ourselves or anyone that we know well, we can see that trying to define an individual's identity through simplistic labels defies common sense. None of us can be understood through our membership of any single group: it's clear that we all belong to many groups simultaneously. I'm not just a teenager, a student, an Arsenal supporter or a Londoner. I belong

to all of those groups and to many others as well. It's equally obvious that the members of a group are different from each other, even if stereotypes may trick us into thinking otherwise. What's more, we can't possibly know which groups a person identifies with simply by looking at them. The colour of my skin is part of my identity but it doesn't tell you where I was born or grew up. It doesn't give you any reliable information about what I'm like as a person, what I like eating, what music I enjoy, or what I do in my free time. Neither does it reveal where I live or where I feel I most belong.

Human beings are not clothes, stationery and fruit: we can't be put into boxes and labelled. We're unique individuals. We're complex and multifaceted, constantly changing and endlessly fascinating, and in that sense at least, we're all the same.



GREAT THINKERS

Share-Wait-Think-Discuss

5 **SPEAKING** Follow the instructions in groups of three and follow this procedure.

- Reflect on the ideas in the text. What did you find interesting or thought-provoking? Why? What other questions does the text raise for you? Make notes.
- One by one, **share** your ideas with your group.
- Wait** in silence and listen actively while the others are speaking. Don't interrupt! **Think** about what each person is saying.
- Discuss** all the ideas that you have shared. Make comments and ask questions about what other people said. What have you learned from listening to and talking to the other people in your group?

6 **SPEAKING** The text in 4 discusses the way that our brains tend to categorise people into groups and use stereotypes to try to understand them. Why is this a problem? To what extent do you think we categorise ourselves as well as others? What can we do to overcome this tendency?

GREAT LEARNERS **SEL**

Great learners try to understand people as individuals.

Why is it important to avoid making assumptions about people's identities based on appearances? What can we do to try to understand how other people think and feel? How can we help other people to understand our own identities?

Learner profile page 143

- 1 **SPEAKING** Do you take selfies? When? Do you post them on social media? Why/Why not?

Exam tip

In tasks where you have to match speakers to topics, the options in the task don't use the same words as the listening extracts. Before you listen, read the options and think about how they might be paraphrased.

- 2 Look at the exam tasks in 3. Read the options (a–h) in task 1 and think of ways of paraphrasing them. Then read the options (a–h) in task 2 and think of synonyms for the adjectives.

- 3 **38** You are going to listen to five people talking about taking selfies. Listen and complete both tasks.

Task one

For questions 1–5, choose from the list (a–h) the reason why each speaker takes/doesn't take selfies. There are three extra letters which you do not need to use.

- | | | | |
|---|-----------|---|-------|
| a to get more experience | Speaker 1 | 1 | ..... |
| b to guide others | Speaker 2 | 2 | ..... |
| c to show how damaging they are | Speaker 3 | 3 | ..... |
| d to document change | Speaker 4 | 4 | ..... |
| e to mark an event | Speaker 5 | 5 | ..... |
| f to sell beauty products | | | |
| g to be part of the phenomenon | | | |
| h to avoid wasting time on trivial things | | | |

Task two

For questions 6–10, choose from the list (a–h) how each speaker feels about posting selfies. There are three extra letters which you do not need to use.

- | | | | |
|---------------|-----------|----|-------|
| a worthless | Speaker 1 | 6 | ..... |
| b connected | Speaker 2 | 7 | ..... |
| c angry | Speaker 3 | 8 | ..... |
| d frustrated | Speaker 4 | 9 | ..... |
| e rewarded | Speaker 5 | 10 | ..... |
| f emotionless | | | |
| g cheerful | | | |
| h tolerant | | | |

- 4 **Critical thinkers**

In your opinion, why has taking selfies become so popular?

What makes you say that?



Flipped classroom video

Watch the Grammar Presentation video



Adding emphasis – cleft sentences

- 5a Read the pairs of sentences. Is there a difference in meaning between them? If so, what is it?

- | | |
|---|---|
| 1 a My best friend first had the idea. | b It was my best friend who first had the idea. |
| 2 a I take most selfies near my window. | b The place where I take most selfies is near my window. |
| 3 a I kept helping people because I enjoyed it. | b The reason (why) I kept helping people was that I enjoyed it. |
| 4 a It annoys me that some people spend hours every day taking selfies. | b The thing that most annoys me is that some people spend hours every day taking selfies. |
| 5 a The term 'selfie' is new. | b What is new is the term 'selfie'. |

- 5b Answer the questions.

In which pair(s) does sentence b use ...

- | |
|--|
| a it as the subject? |
| b what or all as the subject? |
| c an expression to emphasise the place? |
| d an expression to emphasise the topic? |
| e an expression to emphasise the reason? |
| f an expression to emphasise the person? |

Check it page 94

- 6 Rewrite the sentence so that it has a similar meaning but gives emphasis to the underlined part of the sentence. Use structures for cleft sentences.

- | | |
|---|-------|
| 1 Rachel uploaded the selfie. | ..... |
| 2 I love hanging out on my balcony. | ..... |
| 3 I enjoy posting selfies with my puppy because he's so cute. | ..... |
| 4 It's so exciting that you've got over 1,000 followers. | ..... |

Use it ... don't lose it!

- 7 **SPEAKING** Complete the sentences with your own ideas. Then share your sentences.

- | | |
|-----------------------|------------------------------|
| 1 The place where ... | 3 The reason I enjoy ... |
| 2 The person who ... | 4 What I like most about ... |

Reach higher page 139

Discussing photos 2

- 1 **SPEAKING** Look at the photos and the speaking task. Which two photos would you prefer to talk about? Why?

Compare two of the photos, and say what might be making the people happy in these pictures and how often moments like these occur.



- What might be making the people happy in these photos?
- How often do moments like these occur?

- 2 **39** Listen to a student doing the task in 1. Which two photos does he talk about?

- 3 **39** Listen again and answer the questions.

- | |
|---|
| 1 What does the student think might be making the people happy in the photos? |
| 2 What does he say about how often these moments occur? |

- 4 **39** Listen again. Which words and expressions in the Speaking bank does the student use?

Speaking bank

Using your own experience and knowledge to speculate

- I've (never) been in that kind of situation myself, and/but ...
- I imagine that ...
- I think, from looking at (their faces) ...
- We can't say for sure what's going on, but ...
- It could be the case that ...
- That's the sort of scenario that you sometimes see ...
- Almost everyone will find themselves in this kind of situation ...

Exam tip

In tasks where you discuss photos, remember that you are being assessed on your grammatical and lexical range. Use a variety of phrases to describe and compare photos and to speculate.

- 5 **SPEAKING** Describe the photo in 1 that wasn't discussed in 2. Speculate about different scenarios using your own experience and knowledge and the expressions in the Speaking bank.

Adding emphasis – auxiliary verbs

- 6 Look at the sentences and answer the questions.

- | |
|--|
| a Most people do only take school-leaving exams once. |
| b I did feel really anxious on results day. |
| c He does get very excited when they win. |

- | |
|---|
| 1 What extra word has been added in each sentence to emphasise the verb? |
| 2 How would you write each sentence without emphasising the verb? |
| 3 What form of the main verb do we use when we use the auxiliary to add emphasis? |

Check it page 94

- 7 Rewrite the sentences to add emphasis.

- | |
|---|
| 1 People get excited about many things, actually. |
| 2 I'm not very athletic but I enjoy swimming. |
| 3 She makes me laugh a lot. |
| 4 They passed their exams after all. |
| 5 My grandad is retired now but he still does voluntary work. |

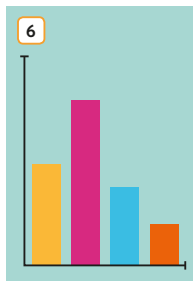
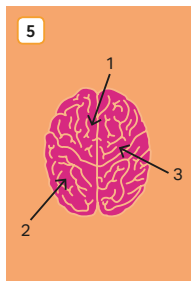
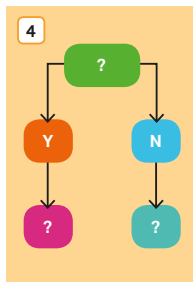
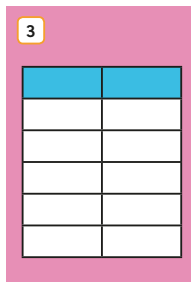
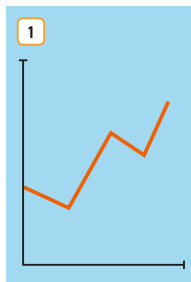
Practice makes perfect

- 8 **SPEAKING** Turn to page 149 and follow the instructions.

Developing writing

Describing visual information

- 1 Look at the graphs and complete the sentences with the words in the box.



bar chart • diagram • flow chart •
line graph • pie chart • table

- A shows how a quantity changes over time.
- A shows how something is divided into different categories.
- A shows information in columns and rows for easier interpretation.
- A shows how a process works and the different choices you can make.
- A is a drawing that explains something.
- A shows how different amounts compare with one another.

- 2 Read the text. What are the Big-Five personality traits? Describe the studies in your own words. What do you think will be the outcome of the comparison in the study?

The Big-Five personality traits

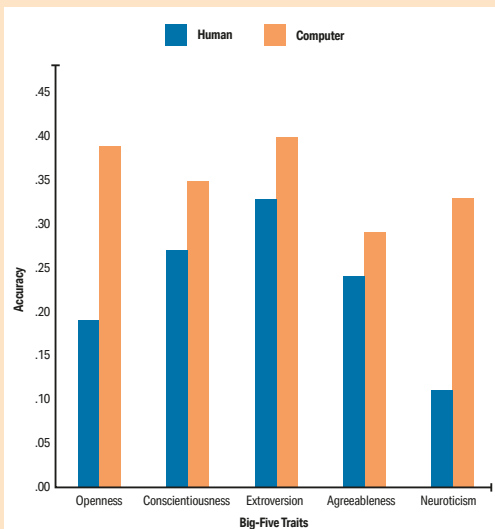
Developed in the 1980s, the Big-Five personality traits describe five general aspects of people's character. They are sometimes referred to by their acronym OCEAN standing for openness, conscientiousness, extroversion, agreeableness and neuroticism. Recently, two studies have been carried out to assess to what extent a person's digital footprint can predict aspects of their personality. The assessments have been done by both humans and computers to compare which is more accurate.

- 3 Look at the bar chart and the task below and answer the questions.

- Which personality traits were computers more than twice as accurate at predicting than humans?
- Which personality traits were humans only slightly less accurate at predicting than computers?
- What is the main point of the bar chart, a or b?
 - Computers are better than humans at predicting the Big-Five personality traits.
 - Humans are nearly as good as computers at predicting most of the Big-Five personality traits.

The bar chart below shows the accuracy of computer algorithms in predicting the Big-Five personality traits based on a person's digital footprint, compared with the accuracy of human predictions.

Summarise the information by selecting and reporting the main features and make comparisons where relevant.



- 4 Read a student's answer for the task in 3 and answer the questions.

- Is the language semi-formal or informal?
- Does the description include every detail shown in the graph?
- What information is included in each paragraph?
- Does the writer provide personal opinions?
- What tense is used most often? What other tenses are used?

The bar chart evaluates and compares the accuracy of a computer compared with a human when predicting five major human personality traits.

Of the five traits looked at in the research, neuroticism, stands out from all of the others as being the characteristic that computers could predict much more accurately than humans. The graph shows that the computer, with an accuracy of almost 0.35, was almost three times as accurate as a human, with an accuracy rate of 0.12. A less dramatic, but still significant difference was recorded for openness. With an accuracy rate just under 0.40, the computer was twice as accurate as a human, which had an accuracy rate of 0.20. Conscientiousness, extroversion and agreeableness were predicted slightly more accurately by computers, but there was less of a difference.

To sum up, all five of the personality traits were predicted more accurately by computers than by humans.

- 5 Look at the words and expressions in the Writing bank and check that you understand them all. Which are used in the answer in 4?

Writing bank

Useful language for describing visual information

Describing statistics

- 5/10/15 percent/%
- a quarter/a third/half/three-quarters 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/markedly different from ...
- One figure/Something that stands out ...
- The ... are almost the same as/broadly similar to ...
- One of the more notable changes was ...
- The highest figure was for ...
- ... stands out as ...

Vocabulary – Describing data: synonyms

- 6 Look back at the text in 4 and find synonyms for these words and phrases.

- | | |
|--------------------|-----------------------|
| 1 important, large | 5 is noticeable among |
| 2 assesses | 6 observed |
| 3 a little | 7 distinction |
| 4 precisely | |

- 7 Complete the text with words and phrases from 4 and 6.

Five characteristics were (1) in the survey, in which a (2) number of people took part. To conclude, the computer was much better at predicting traits than humans were, and people were (3) less accurate than the algorithm. It was also (4) that the computer could predict some characteristics more (5) than others.

Exam tip

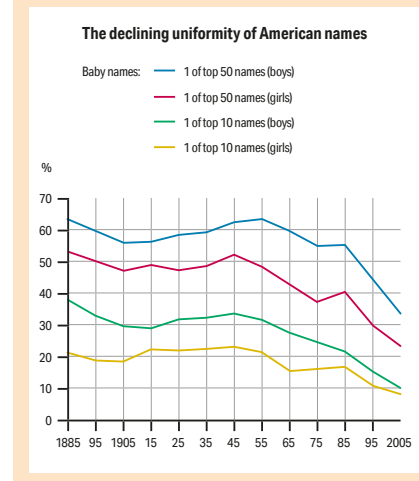
In writing tasks where you have to summarise the information in a graph or chart, summarise only the most important information and the main findings. This will give you more time to focus on using accurate language.

Practice makes perfect

- 8a Look at the line graph and do the task.

The line graph shows the declining uniformity in American boys' and girls' names since 1885. Summarise the information by selecting and reporting the main features and make comparisons where relevant.

Write around 150 words.



- 8b When you finish your summary, use the Writing checklist on page 141 to check it.

Grammar reference

Passive constructions

Form

be (in the appropriate form) + past participle
The new gymnasium will be completed in mid-September.
All of the chairs have been taken. You'll have to stand.
The school hall is due to be refurbished next year.

Use

To focus on the action, or its effects, rather than the agent (the person or thing) doing it.

The agent is often unmentioned if:

- it is obvious who the agent is.
A man has been arrested (by the police).
- their identity is unknown or unimportant.
They were given name badges before the conference.
- we would rather not mention them.
I was told that you were angry with me.

However, if we want to mention the agent, we use the preposition by.

The museum has been visited by 30,000 tourists so far.

We may also use a passive form if the agent or subject of the verb is a long phrase.

She was interviewed by the head of the French department at the university.

Passive infinitives and gerunds

Certain verbs such as *like*, *dread* and *imagine* are followed by a gerund. In the passive voice, they need a passive gerund (being + past participle).

Can you imagine being chosen to star in a film?

Adjectival phrases, which are normally followed by an infinitive with to, need a passive infinitive (to be + past participle).

The documents were too sensitive to be made public.

My mother was disappointed not to be offered the job.

Modal verbs require the passive infinitive without to (be + past participle).

Passports must be handed in at reception upon arrival.

Causatives

Use

To talk about actions that are done *for* the subject of the sentence rather than by the subject.

Have and get can both be used as causative verbs.

In these sentences, *have* is slightly more formal than *get*.

The town council had the public library rebuilt last year.

I got my eyes tested once a year.

The agent can be included in the sentence either directly after the causative verb or by using the preposition by.

He got me to change / had me change it.

They had/got their house repainted by professionals.

Adding emphasis – cleft sentences

To add emphasis or give extra importance to one part of a sentence, we can use cleft sentences. We use:

- The ... + is/was** to emphasise the thing/person/place/reason.
The thing that I love to eat the most is chocolate.
The person who helped me the most was Tom.
The place where the fire started was the kitchen.
The reason why it took so long is because of all the traffic.
- It is/was ... that ...** to emphasise the words between *It is/was* and *that*.
It's the piano (that) he's good at, not the violin.
Although we tend to use that in spoken English, we may also use which or who.
It's my maths exam which I'm worried about most.
It was my brother who gave me the watch – not my sister.

Where and when tend to be used more informally.

It was 9 o'clock when we were supposed to meet.

It was Spain where I was born, not France.

It was my brother who gave me the watch – not my sister.

Where and when tend to be used more informally.

It was 9 o'clock when we were supposed to meet.

It was Spain where I was born, not France.

- What ... is/was ...** to emphasise the words after *is/was*.
What I'd like most for dinner is pizza.

Adding emphasis – auxiliary verbs

In present or past simple sentences, we can add emphasis by including the auxiliaries *do/does/did* to the verb clause. The main verb is used in the infinitive form without to.

Well, that's nonsense. You do look like brothers!

If the main verb is *do*, *do* is repeated.

I don't do much but I do do the washing up.

In sentences already containing an auxiliary verb, we don't add *do*, we just stress the auxiliary verb.

I am going to/will/wouldn't tell her!

Grammar test

Passive constructions

- Decide if the sentences are correct. Rewrite the incorrect sentences.

- He will be rewarded for his hard work.
- No one likes telling off in front of their friends.
- Their presentations must to be completed by Monday.
- We need to find another classroom. This one is being used by someone else.
- All the items had been hand over to the police following the arrests.
- It is unusual for young people are given a promotion so quickly.
- The essays are due to be handed in by Friday.
- Listen! The results are to be announced as we speak.

/ 8 points

Causatives

- Put the words in the correct order to make sentences in the causative form.

- she / feed / the cats / to / her / got / for / someone
- the / the / had / repaired / roof / after / we / storm
- have / repainted / door / the / had / just / we
- I've / cut / years / having / my / for / here / hair / been
- my / got / eyes / tested / today / I

/ 5 points

Adding emphasis – cleft sentences

- Add emphasis to the underlined parts of these sentences.

- The dog ate your dinner.
- My teacher told me to come to your office.
- I read a book before I go to sleep.
- We went to the shop to get some pens.

/ 4 points

Adding emphasis – auxiliary verbs

- Look at the conversations. Add emphasis to B's responses using *do/does/did*.

- A: Joaquín is always on time to class.
B: Well, he lives opposite the college.
- A: I wish we had done more preparation.
B: We did as much as we could.
- A: Why don't you like my new coat?
B: I like it!

/ 3 points

Vocabulary test

Personality and behaviour

- Write definitions or explanations for the words in the box.

compassionate • manipulative • resilient • selfless

/ 4 points

Expressions with self

- Complete each phrase with a preposition.

- lose yourself something
- be full yourself
- be a shadow your former self
- be wrapped in yourself
- make yourself home
- keep yourself yourself

- Complete the sentences with an expression with *self*.

- He's got so much he doesn't believe he can do the job at all.
- She has very low What can we do to boost her confidence?
- Art and dance are both popular forms of
- She ate all the cake, even though she knew it was
- I think that businessman is entirely and only cares about himself.

/ 11 points

Describing data – synonyms

- Give synonyms for these words and phrases.

accurately • evaluate • significant • slightly • stand out from

/ 5 points

Vocabulary

40 1 Personality and behaviour

compassionate • conscientious • distant • manipulative • principled • resilient • selfless • self-serving • spiteful • unruly

41 2 Expressions with self

compound nouns: self-deprecation • self-doubt • self-esteem • self-expression • self-indulgence • self-preservation
phrases: be a shadow of your former self • be full of yourself • be wrapped up in yourself • find yourself • keep yourself to yourself • look yourself • lose yourself in (something) • make yourself at home

42 3 Describing data – synonyms

accurately (adv) – precisely (adv) • difference (n) – distinction (n) • evaluate (v) – assess (v) • record (v) – observe (v) • significant (adj) – important (adj) • slightly (adv) – a little (adv) • stand out from (phr v) – be noticeable among (phr)

Total: / 40 points