

gateway

to the world

C1

Workbook
with Digital Workbook



7 IDENTITY

Vocabulary in context and reading

Personality and behaviour

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

- | | | | | | |
|---|---------------|-------|----|--------------|-------|
| 1 | compassionate | ..... | 6 | resilient | ..... |
| 2 | conscientious | ..... | 7 | selfless | ..... |
| 3 | distant | ..... | 8 | self-serving | ..... |
| 4 | manipulative | ..... | 9 | spiteful | ..... |
| 5 | principled | ..... | 10 | unruly | ..... |

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 a(n) bunch of people and only do something if it benefits them personally.
- The kids are lovely, but they are quite a(n) 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 *bitter, sour and sweet* 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 *bitter/sweet* about not being given a main role in the school play.
- Mr Cross gave us a *warm/an icy* stare when we arrived late for the exam.
- Chloe is a very *sour/sweet* person who is always kind to others.

- When I said Hi, Lou gave me quite a *sour/sweet* look. I don't know what's wrong with her.
- They gave the visiting team a very *warm/sweet* reception when they got off the bus.
- His manner is quite *warm/cool* and calculating: I don't think he particularly wants to work with me.

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

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.

6  Read the article again. Six paragraphs are missing. 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.

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

- | | | |
|---|---|-------|
| 1 | as a result of their own ability or quality, not by association with others | ..... |
| 2 | famous building or object that you can see and recognise easily | ..... |
| 3 | connected, related or linked | ..... |
| 4 | one complete turn around a course, e.g. in athletics | ..... |
| 5 | have no connection to | ..... |
| 6 | informal way to refer to Australia or New Zealand | ..... |
| 7 | ceremonial design or shield which represents a family, city or country | ..... |



Critical thinkers

8 Which are advantages (A) and which are disadvantages (D) of national symbols?

- | | | |
|---|---|-------|
| 1 | Give people a sense of belonging | A / D |
| 2 | Could make migrants feel like outsiders | A / D |
| 3 | Promote a local identity in a globalised world | A / D |
| 4 | Help to preserve culture and traditions | A / D |
| 5 | Can represent links to things which have changed (e.g. a colonial past) | A / D |
| 6 | Could be identified with extremism | A / D |

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 86% 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, the 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 'down 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 a vote to choose 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, or 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.



- A If asked to pick something representative of France, the Eiffel Tower would clearly be an obvious choice. In fact, in a survey of people from Germany, Italy, Spain and Britain, it was picked as the monument that best symbolised not only France, but the whole of Europe. Other landmark buildings which have come to symbolise an entire nation might include India's Taj Mahal or Australia's Sydney Opera House.
- B Other national symbols also aren't restricted to real, tangible things. Back in 2006, the Icons project in England set out to identify things that people associate with 'Englishness' in order to build up a kind of national image.
- C However, national identity is about much more than mere geographical origin. It is closely bound to all types of symbols which serve to identify and unite people from a particular place.
- D When asked for examples, many people will come up with a national dish, traditional costume or folk song. Some of these are centuries old, but of course other national symbols may be considerably more recent.
- E Not surprisingly, the colours which can be found in the national flag often become a symbol in their own right. Apart from being the colours of the Union Jack, red, white and blue are also closely associated with Britain and worn by Team GB at international sporting events. However, in other countries this is not the case. The Italian flag is red, white and green, yet interestingly Italian athletes normally compete wearing blue.
- F People may also become national icons by doing something particularly significant at a specific moment in time, and fostering a sense of national unity. One recent example is that of Captain Tom Moore.
- G Aside from supporting a team in actual competitions, many countries also have a national sport which may in itself become a significant national symbol. In around 15 countries, these are even established by law. They often bear no relation to actual viewing or participation figures and cover a wide variety of sports, from archery (one of three national sports in Mongolia) to sumo wrestling (Japan) to water polo (Montenegro), with cricket coming out as one of the most popular.

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 Can you get Will to bring my ID card when he comes?
- 3 I was really annoyed to be asked for proof that I was over 18.
- 4 All assignments must be handed in by midday.
- 5 I'm having my photo taken for my new ID card.
- 6 We had someone take a family portrait for my grandad's birthday.
- 7 I don't like being confused with my younger sister.

- a past simple passive
- b passive gerund
- c passive infinitive
- d passive infinitive following a modal verb
- e causative with *have/get* + 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 (install).
- 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) after 11.00 at night.
- 5 The dish (normally/serve) with rice.
- 6 Can you turn off your phone to avoid us (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 (1) (require) to identify themselves in many different daily 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, (3) (accept). But when exactly (4) (ID cards/invent)?

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 15th century, the first 'passports' (6) (introduce): King Henry V created documents for English people travelling abroad. One of the earliest national ID cards (7) (issue) by Sultan Mahmud II of the Ottoman Empire in 1844.

Nowadays, biometric identification, involving fingerprints and iris scans, (8) (use) extensively. How 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) (ask) to carry an ID card can make people feel quite uncomfortable.



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. I got
- 2 They're giving Lena an award for her project. Lena
- 3 A technician reformatted my computer. I
- 4 We must finish the project before the weekend. The project
- 5 One of our staff will bring your order now. I'll have
- 6 It makes me upset when people ask my age. I don't like

Grammar challenge ☆☆☆

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 had listen 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 I known the difference it would make, I had taken my mother's advice in the first place!

- 1 5
- 2 6
- 3 7
- 4 8

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 a laugh.

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

- 1 After his stay in hospital, Luke **didn't look anywhere near as robust and healthy as he did before**.
.....
- 2 Are you alright? You seem very **quiet and distant from other people** today.
.....
- 3 I think we should take the cat to the vet. She hasn't **appeared as healthy as normal** for a few days now.
.....
- 4 I find Jed quite irritating. He **thinks he's more important than anyone else**.
.....
- 5 We don't really know our next-door neighbour. She tends to **maintain a distance from other people**.
.....
- 6 Come on in! **Take a seat, get comfortable**.
.....

3 34 ☆☆☆ 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 | Speaker 1 | 1 | ..... |
| b wanting to be different | Speaker 2 | 2 | ..... |
| c ethical considerations | Speaker 3 | 3 | ..... |
| d comfort | Speaker 4 | 4 | ..... |
| e price | Speaker 5 | 5 | ..... |
| f looking smart | | | |
| g sharing a look with others | | | |
| h an active lifestyle | | | |

Great students' tip

Listening: Multiple matching tasks
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 | Speaker 1 | 6 | ..... |
| b an outlet store | Speaker 2 | 7 | ..... |
| c on the high street | Speaker 3 | 8 | ..... |
| d small shops offering quality | Speaker 4 | 9 | ..... |
| e at a hypermarket | Speaker 5 | 10 | ..... |
| f they don't really buy any | | | |
| g they make them from scratch | | | |
| h second-hand | | | |

Critical thinkers

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.

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.

-is the friendly service.
 -the friendly service
 -I like
- 2 ☆☆ Make emphatic sentences about the underlined information starting with The thing/person/place/reason ...
- Jake works in a computer store.
 - They left because the sales assistant was so rude.
 - Ms Clark is the person you need to speak to about the robotics club.
 - I really miss being able to lie in bed on a Saturday morning.
 - There are lots of great shoe shops in Fisher Street.
- 3 ☆☆ Rewrite the sentences starting with *It* and emphasising the underlined word.
- Gemma left her phone on the bus.
 - I saw our new maths teacher yesterday.
 - We saw my cousin in the high street last week.
 - Clem is the captain of the water polo team.
 - I was born and raised in Ireland.
- 4 ☆☆ Rewrite the sentences with *what ... is/was*.
- You need a holiday.
 - I found her attitude surprising.
 - I'd like something to eat.
 - They disliked her air of self-importance.
 - The amazing thing was that Jude arrived at exactly the same time.
 - I saw Peter practising for the play

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

A WORLD of REDHEADS



Overall, less than 2% of the world's population have red hair. (1) is striking is that in Scotland, the figure stands at around 10%. However, according to Scottish photographer Kieran Dodds, what is even more interesting (2) that there are other parts of the world where red hair is common too. It (3) while attending World Redhead Day in London that Kieran met people from around the world who shared his hair colour. And (4) was this experience that led Kieran to prepare a book of photographs on the subject. It wasn't such a surprise to meet other red-headed people from Perm in Russia, as it's about as far north as Scotland. The reason (5) people with ginger hair generally tend to come from northern latitudes is (6) they are able to absorb vitamin D even in areas with little sunlight. But (7) did surprise Kieran was the fact that there are also pockets of red-headed people in places he did not expect. For example, did you know that one place (8) there are groups of redheads is Jamaica?

Grammar challenge ☆☆☆

- 6 Choose the correct alternative.
- a holiday tomorrow, I'd stay in bed till lunchtime.
a Was it b Were it c It was
 - Rarely such an enjoyable evening.
a have I had b I've had c I did have
 - the oral exam that I'm worried about.
a What b The thing c It's
 - Craig's parents were delighted to their friend's wedding.
a being asked b to be asked c be asked
 - 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
 - We got the garage my uncle recommended our car.
a serviced b service c to service
 - 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 (35) ☆ Read the task then listen and answer the questions.

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

Compare the pictures and say what they might tell us about the visual identity of the twins and how you think parents should dress twin children.

- 3 (35) ☆☆ Listen again. Complete each sentence with a word or short phrase.

- She thinks the twins in the first photo are about
- She says some parents not only dress twins the same, but also
- She says the formally-dressed man in the second photo might have to dress like this
- She says some parents opt to dress twins the same because

- 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

- experience...
- looking at (their faces), ...
- the case that...
- in that kind of situation myself, but ...
- find themselves in this kind of situation ...

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

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

Pronunciation

- 6 (36) ☆☆☆ Decide which sentence in each pair should carry emphatic stress on the verb *do*. Then listen, check and repeat.

- a I do wish they would hurry up.
b We do the housework on a Saturday morning.
- a I hope Carlos does his part of the project tonight.
b Eating late at night definitely does affect my sleep.
- a Grace did a course in Manchester last summer.
b We did enjoy the party at your place on Saturday.

- 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

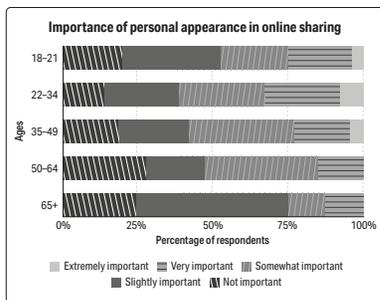
1 ☆ Match the words and phrases in the box to the synonyms.

difference · evaluate · precisely · recorded · significant · slightly · stands out from

- 1 accurately
- 2 a little
- 3 assess
- 4 distinction
- 5 important
- 6 is noticeable among
- 7 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.



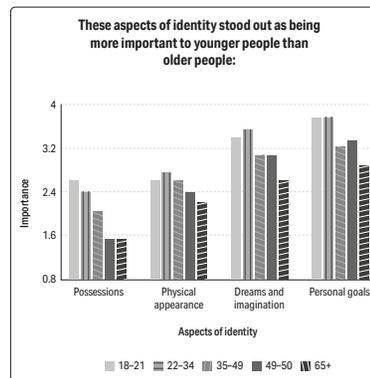
3 ☆☆☆ Read a description of the chart. According to the text, are the sentences True (T) or False (F)?

- 1 There is little difference in concern about appearance between the 18–21 and 22–34 groups. T / F
- 2 Most people between 22–64 generally thought that appearance was somewhat important. T / F
- 3 The greatest proportion of participants who considered appearance to be extremely important were 22–34. T / F
- 4 A quarter of the 50–64 category considered appearance unimportant. T / F
- 5 The fact that the oldest age group don't consider appearance to be important is noticeable. T / F

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.



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?
.....

6 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 passives and cleft sentences.
- 4 I have used appropriate expressions for describing visual information.

Writing bank

Useful language for describing visual information

Describing statistics

- 5/10/15 per cent/%
- 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 ...

use a clear paragraph structure to organise your report

use passive structures in a more formal style

use synonyms for describing data

use cleft sentences for emphasis

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 64, 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. What stands out is that in the oldest age group, no respondents considered appearance to be extremely important and in fact three-quarters of participants thought appearance to be unimportant or only slightly important.

In conclusion, as might perhaps be expected, it is younger people in general who are more concerned with appearance when sharing content online than older generations.

4 ☆☆ Match the words for describing information (1–5) to the words with opposite meanings (a–e).

- | | |
|-------------------|-----------------|
| 1 majority | a insignificant |
| 2 remain | b considerably |
| 3 stabilise | c fluctuate |
| 4 slightly | d change |
| 5 important | e minority |