

1

Personality

1.1 PERSONALITY TYPES

IN THIS UNIT

GRAMMAR

- question forms
- present simple and present continuous

VOCABULARY

- personality adjectives
- prefixes

SCENARIO

- giving opinions, agreeing and disagreeing, making suggestions
- choosing a new team member

STUDY SKILLS

- taking notes while reading

WRITING SKILLS

- a for and against essay



'My one regret in life is that I am not someone else.' Woody Allen 1935–, US film-maker, writer and actor

VOCABULARY

PERSONALITY ADJECTIVES

1a Work with a partner to think of as many personality adjectives as you can, e.g. *friendly, generous*.

1b Choose three adjectives which you think describe your own personality.

2 Look at these adjectives connected with personality. Which ones are positive, which are negative and which are neutral?

adventurous ambitious assertive
bossy cautious creative energetic
likeable moody organised quiet
reliable sensible sensitive serious
sociable talkative thoughtful

3 Match words 1–8 with words a–h to make compound adjectives connected with character.

- | | |
|-----------|-------------|
| 1 easy- | a working |
| 2 open- | b confident |
| 3 even- | c going |
| 4 hard- | d hearted |
| 5 self- | e tempered |
| 6 strong- | f willed |
| 7 warm- | g headed |
| 8 level- | h minded |

PRONUNCIATION

4a **1.1** **Word stress** On which part of the compound adjective in Exercise 3 does the stress fall? Listen and check, then repeat the words.

4b Match the meanings below with an adjective from Exercise 3.

A person who ...

- 1 does not easily become angry: *even-tempered*
- 2 is determined to do what they want: _____
- 3 is not easily upset or annoyed: _____
- 4 accepts other ideas and opinions: _____
- 5 makes a lot of effort: _____
- 6 believes in their own success: _____
- 7 behaves in a calm way even in a difficult situation: _____
- 8 is friendly, kind and generous: _____

4c Think of people you know and one or two adjectives to describe each person. Explain why you describe them like this. Give examples.

LISTENING

5a Look at the people in the photos and discuss. What kind of personality do you think each person has?

5b **1.2** Listen to the three people talking. Was your description of them accurate? A speaks first.



READING

6a Divide these adjectives into two groups according to personality types.

adventurous cautious enthusiastic
quiet reserved self-confident
talkative thoughtful

6b Now divide these jobs into two groups according to personality types. Which adjectives from Exercise 6a do you think go with which jobs? Work with a partner and explain your choices.

artist salesperson politician engineer
teacher inventor manager writer

7a Read the encyclopedia entry quickly and check your ideas in Exercise 6.

7b Read the text again. Are these statements true or false according to the text?

- 1 Jung thought of the terms extrovert and introvert.
- 2 The terms describe a person's way of looking at life.
- 3 Extroverts prefer to be surrounded by people rather than be on their own.
- 4 Introverts don't think carefully before they do things.
- 5 Scientists agree that extroverts are this personality type when they are born.
- 6 Introverts tend to be happier than extroverts.

8 Making connections Work with a partner and choose five jobs. Discuss what personality types the jobs would attract and why. Then discuss your choices with another pair.

computer programmer musician
tax inspector fashion model
librarian film director police officer
researcher songwriter journalist

SPEAKING

9 Work with a partner to discuss the following.

- 1 In your opinion, how useful do you think the two personality types are for describing personality?
- 2 What tells you more about a person's personality: their clothes, their body language, their voice, their attitude, their tastes or something else? Which is best in your opinion?

Extroverts and introverts



Everyone has a different personality. It is what makes people individuals and unique. However, there are some shared personality qualities which let us talk about personality 'types'. One of the most basic personality differences is between extroverts and introverts. These terms are used in many theories of personality types. They were made popular by the important Swiss psychiatrist Carl Jung (1875–1961), although he did not invent them. Extroversion and introversion are ways of describing a person's attitude to the world: do they move towards it or away from it?

Extroverts are people who look outwards. They are friendly, sociable, talkative, enthusiastic and self-confident. They are interested in a range of experiences and enjoy spending time with other people. They tend to act first, then think later. When extroverts feel bad, unmotivated or without energy, they look outside themselves. This means they might go shopping, call friends or have a party. Typical extrovert jobs are in politics, sales, teaching and management.

Introverts, on the other hand, look inwards. They feel more comfortable alone and enjoy ideas and thinking. They are reserved,

quiet, thoughtful and may be shy. They like to think and consider before taking action, and will often analyse before speaking. In contrast to extroverts they value fewer, but deeper experiences. When feeling bad or stressed, introverts look inside themselves for energy and motivation. Introverts often work as artists, writers, engineers and inventors.

Although the types are different, most people have both extrovert and introvert characteristics in their personality, but often they are more one type than the other. There has been some interesting research into why people are basically extroverts or introverts. Some people say that extroverts and introverts are born not made. Others believe that environment is more important in shaping someone's personality.

Attitudes towards introverts and extroverts vary in different cultures. For example, Americans value extrovert qualities. However, cultures such as those in central Europe and south east Asia regard introvert characteristics more highly. Interestingly, research shows that people who live on islands tend to be more introverted. Studies have also found that extroverts have higher happiness levels than introverts.

METHOD

LISTENING AND SPEAKING

1 How useful do you think the following are for judging a person's character?

personality tests handwriting analysis star signs/horoscopes interviews

2 Have you ever done a personality test? If so, why?

3a **1.3** Listen to an interview with Dr Frank Partridge, an expert in psychometrics (the measurement of intelligence and personal qualities). Tick (✓) the topics covered in the interview.

- 1 things that psychometric tests measure
- 2 the first tests
- 3 problems with personality tests
- 4 the Myers–Briggs test
- 5 the future of personality tests

3b Complete the questions that the interviewer asks.

- 1 What exactly _____ psychometrics _____?
- 2 How _____ psychometric testing _____?
- 3 _____ useful _____ the tests?
- 4 _____ they reliable?
- 5 What _____ personality tests _____ you about a person?
- 6 _____ you _____ any of these tests yourself?
- 7 What _____ you _____ on at the moment?

3c Listen again and check your answers to Exercise 3b.

GRAMMAR

QUESTION FORMS

4 Look at the questions you completed in Exercise 3b. Which tense is used in each question?

5 Are these statements about question formation true or false? Correct the ones that are false.

- 1 In questions with the verb *be*, we put the verb before the subject.
- 2 In present simple questions (except with *be*), we use the auxiliary verb *do/does*.
- 3 In past simple questions, we use the auxiliary verb *has/have*.
- 4 In present continuous questions, we put *do/does* before the subject.
- 5 In present perfect questions, we put *has/have* before the subject.

6 Look at a and b below, then answer questions 1–3.

- a Who designed the Stanford–Binet test?
– Alfred Binet designed it.
 - b What did Alfred Binet design?
– Alfred Binet designed the first usable intelligence test.
- 1 In which question (a or b) is the *wh-* word the subject? (This is a subject question.)
 - 2 In which question (a or b) is the *wh-* word the object? (This is an object question.)
 - 3 In which type of question do we form the question with an auxiliary verb, e.g. *do/does, did*?

→ Language reference and extra practice pages 126–127



Some actors believe that they have to 'become' the people they play in order to give a convincing performance. Actors who think and behave in character to prepare for their roles are known as 'method actors'. Two classic examples today of method actors are Daniel Day-Lewis and Johnny Depp.

Daniel Day-Lewis is undoubtedly the greatest method actor of our time. He has won three Oscars for best male actor – more than any other male actor. He works only when it suits him. He does not act for the money. He chooses roles in films that are difficult to play and tries to understand totally the thoughts and emotions of the personalities he portrays.

He prepares thoroughly for roles and finds ways in which he can 'live' in a character. He becomes completely involved in the character. For the film *The Boxer*, he devised a training schedule: twice a day in the gym, seven days a week for three years. He became so fit that he could have entered the ring professionally.

His method acting also appeared when he played the role of Christy Brown, the Irish artist with cerebral palsy, in the film *My Left Foot*. Day-Lewis stayed in a wheelchair while on set, spoke like a person with cerebral palsy, and asked crew members to spoon-feed him and wheel him about. At this time, he taught himself to paint, like Brown, using his toes.

ACTING

One of his most difficult roles was when he played the 16th President of the United States, Abraham Lincoln, in Steven Spielberg's film *Lincoln*. According to one critic, he 'eases into a role of epic difficulty as if it were a coat he had been wearing for years'. He stayed in character during the production, speaking at all times in Lincoln's Kentucky accent.

Another famous method actor is Johnny Depp. He often stays in character during a film. He likes to paint a portrait of a new character to help him find the person's face and personality. For example, he painted the Mad Hatter, for the film *Alice in Wonderland*, with tangerine hair. One of his best known roles is as Edward Scissorhands. *Edward Scissorhands* is a film about an artificial man named Edward who has scissors for hands. Depp was so committed to the role that he passed out from heat exhaustion in one scene.

Johnny Depp has described his feelings after finishing the film: 'I can remember when I finished *Edward Scissorhands* looking in the mirror as the girl was doing my make-up for the last time and thinking, "Wow, this is it. I'm saying goodbye to Edward Scissorhands." You know it was kind of sad. But in fact, I think they're all still somehow in there ... With any part you play, there is a certain amount of yourself in it. There has to be, otherwise, it's just not acting. It's lying.'



7a Put the words in the right order to make questions from a personality test.

- 1 do / ever / you / get / worried / ?
- 2 you / are / a / confident / person / ?
- 3 you / do / make / easily / friends / ?
- 4 makes / happy / what / you / ?
- 5 who / you / phone / do / when / you / worried / are / ?
- 6 in your life / influence / who / the / biggest / is / ?
- 7 test / you / a / ever / have / personality / taken / ?
- 8 worry / about / do / what / you / the / most / ?
- 9 influenced / you / at / school / most / who / the / ?
- 10 best / advice / gives / you / who / the / ?

7b Work with a partner to ask and answer the questions.

8 Work with a partner to complete a text about Sigmund Freud. Take turns to ask and answer questions. Prepare your questions first.

Student A: turn to page 163.

Student B: turn to page 157.

A: *Who was born on 6th May 1856?*

B: *Sigmund Freud.*

READING

9 Look at the photos of two actors. What do you know about them and their style of acting?

10a Read the first paragraph of the article. What is 'method acting'?

10b You are going to read an article about two method actors and how they prepare for a character. Scan the article and name three films that Daniel Day-Lewis appeared in and two films that Johnny Depp appeared in.

10c Read the article again. Find examples of how the two actors were committed to the roles they played in each of the films mentioned.

10d **Reacting to the text** Read the final paragraph again. Work with a partner and talk about the film character you have found most difficult to say goodbye to, and why.

11 Discuss these questions in groups.

- 1 Which actor would you most like to meet, and why?
- 2 Do you know any other films that these actors appeared in? What did you think of those films?
- 3 Do you know of any other method actors?

WRITING

12 Imagine you are going to meet a famous person, dead or alive (e.g. a famous leader in history, a film star, a pop star, a character in a book). Write down five questions you would like to ask this person. Then compare your questions with a partner.



MEET THE EXPERT

Watch an interview with Michael Gould, a professional actor, about method acting.

Turn to page 150 for video activities.



READING

1 Look at the photos of famous people. Work with a partner to discuss the following.

- 1 What do you know about the people in the photos on this page?
- 2 Think of three qualities which you associate with each person.

2a Scan the article quickly and answer the questions.

- 1 Which people are mentioned in the article?
- 2 What do (or did) they do to earn a living?

2b Identifying topic sentences Read the article again and put the first sentence of each paragraph in the correct gap.

- a Unfortunately, we can also find examples of people who have abused their charisma.
- b Is charisma dangerous?
- c Most people will recognise the woman in this photo.
- d Most of us expect our leaders to have charisma.
- e Nowadays, psychologists are taking a greater interest in charisma and want to redefine its meaning.

IN FOCUS | CHARISMA

Charisma:

A KIND OF MAGIC?

¹ _____ She is Michelle Obama, the wife of Barack Obama. In the photo, she is greeting children of her employees who have come to the White House for a 'Bring your children to work day'. Michelle Obama regularly gives talks all over the world to young people. She tells them that anything can happen if they work hard and never give up on their dream. She is currently working on a project which encourages young people to eat more healthily. She inspires young people because she has a special quality - charisma.

² _____ They point out that people often misunderstand what charisma is and think of it as a kind of fame, but it is not the same as the celebrity of overrated pop stars. Charisma is a kind of magic and is relatively rare. Charismatic personalities are able to draw people to them, and they succeed in getting others to see them as a leader.

³ _____ We want them to inspire us and offer us a vision of a better future. But is charisma a good or bad thing? There are



many examples of people who use charisma in a positive way.

Martin Luther King was one of the leaders of the Civil Rights movement in the United States. He was a charismatic speaker who used non-violent methods to bring about equality between black and white people. Nelson Mandela and Aung San Suu Kyi are two other examples of charismatic political leaders who share the qualities of self-sacrifice and personal courage.

⁴ _____ In the business world, many top business executives have misused their charisma and acted in a way that greatly damaged their companies.

Some, like the Canadian ex-tycoon Conrad Black, have served prison sentences. Far more seriously, we can all think of famous military and political leaders who have destroyed their countries and caused great harm to their people.

⁵ _____ It certainly is when it causes us to lose our critical judgement, and this is frequently the case. When we choose our leaders, it is vital to consider whether they have the knowledge, wisdom and experience to do a good job. That is what really matters.

2c Answer these questions about the article.

- 1 Why is Michelle Obama so good at giving talks?
- 2 What mistake do people make about charisma?
- 3 What special ability do charismatic people have?
- 4 What was Martin Luther King trying to achieve?
- 5 Why does the writer mention Conrad Black?
- 6 What is the writer's opinion about charisma?

VOCABULARY**PREFIXES****3a** Find words in the article that mean the following.

- 1 describe something again, and in a better way (para 2)
- 2 not understand correctly (para 2)
- 3 not as good as some people think or say (para 2)
- 4 used something in the wrong way or for a wrong purpose (para 4)
- 5 a person who used to be very successful and powerful in business (para 4)

3b Underline the prefixes in the words you found. Match each prefix with one of these meanings.

incorrect former again too much

4a Look at the words below. What do the underlined prefixes mean?

- 1 bicycle
- 2 antisocial
- 3 monorail
- 4 outperform
- 5 semicircle
- 6 discomfort

4b Think of a word with a prefix that means the same as the underlined words in these sentences.

- 1 He was always too confident.
- 2 His team played much better than the other team.
- 3 She asked her former boss for advice.
- 4 His mother's French and his father's Italian, so he's able to speak two languages fluently.
- 5 He told me to write the essay again.
- 6 His ability was not as great as people believed.
- 7 She did not correctly understand the lecturer.
- 8 I don't like people who don't listen when I'm talking.

SPEAKING**5** Work with a partner to discuss the following.

- 1 If you were choosing photographs of people for an article about charismatic people, who would you choose?
- 2 Is charisma the most important quality to possess if you want to be successful in your career? If not, what other qualities are important?
- 3 Are charismatic people dangerous?
- 4 Can charisma be taught?

GRAMMAR**PRESENT SIMPLE AND PRESENT CONTINUOUS**

6a Look at the **highlighted** phrases in the article and Exercise 2b. Mark them **PS** for present simple and **PC** for present continuous.

6b Look at the uses a–d of the present simple and present continuous. Match each use to one of the phrases in the article. Then write the correct tense in the gaps.

- a an action happening around now (often temporary): _____
- b a regular or habitual action: _____
- c a fact or general truth: _____
- d a trend or a changing situation: _____

GRAMMAR TIP

We often use these verbs to talk about trends: *grow, increase, decrease, change, rise, fall*

The number of people researching the power of charisma is increasing.

→ Language reference and extra practice pages 126–127

7a Look at these sentences and choose the correct answer.

- 1 Dr Partridge *regularly gives* / *is regularly giving* talks about personality.
- 2 The professor *interviews* / *is interviewing* a candidate at the moment and can't come to the phone.
- 3 The number of companies using personality tests *grows* / *is growing*.
- 4 I do lots of different research, but today *I carry out* / *I'm carrying out* research into the personalities of twins.
- 5 He *drives* / *is driving* to work every day.
- 6 People *become* / *are becoming* very interested in how personalities develop over time.
- 7 A psychologist *studies* / *is studying* the way people's minds work.
- 8 The doctor's practice *is* / *is being* in Harley Street.
- 9 I *read* / *am reading* an interesting book on psychology at the moment.
- 10 The survey found that most people feel that modern life *becomes* / *is becoming* more difficult.

7b Match the sentences in Exercise 7a with the uses in Exercise 6b.**8a** Use the following prompts to write questions in the present simple or present continuous.

- 1 make friends / easily?
- 2 what / usually / do / weekend?
- 3 what / read / at the moment?
- 4 enjoy / art and music?
- 5 prefer / extroverts or introverts?
- 6 work / on any new projects now?
- 7 do / anything interesting / at the moment?
- 8 lose temper / easily?

8b With a partner, add two more questions and then take turns to ask and answer the questions. Tell the class one interesting fact about your partner.

SITUATION

1 Read the situation below. What problems might the new assistant have working for two bosses?

Sydney GKNX, an Australian company, has a small office in Sydney which sells television and radio programmes. The office staff consist of Chris Morton (television), Jodie Walker (radio) and two secretaries Georgia and Debbie. The office needs a new assistant who will work for both Chris and Jodie.

2a **1.4** Listen to Chris and Jodie talking. What is the main problem they must solve? Did you think of it in Exercise 1?

2b Listen again and note the good and bad points about Chris and Jodie's personalities. Compare your answers with a partner.

Chris		Jodie	
+	-	+	-
<i>ambitious</i>		<i>sociable</i>	

KEY LANGUAGE

GIVING OPINIONS, AGREEING AND DISAGREEING, MAKING SUGGESTIONS

3a Listen again and complete the extracts.

- CHRIS: It's not our fault, is it?
JODIE: _____. I suppose we are difficult at times.
- CHRIS: Mmm, _____, I do have a bad temper at times.
- CHRIS: That's the kind of person I want to employ here.
JODIE: Sorry, I _____ with you about Barbara. _____, she was a really hard worker.
- JODIE: Louise was jealous of my relationship with Georgia.
CHRIS: I _____.
- JODIE: Why don't we go for a man this time?
CHRIS: No, that's _____.
- CHRIS: We want someone, male or female, who'll fit in here. I _____ we contact the agency again. ...
JODIE: OK, _____ you phoning them this time? I'm really busy, ...

3b Look at the words and phrases you put in the gaps in Exercise 3a. In each case was the speaker:

- giving an opinion?
- agreeing?
- disagreeing?
- suggesting?

3c Look at Audio script 1.4 on page 164. Work with a partner to find other examples of the language functions in Exercise 3b.

PERSONALITY CLASH

4 Chris and Jodie send an email to Recruitment Associates, an employment agency in Sydney. Read this extract from the email and answer the questions.

- 1 Discuss the qualities that Chris and Jodie are looking for. Are some of the qualities more important than others? If so, what are they?
- 2 What other qualities, not mentioned in the email, do you think the assistant needs?

From Chris.Smith.@my:emails.au
To enquiry@Recruitment.Associates.au

We are looking for someone who is:

- lively and sociable; able to get on with men and women.
- mature, open-minded, not over-sensitive.
- self-confident, with a strong personality.
- hard-working; able to work under pressure.
- flexible and with a good sense of humour.
- very smartly dressed.
- man or woman, any nationality.

You know us both well and you have the job description. Please note what we say above, but also use your own judgement to find a suitable candidate for us.

Best wishes
Chris and Jodie

TASK

CHOOSING A NEW TEAM MEMBER

5a Work with a partner. You work for Recruitment Associates. You are going to choose a suitable candidate for the job.

Student A: read the profiles of Elayne and Daniela below.

Student B: read the profiles of Rashid and Mitsuo on page 159.

Underline the good points of your candidates and put a cross against the bad points.

5b Share information about the personalities of the candidates you studied. Discuss the good and bad points of each one.

5c Rank the candidates in order of suitability (1 = most suitable, 4 = least suitable).

6 As a class, choose the best candidate to be Chris and Jodie's new assistant.

Recruitment Associates



Elayne: Australian, aged 22

Comes from a large family (two older brothers, three sisters). Smiles a lot, has a sunny personality. Speaks in a loud voice. Very self-confident. Maybe over-confident?

Your three best qualities? 'extrovert, energetic, cooperative - willing to do any task, even if it's boring'
Your worst quality? 'I am strong-willed and don't like to be criticised.'

Your ideal boss? 'Someone who gives clear instructions, so I know what to do.'

Why choose her? 'I'm popular wherever I work because I'm even-tempered and reliable.'

Doesn't smoke. Thinks smoking should not be allowed in any place of entertainment, e.g. a café, bar or sports ground.

Interests: basketball, hiking and dancing (rock and jive). Interested in fashion.

Dressed in a smart business suit for the interview.

Recruitment Associates



Daniela: Italian, aged 30

An only child. Confident and sensible. A good sense of humour. Laughs a lot. Speaks English with a strong Italian accent.

Your three best qualities? 'responsible, open-minded, flexible'
Your worst quality? 'I can be moody at times.'

Your ideal boss? 'Someone who lets you do your duties your own way and doesn't interfere too much.'

Why choose her? 'I don't need a boss to tell me what to do all the time. I can work independently and under pressure.'
Smokes a lot. Life-long vegetarian. Has strong views about people who eat meat.

Interests: reading, cinema, going to restaurants with friends. Dressed casually in a white jumper and black skirt.

STUDY SKILLS

MAKING NOTES WHILE READING

1 Work with a partner to discuss the following.

- 1 When do you need to make notes?
- 2 What techniques do you use when you make notes?
- 3 Which sources do you trust more when reading – books or online sources?

2a Read the essay below. Which statements in the essay do you disagree with?

2b Note-taking Read the essay again and complete the notes. Use one or two words in each gap.

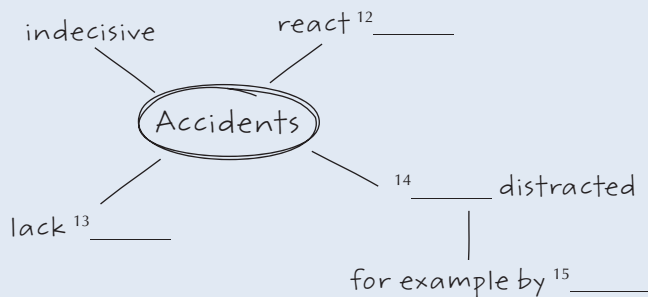
PARAGRAPH 2 NOTES

WOMEN DRIVERS

- patient and ¹ _____ to others on the road like ² _____ and ³ _____
- stay ⁴ _____ in ⁵ _____ situations
- road ⁶ _____ incidents fewer
- cautious
- take fewer ⁷ _____ when ⁸ _____
- more ⁹ _____, less likely to ¹⁰ _____ when ¹¹ _____ or after drinking

PARAGRAPH 3 NOTES

Women drivers

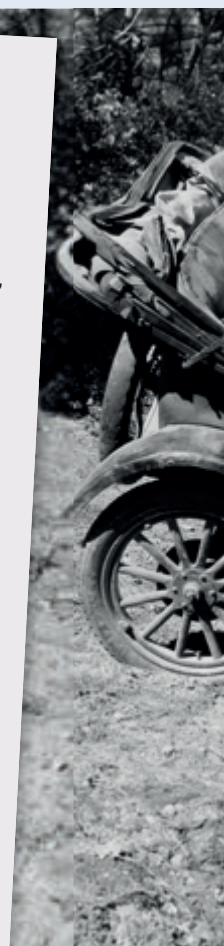


2c Which style of note-taking in Exercise 2b – bulleted notes or word webs – do you prefer? Which do you think is most effective for understanding and processing a text?

Are women better drivers than men?

- 1 Some people believe that women are better drivers than men. However, others think that women make worse drivers. In one survey of 3,000 male drivers in the UK, most felt they were better drivers than the women in their lives. The idea that women make worse drivers is a stereotype. It comes from a time when women drove less than men, and driving was seen as a man's responsibility. There are certainly different views on this controversial question, although there are a number of reasons why a woman's personality makes her a more competent driver.
- 2 Firstly, women are more patient and polite towards other road users, such as pedestrians and cyclists. In stressful situations they are more likely to stay calm, and less likely to be involved in 'road rage' incidents. Secondly, female drivers are more cautious and therefore take fewer risks, for instance when overtaking. Thirdly, they are more responsible so they tend not to drive when tired or after drinking alcohol.

- 3 On the other hand, many people argue that women cause accidents because they can be indecisive or react slowly because they lack confidence. In addition, they are easily distracted, for example, by children in the car, scenery or other drivers. Research also shows that women find map reading more difficult than men, and can have problems with the difference between left and right. Despite the fact that women have more accidents, insurance is often cheaper for them because the accidents tend to be minor. In particular, women have more accidents when parking. This is because women often have poor spatial awareness. In contrast, men tend to have more serious accidents.
- 4 To sum up, it can be seen that women make safer drivers than men because of their personality. This is supported by the fact that women have fewer serious accidents and pay lower insurance premiums than men. Overall, it is clear that women are less competitive and aggressive than men behind the wheel and therefore better drivers.



3a Symbols and abbreviations Have you thought about using symbols and abbreviations? Match the common symbols and abbreviations below with their meaning. Can you add any others?

- | | |
|---------|-------------------------------------|
| 1 & | a this leads to / causes |
| 2 + | b male / man |
| 3 > | c greater / more than / better than |
| 4 < | d female / woman |
| 5 e.g. | e smaller / less than |
| 6 ♂ | f is not equal to / the opposite |
| 7 ♀ | g that is / this means |
| 8 → | h and |
| 9 = | i is the same as / equals |
| 10 ∴ | j for example |
| 11 i.e. | k plus / in addition to |
| 12 ≠ | l therefore |

3b Look again at the notes in Exercise 2b and change them using some of the above symbols and abbreviations.

WRITING SKILLS

A FOR AND AGAINST ESSAY

4 Look again at the essay *Are women better drivers than men?* Match ideas a–d with each paragraph.

- a conclusion
- b arguments for
- c introduce the topic / state the proposition
- d arguments against



5a Linkers Look at the **highlighted** phrases in the text. Decide which of them are used to do the following.

- | | |
|----------------------|--------------------------|
| 1 list/add points | 3 show contrast |
| 2 introduce examples | 4 introduce a conclusion |

5b Look at the structures that are used with the linkers for contrast. Which linkers need a new sentence? Which linkers always need two clauses?

6a Combine these two sentences using the five phrases for showing contrast in Exercise 5a.

He is patient and careful at work. He is impatient and aggressive when he drives.

He is patient and careful at work. However, he is impatient and aggressive when he drives.

6b Complete the sentences in an appropriate way.

- 1 He was slow and often late for work. However, ...
- 2 Although the twins looked the same, ...
- 3 Despite the fact that he was shy, ...
- 4 Children find learning languages easy. Adults, on the other hand, ...

7a Work in groups. Choose an essay title from the following.

Are men/women better _____ than women/men?

managers politicians teachers doctors lawyers

7b In your groups, brainstorm the qualities you think you need to do the jobs.

7c Look at the statements 1–13 below and do the following tasks.

- a Decide which of the statements below apply more to men and which to women.
- b Add two more statements of your own.
- c Select some to include in your essay. Remember to have some to show the other side of the argument.
- d Think of examples to support the statements you have included.

- 1 _____ are good at listening.
- 2 _____ find it easier to deal with people.
- 3 _____ have more authority.
- 4 _____ are more sympathetic to others.
- 5 _____ are better organisers.
- 6 _____ pay more attention to detail.
- 7 _____ stay calm in stressful situations.
- 8 _____ are good at getting the best out of people.
- 9 _____ are energetic and enthusiastic.
- 10 _____ work better in a single-sex team.
- 11 _____ are better at public speaking.
- 12 _____ are more inspiring.
- 13 _____ take decisions quickly.

8 Write your essay. Use the structure of the essay on the left as a model. You can have a neutral conclusion.

9a Read your partner's essay and take notes.

9b Tell another student about your partner's essay.

3

Work

3.1 JOBS

IN THIS UNIT

GRAMMAR

- present perfect continuous
- present perfect simple and present perfect continuous

VOCABULARY

- work adjectives
- dependent prepositions
- expressions connected with time and work

SCENARIO

- asking questions, giving answers
- taking part in an interview

STUDY SKILLS

- organising ideas

WRITING SKILLS

- covering letter and curriculum vitae (CV)



When I work I relax. Doing nothing makes me tired. Pablo Picasso, 1881–1973, Spanish painter

SPEAKING

1 Look at the jobs below and discuss the questions.

nurse politician model journalist firefighter lawyer
professional footballer teacher shop assistant police officer
TV presenter personal assistant sales manager

- 1 How important/useful do you think they are?
- 2 How much status do these jobs have in your country?
- 3 About how much are people paid for these jobs in your country?
- 4 Do you think they should be paid more or less money? Why?

LISTENING AND VOCABULARY

WORK ADJECTIVES

2a **3.1** Listen to five people talking about their jobs. Match each speaker to a job from Exercise 1. What are the key words which tell you the jobs?

1 *shifts, patients, ...*

2b Listen again. What aspects of their jobs does each person say they like/dislike?

3a Add the missing letters to the adjectives below. Which adjectives would you use to describe the jobs from Exercise 1?

- | | |
|---------------|---------------|
| 1 r_w_rdn_g | 6 r_p_t_t_v_ |
| 2 ch_ll_ng_ng | 7 s_t_sfy_ng |
| 3 gl_m_r_s | 8 st_m_l_t_ng |
| 4 str_ssf_l | 9 fl_x_bl_ |
| 5 t_d_o_s | 10 m_n_t_n_s |

3b Which of the jobs in Exercise 1 would you like to do? Which wouldn't you like to do? Why? Use the words from Exercise 3a in your discussion.

READING AND VOCABULARY

DEPENDENT PREPOSITIONS

4 Read the job advertisements and match them with statements 1–8 below.

- 1 The company is the most important one in its area of business.
- 2 You will need to work by yourself.
- 3 The company offers the chance to work in their offices abroad.
- 4 You will not work at the same time every week.
- 5 The company offers extra money once a year for good work.
- 6 There are opportunities for promotion.
- 7 You will be in charge of a number of staff.
- 8 The company wants people who are relaxed in stressful situations.

5 Match the words with the correct preposition from the box. Check your answers in the adverts.

on to for of in by

- | | |
|---------------|-------------|
| 1 looking | 7 motivated |
| 2 experience | 8 report |
| 3 depend | 9 prospects |
| 4 responsible | 10 fluency |
| 5 expected | 11 ability |
| 6 knowledge | 12 suitable |

6 Which job in the adverts would you apply for? Why?

7 **Ranking and justifying choices** Look back at the four jobs in the adverts and rank them from 1–4 (highest to lowest) under the following categories.

- | | |
|---------------------|--------------------------------------|
| a level of interest | c pay/benefits |
| b status | d suitability for a woman (or a man) |

Explain your ideas to a partner. Give your reasons.

WRITING

8 Work with a partner. Write a short job advertisement using some of the collocations in Exercise 5. Include the job title, salary and details of the positions.

SPEAKING

9a What is most important to you in a job? Choose the five most important things for you from the list. Then discuss your ideas with a partner.

- long holidays
- friendly colleagues
- short travelling time
- competitive salary
- opportunity for promotion
- pleasant working environment
- other benefits (e.g. company car, mobile phone)
- regular bonus
- good pension
- flexible hours
- foreign travel
- prestigious company

9b What would your dream job be?

A

Marketing Executive

**Competitive Salary
+ Car + Pension Scheme**

Jakarta, the country's leading sports shoe manufacturer, is looking for an ambitious marketing executive to join our busy marketing department. You will have experience of designing and coordinating large advertising campaigns. Candidates should be prepared to spend time at our overseas branches in Rome and Berlin. Fluency in a European language would be an advantage. This is a very exciting opportunity for the right candidate. Salary will depend on experience.

JAKARTA

C

Receptionist

Belnet

The prestigious Belnet hotel group is seeking a lively and enthusiastic person to join its City branch. The ideal candidate is someone motivated by working in a small team in a high pressure environment. You will report to the head of reception services. The post will include shift work (including some nights and weekends). Experience of reception work preferred. There are excellent prospects for rapid career progress in the company. This is a very satisfying and rewarding job for the right person.

Excellent salary and benefits

Go to www.belnetjobsrec1.co.uk for full details and application procedure

D

Cantro Tours

Tour managers/guides (London and worldwide)

Cantro Tours is an international travel organisation providing travel packages to a wide range of clients.

Energetic, self-confident young people with fluency in English and one other language are needed to work with groups of travellers to a variety of UK and overseas destinations. You will act as an expert on the area you take groups to, so a knowledge of the local culture and language is required. The ability to work alone and under pressure is essential. Previous experience is not necessary as full training is given. The posts are suitable for recent graduates or students on summer vacation.

Industry competitive salary and travel benefits.
For more info go to www.cantrotours.co.uk/jobs

B

SALES MANAGER

Excellent Benefits + Annual Bonus

Broadgate PLC is one of the largest suppliers of office equipment in the country. The successful candidate will be a dynamic person with excellent organisational skills. You will be responsible for leading and motivating a sales team. You are expected to develop new market opportunities as part of Broadgate's continuing programme of expansion. A knowledge of the office equipment market is desirable, but not essential. This is a challenging opportunity with one of the country's most respected employers.

Broadgate PLC



Working from home on the rise

1 Sunjit Patel is a graphic designer with a well-known publishing company. He has lived in south London since he was five, and for the last three years he has been working from home. He prefers working from home because he can spend more time with his family and have a better work-life balance. Sunjit is just one example of a worldwide, upward trend towards working from home, and according to a study by the International Labour Organisation, 'The expansion of teleworking ... is likely to further accelerate in the years to come.'

2 What are the reasons for the rise of homeworking? Technology has been a key factor. Fast broadband connections have provided people with a quick way of receiving and sending data from home. People can now do most of the work at home that they did previously in an office. Other reasons for the rise of homeworking are that it lowers costs for companies and homeworkers tend to be more productive and take fewer sick days than office workers.

3 In recent years, a large number of companies have been offering employees more flexible ways of working. British Telecom was one of the pioneers of home working. In fact, it has been offering a telework scheme since 1986, which has paved the way for others. It says that homeworkers save the company an average of £6,000 per person, annually.

4 Homeworking brings many benefits to employers and employees. Office space is costly, so if a company can

reduce its workstations, it may be able to move to a smaller site. Homeworking employees will no longer be commuting daily to work, which is time-consuming and stressful. They can plan their own work schedule and develop good time management skills.

5 There are, however, disadvantages of homeworking. For some people the office provides a break from the family, colleagues to talk to and a creative environment. There are many jobs too in which people have to work closely in teams and brainstorm ideas. Homeworking is not really suitable for that kind of activity. It is also not suitable for people who have got a very young family and nowhere separate to work.

6 Whatever the pros and cons, teleworking is here to stay. For Sunjit Patel it is only good: 'For someone like me, who has a family and the time management skills to work well on their own, homeworking is a no-brainer. I'm much happier with my life since I quit the office.'

READING

1 Work with a partner to discuss these questions.

- 1 Would you like to work from home? What would be the advantages/disadvantages for you?
- 2 Homeworking is generally on the increase. Why do you think that is?

2a Read the first three paragraphs of the article quickly and check your answer to the second question in Exercise 1.

2b Read the first three paragraphs again and find the following information.

- 1 how long Sunjit has lived in London
- 2 how long Sunjit has been working at home
- 3 the name of a company that was one of the first to introduce homeworking

3 Read the rest of the article and list the advantages and disadvantages of homeworking.

4a Think of some more advantages and disadvantages of homeworking and add them to your list from Exercise 3.

4b **Evaluating advantages and disadvantages** In groups, compare your ideas and discuss whether the advantages of homeworking outweigh the disadvantages.

VOCABULARY

EXPRESSIONS CONNECTED WITH TIME AND WORK

5a Match the expressions with their meanings.

- 1 time-consuming
 - 2 time management
 - 3 workstation
 - 4 work-life balance
 - 5 spend time
- a organising your time effectively
 - b taking up a lot of time
 - c how much time you spend at work and home
 - d use or pass time doing a particular thing
 - e the place in an office where a person works, especially with a computer

5b Complete the text with the words and expressions from Exercise 5a.

I've got a full-time job and I'm tired all the time. I don't need to improve my ¹ _____ skills as I organise my time efficiently. But I do have to ² _____ a lot of _____ commuting to work, and it's very ³ _____. One way I could save time would be to look at homeworking. My boss might like that as she could reduce the number of ⁴ _____. I could stay in touch with the office by email and phone. I'm not a workaholic. What I want is a better ⁵ _____ so I can be with my family more of the time.

GRAMMAR

PRESENT PERFECT CONTINUOUS

6a Look at the three **highlighted** phrases in the text. Which of these statements about the present perfect continuous are true?

- 1 It is formed with *have/has + been + -ing*.
- 2 It is used to talk about an action that finished a long time ago.
- 3 It is used to talk about an action that continues to the present.
- 4 It is often used with the time expressions *since* and *for*.
- 5 It is often used to focus on the duration of an action (e.g. in answer to the question *How long?*).

6b Look again at the **highlighted** phrases. Complete the rule with *for* or *since*.

We use _____ + a point in time (when the activity started) and _____ + a period of time.

GRAMMAR TIP

Remember that we do not usually use state verbs in the continuous form, e.g.

be know understand feel

→ Language reference and extra practice pages 130–131

6c Write sentences using the present perfect continuous where possible. If it is not possible to use the verb in the continuous, use the present perfect simple. Use *since* and *for* when appropriate.

- 1 Cristina / work as a designer / she graduated.
Cristina has been working as a designer since she graduated.
- 2 I / know Yukiyo / six months.
- 3 How long / Mohammed / study engineering at university?
- 4 Fuat / live in Istanbul / he got a job there.
- 5 Marianna / work at home / two years.
- 6 I / not live here / very long.
- 7 Ji Hyun / feel sick / yesterday morning.
- 8 Mark and Julie / teach / same college / a year?

6d Which of the following phrases go with *for* and which go with *since*?

just a few days Monday hours we moved
two weeks 2011 8 o'clock

7 Work with a partner. Talk about things you've been doing for some time, using *since* and *for*.

I've been revising for my exams since Monday, and I haven't been sleeping properly. I'm really tired at the moment. So far, I've revised English and Arabic.

LISTENING

8a **3.2** Listen to four people talking about working from home. What is each person's job?

8b Listen again. How long has each person been working from home? Do they like it? What reasons do they give?

9 Complete the extracts with the present perfect simple or present perfect continuous of the verbs in the box.

be take learn live work not work
translate pay

- 1 I _____ from Italian to English for most of my career.
- 2 We _____ in Milan for nearly five years.
- 3 How long _____ you _____ from home for?
- 4 I _____ a lot more for heating.
- 5 I _____ never _____ a morning person.
- 6 I _____ a new language since January.
- 7 I _____ lessons for the last six months.
- 8 He _____ at home much recently.

PRONUNCIATION

10a **3.3** **Correcting politely** Listen to this short dialogue. Underline the main stress in what B says.

- A: So, you've been working from home for eight years?
B: No, actually I've been working from home for six years.

10b Listen again and repeat the dialogue with a partner. Then practise some more dialogues.

Student A: turn to page 155.
Student B: turn to page 163.

SPEAKING

11 Work with a partner to discuss this question.

What would be your ideal pattern of working hours?

I'd love to work long shifts for six months of the year and then travel for the other six.

I can't get up in the mornings, so I'd like to work from after lunch till 8 p.m.

READING

1 Read this description of work placements. Then work with a partner and discuss the questions.

Work placements and internships are usually done by young people as part of their college studies or afterwards to get into a work sector. They give people experience of work. They can be paid or unpaid. They are different from apprenticeships, which are for more practical jobs.

- 1 What are work placements called in your country?
- 2 Are they common?
- 3 Are they generally paid or unpaid?
- 4 Do you know anyone who has done a work placement?

2a Read Sachiko Suzuki's blog which includes four comments about work placements and answer the questions.

- 1 Which two are the most balanced and considered?
- 2 Who is the most positive?
- 3 Who is the most negative?

2b **Inferring opinion** Read the blog again and decide who is the most likely to say the following: Azra (A), Tom (T), Sabrina (S) or Charlotte (C).

- 1 'Work placements exploit young people.'
- 2 'You need to make sure you get enough training before you take on responsible roles.'
- 3 'I would recommend work placements to people without question.'
- 4 'Basically, some work placements are good, and some are bad.'
- 5 'Work placements can be a good way to find out which area of the business you would like to work in.'
- 6 'Work placements are good for people who want to improve their confidence.'
- 7 'I would not recommend work placements to anyone.'
- 8 'The most important thing is to get a placement that gives you a role with some responsibility.'

3 Which comment do you most agree with and why? Compare your choice with a partner.

LISTENING

4a **3.4** Listen to three university students talking on the radio about their work placements. For each student, find out the following information.

- 1 name
- 2 the country they are from
- 3 what they are studying
- 4 the city where they are doing their work placement

4b Work in groups of three and choose one student each. Listen again and take notes on what your student has been doing recently and why they had a good work placement.

4c In your groups, summarise the information from your notes.

Recently Jan has been doing a work placement ...

GRAMMAR

PRESENT PERFECT SIMPLE AND PRESENT PERFECT CONTINUOUS

5 Look at these sentences from the blog and then complete the statements with *present perfect simple* or *present perfect continuous*.

- 1 I've just completed a work placement.
- 2 I've been looking for a job since January.
- 3 I've already sent off two applications this morning.
- 4 For the last month I've been working very long hours.
- a The _____ focuses more on the completed result (sometimes with a focus on number).
- b The _____ focuses more on the activity itself and its duration (sometimes with a focus on time).

6 Work with a partner and look at Audio script 3.4 on page 166. Underline all the examples of the present perfect simple and present perfect continuous. Note the question forms and negative forms. Find two examples to illustrate each of the statements in Exercise 5.

7 Complete the sentences with the present perfect simple or continuous forms of the verbs in brackets. Sometimes both are correct.

- 1 I _____ for a work placement in a hotel for some time. (look)
- 2 I _____ Japanese since May. (learn)
- 3 The boss _____ ill this week. (be)
- 4 The intern _____ me in reception since Monday. (help)
- 5 Maria _____ in São Paulo since May. She's moving to Rio in August. (work)
- 6 I _____ in Moscow all my life. (work)
- 7 My mother _____ here for 25 years. (work)
- 8 Patricia _____ her job recently (not enjoy)
- 9 What _____ at work recently? (you / do)
- 10 We _____ ten people for the job. (interview)

8 Work with a partner and ask each other these questions.

- 1 What have you been doing to improve your English?
- 2 What have you been doing at college/work recently?

SPEAKING

9a Work with a partner. Make a list together of at least three arguments against each of the following statements.

Work placements exploit young people.
Work placements should always be paid.
Only the rich and the privileged can afford to work for free.
Work placements benefit the employers more than the employees.

9b In your pairs, discuss what makes a good work placement.



MEET THE EXPERT

Watch an interview with Caroline Matthews about her internship in the insurance industry.

Turn to page 150 for video activities.

MyTablet 15.24 90%

Eastern Bubble

http://www.easternbubble.com/comments-Work-placements search

eastern bubble

home **blog** about updates links

the blog: featuring Eastern Bubble's signature line-up of contributors

'Work placements exploit young people.'

Sachiko Suzuki



What do you think?
Easternbubble is conducting a quick survey, so get your comments in asap.

AZRA AYDIN

I have to disagree. I've just completed a work placement, and I really have a sense of having achieved something. I come from Izmir in Turkey, and I was quite nervous about studying abroad. I did my work placement at a famous events company in Paris. They contacted me as a result of a networking event my university had set up. The placement taught me everything I now know and opened so many doors. I also won an award for the best work placement in France. As a result, I've had eight job offers without even applying. Best of all, the company I did my placement at has just offered me a job. The great thing about them was the support and training they gave me, and they gave me a lot of confidence.

TOM BLISSETT

I totally agree with the statement. Basically, people on work placements should always

be paid. It's only rich privileged people who can afford to work for free. Unpaid placements only benefit the companies. I couldn't get a job after university, so I did an unpaid placement for six months. I wasn't given any responsibility and ended up just washing pots and pans in the basement. I didn't get to meet the customers. What a waste of time! And they didn't even give me a job at the end. I've been looking for a job since January and I've already sent off 2 applications this morning. I'm looking for an apprenticeship now.

SABRINA PEISL

I've been doing a work placement for the last nine months in a major bank in Zurich. I've worked in many different departments so I've had the chance to see which department I really like. They are paying me a good salary. On the other hand, I've had too much responsibility without

enough training. I've opened accounts, I've organised credit and debit cards and I've dealt with client complaints without much supervision. And for the last month I've been working very long hours. Overall, it's been a good work placement, but I would have liked more training.

CHARLOTTE HAWKINS

I have been looking for a job in TV for some time, and I've done A LOT of internships. My first internship was at the BBC, and it was brilliant. They immediately gave me lots of responsibility, and I learnt so much. They didn't pay me though. I enjoyed being an intern at Al Jazeera, who gave me a lot of support. However, I have also done some terrible internships. I spent whole days (unpaid) filing paperwork at one production company. To get the best out of an internship, convince the company to give you proper work to do.

Get updates for Sachiko Suzuki: Follow on [Twitter](#) | Like on [Facebook](#)

SITUATION

1 Read the situation below. Do you think you would like this sort of work experience?

Jade Gyms is a famous American health club chain. It is opening a number of branches in London. The club is about to invite applications for some internships. These are aimed at students and recent graduates and will be both challenging and rewarding.

At the moment, the senior managers are discussing the advert for the positions and are considering what skills and personal qualities the successful people should have.

2 List the skills and personal qualities you think the ideal candidates should have.

3a **3.5** Listen to two senior managers from Jade Gyms, Harry and Marta. Which skills and qualities do they say are important?

3b Compare the skills/qualities they have chosen with the ones you discussed in Exercise 2. Are any the same?

KEY LANGUAGE

ASKING QUESTIONS, GIVING ANSWERS

During interviews, framing expressions can be very helpful. Framing expressions for questions help to show another question is coming. Framing expressions before answers help to avoid silence and give candidates time to think.

4a **3.6** Listen and complete the extracts from the interviewer at a job interview.

- Now, looking at your CV. I _____ what you feel you learnt in your last placement?
- I'm also _____ your reasons for applying to our company.
- Now, _____ all our candidates. What are your strong points?
- OK. Thank you. A _____ your computer skills. What software are you familiar with?
- Right, thank you. Moving on. _____ what you think the growth areas in the leisure industry are?
- OK. _____ question. Where do you think you'll be in five years' time?



4b Listen again and complete the extracts from the candidate at the interview.

- 1 I'm _____ me that because I feel I developed some important skills while I was there.
- 2 That's a _____. Basically, because it is such a respected and famous organisation.
- 3 Well, without going into _____, I have very good people skills.
- 4 I thought you might _____ that. Well, what I can say is, I have a good knowledge of Excel and Word, and can prepare excellent Powerpoint presentations.
- 5 Well, _____, but I think the boom in fitness centres will continue in the next few years.
- 6 Let me just _____ that for a moment. Well, I hope to be working for your company in a senior position.

4c Look at Audio script 3.6 on pages 166–167 and check your answers to Exercises 4a and 4b.

5 Work with a partner to practise the questions and answers in Exercise 4.

6 Think about the new internship positions at Jade Gyms. Write down three questions the interviewer might ask. With a partner, practise asking and answering the questions using framing language. You may invent any information you wish. You could ask about:

- foreign languages
- good/bad qualities
- opinions about travel for work
- education
- skills

TASK

TAKING PART IN AN INTERVIEW

7a Work in groups, Student As and Student Bs. You are going to prepare for and take part in an interview for a work placement.

Student As (interviewers): Turn to page 163 and prepare for the interview together.

Student Bs (candidates): Turn to page 157 and prepare for the interview together.

7b Now work in pairs of A/B and do the interview. (A is the interviewer, B is the candidate.)

8 Student A turn to page 156. Student B turn to page 155. Complete the evaluation sheet about your partner. Discuss the results and if necessary explain the scores to your partner.

9 Return to your group and explain how successful you think the interview was.

USEFUL PHRASES

Thank you for coming in today.
Please take a seat.
Are there any questions you'd like to ask us?
It's been a pleasure meeting you.
We'll let you know shortly.



STUDY SKILLS

ORGANISING IDEAS

1a Paragraphs Complete the text about paragraphing with the words in the box.

information link texts logically main

It is common to divide writing into paragraphs. A paragraph contains sentences, and these all ¹ _____ to the ² _____ idea contained in the key sentence. This is called the topic sentence. It is usually the first one but can come later in the paragraph. The other sentences support it by giving more ³ _____ or examples. A paragraph will have a final sentence which usually signals what will come next or summarises information which was in the paragraph. Most written ⁴ _____ have several paragraphs which connect ⁵ _____ to each other.

1b Why do we divide texts into paragraphs?

2 Organising a paragraph Read this paragraph from an application letter. It was sent by a candidate who applied to Jade Gyms for a job. Work with a partner to discuss the following.

- Which is the topic sentence?
- Which sentences support the main idea?
- Why is the final sentence not suitable for this paragraph?

I have been interested in healthy living and fitness for many years. This is why I chose to study for a degree in Sports Management at my local university. I have had excellent grades throughout my studies and expect to graduate in a few weeks' time. After this, I am thinking of going on to do a part-time Master's degree in Business Administration. I am a member of the university debating society and enjoy dancing to South American music.

3 The following sentences are from another paragraph in the letter. Put the sentences in the correct order and underline the topic sentence.

- For example, I am captain of the university debating team.
- One of my strongest points is my personality. I am a confident person, very outgoing and sociable.
- I believe the qualities that I have mentioned are important for a fitness instructor.
- Because of this, I have many friends and am a member of several clubs.

4a Look again at the job adverts on page 27. Which advert interests you the most? Think about these questions.

- Why do you want to apply for the position?
- What skills and qualities do you have to offer the organisation?

4b Complete this first paragraph of your application letter for the job. Then write two paragraphs, explaining your reasons for applying and describing your skills and qualities.

I am writing to apply for the position of _____, which you advertised in today's Jobsonline.com. I am very excited by the opportunity you offer and believe that I have the personality and qualifications you are looking for.

WRITING SKILLS

COVERING LETTER AND CURRICULUM VITAE (CV)

5 What is the difference, if any, between a CV, a resumé and a covering letter?

6a 3.7 **Covering letter** Listen to a careers counsellor answering questions from a student about covering letters. What three things does the student ask about?

6b Listen again. What are the counsellor's answers to the questions? Make notes next to the questions you wrote in Exercise 6a.

7 Denise Martin is applying for a job as an instructor at the London branch of Jade Gyms (see page 32). Read her covering letter and complete it with the words and phrases in the box.

work placement available for interview skills
look forward degree delighted position

Dear Ms Khan,
Re: Fitness Instructor

25 September

I am a student studying Sports Management at the University of Surrey. I am writing to apply for the ¹ _____ of Fitness Instructor, which you advertised in today's KeepFitOnline.com.

I have been interested in healthy living and fitness for many years, which is why I chose to study for a ² _____ in Sports Science at my local university. I graduate in three months' time and would like to work in a Health and Fitness club. I was ³ _____ to see your advert because your clubs have an excellent reputation.

I am an outgoing, confident person and believe that I have good communication ⁴ _____. I speak French fluently and German to an intermediate level. Last summer, I worked with a dietician at a hospital and gained useful knowledge of health foods. I also had a two-month ⁵ _____ with a sports goods company. In my spare time, I run an aerobics class every Monday evening.

I am ⁶ _____ at any time convenient to you. I ⁷ _____ to hearing from you soon.

Yours sincerely,

D. Martin

Denise Martin

8 Curriculum Vitae (CV) Work in small groups to discuss the following.

- 1 What is more common nowadays in your country: sending a CV or filling in an online application?
- 2 Should you use the same CV for all applications?
- 3 What headings do you normally find in a CV?
- 4 Should you include a photo of yourself with your CV?
- 5 Should you always tell the truth in a CV?
- 6 Do you agree that the best CV is no more than one page long?
- 7 If you were an employer, how would you feel about a CV which had spelling mistakes?

9a 3.8 Listen to six people giving their opinion about writing CVs. Make notes about what they say.

9b Work with a partner to discuss what each person said. Do you agree with them?

10 Look at Monique Lepine's CV. Fill the gaps with these extracts. There is one extra extract that you do not need to use.

- a Cycle regularly. Play tennis in a local club.
- b Diploma
- c Work placement
- d graduate
- e Graduate trainee
- f numerate
- g Good at teamwork
- h fast-expanding
- i Voluntary

11 Jade Gyms have vacancies in administration, sales, personnel and finance. Apply to their Head Office in London for any position. Write a covering letter and a CV.

Curriculum Vitae: Monique Lepine

Profile

- I am a highly-motivated ¹ _____ in Commerce with a strong desire to succeed in my chosen career. I am interested in working for a ² _____ company in the leisure industry, which will appreciate my qualities. I am bright, articulate and ³ _____, with excellent communication skills.



Education

- 2011–2012 Postgraduate ⁴ _____ in Marketing
- 2008–2011 Diploma in Commerce, University of Provence
- 2006 (June) Baccalauréat Series B (Economics)

Work Experience

- 2013–present Euromarché, Paris, ⁵ _____
- 2012–2013 ⁶ _____ work overseas
- 2011 (summer) Part-time work at Tennis Championship (Roland Garros, Paris)
- 2010 (summer) Sales Assistant, Carrefour Store, Nice, South of France.
- 2009 (summer) ⁷ _____ (two months), Kopcea, Paris

Key skills

- Fluent in English, French and German
- IT-literate; working knowledge of Microsoft Office package
- Fast typing – 80 words a minute

Interests

- ⁸ _____

5

Advertising

5.1 WHAT MAKES A GOOD ADVERT?

IN THIS UNIT

GRAMMAR

- second conditional
- comparison

VOCABULARY

- adjectives
- advertising
- words with a similar meaning
- word combinations

SCENARIO

- the language of presentations
- giving a presentation

STUDY SKILLS

- critical thinking

WRITING SKILLS

- an opinion-led essay



You can tell the ideals of a nation by its advertising. Norman Douglas, 1868–1952, Scottish writer

SPEAKING

1 Work with a partner to discuss the following.

- 1 Have you ever bought something just because of an advert? When?
- 2 Are there any adverts which you particularly dislike? Which one(s)? Why?
- 3 Think of a memorable advert. Describe it.

READING

2a Read three opinions about advertising. Are these statements true, false or partly true?

- 1 Michael Hamilton says that adverts must attract attention and be colourful.
- 2 He also states that an advert should encourage us to do something.
- 3 Miranda Hoyles states that adverts nowadays do more than in the past.
- 4 Hoyles also says people like adverts that reflect everyday life.
- 5 Christie Peterson focuses on company names, slogans and logos.
- 6 She says that mystery in an advert is more important than learning the product or company name.

“

First of all, an advert has to be attention-grabbing and powerful. You need a strong image that is eye-catching, a catchy slogan, a joke or something shocking. In advertising, we talk about the AIDA formula. A is for attention. I is for interest. D is for desire. A is for action. An ad needs to do more than get our attention. It also has to be effective and persuasive. It must get us interested, make us want the product and motivate us to go out and buy it.

Michael Hamilton, advertising executive

”

“

Advertising has changed over the years. Adverts are no longer purely informative and focused on the product. Many of the adverts that we see today are short stories telling inspirational tales that are often witty, humorous and sophisticated. People do not want to remember that life can be dull. They want to see something original and creative. The adverts take away the ordinariness of everyday life and take us to somewhere exotic or romantic.

Miranda Hoyles, head of US advertising agency

”

“

Many people talk about advertisements that are exciting and intriguing. But for me, an instantly recognisable logo is really important. Good logos have been built up so they are recognisable. Part of what makes a good advert is a clear symbol that people immediately identify with the company. A good slogan also helps you make a connection. ‘The real thing’ makes you think of Coca-Cola immediately. It’s also important that your slogan does not become irritating.

Christie Peterson, illustrator

”

2b Inferring opinion Work with a partner to discuss the following. Which of the people in the text do you think would agree with or say the following? Why?

- 1 Advertising helps people to escape from reality.
- 2 Strong symbols and carefully chosen words are the key to good advertising.
- 3 Impact is the most important aspect of advertising.
- 4 Being too repetitive in an advert can be dangerous.

2c Which opinion do you agree with the most?

VOCABULARY

ADJECTIVES, ADVERTISING

3 Find adjectives in the first two texts in Exercise 2a which mean the following.

- 1 attracting your attention easily
- 2 unusual, attractive and noticeable
- 3 amusing and enjoyable, easy to remember
- 4 very surprising
- 5 works well and produces the results you want
- 6 able to make people do or believe something
- 7 funny and clever
- 8 not interesting or exciting
- 9 imaginative, using completely new and different ideas
- 10 unusual and exciting because it comes from a distant country

4 Match the words connected with advertising with their meanings.

sponsorship	commercial (n)	promote	jingle
misleading	slogan	endorse	logo

- 1 an advert on TV or radio
- 2 financial support a company gives in order to get publicity for themselves
- 3 a short phrase that is easy to remember
- 4 to say publicly that you support or approve of something
- 5 giving the wrong idea or impression
- 6 special design/symbol that a company puts on all its products or adverts
- 7 to help to sell something, especially by advertising
- 8 a short, easy to remember phrase with music



5a Choose the correct words.

- A: OK, let's brainstorm how we're going to ¹*promote/endorse* this product.
- B: Well, we could get a famous celebrity, like an actor or sports star to endorse it.
- A: I think that would be much too expensive.
- ²*Commercial/Sponsorship* of a TV programme would also cost a lot. And a TV ³*logo/commercial* is out of the question for the same reason. I've seen some great TV spots which are visually beautiful and really ⁴*eye-catching/shocking*, often set in romantic or ⁵*dull/exotic* locations. But I don't think they've been very ⁶*effective/witty* as people can't remember the product they're advertising.
- B: I agree, but we don't want something ⁷*catchy/dull* and boring. How about advertising on the internet? Would the budget run to that?
- A: Yes, we could stretch to that.
- B: And would you like something mysterious and clever or witty and with a(n) ⁸*eye-catching/catchy* jingle?
- A: Maybe. What I really want is something new and ⁹*dull/original*. But most importantly, it must be ¹⁰*persuasive/misleading*. It must get people to buy the product.

5b **5.1** Listen and check your answers.

LISTENING

6a **5.2** Listen to three people talking about different adverts and answer the questions for each extract.

- a What is the type of product?
- b What is the brand?
- c Did the speaker like the advert?

6b Listen again and note down the adjectives that each speaker uses to describe the advert.

6c Which advert was the most effective? Why?

SPEAKING

7a You are going to discuss some photos for use in adverts. Work in groups of four, two As and two Bs.

Student As: Look at the two photos on page 156.

Student Bs: Look at the two photos on page 158.

With your partner, discuss the following.

- 1 Which product(s) you could use them for.
- 2 How you would use them for advertising.
- 3 What slogans you would choose.

7b Now work in new pairs, A and B. Explain your advertising ideas to your new partner.

IS IT ACCEPTABLE TO MANIPULATE IMAGES IN ADVERTISING?



FOR

In recent years, digitally manipulating images, or 'photoshopping', has become increasingly common, particularly in the advertising industry. It is now usual practice for the photos of celebrities and models to be retouched and altered to make them look more physically 'perfect' than they really are. Photoshopping has caused a great deal of controversy over the years, with those against it arguing that it promotes an unrealistic and distorted image of what people, particularly women, look like.

But is photoshopping as bad as many people believe? An expert on fashion, Amanda Fortini, certainly does not think so. She writes articles on fashion and popular culture for the *New York Times* and has come out strongly in defence of photoshopping images. She argues that adult women and men are well aware that images of celebrities are retouched. She quotes Christine Loiritz, editor of French *Marie Claire*, to support her opinion, 'Our readers are not idiots, especially when they see those celebrities who are 50 and look 23.' Her point is that young people have seen programmes about airbrushing on television and in the newspapers. They are not without knowledge of the techniques advertisers use.

Fortini also points out that images of famous people have been altered and exaggerated for many years – this technique is not new. Ever since advertising began, images of a beautiful, wealthy and youthful world have been used to sell products. We should accept that airbrushed images are a fiction, a fantasy. We should enjoy them, not criticise them.

Manipulated images are powerful. Some are subtle and others are instantly recognisable as fakes. Many are witty. We want to manipulate the world in which we live and this is reflected in our willingness to produce and consume those images. Advertisers should be free to produce whatever images they think are beautiful and will help sell their products.

So is it acceptable to manipulate images? Of course it is. Amanda Fortini is right. We know what images are fake, and we should use our critical skills when viewing images. As she says, 'The problem isn't altered photos, it's our failure to alter our expectations of them.'

READING

1 Work with a partner to discuss the following.

- 1 What do you think of the two photos of the same person in the article?
- 2 Is it acceptable to manipulate images of people in advertising?

2 You are going to read a FOR and AGAINST article in a magazine on the above topic. Work in pairs.

Student A: Read the FOR text on this page.

Student B: Read the AGAINST text on page 158.

Scan your texts and find out what it says about these people. Then share your information with your partner.

- 1 Amanda Fortini
- 2 Julia Roberts
- 3 Kate Winslet
- 4 Britney Spears
- 5 Christine Loiritz
- 6 Brad Pitt
- 7 Chuck Close

3a Read your text again and make notes on the key points.

3b Work with your partner. Using only your notes, summarise your text for your partner.

4 Evaluating arguments Which arguments do you think are stronger – FOR or AGAINST? Why?

5 Text reference Look at the FOR text again and decide who or what the highlighted words refer to.

VOCABULARY

WORDS WITH A SIMILAR MEANING

6a Look at these verbs from the texts connected to 'change'. Match them to their meanings below.

alter	enhance	manipulate	distort	exaggerate
-------	---------	------------	---------	------------

- 1 to improve something
- 2 to skilfully control or move something
- 3 to change
- 4 to change the shape or sound of something
- 5 to make something seem better, larger, worse, etc. than it really is

6b Complete the sentences with an appropriate form of the verbs in Exercise 6a. Use each verb only once.

- 1 Her face had not _____ much over the years.
- 2 You can _____ photos using various software programmes.
- 3 Tall buildings can _____ radio signals.
- 4 Benitez said everyone hated him, but he was _____.
- 5 Salt _____ the flavour of food.

LISTENING

7a **5.3** Listen to a conversation between a web designer and two photographers and answer the questions.

- 1 What kind of photographs do they take?
- 2 Where do they take their photographs?
- 3 Do the photographers have a website at the moment?



7b Listen again and complete the sentences.

- 1 If we _____ an invitation to a ceremony in Papua New Guinea, we'll go there right away for a great shoot.
- 2 We'd design the website ourselves if we _____ enough time.
- 3 If we _____ quickly, we'll limit the damage.
- 4 If we make the sea bluer, the picture _____ look even better.
- 5 If I _____ you, I'd use this photo as your main image.
- 6 If I had the couple's number on me, I _____ give them a call now.
- 7 What _____ you do if you had an unlimited budget?

7c In groups, discuss how you would design the photographers' website.

GRAMMAR

SECOND CONDITIONAL

8a Look at these sentences from the conversation.

If we act quickly, we'll limit the damage.

We'd design the website ourselves if we had enough time.

Now complete the statements below using the words in the box.

will *present simple* *unlikely* *would* *likely* *past simple*

- 1 We use the first conditional to talk about things that are _____ to happen.
- 2 We use the second conditional to talk about things that are _____ to happen.
- 3 We form the first conditional with: *if* + _____, _____ + infinitive.
- 4 We form the second conditional with: *if* + _____, _____ + infinitive.

8b Look at the sentences in Exercise 7b and find an example of the following.

- 1 *if* + past simple + modal
- 2 a set phrase with *If I were you* + *would*

8c Look at the sentences in Exercise 7b again and choose the correct words in these statements.

- 1 It is *likely* / *unlikely* they will get an invitation to Papua New Guinea.
- 2 They *have* / *don't have* enough time.
- 3 It is *likely* / *unlikely* they will act quickly.
- 4 It is *likely* / *unlikely* they will make the sea bluer.
- 5 This phrase is *used* / *not used* to give advice.
- 6 The speaker *has* / *does not have* the phone number.
- 7 The speaker *has* / *does not have* an unlimited budget.

→ Language reference and extra practice pages 134–135

GRAMMAR TIP

In second conditional sentences, *would* can be replaced with *could* to mean 'would be able to'.

9 Discuss these questions in groups.

- 1 Would you be offended if someone photoshopped you?
- 2 Who would you most like to look like, if you could?
- 3 What is the first thing you would change about your life if you had a lot of money?
- 4 Who would you most like to meet if you could meet anyone?
- 5 Who would you most like to help if you had a lot of money?
- 6 If you could go (or go back) to university, what would you study?
- 7 What would you have for dinner today if you could choose anything you wanted?

SPEAKING

10 In small groups, discuss this question.

Should cosmetic surgery on people under the age of twenty-one be made illegal?

READING

1 What products are most commonly featured in adverts for children? How are they advertised?

2a Read the article quickly and say which of the following are *not* mentioned in the text.

- 1 the time children spend watching television
- 2 the ways in which advertisers can reach children
- 3 the dangers of advertising to children
- 4 how different countries control advertising
- 5 products that are not allowed to be advertised in different countries

2b Read the article again and find the following.

- 1 three examples of ways in which advertisers reach children
- 2 three serious problems with advertising for children
- 3 four countries that impose controls on advertising for children
- 4 three countries that used to have no governmental controls on advertising to children
- 5 three examples of how countries approach the control of advertising to children differently

3 **Responding to the topic** Work with a partner to discuss the following.

- 1 Do you agree that advertising should not be aimed at children? Why?/Why not?
- 2 In the text there are a number of approaches to controlling advertising for children. Which is the best?
- 3 In your opinion should some products not be advertised at all? If so, which?

VOCABULARY

WORD COMBINATIONS

4 Look at the article again and find the words below. Which other words do they combine with? Is each combination adjective + noun or noun + noun?

- 1 managers (line 2)
- 2 target (line 5)
- 3 commercials (line 13)
- 4 cartoons (line 18)
- 5 message (line 27)
- 6 sums (line 31)
- 7 food (line 31)
- 8 products (line 34)
- 9 websites (line 40)

5 Complete the sentences so they are true for you.

- 1 I think advertising managers should ...
- 2 I think junk food is ...
- 3 I like/don't like TV commercials that ...
- 4 Companies should not spend vast sums of money on ...

Advertisers targeting young people

Paul Johnson reports



A new report has concluded that advertising managers are becoming increasingly interested in children. Studies show that children influence about 50 percent of things that families buy, so they are an attractive target for advertisers. Unfortunately, some companies have increased their advertising to children for many of their **least nutritious** products.

John Taylor, the author of the report and a lecturer at the Department of Media and Communications at the University of West London, says: 'Advertisers can reach their target in many ways. They can, for example, show an advert many times during school holidays, they can make the TV commercials **a little louder** than the programmes to attract attention, or they can sponsor programmes and show their commercials just before the programme begins.'

Most advertisements aimed at children are short, imaginative and often in the form of animated cartoons. 'Children love the adverts and watch them in the same way as any entertainment programme,' Taylor says.

There are concerns about advertising aimed at young people. The concerns are shared by Sarah Durham, a writer and journalist specialising in media analysis. 'The most **worrying thing** is that children do not think carefully when they see television advertisements. They are **less critical** than adults and do not usually realise that the advert has a persuasive message, to encourage them or their parents to spend as much money as possible on the product or service,' she says.

GRAMMAR

COMPARISON

6 Look at the comparative forms **highlighted** in the text. Complete these statements using the words in the box.

a little	most	as (x3)	less	a lot	-est	more
-er	not as	much more	least			

- We make the comparative of one-syllable adjectives by adding _____ to the adjective. With most longer adjectives we put _____ before the adjective.
- We make the superlative of one-syllable adjectives by adding _____ to the adjective. With most longer adjectives we put _____ before the adjective.
- We use _____ or _____ to emphasise a large difference.
- We use _____ to emphasise a small difference.
- We use _____ + adjective + _____ to say there is no difference.
- We use _____ + adjective + _____ to say there is a difference.
- We use _____ to make an adjective weaker.
- We use (the) _____ + adjective to show the smallest amount (the opposite of *most*).

→ Language reference and extra practice pages 134–135

7 Correct the mistakes in the sentences.

- Coca-Cola is the most biggest seller of soft drinks to children.
- Children's teeth are a much more bad than they were ten years ago.
- This computer game is so expensive as that one.
- These trainers are much more better than those ones.
- The new ZX radio-controlled car is lot faster that the 2012 version.
- Coffee is just as tastier as tea.
- When it comes to children, health is the more important thing in the world.
- Children like the cereals that are the less healthy for them.
- The ad wasn't as good I expected.

SPEAKING

8a Work in groups of three. You are a family (mother, father, son) and you want to buy a quad bike (a motorbike with four wheels) for the 16-year-old son.

Student A (father): Turn to page 156.

Student B (mother): Turn to page 158.

Student C (son): Turn to page 160.

8b Look at the table on page 159, which has information about four different quad bikes. As a family, compare the four bikes, talking about the small and big differences and the things that are the same. Try to agree on which bike to buy.



MEET THE EXPERT

Watch an interview with Vena Raffle about the work of the UK Advertising Standards Authority.

Turn to page 151 for video activities.

30 There are also concerns over the vast sums of money that junk food manufacturers spend on advertising to persuade children to buy their food products. Many advertisements, 35 argues Durham, promote food that is a lot higher in fat, salt and sugar than healthier alternatives. 'Many companies target children with offers of free toys, models of cartoon characters, gimmicky 40 packaging and interactive websites. In most western countries, there are a lot more adverts during children's TV for food than any other type of product, and these are mainly for confectionery, 45 sweetened breakfast cereals and fast food restaurants.'

Government approaches to controlling advertising to children vary. In Sweden, one of the strictest 50 countries where advertising is concerned, TV advertising to children under the age of 12 is banned. Greece bans television advertisements for children's toys between 7 a.m. and 55 10 p.m. Other countries, such as Denmark and the Netherlands, also have strict legal controls.

Some countries are not as certain as the Swedes that advertising to children 60 is harmful. For example, the French have argued that children need to see many advertisements so that they can develop their ability to think as they grow up. The belief is that advertising 65 will help children to be more aware of its persuasive power. However, even countries who have in the past preferred not to have legal controls, are now getting tougher. France has 70 banned adverts for mobile phones to the under 12s. The UK has now banned junk food adverts in shows aimed at children under 15, and Germany has banned adverts making 'direct offers' 75 to children.

This all means that there is little hope that the situation will be resolved by any kind of cross-European regulations. 'Because some countries are much more 80 relaxed than others about advertising to children, the European Union is unable at present to have a common approach to the problem. Until the majority of member states are as sure as the Swedes 85 of the harmful nature of advertising, the current indecision will continue,' concludes Taylor.

1 Read the situation below. Work with a partner and look at this list. Which factors do you think B-Kool should use to choose the advertising agency? Rank them in order of importance (1 = most important, 5 = least important).

- how good the presentation by the agency is
- how good their ideas are for the advertising
- how enthusiastic they seem to be about the drink
- how much the agency will charge for the campaign
- how well known the agency is

B-Kool is a soft drinks manufacturer, based in New Orleans, USA. The company is going to introduce a new drink to the market soon, which will appeal to the eight to fourteen-year-old age group. The drink is made from a mixture of exotic fruits. When it was tested, young people used three words to describe its qualities: fresh, delicious, healthy. There will be an international advertising campaign to launch the new product. The marketing department has asked three advertising agencies to present their ideas for the campaign. B-Kool will choose one of the agencies to plan and carry out the campaign.

2a **5.4** Listen to the Marketing Director, Amy Chen, talking to Larissa Klein, head of an advertising agency. What five points does Amy Chen want the agency to cover in their presentation?

2b Listen again. Complete the notes that Larissa Klein made during the conversation. Use one or two words in each gap.

UNIT

KEY LANGUAGE

THE LANGUAGE OF PRESENTATIONS

3a **5.5** Larissa Klein and two colleagues make a presentation to the marketing department of B-Kool. Listen to the beginning of the presentation and complete the phrases.

Beginning a presentation:

- 1 I'd like to _____ Emilio Sanchez on my left, and next to him, Karl Reiner.
- 2 Our _____ is to present some ideas for your new product.
- 3 Our presentation _____ three parts.
- 4 If you _____, we'll be pleased to answer them at the end of our presentation.

3b **5.6** Listen to the next part of the presentation and complete the phrases.

Talking about a different subject:

- 1 Moving _____ the design of the can.

Referring to an illustration:

- 2 Please _____.

3c **5.7** Listen to the end of the presentation and complete the phrases.

Ending a presentation:

- 1 Now, let me _____ points.
- 2 Thank you very much _____.
- 3 Are there _____?

3d In which section of the presentation would you expect to find the following? Match the phrases to the headings in Exercises 3a–c.

- 1 Now, I'll sum up.
- 2 I'm going to talk to you about our advertising campaign.
- 3 Hello everyone, thanks for coming to my presentation.
- 4 That's all I have to say. Emilio will now show another design for the can.
- 5 This brings me to my next point.
- 6 Karl will now talk about our promotions.
- 7 This is how I'd like to organise my talk.
- 8 Thanks for listening to my talk.

TASK

GIVING A FORMAL PRESENTATION

4a Work in small groups. Each group represents an advertising agency. Choose a name for your agency, then discuss your ideas for an advertising campaign to launch the new drink.

4b Make your presentation to the other groups. Each person in your group should present one part of the presentation. Use the following structure for your presentation.

- name of the new drink
- slogan for the drink
- design of the packaging
- how to advertise the drink – what media to use
- special promotions

5 As a class, discuss the presentations. Which one was the most interesting/creative/persuasive?

STUDY SKILLS

CRITICAL THINKING

1a **5.8** Listen to an expert talking about critical thinking. Make notes under these headings.

- What is critical thinking?
- What do critical thinkers do?
- Why is critical thinking important for academic studies?
- Why is it an important skill for everyone?

1b Work with a partner and summarise what you've heard.

2 Work with your partner and decide under which heading the following statements belong.

CRITICAL THINKERS DO ...

CRITICAL THINKERS DON'T ...

- 1 identify a writer's purpose and opinion.
- 2 question every statement or fact in a text.
- 3 question beliefs, opinions and ideas which are in a text.
- 4 think that Wikipedia is the most reliable online source of information.
- 5 distinguish between facts and opinions.
- 6 look for evidence which supports arguments or opinions.
- 7 always keep the same opinion when reading a text.
- 8 always read a text to find opinions that are the same as their own.
- 9 look for the main argument and key ideas in a text.
- 10 pay careful attention to the style and tone of a text.
- 11 believe that their own beliefs and values are always right.
- 12 accept a writer's ideas just because he or she is well known.

3 You are going to critically read an essay. Before doing so, decide what you think about the topic. Discuss this question in small groups.

Should TV advertisements for unhealthy products be banned?

4 Quickly read the essay. On first impression, do you generally agree or disagree with the writer?

Should TV advertisements for unhealthy products be banned?

In many countries, there are already laws which do not allow advertising for tobacco products. Some people now want to go further and ban advertisements for other unhealthy products such as alcohol and junk food. This is undoubtedly the right way forward for governments. There are strong arguments for banning TV advertising of these products. The benefits of doing this greatly outweigh the disadvantages.

² It is clearly desirable to limit TV advertisements of fast food. It is widely known that the rate of obesity has increased significantly in western countries. For example, obesity is second only to smoking as a cause of death in the United States. In that country, the food industry spends over \$33 billion per year to advertise food products that are considered to be junk food. Drinking alcohol is also very unhealthy. It results in a wide range of diseases. If children see fewer adverts on TV of people doing these activities, they are much less likely to try to imitate their behaviour.

³ Opponents of banning advertising argue that people know what they must do to be healthy. In a free society, people must be able to choose whether to buy a product. They say that if a product is legal, businesses should be able to sell and advertise it. However, it is the government which has to deal with the consequences of people buying unhealthy products. The cost of healthcare for those who have unhealthy habits, such as smoking, drinking alcohol and eating junk food is enormous. Therefore, it is clearly the duty of a government to prevent the behaviour by banning television commercials of such products.

⁴ Another reason why people are against banning TV advertisements for unhealthy products is that manufacturing the products creates jobs and brings in large amounts of tax for governments. However, surely this is a false argument. The money invested in making these unhealthy products could be used for more worthwhile businesses such as those which improve our environment. Furthermore, it is not right for governments to make money from activities which harm its citizens.

⁵ To conclude, it is the responsibility of governments to prevent people from damaging their health. Laws to ban TV advertisements of unhealthy products are beneficial to society. They help to save lives and improve the health of a nation.

5a You are now going to practise 'thinking critically' about a text. Read the essay again and answer the questions below.

Looking at the text:

- 1 Identify and underline the main opinion of the writer.
- 2 What facts (things that cannot be debated) does the writer use to support his opinion?
- 3 What statements, if any, in paragraph 2 do you question?
- 4 Identify and underline opinions of people who do not agree with the writer. Why does the writer mention these?
- 5 What is the style and tone of this article? Is it persuasive, objective, biased or critical?
- 6 Find words or phrases in the text that the writer uses to persuade you to accept his point of view, e.g. *undoubtedly* (para 1, line 5).

Thinking about the topic:

- 7 Do you agree with the writer or with people who are against banning unhealthy products?
- 8 What other products (if any) do you think should not be shown in TV adverts?

5b Work in small groups to compare and discuss your answers to Exercise 5a.

WRITING SKILLS

AN OPINION-LED ESSAY

6 Complete the description below with the words in the box.

weaknesses disadvantages correct opinion persuasive

There are two common kinds of discursive essay. The first kind of essay does not generally include a strong ¹ _____. It presents the advantages and ² _____ of an action or contains different ideas and facts about a topic.

It is called a 'for and against' essay. The second type of essay is an 'opinion-led' essay. The writer expresses his or her opinion strongly on a controversial topic. He or she argues strongly that their opinion is ³ _____, and the style and tone of the text is ⁴ _____. In an opinion-led essay, the writer may introduce opposing opinions, but this is usually to show their ⁵ _____.

7 Read the statements about opinion-led essays. Which two statements are NOT generally considered good practice?

- 1 In your first paragraph, you may rephrase the essay question.
- 2 It is a good idea to copy several phrases from the essay question.
- 3 After the first paragraph, you use some paragraphs to give reasons for your opinions.
- 4 It is not necessary to give evidence for your statements, for example by quoting people or referring to surveys.
- 5 You present arguments, showing that you disagree with something or question whether it is right.
- 6 In your last paragraph, you restate your opinion, so it links with the opening paragraph.

8 Look at the essay again and find an expression to add to the groups below.

Giving an opinion

In my opinion ...
Personally I think ...
I feel strongly that ...
_____ (para 1)

Giving facts

There is/are definitely ...
It is well known that ...
It is true that ...
_____ (para 2)

Giving reasons and results

This is because ...
As a result, ...
_____ (para 3)

Adding a surprising fact / an opposing argument

Nevertheless ...
On the other hand ...
_____ (para 3 & 4)

Using persuasive language

clearly ...
undoubtedly ...
_____ (para 4)

Adding information

What's more ...
In addition ...
Moreover ...
_____ (para 4)

Concluding

In conclusion, ...
It is clear that ...
_____ (para 5)

9a Planning your essay Choose one of the topics for an opinion-led essay. Decide what your opinion is. Note your reasons for your opinion and any evidence to support your point of view. Think of arguments against your opinion.

- To what extent do you think people are influenced by TV advertisements?
- There are too many unacceptable methods in advertising today.
- Businesses should not be allowed to advertise on social networks.

9b Use the following structure to plan your essay. Write a maximum of 300 words.

- Introduction (Introduce the subject and your opinion.)
- Main body of the essay – reasons and evidence (Most important ideas come first. Mention opposing opinions, but attack them!)
- Conclusion (Summarise and restate your opinion.)