4
The global village

4A

> **Reading and Use of English**: Multiple matching (Part 8); Word formation (Part 3)
> **Vocabulary**: Sleep, Similar words; Idioms: word pairs; Phrasal nouns
> **Listening**: Developing skills: Listening for attitude and opinion; Multiple choice: short extracts (Part 1)
> **Language development**: Word families: Adding suffixes; Making spelling changes; Adding prefixes; Word families
> **Writing**: Attitude phrases

4B

> **Listening**: Multiple choice short extracts (Part 1)
> **Speaking**: Vocabulary; issues and opinions; Useful language: expressing probability and certainty; Long turn (Part 2)
> **Language development**: Noun clauses
> **Reading and Use of English**: Open cloze (Part 2)
> **Writing**: Proposal (Part 2)

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**Lead-in**

1a What are the main characteristics of people in your country? On a scale of 0–5 (0 = completely untrue; 5 = very true), which of these are generally true?

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>We are very punctual.</td>
</tr>
<tr>
<td>2</td>
<td>We use a lot of facial expressions and gestures.</td>
</tr>
<tr>
<td>3</td>
<td>We stand close to each other when we speak.</td>
</tr>
<tr>
<td>4</td>
<td>At work, relations between employers and employees are formal.</td>
</tr>
<tr>
<td>5</td>
<td>We show our feelings openly.</td>
</tr>
<tr>
<td>6</td>
<td>We are very family-oriented.</td>
</tr>
<tr>
<td>7</td>
<td>We have a good sense of humour.</td>
</tr>
<tr>
<td>8</td>
<td>Local communities are important even in big cities.</td>
</tr>
<tr>
<td>9</td>
<td>We are interested in what happens in other countries.</td>
</tr>
<tr>
<td>10</td>
<td>People in a community do a lot to help each other.</td>
</tr>
<tr>
<td>11</td>
<td>There’s great respect for differences between people.</td>
</tr>
<tr>
<td>12</td>
<td>We are warm and friendly to strangers.</td>
</tr>
</tbody>
</table>

b Which of your country’s characteristics are you most/least proud of?

2 What do foreigners think about your country? Which of their views are true? Which would you like to change and why?
A small world?

Reading (Paper 1 Part 8)

Before you read

1 Discuss these questions.
   1 How ‘normal’ are your sleep patterns, compared to other people you know? Does a regular sleeping pattern matter? Why?
   2 Are sleep patterns around the world generally the same or different? Give reasons.

Multiple matching

2 Read the strategy on page 169, then do the task. Use the Help notes for support with certain items. Remember to read the questions carefully before you try to find the information.

You are going to read an article about sleep. For questions 1–10, choose from the sections (A–E). The sections may be chosen more than once.

In which section of the article are the following mentioned?

a pragmatic advantage of having shared sleeping arrangements
beliefs about the potential risks of too deep a sleep
a widespread assumption that sleeping routines are universal
an awareness that scientific research methods may be flawed
a re-evaluation of ideas about what represents typical sleeping environments
the ability to fall asleep as a method of self-protection
investigations currently being carried out into the science of sleep
the link between darkness and periods of sleep
a lack of research into sleeping customs across cultures
different cultural attitudes to irregular sleep patterns

Task analysis

3 Discuss these questions.
   1 Mark the key phrases in the options and compare them.
   2 Find phrases in the text that mean the same as the phrases you marked in the options.

Discussion

4 How do you think other daily rituals might be different in your country from other countries? Think of some of the following and add any others you can think of.
   • bringing up children
   • welcoming guests
   • shopping
   • transport
   • food/mealtimes
   • family life

EXPERT WORD CHECK
allot  bear a resemblance  initiate  invaluable  nuisance
relegated  ritual  slump (v)  stifle  twist (n)
How the World Sleeps

Is there something we can learn from how people in different cultures sleep?

A

It’s a familiar ritual in many parts of the world. You climb into bed, stifling a yawn. Maybe a little reading or television to loosen you up for slumber. After a while, you nod off and sleep until an alarm clock starts ringing. The twist, however, is that this ritual doesn’t apply to people currently living outside the modern Western world or even to inhabitants of Western Europe 200 years ago. Yet, as anthropologist Carol Worthman discovered, sleep scarcely figures in the literature of either cross-cultural differences or human evolution. It is generally relegated to the sidelines, treated as a biological given with little potential for variation from one part of the world to another.

B

Worthman contacted researchers who had intimate knowledge of one or more traditional societies, and uncovered a wide variety of customs, none of which bore any resemblance to what many modern Western people take for granted. She says that this finding raises profound questions for the research that is being done into our biological clock. Over the past 50 years, scientists have identified periods of rapid eye movement (REM) sleep, during which intense dreams often occur. Current efforts are examining genes involved in wakefulness and sleeping and have taken strides towards treating sleep disturbances. Although investigators assume that people sleep alone or with a partner for a solid chunk of the night, most studies take place in laboratories where individuals have naps while being hooked up to brain and body monitors. However, the distinctive sleep styles of non-Western, more traditional groups may shape the biology of sleep in ways undreamed of in sleep labs, which is why Worthman was keen to initiate relevant research.

C

Worthman assembled a preliminary picture of sleep practices in 10 non-Western populations. Having observed how sleepers in traditional societies recline on skins, mats, wooden platforms, the ground, or just about anything except a springy mattress, she says it brought it home to her just how odd the Western concept is of layers of bedding piled on a ‘giant sleep machine’. Furthermore, unlike most Western bedrooms, sleep typically takes place in spaces that feature constant background noise emanating from other sleepers and various domestic animals. Communal space equates to safe space, invaluable in the event of a threat or emergency.

D

Virtually no-one in traditional societies, including children, keeps a regular bedtime. In these worlds without artificial light, activity is limited and affects the time allotted to sleep; individuals tend to slip in and out of slumber several times during the night, rather than sleeping in a solid block of time. In traditional settings, variable sleep cycles among individuals and age groups are useful so that someone can be awake or easily roused at all times. Whereas, as Worthman points out, the natural tendency of teenagers in the Western world to go to sleep late and wake up late is seen as a nuisance or as a sign of rebellion. Equally, extreme early birds get diagnosed as sleep disordered.

E

Some cultures, such as the Gebusi rainforest dwellers, are of the opinion that a person’s spirit may wander off too far and fail to return if they sleep too heavily; dreaming makes this more likely. Whether or not one believes this, a quick nap may be preferable and has crucial effects on the body and mind. As an example, Balinese infants are carried about and held continuously by caregivers so that they learn to fall asleep even in hectic and noisy situations. This trains them to exhibit what the Balinese call ‘fear sleep’ later in life. Adults and children enter fear sleep by suddenly slumping over in a deep slumber when they or family members confront intense anxiety or an unexpected fright. They are literally scared into sleep. Conversely, it is possible that infants who sleep alone in the Western world may find it difficult to relax, fall asleep, wake up or concentrate because of the contrast between the sensory overload of the waking world and the dark quiet bedroom. Only cross-cultural studies of children’s sleep and behaviour may be able to clarify such issues.
Module 4
The global village

Vocabulary

Sleep
1a What have all these words got in common? Which of them is formal?
doze | kip | nap | slumber | snore

b The following expressions all mean the process of going to sleep. Which is/are followed by off and which by out?
crash | doze | drift | drop | nod

c Ask each other these questions.
1 Are you a light or a heavy sleeper?
2 Do you ever sleep through your alarm?
3 What time of day do you feel drowsy?
4 Do you ever go to sleep in the weekends?
5 What time are you usually wide awake and fast asleep?
6 Do you ever oversleep?
7 Did you have sleepovers when you were a child?

Similar words
2 Circle the correct word to complete the sentences. Which ones do you agree with? Give reasons.

1 If I take part in a heated / increased / large discussion, it takes me ages to fall asleep.
2 I slept like a stone / log / rock last night.
3 Some people believe that young children and their parents shouldn’t sleep excluded / apart / separated.
4 Without artificial / imitation / pretend light, our sleeping habits would change.
5 Some businesses are doing / making / giving the case for giving workers power naps.
6 I hope that different cultures manage to keep / seize / hang on to their traditions in the age of the internet.

Idioms: word pairs
3a Replace the definitions in italics with one of the word pairs below.
as and when | by and large | off and on
part and parcel | through thick and thin
touch and go

1 In this country, the unpredictable climate is a necessary feature of living here.
2 He supports the government despite its difficulties and problems.
3 Julia sleeps at whatever time she can.
4 I’ve been running for short periods but not regularly for six years.
5 In general, I think that’s an excellent idea.
6 Whether we get a pay rise or not is in the balance.

b Ask and answer the questions.
1 Are you allowed to arrive at school/college/work as and when you feel like it?
2 Who would you support through thick and thin?
3 Which activity do you do off and on?
4 Have you ever been in a situation where the outcome was touch and go?
5 Which strange things are part and parcel of living in your country?

Phrasal nouns
4a Look at the words in italics. Which ones can also be used as a phrasal verb? How would you rephrase these sentences to include a phrasal verb?

1 There was a sharp intake of breath when Simon made the announcement.
2 The onset of winter gets earlier every year.
3 I always get back-up from Tania at meetings.
4 There were setbacks for a while in her training because of the bad weather.

b Complete the second sentence so that it means the same as the first sentence, using a phrasal verb.

1 I was a bit disappointed with the band, actually. It was a bit of a letdown.
I felt as if the band had let us down.
2 Last week there was a break-in at our local bank.
Last week somebody broke in to our local bank.
3 There is an outbreak of measles at my school.
An epidemic of measles has broken out at my school.
4 There is always a build-up of traffic there at this time.
Traffic always builds up at this time.
5 I think there may be a downpour later on.
I think it’s going to rain later on.
6 Kick-off was delayed for ten minutes while the disturbance was sorted out.
The game didn’t start until the disturbance was sorted out.
Use of English 1 (Paper 1 Part 3)

Lead-in 1 Discuss these questions.
1 What are the most common ways of commuting to work/university in your country?
2 What are the disadvantages of commuting? Are there any advantages?

Word formation 2a Read the text quickly for the general meaning without changing the words in capitals.
b Read the strategy on page 167, then do the task. Use the Help notes for support with certain items.

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

The daily commute
At 7.30 on a weekday morning, Tokyo’s rush hour is at its peak. (0) Countless commuters pour into the world’s largest city, via an (1) network of bullet and overground trains, all of which operate with impeccable (2). As the trains pull into the station and the doors slide open, more and more workers force themselves on board. To do this, they need the (3) of the white-gloved ‘pushers’ who are employed to (4) that people get to work on time. This morning ritual is the downside of the rapid (5) in Tokyo’s population. Seats have been removed from trains in an attempt to find a (6) to the problem, but this has not been a popular move with some people, who complain about even more people being crammed into the same limited space. A new subway system, which takes a (7) route around the city, has helped a little but, until more is done to ease (8), it seems that commuters will just have to grin and bear it.

Task analysis 3 Answer these questions.
1 How many other words do you know which take the same prefixes as in numbers 4 and 8? Check your ideas in a dictionary.
2 Which of the words change their stress pattern when they become a different part of speech?

Discussion 4 In what ways could commuting be made more pleasant?
Module 4
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Listening 1 Developing skills

Before you listen
1 What do you think the typical characteristics are of the British? How do they compare with other nationalities?

Listening for attitude and opinion
2a Listen to Extract One, in which two Americans are having a discussion, and answer these questions.
   1 What do the speakers agree on? What do they disagree on?
   2 How does the woman sometimes feel when she's listening to British people?

b Give examples of language used to indicate that the speakers agree and disagree.

c Give examples of language used to express attitude and opinion.

Multiple choice: short extracts (Paper 3 Part 1)
3a You will hear two extracts about cultural differences. (In the exam you will have three extracts and they will all be on different topics.) Read the context sentence and the questions for Extract One first (the same extract you heard in Exercise 2a) and predict what the answers will be. Don’t look at the options yet.

b For questions 1–2, listen once and discuss what the answers might be. Then listen again and choose the answer (A, B or C) which fits best according to what you hear.

Extract One
You hear two Americans discussing how people in Britain and the USA communicate differently.
1 The man mentions the conversation with his neighbour as an example of British people's tendency
   A to undervalue their achievements.
   B to understate personal successes.
   C to underestimate cultural differences.
2 How does the woman feel about the way British people speak?
   A She gets frustrated by their inability to be direct.
   B She wishes they would be less polite.
   C She's amused by their humour.

Extract Two
You hear two people talking about places where they have lived.
3 What did the man dislike about living in the place where he grew up?
   A being made to conform
   B being unable to get on with people
   C being judged on his appearance

4 They both appreciate the place they live now because
   A it gives off a sense of energy.
   B it benefits from ethnic diversity.
   C it's possible to be your own person there.

Discussion
4 Discuss these questions.
   1 Have you ever lived in another city/country, etc.? What was it like?
   2 Under what conditions would you move abroad? (e.g. for work) What would you miss most?
   3 What would people find difficult about living in your country? What would they enjoy about it?
Adding prefixes

3. Look at the table of prefixes and their general meaning. Add more examples using the words in the box. Some words can be used more than once, with a different meaning.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>General meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>un-, im-, in-, is-, ir- non-</td>
<td>not; the opposite of</td>
<td>unbelievable, non-fiction</td>
</tr>
<tr>
<td>mis-</td>
<td>wrongly</td>
<td>misunderstanding</td>
</tr>
<tr>
<td>co-</td>
<td>together; with</td>
<td>co-production</td>
</tr>
<tr>
<td>en-</td>
<td>cause to be; make into</td>
<td>enlarge</td>
</tr>
<tr>
<td>re-</td>
<td>again, in a different way</td>
<td>replace</td>
</tr>
<tr>
<td>under-</td>
<td>not sufficient</td>
<td>underpaid</td>
</tr>
<tr>
<td>over-</td>
<td>too much</td>
<td>overtired</td>
</tr>
<tr>
<td>pre-</td>
<td>before</td>
<td>pre-book</td>
</tr>
</tbody>
</table>

Word families

4a. A good way of increasing your vocabulary is to make a record of other forms of a word you know, or other forms of a new word you come across. Use your dictionary as support to help you complete these word families. Mark the stressed syllables.

noun (1) __________ adjective (e.g. for a situation) (2) __________
adverb (6) __________ negative adjective (3) __________

enjoy (v) __________ adjective (5) __________

adverb (4) __________ noun [C,U] (= pause) (7) __________

adverb (10) __________ adjective (9) __________ noun [U] + slowness (8) __________

b. Choose some other words from Modules 1–4 and make word families, following the model in Exercise 4a.

Adding suffixes

1a. For each section below, form a different word by adding suffixes, underlining the word stress. Use your dictionary as support. There may be more than one answer.

Adjectives from verbs

amuse amusing/amused

depend differ hesitate influence produce

Adjectives from nouns

affection aggression fun history hope will

Nouns from verbs

amuse confront decide defend discover participate persist please save

Nouns from adjectives

accurate cruel confident diverse happy jealous popular tolerant

Verbs from nouns and adjectives

beauty deep general legal strong width

b. Make a note of the prefixes/suffixes used to form adjectives, nouns and verbs.

Making spelling changes

2. Change these adjectives and verbs into nouns by making a spelling change.
broad choose die fly long prove succeed

b. Choose some other words from Modules 1–4 and make word families, following the model in Exercise 4a.
## Writing 1 Attitude phrases

**EXPERT STRATEGY**

In some types of writing, you are required to give or report facts and opinions and give recommendations or persuade. Using ‘attitude phrases’ to indicate your opinion on the information or comment on its truth will make your writing sound natural and fluent.

1a Compare two different versions of a report. In extract B:

1 Which expression introduces a statement that is true in most cases?
2 Which structure is used to emphasise the importance of a point?

A Many of the people we spoke to said that they would welcome the idea of the town hosting an international festival, but very few of them had a firm idea about what kind of focus they thought it should have.

B Generally speaking, the people we spoke to said that they would welcome the idea of the town hosting an international festival. What was noticeable, though, was that very few of them had a firm idea about the kind of focus they thought it should have.

b Read these two further extracts and add the expressions in italics to the categories below.

C Understandably, perhaps, the general level of interest was higher among older people than teenagers or young adults. What became clear, moreover, was that, on the whole, young people were far more interested in music and dance than anything else. Indeed, this came near the top of the list for many older people, too, although food and drink attracted most interest.

D Apparently, a lot of people feel that we do not organise enough cross-cultural events in the town. Surprisingly, though, most of them had had very little contact with the international college and had been to no events here. Presumably, this is partly our fault for not publicising it sufficiently well.

### Attitude phrases categories

**Generalising:** generally speaking, by and large, as a rule, in the main, __________

**Giving your opinion/reaction:** annoyingly, naturally, strangely, to be honest, __________, __________

**Commenting on the truth/likelihood of something:** possibly, doubtless, in all probability, __________

**Emphasising what you have said:** in fact, __________

**Reporting/commenting on an opinion:** seemingly, one assumes __________

2a Circle the correct words to complete the text.

We also interviewed several people about our idea for offering foreign language courses at the college in the evenings. (1) In the main / Frankly, the people we interviewed, both young and old, were very positive about it. (2) Presumably / Indeed, some languages will have more takers than others, but I feel it's well worth progressing to the next stage and investigating which ones we could offer. Most people felt it would be a hugely popular initiative. (3) To be honest / Apparently, it was a great success when the school used to run evening classes years ago, according to many people. (4) Quite rightly / Naturally, we will need to do further research but we really should follow up our ideas as soon as we possibly can. As well as making money, I feel absolutely sure that the lessons would be an excellent way of integrating our college into the life of the town. And (5) personally / doubtlessly, I'd be absolutely delighted if our students could benefit from more contact with people from the town. It would be wonderful if this could be the start of a new ongoing relationship.

b Work in pairs and find different ways in which the writer tries to persuade the reader to accept his/her suggestions.

3 You are at a college in the USA. The students are putting on an international festival; it will include a variety of entertainment and food and drink will be provided. You have been asked to suggest ideas which represent your country.

1 Make a note of some ideas for food, drink, entertainment, costumes, etc. which would best represent your country.
2 Discuss your proposals with other people. If there are others from your country, choose the best ideas.
3 Write an email, trying to persuade the committee to include your suggestions. Use some of the expressions of attitude and persuasive expressions from Exercises 1 and 2.
4 Exchange emails. Decide which proposals are the most original and which are the most persuasive.
Listening 2 (Paper 3 Part 1)

1 Discuss these questions.
   1 Where you live, what local issues do people feel most strongly about (e.g. public transport)?
   2 What action can people take? Is it effective? Give reasons.

2 Read questions 1–6 opposite and the options. Can you guess answers to the following?
   1 What rights is Hector trying to get?
   2 What is guerrilla gardening?
   3 What is the aim of craftivism?

Multiple choice: short extracts

3a Read the task opposite. Mark the key words in the question or sentence stem and think about who you are listening to and what information you are listening for.
   b Read the strategy on page 170, then do the task. Use the Help notes for support with certain items.

Task analysis
4 Look at all the options again. Why are the other two options for each question not correct?

Discussion
5 Discuss these questions.
   1 What do the three forms of activism have in common? What are your views of them? Which would be most effective in your country?
   2 Can you think of other unusual kinds of activism?

You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One
You hear part of a radio interview with a man called Hector Ramirez, who campaigns for the rights of cyclists.
   1 What has been the main aim of Hector's campaign?
      A to get the government interested in his ideas
      B to provide a facility which is both attractive and useful
      C to make it easier for people to move around his city
   2 What aspect of the scheme is Hector particularly pleased with?
      A the way it has grown
      B the attitude of influential people
      C the flexibility shown by motorists

Extract Two
You hear two friends talking about an activity called guerrilla gardening.
   3 The woman thinks it's special because
      A it's risky and exciting.
      B it brings local people together.
      C it saves local residents money.
   4 How does the man feel about it?
      A He suspects it's being funded by big business.
      B He thinks that it should be made illegal.
      C He distrusts the motives of the people involved in it.

Extract Three
You hear two students talking about a form of protest called craftivism, which the woman is involved in.
   5 The woman's movement has been successful because
      A she's had a lot of experience of public protests.
      B her supporters keep in touch with each other on the internet.
      C the messages that she sends make people laugh.
   6 What do they agree about?
      A People should think of others as well as themselves.
      B All forms of protest have an effect.
      C The support of international bodies is welcome.

HELP
1 One of these is only partly true, the other isn't stated as an aim. Only one answer can be deduced as a main aim.
4 Listen for the phrase getting arrested. The answer comes after that.
6 The man does not completely agree with two of the options.

EXPERT WORD CHECK
   cash in (v)  chuck (around)  cross-stitched (adj)  cycle rack
   discounted (adj)  empower  enforce  infrastructure
   jump on the bandwagon  terminology
Speaking (Paper 4 Part 2)

Vocabulary: issues and opinions

1a Match the verbs and nouns to make a form of protest. There might be more than one possibility.

<table>
<thead>
<tr>
<th>distribute</th>
<th>draw</th>
<th>go on</th>
<th>hold</th>
<th>organise</th>
<th>sign</th>
<th>take part in</th>
</tr>
</thead>
<tbody>
<tr>
<td>write to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>demos</td>
<td>graffiti</td>
<td>leaflets</td>
<td>marches</td>
<td>meetings</td>
<td>newspapers</td>
<td></td>
</tr>
<tr>
<td>petitions</td>
<td>sit-ins</td>
<td>strike</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

b Which forms of protest can you see in the pictures?

c In what situations do people use the other forms of protest?

d Circle the correct word.

1 to be totally against / opposed something
2 to demonstrate for / in favour of something
3 to (make someone) back down / back under
4 to put pressure at / on
5 to have an influence on / in
6 to generate publicity for / to
7 to have major doubts of / about
8 to have your say on / in
9 to force people to come at / to a compromise
10 to change people’s minds in / about

e Answer these questions. Use the expressions from 1a and 1d.

1 What do you think the people in the pictures hope to achieve?
2 What effect might their protest have?

2 Complete these extracts from news articles, using words and phrases from Exercise 1 in the correct form.

A Last night a group of senior citizens (1)____ a street demo against gangs of unruly teenagers who roam around the streets at night. They hope to (2)____ the police to increase the number of patrols and on local councillors to (3)____ about closing the only publicly run youth club in the area or at least (4)____ and give funds to a charity to run it.
Look at the pictures again. Listen to the interlocutor’s instructions. What do the candidates have to do?

Listen to Thérèse doing the task. How successful is she? Did she follow the advice in the strategy on page 172? How could her answer have been improved?

Now listen to Francesca. How successfully does she carry out the task?

Listen again to the second candidate’s answer and complete the text.

The people (1)____ because they are unhappy. If you live in a small village where there is no public transport, it (2)____ difficult for some older people to travel to the next town to go to the post office. And if something is built on the playing field, young people (3)____ nowhere to go to play sports. (4)____ how effective the protests might be – it (5)____ how well organised they are. If it gets reported in the newspapers and on TV, people (6)____ and take notice. The petition (7)____ have a big effect too.

Work in pairs. Do the task in Exercise 3, using a different set of photos.

Student 1: Talk about photos A, C and E (page 204).

Student 2: Talk about photos B, D and F (page 204).

Which aspects of the Speaking assessment criteria on page 171 did you meet/not meet? Did you provide evidence of a range of vocabulary and structures? How could your performance be improved?
Language development 2

Noun clauses

1 a Read the following paragraph. What does it take to be a good volunteer at the Olympic Games?

No Olympic Games can be successful unless there is an army of well-briefed volunteers to help out. Experience of past Games suggests (1) that it’s not just a question of getting them to smile. The aim should be (2) to make sure that they provide a real service. (3) What needs to be done is (4) to see to it that they have enough information to answer the difficult questions, and it is encouraging (5) that the organisers of recent Games have taken the challenge seriously. The first aspect of the challenge is (6) how to select the volunteers and that depends on (7) who applies in the first place. At the London Games, the organisers interviewed all the credible candidates. It was then of the utmost importance (8) to host a series of 3-hour-long mass meetings as well as location-specific sessions for the selected 70,000 to energise and inform them. (9) Whether or not that was enough is debatable but, even as it was, (10) organising it was quite a challenge.

b The underlined clauses function like a noun in the sentence. Match them to the three types of noun clauses listed in the grammar reference on pages 179–180.

c Match the underlined noun clauses (1–10) in Exercise 1a to the following.

A This is the subject of the sentence. —
B This is the object of the sentence. —
C This follows an adjective, noun or preposition. —
D This follows the verb be. —

2 a Circle the correct word in each pair. In some cases both are possible.

1 I was looking forward to finding out which / what event I had been allocated to.
2 It was soon clear how / that it was going to be incredibly hard work.
3 We had already been told that / when we would get fares and food paid for.
4 Why / How they couldn’t put us up in hostels was a mystery to me.
5 It was highly likely / There was a strong likelihood that I would have to look for a room a long way from the city.
6 Many people asked how far / whether we were doing it because we wanted to be part of a major event.
7 To do / Doing voluntary work of any kind takes a lot of commitment.
8 That / How we felt about the uniforms was thought to be very important.

b Complete the text with a suitable word in each gap.

Making sure (1) volunteering is a positive experience is critical. The idea (2) people only do it for selfless reasons is wrong. (3) inspires many people to get involved is the possibility of giving themselves a new lease of life. Kerry started as a volunteer and now manages a community centre. ‘It’s critical (4) our volunteers live in the community and they know (5) the local people think. If you can’t help someone you also need to know (6) to send them and (7) they need to see.’ It is easy to see (8) Kerry’s centre is a success, and (9) it has helped regenerate the neighbourhood. It’s because she listens. Her main worry now is (10) the Government is listening and (11) effects their cuts will have. Everyone knows (12) no community can survive without its volunteers and just (13) dependent we are on them is becoming increasingly clear.

3 Complete the second sentence so that it has a similar meaning to the first sentence. Use between three and six words, including the word given.

1 The conflicting information we receive can be confusing.
   EASY It ________ by all the conflicting information we receive.
2 It’s highly likely that they will close the school.
   STRONG There’s a ________ being closed.
3 There was a debate about how the community could raise funds to keep the service open.
   SUBJECT How the community could raise funds to keep the service open ________ debate.
4 I suddenly thought how well he was looking.
   STRUCK It ________ was looking well.
5 You can completely understand people looking for ways of overcoming loneliness.
   QUITE It ________ for ways of overcoming loneliness.
6 Tania didn’t know to what extent illness had affected Mark’s work.
   UNCLEAR How far Mark’s work had ________ to Tania.

4 Use noun clauses to complete these sentences in a way that is true for you. Then compare your answers with a partner.

1 It is easy/hard/impossible for me ________.
2 My main worry is how/when/whether ________.
3 I love/hate things that ________.
4 I can never remember how/where ________.
5 I think ________ is a useful/clever way ________.
6 Whether or not I ________ depends on ________.
Module 4
The global village

Use of English 2 (Paper 1 Part 2)

Lead-in
1 Read this quote from Ivor Gormley, director of The Good Gym, and answer the questions.

‘Gyms are a ridiculous invention. People have got too much energy and go to these weird places where they use machines to get rid of all their energy. I thought we could channel people’s excess energy into something more productive.’

1 Do you agree with what Ivor says about gyms? Why?/Why not?
2 What do you think his idea was?

Open cloze
2a Read the title and the text below quickly and answer these questions. (Ignore the gaps at this stage.)

1 What is the answer to question 1.2 above?
2 How does it benefit everyone?
3 How are the elderly protected?

b Read the instructions and do the task.

For questions 1–8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

THE GOOD GYM

The Good Gym, based in East London, encourages members to make good (0) use of their energy by combining street-running exercise with helping others. What the gym (1) is work with charities and local community groups to assign runners to elderly people and encourage them to drop in for a chat while they’re out on their run. (2) came up with the idea must have realised that visits like this would make (3) the difference to some old people’s lives. Having a break in the running can work well from a training (4) of view too. Runners can do a speed run to the house, rest there, have a chat, then do a more gentle, warm-down jog on the way back.

So far, the initiative has been a great success (5) the fact that elderly people living on their own are usually reluctant to let strangers into their homes. (6) a safety measure, every runner, (7) exception, has to have a criminal record check.

The idea has taken off locally, but (8) it will catch on nationally or even further afield is yet to be seen.

Task analysis
3a Which of these were tested in the task? Give an example.

adjectives concrete nouns fixed phrases noun clauses reduced relative clauses subject-verb agreement

b Which would not usually be tested in this task?

Discussion
Lead-in

1 Discuss these questions.
   1 In what ways could college students help the local community? Think of some worthwhile projects involving voluntary work. (e.g., environmental protection; archaeology digs; helping the physically/mentally disabled, the homeless, orphans, the elderly)
   2 Choose one project. You are going to write a proposal to get one of the projects started. Who would you send the proposal to? What kind of arguments would you put forward?

Understand the task

2 Read the task below and answer the questions.
   1 Use the strategy in Module 2 (page 36) to analyse the question.
   2 In what ways is a proposal similar to and different from a report? (Think of: structure and layout, style, time referred to, verb forms.)
   3 What will make yours a good proposal?

You see this notice on the noticeboard of the college where you are studying English.

The college is planning to provide funding for a new local community project and is looking for suggestions. The principal invites you to send a proposal outlining an idea, explain why it is worthwhile and how it would work. A decision can then be made about how the money should be spent.

Write your proposal in 220–260 words.

Plan your proposal

3a Brainstorm some areas for a community project where students help in a local shelter for the homeless.

b Make notes under these headings.
   1 What is the general idea?
   2 How would the project be set up?
   3 Why would the project be worthwhile?

c Your proposal will have an introduction and a conclusion, and a middle section of recommendations. What will be the key recommendations? (Use an imperative Get students involved … or a modal The commitment should be ongoing …) What is the reason for each recommendation?
   Recommendation 1: __________________________
   Reason: __________________________
   Recommendation 2: __________________________
   Reason: __________________________
   Recommendation 3: __________________________
   Reason: __________________________

d Where could you add an example?
Language and content

4a Which of these sentences could be used in the introduction and which in the conclusion?

A This proposal is for a way of getting students involved in helping the homeless.
B So for all the reasons I've said, I think you ought to get this thing going.
C The project is clearly worthwhile, as it would be of considerable benefit to the homeless.
D Here are some ways of making sure students do their bit for the local community.

b How could you rewrite these suggestions for a proposal?

1 The homeless usually have loads of other probs too.
2 What you do – it always works best – is to get students to teach something they're good at.
3 OK, my idea is that you get one student and you say, all right you look after that person.
4 Right, anyone who wants to take part would come up to us and say what they're good at.

c Match these headings with the groups of sentence openings below.

Explaining the practicalities  Justifying a recommendation
Making a recommendation

1 ______
   It's obvious that people work best when ...
   The project could be counterproductive if/unless ...
   This would enable/mean that ...
   It is clear that, in this way ...

2 ______
   To set the scheme up ...
   One/Another/A good idea would be to ...
   If (we want to be able to ...) Make sure students ...

3 ______
   The way it would work is like this: ... would ...
   How we would organise it would depend on ...
   This would mean that ... would have to ...

d Choose and complete some sentences for your answer.

e Complete these sentences with one of the formal connecting words in the box.

furthermore  hence  moreover  therefore  thus

1 There is often a lack of life skills among the homeless, ____________, illiteracy and mental illness can often contribute to an already difficult situation.
2 The hostel staff are overwhelmed with problems, ____________, voluntary help is desperately needed.
3 Students would not receive special training. They need, ____________, to concentrate on the things they are good at.
4 Students would see the problems for themselves, ____________, helping them understand the difficulties that many people face.

5 Read the strategy, then write your proposal in 220–260 words, using some of the ideas and language above.

6 Edit your work using the checklist on page 190.
Review

1. Complete the sentences with one word in each gap.
   1. I am usually _____ asleep by 10 p.m., whereas my wife is still _____ awake until after midnight.
   2. Alex very rarely loses sleep _____ anything.
   3. If I’m watching TV at night, I tend to drift _____ after about ten minutes.
   4. At the weekend, I sleep _____ whenever I can to make up for the early weekdays.
   5. My son always wants to stay up late so we have had to come _____ a compromise.
   6. I wake up on and _____ all night at the moment.
   7. _____ and large, I have no problems sleeping.
   8. I’m such a heavy sleeper that I frequently sleep _____ the alarm.

2. Complete the phrasal nouns with the particles below.
   back      down      in      in      off      on      out      up

   1. The end of the film was a complete let _____. I was so disappointed.
   2. After the break-_____, I had new locks fitted.
   3. When I announced the new sales figures, there was an audible ____ take of breath.
   4. I often get depressed at the ____ set of winter.
   5. There has been an ____ break of cholera, so our trip is cancelled.
   6. As a result of the cut in funding, my research is suffering a set _____.
   7. The referee delayed kick-_____ because of fighting in the stands.
   8. The police appealed for back-_____ to control the crowds.

3. Circle the correct words to complete the sentences.
   1. There’s a good chance how far / that a new supermarket will affect local business.
   2. What / Why I enjoy campaigning so much is the range of people I get to meet.
   3. I must give some thought to who / which of these local causes most deserves a donation.
   4. It remains to be seen how / whether committed the newly elected council is to local issues.
   5. Who / That she decided to give the lecture at all was very unexpected.
   6. We were asked whether / why or not we would vote for the green party.
   7. Using / To use graffiti as a method of protest is common everywhere.
   8. It is difficult seeing / to see what the protesters hope to achieve.

4. Read the text. Use the words in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

   The main problem at the moment in my small town is the (1) ____ building which is taking place. The normally (2) ____ residents are now beginning to lose patience as a dramatic (3) ____ in housing starts to put a strain on the infrastructure, especially roads and schools. At first, it seemed highly (4) ____ that any form of protest would go beyond (5) ____ discussions around the dinner table and letters in local newspapers. However, petitions, letters and even demonstrations mean that open (6) ____ cannot be ruled out, even in this sleepy town. Opinions will doubtlessly (7) ____ as a couple of local celebrities and other (8) ____ people have now thrown their weight behind the protest.

   EXTEND
   TOLERATE
   GROW
   LIKE
   HOT
   CONFRONT
   STRONG
   INFLUENCE