

# Unit 10

## Introduction

1, 2

See also page 164 of the Student's Book

sport: 7%

film: 11%

eating out: 40%

mobile: 21%

music: 16%

video games: 5 %

3

Students' own answers

4

a we have adopted more forms of passive entertainment; the expectation to be passively entertained has spilled into other areas of our society as well

b **POSSIBLE ANSWERS**

active forms of entertainment include: playing sport, socializing with friends, shopping, eating out, walking, going to museums or galleries; passive forms of entertainment include: social networking, online shopping, playing video games, watching TV or films, listening to music or the radio

c Students' own answers

5

*reams*: a large quantity of writing

*ubiquitous*: seeming to be everywhere or in several places at the same time; very common

*fallout*: the bad results of a situation

*spilled into*: accidentally

*deficit*: the amount by which sth is too small or smaller than sth else

6

Students' own answers

## Reading & Use of English – Part 1

1

a **POSSIBLE ANSWERS**

celebrities often embody beauty, fame and wealth, which are particularly attractive qualities to young people

b Students' own answers

c advantages: can give people direction, can encourage good behaviour (e.g. sportsmanship, dedication, etc.); dangers: can encourage bad behaviour (e.g. drinking to excess, drugs, etc.), can cause depressive illnesses or body-related illnesses (e.g. eating disorders) if success or celebrity lifestyle does not materialize

2

celebrities are important to both young and old people, but for quite different reasons

3

1 B *avoid unsuccessful actions* is the opposite to *mimic what makes others successful*; *evade* is usually used when you escape sth which is following or pursuing you

2 C *broad ranges* is a fixed expression meaning: large varieties; *spheres* usually collocates with *wide* rather than *broad*

3 A *In this case* is a fixed expression meaning: in this situation; *in this instance* is wrong because it is usually used for a narrower or more particular example

4 C *display emotions towards sb* means: to show feelings for sb; *exhibit emotions* is wrong because it is more formal, and not often used with an object

5 D *confirmed* means: proved a fact to be definitely correct or true; it also fits the sentence structure where it is followed by *that*

6 C *internationally known celebrities* are prestigious because they are respected or admired and have high status; *illustrious* is wrong because it is more formal and relates more to what a person has achieved than their status

7 A if you feel *befriended* by sb, they feel like your friend or that you know them well, so this fits the context of the sentence which goes on to mention *real-life friends*

8 D *bond* combines with the preposition *with* to mean: to develop or create a relationship of trust with sb

4

Students' own answers

5

the contrast clauses are introduced by *even if* and *even when*; you might expect to find information that contrasts in an unexpected or surprising way with information in the main clause or another clause

6

a 3 f 1, 4

b 1, 2, 4 g 1, 3

c 1, 3 h 1, 2

d 2 i 1

e 1, 4 j 4

7

Because, Since, Now (that)

8

a now

b as, since

c As, Since

d in; now (grammatically correct even with *now* already in the clause)

e As, Since, While

f as, since, for

comparable abilities is shown by the phrase *evenly matched*

- 3 A *Participants facing a single bidder ... were far more likely to exceed the preset bidding limit*, i.e. they became more determined to succeed
- 4 D *fans remembered outcomes that favoured their team far more accurately*
- 5 A *rivalries may alter our motivation and moral code and influence your behaviour and decisions*; the writer lists a number of disorientating actions in lines 61–64 which are the result of being made aware of the achievements of others
- 6 C *students who faced a rival later scored higher on a test of Machiavellian attitudes ... selfish, devious and manipulative behaviour*, i.e. they showed more unscrupulous character traits

4

- a obnoxiously, frustratingly
- b to lead from cause to effect, i.e. the prize is to beat someone familiar
- c inversion: only recently have scientists looked at
- d it conveys the idea of cutting a relatively small amount of something, as well as the idea of cutting something in order to improve it
- e that this has happened unexpectedly and not deliberately
- f that the margins are uneven
- g the word *inner* suggests that people might not previously have known that they had this Machiavellian ability, but in fact it was always there

5

Students' own answers

6

- 1 to persuade sb to believe sth or do sth
- 2 to make sth increase, or become better or more successful
- 3 to make it difficult for sth to continue in the normal way
- 4 to unfairly influence sb's opinions or decisions
- 5 to prevent sb from easily doing or achieving sth
- 6 to place sb/sth in a particular position on a scale in relation to similar people or things
- 7 to damage sth or make sth worse
- 8 to meet sb, or discover or experience sth, especially sb/sth new, unusual or unexpected
- 9 to say publicly that you support a person, statement or course of action
- 10 to treat a person or situation as an opportunity to gain an advantage for yourself
- a those used to describe something positive: *boost*
- b those used to describe something negative: *disrupt, bias, hamper, impair, exploit*
- c those used to describe something neutral: *sway, rate, encounter, endorse*

7

- a On the face of it
- b face facts
- c put a brave face on it
- d face the music
- e save face
- f throw it back in my face
- g lost face

## Writing – Part 2, Letter

1

- a your friend
- b your friend's characteristics that would make him/her suitable for the role; describe any relevant experience your friend has
- c formal

2

- a by giving examples
- b uses tact: *whilst being highly adept ...; she occasionally ...* ;
- c *on account of; without doubt*
- d Students' own answers; it is mostly positive

3

- a due to/because of/on account of/thanks to
- b due to/because of/on account of/thanks to
- c because
- d for this reason/thus/consequently
- e so/and for this reason
- f due to/because of/on account of/thanks to

4

Students' own answers

5

a 3 b 1 c 4 d 2 e 6 f 5 g 9 h 8 i 10 j 7

6

get carried away – get overexcited/overdo

jump down someone's throat – be irritable/petulant

throw something together – cobble together/assemble roughly

not give an inch – inflexible/obstinate/dig your heels in

get up someone's nose – irritate/irk/antagonize

make a meal of something – spend a lot of time doing something in an annoying way

too big for your boots – big-headed/arrogant/conceited

wriggle out of something – avoid doing something

pull your socks up – knuckle down/work hard

throw your weight around – be bossy/overbearing/bully

7

Students' own answers

8

Students' own answers

- 9
- |           |             |
|-----------|-------------|
| a as if   | e like      |
| b as      | f as        |
| c just as | g as though |
| d as if   |             |

10  
Students' own answers

- 11
- a for (*make for*: to move towards sth)
  - b do with (*make do with*: to manage with sth that is not really good enough)
  - c good (*make good*: to pay for, replace or repair sth that has been lost or damaged)
  - d break (*make or break*: complete success or total failure)
  - e up for (*make up for*: to do sth that corrects a bad situation)
  - f on the (*on the make*: trying to get money or an advantage for yourself)
  - g of ((*all*) *the makings of*: to have the qualities that are necessary to become sth)
  - h out (*make out*: to understand sb's character)
  - i like (*make like*: to pretend to be, know or have sth in order to impress people)
  - j off with (*make off with*: to steal sth and hurry away with it)

## Writing – Part 1

1  
Text 1: *It is a poor reflection on the development and progress of our society when the primary aim of many people is simply to get rich; even more shockingly is the path most kids believe that they can choose to attain this goal. Not through determination and perseverance, but through becoming famous.*

Text 2: *Not so long ago, the aspirations of youngsters were directed at admirable, or at least achievable, careers; How sad then that today most ambitions are purely self-serving.*

- 2
- a Both texts focus on; with both focusing on; both seem to feel
  - b this suggests a claim that the writer of the original text is not clearly and fully stating their view

3

### POSSIBLE ANSWERS

Set 1: Although traditional professions such as fireman and teacher, which remain admirable in many people's eyes and are realistically obtainable, few children aspire to them.

Set 2: Fame, which is seen as a career by many young children, is seen as a realistic way of making vast sums of money.

Set 3: Popular reality television shows, which now take up much more airtime on TV than dramas, have given ordinary people aspirations to simply be famous for the sake of it and have thus reduced the number of acting roles available to many aspiring actors.

Set 4: In a relatively short period of time, the food industry has not only helped to transform our diet, but also our

workforce, landscape, economy and popular culture.

4

### POSSIBLE ANSWER

The position and influence of celebrities as role models is the focus of both texts; however, both differ in their take on the matter. The first text takes the stance that all celebrities are poor role models whereas the second text argues that their positive or negative influence depends on the individual concerned.

As the first text points out, our chosen role models are integral to shaping many aspects of who we are and who we aspire to be. With reference to celebrities in particular, the author is scathing about the scope of celebrities to be inspirational figures. I feel that it is an over-reaction to dismiss all celebrities in this way because of the behaviour of a limited number of individuals.

The second text makes the point that the media builds and destroys celebrities at will. I am inclined to agree with this argument as it is sensationalism that sells newspapers and fuels online chat. As I argued above, to apply one label to an entire group is inaccurate and unfair. There are without doubt a number of positive celebrity role models and blanket condemnation is inappropriate.

In conclusion, I feel that celebrities should be judged as individuals, in the same way as any other people who are grouped together because of a particular job or status. After all, it would be equally inaccurate to say that all political leaders or parents are positive role models.

## Speaking – Part 3

1

Students' own answers

2

- a whether it's true that TV has robbed us of the ability to communicate with each other
- b repeat the question
- c he disagrees then reinforces his argument
- d the examiner asks if she agrees
- e yes, because she agrees with what he said then puts forward another supporting point of view to back up his opinion
- f politely by saying: *Yes, sorry to interrupt, but ...*
- g tactfully by saying: *But don't you think that ...*
- h politely but she points out that she thinks that what Jan has said is *highly debatable*

3

### a Asking sb's opinion

*What do you reckon?* (informal)

*What are your thoughts on this?* (formal)

further examples: *Any ideas?* / *Well?* (informal); *Would you care to tell me what you think?* (formal)

### b Interrupting

*If I could just come in here ...* (formal)

I'm sorry but ... (formal/quick)

Can I just add ... (formal)

further examples: *Hold/Hang on a minute.* (informal); *Sorry to interrupt but ...* (neutral)

**c Resisting interruptions / Keeping the turn**

*Just a moment, please.* (formal)

*Don't butt in!* (informal/rude)

*Let me finish!* (neutral/strong)

further examples: *Hear me out. / Wait your turn.* (informal); *If I could just finish ... / If you'll let me finish ...* (formal/neutral)

c shaking foundations; prestige pictures

d up in arms

e held sway

f lit up the screen; surged into the market

g blow

h the fact that people had moved away from city centres to the suburbs

i record numbers

j go one step further

k an event or a period of time that marks an important change

5

Students' own answers

## Reading & Use of English – Part 6

1

Students' own answers

2

**POSSIBLE ANSWER**

for Hitchcock, films were less a case of showing life as it really is (*a slice of life*) than an enjoyable and easy pastime (*a piece of cake*)

3

1 G *watershed* picks up on the idea of *profound change* at the end of paragraph i; *This phenomenon*, at the start of paragraph ii, refers to the closing of *thousands of flourishing theatres* at the end of paragraph G

2 C this paragraph contains information about the process of *suburbanization*, which is part of the *demographic ... shift* mentioned in paragraph ii and *the population shifts* in paragraph iii

3 D this paragraph contains information about the next stage in the development of movie houses/theatres, specifically the *acres of free parking and ideal access for the car* of shopping centre theatres

4 A paragraph iv contains information about *the shaking foundations of the Hollywood studios*; paragraph A mentions *a further blow to the stability of the studio system* and *the war* mentioned at the end is picked up at the start of paragraph v

5 H paragraph v contains information about the '*Paramount decision*' to divorce production and exhibition; paragraph H restates this situation, contrasting the previous '*golden age*' with now

6 B paragraph B starts with *So*, indicating the reason for sth (the major companies' desire to hold *sway* mentioned in paragraph vi)

7 E paragraph vii contains information about technical developments; paragraph E mentions *spectacular widescreen effects by melding images from three synchronized projectors*; paragraph viii mentions how the new process needed *three full-time projectionists and new equipment*

Paragraph F is not needed.

4

a attacks, crippled

b phenomenon

## Listening – Part 2

1

Students' own answers

2

1 nation of shopkeepers

2 national obsession

3 (chronic) labour shortage

4 spices and foodstuffs

5 affordable

6 Indian

7 hours of cooking

8 flavourings

9 (different) specialist

3

oven-roasted a, c, f

pan-fried a, c, d, f

hand-picked b, c

organically grown b, c

charcoal grilled a, c, d, f

heavily-spiced a, d, e, f

corn-fed f

line-caught d

oak-aged g

freshly squeezed b

4

Students' own answers