

Part 6

1 Put these reasons for travelling to distant places in order, from least to most important.

- beautiful countryside
- friendly people
- impressive architecture
- inexpensive
- interesting wildlife
- learning the language
- local culture
- pleasant climate
- doing voluntary work

2 Discuss these questions about the photos, which show international volunteers working in developing countries.

- 1 What kind of people do you think the volunteers are?
- 2 Why do you think they have chosen to do this work?
- 3 In what ways might their work help the local people?
- 4 How will the experience benefit the volunteers?
- 5 Would you like to do this kind of work during a 'gap year'? Why / Why not?

Quick steps to Reading and Use of English Part 6

- Read all four texts for gist and main ideas.
- Underline the key words in the items.
- Remember there may be evidence for an answer in more than one part of the extract.

3 Look at the exam task and answer these questions.

- 1 Are the texts written by the same person?
- 2 What is the link between them?
- 3 What style are they written in?
- 4 What do the questions focus on?
- 5 What do you have to compare and contrast?

4 Quickly read the four texts. Which of the points you discussed in Exercise 2 do they mention? How far do you agree with what they say?

5 The texts contain expressions often used in academic writing. Find words with the following meanings.

- 1 although (A)
- 2 small and unimportant (A)
- 3 for this reason (A)
- 4 mention without talking about directly (A)
- 5 caused to behave in a particular way (A)
- 6 in a morally correct way (A)
- 7 improved (B)
- 8 description of a situation (B)
- 9 a sign of something (bad) (D)
- 10 written or spoken communication (D)



6 Underline the key words in questions 1–4, e.g. *similar*, *A*, *impact*, *local people*. Then do the exam task.

Exam tip >

You can use the same option for more than one answer.

Exam task

You are going to read four texts about international volunteers. For questions 1–4, choose from the writers A–D. The writers may be chosen more than once.

Which writer

takes a similar view to writer A on the likely impact of voluntary work on local people's lives?

 1

expresses a different view from the others on why people do international voluntary work?

 2

has the same opinion as writer A about the possible long-term effects on the volunteers?

 3

shares writer C's concern about who the volunteers tend to be?

 4

Volunteer tourism

Four academic writers discuss the topic of international voluntary work.

A

It is hard to argue that the actual contribution to development amounts to a great deal directly. Whilst volunteer tourists can get involved in building homes or schools, they have usually paid a significant fee for the opportunity to be involved in this work: money that, if donated to a local community directly, could potentially pay for a greater amount of labour than the individual volunteer could ever hope to provide. This is especially so in the case of gap years, in which the level of technical skill or professional experience required of volunteers is negligible. Hence, it is unsurprising that many academic studies allude to the moral issue of whether gap year volunteering is principally motivated by altruism – a desire to benefit the society visited – or whether young people aim to generate 'cultural capital' which benefits them in their careers. However, the projects may play a role in developing people who will, in the course of their careers and lives, act ethically in favour of those less well-off.

C

At its worst, international volunteering can be imperialist, paternalistic charity, volunteer tourism, or a self-serving quest for career and personal development on the part of well-off Westerners. Or it can be straightforward provision of technical assistance for international development. At its best, international volunteering brings benefits (and costs) to individual volunteers and the organisations within which they work, at the same time as providing the space for an exchange of technical skills, knowledge, and cross-cultural experience in developing communities. Most significantly, volunteering can raise awareness of, and a lifelong commitment to combating, existing unequal power relations and deep-seated causes of poverty, injustice, and unsustainable development.

B

Volunteering may lead to greater international understanding; enhanced ability to solve conflicts; widespread and democratic participation in global affairs through global civic society organisations; and growth of international social networks among ordinary people. In this scenario, the whole is greater than the sum of its parts, an outcome where benefits accrue to volunteers and host communities, and contribute to the global greater good. However, if volunteering is largely limited to individuals of means from wealthier areas of the world, it may give these privileged volunteers an international perspective, and a career boost, but it will do little for people and communities who currently lack access to international voluntary work. Those who volunteer will continue to reap its benefits, using host organisations and host communities as a rung on the ladder of personal advancement.

D

Volunteer tourism seems to fit well with the growth of life strategies to help others. Such limited strategies, aimed at a humble 'making a difference', can appear positive and attractive in an anti-political climate. The personal element appears positive – it bypasses big government and eschews big business. Yet it also bypasses the democratic imperative of representative government and reduces development to individual acts of charity, most often ones that seek to work around rather than transform the situations of poor, rural societies. Cynicism at the act of volunteering is certainly misplaced. The act of volunteer tourism may involve only simple, commendable charity. However, where volunteer tourism is talked up as sustainable development and the marketing of the gap-year companies merges into development thinking, this is symptomatic of a degradation of the discourse of development. The politics of volunteer tourism represents a retreat from a social understanding of global inequalities and the poverty lived by so many in the developing world.

Participle clauses **G** Page 89

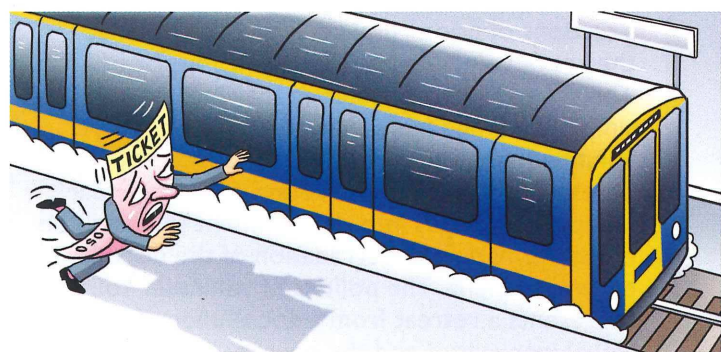
1 Match the underlined participle clauses with purposes a–h. Then rewrite the sentences using the words in brackets.

- Feeling tired, we eventually stopped for a rest.
- A lion approached, looking hungry.
- Not wanting to take any chances, they kept away from the cliff edge.
- Noticing the huge hole in the road, Carlos hit the brakes.
- Having bought our tickets, we boarded the ferry.
- Handled carefully, those creatures are not dangerous.
- The bridge collapsed, leaving us stranded on the island.
- Located in Chile and Peru, the Atacama is the world's driest desert.

- to state a condition (*as long as*)
- to give a negative reason (*in order*)
- to express a result (*so*)
- to say what we had done before we did something else (*and then*)
- to replace a relative clause (*which*)
- to emphasise that one thing happened just after another (*as soon as*)
- to give a reason (*because*)
- to reduce two sentences to one (*it*)

2 Find the mistakes in these sentences containing participle clauses and correct them.

- Driven crazy by thirst, we read how the crew survive in an open boat.
- Barking loudly, Sean was approached by a large dog.
- After being washed in hot water, I noticed my clothes had turned pink.
- Scared of heights, tall buildings are places that Joey avoids.
- Having finished my breakfast, Tanya and I set off on foot.
- Not wishing to damage the plants, the footpath is used by walkers.
- Watered every day, you will find these plants grow quickly.
- Running to catch the train, my ticket fell onto the platform.



3 Join the sentences using participle clauses.

- Marta looked tired. She said she had been travelling all night.
- We were climbing in the mountains. We saw an eagle fly past.
- You can wear this jacket with matching trousers. It looks great.
- Joaquin is tall. He could see over the crowd's heads.
- I was exhausted by the journey. I slept for 18 hours.
- Our vehicle broke down. That left us stuck in the forest.
- My sister has studied Mandarin for five years. She speaks it well.
- Jack didn't have anyone to talk to. He felt lonely.

4 Use participle clauses to rewrite the underlined parts of the text.

- (1) We left at 6 am and we headed north. (2) We didn't want to waste time, so we walked up the steep valley (3) which led to the foothills of the Central Range. (4) Once we'd reached the top of those, we saw the much higher peaks ahead. (5) They were covered in snow and looked forbidding. (6) We descended to a river where we crossed a narrow stone bridge, (7) which was built centuries ago, then began climbing again. After another hour, (8) because we were feeling hungry, we stopped for a snack. Suddenly we noticed dark clouds gathering over the peaks. (9) As we realised that would mean more snow, we discussed our next move. (10) After we'd decided to carry on, we continued our trek uphill. (11) When I look back at that moment, I sometimes wonder whether that was the right decision (12) if one bears in mind what followed. But climbing is about taking risks, and we all survived to tell the tale.

5 Write a short account of an eventful journey. Include as many participle clauses as you can, e.g. *Setting off from ... Having missed..., Realising ..., Not wanting to ...*

Prefixes

1 Correct the mistakes made by exam candidates.

- The host families are located inconveniently far away from the school.
- The local chief of police says that the number of arrests has disincreased.
- We have to insure that the jobs provided are suitable for our students.
- Some of the information in the article is unprecise.
- Do not think of yourself as incapable of driving a car.
- Closing the canteen early would unevitably leave many students feeling hungry.
- The promised 'lively social programme' during our stay was inexistent.
- The notion of a pop star having a private life would seem as unrealistic as a fairy tale.

2 Add the correct prefixes from the box to form C1-level words. You do not need to use all of them.

anti bi dis inter il mis mono out
over post re under

- The hotel staff are ...paid and deserve an immediate rise.
- The old industrial area will be ...developed as a shopping mall.
- It's a lovely beach but it's ...crowded in summer.
- The advertisement ...led us into thinking the flights were free.
- Shanghai has ...lingual street signs, in Mandarin and English.
- On the coast, foreign tourists ...number local people.
- Downtown at night, there's a lot of ...social behaviour such as people shouting.
- In other cultures, people ...act with each other differently.

3 Work in small groups. Match the correct prefixes in Exercise 2 with these meanings, then form as many words as you can with each prefix.

- again
- against
- between
- more / bigger / better
- not enough
- too much
- two
- wrongly

Part 3

Quick steps to Reading and Use of English Part 3

- Quickly read the title, the example and the rest of the text.
- Decide on the part of speech and if it is positive or negative.
- Try adding different prefixes and/or suffixes to the word in capitals, or forming compounds.

4 Look at the exam task instructions and quickly read the text. Why did the writer go to Norway?

5 Answer these questions about the example (0), then do the exam task.

- What part of speech is needed and how is it formed?
- Does the sentence indicate a positive or a negative meaning?
- What prefix, therefore, is needed?

Exam task

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).

Write your answers **IN CAPITAL LETTERS**.

Example: 0 **UNSPILT**

Norway's Alps

We sailed along the beautiful (0) coast of northern Norway until we reached the town of Tromsø, over 300 kilometres inside the Arctic Circle. With its brightly-coloured wooden houses set against a (1) of snow-capped mountains, it was a remarkable sight. In the afternoon, we travelled to the Lyngen Alps where the (2) scenery took my breath away. Given the remote location, our accommodation there was surprisingly (3) and the large meal of fresh fish we were served that evening was of an (4) high standard for such a small hotel. The next day, refreshed after a wonderful (5) sleep of nearly nine hours, I headed for the practice slope, where (6) cross-country skiers like myself had to learn how to climb uphill with skis on. That far north towards the end of May, there was (7) daylight – and it was my (8) to go midnight skiing.

SPOIL

GROUND

COMPARE

LUXURY

EXPECT

BREAK

EXPERIENCE

INTERRUPT

INTEND

Exam tip

Read through the completed text to check it all makes sense and is grammatically correct.



Part 2

- Look at the pictures of the annual Inti Raymi (Festival of the Sun) in the Peruvian city of Cuzco, high in the Andes mountains. Answer the questions below using some of the words in the box.

applause celebrations ceremony costumes gathering feast itinerary onlookers parade participants procession rehearsal speeches tradition volunteers

- What can you see in each picture and what is happening?
- Why do you think this is an important event to the local people?
- How do you think they are feeling, and why?

Quick steps to Listening Part 2

- Read the introduction, the title and the question to get an idea of the context.
- The first time you listen, pencil in your answers on the question paper.
- The second time you listen, check your answers and make necessary changes.

- Study the exam task. For each question:

- underline the key words
- decide what kind of word, e.g. plural noun, is needed.

- 1.05** Do the exam task. Listen for expressions similar to the key words you underlined, but write no more than three words for each answer.

Exam task

You will hear a research student called Ava O'Neill talking about visiting Cuzco in Peru. For questions 1–8, complete the sentences with a word or short phrase.

The ancient city of Cuzco

The words (1) are sometimes used to describe the city because of its historic buildings.

Cuzco was originally designed in the shape of (2)

The Incas built houses in Cuzco without (3) to keep out the cold.

Ava says the (4) in Cuzco was a problem for some people but not for her.

Watching the rehearsals, Ava found the (5) particularly impressive.

Ava was surprised by the wide range of (6) when the main parade began.

Ava believes the builders of the walls first made (7) of certain stones.

Ava had read there were no (8) at the ancient Festival of the Sun.

Exam tip >

Write the words you hear; don't try to rephrase them.

- Think of a festival that you have been to, or one that you know about. Tell your partner where and when it happens, what it consists of, and why people enjoy it.

Making comparisons

- Rewrite these sentences about customs and traditions so that the second sentence means the same as the first.

1 The British drink just as much tea as they did in the past.

The British don't drink

2 They carry umbrellas because rain is a lot more frequent there.

They carry umbrellas because it rains

3 The USA has slightly fewer public holidays than some other countries.

The USA doesn't have

4 Having a lot of brothers and sisters isn't nearly as common as it used to be.

Having a lot of brothers and sisters is

5 Years ago, people were far more likely to marry young than they are today.

Today, people are not

6 Diwali is a great deal more widely celebrated internationally than it was.

20 years ago, Diwali was nowhere

7 Some think April Fool's Day is twice as much fun as St Valentine's Day.

Some think St Valentine's Day

- Tell your partner about customs and traditions in your country. Use comparative forms from Exercise 1 to describe changes and make comparisons with other countries.

Part 2 S Page 108

Quick steps to Speaking Part 2

- Listen to the instructions and choose two of the photos to discuss.
- If you don't know a word paraphrase it, e.g. *The blue object next to ...*
- Do all the task: compare the photos and answer the questions.

- 1.06** Read the exam task instructions. Then listen to Luisa and Emilia talking about two of the pictures and answer these questions.

- Which photos does Luisa decide to compare?
- Does she do both parts of the task?
- How does Emilia answer her question?

- 1.06** Listen again. Which of the comparative structures in Exercise 1 do Luisa and Emilia use?

- Work in pairs and do the exam task using pictures 1 and 3. Then change roles and do the task using pictures 2 and 3.

Exam task

Each of you will be given three pictures. You have to talk about two of them on your own for about a minute, and also to answer a question briefly about your partner's pictures.

Candidate A, it's your turn first. Here are your pictures. They show people with presents in different situations. Compare two of the pictures, and say what significance the presents might have for the people, and how they might be feeling.

Candidate B, who do you think has given the most thought to their choice of present?

What significance might the presents have for these people? How might they be feeling?



Exam tip >

Remember that the questions the examiner asks you are also written above the photos.

Part 2: report W Page 103

1 Complete the underlined expressions with the words in the box.

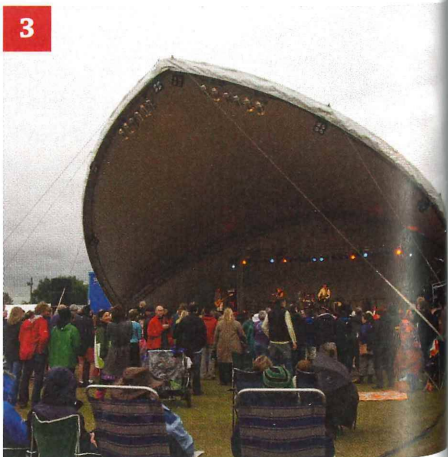
aims balance consider course outlines purpose recommend recommendation recommending short solution sum

- 1 To up, immediate action is required.
- 2 My is that visitors should always book ahead.
- 3 One possible would be to impose strict parking regulations.
- 4 The of this report is to assess the town's sports facilities.
- 5 On our overall reaction to the proposals is positive.
- 6 This report the range of job opportunities available.
- 7 I strongly that further research be carried out.
- 8 In we thoroughly enjoyed our stay at the resort.
- 9 The organisers should improving facilities for the disabled.
- 10 The best of action would be to lower the admission fees.
- 11 This report to provide an overview of the current situation.
- 12 I have no hesitation in this superb historic site to travellers.

2 Put the underlined expressions from Exercise 1 into the correct columns (more than one answer might be possible). Which of these expressions are quite formal?

Introduction	Recommendations and suggestions	Conclusion
.....
.....
.....
.....

3 What situations are shown in these pictures? For each one, write a recommendation and a suggestion using expressions from the table above.



4 Answer these questions about the exam task.

- 1 What must you write about?
- 2 Who are you writing for and why do they want a report?
- 3 What points must you include?

Exam task

In your English class, you have been discussing festivals around the world. Your tutor has asked you to write a report on a popular festival in your country that may interest other students. Your report should:

- describe the event, saying where and when it takes place
- say how popular it is and why
- outline some changes you think should be made.

Write your **report** in 220–260 words in an appropriate style.

5 Quickly read the model report opposite and match headings A–D below with paragraphs 1–4. Then answer the questions.

- A Finding out about chocolate
- B Recommendations
- C Introduction
- D The artistic applications of chocolate

- 1 Does the writer have a generally positive attitude to the festival?
- 2 Is it written in an appropriate style?



A sweet festival in Germany

1
The aim of this report is to provide information on the ChocolArt festival, held each December in the picturesque university town of Tübingen in south-west Germany.

2
As the name implies, this festival is about chocolate as art, with the world's greatest chocolate makers all competing to produce the most impressive creations. There are also fascinating exhibitions of chocolate sculptures, examples of products from around the world and, in the evenings, projections on the walls of the town centre buildings. Shop windows display chocolate fountains, and there is even a chocolate theatre.

3
Attracting over 200,000 visitors annually, the festival has something to appeal to all age groups. For adults there are chocolate-making lessons, while children can visit chocolate workshops and sample such delights as edible smartphones. There are also opportunities to learn about the people who produce the ingredients of chocolate, and how the policy of Fairtrade can make a real difference to their lives. This is often of particular interest to local students.

4
In conclusion, this is an informative and hugely enjoyable festival that leaves a pleasant taste in the mouth. I noticed, however, that rather fewer stalls gave free samples than in previous years and consequently, I would recommend the organisers encourage stallholders to be a little more generous in future. I would also suggest they consider changing the dates from chilly December to a warmer month – even if some of that delicious chocolate might melt.

6 Read the model report again and answer these questions.

- 1 What expressions does the writer use to
 - a) state the purpose of the report?
 - b) make comparisons?
 - c) conclude the report?
 - d) make a recommendation and a suggestion?
- 2 Find one participle clause in the first paragraph and another in the third paragraph.
- 3 Which expressions indicate the writer's attitude to the festival?

7 Look at these exam task instructions and answer the questions in Exercise 4 about it.

Exam task

You work for an agency that promotes your country's tourist industry abroad. Your manager has asked you to write a report on an interesting, lesser-known sight in your country. Your report should describe the place or building, explain its significance to your country, and suggest ways it could become better-known internationally.

Write your **report** in 220–260 words in an appropriate style.

Quick steps to writing a Part 2 report

- Note down any facts you know about the topic, plus any personal experiences you could mention.
- Decide how many paragraphs you need, and whether to use headings.
- In the first paragraph, state the purpose of your report.
- Present your ideas in a logical sequence and in a fairly formal style.
- End with a suitable conclusion, making recommendations and/or suggestions.

8 Discuss these questions in small groups.

- 1 Which are the most interesting lesser-known sights in your country?
- 2 What facts do you know about them?
- 3 If you have visited them, what are your most vivid memories?
- 4 How could those places attract more visitors from abroad?

9 Choose one of the sights you discussed in Exercise 8. Then look at the Quick steps and plan your report.

Exam tip

Think of a good title that will indicate to readers the content of your report and encourage them to read it.

10 Write your report. When you have finished, check your work as in Unit 1, Writing Exercise 8 on page 15.