

# 2



## TIMES CHANGE

### KEY LANGUAGE

Talking about the past  
Nouns in formal English  
Changes

### PRONUNCIATION

Consonant sounds: /tʃ/, /dʒ/, /ʃ/ and /ʒ/

### EXAM PRACTICE

Reading and Use of English Parts 1, 2 & 8  
Writing Part 2  
Listening Parts 2 & 4  
Speaking Parts 1, 3 & 4

### Speaking Part 1 Interview

Work in pairs. Discuss the questions.

- 1 Over the last few years, has the way you spend your free time changed much?
- 2 Have you ever read a book or seen a film that changed the way you felt about something?
- 3 Do you think it is possible to keep the same friends for life, or do you think your social circle will change?
- 4 Are you the kind of person who generally embraces or avoids change?
- 5 If you could change one thing about your life, what would it be?



## Listening Part 2 Sentence completion

**1 SPEAK** Work in pairs. Look at the pictures that were all taken approximately 50 years ago. Discuss the following questions.

- 1 What aspects of daily life do they represent?
- 2 How have these aspects of life changed since then?

**2 SPEAK** Work in small groups. Discuss what kind of exhibits you would expect to see at an institution called the Childhood Museum.

### What to expect in the exam

- Part 2 is a monologue, for example, a presentation or talk. You listen and complete a set of sentences using one word or a short phrase. You will hear the recording twice.
- There will be a pause before the recording starts to give you time to read the questions and predict what type of information might be required for each gap.
- For some questions you will hear distractors: words which might at first seem relevant, but which do not complete the sentence correctly.

*For question 1, for example, you will hear Lewis mention two abilities that a volunteer might have, but only one of these abilities will impress the interviewer.*

**3** **2.1** You will hear a student called Lewis Rowe giving a talk about volunteering at a local museum, the Childhood Museum, and giving advice on how to become a volunteer. For questions 1–8, complete the sentences with a word or short phrase.

## VOLUNTEERING AT THE

# CHILDHOOD MUSEUM

One of the activities Lewis does in the classroom is asking children to guess what **(1)** ..... applied to 19th century teachers.

Lewis found that many young visitors had never practised writing their own **(2)** ..... before.

In Lewis's experience, it's the museum's **(3)** ..... that are most at risk of damage.

Lewis warns that in the room where visitors can play **(4)** ....., earplugs are essential.

Lewis says he learnt a lot about 1950s' **(5)** ..... from some of the older volunteers.

Lewis says that volunteers demonstrating good **(6)** ..... will impress an interviewer.

Lewis believes that a real interest in **(7)** ..... is more important than previous experience.

Lewis advises volunteers to look after the **(8)** ..... provided by the museum.

**4 SPEAK** If you had the opportunity to work in a museum, would you take it? What factors would influence your decision?

## Speaking Part 3 Collaborative task

- Before you do the speaking task, read the information and do the exercise in the boxes below.
- SPEAK** Work in pairs. Here are some items which might represent our lives today in a future museum exhibition. Talk with your partner about how well these items would represent our lives today.



- SPEAK** Decide which item would most interest future visitors to the museum.

### Useful language

Complete the sentences with a phrase from the box.

are unlikely to    would be intrigued to    is a distinct possibility that  
is a part of everyday life    might conceivably be  
would demonstrate very clearly    would not be complete without

- There is a distinct possibility that people in the future won't ever have seen coins or paper money.
- The exhibition \_\_\_\_\_ a few images of modern fashion.
- Fast food \_\_\_\_\_, so something representing that would be of interest.
- Future generations \_\_\_\_\_ see the various means of payment we use today.
- The photos on a phone \_\_\_\_\_ what people like to do in their free time.
- Online newspapers \_\_\_\_\_ obsolete soon.
- People \_\_\_\_\_ be using newspapers as a source of information in 100 years' time.

### How to go about it

- > You should give your own opinions and provide reasons to support them.
- > It is important to cooperate with your partner by asking for their views and responding to their comments.
- > In both tasks, aim to demonstrate your linguistic ability by using a wide range of vocabulary and structures.

## Speaking Part 4 Further discussion

In Part 4 of the Speaking test the examiner will ask you questions which are related to the topic in Part 3. Discuss the following questions.

- Some people believe that museums can teach us a lot about history. What is your opinion?
- How do you think that museums can continue to attract visitors in the future?
- How can teachers make history an interesting subject for their students?
- Why do you think some people are keen to learn about their own family history?
- To what extent do you agree with the idea that life in the past was harder than it is now?
- In what ways might young people's lives be different 100 years from now?

### What to expect in the exam

- > A particular question may be directed specifically at either you or your partner. Alternatively, you may be required to discuss the same question separately or together.
- > In either case, you are expected to give full answers to the questions asked, with reasons for your opinions.



1



2

## Reading and Use of English Part 8 Multiple matching

**1 SPEAK** Work in pairs. Look at photographs 1–4 and discuss the following questions.

- 1 When and why do you think photograph 1 was taken? How do you think the people in the photograph feel?
- 2 Discuss how you think pictures 2, 3 and 4 show the development of photography over the last 150 years.
- 2 You are going to read an article about the role of photography in helping people connect with the past. For questions 1–10, choose from the writers (A–D). The writers may be chosen more than once.

### How to go about it

- Skim through all four sections quickly to get an idea of their content.
- Read all the questions to see the kind of information you are looking for.
- Read section A, then look again at the questions, answering any that you can. Do the same for the other three sections.
- If there are any questions you have not answered, scan the sections again, looking for the specific information you need.
- To help you, parts of two sections have been underlined. Match these parts to questions 3 and 7. As you answer the other questions, underline the relevant parts of each section in the same way.

### Which writer

- mentions the challenge of making familiar scenes feel very personal?
- believes that it is perfectly acceptable to enhance an image in a photograph?
- suggests that someone could form an inaccurate impression by looking at certain photos?
- acknowledges a change of opinion about everyone having the potential to take good photographs?
- describes the emotional impact of not having access to family photographs?
- admits to feeling overwhelmed when it comes to managing and evaluating photographs?
- regrets not using the opportunity to take more photographs when young?
- wonders whether people would value their photographs more if they possessed fewer?
- refers to the unique ability of photography to capture an exact point in time?
- refers to a feeling of sadness brought on by viewing a particular series of photographs?

**3 SPEAK** Which opinions, feelings or concerns expressed by the writers do you relate to? For example, do you agree that few people are really good at taking photos? Do you ever worry that you might lose the digital photos you have taken?



3



4

# THE POWER OF PHOTOGRAPHY: TIME, MORTALITY AND MEMORY

Writers explain the role of photography in helping us connect to the past



## A BLAKE MORRISON

A stranger flicking through my childhood photos might deduce that we were perpetually on holiday in north Wales, and that my father never accompanied us. But he wasn't absent, merely hiding behind the lens of his Nikon. Most of his snaps were taken without us noticing. But a few were trick photos, such as the one with my mother, sister and me arranged above each other on a steep hill to look like acrobats standing on each other's shoulders. Despite their playfulness, my chief feeling when I look at those photos is sorrow; that the times they commemorate can't be retrieved. It's sentimental, I know. Worse, though, would be to have none at all. My favourite photo is one of my mother in pigtails as a child, an image unknown to me until a few years ago, when a cousin sent it. The earliest image I had of her till then was a graduation photo. I felt shut out from her past, and the lack of pictures was part of the reason.

## B MARY MCCARTNEY

I have a vivid early memory of going to a darkroom with my mum, and seeing a blank page put into a chemical bath and becoming a photograph. Incredible! Because I grew up around photography, I assumed anyone could take pictures. Now, I realise not everyone has the eye. It's hard to do a proper shoot, or go into depth; it takes time and attention. When I go on assignments, I might use my iPhone, my 35mm Leica, my digital camera or my Polaroid. I upload with filters sometimes; I'm not that purist about it. In the past, you'd pick a certain type of film for a certain look, and today's filters are a similar concept: the modern version of choosing the right mood. Family pictures are the most precious and I have a set of prints I carry around in my wallet of my kids, my husband and my parents. I look at those rather than writing a diary: they're very evocative and textural. I replace them when they get worn out.

## C SEAN O'HAGAN

I remember a Kodak Instamatic that appeared every holiday or family gathering. The rest of the time it resided in a kitchen drawer. The idea it could be taken out, loaded up with film and used to record my everyday life never occurred to me. I wish it had been otherwise. Now, I have thousands of digital photographs stored on my hard disk, and none printed out. This fills me with a vague anxiety. I shoot certain things repeatedly: landscapes whizzing by from moving trains; people dozing on the Tube; the tops of trees against the sky. I think photographs should be simultaneously intimate and everyday. That's a tall order, but the best photographers pull it off. I once shot the interior of my father's garden shed. The images feel like a portrait of his mind and all the stuff he had collected. For me, they possess great meaning – something to do with time and mortality and memory, all the things photography seems to evoke like no other art form because of its very nature – the split second already gone.

## D JEMIMA KISS

Somewhere in my house is a collection of dusty, battered hard drives. Hidden inside is an invaluable part of my family history – my photos. There have been occasions where I have quickly glanced through a folder, and even printed a couple of pictures out, but the sheer volume has made it impossible even to begin to organise or access this collection. It is insurmountable. But I suspect I am not unique in this respect. If we all had only 10 pictures in the world, would we be more careful with them? Would each be meticulously stored, labelled, backed up and printed out in beautiful frames? In the past, family cameras were precious, hallowed objects. And the relatively small number of photos in a family collection meant that many came to represent powerful, emotional links to our past. What we need is software that identifies the 10 best photos we've taken in a month, to avoid digital overload. There's no point backing up 3,000 photos, just the ones you really treasure.

## Language focus Talking about the past

### Review

1 Complete the sentences with an appropriate form of the verbs in brackets. Choose from the past, past perfect or present perfect, in either the simple or continuous form. There may be more than one possible answer. If so, explain any differences in meaning.

- I \_\_\_\_\_ (never/use) my French until I \_\_\_\_\_ (attend) that conference.
- That's the third time I \_\_\_\_\_ (have) to tell you to stop shouting!
- It looks as if he \_\_\_\_\_ (cry) again. His eyes are all red and puffy.
- I used to get so annoyed with him. He \_\_\_\_\_ (always/lose) things.
- She \_\_\_\_\_ (eat) a particularly large meal and she suddenly started to feel sick.
- Ula \_\_\_\_\_ (leave) work for the day when the email \_\_\_\_\_ (arrive).
- You know that book you \_\_\_\_\_ (tell) me about last week? Well, I \_\_\_\_\_ (buy) it. Look.
- I hated that school. If I \_\_\_\_\_ (not do) my homework, they used to punish me. If I \_\_\_\_\_ (do) it, they'd tell me to do it again.

### Further ways of talking about the past

2 Choose the correct alternatives in the following sentences. Either one, two or all three alternatives may be possible.

- When I was thirteen**, I *used to know* / *would know* / *knew* the words to all their songs.
- It's years since** I *'ve ridden* / *I haven't ridden* / *I rode* a skateboard. I'm not sure if I could do it now.
- I *'d like to have travelled* / *have liked to travel* / *have liked to have travelled* more before settling into a full-time job.
- I **remember** that concert. **It was the first time** I *'ve seen* / *I'd seen* / *I was seeing* the band play live.
- I **'d rather my parents** *didn't make* / *wouldn't have made* / *hadn't made* me go to piano lessons **when I was little**.
- She was *going to work* / *thinking to work* / *to have worked* in her mother's business, but decided instead to continue her studies.
- After he'd done* / *Having done* / *Being done* it once, he was happy to give another presentation.
- It hasn't rained once since *I've been here* / *I got here* / *my arrival*.

3 Go to **Ready for Grammar** on **page 216** to check your answers to Exercises 1 and 2, and for further rules, explanations and practice.

4 Write three statements about yourself which are true, and two which are lies. Use the phrases in bold in Exercise 2 together with an appropriate verb in the correct form.

5 **SPEAK** Read out each statement to your partner. Your partner has to ask questions and then guess whether you are telling the truth or not.

A: *I'd rather my mum hadn't made me dress the same as my sister and brother when I was little. It was so embarrassing!*

B: *Seriously? What kind of clothes did you have to wear?*

## Listening Part 4 Multiple matching

- 1 **2.2** You will hear five short extracts in which people are talking about a difficult decision they had to make. To make your first Part 4 Listening easier, there are only six options, not eight, to choose from in each task.

### What to expect in the exam

- For Part 4, you hear five short monologues on the same theme.
- You have to complete two tasks while you listen. Each task has eight options (A–H). As you listen, you match one option from Task 1 and one option from Task 2 to each speaker.
- In the exam, you have 45 seconds to read through the tasks before you listen.
- You hear all the monologues, then the whole recording is played again.

### TASK ONE

For questions 1–5, choose from the list (A–F) what led to the speaker making their difficult decision.

- A a desire to be healthier  
 B the example of a role model  
 C the wish to preserve a relationship  
 D a frustration with routine  
 E the need to prove other people wrong  
 F a chance to fulfil an ambition

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

### TASK TWO

For questions 6–10, choose from the list (A–F) what advice the speaker gives about making difficult decisions.

- A follow your instincts  
 B set yourself a deadline  
 C seek professional advice if needed  
 D obtain information from various sources  
 E be objective rather than emotional  
 F consult someone who knows you well

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

While you listen you must complete both tasks.

### How to go about it

- Read both tasks carefully before you start to listen.
- Underline the key words in the options and predict how they might be paraphrased.  
**Task One** A a desire to be healthier – I wish/my ambition is to ... get fitter/feel physically well
- The first time you hear the speakers, mark the options in both Task 1 and 2 that you think are correct. Note that speakers may sometimes provide the answer to Task 2 before they provide the answer to Task 1.
- Use the second time you listen to confirm or change the options you chose.

- 2 **SPEAK** Work in pairs. Talk to your partner about a time in your life when something changed. Mention some of the following in relation to the change:

- the reasons for it
- other people's attitudes
- how easy or difficult it was
- the consequences of the change.
- your feelings before and afterwards



## Vocabulary Changes

### Verb + noun collocations

- 1 **SPEAK** Work in pairs. Discuss when or why might you change each of the items in the box below.

your doctor gear your name places sides  
the subject your tune a tyre your ways

*You might change your doctor if you moved house or if you weren't happy with the treatment you were receiving.*

### Adjective + noun collocations

- 2 The following adjectives can all be used with the noun *change*. Complete each of the sentences 1–4 with a suitable group of adjectives (a–d). All of the adjectives in each group must be appropriate for the sentence you choose.

- a economic/political/social  
b dramatic/sudden/considerable  
c pleasant/refreshing/welcome  
d far-reaching/significant/sweeping

- 1 It **made a/an** \_\_\_\_\_ **change to** see Alex in a suit. He looked very smart for once.  
2 The government has announced plans **to make** \_\_\_\_\_ **changes** to the tax system next year.  
3 The **pace of** \_\_\_\_\_ **change** has been rather slow in this country recently.  
4 The lottery win **brought about a/an** \_\_\_\_\_ **change** in her circumstances, which she is finding it difficult to cope with.

### Other verbs of change

- 3 Decide which verb (a, b, c or d) best fits the gap in each pair of sentences. The verb you choose must fit the gap in both sentences. The words in bold are typical collocates of the verb.

- 1 It took him a while to \_\_\_\_\_ **to being a parent**.  
2 You can \_\_\_\_\_ **the height of the chair** by pulling this lever here.  
a switch      b alter      c vary      d adjust  
3 They are planning to \_\_\_\_\_ the old windmill **into** a small guest house.  
4 The bank has an app that will \_\_\_\_\_ **dollars into euros** for you.  
a transfer      b transform      c convert      d adapt  
5 **Prices** \_\_\_\_\_ **according to** the time of year you decide to travel.  
6 We were advised to \_\_\_\_\_ **the children's diet** as much as possible.  
a adapt      b shift      c vary      d modify  
7 The group were asked to \_\_\_\_\_ **their behaviour** or else leave the hotel.  
8 We had to \_\_\_\_\_ **the design** of the car to take account of the rough terrain.  
a modify      b amend      c transfer      d convert  
9 Twelve European countries \_\_\_\_\_ **over to the euro** on 1 January 2002.  
10 I \_\_\_\_\_ **shifts with** Brian so I could go to my sister's wedding.  
a shifted      b switched      c transformed      d altered

- 4 Write four sentences about *you / your country / the world in general* using any of the vocabulary in Exercises 2–3. Compare your sentences with a partner.



## Reading and Use of English Part 2 Open cloze

### What to expect in the exam

- The open cloze is a short text with eight gaps, each of which requires one word.
- The main focus is on grammatical words, e.g. prepositions, relative pronouns and conjunctions.

- 1 Read the following text, ignoring the gaps for the moment. What can you find out about *Barbie*®, *GI Joe*® and *Harry Potter*?
- 2 Read the text again 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).

## TOY TRENDS

The original lifelike figure designed specifically with boys (0) IN mind was GI Joe®. Its inventor, Stanley Weston, had noted the demand amongst young girls (1) for Barbie®, the first doll in the US to look like a woman (2) more than a baby. Weston hoped that a male figure dressed in military clothing would create just (3) as much interest amongst boys. Being careful (4) not to use the term 'doll', he pitched his idea to toy company Hasbro as an outfitted action figure. (5) Without having no backstory and no enemies to fight, GI Joe® was immediately popular when released in 1964. Other toy manufacturers were quick (6) to follow Hasbro's example, creating figures of screen and comic book heroes or villains, such as Batman or storm troopers from *Star Wars*. Since then, film companies have sometimes seen greater profit from licensing action figures than from the corresponding movie, *Harry Potter* being (7) an such example. However, a recent downturn in sales may suggest that action figures are no (8) longer holding young consumers' attention, perhaps as they shift their focus to video games.

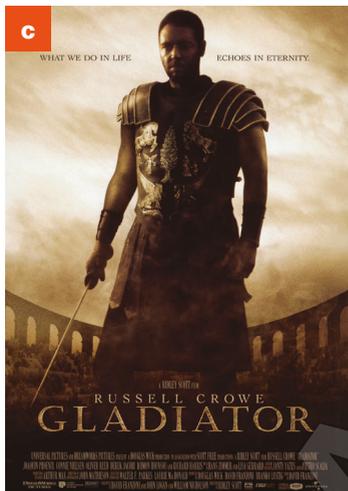
- 3 **SPEAK** Work in pairs. Compare your answers with your partner. Point out words and ideas in the text that provided you with clues.
- 4 **SPEAK** Work in pairs. What toys were your favourites when you were a child? Why did you like them?

### Language focus Nouns in formal English

- 1 Look at the underlined nouns in sentence A from *Toy trends*. Which words in sentence B do they relate to?
  - A A recent downturn in sales may suggest that action figures are no longer holding young consumers' attention, perhaps as they shift their focus to video games.
  - B Sales have recently fallen, which may suggest that young consumers aren't interested in action figures any more, perhaps because they're focusing on video games instead.
- 2 In what other ways is sentence B different from sentence A?
- 3 Is the use of nouns generally more frequent in formal written English or conversational English?
- 4 Go to **Ready for Grammar** on page 214 for rules, explanations and further practice.
- 5 **SPEAK** Work in pairs. Talk about some of the following situations with your partner:
  - a time when you expressed your dissatisfaction with a service or product
  - a time when you had to conceal your disappointment about a gift you received
  - a time when your failure to recognise someone or remember their name caused embarrassment
  - a time when you should have taken more responsibility for something
  - a time when you noticed a big improvement in your English
  - a time when you started gaining independence.



## Writing Part 2 Review



**1 SPEAK** Work in pairs. Discuss the following questions about the film or TV series in photographs a–h.

- 1 What do you think each of these series or films (a–h) might be about? Have you watched any of them?
- 2 Which series or films would you be most likely to watch? And least likely? Why?

**2** Read the following Part 2 task and the model answer on the series *Stranger Things*. Is the review generally positive, negative or balanced?

You see the following announcement in an online magazine called *Moviesite*.

**History makes a comeback**

The theme for next month's reviews is television series that are set in the past. Send us a review of a television series you have watched that is set in the past. What did you learn from watching it? How do you think the series could have been better? Would you recommend it to others?

Write your review.

REVIEW OF  
**STRANGER THINGS**

★★★★★  
Posted August 23rd

*Stranger Things* takes us back to the early 1980s. The narrative begins in 1983, in a quiet Indiana community called Hawkins. A 12-year-old boy is cycling back to his house at night, through the woods, and close to a secret government research centre. When he never makes it home, his friends and family set out to find him. Coinciding with his disappearance is the arrival of a young girl with unearthly powers, and a monster constantly lurking in the shadows.

The series is packed with references to the popular culture of the period. In between scenes of horror, we see what fashions and hairstyles were current, and what music and movies kids were into. We are offered an insight into the gender norms of the era: mothers made dinners, fathers went out to work. The fact that everyone has to rely on faulty landlines in an emergency also makes you appreciate your smartphone that much more!

It is hard to say what the directors could have done to make *Stranger Things* a better viewing experience. The show is genuinely creepy, and the acting of the young cast is absolutely superb. The concept of the small-town cop trying to get to the bottom of a mystery with no support from his department is hardly original, but makes sense given he is facing a supernatural enemy.

The series manages to brilliantly combine the elements of horror, complex emotions, and nostalgia. If you want to be thoroughly entertained and terrified at the same time, I would say this is the series for you.



- 3 What is the purpose of each paragraph? Are all the points in the task covered?
- 4 Most of the review is written in the present simple. Why is this?
- 5 Find an example of the present continuous, past simple, and a past modal form. Why are these forms used?
- 6 Find three adverb–adjective pairs and three adverb–verb pairs in the review. What effect do the adverbs have?
- 7 Decide whether the adjectives below are positive or negative. Write + (positive) or – (negative) next to each adjective.

action-packed clichéd compelling credible entertaining gripping  
implausible impressive moving overhyped predictable sentimental  
stunning tedious

- 8 Complete the sentences with the correct form of a verb from the box.

advise appreciate discover face find follow gain give  
hire open overlook rely set take tell watch

- 1 The story \_\_\_\_\_ with hero Vikesh fighting his arch-rival, Ajay. What \_\_\_\_\_ is a series of flashbacks that reveal the reason for their mutual hatred.
  - 2 It was interesting to \_\_\_\_\_ more about Aisha's motives. As the story unfolds, you begin to \_\_\_\_\_ why she regarded everyone as a threat.
  - 3 Unfortunately, the film \_\_\_\_\_ too heavily on special effects rather than character development, so I would probably \_\_\_\_\_ viewers to give it a miss.
  - 4 \_\_\_\_\_ through the eyes of a young soldier named Jamie, the story is \_\_\_\_\_ during the civil war.
  - 5 Tom's attempt at an Australian accent was laughable. It would have been far better to \_\_\_\_\_ a genuine Australian actor to \_\_\_\_\_ on the lead role.
  - 6 The show is definitely worth \_\_\_\_\_ for the acting alone. Like most viewers, you will probably \_\_\_\_\_ yourself binge watching the whole series.
  - 7 It is possible to \_\_\_\_\_ a deeper understanding of what it was like to \_\_\_\_\_ prejudice in those times.
  - 8 It is hard to \_\_\_\_\_ the holes in the plot; if the writers had \_\_\_\_\_ more thought to story development, perhaps viewers would have been more convinced.
- 9 Which sentences in Exercise 8 could be used to
    - a give an overview of plot or theme?
    - b say what you have learned?
    - c suggest what could have been better?
    - d show whether or not you would recommend the series?
  - 10 Now write your own answer to the task in Exercise 2 in 220–260 words.

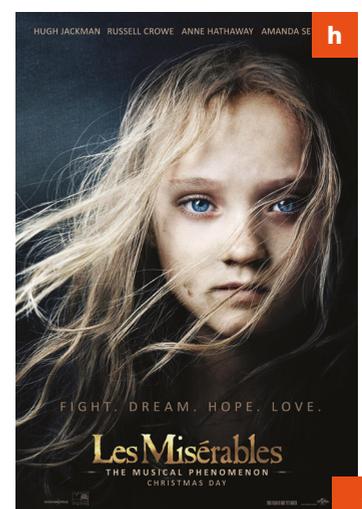
### How to go about it

#### Plan your review:

- Choose and make notes about something you are very familiar with. In this case, it is a TV series, but for other reviews it may be a book, film, product or service.
- Check that your notes address all the questions in the task.
- For reviews of TV series, films and books, plan when you might use the present simple and continuous, and when it would be better to use past forms.
- Think about the tone of your review. Readers tend to pay more attention to reviews that are balanced, or at least not too extreme.

#### Write your review:

- Set your review out in four paragraphs.
- Use an appropriate number of adverb–adjective and adverb–verb pairs.
- Ensure you make your opinion clear. There is always an element of evaluation in a review – your readers need to know whether a TV series/film/book is worth seeing, or whether a product/service is worth using.



## Reading and Use of English Part 1 Multiple-choice cloze

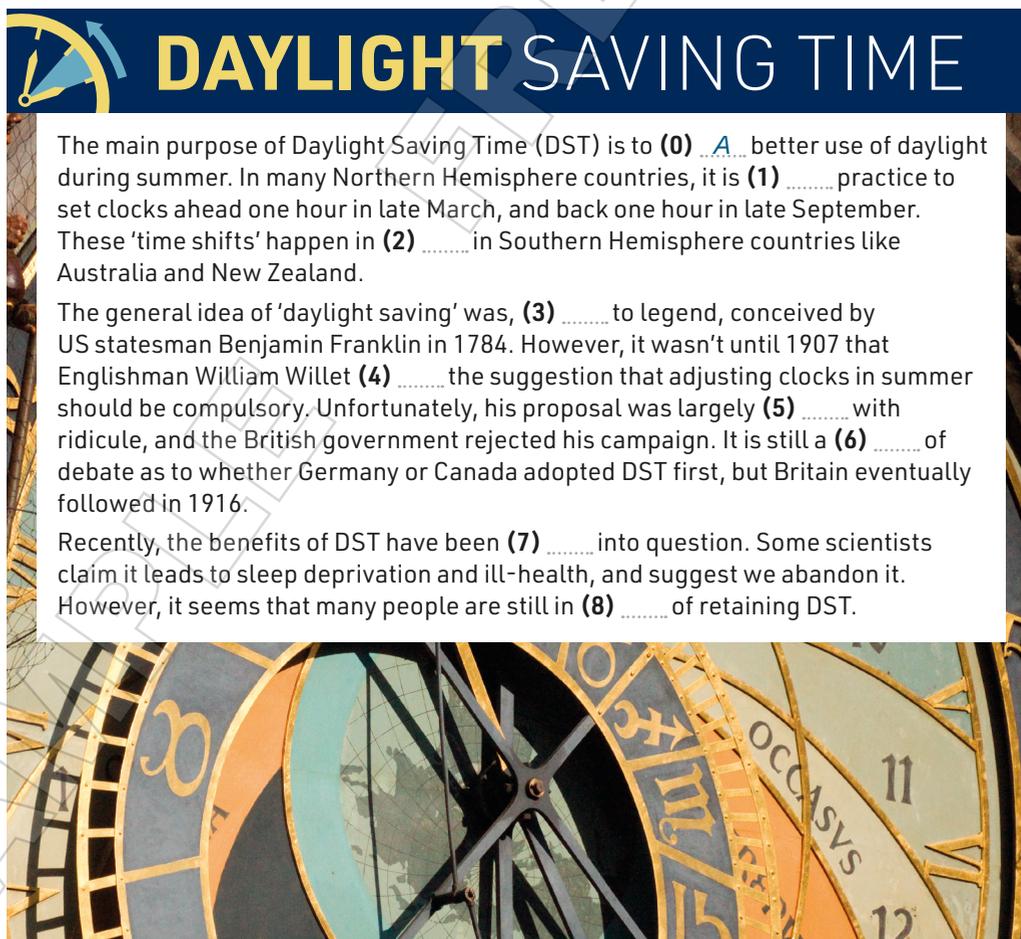
## How to go about it

- › Read the title and the text to get an idea what the text is about.
- › Consider all the options (A–D) before deciding on an answer. Look for key words before or after each gap to decide whether it is testing:
  - collocation (common noun and verb pairs)
  - fixed expressions
  - complementation (when words are followed by a specific preposition or the gerund/infinitive).

## What to expect in the exam

- Part 1 is a short text which has eight gaps (plus an example). Each gap represents a missing word or short phrase. Following the text are eight sets of four words or phrases.
- You choose the word or phrase from each set which fills the gap correctly.
- Some questions test meaning at a phrasal level, and others test meaning at sentence or paragraph level.

- 1 Read the text below quickly, ignoring the gaps. What are the main points the writer makes about Daylight Saving Time?
- 2 For questions 1–8, read the text and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).



## DAYLIGHT SAVING TIME

The main purpose of Daylight Saving Time (DST) is to (0) A better use of daylight during summer. In many Northern Hemisphere countries, it is (1) ..... practice to set clocks ahead one hour in late March, and back one hour in late September. These 'time shifts' happen in (2) ..... in Southern Hemisphere countries like Australia and New Zealand.

The general idea of 'daylight saving' was, (3) ..... to legend, conceived by US statesman Benjamin Franklin in 1784. However, it wasn't until 1907 that Englishman William Willet (4) ..... the suggestion that adjusting clocks in summer should be compulsory. Unfortunately, his proposal was largely (5) ..... with ridicule, and the British government rejected his campaign. It is still a (6) ..... of debate as to whether Germany or Canada adopted DST first, but Britain eventually followed in 1916.

Recently, the benefits of DST have been (7) ..... into question. Some scientists claim it leads to sleep deprivation and ill-health, and suggest we abandon it. However, it seems that many people are still in (8) ..... of retaining DST.

- |                 |             |               |              |
|-----------------|-------------|---------------|--------------|
| 0 A <u>make</u> | B have      | C get         | D take       |
| 1 A regular     | B ordinary  | C familiar    | D common     |
| 2 A backwards   | B reverse   | C contrary    | D opposite   |
| 3 A according   | B owing     | C belonging   | D referring  |
| 4 A set down    | B backed up | C put forward | D worked out |
| 5 A observed    | B seen      | C approached  | D met        |
| 6 A matter      | B point     | C concern     | D problem    |
| 7 A drawn       | B called    | C raised      | D brought    |
| 8 A preference  | B agreement | C favour      | D approval   |

## Language focus Talking about the past

Write one of the auxiliary verbs from the box in the first gap and an appropriate verb in the correct form in the second gap. Use each auxiliary verb once only.

did has had have have been having was were would

- 0 The phone rang just as we were leaving the house.
- 1 It was the first time I \_\_\_\_\_ abroad.
- 2 \_\_\_\_\_ his ambition, he promised to spend more time with his family in the future.
- 3 Since I've known him, he \_\_\_\_\_ that suit only twice.
- 4 He was to \_\_\_\_\_ in the final, but he was injured in a league match.
- 5 It has been two years since I \_\_\_\_\_ last \_\_\_\_\_ out to dinner by my partner.
- 6 When we were little, my dad \_\_\_\_\_ often \_\_\_\_\_ us a story at bedtime.
- 7 I'd like to \_\_\_\_\_ a second chance, but it wasn't possible.
- 8 I wasn't allowed to see the film, but they \_\_\_\_\_ me read the book.

## Vocabulary Changes

1 Decide whether the meaning of the two verbs is more or less the same or if it is different. Explain any differences in meaning.

- 0 transfer money / convert money

*Different. When you transfer money, you move it from one account to another. When you convert money, you change it from one currency to another.*

- 1 adjust to university life / adapt to university life
  - 2 adjust a piece of clothing / alter a piece of clothing
  - 3 convert the whole top floor into a studio flat / transform our old garage into a lovely studio flat
  - 4 change your ways / modify your behaviour
  - 5 change your ways / change your tune
  - 6 vary the menu / adapt the menu
  - 7 change sides / switch sides
  - 8 switch to the euro / convert into euros
- 2 Match each of the verbs in the box with the group of words (1–5) which collocate with it.

adjust convert modify switch vary

- 1 \_\_\_\_\_ the menu / your routine / in size
- 2 \_\_\_\_\_ to Islam / dollars into euros / the loft into a bedroom
- 3 \_\_\_\_\_ your belt / the straps on a bag / the seat on a bike
- 4 \_\_\_\_\_ TV channels / university courses / from dictatorship to democracy
- 5 \_\_\_\_\_ your language / your views / a piece of equipment

## Writing Part 2 Proposal

A TV company is planning to produce a series called *The People Who Made a Difference*. They are asking viewers to send in proposals suggesting a historical figure from their country to feature in the series. In your proposal, you should briefly describe the historical figure you are suggesting, explain how they made a difference, and say why you think other viewers might find them interesting.

Write your proposal.

For more information on writing proposals, see [page 196](#).

## Pronunciation Consonant sounds: /tʃ/, /dʒ/, /ʃ/ and /ʒ/

1 Match the generations (1–4) to the dates (a–d) they were born. Use the infographic on the left to help you.

- |                |             |
|----------------|-------------|
| 1 Gen X        | a 1946–1964 |
| 2 iGen/Gen Z   | b 1965–1980 |
| 3 Millennials  | c 1981–1996 |
| 4 Baby boomers | d 1997–2012 |



2 Read these statements about the different generations and their buying habits, and complete each gap with a word from the box. The first one has been done for you.

change decisions detached issues knowledge pleasure  
range research shopping socialise suggestions usually

- Most Baby boomers are detached from social media. People in this age \_\_\_\_\_ are \_\_\_\_\_ very careful with money.
- Generation X consumers are more open to \_\_\_\_\_ from online sources and will make buying \_\_\_\_\_ only after doing some \_\_\_\_\_.
- Millennials get most of their \_\_\_\_\_ about products from social media. They will \_\_\_\_\_ with friends in a particular coffee bar because that is the place to be seen, not because the coffee there gives them more \_\_\_\_\_ than elsewhere.
- Gen Zs are completely at ease with online \_\_\_\_\_. They are very aware of environmental \_\_\_\_\_ such as climate \_\_\_\_\_ and are influenced by good causes in marketing campaigns.

3 **2.3** Listen and check your answers to Exercise 2.

4 Put the words from Exercise 2 into the correct column according to the sound they include. Some words can go in two columns. The first one has been done for you.

/tʃ/ church	/dʒ/ judge	/ʃ/ share	/ʒ/ television
<u>detached</u>			

5 **SPEAK** Work in pairs. Take it in turns to read aloud the statements in Exercise 2. How true do you think the statements are?

6 Add the following words to the table in Exercise 4.

challenge cheeky generous impartial major occasionally  
patience population pushchair Russian social special

7 **SPEAK** Work in pairs. Take it turns to read these tongue twisters aloud.

- Which shirt should Churchill wear and should he change his shoes?
- Shaun pushed his cheeky children in their special pushchair.
- The judge is occasionally generous, and she's generally impartial and just.
- The ageing population is a major social challenge.
- Our Russian teacher Sasha shows no patience and she shouts.

8 **SPEAK** Create your own tongue twister with some of the sounds in this section. You can use words from Exercises 4 and 6, or your own.