


1

Influence

Vocabulary 1

Influences

1  The pictures below show different influences in our lives. Discuss these questions with a partner.


- 1 How can these people and things influence us?
- 2 Are these influences good or bad? Why?

2a Complete the phrases in 1–5 using the correct form of the verbs in the box.

copy encourage have look set shape

- 1 My kids love his classes. He's clearly going to _____ a big influence on their lives.
- 2 Parents can _____ children to read by reading to them, but also by _____ a good example and reading themselves.
- 3 I always admired and _____ up to my older sister – I thought she was wonderful.
- 4 Some people believe everything they read and this can really _____ their opinions. It's quite worrying really.
- 5 This guy is a role model for a lot of youngsters. The kids idolise him and _____ his every move!

2b Match the comments in 2a to pictures A–E.

3  Discuss these questions with your partner.

- 1 Which teacher has had the biggest influence on you?
- 2 Did you idolise a celebrity when you were younger?
- 3 Which celebrity today do you think is a good role model? And a bad one?
- 4 Were/Are you encouraged to read by your parents?



Reading and Use of English Part 7

Multiple matching

- 1** Work in pairs. You are going to read a magazine article in which four people have written about the person who has influenced them the most. Look at the people (A–D). What influence do you think they had on the person writing?
- 2** Now look at the questions and read the texts again carefully. For questions 1–10, choose from the people (A–D). The people may be chosen more than once.

Help

- Read through the questions and underline key words. Numbers 1 and 2 have been done for you.
- Read section A and answer any questions you can. Underline the relevant part of the text.
- Do the same for sections B–D.
- If you have any unanswered questions look at the texts again.

Which person who is described

gave advice to the writer when the writer was not at all receptive?

 1

always remained calm?

 2

changed the way a lot of people thought?

 3

was the reason for the writer changing career?

 4

is one of a number of people who have been important to the writer?

 5

caused people to stop laughing at the writer?

 6

influenced the writer more than the writer first realised?

 7

only knew the writer for a short time?

 8

was unselfish with their time?

 9

achieved results by not giving up?

 10

- 3** Work in pairs. Use the surrounding context to help you work out the meanings of the phrasal verbs in **bold** in the text. Then check your ideas on pages 129–130.
- 4** Have you or anyone you know been influenced in the same ways as the writers of the article? Apart from people, what other influences are there in your life?

People who have influenced us

You tell us about the person who has most influenced you in your life.

A MY FRENCH TEACHER

It's not easy to single out just one person from the many who have had a significant influence on my life, but if I have to make a choice, it would have to be my French teacher at secondary school. After all, it's because of her that I started out on my chosen career path and **ended up** where I am today. Her passion and enthusiasm for the subject touched everyone in the class and I knew from the very first moment she started teaching that languages were going to figure somewhere in my life. It's quite scary really, to see how significant a teacher's influence can be. He or she can bring a subject alive for the students – or totally kill it off! Miss Winters was with us for just one term but a lot of her passion for languages **rubbed off on** me and for that I will always be grateful.

B MY BIG SISTER

I used to worship my older sister, Ruby. She was my idol and I copied everything she did. Her favourite colour was my favourite colour – her favourite food was mine too. Even into our teenage years I followed her taste in clothes and music. Now, **looking back**, I think what I admired most about her was her patience with me. I must have been a complete pain but she never lost her temper. She devoted many hours to helping me with school work or sitting down with me and talking through any problems I had. Back then I copied her because I thought she was beautiful and clever and I wanted to be just like her, but now I understand that in fact her influence went a lot deeper. I hope I've developed into a caring, patient person and if so, then I certainly learnt it from her.

C A CHARACTER IN A FILM


I was a very shy ten-year-old boy when I first saw *Billy Elliot* on the big screen. I had always wanted to dance but had never been allowed to. It was my sister who went to the ballet classes and I tried to copy the steps in our living room. The kids at school heard about it and I was teased mercilessly. Where I came from, boys just didn't do dancing – like *Billy Elliot*! I still had this deep desire to dance – but I'd been **covering it up** for a long time. Then I saw the film. It gave me the confidence to ask for dancing classes and it also altered many other people's perception of boy dancers. There was no more teasing or making fun of me. I stayed at the dancing school until I left full-time education and now dancing is my career. I often wonder how many other lives *Billy Elliot* is responsible for changing.

D MY BEST FRIEND


When you get into trouble and think there's no way out, the last person you want to talk to is your family. You feel that you've **let** them all **down**. I'd got into a bad situation. I was going round with the wrong people and not exactly behaving myself, when my best friend, Boyd, realised what was happening and persuaded me to break away from them. It can't have been easy – I wasn't listening to anyone at the time. But he stayed with it and refused to abandon me. Boyd helped me see life in a completely different way and because of him I **gave up** my job in insurance and retrained to be a counsellor so that I could help other young people.

Listening Part 2

Sentence completion 1.01

1  **Work in pairs. When you buy items such as clothing, technology, food and drink, what are your favourite brands? Why?**


To what extent do television or internet adverts influence what you buy?

2  **Read the following dictionary entry and discuss the questions with your partner.**

product placement NOUN

the use of a company's product in a film or television show as a way of advertising the product

- 1 Does product placement exist on television in your country?
- 2 Why do you think companies might choose this form of advertising?

3  **You will hear a man called Tim Lee talking on the radio about product placement. For questions 1–10, complete the sentences with a word or short phrase.**

Product placement

One example of product placement Tim gives is that of an actor eating a **(1)**

Tim says it is not product placement when a **(2)** appears on television by chance.

Before 2011, product placement was permitted in the UK only in films or **(3)** programmes.

Product placement is still not allowed in news or **(4)** programmes.

For a product to be placed in a programme, the product must be **(5)**

Tim gives the example of washing powder in a **(6)** scene to illustrate what would not be permitted.

There should be no obvious **(7)** of a placed product in a programme.

Advertisers cannot place products which have a negative effect on **(8)**

A special symbol appears on screen at least **(9)** times during a programme containing a placed product.


Tim suggests that product placement might be **(10)** for viewers.

Help

- Think about the kind of information you need for each sentence: is it, for example, a type of food, a number or a place?
- You will hear the exact words you need for the answer, but the other words in the sentences may not be exactly the same as the words in the recording.
- You may hear information which could fit the gap but does not answer the question.

For number 4, for example, you will hear several different types of programme, but only one of them is relevant here.

- Write no more than three words for each answer.

4  **Do you think we should be worried about product placement? Why/Why not?**

Tim says that

'the very young are influenced by adverts and ... they in turn influence their parents and what they buy.'

How true do you think this is?



Language focus 1

Present tenses

Present simple and continuous

- 1** In the listening, Tim says the following about the example of the washing powder.


I think you understand the point I'm trying to make.

Why does he use the present continuous with the verb *try*, but the present simple with the verbs *think* and *understand*?

- 2** In sentences 1–5, underline the examples of the present simple and circle the examples of the present continuous. Then match each use a–e to the underlined and circled verbs.

- Something like this often occurs quite by chance.
- I'm using my mum's telly for a couple of weeks.
- They're always advertising something on this show!
- Children influence their parents' buying decisions.
- Product placement is becoming increasingly popular.

- a temporary situation
- a change or development
- a regular, habitual action
- a repeated action that annoys the speaker
- something the speaker considers to be a fact

-  Read more about the present simple and continuous in the Grammar Reference page 102.

Present perfect simple and continuous

- 1** Look at sentences a and b from the listening, then answer questions 1 and 2.

- Product placement ... has existed on UK television for many years.
- Since February 2011, we've been able to see it in a number of other programme types.

- The underlined verbs are in the present perfect simple. Why is this tense used here?
- The preposition *for* is used in a, but *since* is used in b. Why is this?

- 2** Use sentences a–c to complete explanations 1–3 for the underlined examples of the present perfect simple.

- The exact time of the event or events is not known by the speaker or not important.
 - The time period in which the event or events occurred has not finished.
 - The event or events have some relevance to the present.
- To give news of a recent event or events.


I've just broken my leg so I can't drive at the moment.

- To talk about an event or events that occurred in the past.


I know they've won the cup twice, but I couldn't tell you when.

- To talk about an event or events that occurred in the past.

So far this week we've had three exams – and it's only Tuesday!

- 3**  Work in pairs. For questions 1–4, compare the two sentences a and b, and explain why the present perfect simple is used in one and the present perfect continuous in the other.

- We've organised all our photos – each year, up to and including this one, is now on its own memory stick.
 - We've been organising all our photos – we've just got the last two years to go through.
- John's worked in the family business ever since he left school in 1982.
 - John's been working in the family business since July. He starts back at school next week.
- My sister has been going to a pilates class recently – it's helping her to relax.
 - My sister has gone to her pilates class – she should be back soon.
- I've been writing emails all evening. I'm going to turn off the computer now.
 - I've written twelve emails this evening. I'm going to turn off the computer now.

-  Read more about the present perfect simple and continuous in the Grammar Reference pages 102–103.

- 4** Complete the gaps with the correct form of the verb in brackets. Use one of the following tenses. More than one answer may be possible.

present perfect continuous	present simple
present perfect simple	present continuous

I 1 _____ (stay) at my friend Paul's flat in the city centre since last Friday – just as a temporary measure. I 2 _____ (just/start) a job here and I 3 _____ (not/have) anywhere to live yet. Paul and his wife, Sara, 4 _____ (own) the flat and they 5 _____ (live) there with their two children and Sara's mother, so it's a bit crowded. Paul 6 _____ (help) me to look for a place of my own and we 7 _____ (see) several places in the centre already. I 8 _____ (think) of trying a different area, though – a one-bedroomed flat here 9 _____ (cost) more than a three-bedroomed house in the south of the city.



SPEAKING

Speaking Part 1

Personal questions

1 In Part 1 of the Speaking test, the examiner asks you and your partner questions about yourselves. Ask and answer these questions with a partner.

- 1 Where do you live?
- 2 How long have you lived there?
- 3 What do you like about living there?

Help

- Do not memorise whole sentences about yourself. Your language should sound natural.
- Always extend an answer if you can, giving reasons and examples.
- Make sure your answers are relevant to the questions you are asked.

2 After asking some simple questions about where you come from, the examiner will ask you about things like your family and friends, your interests and your plans for the future.

With a partner, take it in turns to ask and answer these questions about people in your family.

FAMILY

- 1 Who do you admire most in your family? Why?
- 2 Who in your family did you use to get on best with when you were young? Why?
- 3 Who do you think you are most similar to in your family? Why?
- 4 Do you like going on holiday with your family? Why/Why not?

3 Work in pairs. Student A turn to page 96. Student B turn to page 101. Follow the instructions.

Vocabulary 2

The weather


- 1 Work in pairs. Describe the weather in each of the photographs. How do you think the people in the pictures are feeling?
- 2 For sentences 1–5, underline the correct words in *italics* to complete the different word combinations in **bold**.
 - 1 On our holiday, every day started *fine/right and sunny*, then it would *cover/cloud over* during the morning and *pour/fall with rain* in the afternoon.
 - 2 It was a *hard/strong winter*, with **temperatures cutting/dropping** to minus fifteen degrees.
 - 3 There was no wind, not even a *slim/light breeze*, and any movement was exhausting in the *firing/blazing sun* and *intense/cooked heat* of midday.
 - 4 The ***gale-force airs/winds*** and ***torrential rainfall/downfall*** caused extensive damage and widespread flooding.
 - 5 There was an unusually ***cold spell/spend*** in April, with ***heavy/wide snow*** falling in some parts of the country.

3a Work in pairs. Tell your partner which of the situations described in exercise 2 you have experienced or heard about in your country. Give details.

3b To what extent does the weather influence how you feel? Why?

Reading and Use of English Part 1

Multiple-choice cloze

- 1 Look at the title of the text from a magazine below. What do you think it's about? Read the text, ignoring the gaps, to check your answers.
- 2 Read the text again and for questions 1–8, decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).
- 3  Work in pairs. Do you agree or disagree with the points made in the article? Why?

Slaves to the weather?

It's a fact that blue skies tend to lift the spirits and (0) cheer the world seem a better place. It's also true that overcast rainy days can make us feel gloomy and depressed. Or is it? It may (1) as a surprise to some of us to learn that there is, in fact, no hard evidence to (2) the theory that the weather plays an important part in influencing our moods.

A recent internet survey in Germany, which involved (3) more than a thousand people questions over a (4) of eighteen months, came (5) the conclusion that apart from a small number of people who suffer from SAD (Seasonal Affective Disorder), a real problem where doctors (6) depression to the weather, most of us are not really influenced by the weather at all. Apparently we believe that weather can influence our mood simply because we have always been told it can. The survey even claims that (7) experts believe that all SAD sufferers feel depressed in the darker winter months, there are in fact some who suffer depression in the summer and (8) in the winter!

- | | | | | |
|---|----------------|-------------|---------------|---------------|
| 0 | A get | B let | C <u>make</u> | D allow |
| 1 | A look | B find | C come | D seem |
| 2 | A reveal | B support | C allow | D base |
| 3 | A asking | B reporting | C discussing | D questioning |
| 4 | A season | B period | C length | D date |
| 5 | A to | B at | C for | D with |
| 6 | A put | B link | C cause | D add |
| 7 | A despite | B however | C when | D although |
| 8 | A look forward | B run down | C cheer up | D take off |

Help

In the multiple-choice cloze, there are several reasons why only one of the four options fits the gap. For example:

- 1 *It is the only word with the correct meaning.*
Several trees blew down during the recent
A gales B blows C draughts D bursts
- 2 *It is part of a collocation or other common word combination.*
A breeze caused the high grass to move from side to side.
A narrow B thin C light D pale
- 3 *It is the correct preposition or part of a phrasal verb.*
My role model and the person I look most is my father.
A down on B up to C back on D forward to
- 4 *It is the only word which fits grammatically.*
My parents always me to do sport, but I was never very good.
A suggested B said C tried D encouraged

Language focus 2

Past tenses

1 Look at these statements made by different people about the weather. Underline the correct verb forms.

1 While I had been walking/was walking home the wind suddenly blew/was blowing my umbrella inside out.


2 Not long after we had finished/had been finishing putting the tent up, it started/has started to pour with rain.

3 That morning there was thick snow on the ground. It was snowing/had been snowing since eight o'clock the previous evening.

2a Match the verb forms you underlined in exercise 1 to the names of the tenses a–d.

- a past simple
- b past continuous
- c past perfect simple
- d past perfect continuous

2b  Work in pairs. Explain why each of the different tenses is used in sentences 1–3 in exercise 1.

 Check your ideas and read more about past tenses in the Grammar Reference pages 103–104.

3 Complete each gap in this story with an appropriate past form of the verb in brackets.

When we 0 got (get) up on Sunday morning, the sun 1 _____ (shine) brightly and the sky was a beautiful clear blue. The night before, the weatherman 2 _____ (say) it would stay fine all day, so we 3 _____ (pack) our things into the car and 4 _____ (set) off for the coast. We 5 _____ (drive) for half an hour when we first 6 _____ (notice) the clouds. They were quite small then, but by the time we 7 _____ (get) to the beach, the sky 8 _____ (cloud) over completely and the temperature 9 _____ (drop) considerably. Nevertheless, we 10 _____ (decide) to have the swim that we 11 _____ (promise) ourselves. Then, just as we 12 _____ (change) into our swimming costumes and 13 _____ (get) ready to go into the water, the skies 14 _____ (open) up and it 15 _____ (begin) to pour with rain.



Writing Part 1

Essay

1 Read the following Part 1 task, a student's plan and the model answer, then answer these questions.

- 1 Which point appears in the model answer but not in the plan?
- 2 Which point appears in the plan but not in the model answer?

In your English class you have been talking about different influences on people's lives. Now, your English teacher has asked you to write an essay. Write an essay using **all** the notes and giving reasons for your point of view.

Do you think new technology has had a positive or a negative influence on our lives today?

Notes

Write about:

- 1 travel
- 2 education
- 3 (your own idea)

Essay plan

Introduction: general view vs my opinion - negative effect

Paragraph 2: education

Tablets, laptops in schools a distraction. Students don't concentrate.

Paragraph 3: travel

Satnavs and mobile phones cause car accidents. Internet tickets - too many people flying - bad for the environment.

Paragraph 4: shopping

Internet shopping - small shops close - causes unemployment
Automatic checkouts - cashiers redundant - makes shopping very impersonal.

Conclusion: repeat introduction (in a different way)



Most of us in developed countries have access to new technology and many believe that it has improved the way we live. In my opinion, however, technology has had a negative effect on our lives.

In schools, for example, large numbers of pupils use tablets or laptops. Whilst many consider these to be excellent educational tools, I personally feel they are very distracting, as they prevent students from concentrating on their lessons. Furthermore, reference sites on the Internet discourage them from thinking for themselves.

Travel is another area in which technology has had a negative impact. For one thing, irresponsible use of satnavs and mobile phones in cars leads to thousands of accidents each year. In addition, cheap airline tickets bought online mean there are too many people flying every day with disastrous consequences for the environment.

Finally, technology is responsible for higher unemployment. Internet shopping has caused small shops to close because they cannot compete, and automatic checkouts in supermarkets have resulted in cashiers becoming redundant.

To sum up, although it is widely felt that new technology is a positive influence, there are many reasons to think the opposite.

2 Read the model answer again and do the following tasks.

- a Complete the table below with expressions from the model answer. The first one has been done for you.

Saying what others think

Expressing your own opinion

many people believe that

- b Underline examples of linking words and phrases in the model answer.

however, for example, ...

- c Find words in the model answer which are used to avoid repeating the words *influence* and *cause*.

influence (noun): *effect* *cause* (verb): *leads to*

3 Write an answer to the following Part 1 task in 140–190 words.

In your English class you have been talking about different influences on people's lives. Now, your English teacher has asked you to write an essay. Write an essay using **all** the notes and giving reasons for your point of view.

Do you think new technology has had a positive or a negative influence on our lives today?

Notes

Write about:

- 1 relationships
- 2 leisure time
- 3 (your own idea)

Help

- Decide how you will answer the question: *Has technology had a positive or negative influence?*
- Write your plan. Use the example in exercise 1 as a guide. Include relevant points for **relationships**, **leisure time** and one more category (**your own idea**). Further possible categories include: **work**, **health**, **professional sport** as well as **travel**, **education** or **shopping**.
- Write your essay. Make sure you:
 - a organise your ideas into paragraphs and use a variety of linking words and phrases.
 - b include a range of vocabulary and, where possible, avoid repeating words.
 - c write in a consistently formal style.

More information in the Writing Bank pages 116–117.