

WATS telephone lines to conduct survey research. There was no longer a need to interview people on the streets or to organize and conduct focus groups. A representative in a call center could collect all of the data desired. This greatly increased the number of surveys collected each year and improved the market-research model ten-fold.

Over the last five to ten years, market research has taken another great leap forward in terms of methods of data collection. While surveys are still employed, this is largely done via internet connection. Western Wats (recently renamed as Opinionology) is still the largest market-research company in the US and collects the majority of their research via their online panel called Opinion Outpost. Rather than cold-calling an individual in the search for data, the company has online studies that anyone interested in participating in can sign up to receive and freely share their opinion. It is much less intrusive, and the quality of data is often much higher, since people can participate on their own schedule, instead of being rushed when they receive a phone call from a call center.

This use of internet technology shows how far the quest to gather public opinion has come since the 1820s, when it is said that the first recorded straw polls – the term comes from farmers throwing a handful of straw into the air to check which direction the wind was coming from – were recorded. Nowadays, it seems that everyone from political parties to companies marketing toothbrushes wants to see which way the wind of public opinion is blowing before making a decision.

adapted from www.marketresearchworld.net

1 Market research was developed when Daniel Starch was employed to see how effective and memorable advertising was.

2 Methods considered appropriate for researching the effectiveness of radio and television advertising differed from those used by Starch.

3 Western Wats introduced methods generally considered less efficient than those of Starch and Gallup.

4 The rebranding of Western Wats as Opinionology resulted in the creation of the biggest market-research company in the world.

5 There had been no interest in finding public opinion before the market-research industries began their work in the last century.

4 Think of two different ways of expressing the same meaning as these phrases from the text above.

1 There have been considerable improvements ...

2 The common practice at that time ...

3 ... act upon the information provided ...

4 As time went on, ...

5 It was not long before ...



Paraphrase practice

1 Explain the difference between each of these words or expressions.

- 1 process / procedure / production line
- 2 job / career / profession / business
- 3 launch your product / promote your product / stock your product
- 4 sell by / sell out / sell for
- 5 earn / deserve / be worth
- 6 man management / middle management / micro-management
- 7 acknowledge / admit / agree
- 8 claim / state / allege

2 Complete these sentences with words or expressions from Exercise 1.

- 1 In big companies like ours, we have lots of systems in place. In fact, we have a for everything, from ordering stationery to asking for paternity leave. In fact, I'm in the of writing new guidelines for using the car park.
- 2 Leaving his last company proved to be a good move for Kim. Within two years, he was managing a department. Not long after that; really took off and soon he had a place on the Board.
- 3 You may have had the best product in the world on the market for ages, but if you don't know how to, then you are unlikely to succeed, as shops will not be willing to
- 4 Supermarket managers are like jugglers. They have many products that have a date, and money is wasted if they are not sold promptly. Also, if they of a particular product, they will have to deal with some irate customers.
- 5 It's a sad fact of life that you don't always get what you However, it's also true that when you something by the fruits of your own labour, you appreciate it more than if you have the same thing as a gift.
- 6 Now that I am in, I am answerable to some people, and other people are answerable to me. I try to delegate wherever I can. However, when I was younger and starting out in business, the way my boss treated me was the perfect example of He checked everything I did, and I hated it.
- 7 While you may not with everything that big corporations do, you have to their success in the last 100 years.
- 8 He doesn't to have stayed within the law all his life, but he's far from being the criminal that some people

3 Complete these sentences logically.

- 1 To keep their products rolling off the production line, ...
- 2 The profession a lot of people want to go into ...
- 3 Launching a new product is often both risky and expensive because ...
- 4 These days, top computers sell for ...
- 5 In business, knowing how much something is worth ...

Now find more useful expressions and collocations from the other sections of the text.



True / False / Not Given

1 Read this text, then do the exam task on page 91.

How an advert is created

You may love them or loathe them, but a lot of work goes into creating the advertisements that we see, hear or read. Although they may only be 30 seconds long, or a few lines of text and a photo, there has probably been weeks if not months of work behind the production of the advertisement. But what is the process which leads to the production of an advertisement? There is no one path that all advertising agencies take, but there are some general ideas which are common to the vast majority of advertising projects.

First steps

The first stage is when the client contacts the advertising company and submits a brief, which, by definition, is not that long. It could be that a company wants to launch a new product. Thousands of new products are launched every year, but very few of them become successful and are still around ten years after their launch. The company may want to improve its market share. How many different companies are there selling cars, chocolate bars or computer services? There are only a limited number of customers, so companies are willing to spend a lot of money on increasing their share of the pie through advertising. The company may simply want to remain the market leader and realize that advertising may be the key to their success. The company could be a regular client who was satisfied with an earlier campaign or it could be a new company who has been impressed with other campaigns you have handled.

Research begins

Once the brief is in the hands of the advertising company, the research can begin which will include an analysis of the client's current products and their position in the market place. The company itself is likely to be able to provide that data, but the advertising agency may need to do further research to measure the perception of the product compared to the client's competitors and also the kind of advertising the competition is using.

Then the company will discuss a wide range of factors about the product itself: what are the demographics (age, sex, education, income levels, etc.) and location of the people who are likely to use the product? It is well known that some products sell very well in some areas but not in others. Mushy peas, for example, are very popular in the north of England, but are rarely seen on dinner plates in the south. Seasonality is another factor which can influence an advertising campaign. You don't see many adverts for lawn mowers in November, or adverts for snow clearers in June for obvious reasons. Such factors need to be considered before planning begins.

Now to the plan

Once the basic research is over, it is up to the planning team to decide how the target audience can best be reached in the most cost-effective way. They may decide on the best pricing structure for the company, perhaps offering the product at a lower price initially so that people try the products. They need to decide on which media channels will be used. Is the product something visual, so television is the best medium? Or can the product be advertised using radio advertising, which is generally much cheaper? Companies will also look at targeting the advertising: if the product is suitable for travellers, then they may have advertisements in trains and at airports. If the product is likely to sell well to sportspeople, then a poster campaign in and around sports centres might be the best way.

Another important role for the planning team is to start creating the content that will woo the potential customers and help the company's sales skyrocket. The goal of advertisers is to produce a slogan that people remember and use on a regular basis – promoting brand awareness well outside the original advertisement.

Executing the plan

The creative team will then decide exactly how the message will be presented. Will the visual material used feature a serious person in a white coat? Will it be a happy, successful looking couple? Maybe an animated character? They also need to decide whether the message will tell you how good the product is or how good you will feel when you use the product. Once the advert has been created on paper, it is usually 'farmed out' to outside production companies who will do the actual recording or filming with some people within the agency tracking the whole process so that the advertisement is produced within a certain timeframe and, very importantly, as financial penalties could otherwise be involved, within budget.

Following up

Once the advertisements have appeared on TV or in a magazine, the advertising agency follows up to make sure that the ads were shown when they were supposed to be shown and also to see how effective the campaign was. Of course, the best measure of success is when your clients return again and again, perhaps with happy tales of boosting sales volumes, as they are clearly satisfied with your work.

So next time you hear, read or listen to an advertisement, spend a moment or two considering all the work which went into producing it.

Questions 1–5

Do the following statements agree with the information given in the passage?

Write

- | | |
|------------------|---|
| TRUE | <i>if the statement agrees with the information</i> |
| FALSE | <i>if the statement contradicts the information</i> |
| NOT GIVEN | <i>if there is no information on this</i> |

- 1 Many products enter the market, but few of them survive longer than a decade.
- 2 There are more companies selling computer services than cars.
- 3 Location of likely customers is one factor that can affect how an advertising campaign is organised.
- 4 Radio advertising is much cheaper than advertising through magazines and newspapers.
- 5 Advertising agencies usually carry out all the work themselves, from research, planning and creating the final film, rather than using the expertise of other companies.

Questions 6–12

Complete the following table with **NO MORE THAN THREE WORDS** from the text.

Step 1: initial phase	A 6 is given to the advertising agency.	
Step 2: research	It is necessary to produce 7 of how the company is doing compared to its competitors.	Age, sex and education of the potential customers are just three of a 8 that need to be considered by the company.
Step 3: planning	No company wants to pay too much, so the advertising company must look for a campaign that is the most 9 for their client.	People tend to buy products they are familiar with, so 10 is a vital part of an advertising strategy.
Step 4: execution	Some companies are fined if they don't stay 11 when carrying out a project.	
Step 5: follow-up	Increased sales is just one 12 for a company. Employee and customer satisfaction are other important ones.	

Vocabulary development

2 a Complete these useful expressions and collocations from the text on page 90.

How an advert is created

- 1 love them or them
- 2 a lot of work into
- 3 the majority

First steps

- 4 few are still ten years after (their launch)
- 5 improve its market
- 6 a limited of
- 7 the to their success

b Now find more useful expressions and collocations from the other sections of the text.

CLASSROOM WORKOUT

The art of persuasion.

- Work in small groups. Choose one item that you have with you, for example a watch, a phone, a book.
- Think of the positive qualities of that item and prepare a short presentation for the other groups to convince them that they should buy that item. Try to use some of the language that you have seen in this unit.
- Which group can make the most convincing presentation?

CHECK YOURSELF

- Look back through the unit and make a collection of ideas and expressions which are a) positive of and b) critical about advertising.
- Draw a table and summarize the ideas in two columns.

SUMMARY

In this unit, you:

- looked at various forms of advertising. Which forms of advertising do you find most effective, and why?
- studied many collocations connected with marketing. Were any of them new to you?
- looked at True / False / Not Given questions. What errors do some students make with this particular question form?
- did a **table completion** exercise. Do you feel comfortable with this question form now?
- read about the history and methods of market research. What did you learn?
- collected useful expressions from the passages. Which are most useful?

Over to you

- Go online and compare the websites of three different advertising agencies. What products or services do they advertise? Which seems the most creative?
- Find the website of an official body that checks adverts (such as the Advertising Standards Agency, www.asa.org.uk). Find out what they do, what resources they have on their website, and what the advertising codes are.



► CLASSROOM WORKOUT

The art of persuasion.

- Work in small groups. Choose one item that you have with you, for example a watch, a phone, a book.
- Think of the positive qualities of that item and prepare a short presentation for the other groups to convince them that they should buy that item. Try to use some of the language that you have seen in this unit.
- Which group can make the most convincing presentation?

► CHECK YOURSELF

- Look back through the unit and make a collection of ideas and expressions which are a) positive of and b) critical about advertising.
- Draw a table and summarize the ideas in two columns.

► SUMMARY

In this unit, you:

- looked at various forms of advertising. Which forms of advertising do you find most effective, and why?
- studied many collocations connected with marketing. Were any of them new to you?
- looked at **True / False / Not Given** questions. What errors do some students make with this particular question form?
- did a **table completion** exercise. Do you feel comfortable with this question form now?
- read about the history and methods of market research. What did you learn?
- collected useful expressions from the passages. Which are most useful?

Over to you

- Go online and compare the websites of three different advertising agencies. What products or services do they advertise? Which seems the most creative?
- Find the website of an official body that checks adverts (such as the Advertising Standards Agency, www.asa.org.uk). Find out what they do, what resources they have on their website, and what the advertising codes are.



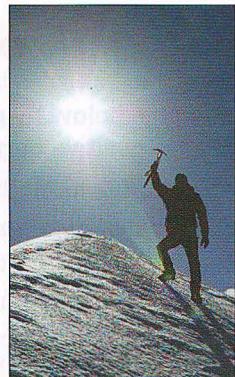
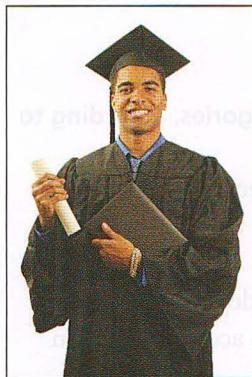
UNIT 8

The road to success

In this unit, you will:

- discuss success and failure
- study and practise Yes / No / Not Given tasks
- look at patterns in a text.

Getting started



1 These photos show different aspects of success. Think about what kinds of success these people might have achieved, and which is the most important to you.

2 What role might be played by each of these aspects in the successes in Exercise 1?

luck talent hard work
determination money
support and encouragement
opportunity



Spotlight on exam skills 1

Yes / No / Not Given

Read the text below and on page 94. Are the answers to these statements 'Yes', 'No' or 'Not Given'?

According to the writer ...

- 1 anyone can be successful at school if they set the right targets.
- 2 all forms of success depend on hard work.
- 3 everyone has some sort of ambition.
- 4 success in sport often depends on making sacrifices.
- 5 the financial rewards compensate for the fact that sporting careers are short.
- 6 many people fail to understand one of the key elements of business success.

The nature of success

We live in a world where success is highly valued in all fields of endeavour. However, is it really possible to compare success in business or sports with success in the academic world of studies? Success at school comes from a certain amount of application and certainly is not given to everyone, although nobody actually aims to do badly in exams. But what does it lead to? The correlation between good exam results as a teenager and a good degree and success beyond one's studies is hard to measure. This is perhaps because school and university are seen as steps towards something further and not a goal in their own right. Success in exams, you might say, is like winning part of a race, but not the race itself. Despite the high

expectations that they might have had, the reality is that millions of graduates across the world are in jobs that do not stretch them, or are not particularly well-rewarded; many recent graduates are unable to even find a job of any sort in these times of economic uncertainty. In other words, academic success seems to be an unreliable indicator of actual potential.

Sporting success brings local, national or international acclaim, and, in the case of the most popular professional sports, financial rewards that are beyond the reach of most of us. What do most successful sports men and women have in common? Natural ability and a great deal of training, for sure. Many will have decided to turn their

backs on the parties and socializing of their peers in order to do more lengths in the pool or more hours in the gym, to work on their sprint or serving or cycling or passing techniques. Another sad fact of sporting life is that careers are short and often plagued by injury.

In business, success is generally measured by salary rather than specific achievements, records or popularity. When asked, most people who have fulfilled their

ambitions in business will attribute their success to putting in long hours in the early stages of their career, and determination. In addition, however, they will almost always mention something that is all too often overlooked by those for whom business is simply a way of paying the bills, and that's innovation. Business success does not come to those who simply do their jobs or follow their leaders. It is creative.

Vocabulary builder

Positive and negative expressions

1 Complete the table below by putting these phrases into categories, according to whether they are positive or negative.

to go unrecognized to fall at the last hurdle to meet your objectives
 to make a dream come true to backfire to come to nothing to fall on your feet
 to achieve your full potential to go from strength to strength
 to not cut the mustard to bomb to fulfil an ambition to go down the drain
 to hit the jackpot to fall by the wayside to go belly up to go according to plan
 to leave something to be desired

positive	negative

2 Complete these sentences using some of the phrases from Exercise 1 in the correct form. In some cases, more than one answer is possible.

- 1 Not everyone gets to However, the sense of purpose that comes from aiming to do so is, in a way, its own reward.
- 2 Not every success story makes it into the headlines, and despite what might be implied by newspapers that follow the careers of the celebrities, it is all too often the case that achievements
- 3 We had a new sales manager and he seemed to be destined for the top, but after three weeks, we decided he just couldn't so we had to let him go.
- 4 I wrote 12 eBooks which sold a few hundred copies each, but I finally with my 13th eBook, selling over 400,000 copies.
- 5 I invested £200,000 in a new software company, but unfortunately the company , and I lost the money.

3 Write four more sentences using some of the other phrases in Exercise 1.

4 Look back at the text on pages 93–94 and find at least eight expressions relating to success and/or failure.

Example: **highly valued**

5 Discuss these questions with a partner.

- 1 What is the difference between success in sport and business?
- 2 What are the qualities of a successful student?
- 3 How do you measure success in life?
- 4 Is there too much emphasis on trying to be successful, given that only a few people manage to reach the top?

Success and failure

6 Complete these quotes with the correct form of *success* or *failure*. You may need to change the noun to an adjective or verb.

- 1 If at first you don't , try, try again. (*William E. Hickson*)
- 2 is the opportunity to begin again more intelligently. (*Henry Ford*)
- 3 The only real in life is the to try. (*anon*)
- 4 Behind every man is a wise woman. (*anon*)
- 5 When one door closes, another door opens; but we often look so long and so at the closed door that we to see the ones which open for us. (*Helen Keller*)
- 6 Anyone who says '.....' is not in their vocabulary should buy a better dictionary. (*anon*)
- 7 A man may many times, but he isn't a until he begins to blame somebody else. (*Robert Browning*)
- 8 Haste in every business brings (*Herodotus*)
- 9 A person is one who can build firm foundations with the bricks that others throw at him or her. (*Ralph Waldo Emerson*)
- 10 What we call is not the falling down, but the staying down. (*Mary Pickford*)

7 The expressions in 1–7 below contain a number of useful collocations, but each set contains one word/expression that does not form a collocation. First, use your dictionary to find which word/expression does not belong in each set. Then choose the correct collocation to complete each of the sentences, making any necessary changes.

- 1 *make a success / your fortune / a deal / a failure*

OK, let's I'll let you have the car with air conditioning if you sign the contract today.

- 2 *hit rock bottom / back / the success / the jackpot / the nail on the head / the spot*

Shortly after I took over the company, it , but in the last three years, we have gradually recovered and we should be in the black next year.

- 3 *lose sight of / touch / a fortune / your job / an idea / your life / interest / your balance / your mind*

When the housing bubble burst, I and I now have precisely £14.37 in the bank.

- 4 *gain practice / access / independence / weight / ground / a reputation*

We aren't the market leaders yet, but we're on our biggest competitor.

- 5 *win the lottery / new customers / people's respect / a prize / the election / hands down / some decisions / a contract*

When our products are entered into a competition with our competitors, ours every time, as they are so much more efficient.

- 6 *deserve a holiday / failure / a mention / careful consideration / a medal*

Considering all the work you've done, you really do

- 7 *earn a living / your car / a fortune / a reputation / your keep*

It takes quite a few years for you to as a competent and successful lawyer.

8 Think of sentences in which the other collocations in Exercise 7 could be used.



Understanding the author's point of view

1 For each of these sentences, decide whether the author is being positive, negative or neutral. For the positive and negative ones, underline the key words which helped you find the answer. Circle words any that you think were distractors.

- 1 It's true that when Alex took over the club there were many problems, but under his leadership, it has gone from strength to strength.
- 2 France has always had an excellent reputation for high-quality food, but many French students these days will grab a burger for lunch, so I think the future of French cuisine is uncertain.
- 3 Many people hire barges on the various canals in England and spend one or two weeks cruising around with their family.
- 4 Following the stock-market crash, there was a spectacular decline, and as yet there is no light at the end of the tunnel.
- 5 The electric car has seen both technical advances and also a number of setbacks, so the jury is still out on its future.
- 6 While the motor car produces pollution and causes accidents, the benefits it brings in terms of increased mobility and transport of goods far outweigh the negative aspects.
- 7 Despite a promising start, it looks like the company will soon be facing bankruptcy.
- 8 The reason many people set up their own business is to make money, despite what they say about fulfilment and personal satisfaction.

Patterns in a text

Poor readers tend to read a text as a sequence of individual words that make up individual sentences, whereas a good reader will look for how ideas are presented through patterns in a text. You first looked at patterns in the text in Unit 5 (pages 59–61). The seven examples in Exercise 2 will take you a little further.

2 Match these text patterns (1–7) with the statements below and on page 97 (a–g).

1 statement + example

2 problem + solution

3 question + answer

4 history + sequence of events

5 description + evaluation

6 for + against

7 compare + contrast

a My father runs a printing business, which was set up in 1899 by his great grandfather. They moved to new premises in 1922 and have continued to expand since then. They were the first company to use colour printing in newspapers and were one of the first to go digital in the 1980s.

b For many years, rim brakes were the only kind available to cyclists, but in recent years, disk brakes have become popular. While both types of brake perform the same function, the disk brakes are more effective in wet weather. Rim brakes are significantly cheaper and are also easier to maintain, so remain popular with some cyclists.

c Making organ donation opt-out rather than opt-in means that many more lives will be saved. However, some people are uncomfortable with the idea of people being pressured into organ donation and feel it should be up to the individual to opt in.

- d Just what kind of education is best for business leaders of the future? Undoubtedly one that offers a solid grasp of economics as well as modern languages.
- e Large numbers of children in some parts of the world suffer from blindness. The simple addition of vitamin C to their diet could prevent this devastating problem.
- f Having studied at the Hopewell Institute for three years, I have to say that I have been very happy. The facilities are top class, the training is second to none, and I am confident that I will get a great job as a result.
- g There are some things that America can do more effectively than Europeans. For example, measles has been eradicated from the Americas, but is still common in Europe.

Note that the two parts can often be reversed, but with a slight change of emphasis. For example, in item g above:

Measles has been eradicated from the Americas, but is still common in Europe. There are some things that America can do more effectively than Europeans.

Here, the example in the second sentence now reads as a judgment and forms a stronger conclusion than in the original.

- 3 Look at the underlined words and phrases in this text and answer the questions below to help you decide what the expressions tell you about the writer's opinions about Clive Sinclair and his invention, the C5.

1985 Sinclair C5

Sir Clive Sinclair was a 1 very rich, 2 eccentric genius who 3 amassed a fortune in the manufacture of 4 revolutionary – indeed 5 visionary – electronic devices and products. These included calculators, watches, meters, pocket TVs (1975), micro-computers (1980) and home computers (1982, when computers were still in dedicated rooms).

Like TVs and computers, the idea of producing an electric vehicle had been 6 a constant preoccupation for him. In the '70s, ecological issues were in the forefront, and the British government passed legislation that allowed electric-assisted cycles to be used without a licence, as long as they didn't exceed 15mph.



The much-publicized launch was 7 an unqualified disaster. It was held in the middle of winter and the C5s skated on the snow. The press was 8 merciless. Safety and Advertising Standards organizations got involved. Sales and production 9 nosedived, and the company 10 was wound up in October of the same year.

adapted from www.microcarmuseum.com

- 1 Does the author feel that Sir Clive has too much money, or is the author simply stating a fact?
- 2 Most people would be happy to be called a genius. What effect does the addition of the word *eccentric* have on the statement?
- 3 Do you feel *amassing a fortune* is positive, negative or neutral?
- 4 Positive, negative or neutral?
- 5 Positive, negative or neutral?
- 6 Positive, negative or neutral?
- 7 The author could have said *The launch didn't go quite as Sir Clive had wished*. What is the difference between this sentence and the original?
- 8 Can you think of other words to describe the reaction of the press? Through the use of the word *merciless*, how did you think the author saw the comments from the press?
- 9 What other words could the author have used instead of *nosedived*?
- 10 What other words could the author have used instead of *was wound up*?



Spotlight on exam skills 2

What is the author saying?

Questions in the Reading Paper often depend on understanding the intended function of sentences.

1 Match the pairs of sentences below (a–f) with the functional category (1–6) to which they belong.

- 1 opinions
- 2 statements of fact
- 3 generalizations
- 4 paraphrases of the same information
- 5 opposites
- 6 deductions

- a ● The number of cancer patients surviving more than ten years has increased by 21% in the last 40 years.
- Certain insects are regarded as pests, which is why people attempt to control them by using insecticides and other techniques.
- b ● Tenzing Norgay was a Nepalese mountaineer who partnered Sir Edmund Hilary on the first ascent of Everest.
- Everest was first climbed by two men: Sir Edmund Hilary and his climbing partner, Tenzing Norgay from Nepal.
- c ● People who take drugs to enhance their sporting performance should be banned for life.
- Harvard is undoubtedly the best university for someone hoping to go into business.
- d ● To be successful in business, it is very important to get along with people and fit in so that people appreciate your company and want to do business with you.
- It may be surprising to hear, but most successful businesspeople describe themselves as not particularly social. They require that distance to make ruthless decisions which may be painful, but will ultimately benefit the company.
- e ● As the number of animal experiments has gone down dramatically but the number of new drugs remains constant, it is likely that far fewer products are tested on animals compared to 30 years ago.
- Nineteen British prime ministers all went to the same school – Eton College – so sending your child to Eton could seriously increase the chances of your son or daughter becoming Prime Minister.
- f ● Americans tend to be heavier than other nationalities, but on the whole, their dentistry is probably the best in the world.
- People with tattoos are far more likely to go to prison than those without tattoos.

2 Now choose four of the functional categories from Exercise 1 and write a sentence about what you did yesterday for each one.

Yes / No / Not Given

These questions are quite similar to True / False / Not Given (TFNG) questions, the difference being that the TFNG questions ask you to look at information in the text and decide whether the **information** in the question is true, false or not given. In Yes / No / Not Given questions, you are asked to consider the writer's **opinion** about a particular subject, so you may not be focusing on one specific piece of information but a general impression you get from the text.

Tips

- 1 Read the statement carefully so you know exactly what you are looking for.
- 2 The statements are always in sequence through the text, so you don't need to go back to the beginning – simply keep reading for the next answer.
- 3 When you read the text, if you think the statement may or may not be true because specific detail is lacking, then the answer is 'Not Given'.
- 4 If the statement contradicts the writer's opinion, the answer is 'No'.
- 5 Watch out for those distractors! A common one is that the statement refers to an opinion but not the writer's opinion. Remember that one way to make a judgment about something is to use a comparative structure, so pay attention to these.

3 Read this text and do the exam tasks that follow on pages 100–103.

READING PASSAGE 1

You should spend about 20 minutes on Questions 1–13, which are based on Reading Passage 1 below.

The case for cycling to school

All parents want the very best for their children, particularly when it comes to schools and school life. Of course, they not only expect the school to take care of the mental needs of their children but also – and this has been subject to great neglect in the last 20 years – their physical needs.

People appreciate that money is tight, and nobody enjoys paying taxes, but there is a growing feeling that something needs to be done about children's health, and many believe that schools and the government have a big responsibility. Twenty-five years ago, many children either cycled or walked to school. Very few children were taken to school by mummy or daddy. The percentage today? Just 1% of primary pupils and 2% of secondary pupils cycle to school. Many parents will say that roads these days are too dangerous, that they HAVE to drive their children to school. The number of children being driven to school has doubled in the last 20 years. So one reason that the roads are dangerous is because so many parents drive their children to school – the infamous 'school run'. Is this a vicious circle out of which we cannot escape? This is a hotly contested topic, and if a solution is to be found, it will take the co-operation of the government, local authorities, schools, parents, and perhaps most importantly, school pupils.

Very few people are suggesting that the government should ban parents from driving their children to school. What many would like to see is a lot more effort put into promoting cycling. The government should build networks of cycle paths radiating out from schools and suitable cycle-

parking facilities at school. Organizations like Sustrans, a UK charity supporting sustainable transport by encouraging people to travel on foot, by bike or by public transport, do their best to help schools, but not all schools want to co-operate. This sometimes goes to bizarre extremes. In Portsmouth, a woman wanted her son to cycle to school, but the school really didn't want him to; however, agreement was successfully reached – on the condition that his mother drove behind him and picked up his bike when he reached school and took it home again, reversing the process in the afternoon.

But if the case is to be won, it is not good enough to rely on anecdotal evidence. So what are the relevant facts in this issue? Well, let's take a look at children's health for a start. In 1995, around 10.9% of boys and 12% of girls between the ages of two and 15 were obese. By 2007, those figures had jumped to 16.8% and 16.1% respectively. By 2050, scientists have predicted that 70% of girls and 55% of boys will be obese.

True, diet has an effect on this, but physical exercise not only helps you maintain a healthy body weight, but also leads to healthy bone development, a strong muscle and cardiovascular system and improved co-ordination. Interestingly, a study in California showed a direct link between children's fitness levels and academic scores in literacy and numeracy. Those in the fittest category scored twice as high as those in the lowest fitness category.

Not only can cycling make you fitter and smarter, it also gives you a great sense of

independence. You decide when you cycle home, whether you stop on the bridge to look at the fish, whether you go past the bakery with the fantastic smells or whether you just go straight home and read a good book. Children who are driven to and from school don't have these options. They are dependent on an adult – not something many children want.

Providing safe cycle routes and encouraging children to cycle will not only improve their physical and mental well-being and their sense of independence, it will also lead to a reduction in congestion and pollution in the area where they live. Children will not be the only ones to benefit, as the cycle routes would not just be for children. Anyone could use them to travel around, go shopping, visit friends, etc. without needing a car (which could save families thousands of pounds a year).

Sustrans has started developing such cycle routes and they have had great success with the

work they've done. For example, in the town of Market Harborough, they added 17 miles of cycle routes. But the big question is, are the residents of Market Harborough actually getting on their bikes? The answer is a resounding 'yes'. There are 400,000 trips a year on the path, 50,000 of these trips made by children – not bad for a town with a population of just 21,000. Interestingly, 38% of the people using the path could have made the same journey by car, but chose not to.

So what of the future? Will we allow the vicious circle to continue so that more and more children are driven to work because of the congested, polluted and dangerous roads? Or will we give our children the opportunity to ride a bike to school along uncongested, unpolluted and, most of all, safe cycle paths? The answer appears blindingly obvious, but whether we as a society have the willpower to carry out the necessary work remains to be seen.

Questions 1–5

Do the following statements agree with the views of the writer in Reading Passage 1?

Write

YES

if the statement agrees with the views of the writer

NO

if the statement contradicts the views of the writer

NOT GIVEN

if it is impossible to say what the writer thinks about this

- 1 Schools have given insufficient attention to the physical well-being of children.
- 2 Sustrans could work harder to ensure the co-operation of schools.
- 3 The case of the mother following her child in her car is not untypical.
- 4 Cycling can help children develop a degree of responsibility for themselves.
- 5 Society in general will clearly encourage more children to cycle to school.

Questions 6–9

Complete the sentences below.

Choose NO MORE THAN TWO WORDS from the passage for each answer.

- 6 According to the writer, schools are guilty of the of certain needs of children in recent times.
- 7 Twice as many children are to school compared to 20 years ago.
- 8 There has been a massive increase in the number of children.
- 9 Research indicates there is a strong connection between and achievement at school.

Questions 10–13

Complete each sentence with the correct ending, A–E, below.

- 10 A school in Portsmouth
- 11 A study in California
- 12 The population of Market Harborough
- 13 A team of scientists

- A expects to see high levels of overweight children in the future.
- B is not keen to see children cycling.
- C has suggestions for improving literacy and numeracy.
- D supports and develops cycle routes for children.
- E enjoys the benefits of new cycle routes.
- F does not rely on anecdotal evidence.

READING PASSAGE 2

You should spend about 20 minutes on Questions 14–27, which are based on Reading Passage 2 below.

Questions 14–19

Reading Passage 2 has six sections, A–F.

Choose the correct heading for each section from the list of headings below.

List of Headings

- i Tough words that have to be said
- ii Passion leads to great coffee
- iii Getting the message out
- iv Preparing young people for employment
- v Too much emotion
- vi A harder time ahead
- vii Back to school
- viii Results are not enough
- ix Preparing for change

14 Section A

15 Section B

16 Section C

17 Section D

18 Section E

19 Section F

Should we recalibrate what we think of as success?

'High Mistress' Clarissa Farr believes that a rounded education and realistic expectations are as important as top exam grades for her pupils at St Paul's.

'There's far too much passion everywhere these days; we're drowning in it,' observes Clarissa Farr, the head of the elite private St Paul's School for Girls in west London, with a note of dry humour.

She is referring, however, not to the age-old problem of broiling teenage hormones, but the modern phenomenon of shamefully over-exitable adults.

A

'We were interviewing various companies about designing a new prospectus, and they were all declaring how passionate they were,' she elucidates.

'Cafés put signs up announcing their passion for serving coffee or making sandwiches – and it's a reflection of how overhyped the world has become. Our society has been in thrall to the max; maximum working, maximum earning, maximum reaction, and the extreme language is a symptom of that.'

'An important part of my role is to teach intelligent restraint, to turn the temperature down and encourage my girls to take a step back and engage in thought rather than simply adding their voices to the confusion.'

B

Of late, Miss Farr has been sharing her intelligent thoughts with us all. She has written to newspapers to give her opinions on the character-building importance of extra-curricular challenges. She has made headlines with the revelation that she was staging parenting classes at her school, which counts Rachel Weisz, the actress; Alexandra Shulman, the editor-in-chief of *Vogue*; Jennifer Saunders, the comedian; Stephanie Flanders, the BBC economics editor; and Carol Thatcher, the journalist among its alumnae – the Old Paulinas.

C

Right now, Miss Farr, officially known as the High Mistress, is calmly saying the unsayable; namely that even young people who attend top-flight places of learning such as hers will struggle to find employment. 'We need to prepare young people for the world as it is now, not as we would wish it to be,' she says crisply.

'This generation I'm looking at now isn't going to be chasing super-salaries. A lot are going to struggle to get employment – at present, the best-educated graduates are coming out of university without jobs.'

Cue gasps of anguish from pushy parents everywhere, but Miss Farr, 54, tall and impeccably dressed, cuts an imposing figure who brooks no argument. She commands respect within the school walls and far beyond; when she speaks, educationalists listen. Her school's liberal ethos – embodied in the absence of uniform – is balanced by its mission to 'educate the prodigiously gifted'. Miss Farr is unabashed by this elitist reputation, but believes that a rounded education instils more than a rigorous work ethic.

D

Today's teenagers will need more than just a series of top exam grades if they are to shine. Resourcefulness, confidence and a flexible mindset will be just as – perhaps even more – important.

'We need to recalibrate what we think of as success. What will success look like in the future? Most probably not a job for life, and that process of altering perspective begins at school.'

Recalibration doesn't come cheap; after shelling out fees of £18,000 a year, parents could be forgiven for assuming that their daughters will be able to pick and choose their own career paths.

Given the current pressure on leading universities to admit more students from the state sector, Old Paulinas might even find the odds are, for the first time in the school's 108-year history, stacked against them.

But Miss Farr refuses to complain at what is perceived by other independent head teachers as a blatant unfairness.

E

'When our girls go to interview for university places, they're given a tough time, and quite rightly so,' she says. 'They've had access to excellent teaching and have had the opportunity to hear extraordinary speakers from a whole range of professions. This is a high-octane intellectual environment, and they should have to work harder to prove themselves.'

Miss Farr, who is married to John Goodbody, the sports journalist, has two children: a 16-year-old daughter and a 14-year-old son, both of whom are at single-sex independent schools.

As a parent, she can empathise with other parents' concerns. 'A school like this can have a reputation for being detached and stand-offish,' she says. 'But we see ourselves as working alongside parents in bringing up their girls. What have been billed in the press as "parenting classes" are more a sort of seminar, a forum where parents can meet and share experiences.'

F

Miss Farr has bluntly pointed out to high-flying professional parents who work long hours and often travel abroad that they are 'deceiving themselves if they think they can bring up children by iPhone'. It's not necessarily the message today's hard-pressed parents want to hear, but it is, avers Miss Farr, the message they need to hear.

Subjects under discussion thus far have included the Internet, discipline and, most recently, how to support girls through the stressful exam period. Needless to say, the high-achieving girls of St Paul's won't turn a hair at the plan by Michael Gove, the Education Secretary, to let universities preside over the setting of significantly tougher A-levels.

Some state schools however, will find it a tough readjustment. But Miss Farr – disingenuously, perhaps – claims that there is no gulf between the two sectors. 'I don't see a divide; the independent sector is another component within a mosaic of provision that includes faith schools, academies and the maintained sector,' she says.

'In this school, we have a very particular purpose: to look after the needs of very academically gifted girls. That's our contribution, and through our bursary and outreach work, we are trying to be as accessible as we can to any girls who would benefit.'

But education isn't just about the students; effective learning begins with good teaching, but the pressures of the job mean that as in the state sector, the independent sector is facing something of a leadership crisis.

'There are not enough people wanting to go into the top job; nobody wants to be the one held responsible,' says Miss Farr. 'A generation of deputy heads needs to be encouraged to stand up and become the point beyond which the buck can't be passed.'

Much of the mistrust felt by those in school management stems from the way education is invariably treated as a political football. 'I feel very strongly that education needs to stand outside political motivations; one of the problems we face is that as every new government comes to power, we are forced to swing between policies.'

'We need a slow-burn, evolutionary strategy that will serve us for the long haul. At the moment, there's a lot of integrated thinking, which is encouraging, as it fosters a bespoke rather than a one-size-fits-all approach to providing education.' At St Paul's School for Girls, where learning is tailored to the proverbial crème de la crème, Miss Farr is in her element and keen to proselytize to those considering education as a career.

'It's up to schools to rebalance people's thinking and reset the co-ordinates for a different kind of future. Shaping young people's values is an important, exciting role.'

adapted from www.telegraph.co.uk

Questions 20–23

Do the following statements agree with the information given in Reading Passage 2?

Write

- | | |
|------------------|---|
| TRUE | <i>if the statement agrees with the information</i> |
| FALSE | <i>if the statement contradicts the information</i> |
| NOT GIVEN | <i>if there is no information on this</i> |

- 20 Miss Farr's ideas are only relevant for parents and pupils of St Paul's School.
- 21 Miss Farr has an unwelcome message about the future of her pupils.
- 22 Miss Farr abandoned school uniform as part of the school's philosophy.
- 23 Miss Farr believes business success can lead to poor parenting decisions.

Questions 24–27

Choose the correct letter, A, B, C or D.

- 24 St Paul's School is
 - A a school with special classes for emotional teenagers.
 - B one of the best state schools in London.
 - C facing financial problems which will require it to modify its policies.
 - D under the direction of a woman with strong views.
- 25 Miss Farr believes
 - A companies should demonstrate a passion for work.
 - B people should reflect before taking action.
 - C parents need exams in parenting.
 - D some pupils will not want jobs with high-paying salaries.
- 26 The writer predicts that the reaction to Miss Farr's views on future employment prospects will be
 - A heard by educationalists.
 - B shocking to some parents.
 - C useful to the young people at St Paul's.
 - D seen by society as elitist.
- 27 There is a leadership crisis
 - A because there are not enough deputy heads in schools.
 - B as a result of a series of recent political changes.
 - C in schools in both the independent sector and the state sector.
 - D in management teams as they lack trust in government.

CLASSROOM WORKOUT

Deciding factors

- In small groups, choose two out of these three things:
 - a sports team
 - a young person starting out on a career
 - a product that has recently come onto the market.
- Discuss in your groups what factors can influence whether the team, person or product will be a success or a failure.
- Present your ideas to the other groups. They will then decide who or what is most likely to ultimately succeed – or fail.

CHECK YOURSELF

- In this unit, you read about some successful people and organizations. Write down some of the qualities that they have.
- Consider how such qualities could be taught in schools.

SUMMARY

In this unit, you:

- looked at phrases and collocations connected with success and failure. Did you learn any new ones?
- studied ways of looking for the author's point of view. When you read a newspaper, is it clear to you whether the piece is fact or opinion?
- worked with patterns in a text. Do you now notice such patterns when you read?
- read a text about the Sinclair C5. Did you check it out online? Would you like to buy one?
- studied Yes / No / Not Given questions. Why is it important to check whose opinion is given in the different parts of a text?
- revised multiple-choice questions. Which do you find easier, the sentence-completion multiple choice or the question-and-answer multiple choice?
- read a text about St Paul's School. If you had the money, would you send your daughter there?

Over to you

- 1 Successful people often work exceedingly long hours, and while they have a lot of money in the bank, they don't have time to spend with the friends and family. Go online or find articles about people who:
 - have worked hard for success
 - are rich, but not happy
 - are not inspired by a life of material rewards.
 What patterns do you notice in those texts?
- 2 You read about Clive Sinclair and his visionary ideas. The IELTS test often contains passages about a creative idea. Do you know any creative people in your country? Find out about innovative and creative people in an article or on the Internet. What encouraged them to be successful? How should society encourage such people?
- 3 Find some short texts where the writer expresses opinions and create some Yes / No / Not Given questions about them. Give them to your colleagues and see if they can answer them.