

CAE PREMIUM Lesson 1.8

1 Choose one or two questions from the list.

- Where are you from?
- What do you do there?
- How long have you been studying English?
- What do you enjoy most about studying English?

2 Choose one or more questions from the list.

- What has been your most interesting travel experience so far?
- What did you like most about the area where you grew up?
- Who has more influence on your life – your friends or your family?
- Do you prefer to get the news from newspapers, television or the internet?
- Do you ever wish you were rich and famous?

Your class has attended a discussion about how going travelling is good for young people's personal development. You have made the notes below:

Ways that travelling can benefit young people:

- self-confidence
- experience of new culture(s)
- gain new friends

Some opinions expressed in the discussion:

"You become more independent and assured in your ideas."

"Experiencing other cultures broadens your horizons."

"Travelling helps you to meet people like yourself."

Write an essay discussing two of the ways in your notes that travelling can benefit young people. You should explain which way you think is more effective, giving reasons to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

1	For many years, young people <u>are using</u> travel as a way to experience life from new angles.
2	By doing so, not only do they become more self-assured, but they can also develop their
3	<u>social skill</u> .
4	In many cases, going travelling presents them with their <u>first opportunity</u> <u>spending</u> a long
5	period of time away from their families. Living at home with <u>their parents</u> <u>young people</u> may
6	become a little overprotected, and often do not need to think for themselves, particularly in
7	terms of understanding their place in the world. Spending long periods of time <u>outside of</u>
8	comfort zones and questioning <u>a</u> life they have led up to that point can greatly encourage them
9	to become more mature and gain confidence in their views.
10	Further to this, encountering new people and sights in <u>cultural unfamiliar contexts</u> can greatly
11	influence anybody, but especially those who are at an <u>impresionable</u> age when their minds are
12	<u>considerably open</u> to new adventures. While it is fair to say that the world, thanks to
13	technological innovations, <u>have become</u> a smaller place than ever in so many ways, there is no
14	doubt that first-hand experience in life is <u>to</u> the utmost importance. Societies differ from city to
15	city, and even more so from country to country, so it should be impossible for travellers not to
16	be influenced by what and whom they come into contact with.

- | | | |
|----------|--|---|
| A | missing word | 7 |
| B | incorrect tense used | |
| C | wrong article | |
| D | wrong preposition used | |
| E | error with word order | |
| F | singular used instead of plural | |
| G | wrong adverb used before adjective | |
| H | spelling mistake with single/double letter | |
| I | subject/verb agreement | |
| J | error with use of infinitive/gerund | |
| K | missing punctuation | |

Analyze the sentences below. Underline a subject and a question form of a verb as shown in the example.

1. At no time had he mentioned the therapist by name.
2. Scarcely had I entered the room when the baby started crying.
3. Not only did he fail to report the accident, but also he didn't have up-to-date insurance.
4. Rarely had I had so much free time.
5. Never have I enjoyed myself more!
6. Seldom has the orchestra played better.
7. Hardly had the train left the station, when I realised I had left my umbrella on it.
8. No sooner had I reached the shop than I realized I had forgotten my purse.
9. On no condition are they to start writing before the exam begins.
10. Little does the government appreciate how serious the effects of the policy will be.

Activity 2 Inversion occurs after some negative adverbials when they appear at the beginning of a sentence. Analyze the sentences above and write the words and phrases in the box below.

<i>At no time</i>

Activity 5 Circle the correct word or phrase.

1. At no time I was aware / was I aware of anything strange happening.
2. Juan promised that he would never/never would he tell anyone else.
3. Not until it was too late I remembered/did I remember to call John.
4. Only after checking five times I was / was I certain of the answer.
5. Only Anthony and Jane **passed / did they pass** their driving test first time.
6. Only when Stella has arrived / has Stella arrived can we start the meeting.
7. No sooner had it stopped raining than/when the sun came out.
8. Hardly had we arrived than/when the performance began.

Activity 6 Rewrite each sentence, starting as shown, so that the meaning stays the same.

1. The man little appreciated what the results of his action would be.

Little _____

2. It was only when the receptionist phoned me that I realised I had missed my appointment.

Not until _____

3. The true facts were not released to the press until later.

Only _____

4. Harry ate a full pizza, and also ate two deserts.

Not only _____

5. The driver cannot be blamed for the accident in any way.

In _____