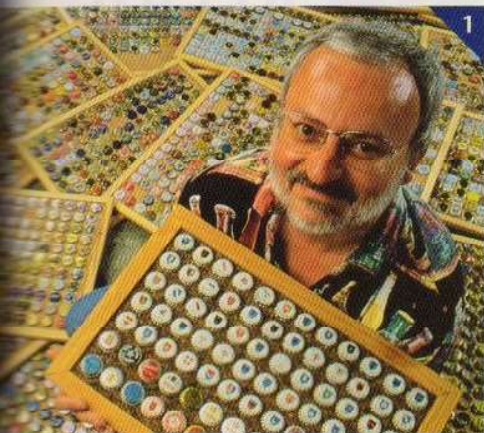


unit 4

passions

vocabulary and speaking

1 What are the people in the pictures doing and why?



2 a Match each picture with one of the dictionary definitions in the box below.

talking points

- Which of these issues do you think people should feel passionate about?
racial and sexual equality;
protection of animals;
government spending; plight of 3rd world countries; euthanasia.
Give some examples of typical areas of concern for each one.
- How might people raise awareness of these issues, and what activities might they be involved in and why?
- Can you think of any other things which people might feel passionate about? What might cause them to feel like this? Are these passions a good or bad thing? Do you feel passionate about anything?

pas-sion /'pæʃn/ **noun** 1 [C, U] a very strong feeling of love, hatred, anger, enthusiasm, etc: He's a man of violent passions. ♦ a crime of passion ♦ She argued her case with considerable passion. ♦ Passions were running high (= people were angry and emotional) at the meeting. 2 [sing.] (formal) a state of being very angry: She flies into a passion if anyone even mentions his name. 3 [U] ~ (for sb) a very strong feeling of sexual love: His passion for her made him blind to everything else. 4 [sing.] ~ (for sth) a very strong feeling of liking sth; a hobby, an activity, etc. that you like very much: The English have a passion for gardens. ♦ Music is a passion with him. 5 (the Passion) [sing.] (in Christianity) the suffering and death of Jesus Christ

Extract from the Oxford Advanced Learner's Dictionary, sixth edition

b Look at these abbreviations from the definition box. What do they mean?
C, U, sing., sb, sth

3 a In your opinion, which of these emotions and attitudes are positive, and which are negative? Give reasons and/or examples in each case.

indifference jealousy idealism joy aggression jubilation bitterness
enthusiasm restraint fanaticism devotion infatuation single-mindedness
bias vindictiveness prejudice narrow-mindedness hysteria spitefulness

b What are the adjective forms of the nouns from a? Which would you use to describe the people in the pictures?

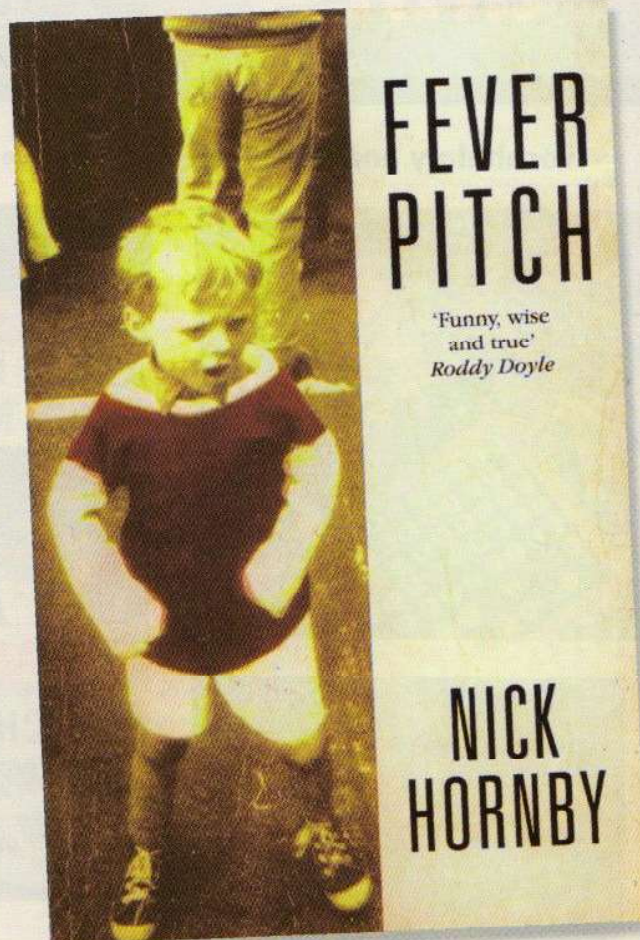
reading multiple choice: recognising incorrect options

- 1 a Before you read the extract from the novel *Fever Pitch* check that you know the meanings of these sports expressions:
- | | |
|-----------|------------|
| division | season |
| promotion | extra time |
| equalise | cup-tie |
| linesman | lead |
- b Look at the cover of the book and read the extract quickly to answer these questions.
- In what way is the picture on the cover relevant to the content of this chapter?
 - Which of the five paragraphs deal with the past, and which with the present?

exam factfile

Some Proficiency Reading texts may be over 1,000 words long, so the first thing you need to be able to do is read them quickly for overall meaning.

- 2 Read the text more carefully, and use the context to work out the meaning of these expressions.
- 1 *popped* (line 21) – what is the direct object of this verb?
 - 2 *unwillingness* (line 35) – there is a phrase in the next sentence which has a similar meaning.
 - 3 *inability* (line 35) – which expression in the next sentence has a similar meaning?
 - 4 *my partner* (line 42) – his previous partner is mentioned in line 11.
 - 5 *she keels over* (line 43) – which other *she* is mentioned in the text, and what did she do?
 - 6 *physical robustness* (line 66) – this contrasts with an adjective at the start of this paragraph.
 - 7 *went into labour* (line 68) – what does he say about Cup Final day?
 - 8 *retardant* (line 73) – how old do you think the author is? What age does he say he 'becomes' during football matches?
- 3 a Before you answer the multiple-choice questions, match options A–D with the highlighted text for each question. Question 6 is a global question.



My arrival in Cambridge provoked the best seasons in United's short history. In my first year they won the Fourth Division by a mile; in my second, they found life a bit tougher in the Third, and had to wait until the final week of the season before clinching promotion. They had two games in a week at the Abbey*: one on the Tuesday night against Wrexham, the best team in the division, which they won 1–0, and one on the Saturday against Exeter, which they needed to win to be sure of going up.

With twenty minutes to go, Exeter went into the lead, and my girlfriend (who together with her girlfriend and her girlfriend's boyfriend had wanted to experience at first hand the dizzy glory of promotion) promptly did what I had always presumed women were apt to do at moments of crisis: she fainted. Her girlfriend took her off to see the St John's Ambulancemen; I, meanwhile, did nothing, apart from pray for an equaliser, which came, followed minutes later by a winner. It was only after the players had popped the last champagne cork at the jubilant crowd that I started to feel bad about my earlier indifference.

I had recently read *The Female Eunuch**, a book

which made a deep and lasting impression on me. And yet how was I supposed to get excited about the oppression of females if they couldn't be trusted to stay upright during the final minutes of a desperately close promotion campaign? And what was to be done about a male who was more concerned about being a goal down to Exeter City of the Third Division than he was about somebody he loved very much? It all looked hopeless.

Q2

Thirteen years later I am still ashamed of my unwillingness, my inability, to help, and the reason I feel ashamed is partly to do with the awareness that I haven't changed a bit. I don't want to look after anybody when I'm at a match; I am not capable of looking after anybody at a match. I am writing some nine hours before Arsenal* play Benfica* in the European Cup, the most important match at Highbury* for years, and my partner will be with me: what happens if she keels over? Would I have the decency, the maturity, the common sense, to make sure that she was properly looked after? Or would I shove her limp body to one side, carry on screaming at the linesman, and hope that she is still breathing at the end of ninety minutes, always presuming, of course, that extra time and penalties are not required?

Q3

I know that these worries are prompted by the little boy in me, who is allowed to run riot when it comes to football: this little boy feels that women are always going to faint at football matches, that they are weak, that their presence at games will inevitably result in distraction and disaster, even though my present partner has been to Highbury probably forty or fifty times and has shown no signs of fainting whatsoever. (In fact it is I who have come closest to fainting on occasions, when the tension of the last five minutes of a cup-tie constricts my chest and forces all the blood out of my head, if that is biologically possible; and sometimes, when Arsenal score, I see stars, literally – well, little splodges of light, literally – which cannot be a sign of great physical robustness.) But then, that is what football has done to me. It has turned me into someone who would not help if my girlfriend went into labour at an impossible moment (I have often wondered about what would happen if I was due to become a father on an Arsenal Cup Final day); and for the duration of the games I am an eleven-year-old. When I described football as a retardant, I meant it.

Q4

Q5

* the Abbey: Cambridge United's football ground

* *The Female Eunuch*: well known feminist book

* Arsenal: English football team

* Benfica: Portuguese football team

* Highbury: Arsenal's football ground

b You are going to read an extract from a novel about the author's love of football. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- The writer did not care about the incident involving his girlfriend until
 - Cambridge had scored their second goal.
 - Cambridge had scored their first goal.
 - the team had celebrated their success.
 - Exeter had scored a goal.
- What does the writer say about himself in the third paragraph?
 - He didn't really love his girlfriend.
 - He found nothing of any interest in *The Female Eunuch*.
 - His girlfriend mattered to him less than the football score.
 - He was extremely angry about the way society treated women.
- Before the Benfica match, the writer is afraid that he might
 - have to miss the end of the game.
 - have to go on his own.
 - upset one of the match officials.
 - do nothing to help his girlfriend.
- The idea that women should not attend football matches comes from
 - the writer's current girlfriend.
 - the writer's young son.
 - people who cause trouble at football matches.
 - a childish part of the writer's personality.
- What does the writer imply in the sentence beginning *In fact ...* in the last paragraph?
 - He knows a lot about how the human body works.
 - He has sometimes fainted at football matches.
 - He is weaker than his girlfriend.
 - He only watches Arsenal play at night.
- Overall, how does the writer feel about his passion for football?
 - proud
 - worried
 - unconcerned
 - optimistic

- 4 The following expressions all appear in the text. Without looking back, try to fill in the dependent preposition in each case.

be sure ... be ashamed ... be capable ...

result ... show signs ...

- 5 Do you feel passionate about any sports team, or individual player? If not, do you understand why some people do? Which sports do people feel very strongly about in your country? Is it good or bad to be passionate about sport?

grammar

relative clauses

1 Read these examples and answer questions 1–7 below.

- a The people who work in this office are very friendly.
- b Steven, who is rarely late for school, didn't arrive until 9.30.
- c The dress which she bought yesterday is lovely.
- d My cousin Hannah, whose brother you've met, is coming to stay with us.
- e The forest was suddenly lit up by a bright light, which surprised all of us.

1 Which of a–e have defining, and which non-defining, relative clauses?

What is the difference between a defining and a non-defining relative clause?

Which of them is separated from the rest of the sentence by commas?

2 In which of a–e could we leave out the relative pronoun? Why?

3 In which of them could we use a different relative pronoun?

4 In which does the relative pronoun refer back to all of the previous clause?

5 Which has a relative pronoun that can only be used before a noun?

6 Why can't we use 'that' instead of 'who' in b?

7 Why can't we use 'what' instead of any of these relative pronouns?

2 a Match 1–6 with a–f and join the sentences using a relative pronoun.

- 1 That's the house.
- 2 There are professional Olympic athletes.
- 3 Tennis is a sport.
- 4 At my school there's a new teacher.
- 5 It's often after 2 a.m.
- 6 I once met a man in a pub.

- a People usually play it in summer.
- b She comes from Canada.
- c My brother arrives home.
- d Their salaries are enormous.
- e I used to live there.
- f He had tattoos all over his head.

b Do the sentences you have formed contain defining, or non-defining relative clauses?

3 Use a relative pronoun plus information from the picture to add a relative clause to sentences 1–4.



- 1 James rescued someone from the sea.
- 2 At 6.30 in the morning it's still dark.
- 3 The bar is open all night in summer.
- 4 You can use this mobile phone anywhere in the world.

Have you written defining, or non-defining, relative clauses?

reduced relative clauses

- 1 Read the information, then say which words have been left out of sentences 1–5. What has changed in 3?

In defining relative clauses, we sometimes leave out *which*, *that* or *who* and *is*, *was* or *were* by using

- **passive sentences:** The person who was given the job had little experience.
The person given the job had little experience.
- **adjectival clauses:** Florence is a city that is famous for its works of art.
Florence is a city famous for its works of art.
- **continuous forms:** The people who were standing at the back couldn't see a thing.
The people standing at the back couldn't see a thing.

Notice that we can also do this with verbs not normally used in the continuous:

We scored eight points, which meant we were the winners.

We scored eight points, meaning we were the winners.

- 1 All money received will go to charity.
- 2 Students taking the exam should register today.
- 3 Equipment belonging to the Club must not be removed.
- 4 Everything necessary is being done.
- 5 A man swimming off the beach spotted the shark.

- 2 Cross out the words that can be left out in 1–4 and make any necessary changes.

- 1 A man who is capable of such cruelty should never go free.
- 2 People who were arriving at the station saw the train leave 10 minutes early.
- 3 Those of you who want tickets can buy them here.
- 4 Items which are bought in the sales cannot be returned.

- 3 Complete these sentences with a participle and your own ideas.

EXAMPLE People found guilty of shoplifting should be prosecuted.

- 1 Children to read or write must
- 2 Countries by natural disasters are
- 3 Families in poverty can
- 4 Students to travel round the world should

common errors

An ambulance, arrived within just 10 minutes, took the injured to hospital. What is wrong with this sentence? Why?

EXAM FOCUS

paper 3 part 1 open cloze

In an open cloze, you fill in fifteen gaps in a text of approximately 200–250 words. Missing grammatical words, which include prepositions, conjunctions, articles, relative pronouns, etc., are almost certainly words you already know; while vocabulary words, which combine with others to form phrasal verbs, collocations and so on, are also tested. In some cases, where, for example, either *this* or *that* fits the text, two answers are possible, but you must only put one. Contracted forms, marked by an apostrophe in words like *isn't*, count as two words, so cannot be the correct answer.

- 1 a Read the text and answer these questions.
- 1 Where does the information in the text come from?
 - 2 Where do people usually have their first kiss?
 - 3 What remains a mystery?
- b For questions 1–15, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0).

FIRST KISS

The first kiss, (0) ~~whether~~ between Romeo and Juliet in Renaissance Italy or today's teenagers at a bus stop, is the most memorable experience in life. It is (1) powerful that it will be recalled more accurately (2) any joys and tragedies occurring years later. Couples remember up (3) 90% of the details surrounding the first kiss, (4) the colour of a shirt or blouse to the first words said after their lips parted, according to nearly 300 interviews with people (5) first kiss happened between 1977 and the past six months. Sarah Fisher, (6) co-authored the study, said that researchers had also asked (7) first kisses happened – and found that the rules of the game had hardly changed at (8) over the past 50 years. 'The first kiss is usually in a semi-public place, (9) as saying goodnight outside the girl's house.' Yet the team admits it is not sure (10) the kiss is so significant. They know that the average kiss (11) 45 seconds and involves 34 muscles; that it creates chemical changes in a part of the brain associated (12) strong emotions; and that it was first recorded (13) an expression of affection by the Romans 2,000 years (14) William Shakespeare praised it – but the scientists still do not know why it gives so (15) pleasure.

listening three-way matching: ways of agreeing and disagreeing (1)

- 1 a What are these examples of?
*life imprisonment community service a caution
 electronic tagging*
 Can you think of more?
- b Check the meaning of these expressions:
*bail convict (v) trial criminal record
 compensation curfew probation re-offend*
- 2 Quickly read through statements 1–12 below. Which do you agree with?



- 1 A prison sentence reforms most criminals.
- 2 It is very expensive to imprison someone for a long time.
- 3 Life in modern prisons is not hard enough.
- 4 People accused of a crime should stay in prison until they go to court.
- 5 Young people who commit minor offences should only be cautioned.
- 6 Some people should never be released from prison.
- 7 Prisoners should be educated and trained, rather than punished.
- 8 Convicted criminals should pay compensation to their victims.
- 9 We should build more prisons.
- 10 Prisoners should go to prisons near their family and friends.
- 11 Released prisoners should have to wear electronic tags.
- 12 There are too many people in prison.

- 3 a Look at the example, and the extract from the recording. Is Sandy's response type a, b, c or d?

You will hear part of a radio discussion in which two people, Giles McKay and Sandy Carter, talk about the prison system. For questions 1–6, decide whether the opinions are expressed by only one of the speakers, or whether the speakers agree. Write G for Giles, S for Sandy or B for Both, where they agree.

EXAMPLE It is wrong to put so many people in prison.G.....

Giles: We lock up more of our citizens than they do in any comparable country, with the sole exception of the United States. What on earth are we doing? This policy is a disaster for all concerned, whether they be prisoners, their dependants or their victims!

Sandy: Well, not entirely. You may think so but ...

- a **stating agreement** i.e. directly
 b **indicating agreement** i.e. indirectly
 c **stating disagreement**
 d **indicating disagreement**

- b Listen to the recording and answer questions 1–6.

- | | |
|--|------------------------|
| 1 Imprisoning young people for lesser crimes is a mistake. | <input type="text"/> 1 |
| 2 Privately-run prisons are starting to improve. | <input type="text"/> 2 |
| 3 It is wrong that innocent people are imprisoned. | <input type="text"/> 3 |
| 4 Prisoners should earn quite good wages. | <input type="text"/> 4 |
| 5 We must make jails less unpleasant places. | <input type="text"/> 5 |
| 6 The current prison system is a failure. | <input type="text"/> 6 |

- 4 Check your answers, then study the tapescript on pages 151 and 152 and label the underlined language types a, b, c or d.

speaking giving and justifying opinions

- 1 When you are trying to persuade someone to agree with you or to accept a particular point of view, which of these are good ideas, and which are not?

- 1 Talk in a much louder voice than the other person.
- 2 Contradict them by simply saying things like 'No it isn't'.
- 3 Listen carefully to their point of view, and reply to each point.
- 4 Interrupt a lot.
- 5 Give reasons and examples to reinforce your arguments.
- 6 Be polite, even if you feel the other person is being unreasonable.
- 7 If they reject your ideas, question their intelligence, motives or sanity.

- 2 Which of the following expressions can be used to debate in favour of something and which against?

- 1 But isn't it a fact that ...?
- 2 There cannot be any doubt that ...
- 3 All the evidence would indicate that ...
- 4 Yes, that's one way of looking at it, but ...
- 5 There is obviously no alternative to ...
- 6 You claim/say that ... but surely ...?
- 7 Something else to bear in mind is ...
- 8 Another factor to be taken into consideration is ...
- 9 Well it seems logical/sensible/reasonable, but ...

- 3 a Look at the picture. What do you know about genetically modified food? How much of an issue is it in your country?

- b 1 Divide into Side A and Side B.

Side A: You are in favour of GM foods. Read the text *Some say YES!* on page 157 and make notes. Choose five or six arguments, with reasons to justify them. Add some points of your own if you can.

Side B: You are against GM foods. Read the text *Some say NO!* on page 150 and make notes. Choose five or six arguments, with reasons to justify them. Add some points of your own if you can.

- 2 Choose a spokesperson.

A: Present the arguments for GM foods in about two minutes, using expressions from 2.

B: Listen carefully, take notes and prepare counter-arguments.

- 3 **B:** Present the arguments against GM foods in about two minutes, using expressions from 2.

A: Listen carefully, take notes and prepare counter-arguments.

- 4 Choose a second speaker.

A: Criticise each of B's arguments, using expressions from 2.

B: Criticise each of A's arguments, using expressions from 2.

- 5 If you are working with others, choose a third speaker.

A: Sum up your arguments, and criticisms of B's arguments.

B: Sum up your arguments, and criticisms of A's arguments.



vocabulary

idioms

- 1 a For each of 1–9, underline the idiom, look at the context and discuss its meaning.
- 1 When my dad saw the huge phone bill he hit the roof, blaming me for it.
 - 2 Watching people dance Flamenco is great, but I'm dying to try it for myself.
 - 3 Kira loves motorbikes, so when she won a new one in a competition she was over the moon.
 - 4 Being beaten by United always makes me angry, but losing so unfairly makes my blood boil.
 - 5 When the police started arresting people, the demonstration got out of hand and serious damage was caused.
 - 6 Sam and his brother never agree; in fact, they fight like cat and dog all the time.
 - 7 We'll stop at nothing to prevent them building a factory in this beautiful valley.
 - 8 Carol and Derek hate being apart even for an hour: they're mad about each other.
 - 9 Ron is a good manager, but he's bitten off more than he can chew by promising that we'll win the next World Cup.

b Which of the above idioms do pictures 1–3 illustrate?



- 2 Rewrite the following paragraphs more informally using as many idioms from 1a as possible.

Are you fascinated by all things Spanish? Desperate to experience 'authentic' Spain? Why not visit our new website? You'll be delighted when you see what's on offer!

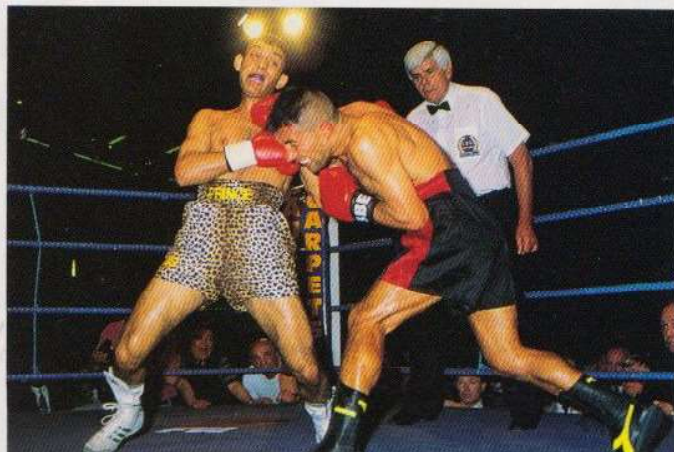
'It infuriates me to see finance companies offering such huge loans. The number of people I know whose spending on credit cards has escalated beyond control - then they realise they can't deal with it and have to take out more loans to pay off what they owe.'

collocations: adjective + noun

- 1 Study the adjectives in 1–6 and decide which of these nouns can form collocations with all five of them.

	love	hatred	excitement	hope	instinct	emotion(s)
1 strong						
deep						
powerful					
raw						
pent-up						
2 human						
natural						
gut					
basic						
maternal						
3 true						
young						
everlasting					
first						
unrequited						
4 faint						
vain						
desperate					
slight						
only						
5 growing						
great						
considerable					
mounting						
tremendous						
6 bitter						
pure						
absolute					
blind						
intense						

- 2 Complete 1–7 with an adjective + noun collocation from 1. More than one adjective may be possible.
- 1 Jealousy is a(n) that can make people do terrible things.
 - 2 At the end of the trial all her came out as she broke down in tears.
 - 3 The week before she was going to marry Joe, Sergio told Pam of his for her.
 - 4 Although the climber has been missing for a week, there is still a that he might be alive.
 - 5 There was as first Lazio scored, then Barcelona, and then Lazio again.
 - 6 It is one of man's most to protect his offspring.
 - 7 When Sylvia saw her ex-boyfriend laughing at her, she gave him a look of
- 3 Use some of the collocations from 1 to describe what is happening and the background to this event.



EXAM FOCUS

paper 3 part 5 comprehension questions

In this part of the exam you read two related texts and answer two questions on each. The questions test your understanding of the use of language.

Question types include

- explaining the meaning of specific words or phrases;
- identifying words with a similar or contrasting meaning within the text;
- understanding general ideas in the text;
- understanding why the author has used a particular word or phrase;
- focusing on specific information in the text.

- 1 Read the advice on tackling comprehension questions, then match suggestions 1–8 with reasons a–h.
 - 1 Begin by quickly reading both texts.
 - 2 For each text, study the two questions and then read the text again carefully.
 - 3 If you can't do a question, go on to the next one.
 - 4 Give short, concise answers.
 - 5 Don't repeat the question in your answer.
 - 6 Where you can, answer in your own words.
 - 7 Check that your answer makes sense.
 - 8 Don't spend too long on these questions.
- a You will lose marks if you copy too much from the text.
- b You won't get any marks if the meaning isn't clear.
- c There are more marks for the summary section of Part 5.
- d You don't need to write complete sentences.
- e This will give your reading a specific purpose.
- f The question order is the same as the information in the text, so it may help you find the answer to the one before.
- g This will give you a general impression of the topic.
- h There are no marks for doing so, it takes time and you could make mistakes!

- 2 Read the text below and decide which of these is the best title:

- How pop stars set a bad example.
- Stop your children idolising the famous.
- The dangers of hero-worship.

Obsession with pop stars may be innocent enough when you're 14 years old. Carry the fixation into your twenties, however, and your teen idol can become bad for your health. Worshipping famous singers, supermodels or footballers into adulthood increases your chance of psychological problems, eating disorders and difficulties forming relationships.

Psychologist Dr Tony Cassidy looked at 163 adults in a recent study. During adolescence, three-quarters of men and women in the group – now aged between 20 and 28 – said they had hero-worshipped someone. Most people throw off their fixation by their twenties, but half of those who had idols could not let their feelings go.

'Another aspect of teen idols is that they serve as role models,' said Dr Cassidy. 'Many young girls develop distorted body images of themselves, and ultimately eating disorders, as a result of the media portrayal of supermodels with ideal bodies.'

The obsessive tended to be less satisfied with their relationships and were more likely to have short-term affairs. The most extreme fantasised about having a relationship with their adored one or becoming jealous of their idol's partners. There were even cases, after one boy band split up, of attempted suicides among fans.

But parents should not rush to the bedroom to rip down their children's posters. There was one bright spot for fans who did have a teen idol but who gave it up when they reached adulthood: they were subsequently better at problem-solving.

- 3 Look at example questions a–c and match them with possible answers 1–3.
 - a Which word in paragraph 4 echoes *adored one*? (line 24)
 - b Explain *let their feelings go* (line 15) in your own words.
 - c What is the first thing that often happens to girls who idolise supermodels?
 - 1 *Stop hero-worshipping a famous person.*
 - 2 *They get the wrong idea of how they really look.*
 - 3 *idol*
- 4 Answer questions 1 and 2.
 - 1 What is the significance of *even* in line 26?
 - 2 Explain in your own words what the *bright spot* is (line 30).