

27 września 2016  
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- B** Explain who or what is referred to by the words encircled in the quotations below. You'll need to refer back to the passage to do this.

Nearly all of them play fair with the people they are addressed to (line 5)  
They misrepresent the products (line 7)  
would have us flexing our muscles (line 20)  
it must not require an Olympic athlete to do it in the time (line 46)  
what they can and cannot say (line 59)  
any advertising they are asked to publish (line 62)  
any advertisements they think ought not to have appeared (line 93)  
If they cannot (line 101)  
or withdraw them completely (line 103)  
sceptical about its effectiveness (line 120)  
For this to be credible (line 125)

- C** Write your answers to these questions:

- 1 What examples of misrepresentative advertisements are given?
- 2 How does the ASA act on complaints made by members of the public?
- 3 How does the ASA maintain its independent status?

- D** In about 80 words, describe the role of the ASA and how it operates. Make notes before you start writing.

## 7.7 Further uses of -ing

Advanced grammar

- A** Fill the gaps in the sentences in this revision exercise:

- 1 When ..... a complaint, I prefer to be friendly and polite, instead of ..... aggressive or rude.
- 2 I found out what ingredients the product contained by ..... the label. On ..... that it contained artificial flavouring, I decided against ..... it.
- 3 It's no use ..... him, he won't take any notice of you.
- 4 There's no point in ..... the book in translation if it's available in English.
- 5 It's impossible to sneeze without ..... your eyes.
- 6 In addition to ..... this course, she spends a lot of time at home ..... things like ..... novels in English and ..... with friends by ..... letters.
- 7 I've heard so much about you, I've really been looking forward ..... you.
- 8 I felt depressed because I'm not used ..... alone.

- B** Study these examples before filling the gaps in the exercise below:

*I very much appreciated their/them coming to see me.*

*We were puzzled about everyone's/everyone feeling ill after the meal.*

*Janet/Her arriving on time for a change was quite a surprise.*

The possessive (*their, everyone's, her*) in the examples sounds more formal than a straightforward pronoun or noun (*them, everyone, Janet*).

A possessive is not normally used when several words are involved:

*I very much appreciated Janet and Maurice coming to see me.*



A possessive cannot be used after verbs like *see, hear, feel, notice, watch* and *smell*:

*Can you smell something burning?*  
*I didn't hear you calling me.*

- 1 Their father doesn't approve of ..... home late. And he doesn't approve of ..... television either. In fact, he insists on ..... home before 11 and says that ..... books will improve their minds.
- 2 We were all delighted to hear about Bill ..... so well in the interview. His success is due to ..... such a good impression on the interviewer.
- 3 They both smoke like chimneys, and I can't get used to ..... during meals, and ..... me for a light is particularly irritating.
- 4 I'll never forget that time we went for a walk with Tony and Jane. Do you remember ..... into the river and then ..... to save him?

**C** Finish the incomplete sentences in such a way that each one means the same as the complete sentence before it.

- |  |   |
|--|---|
| 1 I don't advise you to travel to London to do your shopping.              | It isn't worth ...                        |
| 2 It was inconsiderate of you not to consult me beforehand.                | Your ...                                  |
| 3 We were upset that he forgot to inform us.                               | We were upset about his ...               |
| 4 It might be a better idea to save your money, not spend it.              | Instead of ...                            |
| 5 She is a champion athlete and speaks four languages fluently.            | Besides ...                               |
| 6 He has a job in an office and works in a shop at weekends.               | As well as ...                            |
| 7 You won't find out if they're open if you don't phone them.              | Without ...                               |
| 8 As I opened the door, I heard a strange noise.                           | While ...                                 |
| 9 He has been in love with her from the moment he first saw her.           | Ever since ...                            |
| 10 Let's do something exciting: for example, we could take up windsurfing. | Shall we do something exciting, like ...? |

## 7.8 Sequencing ideas

Writing skills



The sequence in which points are made in an essay changes their impact on the reader. Some points have to be arranged in a logical order, and related ideas are often grouped together; some points can be arranged in different ways to provide different kinds of emphasis. The first point often 'sets the scene' for the rest of the essay, while the final point is usually perceived as the conclusion.

**A** Work in pairs. Decide on a suitable sequence for these ideas about 'The Green Consumer'. Discuss what difference rearranging the points in various ways makes to the strength of the argument.

Compare your sequence of points with the sequence used in the passage in Activity 44. Your sequence may turn out to be different from the original.

- 1 We must mobilise consumer power to defend not only our own health but the health of the planet
- 2 More and more consumers want to buy responsible products
- 3 Advertising creates false 'plastic' needs, often forcing out real needs
- 4 Concern about effects on environment: locally & globally
- 5 Concern about effects on our own health
- 6 Concern about effects on Third World