

H.Q. Mitchell

# Traveller

**Advanced C1**



**student's book**

  
mm publications

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### Discuss:

- ▶ Do you think that people today are overly concerned with material goods?
- ▶ In your opinion, how have technological advances benefited mankind? Are there any negative consequences?
- ▶ What kind of technological breakthroughs can you foresee in the near future?

### Flick through the module and find...

- ▶ a text about different kinds of advertisements
- ▶ an article about how advertising affects people
- ▶ two texts about robots
- ▶ a text about somebody's spending habits
- ▶ people communicating by various means

### In this module you will...

- ▶ talk about shopping habits, advertising, consumerism, technological advances, artificial intelligence and modern means of communication
- ▶ learn how to use Conditional Sentences Type 3
- ▶ learn how to express wishes referring to present and past time
- ▶ learn how to use inversion for emphasis
- ▶ learn how to use emphatic forms
- ▶ expand your vocabulary by learning adverb-adjective and adjective-noun combinations, temporal expressions with *time*, verb/noun/adjective derivatives, etc.
- ▶ learn how to write an article based on input and a paragraph summarising points in two texts
- ▶ acquire skills and strategies that will help you in exams

## 1. PRE-READING

### Discuss.

- Do you think that children today are spoiled by their parents? How?
- Do you think that TV commercials that are addressed to children have a positive or negative influence on them?

## 2. READING FOR GIST

Read the text quickly and choose the sentence that sums up the writer's message best.

- Life in the past was much simpler than it is today.
- Parents should not buy their children everything they ask for.
- Society today is not teaching children the right values.

## 3. READING FOR DETAILS

Read the text again and answer the questions 1-7. Choose a, b, c or d.



When reading, you sometimes have to read between the lines. In other words, interpret what the writer means even though it is not explicitly expressed. Carefully read the questions, options and the corresponding parts in the text. Consider the context and/or situation and try to make logical deductions. Remember that the writer's choice of vocabulary reveals opinion and attitude, and pay attention to the effect of figurative language (metaphors and similes) used in the text.

- What does the writer say about her early years?
  - She had to put up with a life of necessity.
  - She resented the way she was brought up.
  - She was used to her way of life.
  - She disliked having to share things with her sister.
- Why are children from poor backgrounds more likely to suffer from consumer pressure?
  - Their parents are victims themselves.
  - Their daily habits will differ from the habits of children who are well-off.
  - Their parents aren't doing enough to overcome their poverty.
  - Marketing agencies target them specifically.
- How does the writer feel about Baroness Buscombe's argument that advertising to children can be a social good?
  - She agrees but under certain circumstances.
  - She is opposed but concedes that Buscombe has a point.
  - She feels it is somewhat misleading.
  - She is completely opposed.
- What point does the writer want to make about children and advertising in the 5th paragraph?
  - Children can do without it.
  - Parents need to be more vigilant.
  - Children should not be exposed to celebrities so much.
  - School friends can influence children more than advertising agencies.

- In the 7th paragraph the writer argues that
  - having too much choice is more stressful for children than adults.
  - children shouldn't be given so many presents at Christmas.
  - having fewer choices would be to everyone's benefit.
  - children need to be given more time to enjoy their presents.
- The writer's point in the 9th paragraph is that
  - children should not be given any choice.
  - children should not be taught that they have a choice in all matters.
  - children have a right to be informed of all their choices.
  - children should be taught how to make the right choices.
- The writer concludes that
  - we need to be thrifty.
  - it is inevitable that parents will continue to spoil their children.
  - it is not easy to achieve gratification.
  - we need to reassess what gives us a sense of fulfilment.

## 4. GUESSING THE MEANING OF UNKNOWN WORDS

Look at the words highlighted in the text and choose the correct meaning a, b or c.

- hand-me-downs
  - objects that belong to a family and are given from one generation to another
  - clothes that have been used before they have been given to someone else to use
  - items that have been borrowed from another family member
- remotely
  - in a very slight way
  - at a long distance from a place
  - to a great extent
- soaking up
  - absorbing a liquid
  - using up the whole amount of something
  - being exposed to
- bouts
  - annoying habits that are hard to stop
  - short periods of time when something unpleasant occurs
  - brief periods of a recurring illness
- buzzword
  - a word or phrase used by advertisers
  - a word that makes one feel happy and excited
  - a fashionable word or expression
- parrots
  - speaks in a nasal tone of voice
  - repeats something often without understanding it
  - speaks using colourful language



# I want less choice not more



I grew up with precious little choice about anything. You ate what you were given, went to school where you were told, wore your sister's **hand-me-downs** (sometimes, to be honest, ate some pretty second-hand stuff too). And twice a year - birthday, Christmas - you got a present.

We weren't poor at all but that was entirely normal and I don't remember feeling **remotely** deprived. Today, as we can see all around us, children seem to have everything - designer clothes, computer games, fussy eating habits and the attention span of itchy gnats. A report yesterday from the Children's Society found that one in ten kids now has mental illness diagnosed and it concluded that materialistic consumer pressure may be partly to blame, with children from poor backgrounds the main victims.

Where is it coming from, this consumer pressure? First, from television, and the false dreams on offer there (we didn't watch much telly either). Children from poor backgrounds, as well as having less money to buy the latest clothes or electronic games, are more likely to have parents without time to spend with them, and homes without access to outside space, so are far more likely to end up spending hours in front of the telly **soaking up** adverts alongside the easy gratification offered by cartoon, fantasy or drama.

You cannot just blame the parents for this; many will be working hard, with no choice, just to put food on the table (some will be cleaning your house or looking after your children); after all, how many can afford a house with a garden in a city or suburb these days? On the *Today* programme yesterday, the chief executive of the Advertising Association, Baroness Buscombe, argued that advertising to children could be a social good, among other things contributing to healthier lifestyles. I profoundly disagree, I think it is overwhelmingly damaging. It exists to sell things - toys, dreams, promises. That's all.

Of course parents can correct **bouts** of consumerism in their children by teaching them what is and is not affordable, but why subject them to the clever traps of marketing people in the first place? Pressure is bad enough as it is, from schoolfriends and celebrity excess, without allowing some of the cleverest adult minds in the sharpest advertising agencies in the world to manipulate them as well.

'We want to turn this on its head in a sense and talk about how we can empower parents and children', Lady Buscombe added. 'I mean, have they asked parents, do they want children's programmes, because of course commercial broadcasters rely on advertising to fund children's programmes'. Well, do we want commercial children's television? Couldn't we live without it? Her comment betrayed an interesting assumption: that children have a right as consumers to as wide a choice of programmes as possible.

But why is it in a child's interests to be treated like a consumer? It has yet to be proven that giving even adults a wide range of choices improves their lives. In many instances, from too many yoghurts in the supermarket all the way up to a supposed choice of doctor or school, it is just confusing and stressful. I think the fewer, carefully selected, choices we can give young children, the more we help them. Watch the exhausted face of a six-year-old confronted by all this year's Christmas presents, without the time to play with any of them for more than a few minutes, and see what I mean.

But choice is the **buzzword** of the moment, and we are all supposed to be in favour of it, even when, as in choice of school for instance, it translates into that panicking six-year-old, now a worried 11, being made to pay for the gap between a political rhetoric of choice and the reality of a stressed-out parent obsessing over league tables.

What are we teaching here? What is everyone, from the politician who **parrots** choice in public services to parents squeezing their children through tortuous entrance criteria to Lady Buscombe, teaching those kids? That they have a right to a wide choice, in everything. It isn't true. There is no automatic right.

We are spoilt, and we are spoiling our children. They need to be taught to look down as well as up; to choose to feel fortunate, and not envious - and to recognise that gratification isn't as easy as buying a new toy or switching on a dream. And, as my mother would have been delighted to hear, it will not cost a thing.

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## 5. POST-READING

### Discuss.

- In your opinion is having a wide range of choices more confusing and stressful than beneficial?
- To what extent do you agree with the writer that society today is not teaching children the right values?



## 1. FIGURATIVE USE OF LANGUAGE (VERBS RELATING TO ANIMALS)

**NOTE** Note the meaning of the word *parrots* in the text on page 121. The word is used in a figurative sense. That is, it isn't used literally but in an abstract or imaginative way. There are also other verbs relating to animals which are used in a figurative way.

Match the verbs in bold in each sentence with the definitions a-j.

1. My daughter kept **badgering** me night and day to buy her those boots until I finally gave in and bought them. (h)
2. Alice is **beavering away** at her new project; she's designing a new range of jewellery which she hopes to sell in local shops. (g)
3. It's really **bugging** me that I can't afford to buy those shoes; they would go perfectly with the dress I'm wearing to the party. (j)
4. James kept trying to **weasel out of** his duties, but his manager told him if he didn't start taking responsibility for his work he would have to leave the company. (f)
5. The famous actor was frustrated with being constantly **hounded** by the paparazzi so he complained to the police. (e)
6. Julie frantically **fished** inside her handbag for the keys, but she couldn't find them. (d)
7. Philip **chickened out of** doing the bungee jump at the last minute because he was too scared. (c)
8. Sandra always **clams up** when she meets new people; she's very shy. (b)
9. The boy felt guilty for **ratting on** his friends, but he didn't think it was right that they cheated on the exam. (a)
10. David is the class clown; he's always **monkeying around** and making the other children laugh. (i)

- a. to tell the authorities about something wrong that somebody has done
- b. to stop speaking
- c. to decide not to do something because one is too afraid
- d. to look for something
- e. to harrass
- f. to try to get out of doing something in a sneaky way
- g. to work hard at something
- h. to ask somebody for something repeatedly
- i. to move about in a funny or silly way
- j. to annoy or irritate

## 2. FIGURATIVE USE OF LANGUAGE (OTHER VERBS)

Match the beginnings of the sentences 1-8 with the endings a-h

1. Jane's mother **glowed** (h)
2. The whole cast gave an outstanding performance, but 16-year-old Betty Roberts **stole** (e)
3. As Harry entered his hotel room, he **froze** (c)
4. When I got back from my long lunch break, my manager **bit** my (d)
5. The firefighters were **racing** (b)
6. Suddenly, I started to feel dizzy and the room began to **swim** (a)
7. My flatmate, Peter, is **driving** (g)
8. The police **combed** (f)

- a. before my eyes.
- b. against time to save the little boy that was trapped in the burning building.
- c. in his footsteps when he realised that he had been burgled.
- d. head off because I had forgotten that I was supposed to attend a seminar at lunchtime.
- e. the show with her inspirational performance of a homeless orphan.
- f. the area in search of the escaped convicts but they were unable to find them.
- g. me insane; he never tidies up after himself and he's constantly having his friends over for dinner.
- h. with pride as she watched her daughter walk onto the stage to receive her award for bravery.

## 3. EXPRESSIONS WITH HAND

Complete the sentences with the words in the box in order to form expressions with *hand*.

big out high mouth upper fist first free

1. As John was more physically fit than his opponent, it was clear to everyone that he had the upper hand during the tennis match.
2. The crime rate in this city is getting out of hand; the mayor needs to take control of the situation.
3. By going on the trip to Spain, students will get the opportunity to experience the language and culture first hand.
4. The audience gave the cast a big hand of applause when the play was over.
5. When I was asked to take over the project, I was given a free hand to do things the way I wanted.
6. Since Vincent was made redundant, his family have been living from hand to mouth.
7. Luke is very arrogant and high-handed. That's why he finds it difficult to get on with his co-workers.
8. As the business is doing very well and we are making money hand over fist, we have decided to expand and are going to open another office in France.



#### 4. VOCABULARY RELATING TO ADVERTISING

Read the text about various types of advertisements and match the words in bold 1-11 with their meanings a-k.

There are many different ways that companies and organisations can promote their products/services. One of the most important factors advertisers must consider when advertising on TV or the radio is their **spot** **1 e**. They have to book a spot during peak viewing or listening times to ensure they get maximum exposure. Daytime chat shows provide an excellent opportunity for presenters to **plug** **2 g** certain products to viewers. Many advertisers use catchy **jingles** **3 b** in their TV or radio **commercials** **4 h** in order to get their products or services noticed. Some companies use **infomercials** **5 a** to advertise their products; these are longer than commercials and show how a product works.

Another way companies or organisations can promote their products or services is to hand out **fliers** **6 f**. This is a cheaper way to get the customer's attention. Businesses also often advertise their services or products in a **freesheet** **7 j** such as *Metro*, a daily paper which people can pick up and read while travelling by train in most European cities.

Another cost-effective way to advertise an upcoming event or release of a product is to send out a **mailshot** **8 k**; companies often send mailshots to existing and new customers. Some companies use **spam** **9 i** as well as mailshots; these unwanted e-mails clog up mail boxes and often irritate potential customers. Therefore it is not an effective advertising technique.

The ultimate advertising gimmick that companies use is to create a **logo** **10 d**; this is a unique way of writing the company name and can also include a symbol. A logo is often seen alongside a company **slogan** **11 c**. For example, the Nike slogan is *Just do it*.

- a. a TV advertisement which demonstrates how a product works with a toll-free number for customers to call
- b. a short tune which is easy to remember
- c. a short phrase used by companies to advertise a product
- d. a specific design or symbol used by a company to advertise its products
- e. a brief announcement/advertisement inserted in between regular radio or TV programmes.
- f. a leaflet handed out to members of the public which advertises a product, service or event.
- g. to promote something by talking about it on TV or the radio
- h. a short broadcast on TV or the radio advertising a product
- i. unwanted e-mails with advertisements
- j. a free newspaper in which local businesses can put advertisements
- k. an advert for products/services sent by post to a large number of people



#### 5. PHRASAL VERBS RELATING TO SHOPPING

Match the phrasal verbs in bold with the definitions a-h.

- 1. The shop wasn't making much of a profit so in order to attract more customers, the owner **marked down** some of the prices. **b**
- 2. If you want to buy a new TV, it's best to **shop around** because there are some good offers in electrical shops at the moment. **d**
- 3. When the girl **rung up** my purchases on the till, she made a mistake and charged me twice for the same item. **a**
- 4. Parents often have to **shell out** large amounts of money so their children can take part in extracurricular sports activities. **e**
- 5. Since you have such a great sense of style, I'd like you to **pick out** a dress for me to wear to the graduation ball. **g**
- 6. That shop is **selling off** all of its damaged goods at really low prices. **f**
- 7. I wanted to buy one of those new mobile phones for my husband's birthday but, at the only shop in my neighbourhood, they were all **sold out**. **h**
- 8. We need to **stock up** on supplies before the hurricane hits the town. **c**

- a. to record a sale using a cash register
- b. to reduce the price of items
- c. to accumulate a large amount of something for future use
- d. to look in many different shops in order to compare prices
- e. to pay
- f. to sell unwanted items at a lower price
- g. to choose
- h. when there are no more items left for customers to buy



## 1. CONDITIONAL SENTENCES TYPE 3 - MIXED CONDITIONALS

### A. Look at the sentences below and answer the questions that follow.

- If there hadn't been so many toys to choose from in the toy shop, it would have been easier for Tommy to make up his mind.*
- Carol might not have turned into a shopaholic if she had been taught as a child that money can't buy happiness.*
- I would have been able to go to Thailand for holidays if I hadn't spent all my money on a new car.*

- Do the sentences refer to past or present time? *Past time*
- Which of the sentences express:
  - regret? *c*
  - an unreal/imaginary situation in the past? *a*
  - criticism? *b*
- How are Conditional Sentences Type 3 formed?

#### Conditional Sentences Type 3

if + Past Perfect → would, could or might  
+ have + past participle

**NOTE**

*If Bill hadn't helped us, we would never have finished on time.  
If it hadn't been for Bill's help, we would never have finished on time.  
But for Bill's help, we would never have finished on time.*

### B. Read the sentence below and answer the questions that follow.

*If Karen had been more careful with her money, she wouldn't have to ask for a bank loan now.*

- Does the if clause refer to past or present time? *Past time*
- Does the main clause refer to past or present time? *Present time Past Perfect*
- Which verb forms are used in the if clause and main clause? *would + base form*

**Grammar Reference p. 187.**

### C. Rewrite the following sentences using Conditional Sentences Type 3 or Mixed Conditionals.

- Karen overslept and that's why she missed the bus to work.  
*If Karen hadn't overslept, she wouldn't have missed the bus to work.*
- Unfortunately, the police came too late, so they didn't catch the burglar.  
*If the police had come earlier, they would have caught the burglar.*
- Jake got injured during yesterday's match, so he won't take part in the final today.  
*If Jake hadn't got injured during yesterday's match, he would take part in the final today.*
- I didn't know Mary's e-mail address, and that's why I didn't send her an invitation to the party.  
*If I had known Mary's e-mail address, I would have sent her an invitation to the party.*
- Paul punished his daughter for breaking the curfew because he didn't know the whole truth.  
*If Paul had known the whole truth, he wouldn't have punished his daughter for breaking the curfew.*
- I wasn't very well prepared for the job interview, so they didn't hire me.  
*If I had been well prepared for the job interview, they might have hired me.*
- Bill and Angela can't afford a new car because they have just refurbished their home.  
*If Bill and Angela hadn't just refurbished their home, they would have been able to afford a new car.*
- I was working till late all last week and I didn't have time to buy a present for Ben and Kathy's wedding.  
*If I hadn't been working till late all last week, I would have had time to buy a present for Ben and Kathy's wedding.*

## 2. WISHES

### A. Read the sentences below and answer the questions that follow.

- If only governments would ban advertising during children's programmes on TV!*
  - Which of the sentences refer to present time and which to past time?
  - How do the speakers feel? *Disappointed Present time: a, c, d, Past time: b*
  - What verb forms are used after *wish* and *if only*? Complete the table below.

We use *if only / I wish* + *Past Simple*

to make a wish about a present or future situation that we would like to be different.

We use *if only / I wish* + *Past Perfect*

to express sorrow or regret about something that did or did not happen in the past.

**Grammar Reference p. 187-188.**

**B. Choose the correct answer a, b or c.**

- This film is so boring! I wish we \_\_\_\_\_ to see another one!  
 a. had gone                      b. went                      c. would go
- These new shoes are killing me. If only I \_\_\_\_\_ them!  
 a. wouldn't buy                       b. hadn't bought                      c. wouldn't have bought
- If only Carol \_\_\_\_\_ on time for a change! She's always late!  
 a. turns up                       b. would turn up                      c. turned up
- I wish there \_\_\_\_\_ such heavy traffic in the mornings!  
 a. wouldn't be                      b. isn't                       c. weren't
- Yesterday was a nightmare! If only there \_\_\_\_\_ a strike!  
 a. hadn't been                      b. wouldn't be                      c. wasn't
- If only people \_\_\_\_\_ more free time to do something for themselves!  
 a. could have                      b. have                      c. had had

**EXAMINATION PRACTICE**

Read the text below and decide which answer a, b, c or d best fits each gap.

**UP TO THE NECK IN DEBT**

Do you find yourself overspending whenever you feel (1) \_\_\_\_\_ in the dumps? Do you wish you (2) \_\_\_\_\_ more money to spend? Does shopping give you a thrill, and the more expensive goods you get, the (3) \_\_\_\_\_ you feel? If that's the case, shopping is not just a favourite pastime for you. A psychologist (4) \_\_\_\_\_ you that it's more like an addiction.

Laura James, a consumer who admitted (5) \_\_\_\_\_ a shopaholic, shares her experience with us: 'It first started as a pleasant pastime but turned (6) \_\_\_\_\_ an addiction. I wish I (7) \_\_\_\_\_ my husband's advice to visit a psychologist earlier. If I had done that, I (8) \_\_\_\_\_ got deep into debt. In fact, if I (9) \_\_\_\_\_ going to a support group, I would have definitely gone bankrupt. In the beginning, it was just one credit card, but then there was another one, and another one and the nightmare started. Whenever I had problems, I used to go shopping. I would buy my kids and husband expensive presents because I wanted to make up (10) \_\_\_\_\_ all my shortcomings. You see, I knew I (11) \_\_\_\_\_ able to afford all the goods I wanted to buy (12) \_\_\_\_\_ I had been working long hours. Unfortunately, the result was that I couldn't spend quality time with my family. I wish I (13) \_\_\_\_\_ clever enough to realise that money and presents can't buy love. At some point, though, I started spending money I didn't have. I had lost control and that was it. Now, I'm up to my ears in debt. My advice? (14) \_\_\_\_\_ your budget, and spend within your means. Don't get carried away! If only I (15) \_\_\_\_\_ something to change the situation, trust me, I would!'



- |  |  |   |
|--|--|---|
| 1. a. up<br><input checked="" type="radio"/> b. down<br>c. off<br>d. on                        | 6. a. up<br><input checked="" type="radio"/> b. into<br>c. down<br>d. at                                   | 11. a. wouldn't be<br><input checked="" type="radio"/> b. wouldn't have been<br>c. won't be<br>d. weren't |
| 2. a. have had<br>b. had had<br>c. only have<br><input checked="" type="radio"/> d. could have | 7. a. would take<br>b. could take<br>c. took<br><input checked="" type="radio"/> d. had taken              | 12. a. if not<br><input checked="" type="radio"/> b. unless<br>c. providing<br>d. if                      |
| 3. a. well<br><input checked="" type="radio"/> b. better<br>c. best<br>d. good                 | 8. <input checked="" type="radio"/> a. wouldn't have<br>b. wouldn't<br>c. hadn't<br>d. didn't have         | 13. a. wasn't<br>b. will be<br><input checked="" type="radio"/> c. had been<br>d. am                      |
| 4. <input checked="" type="radio"/> a. would tell<br>b. told<br>c. has told<br>d. had told     | 9. <input checked="" type="radio"/> a. hadn't started<br>b. had started<br>c. wouldn't start<br>d. started | 14. a. Auditing<br><input checked="" type="radio"/> b. Audit<br>c. To audit<br>d. Having audited          |
| 5. a. to have being<br>b. be<br><input checked="" type="radio"/> c. being<br>d. to be          | 10. <input checked="" type="radio"/> a. for<br>b. of<br>c. with<br>d. after                                | 15. a. will do<br>b. can do<br><input checked="" type="radio"/> c. could do<br>d. am able to do           |



## 1. PRE-LISTENING

### Discuss.

- What do you know or can you guess about the Fair Trade movement?

## 2. LISTENING FOR DETAIL

You will hear an interview with Paul Hanks, a member of The International Fair Trade Association. For questions 1-5, choose the answer *a*, *b*, *c* or *d*, which fits best according to what you hear.

1. Paul Hanks states that the basic aim of Fair Trade is to
  - a. marginalise small producers in developing countries.
  - b. make ends meet.
  - c. exploit international marketeers.
  - d. safeguard the welfare of small producers.
2. Paul Hanks clearly believes that Fair Trade
  - a. does away with inequalities between rich and developing nations.
  - b. assists in making small producers economically autonomous and stable.
  - c. determines the fickle nature of demand and supply.
  - d. receives a premium from small producers.
3. What must farmers do to get Fair Trade certification?
  - a. meet preconditions
  - b. accumulate capital
  - c. own processing plants
  - d. finance community projects
4. Paul Hanks states that
  - a. none of the families whose children work want to send them to school.
  - b. children may work hard but they receive good pay for the work they do.
  - c. the Fair Trade movement takes measures to fight child labour.
  - d. certified farmers are not obliged to send their children to school if they don't want to.
5. What is true of Fair Trade produce?
  - a. It has a large market share.
  - b. It is limited in variety.
  - c. It accounts for 70 per cent of the market.
  - d. It is easily distinguished by the Fair Trade label.



## 3. POST-LISTENING

### Discuss.

- After listening to the interview, would you like to learn more about the Fair Trade movement? Why/Why not?
- Would you be willing to change your shopping habits to support the Fair Trade movement?

## 1. COMPOUND NOUNS AND NOUN PHRASES (NOUN + OF + NOUN)

A. The following compound nouns and noun phrases were mentioned in the radio programme that you heard in the listening section. What do they mean?

consumer awareness    waste products  
community projects    child labour  
standard of living    course of action

See Teacher's Notes

B. Combine the nouns in the boxes to form compound nouns and noun phrases.

brand  
street  
quality  
window  
mail  
bargain  
profit  
chain  
student  
publicity

market  
hunting  
order  
name  
stores  
shopping  
campaign  
discount  
control  
margin

cost  
state  
proof  
lack  
source

income  
supplies  
living  
payment  
affairs

of

C. Complete the sentences below with the compound nouns and noun phrases you have formed in the previous exercise.

- Recent research shows that the cost of living has risen considerably in many European countries.
- Portobello Market in West London is one of the most famous street markets in the world.
- The company's new product failed to pass the quality control standards and as a result it could not be released on the market.
- The current state of affairs in the market is an issue that concerns the investment groups all around the world.
- With the shops being closed, the only thing we could do was window shopping.
- In order to make use of mail order services you have to have either a credit or a debit card.
- You can have a student discount only if you show your registration card that is issued by the Undergraduate Office.
- According to the government spokesperson, any source of income has to be taxed.
- All chain stores follow exactly the same policies in terms of sales and pricing procedures.
- Bargain hunting via the Net can save you not only money but time as well since you can easily compare all kinds of products and find great deals.
- Their lack of supplies led them to surrender the city to their enemies.
- If you really want to expand your business, you need to do something about your company's publicity campaign.
- The accountant could not calculate the company's profit margin because the sales report was not ready yet.
- The only way to protect and ensure the brand name of our new product is through trademark registration.
- Having lost the proof of payment, Eric could not claim his money back from the insurance company.

## 2. WORDS EASILY CONFUSED

Complete the sentences using the correct form of the words in the boxes.

partnership    organisation    consortium    federation

- I do voluntary work once a week for an environmental organisation.
- The two men decided to work together and form a business partnership and in this way they increased their profits.
- The National Athletic Federation is holding a charity ball to raise money to build a new sports centre.
- A new business consortium has been formed which consists of over 100 companies; its purpose is to encourage collaboration between different businesses.

produce    merchandise    commodity    product

- The girls were arrested for shoplifting £800 worth of merchandise from the shop.
- The company is committed to creating organic cosmetic products which are made from natural ingredients.
- There is an organic farmers' market in the town every Saturday morning; you can buy all kinds of fresh produce there.
- During the war, basic commodities such as sugar and milk were scarce.

manipulate    exploit    manoeuvre    utilise

- The company plans to exploit new business opportunities in Asia.
- That politician is able to manipulate people very easily and make them do what he wants.
- The artist utilises a wide range of colours to produce the striking visual effects in his paintings.
- I manoeuvred my way through the crowds to get to the exit of the stadium.

trade    export    import    deal

- In ancient times, the villagers traded their livestock for gold coins.
- Our country produces and exports olive oil to other countries in Europe.
- ElectroImpex is a company that deals in imports and exports in the field of electronics.
- The climate in our country is not suitable for growing bananas so we import them from South America.

label    logo    trademark    tag

- One trademark that is recognised all over the world is the Microsoft symbol.
- I didn't realise that the price tag was still on my new dress when I wore it to the party; I was very embarrassed when Mark pointed that out to me.
- Cathy only buys expensive designer- label clothes.
- We have decided to print the logo of our company in lower case letters instead of capitals.



## 1. DISCUSS

- Do you enjoy shopping? Why/Why not?
- What do / don't you like about advertisements?

## 2. EXPOUNDING ON A TOPIC

Talk in pairs. Look at the question and the ideas on the prompt card and say what you think. You can use some of the words and phrases in the boxes. Then, your partner will briefly respond to the questions that follow.

*See Teacher's Notes*

**Student A:** Why do you think online shopping is so popular?

- convenience
- ability to browse many products/services at once
- more economical

Is there anything you would like to add?

Is there anything you don't agree with?

**Student B:** Many people say we live in a consumer society. Why do you think this is?

- constant exposure to advertising
- promotion of a certain lifestyle
- a need for material belongings

What do you think?

How does this differ in your experience?



from the comfort of your home  
the usual hassle that shopping entails    discounts  
a great incentive  
Instead of... you can...    Another advantage of... is...

lavish, extravagant lifestyles    aspire to  
persuade someone to do something  
convince someone that something is...  
On the one hand...    On the other hand...

## 3. FURTHER DISCUSSION

- Are there any drawbacks to online shopping?
- Other than online shopping, what alternative ways of shopping are you familiar with? Are they very popular? Why/Why not?
- Do you think that, on the whole, advertising is beneficial or does it have a negative effect on people?
- In your opinion, how does advertising influence consumers?

credit card necessary    can't try on/out product    not always safe  
shopping from mail order catalogues    telemarketing    informative  
make an informed decision    to a limited/great degree  
detrimental effect    false needs    increase one's feelings of envy  
link products with images of successful, happy people

That's a difficult question to answer, but...  
That's not an easy question, but...  
Taking everything into consideration, I'd say...  
Most people would agree that...  
Few people would disagree that...

**WRITING AN ARTICLE BASED ON INPUT**
**1. DISCUSS**

- Do advertisements influence your shopping habits? How?
- Can you give an example of an advertisement you consider successful? What makes it successful?

**2. FOCUS ON CONTENT AND ORGANISATION**
**A. Read the rubric, underline the key words and answer the questions 1-3.**

You have read the following extract in a general interest magazine. The editor has invited readers to contribute articles entitled 'The Power of Advertising'. You decide to write an article in which you respond to the points raised and express your own views.

Advertising has the ability to influence much more than people's spending habits. It not only affects the way people think and feel about themselves but it also creates artificial needs and unrealistic expectations.

1. What are you required to write? *an article*
2. What are the three points you are required to respond to? *a. how advertising has the ability to influence the way people think and feel about themselves*
3. Should you include your own personal opinion? *b. how advertising creates artificial needs*  
*yes* *c. how advertising gives people unrealistic expectations*

**B. Read the article which was written in response and do the activities that follow.**

## The power of advertising

See Teacher's Notes

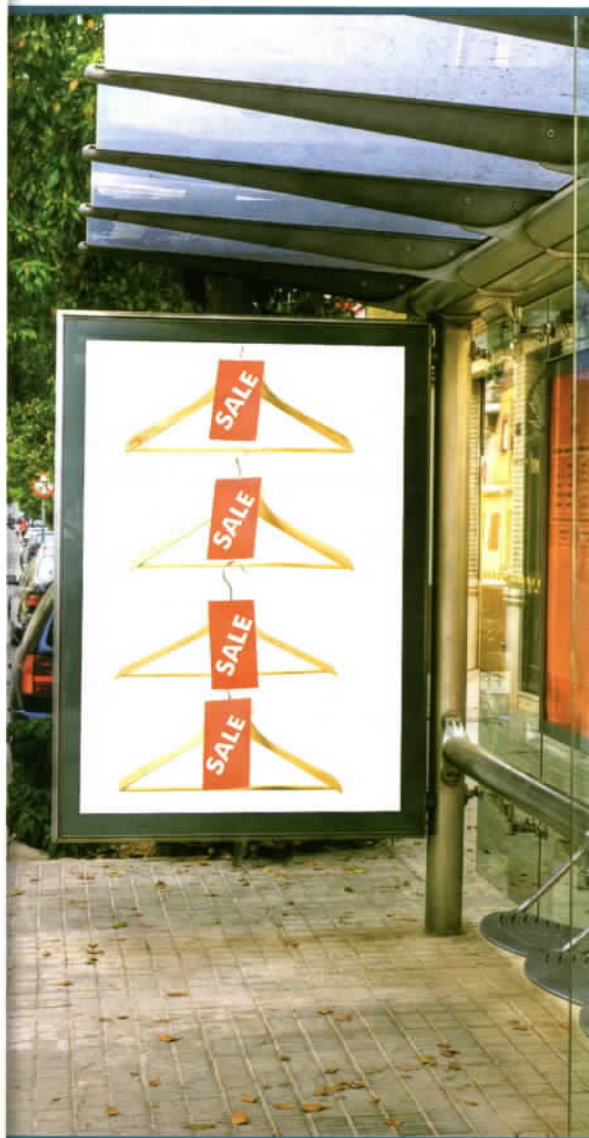
Can you imagine your life without advertisements? They are present in all sectors of our lives, in our homes on TV, on public means of transport, in the streets, in newspapers, you name it. It is only natural that all this advertising with its intrusive nature would have an impact on our lives, and many people would agree that this impact is on the whole a negative one.

Adverts are very creative and attract our attention; they are also highly persuasive and influence the way we think. Their aim is to make us believe we will feel a certain way if we purchase the product which is being advertised. For example, many adverts for products show good-looking, successful people enjoying themselves and consuming or using a specific product. This plays on our psychology and our sense of self-worth, and it makes us want to buy the product so that we can look and feel like the models in the adverts.

Images and lifestyles aren't the only thing that advertising imposes on us. Artificial needs are also imposed on us. We are constantly exposed to visual and verbal adverts which try to convince us that our lives will be improved if we buy a particular product. Don't tell me the plasma TV or the air freshener advertised on TV is a necessity. However, clever advertising creates in people a sense of need for material goods, which if they don't acquire, can often lead to feelings of inferiority and unhappiness.

Advertising also gives a distorted picture of reality, which creates unrealistic expectations, particularly among young children and teenagers. Many adverts are targeted specifically at these age groups, creating an intense desire to own a particular product. The resulting pressure on parents is so great that they often give in to the demands of their children in order to avoid confrontation and tantrums, thus creating patterns of consumption and gratification at the expense of other values in life. This vicious cycle can have a very detrimental effect on children and, consequently, the future of society.

Advertising today, with its ubiquity and aggressive nature, poisons our minds with false ideals and instils in people a sense of dissatisfaction. It turns people into materialistic consumers; this is a far cry from the self-assured, informed individuals who know the real value of money and are able to develop the sensible shopping habits that any healthy society needs.



1. Match the three points specified in the rubric with the paragraph in the article where the writer deals with each point.
2. Underline the part of the article where the writer first gives his/her opinion of advertising.
3. In what part of the article does the writer refer to what kind of consumers he/she thinks societies today should have?

See Teacher's Notes



## 3. FOCUS ON STYLE AND LANGUAGE

A. The style of this article is different from that of an essay dealing with the same topic. Find examples of the style and language that demonstrate that this is an article rather than an essay.

*See Teacher's Notes*

B. Find words in the article that correspond to the meanings below.

- |   |                          |
|---|--------------------------|
| 1. disturbing one's life in a way one does not like (para. 1) | <u>intrusive</u>         |
| 2. a sudden and powerful effect (para. 1)                     | <u>impact</u>            |
| 3. to force to accept (para. 3)                               | <u>imposes</u>           |
| 4. to represent in an untrue way (para. 4)                    | <u>distorted</u>         |
| 5. a period of uncontrolled anger (para. 4)                   | <u>tantrum</u>           |
| 6. in a way that harms someone or something (para. 4)         | <u>at the expense of</u> |
| 7. harmful or damaging (para. 4)                              | <u>detrimental</u>       |
| 8. to make someone feel or think something (para. 5)          | <u>instils</u>           |
| 9. very different from (para. 5)                              | <u>a far cry from</u>    |

## 4. ANALYSING THE RUBRIC

Read the rubric below and do the activity that follows.

You have read the following extract in a general interest magazine. The editor has invited readers to contribute articles entitled 'The home shopping trend'. You decide to write an article in which you respond to the points raised and express your own views.

More and more people are becoming fans of different kinds of home shopping such as online shopping, shopping channels, infomercials or mail-order catalogues. The main advantage of home shopping is obviously its convenience, but fans claim there are several more. Could this trend be the future of shopping?



*See Teacher's Notes*

1. What are you required to write?
2. Who are you writing it for? How does this affect the style you write in and the language you use?
3. What three points in the input do you have to respond to in your article?

## 5. BRAINSTORMING

Work in pairs to discuss the questions below.

1. Are you familiar with the different ways of shopping mentioned in the rubric? Discuss each of them and say how common you think they are. *See Teacher's Notes*
2. What makes home shopping appealing to some people? What are some of its drawbacks? Discuss them and write them in the table below. *Suggested answers*

Advantages	Disadvantages
<i>convenient</i> <i>save time</i> <i>often cheaper</i> <i>can access shops not in your area</i> <i>easier to compare prices</i>	<i>can't touch the goods to check the quality</i> <i>can't try on the clothes</i> <i>need a credit card</i> <i>need to be computer literate</i> <i>information given often misleading</i>

3. What is your own opinion of home shopping? Do you think that it will replace traditional ways of shopping in shops, centres and markets? Is home shopping the future of shopping? *Open*

## 6. OUTLINE

Use your ideas from the previous activity to write an outline for the topic.

### INTRODUCTION

- Introduce the topic of the article. You may also briefly give your opinion.

### MAIN PART (2-3 PARAGRAPHS)

- Describe particular instances relevant to the topic. Give examples if possible.
- Explain any advantages and refer to any disadvantages, if relevant.
- Say what developments you can foresee in the future with respect to the specific topic and explain it.

### CONCLUSION

- Conclude by making a general comment or giving a personal opinion.

**TIP**

When writing an article based on input:

- think about the purpose of the article and who will read it in order to write in an appropriate style.
- identify the points you are required to respond to.
- develop each of the points in a separate paragraph by expanding on the point, explaining it or giving examples.
- make an effort to use lively, colourful language and a variety of structures.
- comment on the topic or give your opinion.



## 7. WRITING TASK

Write your article based on the outline you have made (250-300 words).



## 1. PRE-READING

### Discuss.

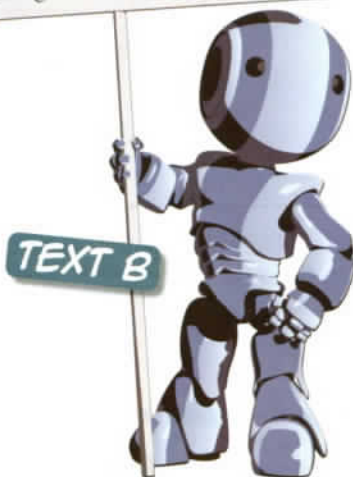
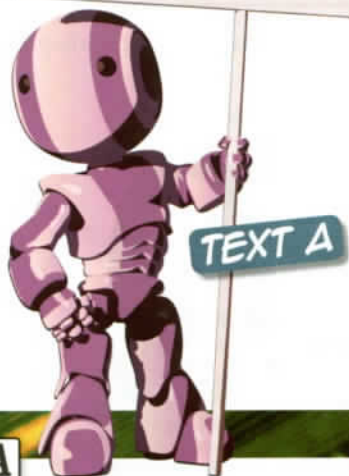
- Do you think that it is probable that in the near future we will have robots to do all our household chores? Why/Why not?
- What do you know about artificial intelligence (AI)?

## 2. READING FOR GIST

Read Texts A and B quickly. Which of the following would be the most appropriate title for each article?

- a. The Intelligence Factor in Robots  
 b. Making Progress in Robot Mobility  
 c. Creating an Emotional Robot

- a. Developments in Artificial Intelligence  
 b. Where's my Robot?  
 c. Breakthroughs in Robotics



## 3. READING FOR DETAILS

Read texts A and B again and answer the two questions that follow each text.



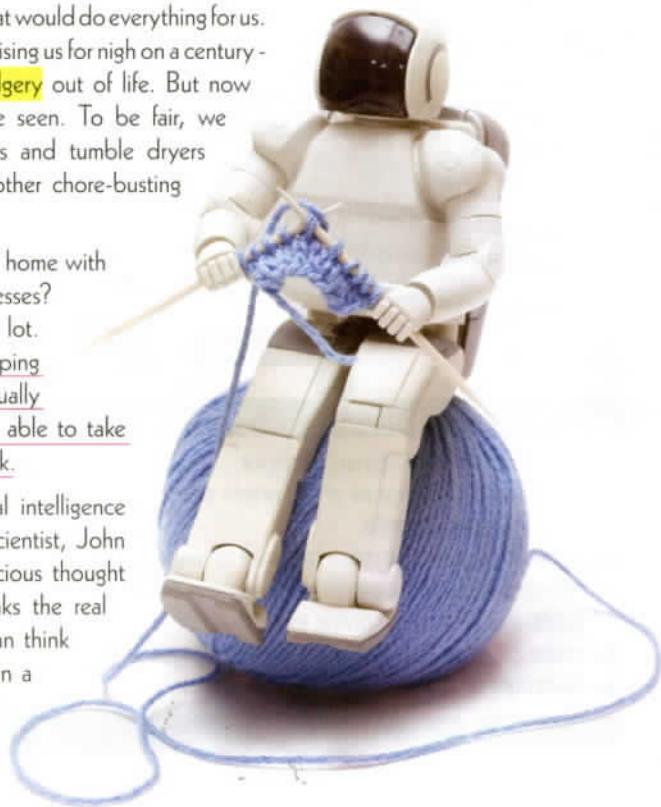
When you are asked to explain the meaning of a phrase in a text, read the sentence the phrase is in and the sentences before and after it carefully. The context the phrase is used in will help you to understand its meaning. Considering the phrase in relation to the whole paragraph it is in or even the whole text can also give you information about how you should interpret it.

### A

They were going to be the future—an army of mechanised manservants that would do everything for us. But they have never arrived. It's something science fiction has been promising us for nigh on a century - a utopian future where we all have a robot helper to take the **drudgery** out of life. But now the future's here - and our cybernetic servants are nowhere to be seen. To be fair, we do have some household robots - washing machines, dishwashers and tumble dryers are commonplace. And now they've been joined by a clutch of other chore-busting machines.

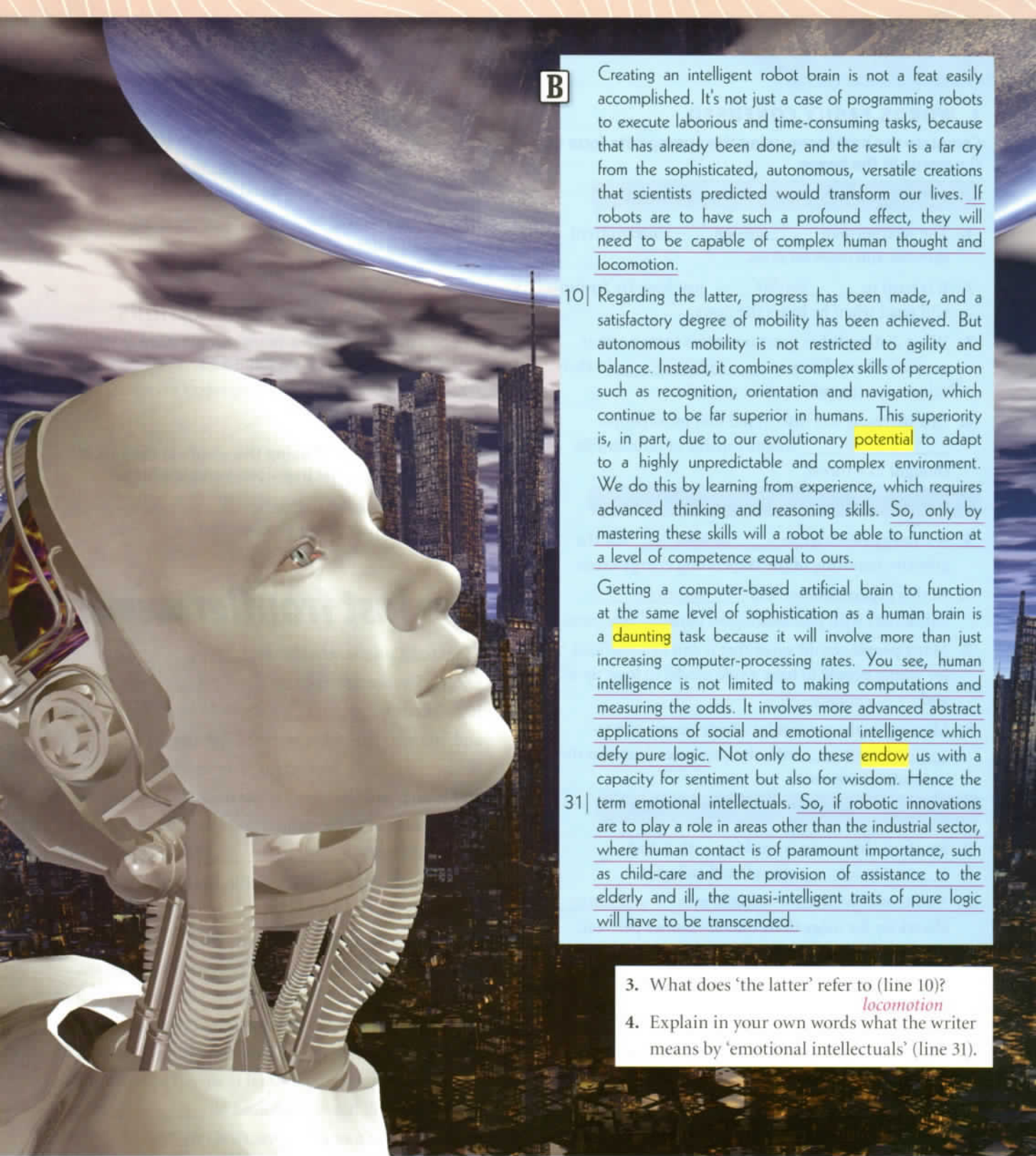
That's all very well. But who really wants to fill their already-cluttered home with a legion of robot vacuums, robot floor mops and robot trouser presses? What we want is one all-singing, all-dancing C-3PO that can do the lot. And this is where things start to get **tricky**. Because it means developing robots that don't just follow a preset list of instructions but can actually make up their own instructions as they go along. They need to be able to take a general directive. What we're after requires machines that can think.

Imbuing robots with the power of reasoning is the job of artificial intelligence (AI) research. The term was coined in 1956 by MIT computer scientist, John McCarthy. Ever since, scientists have been **striving** to nurture conscious thought in a machine. Independent robotics researcher, Steve Grand, thinks the real breakthrough can only come by studying the one thing we know can think already: ourselves. Only when we understand how thought arises in a biological brain, do we stand a chance of replicating the process with technology. How soon might that happen? 'The trouble with breakthroughs is you can never tell', he says. 'It might be tomorrow or it might not be for 100 years.'



1. Which word in paragraph 1 means the same as 'a small group'? **clutch**
2. Explain in your own words what the writer means by 'take a general directive' (line 13).  
*to exercise sound judgement in the application of instructions/commands*





**B** Creating an intelligent robot brain is not a feat easily accomplished. It's not just a case of programming robots to execute laborious and time-consuming tasks, because that has already been done, and the result is a far cry from the sophisticated, autonomous, versatile creations that scientists predicted would transform our lives. If robots are to have such a profound effect, they will need to be capable of complex human thought and locomotion.

10| Regarding the latter, progress has been made, and a satisfactory degree of mobility has been achieved. But autonomous mobility is not restricted to agility and balance. Instead, it combines complex skills of perception such as recognition, orientation and navigation, which continue to be far superior in humans. This superiority is, in part, due to our evolutionary **potential** to adapt to a highly unpredictable and complex environment. We do this by learning from experience, which requires advanced thinking and reasoning skills. So, only by mastering these skills will a robot be able to function at a level of competence equal to ours.

Getting a computer-based artificial brain to function at the same level of sophistication as a human brain is a **daunting** task because it will involve more than just increasing computer-processing rates. You see, human intelligence is not limited to making computations and measuring the odds. It involves more advanced abstract applications of social and emotional intelligence which defy pure logic. Not only do these **endow** us with a capacity for sentiment but also for wisdom. Hence the

31| term emotional intellectuals. So, if robotic innovations are to play a role in areas other than the industrial sector, where human contact is of paramount importance, such as child-care and the provision of assistance to the elderly and ill, the quasi-intelligent traits of pure logic will have to be transcended.

3. What does 'the latter' refer to (line 10)?  
*locomotion*
4. Explain in your own words what the writer means by 'emotional intellectuals' (line 31).

*4. individuals who possess not only intelligence but also emotional skills*

#### 4. GUESSING THE MEANING OF UNKNOWN WORDS

Match the words highlighted in texts A and B with their meanings. There are two extra meanings which you do not need to use.

1. drudgery g
2. tricky f
3. striving h
4. potential a
5. daunting d
6. endow c

- a. ability
- b. anxiety
- c. provide
- d. intimidating
- e. deceptive
- f. difficult
- g. menial labour
- h. trying

#### 5. POST-READING

Discuss.

- In what ways do you think intelligent robots will be able to improve our lives?
- Comment on the following quotation:  
'The real problem is not whether machines think but whether men do.'  
B.F. Skinner



## 1. WORDS EASILY CONFUSED

Complete the sentences using the appropriate form of the words in the boxes.

visualise forecast perceive predict

- The weatherman forecast intermittent showers and overcast skies.
- It is hard to predict just how Dr Summers will react when he hears the news.
- What distinguishes great inventors from normal people is their ability to visualise in their mind's eye that which does not exist.
- In a survey, it was discovered that most people perceive robots capable of human-like thought as a threat.

replicate emulate devise substitute

- A strategy needs to be devised for the effective handling of the impending energy crisis.
- In this experiment we will substitute painkillers with placebos to test patients' reactions.
- Many people would agree that it can be beneficial for young people to have a role model to look up to and emulate.
- Mimicry is the process by which we attempt to replicate effective processes found in the natural environment.

generate establish develop evolve

- Stanford University is working with NASA to develop aircraft technologies.
- An innovative offshore windfarm is generating electricity for more than 100,000 homes per year.
- Scientists are presently trying to establish if life could ever survive on the red planet.
- Genetic Engineering could affect the way we evolve as a species.

dominate rival transcend overtake

- Japan is fast overtaking the West in areas that involve technological research and expertise.
- The close friendship of the two politicians transcends their social background and political differences.
- Robots are set to dominate the industrial sector in the not too distant future.
- This sound system is so well designed and technologically advanced that it is hard to rival.

enact perform proceed activate

- Research on embryonic stem cells is to proceed after restrictions on federal funding were lifted.

- The stringent laws regulating research, which were enacted three years ago, are to be revised.
- Figure skaters are required to perform complex figures, jumps and spins on ice.
- The service will be activated within four working days.

## 2. ADJECTIVE-NOUN COMBINATIONS

A. Look at the adjective-noun combination in the extract from Text B on page 133.

*It's not just a case of programming robots to execute laborious and time-consuming tasks, ...*

B. Complete the text using the words in the box to form similar adjective-noun combinations.

force impact limits thirst importance  
 imagination applications task tendency  
 potential spirit goal

## The last frontier

Mankind's **unquenchable** (1) thirst for knowledge, our **intrepid** (2) spirit and our **unbridled** (3) imagination have helped us excel in leaps and bounds. They have been the **driving** (4) force behind many innovative discoveries and inventions. Our success has undoubtedly empowered us and this has made us bold enough to set our sights on the **ultimate** (5) goal, that of eternal youth and perhaps, even eternal life. But how do we intend to transcend the **theoretical** (6) limits placed upon us by the natural order of things? Well, we hope to harness the **inherent** (7) potential of stem cells. You see, stem cells are not just ordinary cells. They are cells that have the capacity to develop into different cell types, and are capable of repairing as well as replenishing other cells for as long as the person or animal is alive. This scientific feat, if achieved, will have a **profound** (8) impact on mankind as a range of **practical** (9) applications will be made available to us. We will be in a position not only to do away with our body's normal wear and tear, which may be likened to its **natural** (10) tendency to self-destruct, but also to combat diseases that are, to date, our arch enemies. Keep in mind that stem cell research is still in its infancy and a **daunting** (11) task lies ahead in our quest for enlightenment, for which we must exercise both patience and prudence. Of **paramount** (12) importance in this quest is the application of moral restraints, which must act as a beacon in the dark.



### 3. COLLOCATIONS WITH MAKE AND TAKE

- A. Look at the collocations with *make* and *take* in the extracts from Texts A and B on pages 132-133. Can you think of any other collocations?

They need to be able to **take** a general directive.

...progress has been **made**.... **Take offence, take a hint, make haste, make a mistake, etc.**

- B. Use the correct form of *make* or *take* to complete the collocations in the following sentences.

- Mr Daniels made a terrible blunder when he referred to the well-supported research project as a foolish venture.
- The eminent scientist in charge of the research group made it clear that he would not tolerate sloppy work from members of his research team.
- A small pharmaceutical company has taken the lead in market sales as a result of launching a new series of herbal remedies.
- The Minister of Public Health Services stated clearly that the upgrading of hospitals would take precedence over the other projects that were presently in the pipeline.
- Aspiring young scientists are often taken advantage of by their mentors, who profit, literally and metaphorically, at their expense by passing their work off as their own.
- The manager of the company wanted to make amends for polluting the river.
- The board of directors clearly stated that legal action would be taken against all employees caught misappropriating research funds.
- Being terminally ill, Fred was willing to take the chance and act as a test subject for medication that was still in the preliminary testing phase.
- Breakthroughs that have been made in next-generation prostheses could help handicapped people lead normal lives.
- Researchers are making headway in the field of nanotechnology, which is set to revolutionise medicine.
- Scientists cannot work mindlessly towards the acquisition of knowledge and know-how, they need to take heed of the moral implications of their research projects.
- Given that funds were limited, the leaders of the various research teams were called in to make an argument for the continuation of their respective research projects.

### 4. ADVERBS USED WITH ADJECTIVES/PARTICIPLES

- A. Look at the words in bold in the extract from text B on page 133. *Creating an intelligent robot brain is not a feat **easily** accomplished.*

- B. Using the words in the box, form similar adverb-adjective/participle combinations to complete the text below.

driven hazardous functional impossible hostile  
monitored designed essential preserved enhanced

#### UNLOCKING THE SECRETS OF CLIMATE CHANGE

One of the most advanced and fully (1) functional science research facilities is in the Antarctic. It is a jointly funded French-Italian venture which cost €30 million. This specially (2) designed Ice Station has taken the lead in research on climate change, which is absolutely (3) essential given the inevitability of this phenomenon. In the past, it was virtually (4) impossible for research to be conducted in polar regions due to the incredibly (5) hostile conditions that prevail. Researchers at this innovative Ice Station are increasingly (6) driven to accomplish a feat never before ventured. This ambitious attempt entails extracting the oldest ever ice core from the polar ice cap. Even though technological know-how and expertise have been greatly (7) enhanced by advances, it is still a potentially (8) hazardous undertaking. Electronically (9) monitored drills will cut through the ice and extract ice cores at depths of up to 3,300 metres, which glaciologists estimate to be around a million years old. Herein lie locked superbly (10) preserved records of the composition and temperature of ancient atmospheres, which will give us a crucial understanding of the natural processes behind climate change.

### 5. TEMPORAL EXPRESSIONS WITH THE WORD TIME

Match the expressions in bold with an appropriate definition from the ones given below.

- The thing with trendy, hi-tech gadgets is that it doesn't take long for them to look out of place and **behind the times**. (d)
- From time to time**, I buy hi-tech magazines to keep myself informed on technological developments. (a)
- At one time**, we had no way of getting in touch with people we knew who lived far away, other than by mail. (f)
- Your order gets processed **in good time** if you send an e-mail. (h)
- At this time**, researchers are still trying to work out if cryogenic freezing affects the quality of cells that have been frozen for a long period of time. (b)
- For the time being**, we'll have to do without the super robots scientists had promised us. (g)
- If you **look back in time**, you will see that what hindered progress was a lack of funds, not a lack of initiative on the part of the scientists. (c)
- I don't think that our roads are ready for a vehicle such as this; it's definitely **ahead of its time**. (e)

a. once in a while  
b. currently  
c. in retrospect  
d. out-of-date  
e. come before it is expected  
f. in the past  
g. for the moment  
h. quickly



## 1. INVERSION

**A. Look at the following extracts from texts A and B on pages 132-133 and answer the questions that follow.**

*Only when we understand how thought arises in a biological brain, **do we stand a chance of replicating the process with technology.***

*So, **only by mastering these skills will a robot be able to function** at a level of competence equal to ours.*

***Not only do these endow us with a capacity for sentiment but also for wisdom.***

- What do you notice about the structure of these sentences? Look particularly at the beginning of the sentences and the words in bold. *They are affirmative sentences but have an interrogative formation (the auxiliary is placed before the subject).*
- What is the effect of this type of sentence structure? *It is more emphatic.*

When the following words or expressions (which have a negative or a restrictive meaning) are at the beginning of a sentence, the sentence is formed like a question (the auxiliary is placed before the subject). This is called inversion and is used for emphasis, especially in formal written English.

Never (before)	Not until
Rarely	On no account
Seldom	Under no circumstances
Barely	
Scarcely... when	By no means
Hardly (ever)... when	At no time
No sooner... than	In no way
Only	Nowhere
Not only... but also	Little
Not (even) once	So + adjective/adverb
Not often	

**NOTE** Inversion can also be used with *should*, *were* and *had* in conditional sentences when *if* is omitted.

*Should you need any further information, do not hesitate to contact me.*  
*Were she a bit taller, she would become a model.*  
*Had Frank been more careful, he wouldn't have had an accident.*

**Grammar Reference p. 188.**

**B. Choose the correct answer a, b or c.**

- Not only had I missed the last bus, \_\_\_\_\_ the taxis were on strike as well.  
 a. and                      b. so                      c. but                      d. than
- Little \_\_\_\_\_ what was waiting for me when I got home.  
 a. I knew                      b. did I know                      c. that I knew                      d. have I known
- No sooner had I got into the lift \_\_\_\_\_ there was a power cut.  
 a. and                      b. that                      c. where                      d. than
- Marion likes her new neighbourhood and \_\_\_\_\_ her brother.  
 a. so does                      b. also does                      c. too                      d. either does
- The film was so bad that I left before the end, \_\_\_\_\_ many other people.  
 a. and                      b. as did                      c. also                      d. too
- Hardly had we left the house \_\_\_\_\_ it began to rain.  
 a. when                      b. that                      c. than                      d. and
- I had been searching for hours, but nowhere \_\_\_\_\_ where I had put my passport.  
 a. I could find                      b. I found                      c. couldn't I find                      d. could I find
- Not until you actually meet him in person \_\_\_\_\_ how tall he is.  
 a. you will realise                      b. you realise                      c. realise you                      d. will you realise

## 2. EMPHATIC FORMS

A. Look at the extracts **a** and **b** from text A on page 132 and compare them with the sentences below them.

a. *What we want is one all-singing, all-dancing C-3PO that can do the lot.*

We want one all-singing, all-dancing C-3PO that can do the lot.

b. *What we're after requires machines that can think.*

We are after something; the thing we are after is machines that can think.

- What effect does the sentence structure with *what* at the beginning of the sentence have? *It emphasises a part of the sentence.*

The following structures are used to emphasise a part of the sentence.

### It is/was + emphasised part of the sentence + that /who(m)

*It was on Monday that I saw Joe.*

*It was Joe that I saw on Monday.*

### What + subject + verb + is/was

*What you need is a good night's sleep.*

### Subject + do/does/did + bare infinitive

*John did come to the party, but he didn't seem to enjoy himself.*

*Do have some more coffee!*

### Question word + ever

*Whoever told you that? It's not true.*

### Question word + is/was + it + that + subject + verb...?

*Where was it that you saw my car keys?*

Grammar Reference p. 188.

## EXAMINATION PRACTICE

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given.

- Theresa is a vegetarian but she eats seafood; so it's OK to make shrimp salad. **does**  
Although Theresa is a vegetarian, she does eat seafood; so it's OK to make shrimp salad.
- The lab door should never be left unlocked. **no**  
Under no circumstances should the lab door be left unlocked.
- He would soon have reason to regret his words but he didn't know it. **did**  
Little did he know that he would soon have reason to regret his words.
- The firefighters had just left the building when there was a loud explosion. **than**  
No sooner had the firefighters left the building than there was a loud explosion.
- Why can't you ever give me a straight answer? **it**  
Why is it that you can't ever give me a straight answer?
- The children were playing in the forest and they found the injured fox there. **where**  
The children were playing in the forest and that is where they found the injured fox.
- Janet won the 200m race, not Emma. **who**  
It was Janet who won the 200m race, not Emma.
- After Cal left his hometown in 1998, he never returned. **even**  
Not even once did Cal return to his hometown after he left in 1998.

B. Rewrite the sentences using an appropriate emphatic structure. *Suggested answers*

- Please, come to the concert with us tonight; you'll enjoy it.  
Do come to the concert with us tonight; you'll enjoy it.
- I can't understand what happened to make you so angry.  
Whatever happened to make you so angry?
- I can't understand why Tom is never on time for meetings.  
Why Tom is never on time for meetings, I can't understand.
- Mark gave me a book for my birthday, not a CD.  
What Mark gave me for my birthday was a book, not a CD.
- We will never know where the treasure is hidden.  
What we will never know is where the treasure is hidden.
- Francis didn't come to the party because she was out of town.  
It was because Francis was out of town that she didn't come to the party.
- Mary has a driving licence; she just doesn't like driving.  
Mary does have a driving licence, but she just doesn't like driving.
- Did Jeff tell you that I was in hospital?  
Was it Jeff who told you that I was in hospital?



## 1. PRE-LISTENING

### Discuss.

- Biomimetics is an area of science which uses nature's designs to solve problems. How do you think what is depicted in the pictures below could be used to solve problems?



spider



abalone sea snail



termite mound

- What do you know about touch technology? Which of the objects in the pictures below do you think are applications of touch technology?



## 2. LISTENING FOR SPECIFIC INFORMATION

**A. You will hear a radio interview about biomimetics; an area of science which uses nature's designs to solve problems. For questions 1-9 complete the sentences with a word or short phrase.**

- Scientists are looking into biomimicry in an effort to find sustainable solutions.
- Although termites live in a hostile environment characterised by extreme weather conditions, the mounds they build maintain a constant temperature.
- The Eastgate Centre building, in Zimbabwe, where the design of termite mounds has been applied, uses no air-conditioning.
- Scientists have replicated the shape(s) of certain creatures and have designed cars which are based on them.
- A complex mechanism that enables the Namib beetle to trap (tiny droplets of) water on its wings ensures its survival.
- Self-healing plastics are materials which release a substance that helps to repair cracks.
- According to Frank, in some cases, humans are unable to replicate designs in nature.
- The body armour of the abalone sea snail is something military organisations are interested in.
- For the exploration of other planets and deep oceans, robots which are able to replicate animal movements could be used.

**B. You will hear an interview with Dr Adrian Brown about touch technology. For questions 1-5, choose the answer a, b, c or d, which fits best according to what you hear.**

- What does touch technology enable computers to do?
  - simulate all sensory experiences
  - create sensory cells that transmit tactile information to a computer brain
  - create an illusory tactile experience
  - interact with humans by touching them
- Why is touch technology so important in the medical field?
  - Virtual environments can be utilised for the instruction of surgical procedures.
  - They facilitate a hands-on approach, which enhances student/patient interaction.
  - It enables medical students to experiment with and change textures.
  - Medical students can access virtual environments using joysticks.
- How do researchers plan on enhancing online shopping experiences?
  - by making virtual interaction with the product possible
  - by providing online shoppers with more variety
  - by providing shoppers with a realistic visual representation of the product
  - by enabling shoppers to taste, smell and touch the product they wish to buy
- How can touch technology be of assistance to those who are visually impaired?
  - It helps them become more sensitive to matters concerning marginalised minorities.
  - It helps them view visual mapping systems.
  - It assists them in navigating around a virtual model of an unfamiliar environment.
  - It helps them feel their way around familiar working environments.
- What is the main limitation of touch technology?
  - The present lack of financial support for research projects.
  - A computer's inability to replicate people's perfect sense of touch.
  - A computer's inability to discern sensations that are less than a millimetre apart.
  - A computer's inability to process information fast enough to replicate tactile sensations.

## 3. POST-LISTENING

### Discuss.

- Which of the technological applications discussed in the interviews do you think is most interesting? Why?

## DERIVATIVES

A. Complete the table with the missing verbs, nouns and adjectives.

VERBS	ABSTRACT NOUNS	CONCRETE NOUNS	ADJECTIVES
<i>sustain</i>	sustainability sustainment sustenance	sustainer	sustained sustaining <i>sustainable</i>
adapt	adaptation <i>adaptability</i>	adapter	adapted adapting adaptive <i>adaptable</i>
<i>prevail</i>	prevalence	prevailer	prevailing prevailed <i>prevalent</i>
inspire	<i>inspiration</i>	inspirer	inspiring <i>inspired</i> <i>inspirational</i>
<i>challenge</i>	challenge	challenger	challenging <i>challenged</i>
simulate	<i>simulation</i>	simulator	simulated simulative <i>simulating</i>

B. Complete the sentences 1-6 using words from the table above.

- A flight *simulator* approximates the conditions of flight and the flight environment, and can be used to train pilots.
- The success of individuals like Steve Jobs and Bill Gates serves as a(n) *inspiration* for many aspiring computer geeks.
- The *prevalent* view of the country's financial situation is that things will get a lot worse before they start getting better.
- Environmental *sustainability* refers to the environment's ability to remain diverse and productive.
- NASA is carrying out a series of experiments to find out more about how the human body *adapts* to weightlessness.
- Recently a group of scientists published findings that *challenged* the traditional view of how genes function.

## COMPOUND ADJECTIVES

A. Look at the sentence below:

*Self-repairing* paint is a realistic possibility and may soon make scratches in car paintwork a thing of the past.

Many compound adjectives are commonly formed by combining *self* and *well* with adjectives. Can you name any? *self-absorbed, self-centred, well-aware, well-founded, etc.*

B. Complete the blanks with *self* or *well*. In some cases more than one combination may be possible.

- self* - sufficient  
*well* - intended  
*self, well* - developed  
*self* - reliant  
*self, well* - serving  
*self, well* - preserved  
*well* - established  
*self* - activated  
*self* - adhesive  
*well* - deserved  
*self, well* - informed

C. Use some of the compound adjectives in activity B to complete the sentences 1-8.

- One of the country's goals is to become *self-sufficient* in rice, so it does not have to depend on imports.
- Since Donna works for a medical journal, she is always *well-informed* about all the latest breakthroughs in medical research.
- Fred's ambition to reach the top and his *self-serving* motives soon became obvious to everyone in the department.
- It is my hope that my children will grow up to be confident, *self-reliant* individuals capable of facing all the adversities of life.
- Scientists have found very *well-preserved* prehistoric mummies of children in Northern Chile.
- When Steve finished his thesis, he decided to take a *well-deserved* holiday and go to Italy for a week.
- Alice is a junior partner in a large, *well-established* law firm based in Manchester.
- When you order stationery supplies, don't forget to order *self-adhesive* labels because we have run out of those.



## 1. DISCUSS

- Look at the different ways of communicating in the box. Choose the one that you consider to be most effective and explain the reasons for your choice.

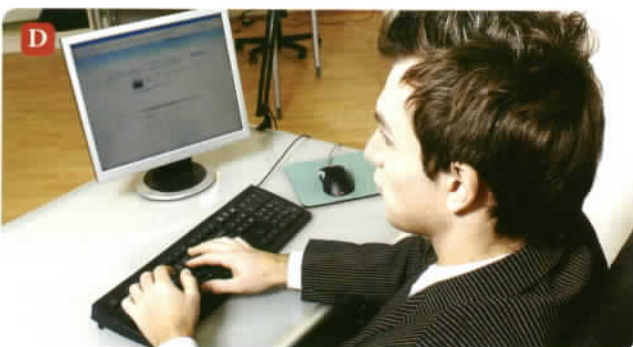
letter   e-mail   video call   face-to-face talk   telephone call   chat on the Internet   fax

- Means of communication have changed beyond recognition today, and some have even become status symbols. Do you agree? Can you think of any examples?

## 2. SPECULATING AND MAKING A DECISION

Talk in pairs. Look at pictures C and D and talk about how the people in these two pictures feel. Then, look at all the pictures. Imagine that you and your partner have to work on a project entitled 'The evolution of communication'. Talk together about the various aspects of communication represented in the pictures. Then suggest other aspects of communication that you would like to be mentioned in your project.

*See Teacher's Notes*



alienated   body language / gestures as means of communication  
 friendless   clothes / dress codes as means of communication  
 delighted   intercultural communication   overwhelmed  
 means of public communication (radio, TV, etc.)   companionship  
 sense of loneliness/belonging/proximity

It is commonly believed that...  
 Personally, I think...  
 In my experience...

## 3. FURTHER DISCUSSION

- Which of the means of communication above do you believe has the most detrimental/beneficial effect on personal relationships? Why?
- In what ways has the Internet influenced interpersonal relationships?

relationships suffer / are maintained / grow   (lack of) visual contact  
 a negative/positive influence on   facilitate

You may disagree with me, but...  
 It seems to me that...  
 I'd say that...

## WRITING A SUMMARY

### 1. DISCUSS

- Have you had any experience in writing a summary? If yes, in what kind of situation?
- What skills do you think are useful in writing a summary?

### 2. FOCUS ON ANALYSING THE TASK

**A. Go back to pages 132-133 and quickly read the two texts. Then, read the rubric below and underline the key words in it.**

*In a paragraph of 50-70 words, summarise in your own words as far as possible, in what ways, according to the writers of both texts, scientists are trying to make robots similar to human beings.*

**B. Read the summary written in response to the rubric above. Has the writer successfully summarised the two texts? Consider the following:**

- Has the writer included the necessary information from both of the texts? *Yes*
- Is the summary written in the writer's own words or has he/she 'lifted' phrases from the texts? *In the writer's own words*
- Is the summary the appropriate length? *Yes*

In their efforts to make multi-functional robots, scientists are attempting to replicate mankind's ability to move, think and feel. This will enable robots to exercise initiative, learn from interaction and modify their behaviour, if this is required. The robot's functionality will, however, depend on its ability to do more than just utilise advanced cognitive skills, as intelligence in a social context comprises aspects that transcend pure logic. (67 words in length)

### 3. FOCUS ON SUMMARISATION SKILLS

**A. Look back at the two texts and underline the sections in both texts containing the information used in the summary.**

**B. Now look at the summary again and do the tasks below.**

- How has the writer rephrased this information? Give examples.
- Circle the linking words the writer has used to link the information logically.

*See Teacher's Notes*

### 4. REPHRASING

**Look at the example below and rephrase the sentences 1-5 in a similar manner by replacing the words/phrases in bold with another part of speech, synonyms or opposites.**

**TIP**

When answering open-ended questions and summarising, you should avoid 'lifting' phrases/sentences from the text, and try to rephrase the information. One way of doing this is to change the parts of speech, such as by changing adjectives/verbs to nouns or by changing adverbs to adjectives. It is also possible to rephrase by using synonyms and opposites.

Mr Sanford was **evidently surprised** that the students had solved the problem **with such ease**.

Mr Sanford's surprise that the students had solved the problem with no difficulty was evident.

- Many people **justify** the behaviour of juvenile delinquents by saying they are **too young** to know better.  
Many people's justification for the behaviour of juvenile delinquents is that they aren't old enough to know better.

- In many cases, when parents asked their children to **explain** why they **didn't tell the truth**, they didn't give a straight answer.

In many cases, when children were asked what their explanation for lying was, they didn't give a straight answer.

- It is common knowledge that a **large number** of people with weight problems **are tempted** to snack in between meals.  
It is common knowledge that many people with weight problems can't resist the temptation to snack in between meals.
- The team's **relief** that **they hadn't finished the project after the deadline expired** was obvious.  
The team was obviously relieved that they had been able to finish the project before the deadline expired.
- First, the research assistant **described** the experiment to the participants **in detail**.  
First, a detailed description of the experiment was given to the participants by the research assistant.



## 5. PRACTICE

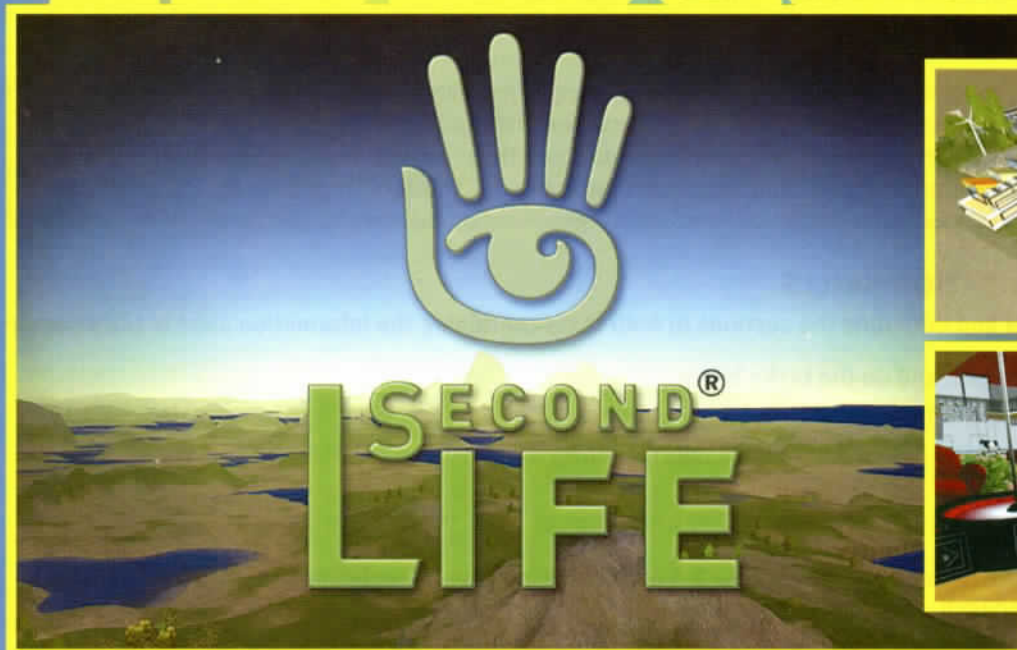
A. Read the two texts about online role-playing games and answer the questions that follow each text.

TIP

When answering questions which require you to read between the lines:

- try to interpret what the writer means rather than just taking literally what is written.
- consider the context and/or situation to help you understand the meaning.
- try to imagine what the writer feels or how he/she feels in the specific situation.

# A Life Less Ordinary



Online world *Second Life* is a fascinating example of how people invest, both financially and emotionally, in worlds of social technology. Importantly, *Second Life*'s creators and users don't call it a game, it's a place; and users aren't players, they're residents. Everything within the virtual world is built by the users and owned by them, and any value that is generated can be exchanged into real-world US dollars using one of a number of special currency-exchange sites. Hundreds of people are already making a real living from unreal goods and services.

Phillip Rosedale, CEO of *Second Life*, is untroubled by this kind of entrepreneurialism. 'People pay real money for things that aren't real all the time', he says. 'For instance, we pay real money for brands, like Gucci. Brands don't have any value beyond the idea that we collectively agree that they stand for a certain set of values distinct from the product.' But just as with television and video games, the enthusiasm and time which some people invest in MMORPGs (Massively Multiplayer Online Role Playing Games) can be perceived as alarming. In November 2005, Jon Jacobs, a director of independent films from Miami, spent \$100,000 on a virtual space station in the science-fiction themed game *Project Entropia*, which he plans to turn into a club that he'll charge other users to visit.

Some people find investments of this kind worrying, but Rosedale dismisses such concerns. 'If the complexity of what you're doing at the computer is lower than something you'd be doing in real life, then get up and do something else', he says. 'On the other hand, if what you're doing on the computer offers you a greater challenge than you can get in real life, then maybe you should continue to spend time at it. Of course, every so often you should get up and go for a run so your body doesn't atrophy.'

1. In your own words, explain why the writer mentions the fact that '... creators and users don't call it a game, it's a place; and users aren't players, they're residents'.
2. What may be perceived as 'alarming' in the example given of Jon Jacob's space station? *See Teacher's Notes*