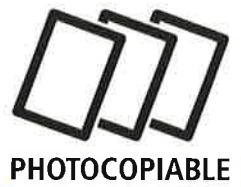


TIMESAVER FOR EXAMS

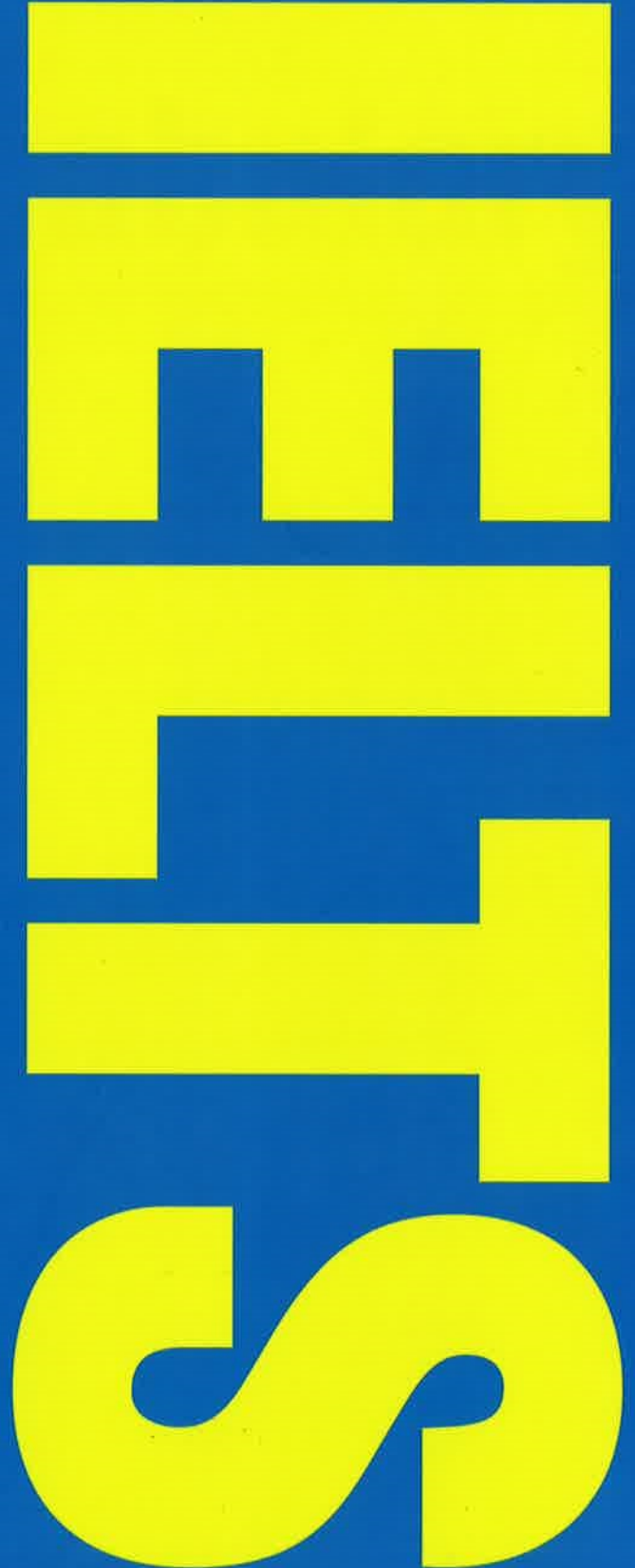


VOCABULARY

(5.5—7.5)

JULIE MOORE

 **SCHOLASTIC**



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In touch

1 Work in groups. Discuss the questions.

- How do you keep in touch with friends and family – in person, by phone, by text message?
- Do you use social media? If so, which platforms do you use? What kind of things do you share?
- How has communication and friendship changed in the past 20 years?

2a Read the article. Which different means of communication are mentioned?

Is technology killing our friendships?

With social media, people can connect (a) each other more than ever.
But some experts worry that we are actually more alone.

Kaylee, 13, has 532 friends—if you count her Instagram followers and Facebook friends.

'In one day, I can connect with 50 different people,' Kaylee says.

But some experts believe that for people like Kaylee, online friendships could actually result (b) loneliness. They worry that connecting online is not the same as seeing friends in person, and that kids like Kaylee are missing (c) on genuine friendships.



has stated that constantly checking online 'leaves little time for our real-world relationships'.

Rosen also worries that 'friends' on social media are not the same as true friends, because in tough times, you don't need someone to like your picture or share your tweet. You need someone who will keep your secrets and hold your hand.

Alone together

When your parents were growing up, connecting with friends usually involved spending time together. When friends missed each other, they talked on the telephone. Nowadays, most communication happens online or through texting. Teens send an average of 2,000 texts every month and spend about 44 hours per week in front of a screen. Experts say that kids are spending too much time alone with their devices, and that this behaviour gets (d) the way of forming deep friendships. Larry Rosen, a professor of psychology,

Connecting with friends

Not everyone thinks that social media is harmful to friendships – after all, these platforms help people stay connected like never before. You can keep (e) with your friend who moved far away, watch your baby cousin grow up on Instagram, and stay up to date (f) hundreds of people. Online communication can make friendships stronger, asserts Katie Davis, co-author of *The App Generation*. Says Davis, 'Kids can stay (g) constant contact, which means they can share more of their feelings (h) each other.'

2b Work in groups. Find reasons in the article to support each side of this debate. Write them below.

YES

Too much screen time is bad for friendships.

1 *People don't spend enough time together in person.*

2

3

4

NO

Technology isn't harmful to friendships.

1

2

3

4

2c Discuss which point of view you most agree with. Present your position to the class.

- 3a** Complete the gaps in the article using prepositions from the box. Not all the prepositions are needed and some may be used more than once.

at in on out to up with

- 3b** Match the question halves.

- | | |
|---|--|
| 1 Is technology starting to get ... | a) in the way of face-to-face communication? |
| 2 Is it harmful for employees to stay ... | b) up to date with the news 24/7? |
| 3 Are screen-obsessed children missing ... | c) in relationship breakdowns? |
| 4 Is it always desirable for us to stay ... | d) out on other important childhood experiences? |
| 5 Could too much focus on technology result ... | e) in constant contact with their work email? |

- 3c** Work in groups. Discuss your answers to the questions in exercise 3b.

- 4** Complete the sentences using a single verb in each gap.

- a) The survey investigated how much time teenagers online each day.
 b) After everyone's checked their email and text messages and caught up on Facebook and Twitter, it doesn't much time for conversation.
 c) You can always rely on a good friend to a secret.
 d) The funeral was a difficult experience and it was good to have my partner there to my hand.
 e) Some of the friendships we during adolescence can last throughout our lives.

- 5** Match the general words and phrases in the box to the sets of more specific items they describe.

device means of communication relationship social media platform

- a) texting, telephone, in person b) tablet, mobile, laptop
 c) Instagram, Facebook, Twitter d) friendship, marriage, network



EXAM TASK: Reading (matching features)

- 6** Look at the statements of views expressed in the article opposite (1–5) and the list of people. Match each statement with the correct person A, B, C or D.

A Experts B Teenagers C Larry Rosen D Katie Davis

- 1 Young people could feel lonely as a result of the focus on online relationships.
 2 Too much time spent online is at the expense of time spent with friends.
 3 Young people are at risk of not developing meaningful relationships.
 4 Young people are now more able to share their feelings with others.
 5 It is now easier for friends to communicate regularly.

Exam tip

Look out for phrases and phrasal verbs when you read. These may be paraphrased in exam questions using a single word synonym or another phrase with a similar meaning, e.g. *stay in contact* - *communicate*.

Exam tip

In matching questions, scan the text to find the key words from the options in the text. In this case, underline the names of the people, then identify what opinions they express. Remember that some options may not be needed and some may be used more than once.

To sum up

1 Work in pairs. Discuss the photos below.

- What type of behaviour does each picture illustrate?
- Is this type of behaviour considered to be a criminal offence in your country?
- What type of punishment do you think is appropriate for these sorts of minor crimes?



2a Read the essay question below and the conclusions of three student essays. Ignore the feedback comments at this stage. Does each student agree or disagree with the statement?

Putting young people in prison for minor crimes does more harm than good, both for the individuals and for society at large.

To what extent do you agree or disagree?

A

Never? Even for really serious crimes?

Always?

Is this true in every case?

In conclusion, I believe that while it is important to punish young people for their crimes, putting them in prison is not the right answer. Young people who go to prison are easily influenced by more experienced criminals. I would argue that alternative punishments are much better both for the individual and for society.

B

Is this true for even very minor crimes?
What kind of help?

Finding the right balance between punishment and rehabilitation is very difficult. Overall though, I think that it is important to send a strong message to people who break the law. If someone commits a crime, then it is appropriate that they lose their freedom. However, the government should provide help for young people when they come out of prison.

C

Always? In what way?

To sum up, there are clearly strong arguments on both sides of this question. Sending young people to prison is expensive and individuals come out as less useful members of society. Yet, if people believe that their crimes will go unpunished, they will continue to break the law again and again.

For teachers' inspection ONLY

2b Underline the words and phrases in the conclusions that introduce a summary.

3 Work in groups. Read the teacher's feedback comments on the conclusions in exercise 2a. Discuss ways you could improve the paragraphs using some of the words and expressions in the box.

by and large can be frequently in general in many/most cases
in many/most contexts in terms of may be often on the whole

Example: 'In Paragraph A, we could say "... in most cases, putting them in prison is not the right answer".'

Vocabulary tip

Remember:

may be = modal + verb: *Alternative punishments may be better.*

maybe = adverb: *Maybe alternative punishments are better.*

4 In groups, discuss the essay question, using the questions to guide your discussion. Make notes under the headings 'agree' and 'disagree'.

As we put more and more information about ourselves online, identity theft is becoming a serious global issue. As individuals, it is our responsibility to be careful about what information we share and to protect our personal data.

To what extent do you agree or disagree?

- 1 What do you know about identity theft?
- 2 How can individuals protect their personal data?
- 3 Who else should be responsible for data security and preventing identity theft?

EXAM TASK: Writing (Task 2)

- 5a** Decide your own stance on the topic in exercise 4. Write an outline for an essay, in note form, showing which points from your discussion you would include.
- 5b** Write the concluding paragraph of your essay in full. Summarize your arguments and make your own stance clear. Avoid overgeneralizations. Write around 50 words.

Answers

Reading

All about image (pages 6–7)

- 2 Rembrandt van Rijn, 1669
Elisabeth Vigée Le Brun, 1782
- 3a a) face: facial expression, ageing face
b) clothes: what you're wearing, clothing, hat, (formal) attire, (fancy) garments
c) colour: colour scheme, highlights, shadows, rich colours
- 4 B depict, present
C original, ingenious
D particulars, minutiae
E fragile, flimsy
- 5 a) scheme b) facial c) realistic d) emotional e) textures f) composition
- 6 1 a 2 b 3 c

Telling tales (pages 8–9)

- 2b (suggested answers)
A a) Parson Weems in the foreground, George Washington in the background (with his father)
b) The writer of the story (Weems) is opening a curtain to reveal a scene from his own story. The painting illustrates both the story of Weems (who was famous for writing exaggerated stories about Washington) and also the fable about Washington and the cherry tree itself.
c) Probably not (it was a 'tall tale')
B a) The handkerchief-tied bundle shows that the boy has run away from home
b) They are leaning close together talking, the adult characters are smiling
c) The scene seems to show a time when a young boy away from home would be safe and protected by the adults he meets
- 3 1 g 2 f 3 h 4 i 5 a 6 c 7 b 8 e 9 d
- 4 b) narrative c) dialogue d) tall tales e) storybook
f) props g) portrayal h) iconic i) nostalgia
- 5 1 taking place 2 imagery 3 the setting

A matter of perspective (pages 10–11)

- 2a (suggested answers)
perspective 2 and dimension 3
- 2b perspective a 3 b 1
dimension c 2 d 1
- 3 (suggested answer)
They use photographs to help them create paintings with very detailed, complex perspective.

- 4a a) expectation b) artistic c) composition d) perceive e) symmetrical f) mirror g) geometric h) specificity
- 4b b) mirrors/mirrored c) geometric d) symmetry e) specify f) expectations g) artists h) composed ('compositions' is also possible)

5 1 T 2 NG 3 F 4 F 5 T

In touch (pages 12–13)

- 2a (suggested answers)
Social media (Instagram, Facebook)/online, seeing people in person, telephone, texting
- 2b (possible answers)
YES 2 Young people are not forming genuine friendships.
3 Young people can feel lonely.
4 When you have problems, you need a real friend, not just friends on social media.
NO 1 You can keep in touch with friends and family who don't live nearby.
2 You can stay up-to-date with everyone's news more easily.
3 Better communication can make friendships stronger.
4 Young people can share their feelings.
- 3a a) with b) in c) out d) in e) up f) with g) in h) with
- 3b 1 a 2 e 3 d 4 b 5 c
- 4 a) spend b) leave c) keep d) hold e) form/make
- 5 a) means of communication b) device c) social media platform d) relationship
- 6 1 A 2 B 3 B 4 D 5 D

Just a game (pages 14–15)

- 2a How do new sports get added to the Olympic Games?
- 3a a) fighting b) make c) shine d) make e) has
- 3b (suggested answers)
have a fighting chance = have a strong chance of achieving something
make the leap = to make significant progress
the chance to shine = an opportunity to show how good you are
(not) make the cut = not be chosen from among several options
have a good shot at = have a good chance of succeeding
- 4a 1 c 2 f 3 g 4 e 5 h 6 a 7 b 8 d
- 4b (suggested answers)
below par – golf
move the goalposts – football
throw in the towel – boxing
keep your eye on the ball – any ball game
a level playing field – usually football
an own goal – usually football

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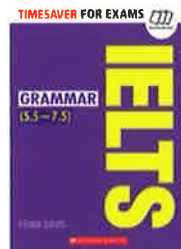
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