

# The individual and society

**TASK 1** Using the correct word order  
Linking information and data  
using *with*  
Task 1 revision

**TASK 2** Using the appropriate paragraph  
structure  
Distinguishing between relevant  
and irrelevant information  
Task 2 revision



a



b

## Task 1 Using the correct word order

- 1 Describe the role of money in the lives of the people in photos a and b.
- 2 The list below contains factors which influence career choice. Choose the three that have influenced you most in choosing a career then answer questions a–e.

money ■ interest ■ friends ■ ambition ■ role models ■ parents ■ teachers

- a Why have you chosen these three factors?
- b How did they contribute to your career choice?
- c Why did you not choose the other factors?
- d What other factors might influence you?
- e Which factor has influenced your choice the most?

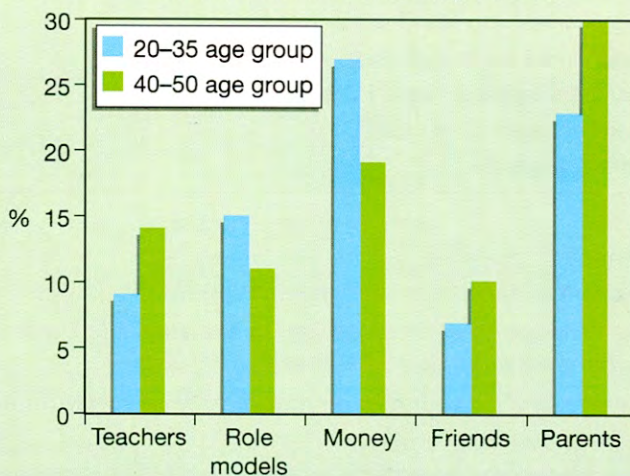
- 3 Read the Task 1 question. Then answer questions a–e.

### Task 1

*The bar chart shows the results of a Greek survey from two selected age groups in 2012 on the relative importance of five factors in choosing a career.*

*Summarize the information by selecting and reporting the main features, and make comparisons where relevant.*

**Main reasons for choosing a career**



- a What does the chart refer to?
- b What do the items along the bottom of the bar chart refer to?
- c What are the most noticeable features of the younger age group?
- d What are the most noticeable features of the older age group?
- e What differences can you see in how the factors were rated by the younger and older age group?



- 4 Reorder the words in italics in the text below describing the chart in exercise 3 on page 78.

The bar chart provides information from a Greek survey about **1** *reasons the/for/main/career/a/choosing* among two age groups, 20–35 and 40–50.

It is clear that the two groups **2** *the/influenced/were/various by/factors* to different degrees, with the most influential factors which contributed to career choice for the 20–25 age group being money (approximately 27 per cent) and then parents (23 per cent). However, the factors **3** *the/age/were/for/reverse/group/the/40–50*, with parents affecting them most at 30 per cent. **4** *teachers/as/regards/role/and models*, the relative importance of each was again the other way round: **5** *nine/fifteen/and/respectively/group/per/cent/for/younger/the*, and 14 and 11 per cent for the older.

**6** *similarity/only/the/the/two/groups/between/age* was that friends had less influence over career choice for the younger and older groups

**7** *factors/than/any/other*, seven and ten per cent respectively.

### Technique

Use a one-sentence paragraph to paraphrase the rubric. Give an overview in the first paragraph, at the beginning of the second or in a conclusion. Paragraphs will often move from a general statement to specific details. Notice the organization of all sample and model answers for Task 1. As a revision exercise, review all your own Task 1 answers and compare them with the samples at the end of the book.

- 5 Six of the eight sentences a–h contain a word in the wrong place. Correct the sentences by moving the word to the right place.

#### Example

Traveller numbers have decreased over period in the question.  
Traveller numbers have decreased over *the* period in question.

- The specialist sales of tours have fallen recently.
- In 2010, more males than females took up individual sports rather than team activities.
- As can be seen, more people from the younger age group travel on their own, in sharp contrast to those over sixty.
- It is clear that the number of flats by single people in occupied major cities in the West is putting pressure on housing.
- From the graphs, it can be concluded that are young people much more mobile than previous generations.
- The noticeable pursuit of a professional career among both men and women has led to a reduction in the birth rate.
- There are similarities in the presentation of the several data.
- Overall, the chart shows that the media people are responsible for turning into celebrities.





Linking information and data using *with*

- 1 Read the example sentence from the text in exercise 4 on page 79. Then answer the questions below.

*Example*

However, the factors were the reverse for the 40–50 age group, with parents affecting them most at 30%.

- a What function does the phrase beginning with *with* introduce?
- b What type of verb structure normally follows *with*?

- 2 Read the example. Then join the sentences below making any necessary changes.

*Example*

There were several similarities. The most and least important factors were the same.

There were several similarities, *with* the most and least important factors being the same.

- a Sales were upward for most of the year. Profit reached a peak in December.  
\_\_\_\_\_
- b The main reason for career choice was ambition. 50 per cent chose it.  
\_\_\_\_\_
- c It is expected that the price of one-bedroom flats will rise. Accommodation for individuals is in short supply.  
\_\_\_\_\_
- d The pattern was different. Passenger numbers dropped in summer and rose in winter.  
\_\_\_\_\_
- e The trend was clearly upward. Manufacturing costs decreased at the same time.  
\_\_\_\_\_
- f Consumption of energy rose. The highest point was in January.  
\_\_\_\_\_

## Task 1 revision

- 1 Decide if the following statements about Task 1 techniques are true or false.

- |   |            |
|---|------------|
| a Your first paragraph is usually a general statement about the subject of the graph, table, map, etc.  | True/False |
| b Writing in paragraphs is not important for Task 1.  | True/False |
| c Task 1 will always be written in the past tense.  | True/False |
| d If your English is correct, then it does not matter if your information is inaccurate.                | True/False |
| e You need to decide which is the most important or striking information in the graph, table, map, etc. | True/False |
| f You should quote all the figures that the information gives you.                                      | True/False |
| g In a paragraph, sentences which quote specific figures nearly always come before general statements.  | True/False |
| h Your overview will not normally give specific figures.  | True/False |

## Task 2 Using the appropriate paragraph structure

- 1 For each Task 2 question below, put the sentences that follow in the most logical order to create a paragraph.

1 *Ambition is a negative attribute of a person's character. Do you agree or disagree with this statement?*

- a This is because, even when they realize an ambition, they are still not satisfied.
- b It is certainly true that ambitious people do not always create happiness for themselves or others.
- c If we look at the businessman who wants to earn a six-figure salary, we see that in most cases, when he reaches this position, he will still want more power or an even higher salary.

2 *Particular cultures are under threat nowadays due to the fact that we are living in a global village. What do you think can be done to protect a society's traditional values and culture?*

- a Nor does it mean that they will fail to respect and value other people's cultures.
- b One way to protect traditional values and customs is simply to teach people to value their own culture.
- c On the contrary, it will give them the confidence to operate in our global village without feeling that their own identity is under threat.
- d This does not mean that they have to resist the current movement towards greater international trade.

3 *Emails are the most valuable tool for communication in the twenty-first century. To what extent do you agree or disagree?*

- a They can exchange ideas and discuss things more often as they are working, and the result may be a better end product.
- b This allows people to work together on the same project even if they are on opposite sides of the world.
- c Emails have certainly had far-reaching effects on people's ability to communicate.
- d It is now possible for people to correspond cheaply and at length from anywhere as long as they have a connection.

- 2 Match each of the paragraphs you made in 1–3 in Exercise 1 with the correct structure below a–c.

- a general statement – reason why this statement is true – example
- b general statement – reason why this statement is true – effect – second effect
- c statement of what should happen – statement that a negative result will not occur – statement that a second negative result will not occur – positive result





- 3 Read the following two Task 2 questions. For each one, choose one of the paragraph structures in exercise 2 on page 81 and write a paragraph which could form part of an answer, following the structure you have chosen.

*Money does not make happiness. To what extent do you agree or disagree?*

*It is better to reform criminals instead of just punishing them.  
What measures could be taken to attempt to integrate  
law-breakers back into society?*

## Distinguishing between relevant and irrelevant information

- 1 The three paragraphs below relate to the Task 2 questions in exercise 1 on page 81. In each paragraph, there are several options. Choose the options which are most relevant to the question.

### Text 1

- 1 Another reason why ambition is not always good is that ambitious people may use unfair or dishonest means of reaching their goal. For example, they may
  - a work so hard that they neglect their families.
  - b take the credit for work that they have not done.
- 2 In some cases, they may damage the careers of people who they see as competition, perhaps by
  - a telling lies about them to their employers.
  - b stealing their money and possessions.
- 3 In the most extreme cases, they may turn to serious crime. \_\_\_\_\_ provides a clear example of this.
  - a Shakespeare's story of Macbeth
  - b The story of Sinbad the sailor

### Text 2

- 4 One way to ensure that people value their traditional culture is to focus on language. With the global dominance of English, some minority languages such as \_\_\_\_\_ may feel under threat.
  - a Welsh or Estonian
  - b Chinese or Arabic
- 5 If people are made familiar with the history and literature of their own language, then
  - a they will be more able to talk to older people about it.
  - b they will appreciate their own culture more.
- 6 This could be done by arranging arts festivals or writing competitions. For example, in the UK
  - a there are many prizes which novelists and poets can win.
  - b there is an annual festival to celebrate the best of Welsh writing and culture.

### Text 3

- 7 However, the effects of the Internet on communication are not all positive. Emails can be written and replied to very quickly which means that
  - a people often do not consider carefully what they have written.
  - b people can check their inbox two or three times a day.
- 8 Another problem is that people simply send and receive too many emails. \_\_\_\_\_ The result of this is that they spend time dealing with this constant stream of messages instead of doing their real work.
  - a Children, for example, love to contact their friends frequently by email.
  - b An office worker, for example, may receive more than thirty emails a day.

2 Read the Task 2 question. Then answer questions a–c below.

## Task 2

*The current interest in famous people's private lives has negative effects both for those people and for society as a whole. Newspapers should not be allowed to publish details of people's private lives unless it is clearly in the public interest.*

*To what extent do you agree or disagree?*

- Think of a famous person who has been in the news recently for something unconnected with his/her job. What were the effects of this?
- How relevant is your example to the question? If possible, compare your example with a partner. Which is the most relevant to the question?
- Write a general statement–example paragraph, using the example you have chosen.

## Task 2 revision

1 Read the Task 2 techniques in the questionnaire. Decide how often you do these things.

Tick the appropriate box.

	Always	Sometimes	Never
I match the organization of my essay to the question.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use the paragraph structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I divide my essay into paragraphs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use general nouns to help develop my sentences and paragraphs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use a range of linking devices – <i>because, for example</i> – to trigger my ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I write a short introduction which paraphrases the question.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know that I must write at least 250 words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I leave myself time to check my answer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I develop functions like <i>advantages, disadvantages, solutions, measures, causes</i> by using <i>reasons, examples, results, effects</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can state my opinion clearly and contradict other opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Which phrases can you use as trigger words for each of the following functions? Make your own lists.

- Example: *For example*, \_\_\_\_\_
- Reason: *because* \_\_\_\_\_
- Effect: *As a result*, \_\_\_\_\_
- Additional information: *Moreover*, \_\_\_\_\_
- Hypothesis: *If* \_\_\_\_\_
- Contrast: *but* \_\_\_\_\_
- Concession: *Although* \_\_\_\_\_
- Conclusion: *And so* \_\_\_\_\_



**3** Some functions are related so that one suggests the other. Complete the list below with related functions. Are the combinations fixed or can you combine them in any way?

- a Problem and \_\_\_\_\_
- b Measures and \_\_\_\_\_
- c Cause and \_\_\_\_\_
- d Reason and \_\_\_\_\_
- e Example and \_\_\_\_\_
- f Effect and \_\_\_\_\_
- g Additional information and \_\_\_\_\_
- h Condition/Hypothesis and \_\_\_\_\_
- i Concession and \_\_\_\_\_

**4** Read the Task 2 question below, then use the trigger words to develop sentences a–f with your own ideas.

### Task 2

*Too much emphasis is put on earning money rather than looking for a good quality of life. To what extent do you agree with this idea?*

- a Money is not as important as friends, because \_\_\_\_\_
- b For many people, keeping fit and healthy is the main factor which is necessary for a good quality of life. However, \_\_\_\_\_
- c If one is content with life, then \_\_\_\_\_
- d What is involved in achieving a good quality of life depends on many factors rather than just one. For example, \_\_\_\_\_
- e Happiness and contentment are more important than the pursuit of freedom. The latter aim \_\_\_\_\_
- f Many people living in poor housing conditions are still happy. So the idea that \_\_\_\_\_

**5** Write your own paragraph about the importance of family in maintaining a good quality of life. Write about 60–80 words.

## Practice Test 10

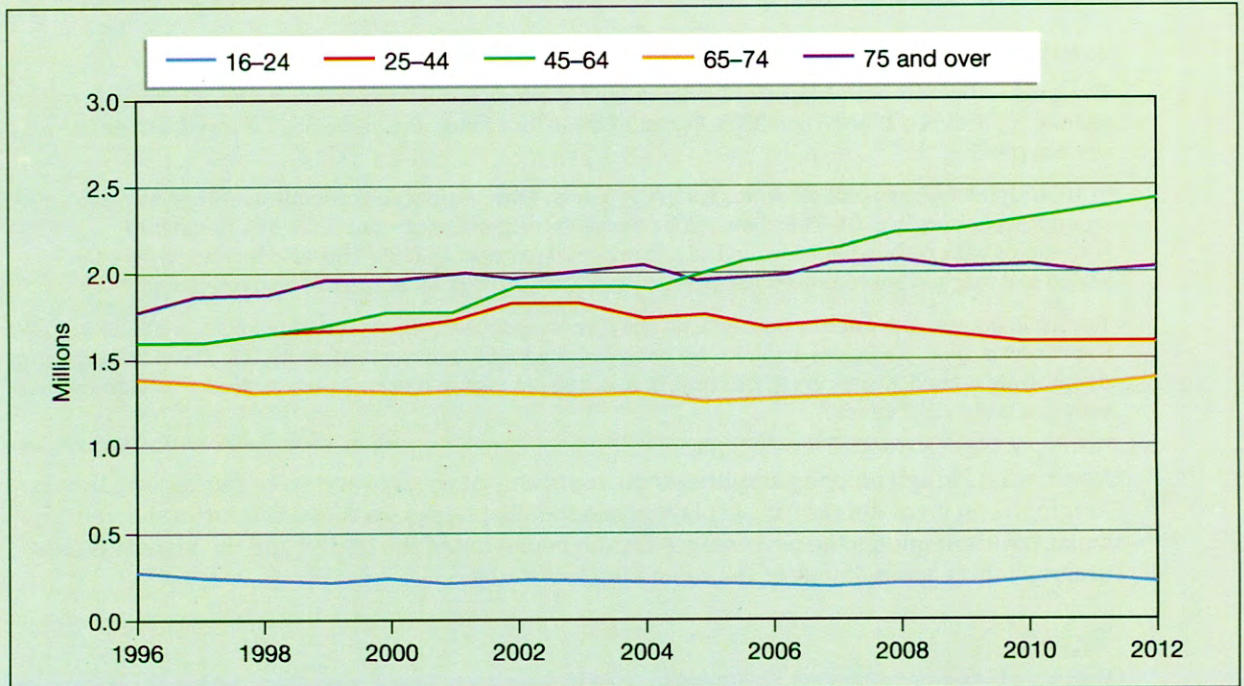
### Task 1

You should spend about 20 minutes on this task.

The line graph below shows the number of people in Great Britain living alone by age from 1996 to 2012.

Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



### Task 2

You should spend about 40 minutes on this task. Write about the following topic:

**Individuals can do nothing to change society. Any new developments can only be brought about by governments and large institutions. To what extent do you agree or disagree?**

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.