7.1 goals
 • talk about health problems and treatment
 • describe and comment on an exhibition or a show

Cradle to grave

READING

a The photos show an art installation at the British Museum, London. What do you think the installation is? Try to describe it from the photos.

b Read the description and check.

- 1 What kind of medicines are, and are not included in the installation?
- 2 What do we know about: the man's life? the woman's life?
 - What do you think the exhibition says about our approach to health?

Cradle to grave by Pharmacopoeia

Cradle to grave explores our approach to health in Britain today. The piece consists of a lifetime supply of prescribed drugs knitted into two lengths of fabric, illustrating the medical stories of one woman and one man.

3

Each length contains over 14,000 drugs, the estimated average prescribed to every person in Britain in their lifetime. This does not include pills we might buy over the counter, which would require about 40,000 pills each.

Some of the treatments are common to both: each starts at birth with an injection of vitamin K and immunisations, and both take antibiotics and painkillers at various times. Other treatments are more specific. The woman has

1

2

a relatively healthy life, but suffers from arthritis and diabetes in middle age. The man has asthma and hay fever when young, but enjoys good health until his 50s. He finally stops smoking after a bad chest infection when he is 70. He is treated for high blood pressure for the last 10 years of his life and has a heart attack and dies of a stroke in his 70s. He takes as many pills in the last 10 years of his life as in the first 66.

Cradle to grave also contains family photographs and other personal objects and documents. The captions, written by the owners, trace typical events in people's lives. These show that maintaining a sense of well-being is more complex than just treating episodes of illness.

LANGUAGE FOCUS

Health problems

and treatment

- a Read the description again. Find eight words / expressions which refer to *illnesses*. Find six which refer to *treatments*.
- **b 32.16** Which words in 2a are similar in your language? Listen to the recording. Are they pronounced differently?
- c Discuss these questions.
 - Which of these health problems are common in your country? Which are less common? What about the forms of treatment?
 - 2 How would the installation change if it represented the lives of people from: your own country? another part of the world?

Audio guide 1 a **[32.17**] You will hear an audio guide to the exhibition. What additional information do LISTENING you hear about these topics? Listen and make brief notes, then compare answers. 1 the people who created the installation 2 the people whose lives it shows 3 the textiles the pills 4 5 the photographs b Here are some of the things the audio guide mentions. Who or what do they relate to? Put them in order of 'age'. syringes a lilac footprint a Christmas tree a kitchen cupboard a gas and air mask a coffin a silver blade rolled-up fabric an ashtray C 12.17 Listen again to check. 2 a Do you think the audio guide focuses mainly on: the installation as a work of art? • its significance? how it was produced? b Read the script on R-11. What features of language and style support your view? LANGUAGE 3 a The audio guide uses passive forms and participles to describe the installation. Look at the sentences. Add words from both boxes in the gaps. FOCUS Descriptive sewn interspersed arranged in (x^2) with (x^2) participles wrapped intermingled into The piece comprises a lifetime's supply of prescribed drugs, _____ two 1 lengths of textile. _ foil. 2 There are large and small tablets ___ vivid geometric 3 The tablets forms solid blocks of one colour, _____ patterns. 4 Photographs in black and white and colour are ____ order of the subjects' ages. _ the photographs are personal objects that relate to the course of 5 the man's or woman's life. **b** Check in the script on R-11. 4 Add expressions from 3a to make these sentences more descriptively precise. She sat close to the fire with a blanket round her. 1 The old houses in the street have newer houses between them. 2 3 They discovered that he had an ID card in the lining of his jacket. Many third-generation immigrant families are now mixed with other groups. 4

5 The main standing stones of Stonehenge are in a circle.

SPEAKING

5

- a Discuss these questions.
 - The 'Cradle to Grave' installation obviously involved a lot of work. Do you think it is worth spending time and money on art of this kind? Why? / Why not?
 Why do you think the British Museum in London decided to show the
 - Why do you think the British Museum in London decided to show the installation? Is a museum an appropriate place for it? Why? / Why not?

b Describe an exhibition or show you have seen.

- 1 Think of an exhibition or show that you have seen and remember well. What made it memorable? Make notes describing it as precisely as you can.
- 2 What was your opinion of the exhibition / show? What comments would you like to make about it?
- 3 Work with other students. Listen to each other's descriptions. Do you think the exhibitions you heard about were worth seeing?

1

More information





SPEAKING and LISTENING

Discuss these questions.

- 1 Do you consume much caffeine? In what form? Are you dependent on it?
- 2 What physical and mental effects do you think caffeine has on you? Does it:help you concentrate?

7.2 goals

describe a process or experiment
 discuss implications and significance

- improve your cognitive abilities?
- make you more alert?
- improve your motor skills?
- improve your reaction times?
- make you jittery?
- 3 What is the 'placebo effect'? What connection do you think it has with caffeine?

2 **§ 2.18** Listen to an interview about Professor Irving Kirsch.

- 1 Why do you think coffee was chosen for the experiment?
- 2 What were the four main stages of the experiment?
- 3 What does the experiment seem to show?
- 4 Are you convinced or surprised by it? If so, why?

3 The interview was from a TV report. How do these images relate to what was said?







4 a These words were used in the documentary to talk about Professor Kirsch's research. Which words go together in pairs?

devise ability measured correlation experiment prove co-ordination task performance effect skills report concentrate placebo significant perform assess test

Professor Kirsch devised an experiment.

b Summarise the experiment, using as many words from the box as possible.

The 'nocebo' effect

READING



What do you think the images show? How are they connected with these words?

2 a Read the article. Which of these points do you think it is making?

witch doctor spell doll curse protection voodoo evil eye



- 1 Just believing you are ill can make you ill.
- 2 The 'nocebo' effect is like the placebo effect, but with a negative result.
- 3 Doctors should be very careful what they tell patients.
- 4 Doctors are the witch doctors of the modern world.
- 5 We don't really know how the 'nocebo' effect works.

Beware witch doctors

Late one night, 80 years ago, in a small Alabama cemetery, Vance Vanders had a run-in with the local witch doctor, who wafted a bottle of unpleasant-smelling liquid in front of his face, and told him he was about to die and that no-one could save him.

Back home, Vanders took to his bed and began to deteriorate. Some weeks later, emaciated and near death, he was admitted to the local hospital, where doctors were unable to find a cause for his symptoms or slow his decline. Only then did his wife tell one of the doctors, Drayton Doherty, of the 'hex'.

Doherty thought long and hard. The next morning, he called Vanders' family to his bedside. He told them that the previous night

3

he had lured the witch doctor back to the cemetery where he had forced him to explain how the curse worked. The medicine man had, he said, rubbed lizard eggs into Vanders' stomach, which were now inside him.

Doherty then summoned a nurse who had, by prior arrangement, filled a large syringe with a powerful emetic. With great ceremony, he inspected the instrument and injected it into Vanders' arm. A few minutes later, he began to be sick. In the midst of it all, unnoticed by everyone in the room, Doherty produced his *pièce de resistance* – a green lizard he had stashed in his black bag. "Look what has come out of you, Vance," he cried. "The voodoo curse is lifted."

Vance did a double take, lurched backwards to the head of the bed, then drifted into a deep sleep. When he awoke the next day he was alert and ravenous. He quickly regained his strength and was discharged a week later.

The facts of this case were corroborated by four medical professionals. Perhaps the most remarkable thing about it is that Vanders survived. There are numerous documented instances from many parts of the globe of people dying after being cursed.

Cases such as this may be extreme examples of a far more widespread

phenomenon. Many patients who suffer harmful side effects, for instance, may only do so because they have been told to expect them. What's more, people who believe they have a high risk of certain diseases are more likely to get them than people with the same risk factors who believe they have a low risk. It seems that modern witch doctors wear white coats and carry stethoscopes.

The idea that believing you are ill can make you ill may seem far-fetched, yet rigorous trials have established beyond doubt that the converse is true – that the power of suggestion can improve health. This is the well-known placebo effect. Placebos cannot produce miracles, but they do produce measurable physical effects.

The placebo effect has an evil twin: the 'nocebo' effect, in which dummy pills and negative expectations can produce harmful effects. The term 'nocebo' (which means '1 will harm') was not coined until the 1960s, and the phenomenon has been far less studied than the placebo effect.

What we do know suggests the impact of nocebo is far-reaching. "The voodoo curse, if it exists, may represent an extreme form of the nocebo phenomenon," says anthropologist Robert Hahn from Atlanta, Georgia.

b Underline any *five* words in the article that are new and that seem useful to you.

- Compare them with another student. Did you make a similar choice?
- Would you need to use these words or just be able to recognise them? Why?
- **c** In the article, the writer explores the implications and significance of what happened. Find examples which express that something:
 - 1 is certain.
 - 2 is surprising.
 - 3 is possible or probable.
 - 4 seems unlikely.

SPEAKING

- a Can people convince themselves that they are suffering something when they are not? Rank these scenarios from 1 (= very unlikely) to 10 (= very likely).
 - a You read about damaging effects of mobile phones. Soon, you notice that you get a headache when using your phone.
 - b Someone tells you it is risky to swim after eating. You ignore the advice and immediately develop serious stomach pains as a result.
 - c Halfway through eating seafood, you notice it smells odd, and you think you might have food poisoning. Quickly, you start to feel sick.
- **b** Have you (or people you know) had similar experiences to these? Do you think they are examples of the 'nocebo' effect, or were other factors involved?

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Target activity

1

2

L

5

6

2

2

TASK LISTENING this is real

TASK
LANGUAGE
Discussing
issues

Global issues

What do you think is the message of the anti-malaria campaign advert?

Discuss these questions about malaria. Then check on R-1.

- 1 In what parts of the world is it a problem?
 - How dangerous is it?
- 3 What kind of disease is it? How can you catch it? What are the symptoms?

7.3 goals

discuss an issue

Iscuss implications and significance

- 4 How can it be treated? How can you protect yourself against it?
- 5 What is being done about malaria? What needs to be done?

3 a **1219** Listen to a doctor talking about malaria. What does he say about:

- misconceptions? 1
- 2 people at risk?
- 3 current treatment?
- what needs to be done? 4
- b What does he see as the most important issue connected with malaria?

a **1219** The doctor uses expressions to talk about problems and solutions. Listen again. What words go in the gaps? Use these words to help you.

a health issue	the only long-term solution	don't necessarily
a question of	factor in this	attitudes are changing
the main problem	a lot to do with	a big issue

- 1 Another _ is the lack of available medicines.
 - Malaria is partly _____ but it's partly an economic one.
- _ providing education. 3 This is ___ 4
 - know how malaria is caused. They ____
- 5 lt's also got _ ___ providing infrastructure.
- 6 Corruption is _
- 7 is the problem of resistance.
- 8 _ involves developing a vaccine.
- 9 There are signs that
- b 🚺 2.20 Listen to check.
- a The doctor says that malaria is an economic issue and also a political issue. What does he mean by this?
- **b** Look at some other types of issue. Match them with the examples.

health cultural social moral global environmental conservation political economic educational

- 1 childhood literacy
- 2 the destruction of rainforests
- 3 using English as a world language
- 4 banning smoking in public places
- 5 the spread of fast-food chains

FASK

TASK

PREPARATION

- a Together, choose *one* interesting and important issue from 5b.
 - **b** In groups discuss the issue. Decide the main points to discuss, and what you think about them. Then discuss the main problems and possible solutions.
- 7 Choose one person from each group to sit on a 'panel'.
 - Members of the panel: in turn, give your group's opinion.
 - 2 The others: make comments or ask questions after each person has spoken.



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EXPLORE

Across cultures Health campaigns

1 a **[]221]** You will hear Percy, a research scientist from Ghana, talking about using mosquito nets to prevent malaria.

- 1 What's the problem with mosquito nets?
- 2 What do people in villages often do? Why?
- 3 What new idea does he talk about? How does it work? Why is it better?

b []2.21 Listen again and complete the gaps.

- 1 Average homes have _____ ventilation.
- 2 Mosquito nets are quite _____ to sleep in.
- 3 That's where _____ comes in.
- 4 There are a lot of programmes which _____ sponsors.
- 5 Mosquito nets are _____ in the villages.
- 6 People don't _____ properly.
- 7 People leave them _____ loosely.
- 8 This is a permanent net _____ all the walls.
- 9 You don't have to _____ every night.
- 10 You get better ____



• From what you have heard, do you think Percy is a native speaker of English, a bilingual speaker, or has learned English as a foreign language? Why?



- 2 Look at these campaign posters to raise awareness about swine flu and malaria. What message are they trying to make? What steps do they suggest taking to alleviate the problem?
 - **b** Which poster do you think would be the most effective where you live? Why?
 - c Discuss these questions.
 - 1 Which health problems in your country are in the public eye?
 - 2 How does the population find out about them?
 - 3 Is there enough information?
 - 4 What kind of campaigns are established to make the population aware of these health issues? Do you think they are effective?



Keywords consist, include

1 a Look at the examples. Which highlighted verbs mean:

- this is the whole of it? 1
- this is only part of it? 2
- 3 it has this inside it?
- 1 Each length contains over 14,000 pills, tablets, lozenges and capsules, the estimated average number prescribed to every person in Britain during their lifetime.
- 2 The piece consists of a lifetime supply of prescribed drugs knitted into two lengths of fabric.
- So the experiment involved testing people's responses before and after drinking ... These activities tested the volunteers' co-ordination. That included the ability to 3
- 4
- concentrate, remember strings of numbers.
- 5 People generally use traditional treatments, comprised of herbal remedies.

b Look at these sentences from the unit. Which verb do you think was used in each case? Why?

- 1 This does not include / contain pills we might buy over the counter, which would require about 40,000 pills each.
- 2 The 'Cradle to Grave' installation included / involved a lot of work.
- 3 'Cradle to Grave' contains / comprises family photographs and other personal objects.
- 2 a Look at these newspaper extracts. How do you think they continue? Think about the kind of information that would be needed in each case.
 - 1 The majority of people who attend motor racing events are male. This is starting to irk the car companies that organise them, as women comprise ...
 - 2 For decades, travel between America and Europe involved ...
 - 3 Near the centre of Old Havana lies the Casa de los Arabes, a Moorish-style, 17th-century building that now comprises ...
 - 4 Minneapolis-St. Paul International Airport was in the midst of a construction programme that includes ...
 - 5 For Britons trying to enter the US, the situation is about to get worse. From the end of October, all British subjects will need a visa or a passport containing ...
 - b 💽 2.22 Listen to check. What are the news reports about?
- 3 a Write complete sentences from these notes. Use verbs from 1a.
 - 1 Hobbies: cycling, rowing, skiing My hobbies include cycling, rowing and skiing.
 - 2 UK: England, Scotland, Wales, N. Ireland
 - 3 Return flight New York – Paris, \$695: in-flight meals, insurance, taxes
 - 4 Threats to wildlife in Danube Delta: drainage, new building projects, pollution
 - 5 My job with PR company: sending out press releases, organising events, contacting journalists
 - 6 'Placebo effect' experiment: giving coffee to volunteers (no caffeine), conducting co-ordination tests
 - 7 Chess: two players, a 64-square board, 16 pieces (king, queen, bishops, rooks, knights, pawns)

b 12.23 Listen to check. Were the answers similar to yours?

c Look at the photos. Imagine you are 'selling' these products.

- How would you do it?
- What could they contain or include which would make them more appealing to consumers? 2



d What verbs would you use in your own language to express the same ideas? How similar are they?

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EXPLORESpeaking

1 Look at the cartoon.

- 1 What's the point of the joke?
- 2 Why are children often asked to 'take turns'? In what contexts?
- 3 In what other situations do you need to take turns in life? Why?
- 4 What is the opposite of taking turns in conversation?

2 a Read these conversations. What are the people talking about?

- A Well, I think it's been quite successful, because, you know, it's done what it set out to do. It's made cafés and restaurants places where you, I can, well, we can all now go without having to breathe in everyone else's smoke ...
- B (Find a way to interrupt and stop A talking) ¹_____. What about the terrible effect it's had on small businesses. Right? I mean, some of these places have actually had to close down because of it. Now how is that, how does that help non-smokers?
- c (Support what B said)²_____. There's just no point in having all these nice clean bars if there's nobody going into them.

2

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- I think it hasn't worked. Quite honestly. People have started buying drinks to take home just so they can smoke, so bars and cafés have gone out of business.
- B (*You disagree with A*) ³_____. I mean, how many bars have actually gone out of business?
- c (Support what A said) ⁴_____. Not many bars have, have actually had to close, but a lot of places are struggling. Especially ones that don't have any outdoor space for smokers.

3

- Well, I'm on the side of smokers on this one. I, they quite rightly see it as an infringement of their personal liberty. You know, their freedom to smoke if they want to.
- B (You think A is missing the point) ⁵_____. I mean, I see it as a health issue, I don't want to be forced to breathe other people's smoke, so it's not really about personal liberty.
- c (*You strongly disagree with B*) ⁶_____. No-one's forcing you to breathe their smoke, you can always go and sit in a different room, really.
- B Why should I have to?

6

- A The way I see it, the solution would be to provide separate rooms for smokers, right? Not just ban smoking altogether. Why couldn't we let smokers smoke if they want and non-smokers could have their own room?
- B (You think A is over-simplifying)⁷_____. I guess it's fine if you have a big restaurant with separate rooms, but what about just a small café?
- c (*You strongly agree with B*) ⁸_____. It's discrimination against small businesses so the big businesses, well they're fine, and the small ones, they're the ones that are having to close.

Goals

take turns in a discussion
 give opinions in an extended conversation



b In groups, look at the strategies for interrupting, agreeing and disagreeing (in *italics*). For each one:

- 1 make a list of possible things the person might say in the gaps.
- 2 in each case, which remark would achieve the speaker's aim most successfully? Why?
- 3 try out each conversation, and see how your chosen remark sounds.

c 💽 2.24 Listen to the conversations.

- 1 Were the speakers' remarks similar to yours?
- 2 Who was better at making their point?
- 3 Why do the speakers interrupt each other? Would you do this in everyday conversation?
- Work in groups. Choose an issue from p70 or your own topic. Try out conversations. Practise each conversation more than once, until you can 'take turns' fluently.

Conversation 1

3

- A, give an opinion about the topic.
- B, interrupt A. Comment on what A said.

C, support what A or B said.

Conversation 2

B, give an opinion about the topic.

C, say B is missing the point or is exaggerating. Give your opinion.

A, strongly agree with B or with C.

Conversation 3

- C, give an opinion about the topic.
- A, strongly disagree with C.
- B, support what C or A said.

4 Work in the same groups.

- 1 Have an unrehearsed discussion about a different topic.
- 2 Other students: how successful was the conversation?

Look again 🗘

Grammar

Passives and participles

- Look at these examples from the unit. You can often use passives and participles to describe the appearance, position or arrangement of things.
 - 1 They are laid side by side in a long glass case.
 - 2 Laid out in groups, the tablets form solid blocks of one colour, interspersed with vivid geometric patterns.
 - 3 The end of the fabric is rolled up and empty.

Notice that you can use a passive form, or just a participle. Find other examples in the script on R-11.

2 a What do you think each example below is about?

- a ... stuck on the windscreen ...
- b ... stacked against the walls ...
- c ... pinned on a white cupboard ...
- d ... spread out along the valley ...
- **b** Match each example with an image and write a complete sentence.







- C 🚺 2.25 Listen to check.
- d Think of synonyms you could use in each case.

$stacked \rightarrow piled$

3 Make participles from these verbs. Add them to the sentences to make them more precise.

gather arrange stick bury hide park

parked

- 1 The car is / at the back of the hotel.
- 2 It's dangerous to walk on the beach as there are mines in the sand.
- 3 The sign is partly behind a tree, so you can't see it very clearly.
- 4 We may be a bit late. We're in a traffic jam.
- 5 In chess, each player's pieces are in two rows.
- 6 There are huge crowds of protesters in front of the bank.
- **4** a Write a sentence including a participle as in 3. Then write it again, leaving out the participle.
 - **b** Show your sentence to another student. Can they guess what the missing participle is?

Referencing and substitution

- 5 a Look at these examples from the unit. Do you remember what they refer to?
 - 1 ... though it doesn't kill as many as it once did.
 - 2 Some of the treatments are common to both.
 - 3 This has been tried in certain countries and has been proven to significantly reduce malaria cases there.
 - 4 **One** that could show that what people believed could affect their bodies?
 - 5 Only **then** did his wife tell one of the doctors, Drayton Doherty, of the hex.

b Match extracts 1–6 with a–f.

- a Well, malaria is in fact preventable by simply providing mosquito nets.
- b Some weeks later, emaciated and near death, he was admitted to the local hospital, where doctors were unable to find a cause for his symptoms or slow his decline.
- c So how did Professor Kirsch devise this test?
- d The first thing to say is that malaria is a very dangerous disease,
- e ... illustrating the medical stories of one woman and one man.
- 6 a Which of the highlighted pronouns in 5a refer back to previously stated ideas?
 - **b** Which other words substitute and avoid repetition of previously used information?
- 7 a Look at this conversation. Rewrite it, so that no words are repeated.
 - A So what did the doctor say?
 - B He said I might have to have an operation.
 - Oh, I hope you don't have to have an operation ... for your sake.
 - B I hope I don't have to have an operation, too!
 - Well, if you don't have an operation, what's the other option?
 - B I don't know, I think convalescence is much longer. I have to go to the clinic tomorrow and wait in the clinic all morning for tests and then he'll tell me the results of the tests.

b Compare your conversations.

Grammar reference, R-8

Vocabulary

Tests

- 8 a Think about the caffeine experiment. What kinds of test did the participants do? Here are some other kinds of test.
 - 1 In what situation might you do each one?
 - 2 What would be its purpose?
 - 3 How many are related to health?

a placement test an eye test a literacy test a driving test an IQ test a typing test a hearing test a DNA test a personality test

- **b** We can say do a test, have a test or take a test.
 - 1 Which of the tests in 8a are more likely to be used with do / take? Which are more likely to be used with have? Why?
 - 2 Can you think of other verbs that could be used with the expressions in 8a?
- Which of these tests have you done (or had) in your life? Tell your partner what happened.

All-purpose nouns

9 On p70, the doctor referred to problems and solutions, nouns which can serve many purposes in different contexts. Look at this news extract and underline five 'all-purpose' nouns.

> The three party leaders' speeches have received much attention in this election campaign, but one of their most interesting qualities is the debt they owe to the ancient Greeks and Romans. For the Romans, politics was all about oratory. For the Greeks, big questions such as whether or not to go to war were decided by discussion and debate. Oratory, therefore, was very sophisticated, and closely scrutinised. There have been many surprising aspects to this election, but one thing is clear: the leaders' skill in public speaking has been an important concern – and may possibly become the most important factor – in the end result.

10 a Choose the best all-purpose noun.

- 1 As far as personality traits go, Carl has one characteristic / feature that I particularly dislike.
- 2 Why don't you change your approach / attitude and tackle the problem from this angle?
- 3 The process / manner of counting votes is extremely time-consuming.
- 4 The issue / context of whether to publish the news or not should have been decided beforehand.
- 5 Easy navigation is one of the key <u>elements</u> / <u>devices</u> in successful website design.

b What other nouns could be used?

topic quality technique system feature

Health problems and treatments

- 11 a How many different words referring to illnesses and treatments can you remember?
 - **b** Look at the sentences. Who or what could the pronouns in *italics* refer to?

a doctor a surgeon a patient medicine a wound / an injury an illness / a disease

- 1 *It*'s taking a long time to heal.
- 2 She's still convalescing.
- 3 I'm sure he'll recover OK.
- 4 *I* decided to **operate** on *him*.
- 5 *He* will need to **undergo** heart surgery.
- 6 Unfortunately there's no way to cure it.
- 7 *I* treated *her* for shock.
- 8 She prescribed me something called Antiflaxin.
- **c** Answer these questions about the highlighted verbs in 11b.
 - 1 How many mean 'improve' or 'get better'?
 - 2 Which is followed by a preposition?
 - 3 Which have equivalent noun forms? What are they?
 - 4 How could you rephrase the sentences using these nouns instead of verbs?
- 12 a Jisten to three short conversations. How many words from 11 did you hear? What other words related to health problems and treatments were there?

b 🚺 2.26 Listen again.

- 1 What illness / medical condition are the people talking about in each case? How do you know?
- 2 Have the patients recovered? If not, what symptoms do they still have?

Self-assessment

Can you do these things in English? Circle a number on each line. 1 = I can't do this, 5 = I can do this well.

\odot talk about health problems and treatment	1	2	3	4	5
describe and comment on an exhibition or a show	1	2	3	4	5
ø describe a process or experiment	1	2	3	4	5
Iscuss implications and significance	1	2	3	4	5
⊚ discuss an issue	1	2	3	4	5
⊚ take turns in a discussion	1	2	3	4	5
\odot give opinions in an extended conversation	1	2	3	4	5
give opinions in an extended conversation	÷.,	~	3		- 0

For Wordcards, reference and saving your work → e-Portfolio
 For more practice → Self-study Pack, Unit 7

More information

8.1 goals ⊚ discuss brands Idescribe effects and influences stalk about the image and qualities of products

Brand awareness

Brands



TOMMY THILFIGER

LISTENING

1 a Discuss these questions.

- 1 How 'brand conscious' do you think you are? Think about:
 - clothes.
 - shoes.
 - cars.
 - household appliances.
 - drinks.
 - electronic goods.
- 2 How much importance do you attach to the brand?
- Why do you think it is or isn't important?
- Would you avoid particular brands? If so, why?For which kinds of product would you worry about the brand you buy? Why?
- **b** Talk about the adverts.
 - What 'image' do you think they are selling? 1
 - Are they effective? 2
 - 3 What do the models themselves add to the message?