

EXERCISES – FIRST 1

UNIT 4

3 Read the article again. Are the statements true (T), false (F) or not given (NG)?

- 1 Olympic athletes have always analysed their genetic make-up to find out how successful they will be.
- 2 If you want to be a top athlete, training hard will always be more important than having the right genes.
- 3 Scientists know which of our genes affect athletic performance.
- 4 Screening young people's genes to find out what sports they are good at may happen in the future.
- 5 The writer sees no advantages to screening kids to find out about their genes.
- 6 It is already possible to modify a person's genes to improve athletic performance.
- 7 In the writer's opinion, genetic modification will become very common in the future.
- 8 We know for sure that some top athletes already have modified genes.

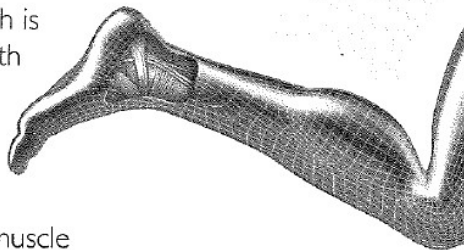
4 Study the highlighted words in the article. Then match each word to the correct meaning a–c.

- | | | | |
|----------------|--|----------------|--|
| 1 perseverance | a determination
b uncertainty
c stubbornness | 5 uncover | a lose
b remove
c discover |
| 2 radically | a slightly
b completely
c interestingly | 6 demoralizing | a discouraging
b unprincipled
c critical |
| 3 variant | a slightly different form
b identical form
c only form | 7 modify | a destroy
b replace
c change |
| 4 distinct | a slightly different
b recognizably different
c unfair | 8 commonplace | a rarely seen
b often seen
c never seen |

Is the genetically-modified athlete on the way?

To become an Olympic champion, athletes have always needed dedication and perseverance, as well as natural ability. In the past, athletes would spend hours training in the gym and would make sure they ate all the right foods. However, neither they, nor anybody else, felt the need to analyse their genes to test whether they were likely to succeed in their chosen sport. This may well be about to change. Our understanding of the connection between our genes and sporting performance is growing and this understanding may soon radically transform the way we select and train the athletes of the future.

Research has shown that, in many sports, genes are as important as hard work. The 'right' genes can, for example, affect our cardiovascular capacity – the heart's ability to deliver oxygen to the muscles – and they can also affect the muscles' ability to turn oxygen into the fuel needed for muscles to contract quickly and powerfully. Any athlete with these genes has an advantage over people who don't have them because they allow them to train longer and harder, to recover from exercise more quickly and to produce power more efficiently. Scientists have identified a variant of a gene called ACTN3 which is associated with the presence of a muscle protein found only in particular muscle fibres. It is effectively a 'power gene' which enables sprinters to react explosively and to start running very quickly. Any 100-metre sprinter with this gene clearly has a distinct advantage over an athlete who doesn't have it. In fact, many would now argue that it is essential to have this gene to win gold in a sprint event.



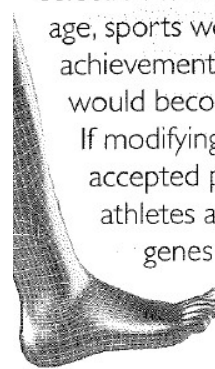
The importance of the genetic component in sporting ability has many implications for the future. Currently, we're used to the idea of encouraging every young person to have a go at different sports. Kids find out what they're good at and what they enjoy. But what if sports clubs screened kids to see whether they were genetically disposed to particular sports? As a society, we would uncover talent quickly and put young athletes with genetic potential on the right path to athletic achievement, but, individually, finding out, at a young age, that we were never going to be good at a chosen sport would be very demoralizing. It also undermines much that is positive about sport, such as the fact that it is about enjoyment and challenge and testing personal limits. Sport should not be about trying to achieve genetic potential.

Even more disturbing is the possibility that some countries might consider using our rapidly growing knowledge of how genes work to engineer the make-up of a young athlete's genes in order to turn them into a 'superman' or 'superwoman'.

Scientists might, for example, inject a gene into an athlete's cells that increases muscle growth, making him or her faster and stronger. As yet, there is no evidence that this has happened. However, the technology is in place to modify genes and research has been carried out on mice that shows how effective genetic modification can be. A major concern is that nobody knows what the long-term consequences of altering genes might be for humans. It could result in all sorts of appalling health problems.

So, what of the future? Will top athletes be selected at a young age because of their genes, and will it become commonplace to modify an athlete's genes? Both are worrying scenarios. If selection were to happen, especially at a young age, sports would stop being about personal achievement and mental endurance and would become games for super-humans.

If modifying genes were to become an accepted part of elite sport, the pressure on athletes and sports bodies to alter people's genes would be overwhelming. It is a disturbing thought. The age of the genetically-modified super-athlete may soon be upon us.



UNIT 5

V insight Phrasal verbs with on

1 Rewrite the sentences by replacing the words in italics with the correct form of the phrasal verbs below.

- ▣ add on ▣ carry on ▣ cheer on ▣ cling on ▣ move on
- ▣ slip on ▣ switch on

- 1 If you *continue* speaking to me like that, I'm leaving!
.....
- 2 I loved my smartphone when I bought it two years ago, but technology has *developed* since then.
.....
- 3 I have a season ticket and go to every football game. I think it's important to be there to *encourage* my team.
.....
- 4 The little boy was *firmly holding* his mother's legs.
.....
- 5 As he *started* the engine, the car jumped forward.
.....
- 6 In America, prices in menus don't include tax. When you pay, the restaurant *includes* the tax.
.....
- 7 It's only sensible to *wear* some strong walking shoes when you go hiking.
.....

V Acronyms

3 Replace the phrases in italics with an acronym below. There are two acronyms that you do not need.

- ▣ FYI ▣ BTW ▣ FWIW ▣ TIA ▣ IMHO ▣ IDK ▣ TMI ▣ ASAP
- ▣ YOLO ▣ LOL ▣ AFAIK ▣ BFN

- 1 That joke you sent me was great. *Really funny!*
- 2 *I'm not sure, but I think* it's true.
- 3 I need to speak to you *immediately*.
- 4 *You might like to know that* John's leaving next week.
- 5 Can you find out what the homework is for me? *Cheers for that*.
- 6 *I think* videos of cats are really silly.
- 7 That picture of your toenail was disgusting. *I didn't need to see that!*
- 8 You should definitely go to the concert. *Life's too short to worry about the cost!*
- 9 Is Jake going to the party? *I have no idea*.
- 10 I need to go now. *See you later*.

Advice, obligation and prohibition

1 Choose the correct answers.

Learning from your mistakes

Einstein once said, 'Anyone who has never made a mistake has never tried anything new.' This doesn't mean that you ¹..... try and make as many mistakes as possible, but it does mean that you ²..... accept that making mistakes is a natural part of the learning process. This is particularly true when you are learning a language. When you make a mistake and the teacher corrects it, there is a great opportunity for you to learn and improve your language skills.

Although correction can be very helpful, we ³..... be careful not to overdo it. One famous study found that when parents corrected their young children's language, believing that their children ⁴..... say things like, 'Daddy gone work', their children's language actually got worse rather than better!

Of course, we ⁵..... assume that learning a second language is exactly like learning our first language. It's very different; we're older and more intellectually developed, for a start. Nonetheless, teachers usually ⁶..... correct every single mistake we make; furthermore, if they do, we may find we lose all confidence, especially at lower levels.

- | | | | |
|---|------------|------------------|------------------|
| 1 | a ought to | b needn't | c had better not |
| 2 | a mustn't | b needn't | c need to |
| 3 | a must | b mustn't | c ought not to |
| 4 | a need to | b had better not | c don't need to |
| 5 | a mustn't | b don't need to | c must |
| 6 | a must | b should | c don't need to |

2 Complete the second sentence so that it has a similar meaning to the first. Use the words in brackets.

- 1 Don't forget your homework again, or you'll be in trouble! (better)
You
- 2 Joe should try to work a bit harder. (ought)
Joe
- 3 It's not necessary to bring your book. (needn't)
You
- 4 It is forbidden for students to chew gum on school premises. (must)
Students
- 5 It is important to work hard if you want to do well at school. (need)
If you want to do well at school,
- 6 It is a good idea to revise new vocabulary regularly. (should)
You

Past modals

3 Complete the dialogue with the words and phrases below. Sometimes more than one answer is possible.

⊗ needn't have ⊗ had to ⊗ didn't need to ⊗ ought to have
⊗ shouldn't have ⊗ didn't have to

Beth You really ¹..... said that to the waiter! It was so rude.

Sarah But I felt I ²..... complain. There was a dead insect in my salad, after all.

Beth I still think you ³..... speak so loudly. Everyone in the restaurant must have heard you.

Sarah Well, they ⁴..... washed the salad more carefully!

Beth But it wasn't the waiter's fault. You ⁵..... shout at him.

Sarah I didn't shout at him. I was just being assertive.

Beth I still think you ⁶..... made such a fuss.

Sarah Just because I prefer to stand up for myself ...

V Phrases with point

1 Complete the sentences with the phrases below.

- ⊗ at some point ⊗ there's no point in ⊗ take your point
- ⊗ on the point of ⊗ up to a point ⊗ from my point of view
- ⊗ the point is ⊗ point out

- 1 I, but I still think it would be better to go with the first option.
- 2 It's not important why you didn't listen to me. that you didn't.
- 3 Please try to look at this I know it's a great opportunity, but Sydney is so far away!
- 4 I agree with you, but not completely.
- 5 getting upset; it's too late to change it now.
- 6 I was just leaving when the phone rang.
- 7 I'd just like to that I did warn you not to do that.
- 8 I don't know where my purse is. I must have dropped it during the evening.

UNIT 6

The life of a war photographer

'Looking at what others cannot bear to see is what my life has been about.' Don McCullin

A

Known as one of the greatest war photographers in history, Don McCullin has spent the last sixty years taking photographs of devastation and suffering in war zones all over the planet. His prolific output includes haunting photographs of the Vietnam War in the 1960s, of civil war in Cyprus, of massacres in the Congo, of famine in Sudan and Bangladesh, and, most recently, of the invasion of Iraq in 2003. Often at great personal risk, he has been to the most horrific places on earth in search of photographs that bear witness to the tragedy and heartbreak of war, disaster and poverty. His work will always remind people of the suffering endured by so many people during the second half of the twentieth century.

B

McCullin started out, not as a war photographer, but as a photojournalist of poverty and crime in his native country, England. In what must have been a difficult childhood, young Don was brought up in a one-bedroom basement flat in a rough and violent part of London. He shared a bed with his brother and the bedroom with his parents, and he grew up streetwise and tough. His childhood was good preparation for his career. Like the people he has photographed, Don experienced hunger, violence and poverty in his life. He understood what it was like to experience extreme hardship, which enabled him to really observe people's suffering. He could look at hard reality when most people would have just looked away.

C

Young Don's big break as a photographer came as a direct result of his deprived childhood. He snapped a gang of young thugs from his neighbourhood and, soon after he took the photo, one of the gang members stabbed and killed a policeman. As a result, a national newspaper bought and published Don's photo and offered him a contract to take more photographs. This was the start of his career as a photographer.

D

Don McCullin was fearless and reckless in his search for the perfect photograph. He would just walk into the houses of people who had had a death in the family, and point his camera at their faces, and he would go up to starving children or injured soldiers and snap their portraits. In many ways, he was a 'war junkie'. He found the adrenalin-rush of living in a war-zone so exciting that he felt depressed and useless whenever he was back home in peaceful England. On several occasions, he was very nearly killed. In Uganda he was captured by soldiers, imprisoned for four days and threatened with execution, and, in Cambodia, a sniper shot at him just as he was lifting his camera to his face to take a photo. By pure luck, the bullet struck the camera and bounced away.

E

Despite the risks, McCullin was driven throughout his career not just by his personal need to experience danger and excitement, but by a sense of moral purpose. He wanted to reveal the true face of war and famine and to tell the stories of those who have no voice. In interviews, he stresses that he wants his photographs to provide evidence of what is really happening in the world. 'You have to bear witness,' he says. 'You cannot just look away.'

F

In later life, McCullin has spoken about how he felt remorse for being so intrusive during his career. However, he is also haunted by the people he photographed. 'Sometimes,' McCullin said, 'it felt like I was carrying pieces of human flesh back home with me, not negatives. It's as if you are carrying the suffering of the people you have photographed.' In his quest to photograph the truth of war and struggle, he has paid a high personal price.

2 Read the article again. Choose the correct answers.

- 1 According to the article, Don McCullin
 - a has only ever been a war photographer.
 - b took most of his photographs in the 1960s and 1970s.
 - c has taken photographs both at home and abroad.
 - d began his career at the time of the Vietnam War.
- 2 When he was a boy, Don
 - a hung out with a gang of thugs on London's rough streets.
 - b found it hard to get on with other kids in his neighbourhood.
 - c was encouraged to be objective and hard-working.
 - d learned to be a strong and resilient person.
- 3 Dan took the photo of the gang of young thugs
 - a soon after they had murdered a police officer.
 - b but didn't sell it until one of the photo's subjects committed a crime.
 - c as part of his first assignment for a major national newspaper.
 - d in order to highlight their deprived background.
- 4 During his career, Don
 - a was wounded by a sniper.
 - b narrowly avoided death more than once.
 - c was wounded in Cambodia.
 - d felt depressed whilst away on demanding photo shoots.
- 5 According to his interviews, Don McCullin is
 - a keen to take photographs that tell the truth about suffering.
 - b proud of the artistic quality of his war photography.
 - c trying hard to develop his own moral sense of purpose.
 - d unmoved by the images of horror he has seen.