



IELTS 2 CLASS HANDOUT

Handout 1

THE FUTURE OF JOURNALISM

A It used to be easy to define what a journalist was. They had a degree in English or journalism, usually owned a camera and were employed fulltime by a news outlet, TV or radio station or newspaper. Their days were spend conducting interviews, researching the next big story and writing articles. However, in recent years the line between these professional “journalists” and the public has become blurred. There is a growing trend for amateur journalism that often bypasses the established media sources. the upshot is that virtually anyone can be a journalist. After all, if you are present when a story breaks, or you yourself are part of the news story, why wait for a “real” journalist to interview you as an eyewitness? You can use the camera on your phone and post it on your own blog or social media.

B It is not only on sites like Facebook and Twitter that amateur journalism is on the rise. There are now open publishing sites, such as the Independent Media Center or “indymedia”, which aim to bring a “grassroots dimension” into the news arena. Ohmynews, one of South Korea’s most influential online sources for the latest in current affairs, has 2 million readers every day and a nationwide army of 26,000 “citizen” journalists. More and more often these citizen journalists and open sites are getting the scoop on major stories. The first mention of the problems facing the doomed space shuttle Columbia appeared on an online discussion forum 11 minutes before the Associated Press broke the news. What is more, there has been a fundamental change in how we interact with the news. Nowadays, with the growth in online versions of the newspapers, the public can easily comment, point out errors, and share alternative viewpoints. These opportunities are particularly vital if you find yourself the subject of a news story – whether for positive or negative reasons. If the story involves you, you can provide vital context and supplementary information which can change readers’ views on your story.

C When this trend for participatory media was in its infancy, there was plenty of mistrust of amateur “journalists” who lacked the credentials of journalists working in established media outlets. If a story did not come from well-known news organizations like CNN or The Times, it wasn’t taken seriously. Now that perception is changing. Trust in alternative media sources is growing. In fact, mainstream media now regularly recruit members of their own staff from the ranks of amateur news bloggers. Simultaneously, there has been a general shift away from a “broadcast model”, in which the few broadcast to the many, towards a more inclusive model in which the audience can play an active role. The traditional “filter then publish” news model has been replaced by “publish then filter”, with millions of keen amateurs involved at all stages of the process.

D So, how have the media establishment reacted to this change? Initially, it was seen as a challenge to their hegemony. They had always been the gate keepers: those who decided what was news and how the news should be presented. Participatory journalism represents the democratization of the media: and therefore a threat to this. Media futurists predict that by 2021, 50% of the news will be produced by citizen journalists, so traditional media have had little choice but to embrace the trend or be left behind. Many already have, by adding features that invite participation, such as comment sections and links to social media.

E There are many potential benefits to “we media”, as participatory journalism is sometimes called. It can help forge stronger relationships between the media and local communities, since people feel their views are represented, creating a sense of trust and shared responsibility. Members of the public who participate in creating the news gain memorable experiences and build their reputation in a given community. “we media” can also give a voice to those who haven’t had one due to educational, economic, social or cultural barriers. It is a liberating phenomenon with the potential to reduce inequality in society.

F Of course, like anything else, participatory journalism has its critics and in particular there are those who claim that news reporting on social media is used to manipulate people and even spread misinformation of “fake news”. Whilst this is no doubt true in some cases, it is a sweeping generalization. For example, during the 2011 London riots, it was widely reported on mainstream media that the rioters and looters used social media to spread news about what was happening and to incite others towards violence and protest. However, what is interesting is that the event has now been studied in detail and it has been revealed that this was not the case. In actual fact, citizen journalists played a positive role as the situation unfurled. They were the first to alert the authorities to early incidents of rioting taking place, and helped the police identify offenders by photographing them in the act and sharing the photos on social media. Without ordinary Londoners responding to news in this way, many of the perpetrators would most likely have escaped justice.

G The evidence so far is that participatory journalism is here to stay and set to develop in ways as yet unimagined. The implication for every user of the media is that we need to be ever more open to the possibility of false information. The “publish then filter” model necessitates all readers and viewers honing their critical faculties and verifying reports by independent means before accepting and sharing them. This will be a positive trend if it develops the thinking skills of the population as a whole. An educated citizenry who do not believe what they read without question is surely an asset to any society.

Questions 1-6

The text has seven paragraphs, A-G.

Which paragraph contains the following information?

Write the correct letter, A-G. NB, you may use any letter more than once.

1. Why some journalists fear the new trend
2. Details of civil unrest in a major city
3. Why education is needed in the context of this change in the media
4. Subjects journalists traditionally study at university
5. How the story of a spaceship disaster broke
6. Why participatory journalism is good for disadvantaged groups

Passive forms

MODULE

16

Before you start

- 1 Read about Yves Saint Laurent. Look at the **highlighted** grammar examples.

Great fashion designers of the 20th century

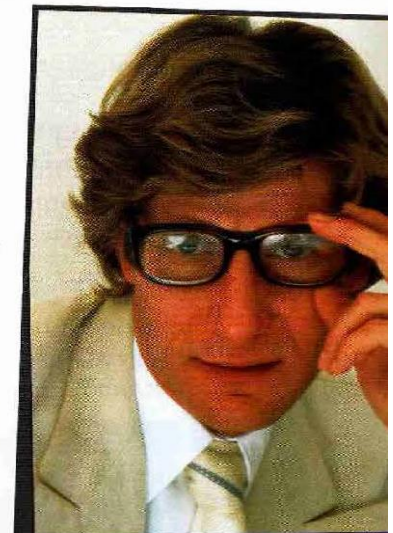
Yves Saint Laurent **is considered to be** one of the most influential fashion designers of the twentieth century. His designs **have been copied** many times and his ideas form the basis of many of today's most famous fashion labels.

Saint Laurent was born in Algeria but at the age of seventeen he moved to Paris to work for the famous clothes designer, Christian Dior. At first Dior **had him copy** patterns and help with details, but it was clear that this young man had a great talent for design. So, when Christian Dior died in 1957, **the job of chief designer was given to Saint Laurent** by the directors of the Dior fashion house.

Saint Laurent created his first fashion collection for Dior in 1958. His designs for Dior were a huge success and within a few years he was making plans to start his own business. The new company **was set up by Saint Laurent** in 1962 and quickly became the most successful French fashion house of the 1960s and 70s.

But it wasn't enough for Saint Laurent to design clothes for the rich and famous. He wanted to create designs that anybody could afford. So in 1966 he formed a new company called *Rive Gauche* and **had his clothes mass-produced** in different sizes, so that anybody could wear them.

Saint Laurent always wanted to be different from other designers. For example, **it is said that** he was one of the first French designers to use black models in his shows. And he was certainly the first designer to put women in trouser suits and dinner jackets – clothes that **had previously only been worn by men**.



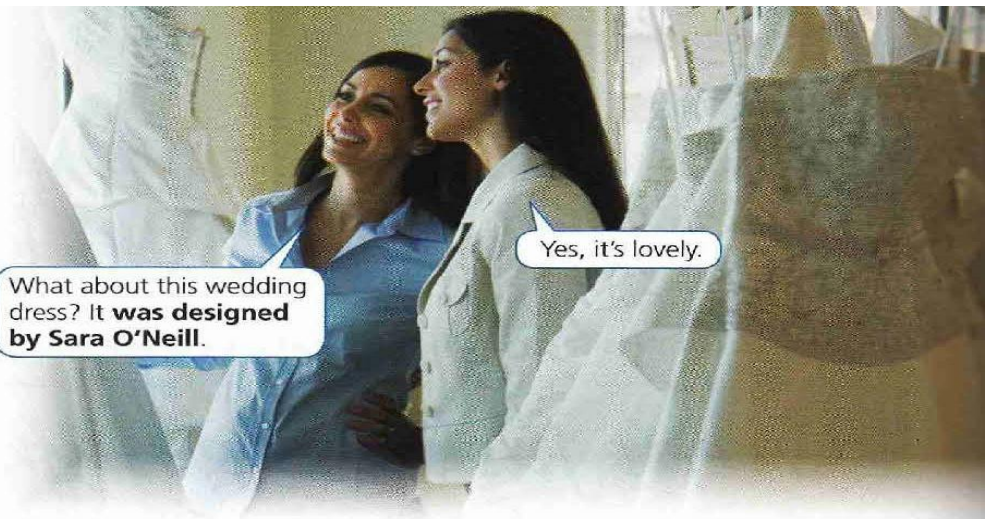
Yves Saint Laurent
1936–2008

- 2 Now read the sentences and choose the correct words in *italics*. The **highlighted** grammar examples will help you.

- Your car isn't here. It has *taken* / *been taken* to the garage.
- Do you think that jacket was designed *by* / *of* a man?
- That ring was *given to* / *given* my mother by my father.
- My application for a loan was turned *by the bank down* / *down by the bank*.
- I have *cut my hair* / *my hair cut* once a month.
- My boss had me *take* / *to take* the report to the printers.
- Paris is thought *being* / *to be* the most beautiful city in Europe.
- It is *saying* / *said* that the city is more beautiful than Venice.

- Unit 83
- Unit 83
- Unit 84
- Unit 84
- Unit 85
- Unit 85
- Unit 86
- Unit 86

The passive



What about this wedding dress? It **was designed** by Sara O'Neill.

Yes, it's lovely.

Forming the passive

We use a form of *be* + past participle (▶ page 348–350) of the verb. The object of the active verb becomes the subject of the passive verb:

active verb + object

subject + passive verb

They **buy** their clothes in the sales.

Their clothes **are bought** in the sales.

We don't usually repeat the same subject and form of *be* in a sentence:

The cars are taken to the port, [the cars are] **loaded** onto ships and [they are] **sent** to their destinations.

	ACTIVE	PASSIVE
simple tenses	They import all the clothes from China. Did Fabio design her dress?	All the clothes are imported from China. Was her dress designed by Fabio?
continuous tenses	Somebody's washing her jeans. They weren't selling those designs last year.	Her jeans are being washed . Those designs weren't being sold last year.
perfect tenses	I haven't ironed your shirt yet. People had seen that design before.	Your shirt hasn't been ironed yet. That design had been seen before.
will and infinitives	They will post the results tomorrow. We need to repair your shoes. I'm not going to finish the report today.	The results will be posted tomorrow. Your shoes need to be repaired . The report isn't going to be finished today.
-ing forms	I hate people shouting at me.	I hate being shouted at.

More on passive infinitives and -ing forms ▶ Units 64.1, 65.2, 75.3 and 76.1

NATURAL ENGLISH In spoken and informal written English, we sometimes use a form of *get* instead of *be* to form the passive. We can only do this to describe actions, not states:

What happened? Did he **get beaten up**? We **got stuck** in the lift for an hour!

Other uses of *get*, e.g. **get married** ▶ Unit 92.3

If we want to say who or what does an action when using a passive verb, we use *by* + noun. We usually put this at the end of the clause or sentence:

Katie Holmes' wedding dress **was designed by Giorgio Armani**.

Did you buy that sweater from a shop or was it **knitted by your mother**?

Verbs with no object (intransitive verbs, e.g. *arrive, come, grow up, happen, wait*) cannot be made passive:

✗ ~~I was grown up in Edinburgh.~~ ✓ **I grew up in Edinburgh.**

✗ ~~An email has been arrived.~~ ✓ **An email has arrived.**

Born is always passive:

I was born in 1990. Where were your parents born?

Reasons for using the passive

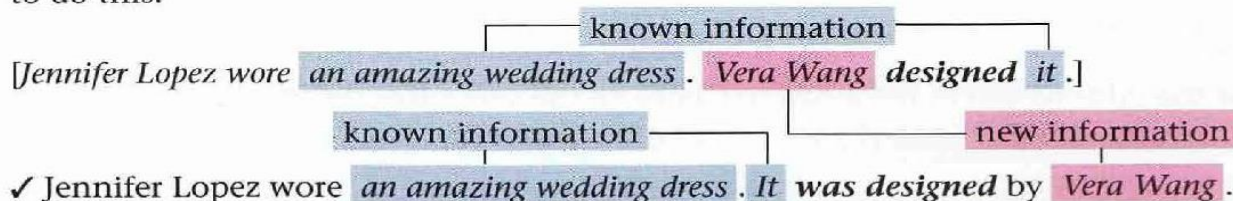
We often use the passive when we want to talk about an action rather than the person or thing that does the action. We do this when

- it doesn't matter who does the action:
*The votes **will be counted** at the end of the meeting.*
Have the parcels been delivered?
- we know or can guess who does the action:
*Here's your skirt. **It's been dry-cleaned.*** (obviously by the dry cleaner's)
*I brought my car to your garage yesterday. **Has it been repaired** yet?* (by the garage)
- we don't know, or we don't want to say who does the action:
*My bicycle **has been stolen!*** (I don't know who stole it.)
*I see the washing-up **hasn't been done** again!* (I don't want to say who hasn't done it.)
- we want to talk about general feelings or beliefs (► **Unit 86**):
*The building **is believed** to date from the thirteenth century.* (Most people believe this.)
- we want to be polite or we are in a formal situation:
***Have the reports been typed** yet?* (more polite than *Have you typed the reports yet?*)
*Your application **will be assessed** by the manager.* (more formal than *The manager will assess your application.*)

Using passives in writing

Passives are more common in writing than in speech.

- We usually prefer to start a sentence with known information (something that has already been mentioned) and then put new information at the end. The passive helps us to do this:



- We generally don't like to put a long subject before the verb, so we often use the passive to move the subject towards the end of the sentence, after the verb:
[*The low prices on a selection of summer suits in the shop window **attracted** us.*]
✓ *We **were attracted** by the low prices on a selection of summer suits in the shop window.*

More on the use of passives in writing ► **Units 103 and 105.2**

Common uses of the passive

We often use the passive in these situations:

news reports	<i>Three men have been arrested by the police. The missing child has not been seen for three days. The results were announced early this morning.</i>
academic and scientific writing	<i>Three possibilities have been suggested and these will be examined in Chapter 3. The crystals were heated to a temperature of 150°.</i>
instructions and rules	<i>This plant needs to be watered daily. The doors are locked at 10.30 p.m.</i>
describing methods, ways of working	<i>Staff expenses are recorded on form SE11 and supported by receipts. The employees are paid monthly by cheque.</i>

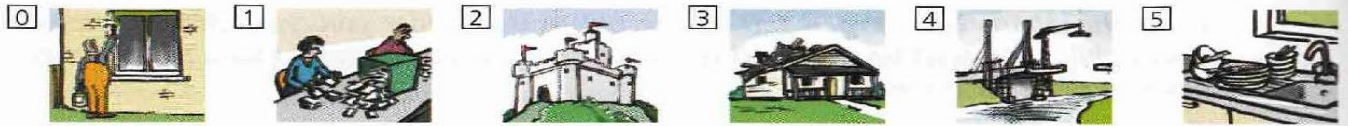
Practice

1 Complete the second sentence so it means the same as the first, using passive forms.

4.35 Listen and check.

- | | |
|---|--|
| 0 They were painting that wall yesterday. | That wall <i>was being painted yesterday</i> |
| 1 We've turned off the lights. | The lights |
| 2 We will send you an email tomorrow | You |
| 3 They aren't making that model any more. | That model |
| 4 Do I have to fill in this form? | Does this form |
| 5 They haven't repaired your computer yet. | Your computer |
| 6 They're going to close the road for 24 hours. | The road |

2 Complete the descriptions of the pictures, using passive forms of the verbs in the box.



build count ~~decorate~~ finish repair wash

- | | |
|--|-------------------------------|
| 0 This house <i>is being decorated</i> | 3 The roof needs |
| 1 The votes | 4 The bridge next year. |
| 2 This castle in 1250. | 5 The dishes yet. |

3 Use the information in the email to complete the sentences below.

Subject Wedding plans!

Hi Hilary

I'm so pleased that you can come to our wedding! Jake and I have planned everything over the last few weeks. At the moment we're sending out all the final invitations. (Don't worry, I haven't invited Jane Anderson. I know you don't get on with her!) I was a bit worried about the cost but last month Mum and Dad agreed to pay for the reception. They paid the deposit last week. That was a relief! Have you decided what to wear yet? I've bought my wedding dress (it's a bit big so I have to alter it). The shop had reduced the price so it was only a few hundred pounds.

Do you remember Aunt Terri? Apparently she's got a fantastic new video camera, so she's going to film the ceremony. We've got a professional photographer as well. She'll take the formal photos.

And Antonio from the Italian restaurant is doing the catering, so the food should be great!

I can't wait to see you there. It's going to be a great day!

Lucy 😊

- 0 Everything *has been planned*..... by Jake and Lucy.
- 1 The final invitations at the moment.
- 2 Jane Anderson to the wedding.
- 3 The deposit for the reception last week.
- 4 Lucy has bought her wedding dress but it has
- 5 The price of the dress by the shop.
- 6 The ceremony by Lucy's aunt.
- 7 The formal photos by a professional photographer.
- 8 The catering by Antonio.

4 GRAMMAR IN USE Choose the best word in *italics>. Sometimes both are grammatically correct, but one answer is more suitable. 4.36 Listen and check.*

HOW IS PAPER MADE?

Everyone enjoys reading fashion magazines and newspapers. But have you ever thought about how the paper (0) we *print them / they are printed* on is made? Most paper is (1) *made / making* from wood. First, (2) *they cut the wood / the wood is cut* into small pieces. These (3) *mix / are mixed* with water and heated to produce a kind of thick paste. Then chemicals (4) *we add them / are added* to clean the paste and make it white. Next the paste is spread on a screen and (5) *dried / is dried*. The water drains away or evaporates and (6) *are left / leaves* a thick layer of paper. (7) *We then pass this / This is then passed* between two large rollers (circular machines) to make it thinner and flatter. (8) *The paper can then be cut / They can then cut the paper* into the correct sizes.



5 Three more of these paragraphs would be improved if the second sentence used a passive form. Decide which paragraphs they are and rewrite the second sentence.

- 0 Philip Green bought the famous British clothes store, Moss Bros, in 2008. Because they ran out of money, the original owners sold it.
It was sold by the original owners because they ran out of money.
- 1 Live Aid was the most successful fund-raising event of the 1980s. A group of well-known British and American musicians organised it in July 1985.
.....
- 2 The Laurentian Library in Florence is one of the greatest buildings of the Italian Renaissance. Michelangelo designed it in the 1520s.
.....
- 3 Jeans first became popular when they were worn by film stars and singers in the 1950s. Elvis Presley and James Dean were the two stars who had the most influence on young people's fashion at that time.
.....
- 4 In recent years several high street stores have started selling copies of designer jeans. People who can't afford to buy real designer clothes often buy them.
.....

6 Rewrite these sentences so they are true for you. Change the underlined part.

- 0 My watch was made in Australia. *My watch was made in Switzerland.*
- 1 My school was built in the 1960s.
- 2 My old photos are stored in the garage.
- 3 My favourite shirt is made of nylon.
- 4 My hair is usually cut by my mother.
- 5 I don't like food that has been fried.

Handout 3

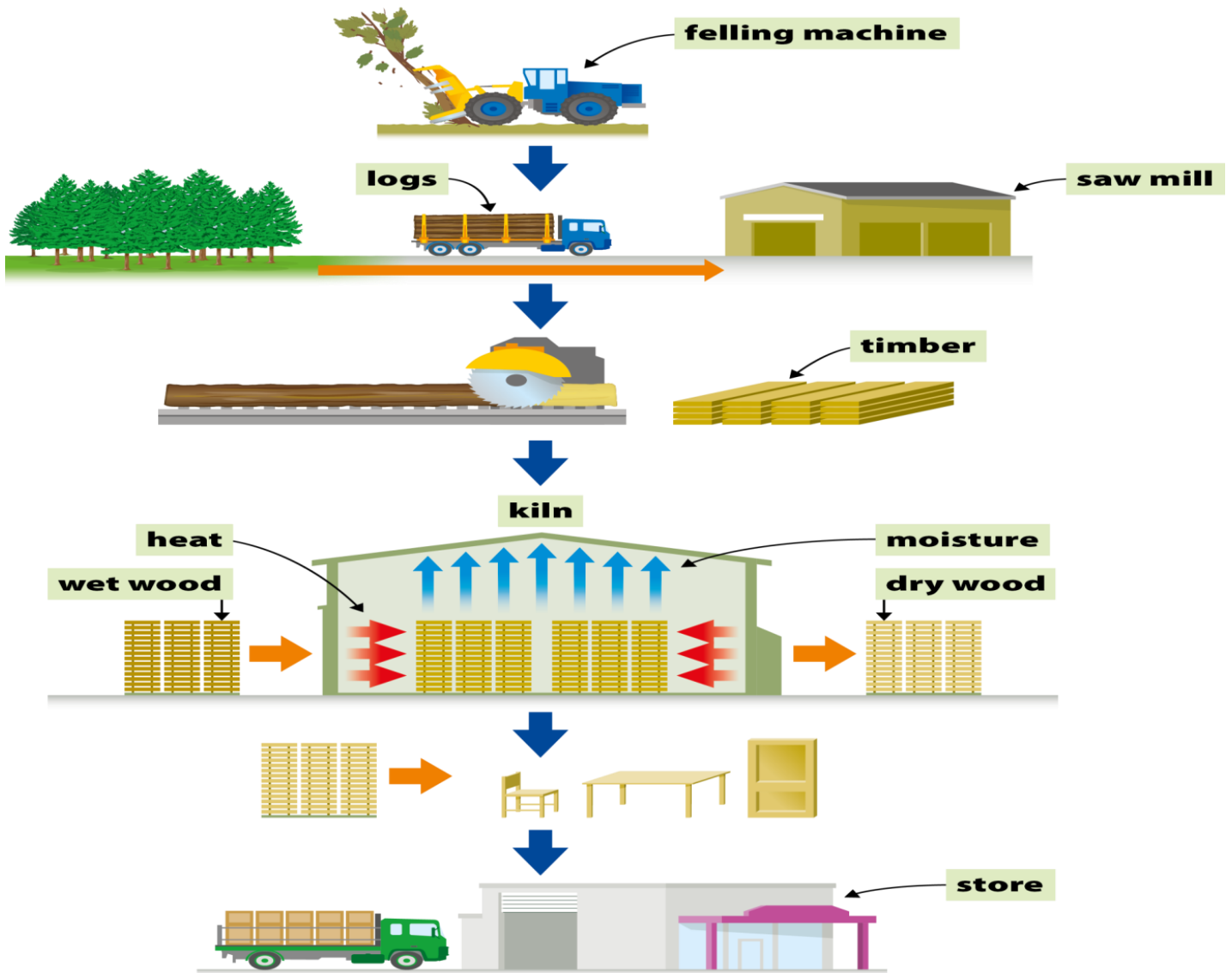


The diagram clearly depicts how plastic bottles are recycled in a factory and what machines are used in order to make new ones.

Overall, as can be seen, the process has nine main stages which start by collecting the used bottles and end in the production of a new one.

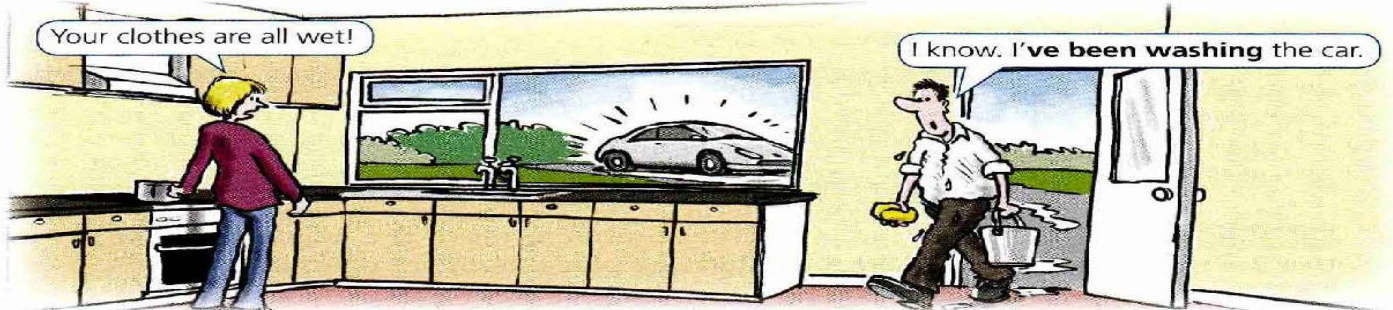
In the beginning, empty, used plastic bottles are collected and placed in a recycling bin. These bottles are then classified by their colour and put into different boxes before going further into the process. As soon as they are sorted, the bottles are compressed together by a crushing machine into a bundle. Following on from this, the crushed bottles are fed into a machine where they are sliced up into individual plastic pieces. The chopped-up plastic is then rinsed with water. The clean plastic is scooped up by a worker, who filters the water using a special tool prior to putting the plastic into a heating machine. A heating process boils the plastic pieces into pellets. Afterwards, these pellets are put into another machine where a screw mashes them into a mould for new bottles. A new bottle is then ready for use in the packaging of liquids.

Production of wood for commercial use



Handout 4

Present perfect continuous



Form

We form the present perfect continuous with *have + been + the -ing form of the verb*:

POSITIVE	<i>I have ('ve) been waiting. He has ('s) been washing the car. They have ('ve) been cooking.</i>
NEGATIVE	<i>I have not (haven't) been waiting. He has not (hasn't) been washing the car. We have not (haven't) been cooking.</i>
QUESTIONS	<i>Have you been waiting? (Yes, I have.) Has he been washing the car? (No, he hasn't.) What have you been doing?</i>

Pronunciation ► 1.19

Actions/situations up to the present

We use the present perfect continuous to talk about actions or situations that started in the past and are still continuing now:

We've been waiting to hear from them. Clare's been living with her cousins.

We often use *for* or *since* to answer the question *How long?*:

We've been waiting for about an hour. I've been working since three o'clock.

We can also use the present perfect continuous if the action or situation finishes at the time of speaking:

I've been waiting in this queue for an hour! (... but now I've reached the ticket office.)

Clive's been driving all morning. (... but now he's arrived.)

We use the present perfect, NOT the present perfect continuous, when we say how many times we have done something, or how much we have done:

X I've been washing the car twice this week. ✓ I've washed the car twice this week.

X We've been having three lessons so far. ✓ We've had three lessons so far.

We don't usually use the present perfect continuous with *always*, *already* and *yet*:

X I haven't been washing the car yet. ✓ I haven't washed the car yet.

Recent continuous actions with present results

We often use the present perfect continuous to talk about an activity in the recent past:

'I haven't seen you in the office recently.' 'I know. I've been working at home.'

We often use this form to explain a present situation or result; it gives the cause:

'Your clothes are all wet!' 'I know. I've been washing the car.'

'Have you lost weight?' 'Yes, I've been going to the gym a lot.'

Sometimes the action is not complete:

I've been reading 'War and Peace' but I'm only half way through it.

We use the present perfect simple or continuous, NOT the present simple or continuous, for a situation that is still continuing:

X I live here for five months. ✓ I've lived here for five months.

X I am living here for five months. ✓ I've been living here for five months.

Practice

1 Write sentences, using the words below and the present perfect continuous form of the verbs. Then write true answers for questions 5 and 6. **3.13** Listen and check.

- | | | |
|----|--|--|
| 0 | We / wait / for ages | <i>We've been waiting for ages.</i> |
| 00 | How long / you / wait ? | <i>How long have you been waiting?</i> |
| 1 | David / watch TV / all afternoon | ..... |
| 2 | What / he / do ? | ..... |
| 3 | Elizabeth / not work / this week | ..... |
| 4 | My grandparents / not feel well / recently | ..... |
| 5 | How long / you / study English ? | ..... |
| | | |
| 6 | How long / you use / this book ? | ..... |
| | | |

2 Match the situations A–I with the explanations 1–8. Then complete the explanations with suitable verbs from the box. Use the present perfect continuous.

eat lift listen not brush ~~not live~~ not sleep run study use

- | | | | |
|---|---|----------|--|
| A | John's put on a lot of weight. | F | Alec's got big muscles. |
| B | Aleesha's sweating and her legs ache. | G | Marianne's looking very tanned. |
| C | Mike's ears hurt. | H | Debbie expects to get an A in the test. |
| D | Clare's feeling tired. | I | Marcus is at the dentist. He needs three fillings. |
| E | Rashid still doesn't speak much English. | | |
| 0 | He <i>hasn't been living</i> in the UK for long. | <i>E</i> | ..... |
| 1 | She a sun bed. | ..... | ..... |
| 2 | He to loud music. | ..... | ..... |
| 3 | He too many desserts. | ..... | ..... |
| 4 | She very hard. | ..... | ..... |
| 5 | He his teeth properly. | ..... | ..... |
| 6 | She a marathon. | ..... | ..... |
| 7 | He weights at the gym. | ..... | ..... |
| 8 | She very well recently. | ..... | ..... |

3 **GRAMMAR IN USE** Choose the correct words in *italics*.


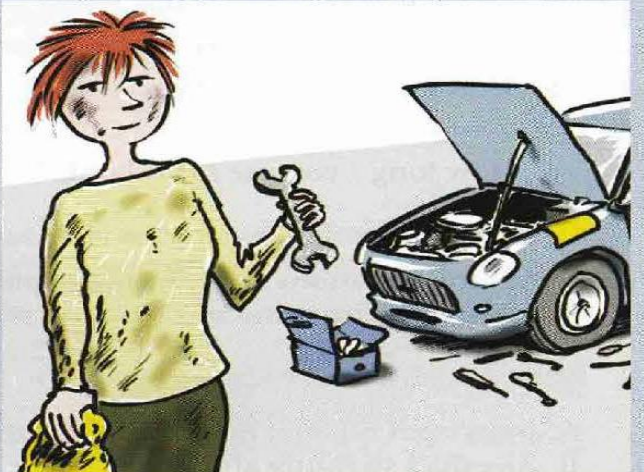
3.14 Listen and check.

“You won't believe this but (0) *I've* / *I'm* been learning to drive! I suppose it's a bit late to learn to drive at my age, but my husband used to do all the driving. So when he died I really needed to learn. In fact I've really been (1) *enjoyed* / *enjoying* it. I've (2) *had* / *been having* lessons for six months now. I suppose I've (3) *been having* / *had* about thirty lessons so far. I've (4) *gone* / *been going* to the local driving school. The instructors are very friendly and it's quite close to my house. But it's rather expensive. I've already (5) *spent* / *been spending* over £500! After the first ten lessons I (6) *took* / *have been taking* my first test. It was a disaster! Of course, I didn't pass. Since then I've been (7) *tried* / *trying* to improve, but it isn't easy at my age. I find it's very difficult to change gears smoothly because of my bad leg – for the last ten years I (8) *am* / *'ve been* suffering from arthritis, which makes my leg stiff. I've (9) *taken* / *been taking* some special vitamins which seem to help – I take two each day. My instructor says I should use an automatic car, but I think I prefer manual ones. Although in fact I've never (10) *driven* / *been driving* an automatic car, so perhaps I should give it a try ...”



Present perfect simple or continuous?

Differences in use

PRESENT PERFECT SIMPLE	PRESENT PERFECT CONTINUOUS
An action that is completed: <i>I've driven an automatic car before.</i>	An activity that is still continuing, or has just ended: <i>I've been driving since nine o'clock.</i>
emphasis on the result of a past action: 	emphasis on the cause of a present result: 
<i>The mechanic has repaired the car.</i> (It's ready for the customer now.)	Why is Caroline dirty? <i>She's been repairing the car.</i>
To answer the questions 'how much?' or 'how many?' <i>We've played six games.</i> <i>Karl has driven 200 miles.</i>	To answer the question 'how long?' <i>We've been playing for three hours.</i> <i>Karl's been driving since nine o'clock.</i>
Time expressions: <i>always, recently, before, ever, already, just, still, yet, for and since</i> <i>I've always lived in that flat.</i> <i>I've lived there since I was born.</i>	Time expressions: <i>for, since</i> (NOT <i>always, yet</i>) ✗ <i>I've always been living in that flat.</i> ✓ <i>I've been living there for years.</i>

State verbs

With state verbs (e.g. *understand, know, be, own*) we use the present perfect simple, not the present perfect continuous:

✗ *I've been knowing Ben since I was six.*

✓ *I've known Ben since I was six.*

We can use *always* and *never* with these verbs:

I've always liked ice cream. Switzerland has never had a king.

Have you always owned a car?

State verbs ➤ Unit 29.3

Some verbs (e.g. *live, work, teach, study*) describe an action which continues over a period of time, not a single event. We can use these verbs with *for* or *since* in the present perfect simple or continuous. There's very little difference in meaning:

'How long have you lived/have you been living here?' 'We've lived/We've been living in this house since we got married.'

Alice has studied/has been studying maths for three years.

Practice

1 Choose the correct words in *italics>. In two places both answers are possible.*

▶▶ 3.15 Listen and check.

- 0 Jake doesn't have any family. He's always *lived* / *been living* on his own.
- 1 He never answers the phone. I've *called* / *been calling* six times!
- 2 Sorry I'm so late. I've *waited* / *been waiting* for a call from the New York office.
- 3 Debbie knows Seattle really well. She's *lived* / *been living* there for two years.
- 4 I'm afraid the house is a mess. We've *decorated* / *been decorating* it.
- 5 Look at the new garden lights. Sam's just *turned* / *been turning* them on.
- 6 Carol's an expert on economics. She's *studied* / *been studying* it for years.
- 7 Harry's an old friend of mine. I've *known* / *been knowing* him since we were kids.
- 8 Marking essays is hard work. I've *marked* / *been marking* twenty this evening.
- 9 I'm curious about the food here. I haven't *tried* / *been trying* Mexican food before.
- 10 I hate cabbage. I've never *liked* / *been liking* it.

2 Match sentences 1 and 2 with A and B in each pair.

- | | | | | | |
|---|---|---|---|---|---------------------------------------|
| 0 | 1 | Rick has had a nice time. | → | A | He's been playing in the garden. |
| | 2 | Carlo needs a shower. | → | B | He's played in the garden all day. |
| 1 | 1 | I've just read that detective story. | | A | So I know who the murderer is. |
| | 2 | I've been reading that detective story. | | B | I don't know who the murderer is yet. |
| 2 | 1 | We can start making dinner now. | | A | I've been cleaning the kitchen. |
| | 2 | Sorry my clothes are dirty. | | B | I've cleaned the kitchen. |
| 3 | 1 | Jane's fixed the computer. | | A | You can use it now. |
| | 2 | Jane's been fixing the computer. | | B | It's taken her most of the day. |
| 4 | 1 | Your towels are ready. | | A | I've been washing them. |
| | 2 | Your towels are still damp. | | B | I've washed them. |
| 5 | 1 | The suitcases are empty. | | A | I've been unpacking. |
| | 2 | The suitcases are half empty. | | B | I've unpacked. |

3 GRAMMAR IN USE Complete the conversation with suitable forms of the words in brackets.

▶▶ 3.16 Listen and check.

- ROY You look tired. (0) *Have you been working* (you work) all day?
- BEN Not exactly, I (1) (do) some research on the Internet.
I (2) (try) to get some information about one of our old friends from college.
- ROY Who?
- BEN Dave Colston. Do you remember him?
- ROY Yes. I (3) (not see) him for years! But what do you want to find out?
- BEN Well. I (4) (just get) an email from Philip Markham. He wants to get in touch with Dave but he doesn't know where he is now. He thinks Dave (5) (live) in the Far East for the last few years.
- ROY Yes. I remember he was always interested in oriental philosophy.
- BEN Exactly. I (6) (look at) six or seven different websites already, but I (7) (not find) much information.
- ROY (8) (you try) that website that reunites old college friends?
- BEN Yes. I (9) (already look at) that one, but he's not on it. I posted a message for some of his other friends on some other websites and I (10) (wait) for a reply. But so far I've heard nothing ...

Handout 5

Questions 1-6

The reading passage has six paragraphs, **A-F**. Choose the correct heading for each paragraph from the list of headings below. Write the correct number, **i-viii**.

1. Paragraph A _____
2. Paragraph B _____
3. Paragraph C _____
4. Paragraph D _____
5. Paragraph E _____
6. Paragraph F _____

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| <ol style="list-style-type: none">i. The benefits of collaborationii. A forerunner of the modern metropolisiii. A period of intense activity and plans completediv. A clear contrast between then and nowv. The rise and mysterious decline of Cahokiavi. An archeological theory to explain Cahokia's developmentvii. The light and dark of archaeological findsviii. A city completely unlike any of its contemporaries |
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CAHOKIA – ANCESTOR OF TODAY'S CAPITAL CITIES

A A thousand years ago the Mississippians, a diverse group of Native Americans who lived in the area which is today known as the south-eastern United States, took a small village on Mississippi River and turned it into one of the world's first great urban centers. Cahokia, as it has been called by archeologists, became as large as London was in the 11th century, and some would argue that it was just as forward-looking and prosperous as its European equivalents. Sophisticated, cosmopolitan and ahead of its time, Cahokia was at the heart of ancient society in North America; an ancestor of today's capital cities.

B In one respect in particular, Cahokia was quite unusual compared to other cities around at the same time. Archeologists working on the site have found enough evidence over the past fifty years to conclude that, at a certain time, around 35% of the population were not from Cahokia at all; it seems that many of the tribes that lived all along the Mississippi River at some point began to relocate to Cahokia. These researchers have been unable to find more than a handful of other examples of such relocation of tribes, but they do know that something about Cahokia attracted thousands of people to this regional center. And that, they postulated, appeared to have been thanks to a small group of planners who one day decided to redesign the entire village.

C After the redesigns of the village were put in place, the Native Americans at Cahokia worked with tireless determination to carry them out. Over the course of a few decades, they transported huge volumes of soil from the nearby countryside to create 120 huge mounds of earth, the biggest of which rose to one hundred feet. On top of these, they built a vast urban environment, complete with a vibrant town center, municipal buildings, and a fifty-acre plaza at the foot of the biggest mound. What makes it even more impressive to our modern imaginations is that, with no machinery then, they used their bare hands and woven baskets to dig up and carry the soil from the surrounding regions back to their city-in-waiting. Eventually, after these efforts, the vision of the city planners was fulfilled, but even they could not have predicted how popular Cahokia would become.

D From this period on, Cahokia was alive with intense activity, and grew in size every year, partly because of the co-operation between the residents. While the men busied themselves with the manual work, like constructing new buildings, or hunting and fishing in the forests and rivers within a day's walk of the city, the women made sure that the fields stayed healthy and grew crops, and the homes were kept clean. In many ways, it seems to have been the ideal place to live, and one with an exciting and prosperous future ahead of it. And yet, having become a major population center around AD 1050, by 1350 it had been almost completely abandoned. Somewhere in the course of 300 years, something happened to Cahokia to cause this, but it is an enigma that even archeologists or historians themselves struggle to resolve.

E This rather curious state of affairs exists today because researchers have never found a single piece of evidence that can conclusively explain why the residents left. Academics who have studied other Native American sites have always found weapons of war buried deep underground. And yet, the bows, arrows and swords that littered the ground at these other sites were nowhere to be seen at Cahokia. Other factors, such as disease or colonization from European invasion, do not seem to be possible in this case, as common as they were elsewhere at that time. The absence of definitive theories as to Cahokia's decline is highly unusual, but then again, Cahokia was no ordinary city and perhaps comparisons with other urban centers of the time cannot be made.

F While academics remain bemused as to why the residents fled the city, we can still marvel at the individual artefacts that archeologists have discovered: the jewellery worn, the pots used to cook in, the small workshop at the base of one of the mounds. That said, there is also a more unpleasant side to their investigations. Human sacrifice, it seems, was a common fact of life in Cahokia; even if we cannot be sure whether this was for religious or for other reasons, we can have no doubt that it happened frequently. The bodies of hundreds of people, mostly young women, have been found buried in mass graves, and the way in which they died was often horrific. A somber reminder that even "advanced" city states had their shadowy sides.

Handout 6

