

GRAMMAR

The passive

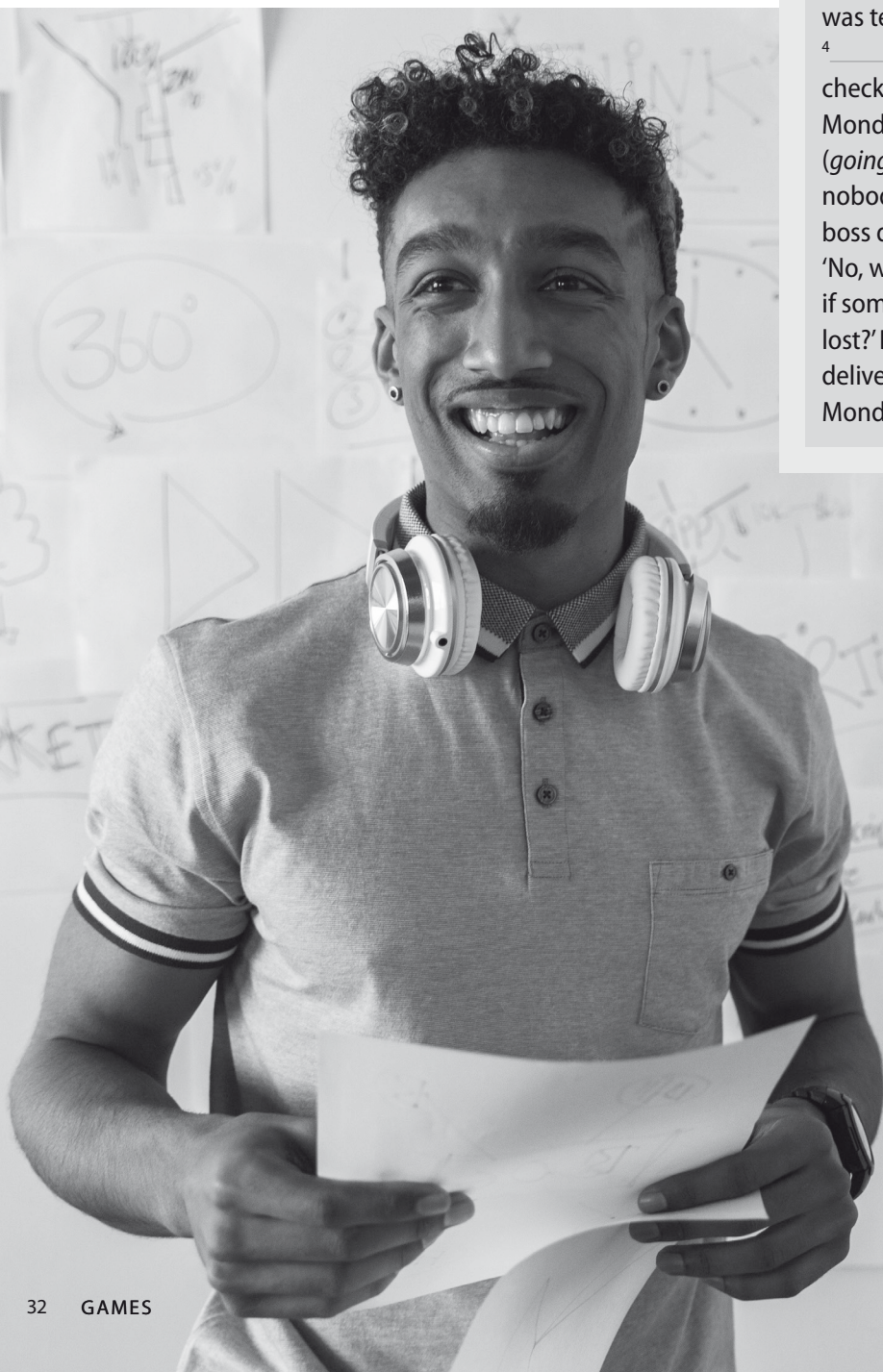
A Choose the correct options to complete the sentences.

- 1 If you make a noise in here, you'll *have / get* thrown out.
- 2 Do you remember *to be / being* introduced to your manager for the first time?
- 3 At school, we were made *go / to go* running – even in the snow!
- 4 The printer was cheap, but the ink needs *to be / being* changed very frequently.
- 5 Do you think it's time for me to *be / get* my hair cut?
- 6 Is it possible that we're *been / being* watched through our phone cameras?
- 7 If I'm successful, I'll be *congratulated / congratulating* by everyone.
- 8 The office *had / got* broken into over the weekend.

B Complete the profile with the correct passive form of the verbs in brackets. Sometimes more than one answer is possible.

Greg Fitzjohn: board game designer

So how did I get my dream job? That's what I ¹ _____ (*always / ask*). Well, the truth is, it happened almost by accident. I ² _____ (*invite*) by a college friend who designed board games to spend a few hours in the office with him, just to see what he did. I didn't want to get in the way, so Friday afternoon ³ _____ (*choose*) – as it's usually a quiet time. It was getting close to five o'clock when my friend's boss burst into the office. I sat quietly listening. The atmosphere was tense. From what I understood, a new game ⁴ _____ (*develop*) and a final check needed ⁵ _____ (*do*) by Monday. Someone was ⁶ _____ (*going to / make*) work over the weekend, but nobody had been found. So I volunteered. The boss dismissed the idea at first, saying things like, 'No, we couldn't. You're not an employee. What if something ⁷ _____ (*break*) or lost?' But then she agreed. I took the game home, delivered my report on Monday morning, and on Monday afternoon, I was offered a job!



PRONUNCIATION

Expressing disbelief

A Read the conversations. Underline the words and phrases the second speaker uses to express disbelief.

- 1 **A:** Well, what does it say on your contract?
B: Contract? What contract?
- 2 **A:** So we'd want you to take the game home and, well, just play it as much as possible.
B: Really? Is that all I have to do?
- 3 **A:** I think they're looking for people to stay late tonight.
B: No way! Again? I'm leaving at the usual time. Not a minute later.
- 4 **A:** I heard Jones got fired for stealing from his employer.
B: Seriously? After all he's done for the company!
- 5 **A:** If you hate your job so much, you should leave.
B: Are you joking? Where will I get another job? How will I live?
- 6 **A:** They say we'll get a bonus if this goes well.
B: Yeah, right! I'm sure *that's* going to happen!



B Listen to the conversations. Check your answers to Exercise A.

C Practise saying the sentences in the same way as the speakers do in the recording in Exercise B.

VOCABULARY

Competition and cooperation

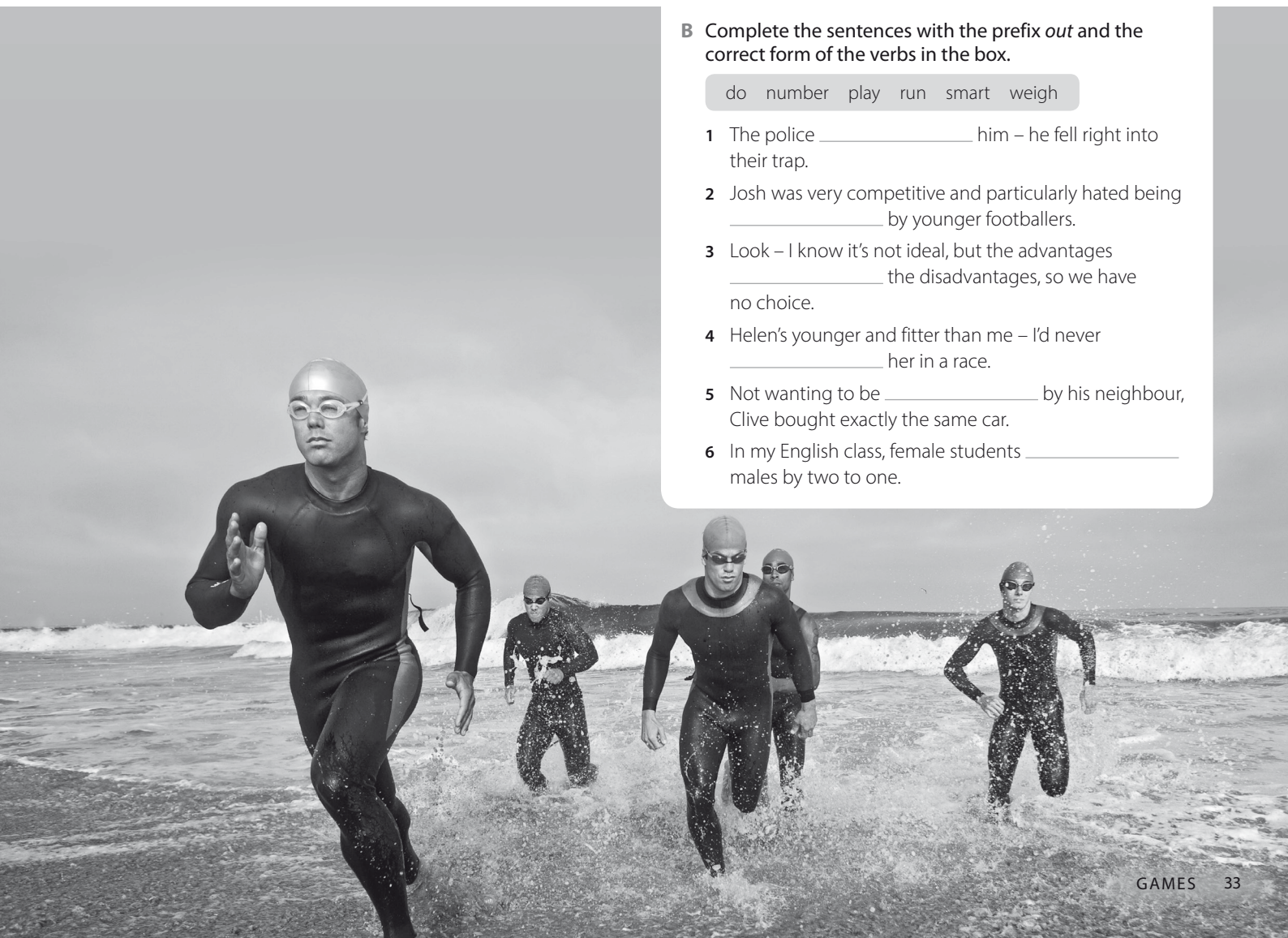
A Match the beginnings of the sentences (1–8) to the endings (a–h).

- 1 We thought our team would lose but their determination _____
 - 2 To finish the project before the deadline, three of us _____
 - 3 The man who has been accused of the crime is said to be _____
 - 4 The country depends on the support of its _____
 - 5 The complicated rescue operation was _____
 - 6 You win points each time you force your _____
 - 7 Everyone is part of a community, so we think even of our _____
 - 8 In the end, our experience allowed us to _____
- a allies in matters of national security.
b collaborated and got the job done quickly.
c opponent into making a mistake.
d cooperating with the police.
e overcome the other team.
f coordinated by the heads of the emergency services.
g prevailed in the end.
h rival players as friends.

B Complete the sentences with the prefix *out* and the correct form of the verbs in the box.

do number play run smart weigh

- 1 The police _____ him – he fell right into their trap.
- 2 Josh was very competitive and particularly hated being _____ by younger footballers.
- 3 Look – I know it's not ideal, but the advantages _____ the disadvantages, so we have no choice.
- 4 Helen's younger and fitter than me – I'd never _____ her in a race.
- 5 Not wanting to be _____ by his neighbour, Clive bought exactly the same car.
- 6 In my English class, female students _____ males by two to one.





PRONUNCIATION

-ate words

A Read the sentences aloud. Pay attention to the way you pronounce the underlined words.

- 1 I don't know if it's appropriate to take flowers or not – these cultural differences are complicated.
- 2 I find that TV show fascinating – I want to see who gets eliminated next.
- 3 The estimate for the work was 500 dollars, but that company is not usually very accurate with its initial numbers.
- 4 If you cooperate fully with the authorities, they can eliminate you as a suspect.



B Listen to the sentences from Exercise A and check the pronunciation.

VOCABULARY

Reporting verbs; Motivation and manipulation

A Choose the correct options to complete the sentences.

- 1 They *alleged* / *urged* that he had stolen the money but they had no real evidence.
- 2 You have to *acknowledge* / *imply* that you were wrong.
- 3 Daniel *instructed* / *asserted* that he was going to lead the team.
- 4 Fiona *boasted* / *implied* that she was ready to leave the company although she didn't use those words exactly.
- 5 I *doubt* / *speculate* that anyone can do a better job than Jeanette – she's so good.
- 6 After losing every match, the manager was forced to *clarify* / *conclude* that his team wasn't very good.

B Complete the text with the words in the box.

act coax inclined nuts spur steer tap

John Murphy

December 5, 2019 at 10.20 am

My company was suffering from a lack of motivation among the staff. We've always tried to ¹ _____ into their natural enthusiasm for the job, but there were problems getting teams in different parts of the office to talk and collaborate. Six months ago, we introduced a games room at work and this has really helped. The staff went ² _____ for table tennis, table football and board games. We found we no longer had to ³ _____ managers from different teams into attending meetings and company social events. Playing games really ⁴ _____ them on to cooperate as they became naturally curious about each other's work.

Reply

Eloise Waters

December 5, 2019 at 10.48 am

You've highlighted one of the biggest arguments for more opportunities to socialise at work. Staff are ⁵ _____ to become demotivated when they don't feel they have shared goals or they feel they are working against other teams. This can make people suspicious and territorial. Then they ⁶ _____ against the interests of the company and ultimately their own interests. My best advice is to increase opportunities to socialise and play together which gently ⁷ _____ people towards understanding and trusting their colleagues.

Reply

GRAMMAR

Passive reporting structures

A Choose the correct options (a or b) to complete the sentences.

- 1 He's our longest-serving employee – it can be assumed ___ the truth.
 - a to tell
 - b that he is telling
- 2 ___ have employed the services of a professional coach.
 - a People rumour that the team
 - b The team is rumoured to
- 3 They're easily the best, so ___ to win.
 - a they are expected
 - b is expected for them
- 4 The company is said ___ a major investment in the area.
 - a to be planning
 - b to plan
- 5 It is widely considered ___ motivation and salary go hand in hand.
 - a for
 - b that
- 6 Yes, he is alleged ___ the money, but that hasn't yet been proved.
 - a to have stolen
 - b he has stolen
- 7 The robbers ___ armed and extremely dangerous.
 - a are known that they are
 - b are known to be
- 8 ___ to be interested in selling off part of the company.
 - a It is understood
 - b They are understood

B Complete the passive reporting structures with the correct form of the reporting verbs in brackets.

- 1 It has _____ (*report*) the fire broke out in the main building around midnight.
- 2 It _____ (*know*) that there are at least two other people involved.
- 3 Billy _____ (*understand*) travelling to Spain at the moment.
- 4 The escaped prisoner _____ (*believe*) heading for Brazil.
- 5 Parachuting from cliffs _____ (*rumour*) popular in the park.

C Rewrite the sentences so that they start with the words in bold.

- 1 It's understood that **the exam** has been postponed.

- 2 Everyone knows that **computer simulations** are extremely useful.

- 3 It's thought that **our maths professor** is writing a book about Game Theory.

- 4 We expect that **everybody** will vote for the favourite.

- 5 It was alleged that **the other player** had cheated.

D Think of ways of completing the following sentences.

- It's expected that ...
- It's rumoured that ...
- It isn't widely known that ...
- It's sometimes said that ...
- It's believed that ...





WHY WE PLAY GAMES

We are often told that it's the taking part that matters, but if we're being honest, it's winning that really counts. Speaking of which, in a backgammon competition, I once beat the national champion. ¹ ___ Well, when I say beat, I mean beat him once in a best-of-five-games match! But for a very short while, I felt like a champion. We're also told sports – particularly team sports – teach us valuable life skills, such as cooperation and fair play. Admirable qualities no doubt, but winning makes you feel a lot better about yourself.

So – just uncomplicated fun and the pleasure of winning? Maybe not. Psychologists claim that it goes much deeper than that. ² ___ According to Deci and Ryan's self-determination theory, games satisfy a number of important subconscious needs which may not be met in real life. The three main ones are competency, which is our need to feel in control of situations or at least be able to deal with them successfully. Related to this is our desire for autonomy or independence – the feeling that the choices we make are our own. And thirdly, there's what's called relatedness, which is our social instinct – the need to feel important to others in some way and that we are contributing to something larger than ourselves. Work usually fulfils this need in the everyday world.

If that sounds like too much psychology for a simple game of conkers, let's look at some other reasons for our attraction to games. And as we've mentioned conkers, let's use it as an example. For those who don't know, it is a game played by children in the UK where each child has a large nut tied on the end of a piece of string. Much of the pleasure in playing conkers is in finding ways to strengthen your horse-chestnut

READING

A PREDICT Look at the pictures and think about your answers to these questions.

- 1 Have you played any of these games?
- 2 Why do you think people play these games?
- 3 Why do people play games in general?

B READ FOR GIST Read *Why we play games*. What different games does the author mention?

C UNDERSTAND ASIDES Read the article again and complete the gaps (1–6) with the asides (a–f).

- a I know I do.
- b You're impressed, I can tell!
- c Well, they would, wouldn't they?
- d Go on, admit it!
- e Beat that if you can!
- f Cheating in other words!

D READ FOR DETAIL Read again. Answer the questions.

- 1 Why do you think the writer tells us the anecdote about the backgammon game?
- 2 What benefits of team sports are mentioned?
- 3 What three principal human motives are satisfied by game playing?
- 4 What factor does the writer think is common to all games?
- 5 How do games help you get in a state of 'flow'?

Glossary

make-believe (n) the activity of pretending that something is real

pay-off (n) positive result

trance (n) state where you are awake, but not conscious of your surroundings

E REFLECT Think about the answers to these questions.

- 1 Do you think playing video games is a way to escape from reality?
- 2 In what ways can games prepare people for real-life situations?



so that it is hard enough to smash your opponent's, but is unbreakable itself, by soaking it in vinegar, for example, or baking it. ³ The process sometimes takes days. I can't think of a game that doesn't involve competitiveness. Don't pretend you don't get pleasure from outsmarting an opponent. ⁴

But what, apart from competitiveness, holds our interest? Modern video games offer clear examples of what attracts us to games and keeps us playing, but I think the same features apply, though less obviously, to old-fashioned board games. Many people still enjoy games like Cluedo – ⁵. These features include a story-telling or make-believe element – often a reflection of the real world – but with more freedom of choice and without real-world consequences. They allow you to act out roles you never would in real life. You have goals and your efforts are rewarded and allow you to measure your progress. Entertainment and escapism with a pay-off. ⁶

Total absorption in games is another aspect of our fascination with them. You reach a state that sports people call being 'in the zone' and psychologists call 'flow'. You are so totally focused and in control that nothing can distract you, and you slip out of time.



LISTENING

A Work in pairs. Look at the picture of the video gamer. What might be some problems with this activity?

5.3 **B LISTEN FOR MAIN IDEA** Listen to the podcast. Tick (✓) only the things that are true according to Andrea.

- 1 If somebody becomes less social, it can be a warning that there is a problem.
- 2 Games are the main reason people get addicted to the internet.
- 3 Governments have solved the problem by passing laws restricting screen time.
- 4 The problem isn't limited to younger users.
- 5 Many gamers feel more at home in an artificial community.
- 6 Gaming encourages people to do more physical activity.

5.3 **C LISTEN FOR SOLUTIONS** Listen again and choose the correct options (a, b or c) to complete the sentences.

- 1 According to Andrea, gamers
 - a need to be banned from playing games by law.
 - b should be supported to set boundaries themselves.
 - c should be stopped from playing by their parents.
- 2 Andrea thinks the deeper cause of the problem is
 - a our desire for rewards and community.
 - b social networks refusing to be positive role models for gamers.
 - c the gamer's determination to play games.
- 3 The problem can be solved
 - a by recognising the causes and supporting the gamer.
 - b by encouraging them to adopt a different persona.
 - c by governments and parents working together to make gamers do more physical activity.

Glossary

persona (n) particular personality or character – often different to the one you normally have

D REFLECT Which solution do you believe would be most effective in tackling problems with video gaming?



WRITING

A Read the report and answer the questions.

- Which company is the report for?
- What is the purpose of the report?
- Which company had some dissatisfied staff?

B USING DEPERSONALISATION Rewrite the sentences/ clauses (a–e) in formal, depersonalised language. Then use them to complete the gaps (1–5) in the report. More than one answer is sometimes possible.

- They observed higher levels of motivation in both staff and customers,
Higher levels _____,
- An app on the staff's smartphones records all the activities they perform and turns them into points.
All activities _____.
- ... we decided we should conduct an investigation ...
... it _____ ...
- I should mention, however, that an app such as the one *GetFit* uses ...
It _____
- They have also introduced incentives for those doing work such as cleaning.
Incentives _____.

WRITING PRACTICE

A PREPARE Read the task below and make notes.

You have been asked by the manager of the sports equipment company you work for to write a report about using games to attract customers to your company's exhibition space at a trade fair. Think about how traditional games (bingo, spin the wheel, etc), apps and virtual reality may help draw customers to your exhibition space.

B PLAN You are going to write a report for the task in Exercise A.

- Organise your notes into an appropriate structure for a report.
- Use formal, depersonalised language.
- Give your recommendations in the final paragraph.

C WRITE Write your report in 200–300 words. Use your plan to help you.

Using games to improve motivation and efficiency at *Sports Unlimited*



Background

At a recent meeting of the Board of Directors of *Sports Unlimited*,¹ _____ into similar businesses where gamification has been introduced to improve staff motivation and efficiency. This report summarises the research and offers some recommendations to the Board.

Case study 1: GetFit

This company's use of gamification is well known.
² _____ When a certain level is reached, the user is rewarded, either with a bonus or a company perk, such as a day off. The app has been made available to customers as well and has proved to be highly popular.³ _____ but more so in the latter. However, some staff were worried about losing their privacy.

Case study 2: World Sports Inc.

Here gamification has been introduced not only to increase motivation but as a training tool. Staff are encouraged to adopt different roles within the company via an app that sets them tasks appropriate to that position. This provides a deeper knowledge of all aspects of the business and encourages staff to think about their future in the company. Since its introduction, there has been a 25% increase in efficiency.⁴ _____ As with *GetFit*, it is a points/rewards system and has increased motivation for people engaged in these tasks.

Recommendations

For our purposes here at *Sports Unlimited*, I would recommend an app similar to that used by *World Sports Inc.*, or one very like it, as the most suitable for in-house use, which would not be too expensive to install.⁵ _____ but for customer use only, would help increase brand awareness. Finally, it should be noted that some form of a points/rewards game is always a good motivator.



UNIT 5

Lesson 5.4, Listening, Exercise B

5.3 J = John A = Andrea

- J: Today, we're talking to psychologist Andrea Preston about the consequences of too much time spent gaming and online. And we're also asking what can be done about it. So Andrea, should we be worried?
- A: Hi John. Well, as worried as we are about other forms of compulsive behaviour, yes. Spending too much time playing video games is a serious issue for many people. Of course there's a difference between someone who enjoys video games and even the more avid gamer that spends most of their free time on gaming. What we're talking about here is when gaming gets in the way of everyday life.
- J: Right! With two children at home, I think I might know what you mean. But at what point does it become a problem?
- A: Well, signs to watch out for are preferring to spend time alone in front of a screen instead of spending time with family and friends. In some cases, gaming can interfere with everyday tasks like washing, eating and sleeping. I guess when you have some countries introducing laws to regulate the length of time young people can spend playing online video games, you know you should be paying attention.
- J: But that does seem like a step too far. Should governments be calling the shots?
- A: Hmm ... for some it does seem like an obvious solution. Governments could pass laws preventing players from participating in online games for more than a certain period of time. Problem solved. But the amount of time spent playing games may in fact be a symptom of deeper psychological issues. We should actually aim to help gamers create personal boundaries and balance around gaming rather than banning or restricting by law. But more importantly, we should treat the underlying causes of a person's reliance on such games.
- J: Surely all this comes down to parenting, don't you think?
- A: Well, it depends. Conventional wisdom might say that parents aren't being hard enough on this issue, you know, by setting clear boundaries with their children. But there are two things we need to be clear on. First, the problem doesn't just affect younger gamers. We are talking about adults as well. Second, while yes of course friends and family can play a positive role, being stricter and making rules won't necessarily get to the root of the problem.
- J: So what is at the root?
- A: There are two things that I think often get missed out of the discussion. First of all, we need to be clear that games tap into very human desires. We crave challenges and games are set so they are never too easy or difficult. Games also tap into our desire for rewards.
- J: I have to admit that's what keeps me playing my children's games. Usually when they're not around!
- A: You're not alone John. But there's more. It would be a mistake to ignore the social aspect of online games – after

all, for many, gaming is also a form of social media. Many gamers feel a strong sense of belonging in their online communities, despite the fact that they will probably never meet in real life.

- J: So you're saying we need to recognise that games fulfil specific needs that we all have.
- A: Yes, well put! Parents and friends of gamers should understand that. It's not about telling someone they can't do something. They should encourage gamers to replace the positive feelings they get through gaming with things like physical exercise. And if it's a serious problem, they should encourage the gamer to see a doctor or health professional.
- J: So it seems we can have too much of a good thing after all! Andrea, thanks so much for joining us.
- A: Thanks for having me John.

UNIT 6

Lesson 6.4, Listening, Exercise B

6.3

Perhaps one of the most well-known figures in modern British history is the explorer, Robert Falcon Scott. Tragically, he is not famous for his achievement, but for his failure. Scott headed an expedition whose goal was to reach the South Pole before anyone else. On the 17th of January 1912, Scott, with four companions, finally reached the South Pole, only to discover that a Norwegian party, led by Roald Amundsen, had beaten them to it – by just 34 days. Scott and his men died on their return journey.

Lesson 6.4, Listening, Exercise C

6.4

From the mid-19th century, a number of expeditions had travelled to Antarctica to try and map its extent and find out more about the wildlife and plantlife of this unknown territory. The men who undertook these journeys suffered terrible hardship; illness, injury, hunger *and* cold were part of their everyday experience. Every single item which the explorers needed *had* to be transported by ship. Then the provisions had to be carried across *the* ice. These included tents, sleeping bags, building materials, food for men and animals, heating oil, bedding, clothing *and* scientific equipment.

Both Scott and Amundsen set out for *their* final trek to the South Pole within a few weeks of each other. Amundsen's journey *went* smoothly and his entire team returned safe and sound a month later. In contrast, as *we* have already learnt, Scott and his companions were beaten to their goal and ultimately lost their lives. *What* factors led to these *two* totally different results?

Amundsen's only goal was to reach the South Pole before anyone else. In contrast, Scott's expedition *was* meant to be a voyage of scientific discovery and he put together a large scientific team including a zoologist, meteorologist, geologists and biologists. Some experts believe *that* Amundsen's clear focus on a single goal was key to his success.

Scott planned to use a mixture of transport – motor sledges, pony and *dog* sledges and 'man-hauling'; in other

GRAMMAR

A

1 h 2 d 3 f 4 b 5 e 6 a 7 c 8 g

B

- 1 had
- 2 could
- 3 have
- 4 only
- 5 wishes
- 6 ought
- 7 was/were
- 8 should

PRONUNCIATION

A

1 A 2 B 3 A 4 B 5 A 6 B

4.3 Reading

READING

C

1 A 2 B 3 A 4 A 5 B 6 B

4.4 Listening

LISTENING

B

Yes, all of them were mentioned.

C

1 Nadia 2 Charles 3 Nadia 4 Charles 5 Charles
6 Nadia

D

1 B 2 A 3 A

4.5 Write a report

WRITING

B

- a 3 Results
- b 5 Conclusion
- c 2 Methods
- d 1 Introduction
- e 4 Discussion

C

Introduction: 'The study suggests that ...'

Discussion: 'the study suggests that'; 'lifestyle changes might delay decline by several years'

Conclusion: 'we strongly believe that in ...'; '... a change in lifestyle involving aerobic exercise and a healthy diet may improve cognitive function'

WRITING PRACTICE

C

Model answer

Introduction

This report describes a study that investigated whether a combined programme of healthy eating, exercise and brain training could have an effect on cognitive function in older people. Experts agree that what is good for the heart, such as regular exercise and a healthy diet, is good for the brain.

Methods

One thousand participants aged between 60 and 70 took part in this two-year-long study. All participants were tested for cognitive function, weight and blood pressure at the start of the study and again at 6, 12 and 24 months. Participants were then randomly split into two groups. The control groups received regular advice only. The intervention group received an intensive programme which comprised of diet, exercise and cognitive training.

Results

The study found that overall the scores in tests measuring cognitive function in the intervention group were 25% higher than the scores in the control group. In tests for executive function – the brain's ability to plan, organise, solve problems and make decisions – the intervention group scored 83% higher than the control group. It should be pointed out, however, that as with previous studies, the intervention group showed no improvement in memory.

Discussion

The researchers believe that the fact that 12% of the participants dropped out of the trial does not affect the results. They say their findings indicate that intervention is effective in treating the problems associated with ageing and brain function. This research replicates the findings of the original study.

Conclusion

It can be concluded that a combined programme of diet, planned exercise as well as 'brain training' is effective in improving age-related cognitive function.

5.1 21st century games

GRAMMAR

A

- | | |
|---------|-----------------|
| 1 get | 5 get |
| 2 being | 6 being |
| 3 to go | 7 congratulated |
| 4 to be | 8 got |

B

- 1 am/'m always (being/getting) asked
- 2 had/'d been invited / was/got invited
- 3 had been chosen / was/got chosen
- 4 was being developed / had been developed
- 5 to be done
- 6 going to be made to
- 7 is/gets/was/got broken

PRONUNCIATION

A

- | | |
|----------------------------|-------------------|
| 1 Contract? What contract? | 4 Seriously? |
| 2 Really? | 5 Are you joking? |
| 3 No way! Again? | 6 Yeah, right! |

VOCABULARY**A**

- | | |
|-----|-----|
| 1 g | 5 f |
| 2 b | 6 c |
| 3 d | 7 h |
| 4 a | 8 e |

B

- 1 outsmarted
- 2 outplayed
- 3 outweigh
- 4 outrun
- 5 outdone
- 6 outnumber

5.2 Serious gaming**VOCABULARY****A**

- 1 alleged
- 2 acknowledge
- 3 asserted
- 4 implied
- 5 doubt
- 6 conclude

B

- 1 tap
- 2 nuts
- 3 coax
- 4 spur
- 5 inclined
- 6 act
- 7 steer

GRAMMAR**A**

- 1 b 2 b 3 a 4 a 5 b 6 a 7 b 8 b

B

- 1 been reported (that)
- 2 is known
- 3 is understood to be
- 4 is believed to be
- 5 is rumoured to be

C

- 1 The exam is understood to have been postponed.
- 2 Computer simulations are known to be extremely useful.
- 3 Our maths professor is thought to be writing a book about Game Theory.
- 4 Everybody is expected to vote for the favourite.
- 5 The other player was alleged to have cheated.

5.3 Reading**READING****B**

backgammon; conkers; video games; Cluedo

C

- 1 b 2 c 3 f 4 d 5 a 6 e

D**Possible answers**

- 1 to illustrate the idea of how good it feels to win
- 2 teaching life skills such as cooperation and fair play
- 3 competency: the desire to feel in control/successfully deal with situations; desire for independence/making our own choices; relatedness: feeling important to others
- 4 competitiveness
- 5 'total absorption' – you are so focused you can't be distracted

5.4 Listening**LISTENING****B**

- 1, 4, 5

C

- 1 b
- 2 a
- 3 a

5.5 Write a formal report**WRITING****A****Possible answers**

- 1 Sports Unlimited
- 2 to investigate how games can improve motivation/efficiency in the workplace and recommend an app
- 3 GetFit

B**Possible answers**

- a Higher levels of motivation were observed in both staff and customers, ... / Higher levels of motivation in both staff and customers were observed, ...
- b All activities (that are) performed by staff are recorded on an app on their smartphones and (then) turned into points.
- c ... it was decided that an investigation should be conducted ...
- d It should be mentioned, however, that an app such as the one used by *GetFit*, ...
- e Incentives for those doing work such as cleaning have also been introduced. / Incentives have also been introduced for those doing work such as cleaning.

- 1 c
- 2 b
- 3 a
- 4 e
- 5 d

WRITING PRACTICE**C****Model answer****Using games to attract customers to company exhibition space at the trade fair****Background**

At a meeting of managerial staff to discuss the forthcoming trade fair in Germany, it was decided to investigate the effectiveness of using games in attracting more potential clients to the company's exhibition space. This report summarises the research and offers some recommendations.

Traditional games

While they are still used by many companies at trade fairs to attract customers, traditional games are not regarded as being as interesting or exciting as digital games or virtual reality. However, they should not be rejected altogether. For example, a large container filled with tennis balls was used by one company as a guessing game, with a prize for the person who guessed the correct number of balls. People are still drawn to contests such as this.

Reality and virtual reality

Games and contests in which potential clients are invited to use our own sports equipment are another possibility (see recommendations). There might be some difficulty with regard to space, which is limited and expensive. Most people are attracted to virtual reality games, especially sports, and this would be a good way of promoting our products.

Recommendations

As golfing equipment is the company's best-selling range, it is recommended that efforts be concentrated on that. It would be easy to set up an indoor putting green and hold a contest with participants using the company's equipment. It is also recommended that a driving range simulator be installed – many business people are keen golfers. This might prove to be expensive but will undoubtedly attract additional visitors to the exhibition space. As far as traditional games are concerned, the idea of the container filled with tennis balls could be transformed into a large glass jar filled with own-brand golf balls, with an attractive prize for the winner. Customer numbers would significantly increase by putting these recommendations into practice.

6.1 Challenging journeys**VOCABULARY****A**

- 1 uncharted
- 2 impenetrable
- 3 globetrotters
- 4 embarked
- 5 heart
- 6 provisions
- 7 long-haul
- 8 beaten

B

- 1 off
- 2 for
- 3 round
- 4 against

- 5 back
- 6 out
- 7 up
- 8 from

GRAMMAR**A**

- 1 can't
- 2 might
- 3 likely
- 4 may have decided
- 5 have
- 6 possibility
- 7 must
- 8 may well

B

- 1 may well have
- 2 extremely probable/likely that
- 3 must have left
- 4 might have forgotten
- 5 a distinct possibility
- 6 can't have been

6.2 Inquisitive minds**GRAMMAR****A**

- 1 reading
- 2 to spread
- 3 to maintain
- 4 to do
- 5 telling

B

- 1 c 2 d 3 e 4 a 5 b 6 f

C

- 1 b 2 a

VOCABULARY**A**

- 1 quiet
- 2 By
- 3 take
- 4 greet
- 5 away
- 6 order
- 7 tidy
- 8 tear

B

- 1 and wide
- 2 to-riches
- 3 and soul
- 4 after time
- 5 to back
- 6 but surely
- 7 by side
- 8 or-/and-death