

2<sup>nd</sup> edition



# masterMind

**Student's Book Pack**

**Mickey Rogers  
Steve Taylore-Knowles  
Dorothy E. Zemach**

Concept development:  
Mariela Gil Vierma

**Level 2**

  
**MACMILLAN**

 access to the Student's Resource Center

  
**Big tree**

2<sup>nd</sup> edition

این مجموعه با لوگوی مرجع زبان ایرانیان  
به صورت نشر بر خط و حامل به ثبت رسیده است.  
کپی برداری از آن خلاف شرع، قانون و اخلاق است و شامل پیگرد خواهد شد.

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## Student's Book

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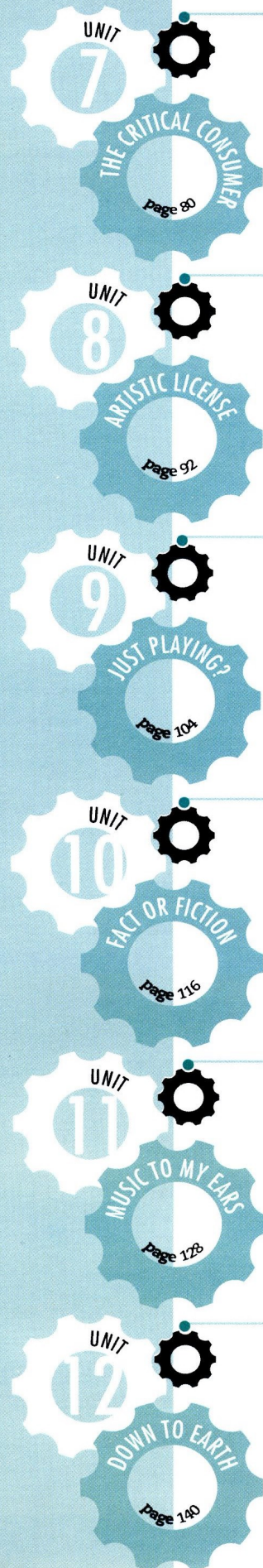
  
MACMILLAN

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PRONUNCIATION	GRAMMAR	VOCABULARY	LIFESKILLS
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# Grammar review

## 1 Circle the mistake in each sentence and correct it.

- 1 My friends would always telling me to go out more. \_\_\_\_\_
- 2 Ian is used to speak French. He's lived in Montreal for two years. \_\_\_\_\_
- 3 Emma is always get lost on campus. She needs a map. \_\_\_\_\_
- 4 I never used drink bottled water until recently. \_\_\_\_\_
- 5 My aunt's and uncle's favorite hotel was designed by a rock star. \_\_\_\_\_

## 2 Complete the sentences with the modal verbs from the box. You can use some words more than once, and there may be more than one correct answer.

must   can't   could   might   may

- 1 I'm not sure why they aren't here yet. Their car \_\_\_\_\_ have broken down, I suppose.
- 2 Did you hear all the people celebrating at the stadium? Their team \_\_\_\_\_ have won the game.
- 3 I haven't seen James at work for a few weeks. Do you think he \_\_\_\_\_ have quit?
- 4 Where's Patty? She was here a minute ago. She \_\_\_\_\_ have vanished!
- 5 Check your missed calls! She \_\_\_\_\_ have called while you were in a meeting. You never know.

## 3 Choose the correct verb tense.

- 1 In the future, people in low-lying countries *may be living / are living* in floating houses.
- 2 Luckily, we *had taken / had been taking* several photographs of the view before it clouded over.
- 3 We hope that by this time next year, a new government *is going to run / will be running* the country.
- 4 By the time Alex arrived, his colleagues *had been discussing / had discussed* the proposal for over an hour.
- 5 Many customers' online accounts *have been / are being* hacked recently.

## 4 Complete the story using the correct form of the verbs in parentheses.

I (1) \_\_\_\_\_ (have) an interesting time on my date at the restaurant. We had just finished our main course and Eva (2) \_\_\_\_\_ (tell) me about her driving test. Luckily she (3) \_\_\_\_\_ (pass), so the small mistake she made when she couldn't turn off the windshield wipers (4) \_\_\_\_\_ (seem) pretty funny. Then, in the middle of her story she (5) \_\_\_\_\_ (stop) and said she had to leave. I was left alone to pay the bill, and that's when I realized I (6) \_\_\_\_\_ (leave) my wallet at home.

## 5 Rewrite the direct speech as reported speech in two different ways (with and without backshifting) where possible. Use the verbs in parentheses.

- 1 "I hadn't sent the email when you asked me about it yesterday." (admit)  
My colleague \_\_\_\_\_
- 2 "Most of the original Native American languages no longer exist." (declare)  
A researcher \_\_\_\_\_
- 3 "The winner of the X Factor has gotten his first number-one hit." (report)  
MusicReview.com \_\_\_\_\_
- 4 "Usain Bolt will not take part in this year's Indoor Athletic Championships." (announce)  
Usain Bolt's trainer \_\_\_\_\_
- 5 "I'll send you a text in ten minutes." (said)  
An hour ago, Nick \_\_\_\_\_, but he never did.

## 6 Choose the correct verb form.

- 1 We regret *informing / to inform* you that your application will not be taken further.
- 2 We tried *liking / to like* chili while we were in Mexico, but we just couldn't. It was too spicy!
- 3 He always complains about *washing / to wash* the dishes.
- 4 Everyone is looking forward to *meeting / meet* the new student in the class.
- 5 Did someone forget *mailing / to mail* this letter? Look! It's still on my desk.

## 7 Complete the sentences with the words from the box. Some can be used more than once.

for so as to so that to

- 1 Employees should check their emails at the same time every day \_\_\_\_\_ manage their time better.
- 2 We joined a social networking site \_\_\_\_\_ keep in touch with old friends.
- 3 We booked our tickets well in advance \_\_\_\_\_ avoid paying a higher price.
- 4 We are building wells in rural areas \_\_\_\_\_ local residents can drink safe, clean water.
- 5 For his birthday, I bought Larry a mug \_\_\_\_\_ drinking his coffee in the morning.

## 8 Complete the text using the correct form of *get/be used to* and the verbs in parentheses.

My name's Adriana, and I just left high school and started a job as an air stewardess.

I (1) *'m not used to working* \_\_\_\_\_ (not work) these kinds of shifts and I find it really difficult to get up at 3 a.m. And I really have to (2) \_\_\_\_\_ (speak) English all the time—sometimes I forget and the passengers don't understand me! I (3) \_\_\_\_\_ (listen) to English—on TV, for example—but I (4) \_\_\_\_\_ (not speak) English outside of school. It's nice earning money, though. I (5) \_\_\_\_\_ (not pick up) a paycheck each week—I still get excited about it! The uniform isn't bad. I (6) \_\_\_\_\_ (wear) the same thing every day. At least I save money on new clothes.

## 9 Complete the conditional sentences with the correct form of the verb in parentheses.

- 1 If you had a sense of humor, you \_\_\_\_\_ (see) the funny side of the joke.
- 2 I wouldn't try the spicy dishes if I \_\_\_\_\_ (be) you.
- 3 Some traditions wouldn't have been lost if the languages they belonged to \_\_\_\_\_ (survive).
- 4 If you \_\_\_\_\_ (use) a firewall, you won't be bombarded with emails from unknown senders.
- 5 If you change your diet, you \_\_\_\_\_ (reduce) your calorie intake.
- 6 If you hadn't shopped at the large supermarkets, you \_\_\_\_\_ (boost) the local economy.

## 10 Rewrite the sentences using the prompts and the words in parentheses.

- 1 A volunteer succeeded in raising \$500 for a charity that helps the homeless. (*manage to*)  
A volunteer \_\_\_\_\_.
- 2 I'm afraid parents can't park outside the school if they don't have a permit. (*allow*)  
Parents are \_\_\_\_\_.
- 3 My colleague said, "If I were you, I wouldn't drive to work in these floods." (*warn*)  
We were \_\_\_\_\_.
- 4 Although Sophie enjoys designing clothes, she doesn't want to organize a fashion show. (*despite*)  
Sophie \_\_\_\_\_.
- 5 Greater numbers of people are living together before getting married. (*more and more*)  
A study reported that \_\_\_\_\_.

## 11 Complete the noun clauses with *why*, *what*, *where*, *when*, or *how*.

- 1 You can see \_\_\_\_\_ a lot of celebrities don't enjoy the spotlight.
- 2 I'm not sure \_\_\_\_\_ that movie is on. Check in the TV listings page.
- 3 They told me \_\_\_\_\_ I could attend a meeting about volunteering: at City Hall.
- 4 Do you know \_\_\_\_\_ the Hindu calendar celebrates in autumn?
- 5 Newspapers are learning \_\_\_\_\_ to adapt to the changing world of technology.

## 12 In each sentence, two connectors are correct. Cross out the incorrect connector.

- 1 People campaign for causes they believe in. *Besides that*, / *Despite the fact*, / *Moreover*, they want to inform and help others.
- 2 The internet has made communication easier. *Moreover*, / *Furthermore*, / *However*, people have learned more about other cultures.
- 3 Local farmers can stay in business *as a result of* / *in spite of* / *due to* people buying their products.
- 4 Many people do extreme sports *in spite of the fact that* / *despite* / *even though* they are aware of the risks involved.
- 5 This area of coastline was hit by a hurricane last month. *However*, / *Therefore*, / *Nevertheless*, few buildings were destroyed.

# UNIT 1 MONEY-FREE

## IN THIS UNIT YOU

- learn language to talk about consumerism and sustainable living
- read about someone's experiment in living without money
- talk about giving things away for free
- listen to a radio interview about bartering
- write ads for second-hand items
- learn about building different kinds of communities
- watch a video about growing sustainable food

### READING

**text organization**  
Is text organization important? What makes a reading text well organized?

### SPEAKING


**hedging**  
We often try not to present our opinions too forcefully or too directly. Do you know any phrases we use to do that?



## LIFE SKILLS

## SELF & SOCIETY


**building communities** One community or social group you may belong to is your English class. What other communities do you belong to?

**A**  Work in pairs. Decide what each of the pictures says about money or the lack of money.

**A:** *I think the first photo shows how we don't need money for everything. There are lots of things we can make or grow ourselves.*

**B:** *I agree. And it's more sustainable that way, too.*



**B**  Work in pairs. Imagine each picture is from an advertising campaign. Decide what you think each picture might be used to advertise. Write a short advertising caption to accompany each picture.

## 1 READING: text organization

Understanding how a text is organized can help with comprehension. A key part of text organization is the way different parts of a text relate to each other. Within a paragraph, we can usually see a logical continuation of a topic from one sentence to another. Sometimes the connection between sentences is signaled by linking expressions such as *therefore* and *however*, but often we have to look for other clues. If you don't understand something in one sentence, it is helpful to look at the sentences immediately before and after it, as the ideas will usually be connected.

**A** Read the online feature article. Who is Mark? What reasons does he give for his experiment in living without money?

### A free life is rich

*Mark Boyle, a "freeeconomist," gave up cash for more than two years while living in a trailer.*

<sup>1</sup>I gave up money for two-and-a-half years and I've never been happier and healthier. To prepare, I wrote down everything I consumed, and the list was embarrassingly long. I did it because I wanted to reconnect directly with the things I use. In my view, the key reason for so many problems in the world today, such as ecological destruction, sweatshops, and factory farming, is the fact that we no longer have to see the direct repercussions of our actions. (1) —

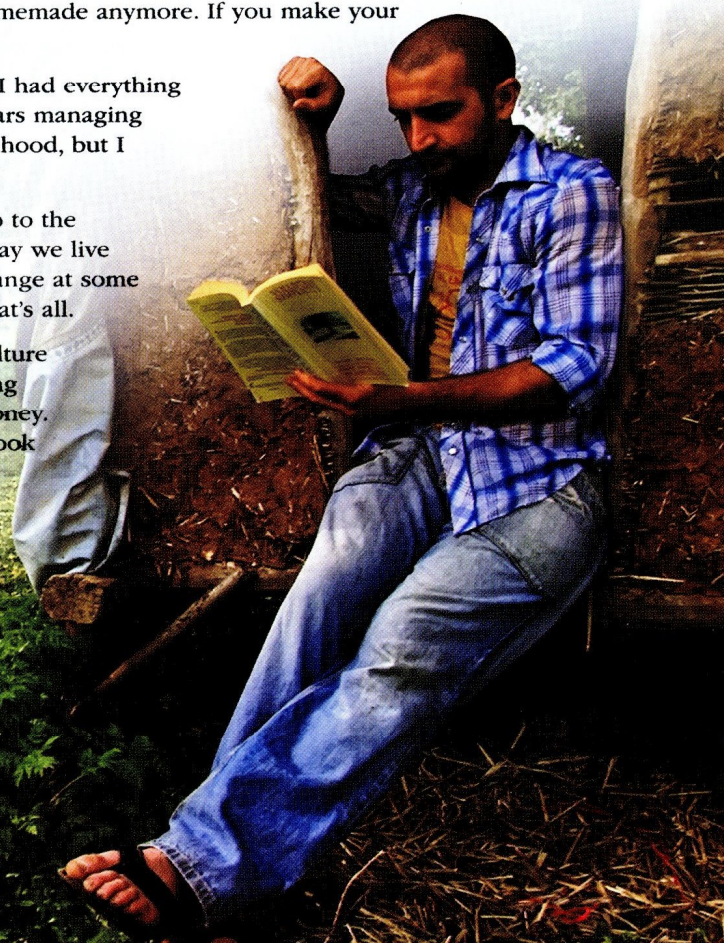
<sup>2</sup>To start my moneyless life, I got a trailer that somebody didn't want anymore. I also decided to volunteer at an organic farm, and in return they allowed me to park my new home in an orchard. (2) — When I went for a walk, I would go foraging for food. Cooking was on a camping stove outside. I bathed in a river, and my toothpaste was made from washed-up cuttlefish bones and fennel seeds. (3) — Washing clothes was probably the only drag. Between making the detergent from a plant called soapwort and hand-washing the clothes, it took much longer.

<sup>3</sup>To get around I had a bike and trailer, and the 36-mile round-trip to the city on my bike acted as my gym membership. I grew almost all my own food and, depending on the season, I would supplement it with a bit of foraged food and on rare occasions, some bartering or looking in dumpsters. The most common item you find in dumpsters is bread because it's not homemade anymore. If you make your own bread, you don't waste a crumb. (4) —

<sup>4</sup>I had a normal upbringing. We didn't have lots of money, but I had everything I needed. After studying business and economics, I spent five years managing organic food companies. I thought this was creating a good livelihood, but I realized ethical business would never be quite enough.


<sup>5</sup>The response to my experiments has been mixed. (5) — It's up to the individual to interpret what I'm doing any way they want. The way we live now is so inherently unsustainable that I think it will have to change at some point. What I'm trying to do is explore what could come next, that's all.

<sup>6</sup>Could we all live moneyless tomorrow? Of course not. Our culture is addicted to money. What we can do, however, is to start making a transition to a way of living where we're less dependent on money. If you want to go moneyless—or use less money—you need to look at your life and decide whether you want to reestablish real relationships, either with your environment or community.



**B** Read the text again. Write the letter of each sentence (a–e) in the correct blank (1–5).

- a) I take my fair share of abuse, but that's fine.
- b) I used beeswax candles for lighting.
- c) The one thing I did buy was a solar panel because I needed a way to fuel my laptop to write my first book, *The Moneyless Man*, and to communicate my experiment to the world.
- d) If you pick up a loaf cheaply at the supermarket, you don't care if it goes out of date because it doesn't have any real value to you.
- e) The degree of separation between the consumer and the consumed has increasingly widened, to the point that we are now completely unaware of the problems caused in the production of the food and other "stuff" we buy.

**C**  Work in pairs. Decide what exactly gave you the answers in Exercise B. Consider the topic, the vocabulary used, and any other aspect of the language.


**D VOCABULARY: CONSUMERISM AND SUSTAINABILITY** Match the words and phrases (1–8) with the definitions (a–h).

- |   |                 |    |  |
|---|-----------------|----|--|
| 1 | consume         | a) | to search in a wide area for something, especially food                          |
| 2 | sweatshop       | b) | to use a supply of something such as time, energy, or fuel                       |
| 3 | factory farming | c) | a large metal container used in the building industry for waste                  |
| 4 | forage          | d) | an intensive form of agriculture where animals have little space                 |
| 5 | barter          | e) | (not) capable of continuing for a long time without harming the environment      |
| 6 | dumpster        | f) | to exchange goods/services for other goods/services instead of using money       |
| 7 | livelihood      | g) | something such as your work that provides the money that you need to live        |
| 8 | (un)sustainable | h) | a factory where the people very work hard in bad conditions and earn very little |



**E**  **VOCABULARY: CONSUMERISM AND SUSTAINABILITY** Work in groups. Discuss the questions.

- 1 Do you think people consume too much these days? Are most people's lifestyles sustainable? Why or why not?
- 2 Do you think a system of bartering could work in your community? Or, would it threaten some people's livelihoods?
- 3 If you were taking part in an experiment in living without money, would you prefer to forage for naturally-growing food, or look in dumpsters for food people have thrown away? Which method would be more successful?
- 4 In both sweatshops and factory farms, goods are produced using intensive methods, and people or animals suffer. Why does this happen, and do you think it is justified? What, if anything, should be done about it?

## 2 PRONUNCIATION: intonation and attitude

**A**  **1.01** Listen to the sentence read in three different ways. Notice the different forms of intonation used.

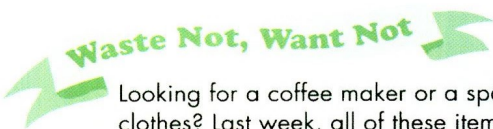
*You're really good at saving money.*

**B**  **1.02**  Listen to and practice each sentence read in doubtful, surprised, and sarcastic ways. Then work in pairs. Choose one way to say each one. Your partner guesses which attitude you are showing.

- 1 Freecycling sounds like a great idea.
- 2 You can find interesting things in dumpsters.

### 3 GRAMMAR: adverb phrases

**A LANGUAGE IN CONTEXT** Read the excerpt from an article.  
What is the purpose of Freecycle?



Looking for a coffee maker or a spare tire? Want to get rid of a dog collar or some used clothes? Last week, all of these items appeared on Freecycle. Freecycle.org is an online nonprofit group that is used by many people every day. The concept is wonderfully simple! People use the website to give away and get things in their local communities. By distributing items to people who want them, Freecycle keeps "junk" out of landfills. From time to time, people ask for items that they think someone else might not want. This keeps them from making unnecessary purchases. Both requested and offered items are always free.

The organization was founded in 2003 by Deron Beal in Tucson, Arizona. He created it to help both people and the environment. The group is a worldwide network that is growing by the day. Join Freecycle by signing up online—of course, it is free to join! Local networks are moderated by volunteers.

**NOTICE!**

In the third sentence, which phrase tells you when something happened? In the second from last sentence, which phrase tells you how to do something?

**B ANALYZE** Read the excerpt in Exercise A again.

**Form** Complete the table with examples from the text.

Type of adverb	Adverb phrases in sentences
Time	(1) _____, all of these items appeared on Freecycle.
Frequency	Freecycle.org is a group that is used by many people (2) _____.
Place	Freecycle keeps "junk" (3) _____.
Manner	(4) _____, Freecycle keeps "junk" out of landfills. Join Freecycle (5) _____.
Purpose	People use the website (6) _____.

**Function** Complete the explanation with the words from the box.

how    how often    when    where    why

Adverb phrases are groups of words in a sentence that perform the same function as adverbs. They can describe time (answering the question "(1) \_\_\_\_\_?"), frequency ("(2) \_\_\_\_\_?"), place ("(3) \_\_\_\_\_?"), manner ("(4) \_\_\_\_\_?"), and purpose ("(5) \_\_\_\_\_?").

**C PRACTICE** Next to each of the adverb phrases, write *how*, *how often*, *when*, *where*, or *why*. Then complete each sentence with the letter of the correct adverb phrase.


- a) at their convenience \_\_\_\_\_
- b) by giving your unwanted item away \_\_\_\_\_
- c) every now and then \_\_\_\_\_
- d) for free \_\_\_\_\_
- e) for space reasons \_\_\_\_\_
- f) in their closets \_\_\_\_\_

Why would someone give away a new item (1) \_\_\_\_? Well, it may be (2) \_\_\_\_\_. (3) \_\_\_\_\_, people want to clean out their houses. They probably have items (4) \_\_\_\_\_ they don't wear. Plus, it's so easy to post an offer online and have someone come pick up the item (5) \_\_\_\_\_. Also, (6) \_\_\_\_\_, you can feel good about helping another person.

**D** **NOW YOU DO IT** Work in groups. Discuss the questions.

- 1 Think of some items that you would like to get rid of. When and where did you get them? Why don't you want them anymore?
- 2 How do you usually get rid of things you don't want? Are there other ways to get rid of things?

## 4 WRITING: offer and wanted ads

**A**  Work in pairs. Read the Freecycle posts. Then talk with your partner. Which of the items offered would you want?

**B VOCABULARY: DESCRIBING USED ITEMS** Write an underlined word or phrase from Exercise A next to each definition.

- 1 \_\_\_\_\_: used previously; not new
- 2 \_\_\_\_\_: deliver it
- 3 \_\_\_\_\_: the physical state of something
- 4 \_\_\_\_\_: available; being offered for free
- 5 \_\_\_\_\_: able to be used successfully; not broken
- 6 \_\_\_\_\_: add to something for no additional charge

**C VOCABULARY: DESCRIBING USED ITEMS** Look back at Exercise A. Write two *offer* posts to appear on a freecycling website. Describe the items you have that you'd like to give away. Write two *wanted* posts about items you'd like to get from someone else. Use words and phrases from Exercise B. Then share your posts with the class.

### WANTED

Second-hand dresser for college student. Condition doesn't matter. I don't have a car, so I'd appreciate it if you could drop it off.

### OFFER

Several stuffed animals up for grabs. As an added incentive, I'll throw in a basket to keep them in. Email me if you'd like to see some pictures.


### OFFER

DVD player in good working order. I don't need it because I bought another one. You must be able to pick it up before the weekend.


## 5 SPEAKING: hedging



When we make a statement, we often use phrases that make the statement less forceful or which make it clear that this is a personal opinion, and there is room for disagreement. This is known as hedging. We do this to be polite and to show that we respect any differences of opinion.

**A**  **1.03** Listen to six people expressing their opinions on freecycling websites as part of a college campus survey. For each person, write a hedging word or short phrase he or she uses.

- 1 ... they're \_\_\_\_\_ a waste of time.
- 2 I'm \_\_\_\_\_ a site like that ...
- 3 ... it \_\_\_\_\_ not everyone is on there for the right reasons.
- 4 ... but \_\_\_\_\_ they're generally a good thing.
- 5 \_\_\_\_\_ they're one of the most useful things on the internet.
- 6 ... and I \_\_\_\_\_ they might do some good.

**B**  Work in pairs. Discuss the questions. Use hedging phrases to make your opinion less forceful.

- 1 Would you use a freecycling website? If so, what for?
- 2 Do you think we consume too much? If so, how could we consume less?



## 6 GRAMMAR: negative questions

### A 1.04 LANGUAGE IN CONTEXT Listen to the conversation. How did Eric get his new jacket?

- Matt:** Hey, Eric! Isn't that a new jacket? Where'd you get it?  
**Eric:** Didn't I tell you? I joined a bartering website and got it there.  
**Matt:** No, you didn't tell me. A bartering website? What's that?  
**Eric:** It's where you trade goods and services you have for goods and services you want. Haven't you heard of them? I'm surprised. They're really popular.  
**Matt:** Isn't it just a way for people to get rid of old stuff?  
**Eric:** No, not at all! Mostly it's about new things and services. For example, didn't you say you want to learn to play the guitar?  
**Matt:** Yes, but I can't afford lessons.  
**Eric:** Right. So think of something you can do, like washing cars, or mowing someone's lawn. You put a listing on the website, and maybe someone who can play guitar will give you lessons in exchange for washing their car.  
**Matt:** Sounds interesting! Give me the address, and I'll check it out.  
**Eric:** Sure. I'll send you the link.



### B ANALYZE Read the conversation in Exercise A again.

**Form** Complete the table with examples from the text. Then find and underline further examples in the text.

auxiliary verb + n't + subject	(1) _____ tell you?
	(2) _____ heard of them?
	(3) _____ just a way ...?

### Function Choose the correct options to complete the explanation.

A negative question can be used to confirm a belief.

*Isn't that a new jacket? I haven't seen it before.*

Here the speaker expects the answer to be (1) *Yes, it is.* / *No, it isn't.*

A negative question can also be used to show that we are surprised by something.

*Haven't you heard of this band? They're really famous!*

Here the speaker is surprised that his friend (2) *has* / *hasn't* heard of this band.

A negative question can also be used to express an opinion or make a suggestion in a (3) *more* / *less* forceful way, inviting the other person to (4) *agree* / *disagree* with us.

*Isn't this a beautiful dress? Yes, it is!*

*Shouldn't you tell him? Yes, I suppose I should.*

### C PRACTICE Write negative questions to complete the conversations using the words and phrases in parentheses.

- A:** \_\_\_\_\_ ? (*be* / *new hat*)  
**B:** Yes! Do you like it?
- A:** \_\_\_\_\_ ? (*find* / *anything interesting on the site*)  
**B:** No, I didn't. Nobody had anything I wanted.
- A:** \_\_\_\_\_ ? (*offer* / *services as a mechanic*)  
**B:** Well, I could, but that's too much like my day job!
- A:** \_\_\_\_\_ ?  
(*bartering* / *become more common in the future?*)  
**B:** Oh, it definitely will! It'll be used for a lot of things

### D NOW YOU DO IT Work in pairs. Role-play a conversation where you discuss what you could possibly offer on a bartering website. Use negative questions where appropriate.

- A:** *Couldn't we wash people's cars?*  
**B:** *Yes, I guess we could. Isn't there something more interesting we could do?*


### NOTICE!

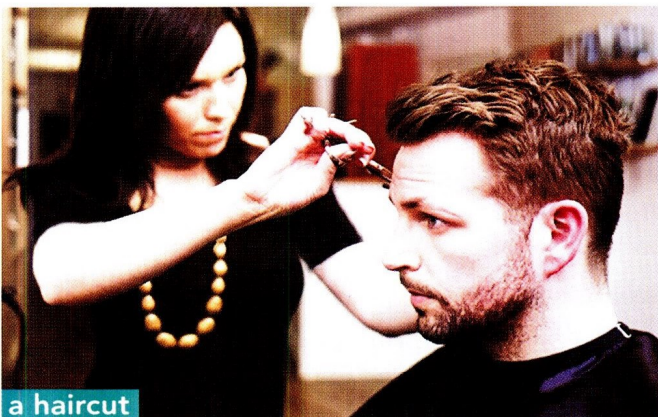
What is the first question Matt asks?  
 What makes this a negative question?

### WATCH OUT!

- ✓ **A:** *Isn't it a bit too expensive?*  
**B:** *Yes, it is.*  
 ✗ **A:** *Isn't it a bit too expensive?*  
**B:** *Yes, it's.*

## 7 LISTENING: to a radio interview

**A**  Work in pairs. Look at the pictures. Discuss the questions.



a haircut



mowing the lawn



two tennis rackets



cook and serve dinner for four


- 1 What would you expect to pay for each item or service?
- 2 What do you own, or what can you do, that you think someone would trade each item or service for?

**B**  **1.05** Listen to the radio interview. Number the topics in the order you hear them.

- |   |                          |
|---|--------------------------|
| a) The cost to participants                           | <input type="checkbox"/> |
| b) What the organization is and how it works          | <input type="checkbox"/> |
| c) How bartering creates a community                  | <input type="checkbox"/> |
| d) How businesses benefit from bartering              | <input type="checkbox"/> |
| e) The types of items and services that people barter | <input type="checkbox"/> |

**C** Listen again and correct the mistake in each sentence.


- 1 Bartering as a system is probably as old as selling things.
- 2 *Barterrific* bartered real estate for television commercials.
- 3 About 14% of the bartering is for services.
- 4 Jim Rockgate says that hotels have a small mark-up for their room rates.
- 5 Monetary systems relieve pressure and emotional stress.

**D**  Work in groups. Discuss the questions.

- 1 What are some advantages of bartering over buying and selling? What are some disadvantages?
- 2 Are there any types of goods or services that you think could not (or should not) be bartered? If so, what types, and why?
- 3 Do you think bartering will become more or less common in the future? Why?

## BUILDING COMMUNITIES

- Consider the type of community you wish to create.
- Decide on the community's goals and how they will be organized.
- Advertise your community so interested people can join.

**A**  **Work in pairs. Read the descriptions of four different types of communities. Then answer the questions.**

**community** /kə'mjunəti/ (n.)

the people who live in an area; a group of people in a larger society who are the same in some way

- 1 What specific examples of each type of community can you name?
- 2 Do you belong, or have you ever belonged, to any similar communities? Which ones?



**A Hobby clubs / School clubs**

People with a shared interest in a wide variety of sports and other activities, from singing to science to volunteer work, meet to practice or share ideas.



**B Social, political, or religious groups**

People in a larger community such as a city or town who have similar beliefs and values hold meetings to discuss experiences, make plans, give and receive information, or take actions.



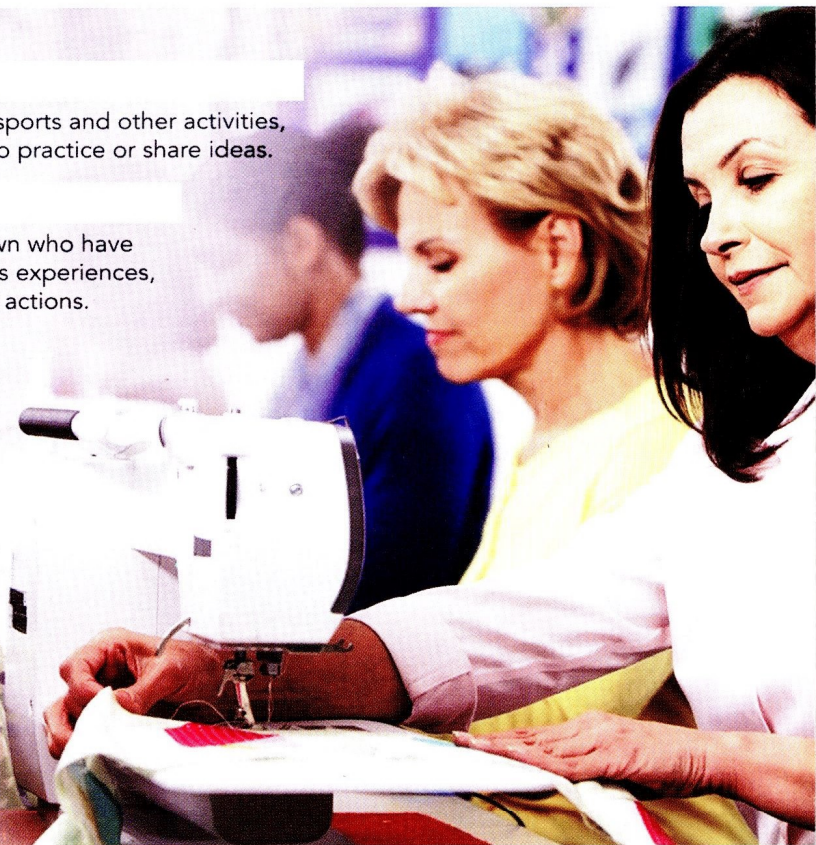
**C Online social networking sites**


Sites such as Facebook and LinkedIn encourage friends and family members to share news, thoughts, pictures, videos, and web links with each other. People sometimes connect with new acquaintances by adding the friends of their friends to their networks.



**D Online forums**

People come together online to discuss something they are interested in, to swap questions and answers on their area of interest, and to chat socially with fellow enthusiasts.



**B**  **Work in pairs. Match the statements with the descriptions in Exercise A. Each statement may apply to more than one description.**

- 1 Members see each other in person regularly.
- 2 Communication is probably daily or several times a week.
- 3 Members have a specific goal.
- 4 Members could become close friends.
- 5 It's possible that members would never see each other.
- 6 Members often belong to the same family.
- 7 Members help each other with problems and difficulties.
- 8 There is often a fee for joining the group.