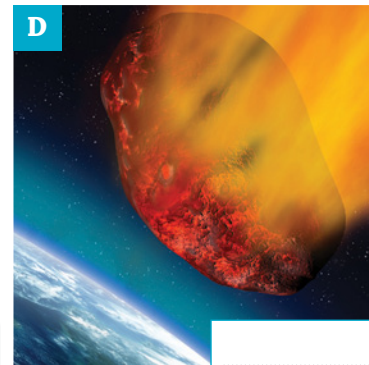


1 Breaking news

LISTENING



Exam task

Part 4

1 Label the pictures *meteorite*, *oil spill*, *volcanic eruption* and *wildfire*. Then discuss the questions in pairs.

- Which of these are natural events, and which – at least partly – are man-made?
- How much media coverage does each receive? Why?
- How would you feel if you witnessed each one? Use some of the C1-level adjectives in the box below.

alarmed appalled disgusted distressed helpless
 hysterical irritated overwhelmed speechless unsafe

2 Look at the exam task instructions and options A–H in both tasks. Answer these questions.

- How many speakers are there?
- What information will you have to listen for in each task?
- How many of the options in each task are not needed?

3 Note down words you might hear used about each of the options A–H in Task One, e.g. *an earthquake – ground, trembling*. Then highlight the key words (e.g. *number, injured*) in options A–H in Task Two and think of words associated with them, too.

4 **1.02** Listen and do the exam task. Listen particularly for the same ideas as those expressed by the words you highlighted in Exercise 3.

Quick steps to Listening Part 4

- Quickly read the instructions and the options in Tasks One and Two, identifying the key words in both.
- Think of other words you might hear used to express those key words.
- Listen for the answers to the questions in both tasks. Or, if you prefer, do one task on each listening.

You will hear five short extracts in which people are talking about unusual events they witnessed.

While you listen you must complete both tasks.

TASK ONE

For questions 1–5, choose from the list (A–H) the event each speaker is talking about.

- | | | | |
|-----------------------|-----------|----------------------|---|
| A an earthquake | Speaker 1 | <input type="text"/> | 1 |
| B an oil spill | Speaker 2 | <input type="text"/> | 2 |
| C a tropical storm | Speaker 3 | <input type="text"/> | 3 |
| D a wildfire | Speaker 4 | <input type="text"/> | 4 |
| E a volcanic eruption | Speaker 5 | <input type="text"/> | 5 |
| F a meteorite strike | | | |
| G a flood | | | |
| H a tornado | | | |

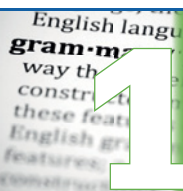
TASK TWO

For questions 6–10, choose from the list (A–H) what surprised each speaker most about the event.

- | | | | |
|---|-----------|----------------------|----|
| A the number of people injured | Speaker 1 | <input type="text"/> | 6 |
| B the likely cause of the event | Speaker 2 | <input type="text"/> | 7 |
| C the sudden decrease in speed | Speaker 3 | <input type="text"/> | 8 |
| D the direction of travel | Speaker 4 | <input type="text"/> | 9 |
| E the extent of the damage | Speaker 5 | <input type="text"/> | 10 |
| F the relative lack of noise | | | |
| G the place where it happened | | | |
| H the number of unreported similar events | | | |

Exam tip

Don't choose an option just because you hear the same word or phrase. Listen for the same *idea*.




GRAMMAR

Review of verb tenses Page 88

1 Explain the difference in meaning each time between sentences *a* and *b*. Name the different tenses used.

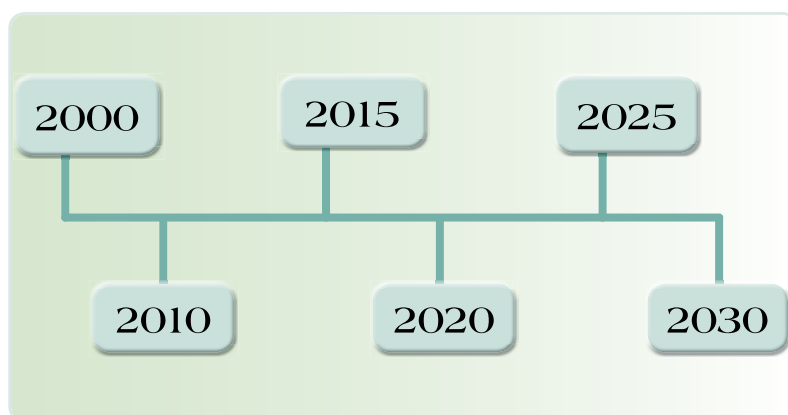
- 1 a I see my friends at the weekend.
b I'm seeing my friends at the weekend.
- 2 a The theme tune *began* when the programme ended.
b The theme tune *had begun* when the programme ended.
- 3 a The press *were taking* photos when Melanie walked in.
b The press *took* photos when Melanie walked in.
- 4 a We'll *be watching* that film when you get here.
b We'll *watch* that film when you get here.
- 5 a Carla's *written* a book about animals that can predict earthquakes.
b Carla's *been writing* a book about animals that can predict earthquakes.
- 6 a The thunderstorm *will have ended* by the time our plane takes off.
b The thunderstorm *will be ending* by the time our plane takes off.
- 7 a The economy *grew* rapidly when government policy changed.
b The economy *had been growing* rapidly when government policy changed.
- 8 a When I'm 25, I'll *work* abroad for several years.
b When I'm 25, I'll *have been working* abroad for several years.

2  Correct the mistakes made by exam candidates. In some cases more than one answer is possible.

- 1 Do you come to the meeting next week?
- 2 I'm waiting for you at Vicenza Station tomorrow afternoon.
- 3 Barbara and I know each other for years. We went to primary school together.
- 4 In your memo you asked me to write a report, so now I send it to you.
- 5 I was waiting for 30 minutes when a man came and spoke to me.
- 6 I promise that when you'll come to visit me next summer, you'll have a wonderful holiday.
- 7 On Wednesday we went to St. Andrews, as I arranged to meet a friend of mine there.
- 8 Club membership is falling so we are needing new members, especially young people.

3 Choose the correct answer.

- 1 I *enjoy / enjoyed / have enjoyed* studying history since I was a child.
- 2 I'll look for a job when I *get / will get / will have got* my degree.
- 3 I'm *waiting / 've been waiting / was waiting* in this queue for hours!
- 4 By the end of this century, we're *exploring / 'll have explored / explore* distant planets.
- 5 My friend Stefan *was reading / has been reading / read* a book when I called at his house.
- 6 I'm not yet sure which subject I want to study, but I think I'll *do / 'm doing / 'll have done* maths.
- 7 When politicians at last realised what was happening, the climate *already became / had already become / had already been becoming* warmer.
- 8 By next July, I'll *be living / 'm living / 'll have been living* in this town for ten years.



4 Mark some important past events in your life, e.g. starting secondary school, on the timeline above. Then tell your partner what you:

- were also doing and used to do at that time, e.g. *I was living in the city centre. I used to walk to school.*
- had done and had been doing before then.
- have done and have been doing since then.

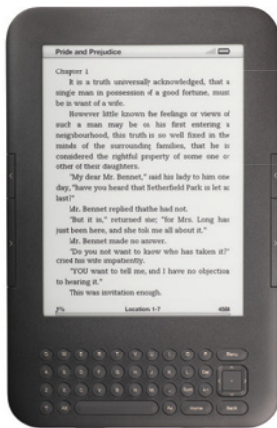
5 Now put in some likely future events, e.g. *graduating, starting work*. Tell your partner what you:

- will also be doing then.
- will have done by then.
- will have been doing by then, and for how long.

1

READING AND USE OF ENGLISH

Part 7



Exam task

You are going to read a newspaper article about online versions of printed publications. Six paragraphs have been removed from the article. Choose from the paragraphs **A–G** the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.

The end of print may take some time

Peter Preston

Transition. It's a pleasant word and a calming concept. Change may frighten some and challenge others. But transition means going surely and sweetly from somewhere present to somewhere future. Unless, that is, it is newspapers' 'transition' to the online world, an uncertain and highly uncomfortable process – because, frankly, it may not be a process at all.

1

All of which may well be true, depending on timing, demography, geography and more. After all, everyone – from web academics to print analysts – says so. Yet pause for a while and count a few little things that don't quite fit.

2

As for news and current affairs magazines – which you'd expect to find in the eye of the digital storm – they had a 5.4% increase to report. In short, on both sides of the Atlantic, although some magazine areas went down, many showed rapid growth.

3

Yet, when booksellers examined the value of the physical books they sold over the last six months, they found it just 0.4% down. Screen or paper, then? It wasn't one or the other: it was both.

1 Look at these digital versions of printed reading material. Discuss these questions, giving reasons.

- Which is more convenient: print or digital? Which is more enjoyable?
- Which of the digital versions do you think are free? Which websites have a 'paywall', i.e. you have to pay for access?
- Will any of the print versions have disappeared within ten years?

2 Quickly read the main text in the exam task and then options A–G. Which of the following have recently been rising, and which have been falling?

- sales of news & current affairs magazines
- sales of printed books
- sales of European printed newspapers
- online advertising in newspapers
- worldwide sales of printed newspapers

3 Read the third Quick step, then look at the words in bold after gaps 1, 2 & 3 and in options A, B & C. Answer these questions.

- What kind of expressions are they?
- How can each expression help you match the option to the gap?
- Which similar expressions are used after gaps 4–6, and at the beginning of D–G?

4 Do the exam task, using the expressions in Exercise 3 to help you.

Quick steps to Reading and Use of English Part 7

- Look at the introduction to find out the text type and the topic.
- Quickly read the title, the main text and then options A–G, noting any topic links.
- For each gap, look for grammar links, e.g. reference words, linking expressions and matching verb tenses.
- Read the completed text to check it makes sense.

4

And even within Europe, different countries have different stories to tell. There's Britain, with a 10.8% drop in recent years (and a 19.6% fall for quality papers), but in Germany the decline has only been 7% all round – with a mere 0.8% lost to quality titles. And France shows only a 3.1% fall (0.8% at the quality end of the market).

5

Already 360 US papers – including most of the biggest and best – have built paywalls around their products. However, the best way of attracting a paying readership appears to be a deal that offers the print copy and digital access as some kind of joint package.

6

Of course this huge difference isn't good news for newspaper companies, as maintaining both an active website and an active print edition is difficult, complex and expensive. But newspaper brands still have much of their high profile in print; adrift on the web, the job of just being noticed becomes far harder.

Exam tip >

Fill in the gaps you find easiest first to reduce the number you have to choose from.

Part 1

Collocations

1 In each of 1–6, which three verbs form collocations with the words on their right?

- 1 show / put / present / schedule
- 2 publish / submit / send in / contribute
- 3 broadcast / perform / read / report
- 4 carry / print / feature / show
- 5 draft / edit / broadcast / research
- 6 run / cover / promote / tell

- a TV programme
- a photo to a magazine
- the news on TV
- a newspaper story
- a magazine article
- a news story on TV

- A** **In other words**, print is also a crucial tool in selling internet subscriptions. And its advertising rates raise between nine and ten times more money than online.
- B** Tales like **these** of young people abandoning newspaper-reading are wildly exaggerated. Turn to the latest National Readership Survey figures and you'll find nearly 5,000,000 people aged between 15 and 35 following the main national dailies.
- C** **Such** varying national trends may well reflect a situation far more complicated than the prophets of digital revolution assume. America's media analysts used to argue that booming online advertising revenues would pay for change and, along with lower production costs, make online newspapers a natural success. But now, with digital advertisements on newspaper sites actually dropping back, such assumptions seem like history.
- D** One is the magazine world, both in the UK and in the US. It ought to be collapsing, wrecked by the move to the tablets which fit existing magazine page sizes so perfectly. But, in fact, the rate of decline in magazine purchasing is relatively small, with subscriptions holding up strongly and advertising remarkably solid.
- E** But surely (you say) it is bound to happen eventually. Everybody knows that print newspaper sales are plummeting while visits to the same papers' websites keep on soaring. Just look at the latest print circulation figures. *The Daily Telegraph*, *The Guardian* and many of the rest are down overall between 8% and 10% year-on-year, but their websites go ever higher.
- F** You can discover a similar phenomenon when it comes to books. Kindle and similar e-readers are booming, with sales up massively this year. The apparent first step of transition couldn't be clearer.
- G** So if sales in that area have fallen so little, perhaps the crisis mostly affects newspapers? Yet again, though, the messages are oddly mixed. The latest survey of trends by the World Association of Newspapers shows that global circulation rose 1.1% last year (to 512 million copies a day). Sales in the West dropped back but Asia more than made up the difference.

2 Complete the collocations in *italics* with the correct form of verbs from Exercise 1. In some cases more than one answer is possible.

- 1 The writer will have to *the article* down to 1,000 words.
- 2 That's a lovely photo. Why don't you *it to a nature magazine*?
- 3 Both channels *their main news bulletin* live at ten o'clock.
- 4 The *documentary* was for 21.00, but will be shown at 21.30 instead.
- 5 It's best to *an article*, make any changes, and then write a final version.
- 6 Channel 19 has decided not to *the story*.
- 7 Our reporter Carla Montero has been *this story* since the crisis began.
- 8 The web edition of the paper is *the story* on its front page.

Quick steps to Reading and Use of English Part 1

- Look at the title and the example, then quickly read the text without filling in any gaps.
- Look before and after each gap for words that collocate with the missing word.
- Make sure your answers make sense.

3 Read quickly through the exam task. How does the text answer the question in the title?

4 Look at the example. Which word in the first sentence goes with *capture*?

5 Underline words that might go with missing words 1–8. Then do the exam task.

6 Discuss these questions.

- 1 If you witnessed a news event, would you photograph it? Would you submit the images to the media? Why/Why not?
- 2 How would you feel if the media published pictures from your Facebook page (for example) without permission?

Exam task

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Example: 0 A grasp B capture C seize D trap

Should the media earn money from content they don't own?

Although digital cameras and camera phones have made it easier to (0) *B* newsworthy events, it is social media that have revolutionised citizen photography. With news regularly breaking on social (1), some journalists are now turning to them as (2) of images as fast-moving events occur.

Unfortunately, some reporters have published user-generated content (UGC) without permission. Despite official guidance that images (3) on social media can be used without permission if there are exceptional circumstances or (4) public interest, debate continues about whether this is ethical.

With research (5) that around one in ten people would film or photograph a news event, it is clear that UGC has a major role to (6) in the future of the media. However, if the media is to prevent its relationship with the public from souring, steps must be (7) to ensure that people are properly rewarded for their work and that permission is always (8)


- | | | | | |
|---|--------------|--------------|--------------|--------------|
| 1 | A networks | B complexes | C frames | D structures |
| 2 | A bases | B sources | C roots | D springs |
| 3 | A deposited | B planted | C imposed | D posted |
| 4 | A sharp | B strong | C heavy | D fierce |
| 5 | A indicating | B displaying | C presenting | D expressing |
| 6 | A serve | B apply | C play | D face |
| 7 | A climbed | B made | C walked | D taken |
| 8 | A applied | B sought | C demanded | D searched |

Exam tip >

Pencil in the words you choose on the question paper. This will make it easier to check the text makes sense when you finish.

1 SPEAKING

Frequently confused words

1  Choose the correct alternative in these exam candidates' sentences. Use your dictionary where necessary.

- 1 People are not *sensible* / *sensitive* enough to the problem of pollution.
- 2 He was *brought up* / *grown up* in Tunisia by a Sicilian mother.
- 3 This restaurant, as its name *infers* / *implies*, specialises in unusual dishes.
- 4 My income has *raised* / *risen* very little in the last four years.
- 5 I had to *assist* / *attend* an interview before the company offered me a job.
- 6 A bicycle is the most *economic* / *economical*, the cheapest and the easiest to park.
- 7 I *lied* / *lay* down on the couch and cried.
- 8 When I moved to my own apartment, I seized the *occasion* / *opportunity* to get rid of all those ugly objects.

Part 1 Page 107




2 In pairs, decide whether these statements about Part 1 are True or False. Check your answers in the Speaking guide on page 107.


- 1 Part 1 usually lasts about two minutes.
- 2 There will be two examiners, but only one of them will ask you questions.
- 3 You have a conversation with the other candidate.
- 4 You must use formal language and call the examiner 'Madam' or 'Sir'.
- 5 You can learn your answers by heart and give a prepared speech.
- 6 You can invent information about yourself if it makes it easier for you to answer.

3 Look at these possible Part 1 questions. Which verb tenses would you mainly use to reply to each?

- 1 Where are you from?
- 2 What do you do here/there?
- 3 What do you think you'll be doing in five years' time?
- 4 How important do you think it is to speak more than one language?
- 5 What do you most enjoy about learning English?
- 6 Do you prefer to get the news from television, newspapers or the Internet?
- 7 What would you do if you suddenly became very rich?

4  **1.03** Listen to Cristina and Markus practising Part 1. Which of 1–5 below do you think describe each student's speaking? Write Yes (Y), No (N), or Possibly (P) in each box.

	Cristina	Markus
1 clear pronunciation, good use of stress and intonation	<input type="checkbox"/>	<input type="checkbox"/>
2 wide range of vocabulary, appropriate choice of words	<input type="checkbox"/>	<input type="checkbox"/>
3 links speech well, with little hesitation	<input type="checkbox"/>	<input type="checkbox"/>
4 generally correct grammar, wide range of structures	<input type="checkbox"/>	<input type="checkbox"/>
5 good communication skills	<input type="checkbox"/>	<input type="checkbox"/>

5  **1.04** Listen again and improve Markus's answers. Use your own ideas and some of these expressions:

- Well, as a matter of fact I ...
- That's not an easy question to answer, but ...
- I've never really thought about it before, but ...
- Yes, I do/have actually. In fact, ...
- No, I'm afraid I don't/haven't. But one day I'd like to ...
- I haven't made my mind up yet, but I might ...

Quick steps to Speaking Part 1

- Ask the examiner to repeat a question if necessary.
- Reply with full answers, not just 'yes', 'no' or 'maybe'.
- Use the right verb tense if asked about your past experiences or future plans.

6 Work in groups of three: one 'examiner' and two 'candidates'. The examiner asks each candidate questions from Exercise 3. Afterwards the examiner uses points 1–5 in Exercise 4 to comment on their performance, possibly suggesting improvements.

Exam tip >

Remember that one aim of Speaking Part 1 is to help you relax by getting you to talk about yourself.



1 WRITING

Contrast links

- 1 Choose the two correct contrast links in italics in each sentence.
 - 1 30 years ago almost everyone lived in the countryside *whereas / even though / while* nowadays most people live in cities.
 - 2 *Whereas / Although / However* the poorest 10% have become poorer, the richest 1% are now even richer.
 - 3 *In spite of / Despite the fact that / Even though* aid has increased, famine still exists.
 - 4 A generation ago most doctors were male. *In contrast / While / However*, today the majority are female.
 - 5 *Contrary to / Whereas / In spite of* what many people think, discrimination is still common.
 - 6 By law all children must attend school. *Nevertheless / Despite this / Although*, many still work in the fields.
 - 7 *In spite of the fact that / In contrast / Though* the war is over, the border region is still dangerous.
 - 8 The south of the country is flooded. *Conversely / Contrary to / On the other hand*, the north is suffering from drought.

- 2 Complete the second sentence so that it means the same as the first sentence.
 - 1 Many ordinary criminals have been released, though political prisoners remain in jail.
Whereas
 - 2 Health care has improved, but it is still not up to international standards.
Even
 - 3 Although unemployment has fallen, the number of homeless people has risen.
In spite
 - 4 Though the workers' income is increasing, their quality of life is going down.
On the one hand
 - 5 That country produces a lot of food, but ordinary people have little to eat.
Despite the fact
 - 6 Some people say that we spend enough on overseas aid, but this isn't true.
Contrary
 - 7 In spite of the rise in fruit prices, farmers are getting paid less.
Although
 - 8 The Government bans all opposition but claims the country is a democracy.
The Government claims the country is a democracy. Conversely,
.....

3 What issue do the pictures illustrate? Write sentences using expressions from Exercise 1.



Part 1: essay Page 99

- 4 Look at the exam task instructions and the notes with it on page 15. Answer these questions.
 - 1 What do you have to write about, and for whom?
 - 2 Which aspects of the topic must you write about?
 - 3 What can you include if you want to? What shouldn't you do with these?

Quick steps to writing a Part 1 essay

- Read all the instructions and the notes, underlining the key words.
- Think of as many relevant ideas as you can.
- Decide how many paragraphs you will need and put your ideas under headings, including those from the printed notes. Choose which of the three opinions to use.

Exam task

Write your answer in **220–260** words in an appropriate style.

You have listened to a discussion on how people in richer countries can be made more aware of poverty in other parts of the world. You have made the notes below:

Ways of raising awareness of poverty as a global issue.

- education
- campaigns by charities
- increased media coverage

Some opinions expressed in the discussion:

“Schools should teach every child the terrible effects of poverty.”

“We should support charities that expose the awful reality of poverty.”

“People would be shocked if they saw real poverty on TV every evening.”

Write an essay for your tutor discussing **two** of the approaches in your notes. You should **explain which approach you think would be more effective, giving reasons** to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

5 Read the model essay in the next column and answer these questions.

- 1 In which paragraph does the writer introduce the topic?
- 2 Which two of the notes does she use? In which paragraphs?
- 3 Which of the opinions expressed does she include, and where?
- 4 Which approach does she prefer? Where does she state this? What reasons does she give?
- 5 Is her essay the right length? Is it fairly formal or quite informal in style?
- 6 Which contrast links does she use?

Exam tip >

Use a variety of contrast links to connect points in your essay.

There exists today an ever-widening wealth gap between different parts of the world, with an increasing number of people living in extreme poverty. Urgent measures are needed, and the first step must surely be to raise awareness in richer countries of just how desperate the situation is. To achieve this, there would appear to be two possible approaches.

Firstly, the media could cover world poverty much more frequently and in far greater depth. Currently, television rarely focuses on this human tragedy, despite the awful conditions in which hundreds of millions of people spend their entire lives. Regular in-depth reports, however, would surely bring it home to viewers that this appalling situation never goes away, leading to greater pressure on governments to take steps such as increasing overseas aid.

Schools could also have an important role to play. Although it is essential that pupils are taught about the social problems of their own country, attention should also be paid to the difficulties of those, especially children, in poorer nations. Students need to learn why such terrible living conditions exist, both by studying the history of those countries and by looking at the political, economic and social factors that make poverty so difficult to eliminate.

Nevertheless, relying on the education system would take many years to bring results, whereas change is needed right now. It should also involve the whole population, not just young people. Only the media can have this immediate impact, and nowadays it is only the media that almost everyone pays attention to.

6 You are going to write your own essay. To help you get ideas, discuss these questions and make notes.

- 1 Which are the worst examples of poverty that you know about?
- 2 Which had most impact on you: reading or hearing about them, or seeing images?
- 3 Which do you think influence people’s feelings about global issues most: schools and universities, charities, or the media? Why?

7 Look at the third Quick step and plan your essay. Here is one possible paragraph plan:

- 1 Introduction: the topic
- 2 Charities: direct experience, tell the truth, opinion 1
- 3 Education: scarce resources, contrast rich/poor, opinion 2
- 4 Conclusion: charities more effective + reasons

8 Write your **essay** in **220–260** words in an appropriate style. When you have finished, check it for the following:

- correct length
- coverage of all the necessary points
- good organisation into well-linked paragraphs
- a wide range of structures and vocabulary
- correct grammar, spelling and punctuation
- appropriate style of language
- positive effect on the reader.

2 Travels and traditions

READING AND USE OF ENGLISH

Part 6

1 Put these reasons for travelling to distant places in order, from least to most important.

- beautiful countryside
- friendly people
- impressive architecture
- inexpensive
- interesting wildlife
- learning the language
- local culture
- pleasant climate
- doing voluntary work

2 Discuss these questions about the photos, which show international volunteers working in developing countries.

- 1 What kind of people do you think the volunteers are?
- 2 Why do you think they have chosen to do this work?
- 3 In what ways might their work help the local people?
- 4 How will the experience benefit the volunteers?
- 5 Would you like to do this kind of work during a 'gap year'? Why / Why not?

Quick steps to Reading and Use of English Part 6

- Read all four texts for gist and main ideas.
- Underline the key words in the items.
- Remember there may be evidence for an answer in more than one part of the extract.

3 Look at the exam task and answer these questions.

- 1 Are the texts written by the same person?
- 2 What is the link between them?
- 3 What style are they written in?
- 4 What do the questions focus on?
- 5 What do you have to compare and contrast?

4 Quickly read the four texts. Which of the points you discussed in Exercise 2 do they mention? How far do you agree with what they say?

5 The texts contain expressions often used in academic writing. Find words with the following meanings.

- 1 although (A)
- 2 small and unimportant (A)
- 3 for this reason (A)
- 4 mention without talking about directly (A)
- 5 caused to behave in a particular way (A)
- 6 in a morally correct way (A)
- 7 improved (B)
- 8 description of a situation (B)
- 9 a sign of something (bad) (D)
- 10 written or spoken communication (D)



6 Underline the key words in questions 1–4, e.g. *similar*, *A*, *impact*, *local people*. Then do the exam task.

Exam tip >

You can use the same option for more than one answer.

Exam task

You are going to read four texts about international volunteers. For questions 1–4, choose from the writers A–D. The writers may be chosen more than once.

Which writer

takes a similar view to writer A on the likely impact of voluntary work on local people's lives?

expresses a different view from the others on why people do international voluntary work?

has the same opinion as writer A about the possible long-term effects on the volunteers?

shares writer C's concern about who the volunteers tend to be?

Volunteer tourism

Four academic writers discuss the topic of international voluntary work.

A

It is hard to argue that the actual contribution to development amounts to a great deal directly. Whilst volunteer tourists can get involved in building homes or schools, they have usually paid a significant fee for the opportunity to be involved in this work: money that, if donated to a local community directly, could potentially pay for a greater amount of labour than the individual volunteer could ever hope to provide. This is especially so in the case of gap years, in which the level of technical skill or professional experience required of volunteers is negligible. Hence, it is unsurprising that many academic studies allude to the moral issue of whether gap year volunteering is principally motivated by altruism – a desire to benefit the society visited – or whether young people aim to generate ‘cultural capital’ which benefits them in their careers. However, the projects may play a role in developing people who will, in the course of their careers and lives, act ethically in favour of those less well-off.

B

Volunteering may lead to greater international understanding; enhanced ability to solve conflicts; widespread and democratic participation in global affairs through global civic society organisations; and growth of international social networks among ordinary people. In this scenario, the whole is greater than the sum of its parts, an outcome where benefits accrue to volunteers and host communities, and contribute to the global greater good. However, if volunteering is largely limited to individuals of means from wealthier areas of the world, it may give these privileged volunteers an international perspective, and a career boost, but it will do little for people and communities who currently lack access to international voluntary work. Those who volunteer will continue to reap its benefits, using host organisations and host communities as a rung on the ladder of personal advancement.

C

At its worst, international volunteering can be imperialist, paternalistic charity, volunteer tourism, or a self-serving quest for career and personal development on the part of well-off Westerners. Or it can be straightforward provision of technical assistance for international development. At its best, international volunteering brings benefits (and costs) to individual volunteers and the organisations within which they work, at the same time as providing the space for an exchange of technical skills, knowledge, and cross-cultural experience in developing communities. Most significantly, volunteering can raise awareness of, and a lifelong commitment to combating, existing unequal power relations and deep-seated causes of poverty, injustice, and unsustainable development.

D

Volunteer tourism seems to fit well with the growth of life strategies to help others. Such limited strategies, aimed at a humble ‘making a difference’, can appear positive and attractive in an anti-political climate. The personal element appears positive – it bypasses big government and eschews big business. Yet it also bypasses the democratic imperative of representative government and reduces development to individual acts of charity, most often ones that seek to work around rather than transform the situations of poor, rural societies. Cynicism at the act of volunteering is certainly misplaced. The act of volunteer tourism may involve only simple, commendable charity. However, where volunteer tourism is talked up as sustainable development and the marketing of the gap-year companies merges into development thinking, this is symptomatic of a degradation of the discourse of development. The politics of volunteer tourism represents a retreat from a social understanding of global inequalities and the poverty lived by so many in the developing world.