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English in Use	Listening	Speaking	Writing
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Grammar: the present; stative verbs; exam practice: Parts 2,3 (task type 2), 4, 6	Exam practice: parts 2, 4 (task type 1)	Exam practice: parts 3, 4; useful language; peer assessment	Reviews
Grammar: the past; used to and would; exam practice: parts 2, 3 (task type 1), 5; register transfer, error correction	Exam practice: parts 2, 3	Exam practice: part 2; useful language; peer assessment	Articles
Grammar: the passive; the causative; exam practice: parts 1, 2, 4, 5, register transfer, word formation	Exam practice: parts 1, 3, 4 (task type 1)	Exam practice: parts 3, 4; useful language; evaluating; peer assessment	Reports and proposals
Grammar: the future; exam practice: parts 2, 3 (task type 1), 4, 5; error correction, register transfer	Exam practice: parts 3, 4 (task type 2)	Exam practice: part 2; useful language; peer assessment	Book entries
Grammar: conditionals and wishes; exam practice: parts 1, 4, 6; structure and coherence; word formation	Exam practice: parts 2, 3 (task type 1)	Exam practice: parts 3, 4; useful language: selecting; peer assessment	Business option/letters of application
Grammar: inversion; modal verbs; exam practice: parts 1, 3 (task types 1, 2), 5; register transfer; structure	Exam practice: parts 2, 3 (task type 2), 4 (task type 1)	Exam practice: part 2; useful language: making assumptions, guessing and eliminating; peer assessment	Combined transactional tasks
Grammar: relatives; exam practice: parts 3, 4, 5; word formation; structure and coherence	Exam practice: parts 1, 2	Exam practice: parts 3, 4; useful language; peer assessment	Information sheets
Grammar: indirect speech and reporting verbs; exam practice: parts 1, 3 (task type 1), 4, 5; word formation, register transfer	Exam practice: parts 2, 4 (task type 1)	Exam practice: part 2; peer assessment	Competition entries
Grammar: articles and punctuation; exam practice: parts 3 (task type 2), 4, 6; proof-reading; structure	Exam practice: parts 1, 4 (task type 2)	Exam practice: parts 3, 4; peer assessment	Review of writing tasks

On Top of the World

MODULE 1 units 1-2

UNIT 1

Something to Shout About

UNIT 2

Escape Artists

Before you start ...

- What do you think of when you hear the word 'success'?
- How do you relax?

Listen, read and talk about ...

- success and how to achieve it
- celebrations
- happiness
- successful people and their personalities
- successful businesses
- achievements
- quality of life
- unusual celebrations
- getting a job
- getting away from it all
- relaxing & escaping
- books and reading
- travelling & holidays
- weekend breaks
- pastimes and hobbies

Learn how to ...

- give/respond to news
- interrupt
- compare, contrast and speculate
- make/respond to suggestions
- negotiate/reach agreement

Practise ...

- gerund/infinitive
- the present tenses/ stative verbs

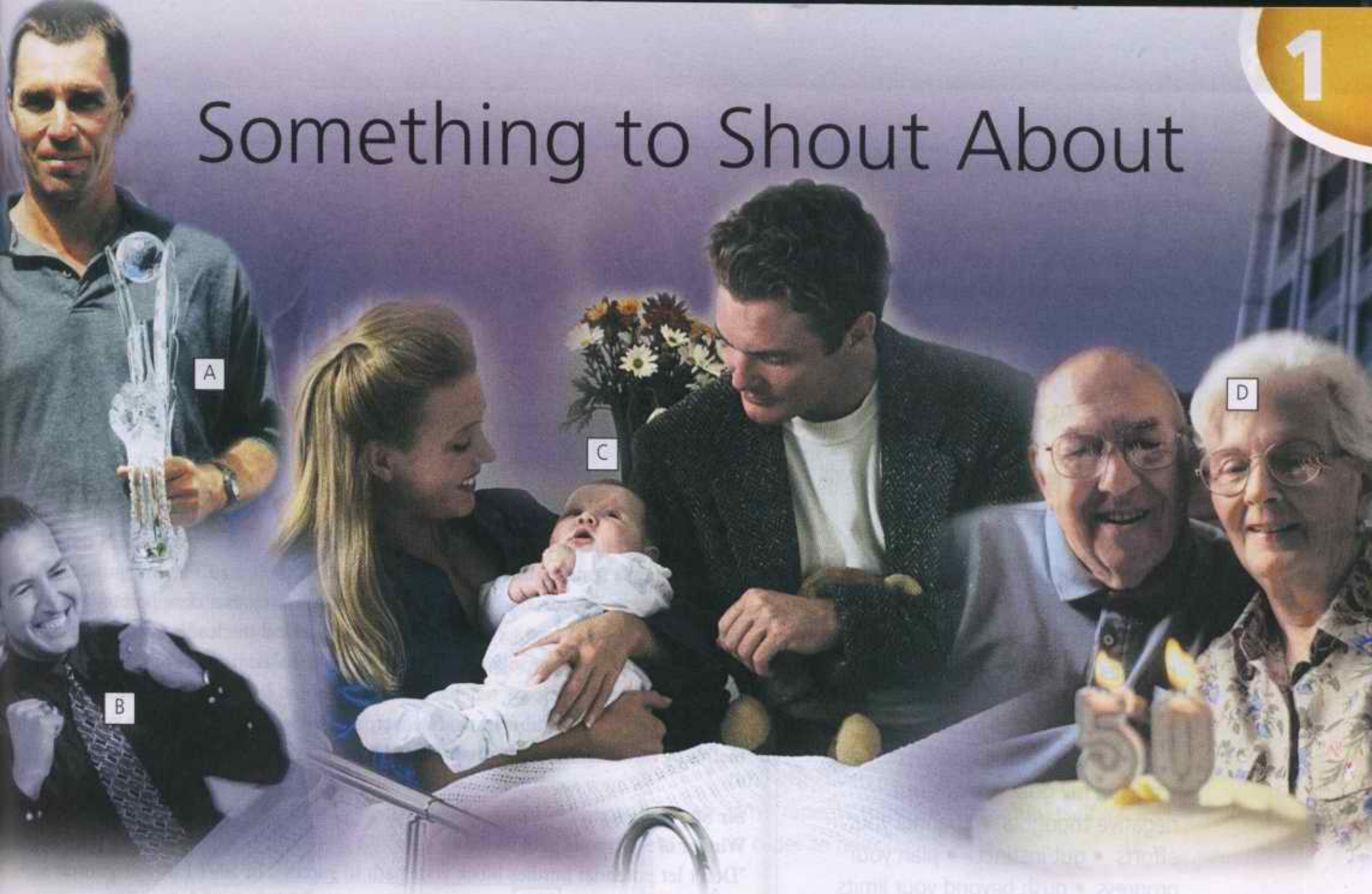
Write ...

- formal and informal letters
- reviews

Phrasal verbs

- carry
- wear
- put
- set

Something to Shout About



Lead-in

1 a. Look at the pictures showing people expressing joy on different occasions. What has happened to make them feel happy?

b. Now, in pairs, discuss success. Think about:

• its importance in our lives • happiness it brings
• problems it causes

2 a. Listen to some people talking about what they believe to be the secret of success and complete the gaps using 1 to 3 words.

1 Always ..... when other people doubt you.
2 Block out ..... and keep going.
3 Channel your efforts in the right direction and don't get ..... .
4 ..... in different ways.
5 Practise being .... until it becomes second nature.
6 Be organised and ..... .
7 Never ..... and believe you are as good as everyone else.

b. Decide on three of the elements in Ex. 2a which you think are most important for success. Compare your list to your partner's.

3 Look at the following list of qualities and, in pairs, discuss in which profession(s) you think each one is necessary and why.

• physical strength • quick thinking • determination
• foresight • diplomacy • discipline • imagination
• intellect • power of persuasion • team spirit

- lawyer
- business executive
- firefighter
- footballer
- art director
- teacher
- politician
- car salesman
- doctor
- novelist

A: I think strong powers of persuasion are essential for someone like a car salesman because he has to be able to talk people into buying from him.
B: Politicians need this, too, in order to gain support for an idea or a policy. Don't you think?

4 Paraphrase the following quotations. Do you agree with them? Why (not)? Discuss in pairs.

'Success usually comes to those who are too busy to be looking for it.'
Henry David Thoreau (American poet & philosopher)

'You always pass failure on the way to success.'
Mickey Rooney (American comedian)

1 You are going to read an article about successful people.

a. Read the introduction to the article and in pairs answer the following questions.

- According to the writer, how important is talent in achieving success?
- What do you think the people will say are the keys to success?

b. The following phrases appear in the text. How are they related to the title? Scan the text to see if your guesses were correct.

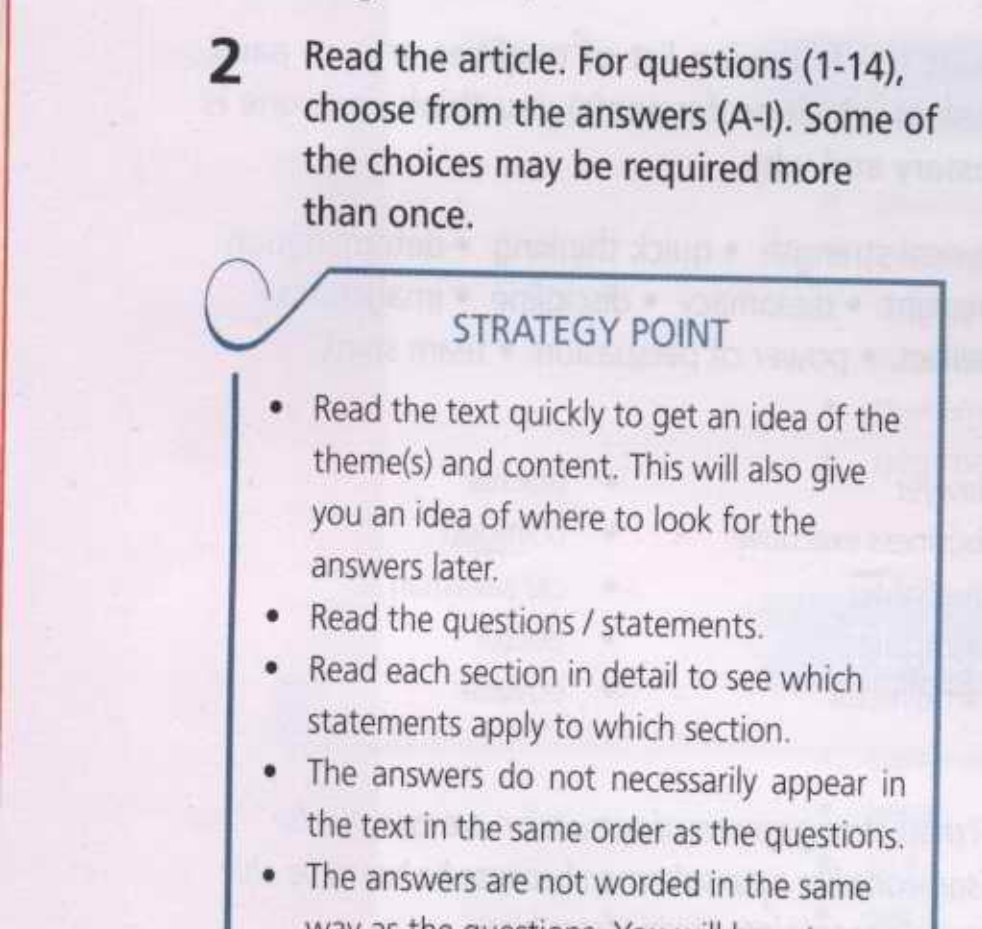
• keep going • will to succeed • set goals • path to success • pursue my goal • block out negative thoughts • channel your efforts • gut instinct • plan your progress • push beyond your limits • stay focused

Reading – Parts 1/4

2 Read the article. For questions (1-14), choose from the answers (A-I). Some of the choices may be required more than once.

STRATEGY POINT

- Read the text quickly to get an idea of the theme(s) and content. This will also give you an idea of where to look for the answers later.
- Read the questions / statements.
- Read each section in detail to see which statements apply to which section.
- The answers do not necessarily appear in the text in the same order as the questions.
- The answers are not worded in the same way as the questions. You will have to interpret the language of the text.



Denise Lewis A
Olympic Heptathlon Champion
Voted Britain's female athlete of the year (1996)

"Always believe in yourself. I have learned a lot from my own disappointments. In the 1996 Olympics, I lost it completely. I was far behind the leading three athletes, and I felt I was letting myself and my country down. In the javelin event I needed an extra two metres to claw my way back into contention. I managed to remind myself that nothing is over until it's actually over, and ended up achieving an extra four metres by throwing way beyond what I expected."

Sir Steven Redgrave B
Winner of 5 Olympic gold medals

"Don't let potential hurdles block your path to success. In 1997 I was diagnosed as diabetic. I remember thinking my career was over. I felt incredibly low. Then one of the specialists said there was no reason why I shouldn't carry on training and competing, and that was it - the spur I needed. I could still be a winner if I believed in myself. I am not saying that it isn't difficult sometimes. But I wanted to prove to myself that I wasn't finished yet, so illness was never enough to prevent me from pursuing my goal. No obstacle is ever insurmountable."

Annika Reeder C
British Gymnastics Champion

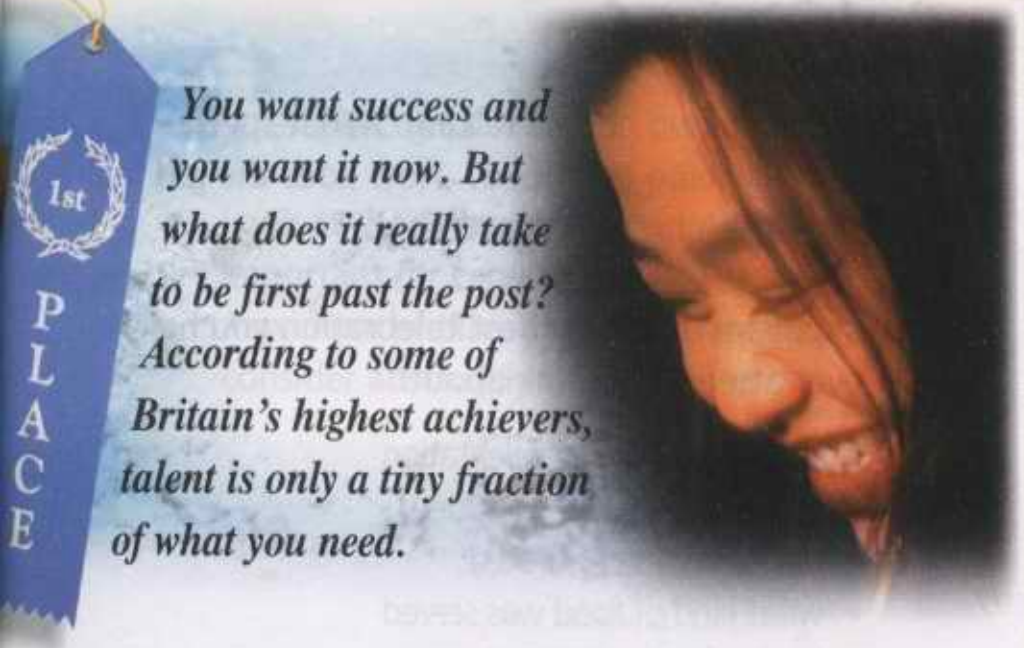
"Never, ever give up. When times are hard, keep plugging away towards your goal. If you have a dream, inch your way towards it and mark off mini goals on the way. A lot of it depends on your own mental will to succeed. There was a time in my career when I matured from a little girl to a woman and I experienced a huge dip in my confidence. My coach encouraged me to keep going, and it was the best advice I could have been given. Sometimes it's very hard to put things into perspective, but the best approach is to block out the negative thoughts and keep at it."

Pete Cohen D
Sports Psychologist

"Whatever your personal challenge, it is important to set goals for yourself. Make sure they are realistic aims that you know are achievable. Channel your efforts in the right direction and don't get side-tracked. And remember, if you are too nervous about tackling something, you won't achieve it. Relieve some of the tension associated with your challenge by reminding yourself that world peace is not riding on you succeeding."

Octavius Black E
Director of The Mind Gym, London
Advisor to Microsoft and Pret A Manger

"The key to success is to think imaginatively about your goals. It's a lot easier than it sounds. If you tend to over-analyse, try making a few decisions based on your gut instinct. You will be surprised at the way people respect your positive actions. Remember, the more you practise being assertive and proactive, the more it becomes second nature. And your brain can only learn to react in different ways and remember different skills if it has been taught to. So, at work, make an effort to learn something new every day. It will help to boost your confidence."



Karen Pickering F
Swimming World Champion, 1993

"Be organised and disciplined. Every week I do 10 two-hour sessions in the pool and three two-hour gym sessions. There is no way I could get through that sort of workload without being on top of my diary. I have learned that this is also the key to success in other aspects of life. You can't pursue a career in any discipline without being organised. Make lists of what you want to do and what you want to achieve and then plan your progress towards your goal. Just by writing down your goals for the day, however small they are, you'll be a step closer to achieving them."

Kirsten Best G
Poet & Novelist

"Concentrate. Sometimes a voice inside your head tells you that you can't do something. Then there are external distractions, such as family or lifestyle. The key is to make sure that these don't have a detrimental effect. Concentration will make you feel more in control of your life and it will boost your confidence and self-belief. Occasionally, I use key words that help me stay focused. When I am stressed, for example, it helps to repeat words such as 'calm', 'peace' or 'focus', either out loud or silently in my mind. This is a habit that can become second nature quite easily and is a powerful psychological tool."

Roger Black H
Olympic 400 metres Silver Medalist

"I used imagery and visualisation a lot when I was competing and I'm convinced it helped a great deal in my success. Imagine you are experiencing success. Mentally transfer yourself to the place where you can see, hear and smell what is going on around you. Then, run through the possible permutations of what could happen. This way you will be prepared for everything and afraid of nothing. One example of this being put to its best use is when you are asked to give a presentation at work. It can be nerve-racking at the best of times, but if you have already 'lived' through it all in your head it's a lot easier."

Donna Fraser I
British 400 metres Champion

"Don't underestimate yourself. I didn't have the confidence to believe I could be a winner until the last Olympics. I misjudged my race and only took fourth place, but it taught me more than I could have imagined - that I could have done it, and that I am good enough if only I believe in myself. Now, having achieved way beyond what I expected, I have no barriers in my mind. Push yourself beyond your limits. Take your time, work your way up, and don't forget to enjoy yourself while you do it."

- Whose age affected his/her self-assurance? 1 .....
- Who benefited from failing? 2 ..... 3 .....
- Who needed someone else's help to succeed? 4 ..... 5 .....
- Who thinks about success in order to make it happen? 6 .....
- Who thinks it is necessary to have minor aims leading up to the most important? 7 ..... 8 .....
- Who needed to overcome health problems? 9 .....
- Who thinks you must not lose sight of your main aim? 10 .....
- Who thinks you should try to surpass yourself? 11 .....
- Who believes you should not always think too much about decisions? 12 .....
- Who believes you must manage your time effectively? 13 .....
- Who repeats things to himself/herself in order to relax? 14 .....

Vocabulary Practice

3 a. Match the words/phrases from the text to their meaning.

A	B
1 hurdle (l. 12)	a frightening
2 insurmountable (l. 18)	b damaging
3 second nature (l. 46)	c impossible to overcome
4 detrimental (l. 65)	d variations
5 permutations (l. 78)	e automatic
6 nerve-racking (l. 81)	f believe oneself to be weaker than one is
7 underestimate yourself (l. 86)	g something blocking one's way

b. Explain the the highlighted words/phrases.

Text Analysis

4 What does the writer mean by the underlined phrases? Discuss in pairs.

Discussion

5 a. Make a 'key to success' list. Compare your list to your partner's, then present it to the class.

b. Tell your partner about someone you know who has become successful, saying what qualities and circumstances have helped him/her.

Let's Celebrate!

1 a. Look at the newspaper announcements, telegrams and greeting cards below. To which of the following events is each one related?

- house-warming • engagement • wedding
- promotion • retirement • graduation
- anniversary • birth

A ROBERTSON Elaine (nee Marshall) and Mark are pleased to announce the arrival of their daughter Ellen Rachel, on April 1st, 2003, a welcome sister for Matthew, Hannah and Daniel.

B Mrs Maureen Holland of Sunnybank wishes to announce the forthcoming marriage of her youngest daughter CATHERINE LOUISE to BENNY URDAL HANSEN on 24th April in Abu Dhabi, U.A.E. Love and congratulations from Mum, Michael, Julie and Dale

C

D MY SINCERE GRATITUDE FOR 31 YEARS OF LOYAL SERVICE - IAIN HOLDEN, PRESIDENT

E

F *STEINBACH, EMILY "You're a Winner"*
Congratulations on your BSc. Lots of love from Mum and Dad and all the family xxx

G MAY YOU FIND EVERY HAPPINESS IN YOUR NEW HOME - FRANK & JUDIE

H PEACOCK - HOOD It is with much happiness the engagement is announced between Mr Brian Peacock and Miss Barbara Hood.

b. Which of the above celebrations have you attended? Were you the person celebrating or were you invited as a guest to the occasion?

2 a. Listen to two people talking. What special occasion is being described? How does the girl feel about the celebration she went to?

b. In pairs, discuss the best celebration you have ever attended. Think about:

- the reason for the celebration
- how many people attended
- where it was celebrated
- what kind of food was served
- kinds of entertainment
- how long it lasted

Getting to the Top

3 Complete each sentence, using ***one*** of the three words provided.

1 • Although I always make a New Year's ....., I seldom manage to stick to it for more than a month.
• The board's ..... to sell company shares to the public met with strong resistance.
• As vice-president, my main ..... is to increase productivity while improving working conditions.
A objective B resolution C decision

2 • In celebration of their ....., the entire team stood in the centre of the field and sang their national anthem.
• After a decade of dedicated research, the scientist finally made the ..... he had been striving for.
• To salute her life-long ..... in the entertainment field, a huge reception was held in her honour.
A victory B achievement C breakthrough

3 • Business ..... should be a required course for all students enrolled in the MBA programme.
• It is imperative for children to acquire strong moral ..... at a young age.
• A good manager can make a business profitable while still respecting the ..... of the workers.
A values B ethics C rights

4 • The young poet said that he got his ..... from the beauty of nature.
• His ..... with money and power might have made him a millionaire, but he's not a happy man.
• In order to get ahead in the advertising industry, one must have a strong ..... to succeed.
A ambition B inspiration C obsession

5 • King Albert's reign was one of peace and ..... .
• They say that he made his ..... through good luck and the help of influential acquaintances.
• In these days of economic decline, owning more than one vehicle is considered a ..... .
A luxury B prosperity C fortune

Career Success

4 a. Look at the following factors which may be important for career success. Tick (✓) a maximum of ***three*** in each group which you consider absolutely necessary.

background
- social background
- financial backing
- influential acquaintances
- well-rounded education
- relevant experience
- qualifications
- supportive family
- experience of other cultures

people skills
- positive image
- popularity among colleagues
- sensitivity to others' feelings
- team spirit
- competitive spirit
- ability to delegate
- willingness to compromise
- having contact with superiors

other personal qualities
- ambition
- determination
- resilience
- powers of intuition
- persistence
- enjoy challenges
- attractive appearance
- charisma
- self-motivation
- natural talent
- ruthlessness
- ability to seize opportunities
- foresight

b. Compare your choices with a partner, saying in what situations you feel that the factors you ticked can play a vital part.

A: If you are in a profession that involves dealing with people, a positive image can make them like you and trust you.

B: I know what you mean. I've also ticked 'popularity' because if you are popular in the workplace, colleagues are glad to help you or work with you.

c. Read the short biography of Steve Jobs below. Which of the qualities in Ex. 4a did he have? Which didn't he have?

Steven Paul Jobs was born in California, USA, on February 24, 1955. In 1974 he dropped out of college to work as a video game designer. His aim was to save enough money to go to India and experience Buddhism.

Back in the US in the autumn of 1974, Jobs went into business with his highschool friend Stephen Wozniak. Jobs understood that computers would appeal to a broad audience. Although he had long, unkempt hair and dressed casually, he managed to obtain finance for his first marketable computer, the Apple II, in 1977. Apple Inc. was formed and met with immediate success.

Seven years later, Jobs introduced the Macintosh computer in a brilliantly choreographed demonstration that he gave himself. However, the sales of the first Macs were disappointing. This led to tensions in the company, and in 1985 he resigned.

In 1986, Jobs bought Pixar Animation Studios. Over the following decade he built Pixar into a large corporation that, among other achievements, produced the first full-length film to be completely computer-animated, *Toy Story,* in 1995.

In late 1996, Apple, saddled by huge financial losses and on the verge of collapse, asked Jobs to come back. He accepted, and quickly engineered an award-winning advertising campaign that urged customers to "think different" and buy Macintoshes. In 1998, he introduced the iMac, an egg-shaped computer that offered high-speed processing at a reasonable price. It was an instant success. Steve Jobs had saved his company and, in the process, re-established himself as a master high-technology marketer.

d. Which of the qualities from Ex. 4a do you believe you have? Tell your partner.

Words often Confused

5 Underline the correct word.

1 The idea for a computerised house had first been considered as far **beyond / before / behind / back** as the late 50s.
2 For the **purpose / object / aim / intention** of managing your finances, hiring an accountant is money well-spent.
3 Situated **direct / precise / right / exact** beside the lake, the villa has gone on sale for £750,000.
4 The in-house regulations **happen / occur / apply / agree** to all employees, regardless of status.
5 A job advertisement for a programmer **gripped / caught / seized / struck** his eye, and he decided to apply.
6 For a 10-year-old car, it is in excellent **state / form / presentation / condition**.

Collocations

6 a. Tick (✓) the boxes in the table to form collocations. Think of at least two more phrases for each verb.

get	gain	win	earn	
				control of a situation
				promotion
				the title
				sb's respect
				a reputation
				the right to do/have sth
				experience
				a salary
				one's living
				the advantage

b. Now use some of the collocations in their correct form to complete the sentences below.

1 The heavyweight champion ..... over his opponent in the last round of the match.
2 She went to work in the restaurant to ..... as a chef.
3 Although he's incredibly wealthy now, when he first came to this country he ..... as a dish washer.
4 He's very well paid for his free-lance writing but he also ..... from the bookshop where he works.
5 She ..... as a tough businesswoman by sticking to her principles and never backing down from the competition.

Fixed Phrases (phrases with *on*)

7 a. Match the fixed phrases with their meanings.

a	on the off-chance	1	working
b	on second thoughts	2	just in case
c	on a whim	3	due to a belief
d	on a budget	4	impulsively
e	on principle	5	after re-consideration
f	on one's own	6	intentionally
g	on target	7	as planned
h	on duty	8	only if
i	on purpose	9	independently
j	on condition that	10	with a limited amount of money

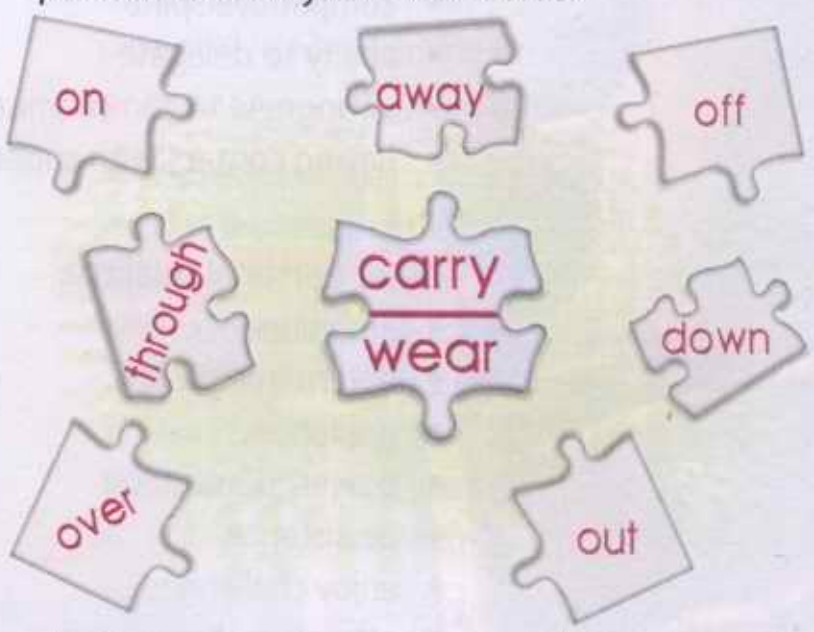
b. Now, use fixed phrases to fill in the gaps in the sentences.

1 I don't think there is a vacancy in the company at the moment, but you could ring my boss *on the off-chance*.
2 I think I'll take Sarah to a fancy restaurant for her birthday. ....., let's have a surprise party at home.
3 Chris owns a line of successful boutiques in the UK and believe it or not, she manages them completely .....
4 We're pleased to announce that our proposed sales figures for the year are right .....
5 I'd love to go to the house-warming party with you but I'm ..... and really can't afford a gift.

Phrasal Verbs

Appendix 1

8 Match the verbs with the particles to form phrasal verbs and use them in the correct tense to complete the sentences below. Then explain the phrasal verbs in your own words.



1 Her employer's persistent enthusiasm for the new scheme ..... her resistance to it.
2 A trainee ..... his superior's orders quickly and efficiently.
3 The minister ..... with the ceremony despite the noise from the back of the church.
4 At a very young age she determined what her career goals were and set out to ..... them ..... .
5 Unfortunately, the difficulties he was having at work ..... into his personal life.
6 After the shock of being made head manager slowly ....., James went about settling the difficulties between members of his staff.
7 As the day ..... the graduate became more and more excited about the upcoming ceremony.
8 The champion runner liked to joke that he ..... over a hundred pairs of trainers before he won his title.
9 To everyone's disbelief, the Jamaicans ..... the trophy in the men's bob-sledding event.
10 I'm sure you'll get the position. Now stop pacing or you'll ..... the polish on the floor!'

Idioms

a. Match items from the two columns to make idioms. In pairs, guess what the idioms might mean. Do you have similar idioms in your language?

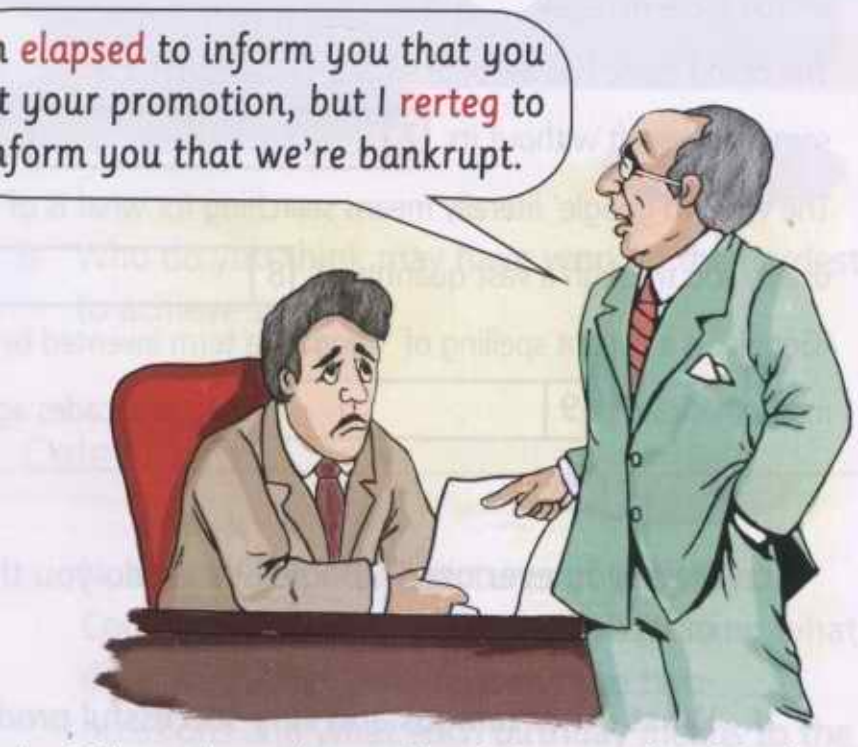
d	have the world	a	seventh heaven
	be in	b	the Joneses
	be a feather	c	in one's cap
	have one's head	d	at one's feet
	keep on	e	show
	keep up with	f	to the bone
	rub sb up the	g	up to the top
	steal the	h	in the clouds
	work one's fingers	i	top of things
	work one's way	j	wrong way

b. Now, rewrite the sentences below using one of the idioms from Ex. 9a.

1 Due to the success of her latest CD, the number of opportunities open to the young diva are limitless.
Due to the success of her latest CD, the young diva has the world at her feet.
2 My grandfather, who was a poor farmer, laboured night and day to send his children to university.
3 Nowadays, people are so busy competing with those around them that they forget to enjoy life.
4 His ability to control the goings-on in the large company made him a fantastic manager.
5 Over the years, Sue has steadily improved her position in the law firm.

Giving and Responding to News

a. Unjumble the coloured words to complete the cartoon caption below.



b. What other phrases for giving good and bad news can you think of?

11 a. Listen to four short extracts. Match the extracts as you hear them with the situations.

A	Promotion	Extract 1	☐
B	Marriage	Extract 2	☐
C	Multiple births	Extract 3	☐
D	Postponing a Date	Extract 4	☐

b. Listen again and tick the phrases that you hear.

Giving News	Responding to Good News
• I'm afraid I've got some bad news. • I regret to inform you that ... • You'll never guess ... • I hate to tell you this, but ... • You're never going to believe this, but... • You can't imagine what happened then! • I have wonderful news for you. • I'm pleased to inform you that ... • There's a bit of a problem. • I don't like to be the bearer of bad news, but ...	• You can't be serious! • Who'd have ever thought! • I can't believe this! • Wow! That's fantastic. • Congratulations! • You're joking! • That's incredible! • That's very good news indeed!
	Responding to Bad News • Oh, no! • That's terrible/awful/horrible! • Oh, what a pity. • Oh, my. That's a shame.

c. Which of the phrases are formal and which are informal?

d. Look at the phrases from Ex. 11b again. With a partner, act out dialogues similar to the ones you heard in Ex. 11a, giving and responding to news. Base your dialogues on some of the following situations.

- passing/failing an examination
- losing/winning a match/competition
- a disastrous holiday
- meeting an old friend you had lost touch with
- reading about someone you know in the newspaper
- damaging/losing something
- getting a job
- being promoted/fired
- getting into university

A: I'm afraid I've got some bad news.
B: Oh, no. What's the matter?
A: I've just got my chemistry exam results, and I've failed.
B: Oh, what a pity. And you worked so hard for it. etc

Listening – Part 4

Multiple Matching Task

1 a. With a partner, talk about a special moment in your life when you felt very happy.
- How old were you?
- What was the situation?
- Who was with you? How did they feel?

b. Now listen to five people talking about special moments in their lives and do the following two tasks.

STRATEGY POINT

- Take advantage of the time you have to look at the questions before you have to listen to the recording. This will help you predict the themes of the listening extracts.
- Both tasks 1 and 2 are based on the same extracts. Concentrate on Task 1 in the first listening and on Task 2 in the second listening.
- There are three items in each task that don't match with any of the extracts.

Task 1

For questions 1-5, match the extracts as you hear them with the people, listed A-H.

A A nurse
B A lawyer
C A school leaver
D A fitness instructor
E A teacher
F A sibling
G A pensioner
H An actor

1 ☐
2 ☐
3 ☐
4 ☐
5 ☐

Task 2

For questions 6-10, match the extracts as you hear them with the topics, listed A-H.

A Getting a job
B Publishing a book
C Watching a play
D Passing an exam
E Watching a prize-giving
F Having a baby
G Finishing university
H Climbing a mountain

6 ☐
7 ☐
8 ☐
9 ☐
10 ☐

c. In pairs, think of other situations where the people in Task 1 could feel the same way.

Listening – Part 1

2 a. You will hear a radio news report about 'Google', a popular Internet search engine. Before you listen, look at questions 1 - 9 and in pairs try to predict what kind of information might be needed to complete the gaps.

b. Now listen to the report. For questions 1-9, fill the gaps with the missing information.

STRATEGY POINT

- This part is a monologue.
- You will need between 1 and 3 words for each gap.
- Your answers must fit grammatically with the rest of the sentence.
- Read through the exercise before you listen. The sentence stems contain information that you will hear in the listening text, but the information is worded differently. To fill in the gaps correctly, be alert for information contained in the stems, but in a paraphrased form.

Google's success is such that the brand name has become a 1 ☐ .
For its success, Google relied on 2 ☐ , which is a particularly old-fashioned way to market a product.
Google is now the official search engine for top global 3 ☐ America Online.
The professor mentioned by the reporter used the word 'googling' to indicate that, rather than being involved in serious 4 ☐ , he was just browsing.
He was searching the 5 ☐ in a relaxed manner looking for things to interest him.
The majority of 6 ☐ use Google to search the Net.
The brand name has become so widely used that it is sometimes spelt without its 7 ☐ .
The verb 'to google' literally means searching for what is of use to you through a vast quantity of 8 ☐ .
'Google' is a variant spelling of 'googol', a term invented by a mathematician's 9 ☐ several decades ago.

c. Have you ever used Google? What do you think of it? Tell your partner.

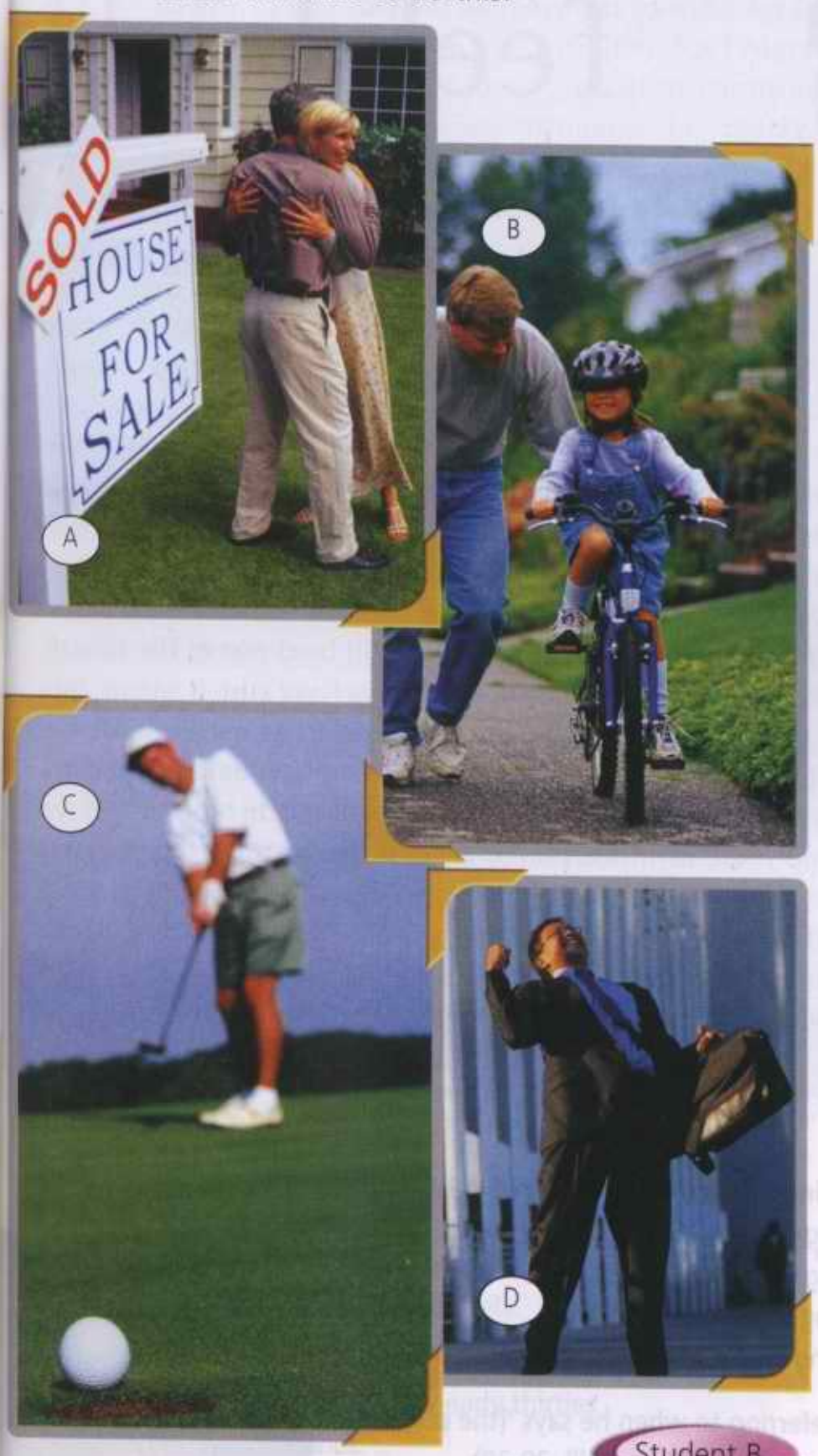
d. What other famous and very successful products do you know of? Why do you think they're successful? Discuss in pairs.

Speaking – Part 2: Compare, Contrast & Speculate

Achievements

Student A

3 a. Look at the photographs below. Compare and contrast two or three of them, saying what kind of success is portrayed in each one and who you think might be feeling the happiest. You have about 1 minute to do this.



Student B

b. Who do you think may have worked the hardest to achieve success?

Celebrations

Student B

c. Now look at the two pictures of birthdays. Compare and contrast the pictures, saying what differences there are between the two occasions and what each birthday means to the person celebrating.

Useful language:

Comparing

- Both pictures show ...
- In both pictures the people are ...
- Both pictures were taken ...
- The main connection/similarity between these pictures is that ...

Contrasting

- The first picture shows ..., whereas the second one ...
- In the picture on the left ... whereas in the other one ...
- The main/most striking difference between the two pictures is ...
- There are several differences between the pictures: firstly, ...

Speculating

- They could/might/may be ...
- They seem/appear to be ...
- I suppose/assume/imagine that ...
- It could/might/may be that ...
- I can't be sure/certain, but perhaps ...
- Although I can't be sure, perhaps ...

Student A

d. How do you think each celebration might develop?

4 Listen to two candidates doing the speaking tasks above and compare their performance to that of your classmates.

Assess your classmates in terms of:

• grammar and vocabulary • discourse management
• pronunciation • interactive communication

Everyday English

• Responding to news

5 In pairs guess and say what the other speaker says.

a Typical!
b Alright for some.
c Poor you!
d Good for her.
e Lucky you.

A: I'm sorry, but your computer can't be fixed.
B: Typical!

Reading – Part 3

1 You are going to read an article about happiness. Before you read, in pairs discuss the following.

1 Are the people of your generation generally happier or unhappier than your parents' generation?
2 Look at the title and introduction to the article. What do you think the writer's answer to his question will be? Read quickly through and check.

STRATEGY POINT

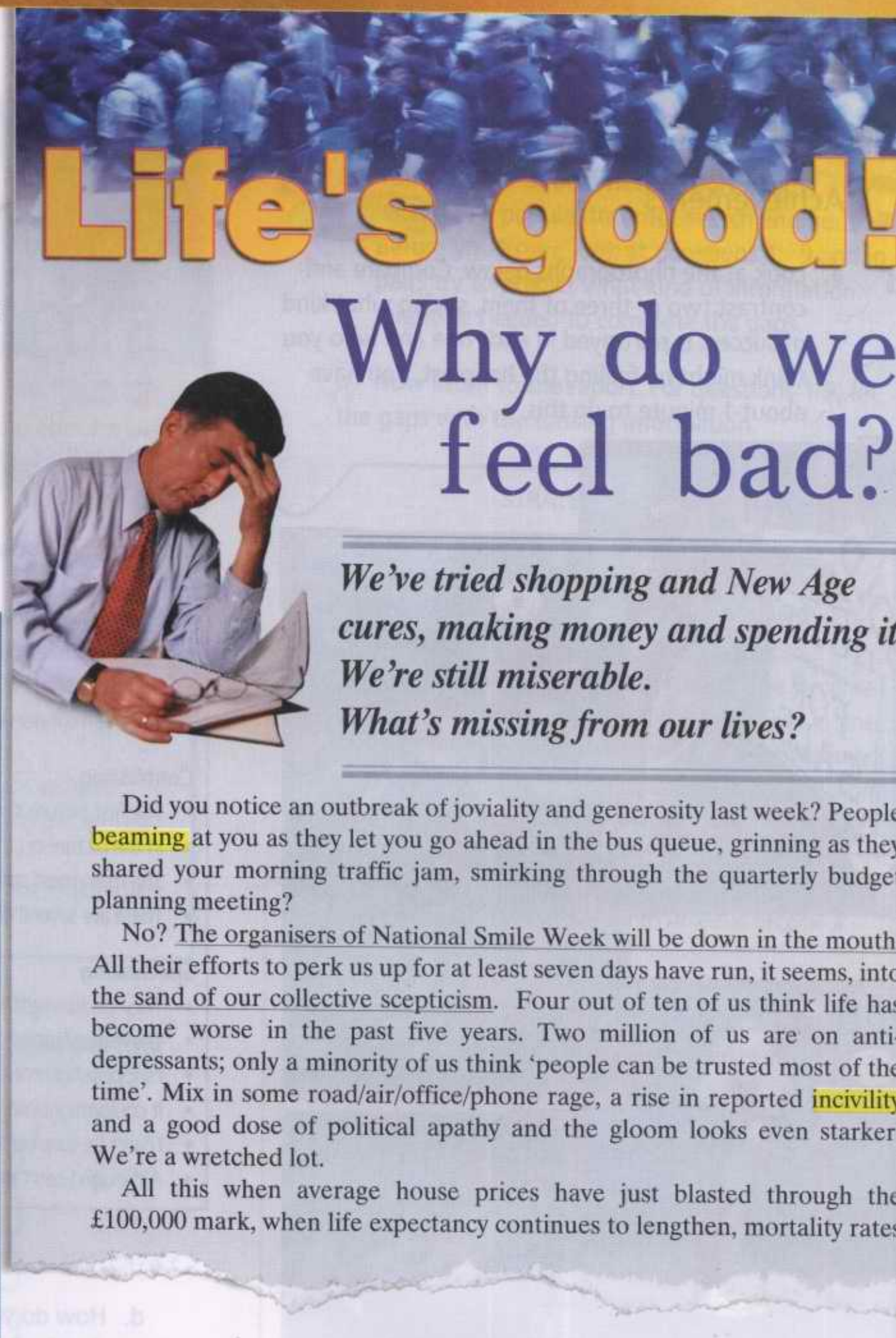
- Get the gist first by looking at the title and reading the text quickly.
- Read the questions and question stems (the actual questions, not the four choices).
- Read the text carefully and underline the parts which are relevant to the questions.
- Choose an answer to each question.

Remember:

- Options which sound a lot like the text (e.g. ones that use words that also appear in the text) are usually wrong.
- Some wrong options may be generally true, but they don't answer the question or they are not true according to the text.
- Some wrong options are very nearly correct, apart from one word (e.g. an adverb like 'never').

2 Now read the passage and answer the questions (1-6).

1 What can be inferred about National Smile Week?
A Its organisers did not expect it to succeed.
B It seems to have annoyed some people.
C It was largely unsuccessful.
D It was not ambitious enough.



Life's good!

Why do we feel bad?

We've tried shopping and New Age cures, making money and spending it. We're still miserable. What's missing from our lives?

Did you notice an outbreak of joviality and generosity last week? People beaming at you as they let you go ahead in the bus queue, grinning as they shared your morning traffic jam, smirking through the quarterly budget planning meeting?

No? The organisers of National Smile Week will be down in the mouth. All their efforts to perk us up for at least seven days have run, it seems, into the sand of our collective scepticism. Four out of ten of us think life has become worse in the past five years. Two million of us are on anti-depressants; only a minority of us think 'people can be trusted most of the time'. Mix in some road/air/office/phone rage, a rise in reported incivility and a good dose of political apathy and the gloom looks even starker. We're a wretched lot.

All this when average house prices have just blasted through the £100,000 mark, when life expectancy continues to lengthen, mortality rates

2 Which of the following is implied in the second paragraph?
A People are getting stingier.
B People are getting less polite.
C People are arguing more about politics.
D People are working longer hours.

3 What is the writer referring to when he says '[the palace] can be beamed into our living rooms'? (ll. 29-30)
A advertising
B over-work
C politics
D depression

4 An increase in earnings fails to make most people happier because
A their expenses are incredibly high.
B they realise that's not where happiness lies.
C there is always someone who earns more.
D they don't have financial problems.

are dropping and more than a third of young people enjoy what was once the elite privilege of higher education. We are healthy, wealthy and wise. Yet we've never felt so bad.

If we seem like a nation of ingrates it may be because all the goodies that are supposed to make us happy don't do it for us any more – even if we have yet to wake up to the fact. So, your house is worth half a million. Karl Marx, who for all his faults knew a bit about capitalism, captured the keeping-up-with-the-Joneses dynamic of market economies perfectly: 'A house may be large or small; as long as the neighbouring houses are likewise small, it satisfies all the social requirements of a residence. But let there arise next to the little house a palace and the little house shrinks to a hut.' With mass media, the palace doesn't have to be next door – it can be beamed into our living rooms.

Money doesn't make most of us happy any more. Poor people, understandably, see their life satisfaction rise with income but for most of the population in a country as affluent as ours, any jump-start to well-being from a pay rise quickly wears off. 'I was window-shopping in the South of France recently and I saw a diamond-studded woolly hat, and I quite fancied it.' When we get to that stage we should realise that more money isn't getting us much more in terms of happiness. Harrods is currently carrying a pair of shoes priced at a cool million – imagine if somebody stepped on your foot.

But what about health? Surely the virtual elimination of most fatal diseases, rising life expectancy and falling mortality should be cheering us up? Not a bit of it. All that happens is that our expectations rise just as or even more quickly. Objectively, our health is better on almost every count, but this doesn't translate into our feeling any healthier. We are more aware of our health, so we get more anxious about it. Medicine has become a victim of its own success: having massively reduced the chances of death in childbirth, for example, people are now shocked if a life is lost - and reach for a lawyer. Death was unavoidable - now it is unacceptable.

Like the answer to many great problems, however, the answer to the question of happiness may be quite prosaic: once countries and households are free of material need, the biggest contributor to life satisfaction seems to be a healthy set of personal relationships. The relative happiness of late teenagers and those passing middle age may relate to their spending more time on friendships. The thirtysomethings, fighting on the two fronts of work and children, are the most dejected. Those between full-time education and retirement may be spending more time on the activities they think will make them happy - earning and spending - than on those that actually will: spending time with friends and family.

This friend-shaped gap explains the American paradox - why the residents of the richest nation in the world are so glum - according to Professor Robert E. Lane at Yale University. "There is a kind of famine of warm interpersonal relations, of easy-to-reach neighbours, of encircling, inclusive memberships, and of solid family life," he says.

The secret of happiness? Not money. So leave the lawn, forget your investments and call in sick tomorrow. Do yourself a favour. Phone a friend.

5 According to the writer, improvements in health care
- A made no difference to the public's mood.
- B alleviated some health worries.
- C directly led to increased anxiety.
- D only caused complex legal issues.

6 On average, people in their early thirties
- A have more friends.
- B have happier marriages.
- C are better-educated.
- D face more problems.

Vocabulary Practice

3 a. Find at least ***three*** words or phrases which are synonyms for the word 'miserable'.

b. Explain the highlighted words.

Text Analysis

4 What does the writer mean by the underlined phrases in the text? Discuss in pairs.

Discussion

5 a. The author believes that friends make you happy. How far do you agree with this? Discuss in pairs giving reasons.

b. Read lines 7 to 9. (*Four out ... time*). These statements are based on the results of a survey conducted to see how happy people in Britain are. What do you think the findings of a similar survey would be in your country? Discuss in groups.

c. Make a list of the five most important things which make you feel happy. Compare your list to your partner's. Which three are the most popular among the class?

Gerund/Infinitive

Grammar Reference

1 a. **Rewrite the following sentences using a *gerund*, as in the example.**

1 It takes her ages to put on her make-up.
Putting on her make-up takes her ages.
2 It's nearly impossible for me to do two things at the same time.
3 It is very frustrating for her to have to deal with such a problem on a Friday afternoon.
4 It makes me feel really happy to see old people holding hands.

b. **Now, answer these questions in the two ways shown above.**

1 What takes you a long time?
2 What is nearly impossible for you?
3 What makes you feel really happy?

2 a. **Fill in the prepositions which usually follow these phrases. Use a dictionary if you wish.**

1 to disapprove .....
2 to compliment sb .....
3 to be ashamed .....
4 to apologise .....
5 to be involved .....
6 to discourage sb .....
7 to be keen .....
8 to compensate sb .....
9 to be guilty .....
10 to be obsessed .....
11 to consist .....
12 to object .....
13 to protest .....
14 to benefit .....

b. **Now write a sentence for each phrase, using a gerund after the preposition.**

I strongly disapprove of teenagers returning home after 12.

3 a. **Match these phrasal verbs with their meanings.**

A		B	
1	take up	a	rely
2	give up	b	start (e.g. a hobby)
3	block out	c	stop trying
4	count on	d	ignore
5	make up for	e	compensate
6	run through	f	examine

b. **Rewrite the following sentences using the phrasal verbs in Ex. 3a. Use gerunds where possible.**

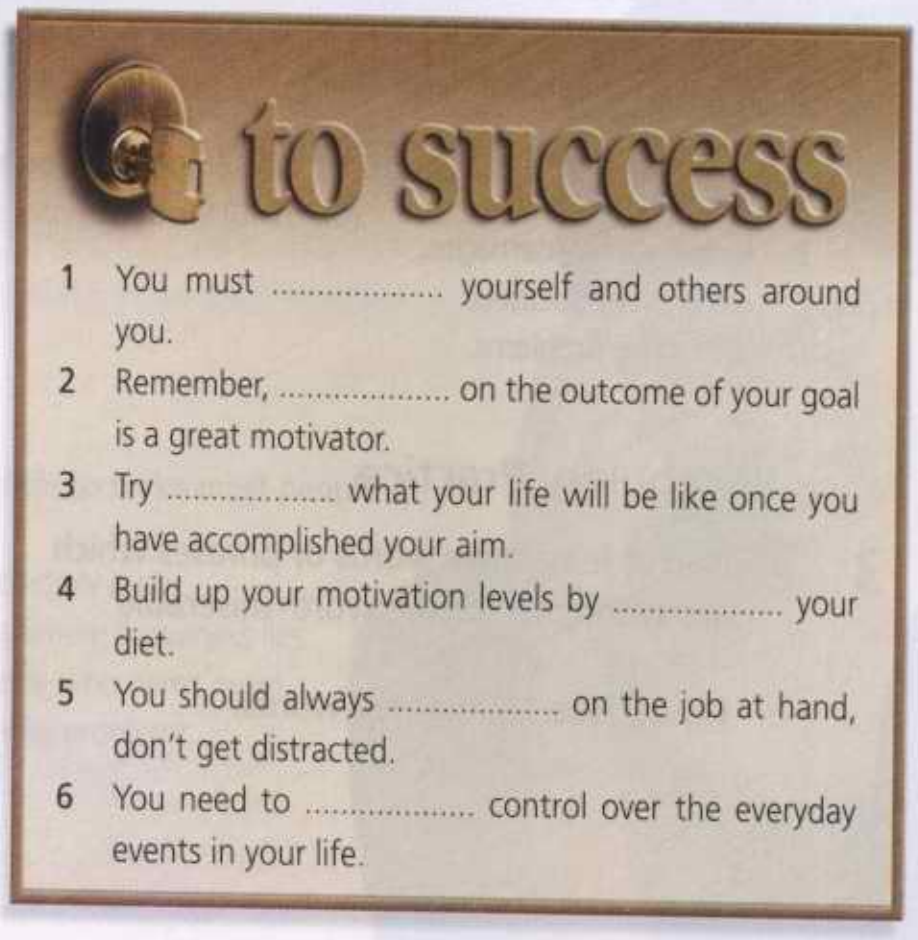
1 He's been a stamp collector since he was five.
He took up stamp collecting when he was five.
2 I ignored the street noise and continued studying.
3 Let's think of all the places where you might have left it.
4 She couldn't go on holiday with her parents so they bought her a car instead.
5 I really need you to support me at the meeting.
6 I stopped trying to get my husband to do housework years ago.

4 **Fill the gaps in the following sentences using the gerund or the infinitive of the verbs in the parentheses.**

1 I enjoy ..... **(live)** in Spain, but I do miss ..... **(go)** out with my friends.
2 We agreed ..... **(meet)** by the river at 8 o'clock, but they never showed up.
3 Frank failed ..... **(complete)** the course and so he will have to retake it.
4 I suggested ..... **(go)** to the cinema, but Helen said she didn't fancy ..... **(wait)** in a queue.
5 I can't really afford ..... **(buy)** a car this year.
6 Martha practised ..... **(play)** the piano daily, but she seemed ..... **(make)** little progress.
7 Much as I dread ..... **(go)** to the dentist, I don't think I can avoid ..... **(visit)** him this time.
8 She certainly mentioned ..... **(see)** Mark, but I don't remember her ..... **(talk)** about Vicky.

5 **Use the verbs below in their *infinitive* or *-ing form* to complete the six rules for achieving success.**

• respect • focus • gain • improve
• imagine • concentrate



1 You must ..... yourself and others around you.
2 Remember, ... on the outcome of your goal is a great motivator.
3 Try ..... what your life will be like once you have accomplished your aim.
4 Build up your motivation levels by ..... your diet.
5 You should always ..... on the job at hand, don't get distracted.
6 You need to ..... control over the everyday events in your life.

English in Use – Part 1

6 You will read a text on unusual ways to celebrate birthdays.

a. Read the article quickly and answer these questions.

1 What sort of activities are mentioned in the article?
2 Do you think the writer is an adventurous person?
3 How would you describe the tone of this article? Why?

b. Now read the article again and decide which word is best for each space.

STRATEGY POINT

- Read the whole text first to get an idea of its theme(s) and content.
- Consider meaning, naturalness and form.
- Style is important; a very formal word is unlikely to fit in an informal passage and vice versa.

SOMETHING DIFFERENT?

Looking for an unforgettable way to celebrate that special occasion? Well, the **1)** ..... of options open to today's youngster – or even 'oldster' for that matter, is a far cry from the traditional party or restaurant visit. No longer is it **2)** ..... sufficient to invite your friends round, buy some food and **3)** ..... a baker to produce a cake. No, today's birthday boy or girl is looking for something out of the ordinary, ranging from the **4)** ..... expensive to the downright dangerous. Anything **5)** ..... , as long as it is unusual and impressive.

Top of this year's popular **6)** ..... are as follows: taking some friends rally driving, helicopter lessons, plane trip and parachuting and hot air ballooning. Then, there is **7)** ..... group bungee jumping or taking your buddies on a stomach-churning, white water rafting **8)** ..... down rapids.

The desire for adventurous celebration is not restricted to the **9)** ..... . I recently met an octogenarian who celebrated **10)** ..... the milestone of eighty by having a flying lesson.

Of course, if you have the money the world is your oyster. A well-heeled relation of mine flew fifty of his friends to a Caribbean island to mark the passing of his half century. Unfortunately I was only a **11)** ..... relation.

Undoubtedly, the more traditional forms of celebration do continue to **12)** ..... the less extravagant or less adventurous among us. However, with my own half century **13)** ..... on the horizon I would not say no to a weekend in Paris and a meal at the Eiffel Tower. I can **14)** ..... dream. Perhaps by the time I'm eighty I'll be able to afford it.

1	A scale	B degree	C range	D variance
2	A hoped	B decided	C marked	D considered
3	A make	B get	C let	D want
4	A perfectly	B dearly	C outrageously	D explicitly
5	A goes	B comes	C wins	D takes
6	A experiments	B extravagances	C exposures	D expenses
7	A ever	B always	C more	D instead
8	A travel	B voyage	C ride	D crossing
9	A adolescents	B teenagers	C youth	D young
10	A attaining	B arriving	C getting	D reaching
11	A distant	B remote	C faraway	D slight
12	A pacify	B distract	C absorb	D satisfy
13	A appearing	B looming	C darkening	D showing
14	A however	B but	C nevertheless	D anyway

7 Find words or phrases in the text above which are similar in meaning to the following.

1 very different from
2 unusual
3 frightening
4 an important event
5 there is no limit
6 wealthy
7 approaching
8 I would like
9 it's impossible for me

8 Put ***well*** in front of the verbs in the list, then use them to complete the sentences. Which of the verbs listed best completes the caption?

• brought up • documented • spoken
• thought of • known • travelled • mannered

1 She knows a great deal about different cultures. She's extremely ..... .
2 You must have read his books. He's a very ..... author.
3 He was a quiet, pleasant, ... young man.
4 Her parents had done a marvellous job with her. She was very ..... .
5 You can introduce him to anyone and he won't let you down. He's extremely ..... .
6 Everybody respects him in the community. He's very ..... .
7 You can find out everything about the development of the Internet. It's very ..... .

Error Correction

10 In 8 of the 10 sentences that follow there is an unnecessary word. Find the unnecessary words and write them in the spaces provided. The unnecessary words in these sentences could be:

• prepositions • quantifiers • auxiliary verbs • adverbs

1 Her ability to write was sharpened much after she took a writing course. .....
2 Often, the consultant will be able to advise you on issues which are not work-related. .....
3 Not much of planning has been done yet for my graduation party. .....
4 The teacher was being determined not to mistake her new students for her old ones from last year. .....
5 When we got home, we were shocked to find that the puppies had disappeared. .....
6 I really liked the things she had had to say about my recent painting. .....
7 I had talked with my flat mate and she said she had no problem if you wanted to stay for a couple of days. .....
8 He has come to the conclusion of that he must go back to university and finish his degree if he wants to get a better job. .....
9 My grandfather just died in World War II. .....
10 I plan on doing many things with all my life before I settle down and have children. .....

Word Formation

9 a. Complete the following sentences with words formed from the noun ***alarm***.

1 We had to call the doctor. Her temperature was ..... high.
2 He's always spreading rumours that we're going bankrupt. He's a real ..... .
3 Her exam results are quite ..... . Has she had any problems at home?
4 I was rather ..... by the message you left, so I came straight over.

b. Complete the following sentences with words formed from the verb ***impress***.

1 It was an ..... performance by Henman, who now looks set to win the tournament.
2 He found the art exhibition rather ....., saying that he had expected to see more artists from abroad.
3 Jeremy was ..... by Shona's display of anger; after all, he was used to her losing her temper.
4 He was anxious to make a good ..... on his fiance's parents, so he wore a white shirt and a tie.
5 Tony is only 16 and he is easily influenced by those around him; he's a rather ..... young man.

English in Use – Part 5

11 In this section of the English in Use paper you have to fill in a gapped text by transferring information from another text of a different style.

a. Look at the two letters below. How are they connected? Which one is formal?

b. Making sure that the style is appropriate, underline the correct phrases in letter B.

A

Dear Jen,

Just a few lines to say I've heard from Maynard's School and they've chosen me for a second interview! I've got to get there for 10 on Tuesday and I'm having the interview in the Head's office. The Head of Department is going to be there too. After this I'll be getting a look round the school. Sounds great! They'll let me know if I've got the job as soon as they can – probably next week.

Fingers crossed!

See you at the weekend.

Mandy

B

Dear Miss Trueman,

You have **1) been selected / been picked out** for a second interview which will **2) be held / come about** in the Head Teacher's office at 10.00 am on Tuesday, 9th March. In addition to the Head Teacher, the Head of Department will also **3) come along / be present**.

Following the interview we invite you to **4) look around / tour** the school premises to see the children in their working environment.

You will be informed of the outcome in **5) due course / a week or so**. If you are successful you would be expected to take up the position at the beginning of May, following a two-day induction session.

We look forward to seeing you again on 9th March.

Yours sincerely,

c. What differences do you notice between the two letters in the following areas?
- lexis (e.g. choose vs. select)
- grammar (e.g. you have been selected vs. they've chosen me)

12 Now read the following letter and use the information in this text to complete the gaps in the formal letter. Use no more than two words for each gap. The words you need ***do not*** occur in the informal letter.

Dear Jen,

You won't believe this! I've just heard I got the job I applied for at Maynard's school. Isn't that fantastic!

They're going to fill me in on everything on Monday 6th and I'll meet the staff at break. They really liked my application and I did well in the interviews. They think I'm going to really help the school.

As well as my timetabled teaching, I'm going to be working with the Head of Department on the admin connected with the different courses. This should take up about a third of my time.

They say lovely things about me! I'll be joining a group of teachers who've been together for years so I'll definitely be the new girl on the block!

I' m so excited! My feet haven't touched the ground since I got the letter. Wish me luck.

Love.

Mandy

Dear Miss Trueman,

We have great pleasure in **1)** ..... that you have **2)** ..... in your application to join the teaching staff at Maynard's School. Your 3) ..... session is to be held at 9.15 on the morning of 6th May and you will **4)** ..... to the staff at breaktime that day.

Let me say how **5)** ..... we were with your application and interview; we feel that you will be a very strong **6)** ..... to the school.

We should like your work to include **7)** ..... the Head of Department in his organisation, planning and running of the various courses we offer. This would be **8)** ..... to your own teaching commitment and should **9)** ..... approximately 30% of your time.

Once again, please accept our congratulations and we look forward to your strengthening an already **10)** ..... team of teachers.

Yours sincerely,

Formal letters are written for a variety of reasons – e.g. to present information, to make an application, to recommend someone or something, to complain, to apologise, etc.
Informal letters are written for similar reasons but are usually written to people you know.

The main difference between formal and informal letters is the language that you use. In all cases, it is essential that the style of the letter is appropriate for the target reader.

A letter should contain:

- An introduction in which the reason for writing is clearly stated. In formal letters, it is often necessary to state who you are.
- A main body in which the task is covered according to the instructions given. Each different issue should be discussed in a separate paragraph. You usually begin each main body paragraph with a topic sentence. Examples and/or explanations are then added in supporting sentences.
- A conclusion in which you restate the main points of the letter and/or state an opinion. For formal letters, any action you want taken should be clearly stated at the end of the letter. In informal letters, you usually end by sending your wishes and perhaps asking the other person to write back.

Vocabulary

1 **a. Use the phrases given to fill in the gaps in the sentences below, as in the example.**

• take issue with • in addition to this
• is concerned • voice my concern about
• expressed the opinion that • with regard to
• views contained • which appeared in

1 I would also like to *take issue with* the statement made by your journalist that the students of the college are to blame for this situation.
2 I am writing to complain about the article .... yesterday's issue of your newspaper.
3 I am writing to ..... the proposed changes to the education system in the district.
4 The ..... in your report were extreme and unfounded.
5 The writer ..... the project was a failure.
6 ....., you should consider the enormous progress that has been made.
7 ..... the effect on the public, I feel that this will be considerable.
8 As far as the committee ....., they have done everything in their power to see that this unfortunate event is not repeated.

b. Look at the situations below and, for each one, imagine that you have to write a letter showing your objection. Use the phrases above to suggest sentences that would be suitable.

A You have just seen a TV documentary which was very critical of your home town.
B You have recently heard that the college where you study English is planning to increase its fees.
C The government has announced plans to close down the only remaining hospital in your town.
D The local authorities have recently released plans to build a new office complex on fields near your home.
E You recently read an article accusing people in your country of not caring about the environment.

Understanding the Rubric

Part One of the CAE writing paper is a compulsory writing task which is based on reading input. It is important that you follow the instructions carefully and use the information you are given.

2 **Read the rubric and reading input below, paying careful attention to the underlined words and phrases.**

The English class that you belong to recently studied the article below, which was taken from an international students' magazine. After a discussion, many members of your class disagreed with the points that have been made. You felt that the comments in the article did not apply to your country.
Your teacher has asked you, as class representative, to write to the editor of the magazine, explaining why you feel the article is inaccurate.
Write your letter (approximately 250 words).

Everything's just perfect, thanks!

It seems that there are a lot more contented people nowadays. According to the results of our recent survey, people the world over are happy with their lives. Look at what else we discovered:

- *9 out of 10 people said they were happy with the level of education available to them.*
- *Over three quarters of those who responded are happy with their jobs.*
- *The majority of people are happy with city life.*
- *Although they would not say no to more money, most people claim that they have enough to live comfortably.*
- *Public transport is, people say, excellent.*

Now tick (✓) the appropriate boxes in the statements below.

a You should write:
a formal letter ☐ an informal letter ☐

b It is going to be read by:
someone you know ☐ someone you don't know ☐

c Your reason for writing is to:
present information ☐ make an application ☐
recommend someone or something ☐ complain ☐
apologise ☐

d In order to follow the instructions you should write a letter agreeing ☐ disagreeing ☐ with the article in the reading input.

e Tick the boxes below to show which of the points are suitable for inclusion in this letter. Give reasons.

- We do not feel that most people are happy with their lives. ☐
- I, for one, am very unhappy with my life. ☐
- I think your survey is a big lie. ☐
- Many people in my country have complaints about the education system. ☐
- Most of us are happy with our jobs. ☐
- A significant percentage of us would move if we could. ☐
- Lack of money is among the most commonly reported complaints. ☐
- Our public transport system is seriously under-funded and our roads are heavily congested. ☐

Analysing the Model

3 **Read the model on the right and use the words/phrases to fill in the gaps. Suggest alternatives which could be used in their place. Then answer the questions that follow.**

• furthermore • secondly • finally • to conclude
• in fact • first of all • with reference to

1 Does the introduction clearly state the reason for writing? What other information is included in the first paragraph?

2 – Does the first sentence of each main body paragraph clearly state the topic of that paragraph?
– How does the writer support each of these sentences?
– Which point(s) from the reading input does the writer address in each paragraph?

3 How does the writer conclude the letter?

Dear Sir/Madam,

I am writing **1)** ..... the article entitled 'Everything's just perfect, thanks!' which appeared in the June issue of your magazine. Following a discussion of the article in our English class, I have been chosen to express our disagreement with some of the views contained in the article.

2) ....., we find it difficult to believe that such a large number of people are satisfied with the education system and with their working conditions. This is certainly not the case here, where many people have complaints about the poor standards of education. **3)** ....., lack of job satisfaction is known to be among the greatest causes of stress in this country.

4) ....., it certainly is not true that most people are happy with public transport, either in our cities or in the country. **5)** ....., one of the most commonly heard complaints is that there are insufficient buses and trains to serve an ever-increasing population. It is a well-known fact that our public transport system is seriously under-funded and our roads are heavily congested. And, as far as city life is concerned, a significant percentage would move if they had the opportunity.

6) ....., we feel it is unrealistic of you to claim that most people have enough money to live on. Were this so, we would have none of the financial problems faced by most people and widespread poverty would not be an issue.

7) ....., we found your article to be extremely inaccurate in its assessment of living conditions. Since your magazine claims to represent students from all over the world, we look forward to reading more objective reporting in future issues.

Yours faithfully,

Mark Wiseman

Mark Wiseman

4 How strongly does the writer feel about the points he makes? Find examples of words or phrases which helped you to decide. Then suggest how the letter could have been written more or less forcefully.

5 Complete the following sentences using ideas of your own.

- I find it difficult to believe that .....
- It certainly is not true that .....
- It is a well-known fact that .....
- I feel it is unrealistic .....

Formal and Informal Style

How formal your letter needs to be depends on the target reader and the reason for writing. It is very important to maintain the same level of formality throughout your letter (in other words, you should not mix very formal expressions with very informal ones). Study the guidelines.

Formal style includes:

• sophisticated vocabulary • impersonal tone • more frequent use of the passive voice • complex grammatical constructions • formal linking devices • advanced vocabulary

Informal style includes:

• colloquial (spoken) and idiomatic English • personal tone/ direct address • less frequent use of the passive voice • less complex grammatical constructions • simple linking devices • less advanced vocabulary • contractions

4 Look at the formal expressions on the left, which have all been taken from the model. Match them with their less formal equivalents.

A	B
1 I am writing	a say how much I disagree
2 such a large number of	b chance
3 I/we find it difficult to believe that	c I thought I'd drop you a line
4 express my disagreement	d everyone knows
5 is seriously under-funded	e which was called
6 inaccurate	f so many
7 a significant percentage	g it can't be right that
8 it is a well-known fact	h wrong
9 opportunity	i doesn't have enough money
10 entitled	j a lot of people

5 a. Read the sentences below and say whether they are formal or informal. Then suggest who the target reader might be.

1 It is a well-known fact that the school is seriously under-funded.
2 In the article which was called 'A National Disgrace', the information was wrong.
3 A lot of people would do this if they had the chance.
4 It can't be right that so many people believe this.
5 I am writing to express my disagreement with the opinions in last night's 'Agenda' on BBC2.

b. Now, using phrases from Ex. 4, and making other necessary changes, re-write the sentences in a different style. Discuss the effects that the different styles would have on the readers.

Topic and Supporting Sentences

6 a. Read the following paragraphs and say whether each one contains *an explanation*, *an example*, or *both*. Then think of an appropriate topic sentence for each one. The first one has been done for you.

A *To begin with, there is a pressing need for renovation work to be done to the college buildings.* The library, in particular, has not been decorated for several years and is suffering from serious damp patches. *[Example]* If work is not carried out soon, there is a very real danger that some of the books could be destroyed. *[Explanation]*

B .....
.....
It certainly makes it easier for students to see how well they are progressing. There are other benefits as well; for example, exams give you that extra motivation you need in order to learn new vocabulary or grammar items.

C .....
.....
For instance, you could sign yourself up for a course of lessons in a new sport, or even dance classes – why not? But the thing to remember is that, however hard it is in the beginning, you will soon see the benefit.

b. Now suggest what kind of letters the paragraphs above could be taken from.

7 Read the following topic sentences. Then, using the prompts given, write supporting sentences to complete each paragraph. Remember to keep the style consistent throughout each paragraph.

a As far as myself and my fellow students are concerned, success in examinations is a very important part of the process of learning English.
• indication of progress • incentive to study • qualifications

b I strongly disagree with your reporter's claim that our quality of life is improving.
• stress • crime • financial difficulties

c I'm sure you'll find a lot of things in this magazine that you're interested in.
• sections on sport/music • interesting letters page
• up-to-date information

d Thanks very much for giving me the chance to see how you run the club.
• useful experience • great atmosphere • fresh approach

Beginnings and Endings

FORMAL LETTERS

Remember that formal letters begin and end with either:
Dear Sir/Madam, → Yours faithfully, or
Dear Mr/Mrs/Ms Smith, → Yours sincerely,

All formal letters begin with the reason for writing – e.g. *I am writing to request ... / inform you ... / complain about ... / apologise for ... / apply for ... /* etc
In addition, you can include one or more of the following:

- who you are – e.g. *I am writing on behalf of my English class ...*
- a reference to something you have seen or read – e.g. *I am writing in response to your article in last Tuesday's issue of Education News.*
- details of place, time, people spoken to, etc, e.g. ... *while I was attending the seminars for students on 4th May.*

Depending on the reason for writing, letters can end with one or more of the following:

- A summary of the main body
- A reiteration of the reason for writing
- A reassurance
- A reference to future action
- An expression of gratitude

INFORMAL LETTERS

Informal letters usually begin and end with first names in the following way:
Dear John, → Lots of love, Susan
Dear Margaret → Take care and write soon, Bill.

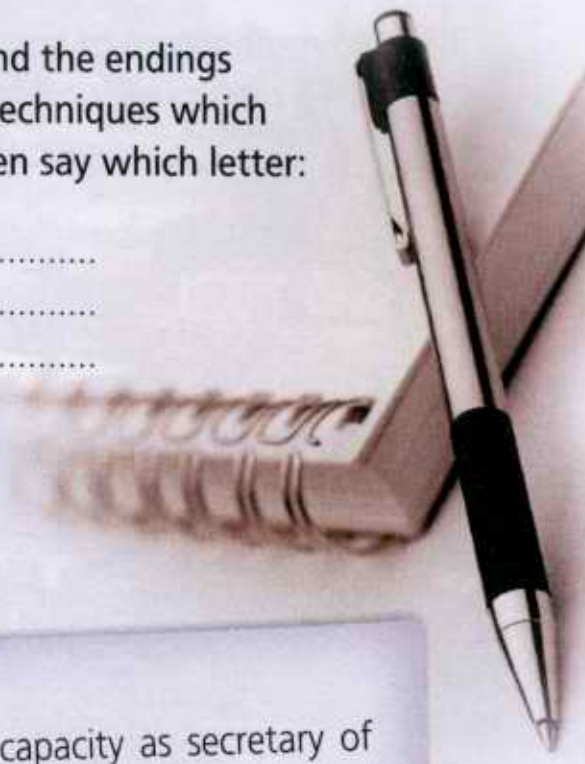
Informal letters can begin with the reason for writing,
e.g. *I thought I would write to let you know about this fantastic new course that's being offered.*

Alternatively, they can begin with an informal greeting, e.g. *How are you doing?*

The closing comment depends on the content of the letter – e.g. *Write soon and let me know what you think. / Why don't you give it a try? /* etc

8 **Match the beginnings and the endings below and identify the techniques which have been included. Then say which letter:**

- is informal .....
- is to a newspaper .....
- is applying for a job .....



A Dear Mr Wooster,
I am writing in my capacity as secretary of the college social club to say how concerned we were to read about the decisions taken at the committee meeting held on the fourth of last month.

B Dear Mark,
I am writing to let you know about a marvellous opportunity that I have heard about and that I think is exactly what you're looking for.

C Dear Sir/Madam,
I am writing to express my interest in the position of part-time library assistant that I saw advertised in your newsletter dated 13th June.

1 As I've said, this really is too good a chance to let slip by. I honestly don't think it will be very difficult for you of all people to qualify. So why not give it a go? Write and let me know how you get on.
Say hello to everyone for me,
Lots of love,
Jill

2 I hope that you will consider me for the post. I enclose a copy of my CV, together with two letters of reference. I look forward to hearing from you and having the opportunity to discuss this matter further.
Yours faithfully,
Kate Lowe
Kate Lowe

3 I trust you will give this issue your urgent consideration and will take the opinions of the students into account. Thanking you in anticipation for your cooperation on this matter.
Yours sincerely,
Graham Wiseman
Graham Wiseman

Discuss & Write

9 **Read the rubrics and underline the key information. Then answer the questions that follow.**

A

A friend of yours recently sent you the article below along with a short note. You feel very strongly about the content of the article and have decided to follow your friend's suggestion and write to the editor of the magazine which published the article.

Read the original article and the extract from your friend's letter. Then, using the information provided, write:

a) a letter to the magazine editor expressing your opinion (approximately 200 words).

b) a letter to your friend, telling him or her what you have done (approximately 50 words).

B

A national television station recently broadcast a programme about the town/city where you live. You found the information in the programme badly represented the area and you have decided to write to the programme producers in order to complain.

Write your letter to the producers. (approx. 250 words)

1 What do you have to write?
2 Who are the target readers?
3 How formal does your writing need to be?
4 How will you begin and end your letter?
5 What information will you include in the main body?
6 Think of appropriate topic sentences for your main body paragraphs. How will you support your topic sentences?

10 **Using the information you have learned in this unit, write one of the tasks you discussed above.**

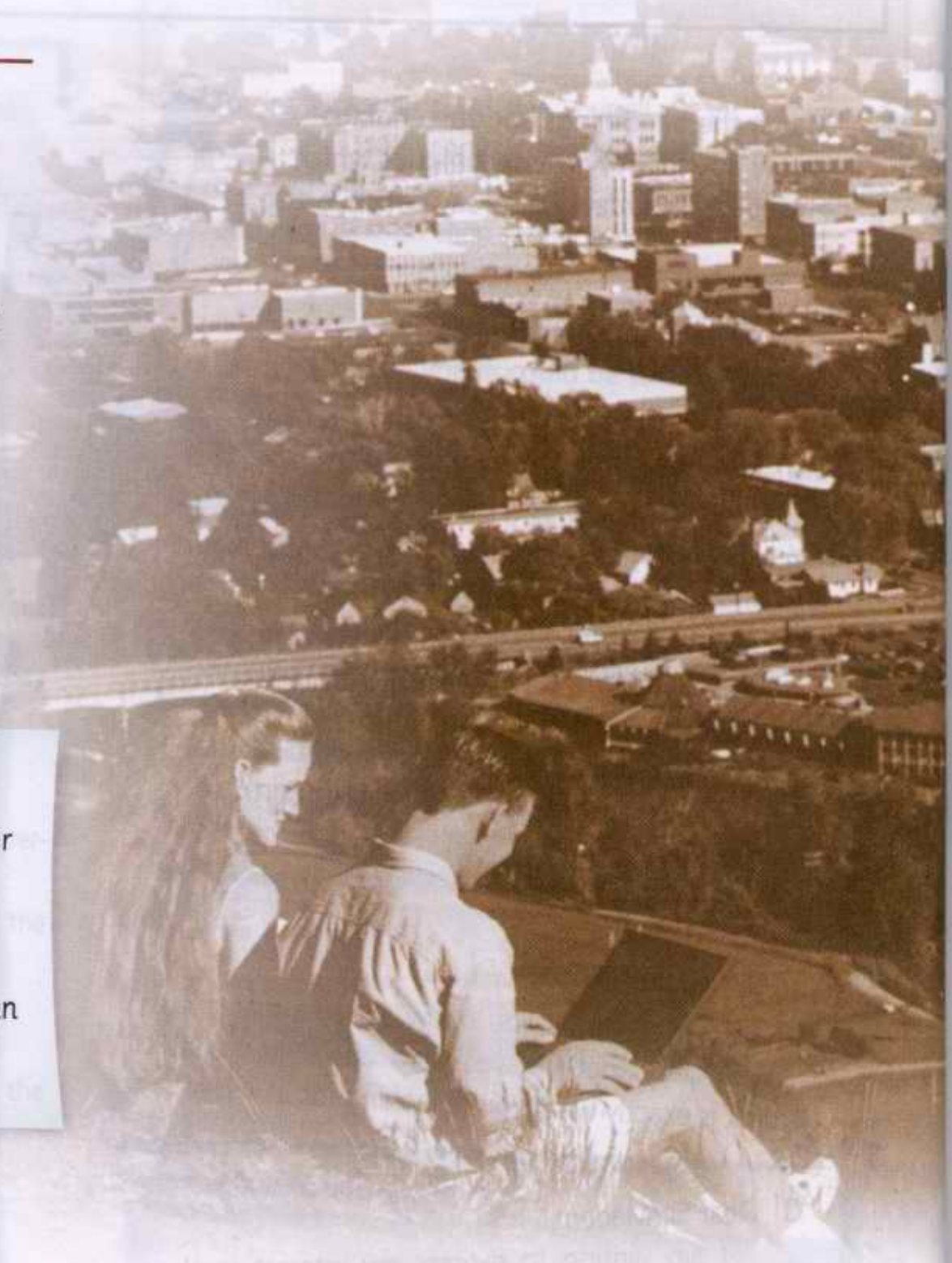
IT'S A STUDENT'S LIFE

by *English in Action* writer, *James Faraday*

They live off other people's money. They don't even know the meaning of the word 'work'. And they contribute nothing at all to society. Who am I talking about? Students, of course.

As far as I am concerned, today's students are lazy, unproductive individuals who do nothing but sit around all day listening to CDs and spending their parents' hard-earned money. Then, when that's all gone, they turn to the taxpayer to support them in their lives of luxury. I wouldn't mind, but they dare to complain that they are overworked and that they suffer from stress. All I can say is that they are going to have a shock when they finally enter the real world. Then they'll realise what work and stress really mean.

... I'm sure you'll agree with me that this article is a bit hard on us students. Why don't you write a letter to the editor of English in Action and put him straight? I'd do it myself but I'm revising for exams (something that the writer of this article would not believe!). Anyway, I'm sure you'd do a better job than me. Let me know if you decide to do it ...



Escape Artists

2

Lead-in

1 a. What does the title of the unit mean? In what sense is each picture an escape? What might the people be escaping from?

b. Do you ever feel the need to escape from one or more of the following? How do you do it? Discuss in pairs.

• city/village life • family/friends • routine
• school/work • the weather

2 a. Complete the questionnaire below and compare your answers to your partner's, adding details.

1 What is an ideal night out for you? (Tick more than one item if you wish.)

☐ Dinner at a restaurant ☐ Clubbing
☐ Live concert ☐ Theatre
☐ Other .....

2 When you stay in for the evening, how do you relax? (Tick more than one item if you wish.)

☐ TV ☐ Cooking ☐ Radio
☐ Video games ☐ Internet ☐ Reading
☐ Other .....

3 On average, how much do you spend on entertainment per month?

☐ Less than £20 ☐ £20 - £50
☐ £51-£100 ☐ more than £100

My ideal night out would begin with dinner at a restaurant, then ...

b. Listen to a radio report about how people in the UK responded to the questionnaire in Ex. 2a and complete the sentences.

1 People aged ..... prefer clubbing.
2 The theatre was more popular with ..... .
3 When staying at home, over ..... per cent of people said they usually ..... .
4 The average person spends about ..... per month on entertainment.

c. What do you think the results of a similar survey would be in your country? Discuss in pairs.

3 Have you ever been on any of the following types of holiday?

• adventure • backpacking • camping • cruise
• hiking • package • pony-trekking • sailing
• sightseeing • skiing • touring

With a partner, discuss:

- What might be the good and bad points of the above types of holiday?
- In what ways can holidays exhaust rather than refresh us?
- What items are essential for going on holiday?

4 Paraphrase the following quotations. Which do you agree with? Why? Discuss in pairs.

'Some people, for the sake of getting a living, forget to live.'

Margaret Fuller (US journalist & essayist)

'A perpetual holiday is a good working definition of hell.'

George Bernard Shaw (Irish dramatist and writer)

Reading

1 a. You will read an extract from an article on J.R.R. Tolkien's *The Lord of the Rings*. What do you know about *The Lord of the Rings*? Have you read the book or seen any of the films? What did you think of them? Discuss in pairs.

b. Before you read, look at the title and the introduction to the article. Which of the following statements do you expect the writer to agree with? Discuss in pairs.

1 Many academics think *The Lord of the Rings* is an overrated novel.
2 *The Lord of the Rings* is more realistic than other fantasy novels.
3 The reason why the book is so successful is hard to explain.
4 The book's style is very unusual for a 20th century novel.

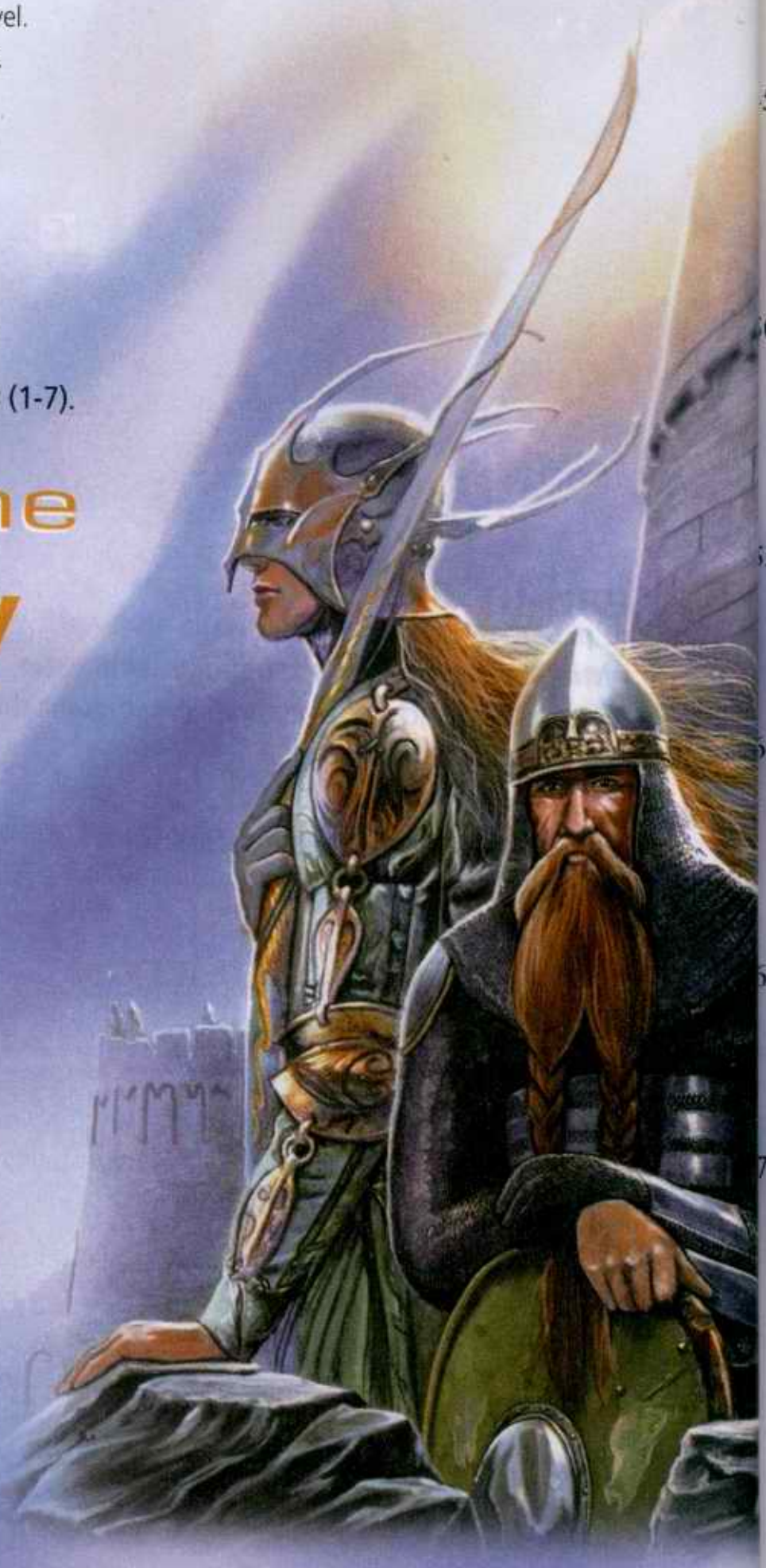
c. Now read the article to check your answers.

Reading – Part 3

d. Read the passage and answer the questions that follow (1-7).

The Book of the Century

A classic of our times or an escapist yarn? Although its popularity is unparalleled, some intellectuals dismiss* The Lord of the Rings *as boyish fantasy. Andrew O'Hehir defends Tolkien's 'true myth' as a modern masterpiece, and attempts to discover the secret of its success.



In January 1997, reporter Susan Jeffreys of the London *Sunday Times* informed a colleague that J.R.R. Tolkien's epic fantasy *The Lord of the Rings* had been voted the greatest book of the 20th century in a readers' poll conducted by Britain's Channel 4 and the Waterstone's bookstore chain. Her colleague responded: "What? Has it? Oh dear. Dear oh dear oh dear."

Attitudes in America are arguably more relaxed about this kind of thing. No one from the American educated classes expressed much dismay when a 1999 poll of American on-line bookshop Amazon.com customers chose *The Lord of the Rings* as the greatest book not merely of the century but of the millennium. Tolkien's book is so deeply ingrained in popular culture, after all, that a great many of today's American academics and journalists probably still have those dog-eared paperbacks they read avidly in eighth grade with their hallucinatory mid-1970s cover art, stashed somewhere in the attic.

Furthermore, members of the U.S. intelligentsia fully expect to have their tastes ignored, if not openly derided, by the public at large. To some American intellectuals it seems gratifying, even touching, that so many millions of readers will happily devour a work as complicated as *The Lord of the Rings*. Whatever one may make of it, it's a more challenging read than *Gone With the Wind* (runner-up in the Amazon survey), not to mention *Harry Potter and the Sorcerer's Stone* (fifth place).

Hugely ambitious in scope, *The Lord of the Rings* occupies an uncomfortable position in 20th century literature. Tolkien's epic poses a stern challenge to modern literature and its defenders. (Tolkien on his critics: "Some who have read the book, or at any rate have reviewed it, have found it boring, absurd, or contemptible; and I have no cause to complain, since I have similar opinions of their works, or of the kinds of writing that they evidently prefer.") Yet *The Lord of the Rings* has enjoyed massive and enduring popularity. It would seem that Tolkien's work supplied something that was missing among the formal innovations of 20th century fiction, something for which readers were ravenous. But what was it, and why was it important?

Answering this question properly would probably require a book rather than an article. But it seems that the crux of the matter lies in Tolkien's wholehearted rejection of modernity and modernism. This is what so powerfully attracts some readers, and just as powerfully repels others. In his book *J.R.R. Tolkien: Author of the Century,* T.A. Shippey expands on this notion by arguing that Tolkien saw his realm of Middle-earth not as fiction or invention, but as the recovery of something genuine that had become buried beneath fragments of fairy tale and nursery rhyme.

"However fanciful Tolkien's creation of Middle-earth was," Shippey writes, "he did not think that he was entirely making it up. He was 'reconstructing', he was harmonising contradictions in his source-texts, sometimes he was supplying entirely new concepts (like hobbits), but he was also reaching back to an imaginative world which he believed had once really existed, at least in a collective imagination."

The book is also deeply grounded in Tolkien's linguistic expertise – he invented whole languages for his characters. Sometimes he became so absorbed in the creation of languages, in fact, that he put the story itself aside for months or years at a time, believing he could not continue until some quandary or inconsistency in his invented realm had been resolved. But Tolkien's immense intellect and erudition is not the source of his success; without his storytelling gift, *The Lord of the Rings* would be little more than a curiosity. And this gift seems to stem straight from his refusal to break from classical and traditional forms.

Tolkien himself often spoke of his work as something 'found' or 'discovered', something whose existence was independent of him. It's wise to tread lightly in this sort of interpretation, but it seems clear that he believed his work to be something given, something revealed, which contained a kind of truth beyond measure. As a result, his details have the weight of reality, linguistic and otherwise, and because of this his great sweep of story feels real as well; you might say that his imaginary castles are built with a certain amount of genuine stone. Other writers' fantasy worlds are made up. Tolkien's is inherited.

1 When *The Lord of the Rings* was voted the greatest book of the 20th century,
- A many Americans were annoyed.
- B some people didn't believe it.
- C some people found the fact shocking.
- D American academics disagreed.

2 It is implied in the second paragraph that *The Lord of the Rings*
- A is more popular in the States than in the UK.
- B is taught in many schools throughout the world.
- C is mainly appreciated by academics and journalists.
- D is mostly read by school children.

3 What do we learn about *Gone With the Wind*?
- A It was once more popular than *The Lord of the Rings*.
- B It is seen as more challenging than *The Lord of the Rings*.
- C It was voted one place behind *The Lord of the Rings*.
- D It is more touching than *The Lord of the Rings*.

4 What was Tolkien's reaction to criticism of *The Lord of the Rings*?
- A He felt it was unjustified.
- B He wasn't bothered by it.
- C He couldn't understand it.
- D He partly agreed with it.

5 According to Shippey, Tolkien believed that the world he described
- A was full of unresolved contradictions.
- B was completely accurate, historically.
- C was imaginative but not pure fantasy.
- D was as incredible as his sources.

6 Making up languages for *The Lord of the Rings*
- A helped Tolkien to take the story forward.
- B was more interesting to Tolkien than writing the story.
- C was sometimes rather frustrating for Tolkien.
- D resulted in lengthy interruptions to Tolkien's writing.

7 According to the writer of the article, the details in Tolkien's work
- A are sometimes rather difficult to follow.
- B make the story seem more realistic.
- C include some modern elements.
- D can be interpreted in many different ways.

Vocabulary Practice

2 Explain the highlighted words in the text.

Text Analysis

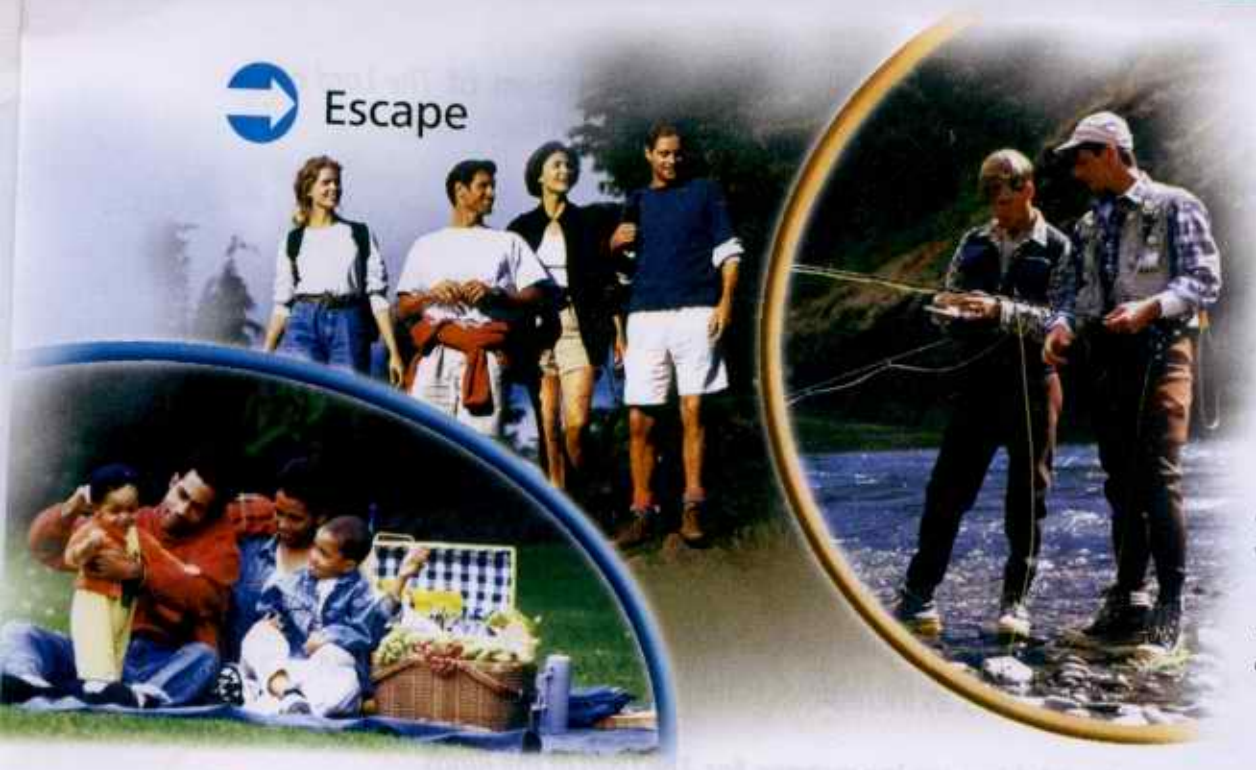
3 a. What does the writer mean by the underlined parts?

1 Tolkien's book is <u>so deeply ingrained in our popular culture</u> ... (l. 12)
2 ... so many millions of readers will <u>happily devour a work as complicated as</u> ... (ll. 20-21)
3 The book is also <u>deeply grounded in Tolkien's linguistic expertise</u> ... (ll. 54-55)
4 It is wise to <u>tread lightly in this sort of interpretation</u> ... (l. 67)

b. Read the first paragraph again and in pairs, act out the dialogue between Susan Jeffreys and her colleague.

Discussion

4 What works of fiction have you read recently? What did you like or dislike about them? Discuss in pairs.



Escape

1 a. Underline the correct word in the sentences. What kind of 'escape' are they related to?

going

- on a fishing trip
- on a picnic
- hiking
- to a museum/gallery
- to the cinema
- to a rock concert
- on a cruise
- to a fitness centre

1 After I was assigned my own personal **(instructor, advisor, tutor)**, he showed me around the gym and explained how the equipment worked.
2 The fishing **(tent, hostel, lodge)** was conveniently located within walking distance of a well-stocked lake.
3 We enjoyed a lovely packed lunch in the refreshing **(isolation, barrenness, solitude)** of the fragrant wood.
4 The group opened their concert with a rousing **(rendition, edition, translation)** of the hit song that had made them famous.
5 The film was a real **(cliff-hanger, blockbuster, box office hit)** – it had the audience gasping in suspense till the very end.
6 After his 10-mile **(pilgrimage, trek, voyage)** over rough terrain, John was glad to see the inn come into view.
7 The **(dean, curator, prefect)** showed the visitors the new exhibits that had been donated to the permanent collection.
8 We stood on the **(platform, deck, stage)** of the liner as it pulled away from the pier.

b. How would you feel? Read the examples, then use the language box to discuss in pairs about the activities in Ex. 1a.

A: How would you feel if your best friend said he had tickets for a sold-out rock concert?
B: Fantastic. I'd be really thrilled!

A: Would you like to see a film that was said to be 'the scariest film of all time'?
B: No way! I'd be absolutely terrified.

Expressing Feelings

Positive
- I'd be really pleased/ excited/delighted.
- I'd be over the moon!
- I'd be on top of the world!
- I'd be extremely thrilled!

Negative
- I'd be really frightened/ bored/disappointed.
- I'd be scared to death.
- I'd be bored stiff.
- I'd be absolutely terrified.

Weekend Pleasures

2 a. Tick (✓) the boxes to form phrases. Can you think of one more phrase to go under each heading?

Book	Do	Have	Take	
				time to relax
				it easy
				an on-line crossword
				a soothing bath
				tickets for a match
				an extravagant dinner
				a party
				close friends over
				a table for two
				a weekend break

b. Discuss your weekend plans with your partner.

A: What have you planned for the weekend?
B: I'm not sure, but on Friday night I thought I might ...

Pastimes

3 a. Underline the word which best completes each sentence. To what pastime is each group of words related? Can you add one more word?

1 After missing an easy shot, the player threw her **(net / racket / court / umpire)** angrily on the ground.
2 He spends hours in his **(camera / darkroom / lens / tripod)** every evening developing rolls of film.
3 Place your foot in the **(saddle / stirrup / bit / bridle)** and swing your other leg over the horse's back.
4 Because of her fear of heights and the swinging motion of the seats, Linda has never been persuaded to get on a **(carousel / roller coaster / big wheel / water slide)**.
5 My grandmother is a fanatic about her favourite **(documentary / chat show / soap opera / cartoon)**; she laughs and cries with the actors as though they were real people.
6 Be sure you drain the spinach in the **(whisk / grater / saucepan / colander)** before you spread it over the sheets of pastry.

b. What do you like doing in your spare time? Use phrases from the language box to discuss in pairs, as in the example.

Preferences

Positive	Negative
• To tell you the truth, I think I **prefer** stamp collecting **to** gardening.	• I **don't like** skating at all. I **like** skiing **far better**.
• Personally, I **like** reading **better than** watching TV.	• Television **doesn't really hold my interest**. I'**d much rather** go to the theatre.
• On balance, I'**d prefer to** listen to some good music **rather than** play the piano.	• I'**m afraid** pottery **isn't my cup of tea**. I **prefer** sculpting.
• Given the choice, I'**d sooner** watch a video **than** go to the cinema.	• I **don't think I'd fancy** that. However, embroidery **might be nice**.

A: What do you like doing in your spare time?
B: Personally, I like ... What about you?
A: I don't think I'd fancy that. However, ... etc.

Build Up your Word Power

4 The adjectives below have been grouped in order of increasing intensity. Use them to complete the sets of sentences which follow. Use each adjective only once.

silent<audible<raucous<deafening

mild<chilly<wintry<freezing

agreeable<disconcerting<distressing<harrowing

undemanding<challenging<daunting < gruelling

1 • The sound of the fisherman's voice was barely *audible* over the roar of the waterfall.
• The couple's ..... laughter destroyed the romantic atmosphere of the elegant restaurant.
• The studio was ..... as the young artist worked at her sculpture.
• The roar of applause at the end of the concert was ..... .

2 • The film is full of violence – I found that seeing it was such a ..... experience that I came out of the cinema feeling completely drained.
• To my relief, the long train journey was more ..... than I had expected.
• It was slightly ..... to see that everyone else at the party was younger than me.
• It was really ..... to see the terrible poverty endured by people living in the shanty town.

3 • It's quite a(n) ..... book, not quite relaxing enough for bedtime reading.
• After the ..... seven-hour climb, the mountaineers were absolutely exhausted.
• If you're not up to strenuous sports, try a(n) ..... activity like gentle walking.
• To reach safety, the survivors were faced with the ..... prospect of a fifty-mile trek through uncharted jungle.

4 • The ..... temperatures of the lake make it unsuitable for snorkelling without a wetsuit.
• Although it was slightly ..... , we enjoyed our sleigh-ride enormously.
• The ..... conditions made the race track very wet and slippery.
• If the weather remains ..... I'm going to plant my garden at the end of the week.

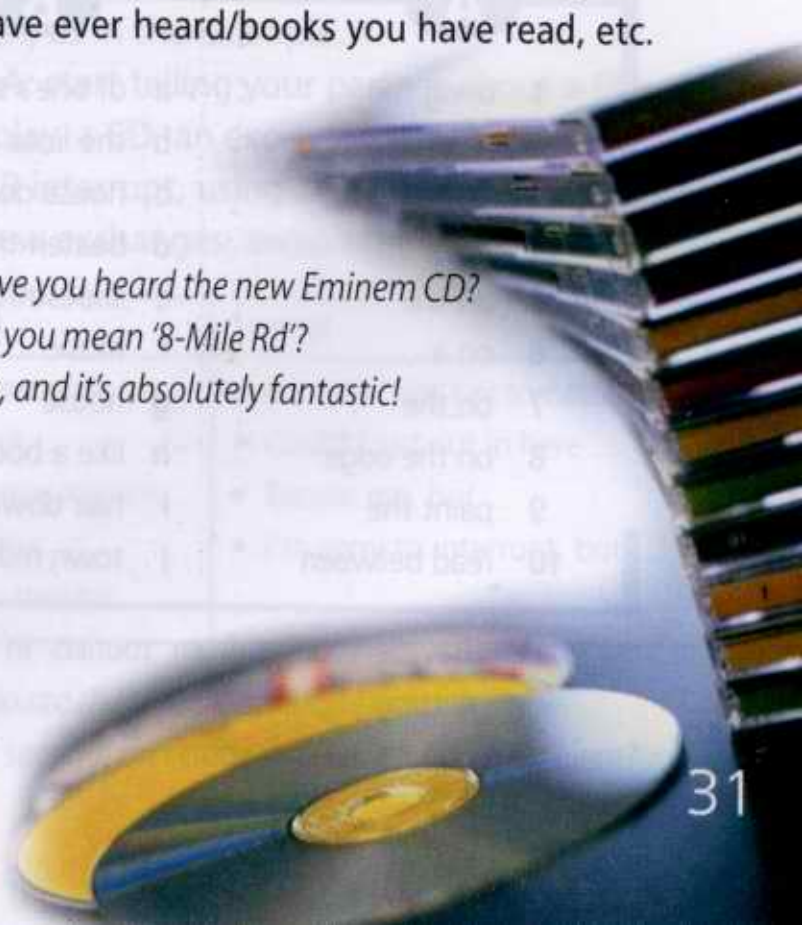
5 a. Study the theory box. Then fill in the gaps with an appropriate adverb from the theory box.

> Most adjectives can be made more emphatic by using adverbs with them, e.g. *really/very* good, *absolutely/totally* amazing. Some adverbs collocate with both gradable and non-gradable adjectives, e.g. *really* good/amazing. However, not all adverbs and adjectives collocate, e.g. *very/really* interesting, Not ~~*totally interesting*~~.

1	..... fantastic	6	..... disappointing
2	..... unparalleled	7	..... brilliant
3	..... absurd	8	..... commercialised
4	..... intelligent	9	..... intense
5	..... exhilarating	10	..... soothing

b. In pairs, use phrases from Ex. 5a to ask and answer questions about the best and worst CDs you have ever heard/books you have read, etc.

A: Have you heard the new Eminem CD?
B: Do you mean '8-Mile Rd'?
Yes, and it's absolutely fantastic!



Collocations

6 a. Match the pairs of adjectives to the nouns.

A		B	
1	pristine/littered	a	traffic
2	temperate/extreme	b	regulations
3	delicate/fragrant	c	climate
4	gnarled/blackened	d	branches
5	sparkling/winding	e	coastline
6	heavy/slow-moving	f	blossoms
7	fanciful/literal	g	stream
8	unjustified/strict	h	interpretation

b. Now use ***one*** adjective from each set to complete the sentences below.

1 The ..... blossoms filled the air with a delightful perfumed scent.
2 The ..... traffic was further hampered by large crowds of sightseers.
3 Only by enforcing ..... regulations was it possible to keep the forest safe from carelessly caused fires.
4 The ..... coastline is off-limits to boaters and fishermen.
5 Critics were not impressed with the reviewer's ..... interpretation of such a serious book.
6 Bright green moss hung in sheets from the .... branches of the old apple tree.
7 The sun shone brightly on the .... stream that ran parallel to the road.
8 The ..... climate of the Arctic has little to offer tourists in search of a suntan.

Idioms

7 a. Match items from columns A and B to make idioms. Then use some of them, in their correct form, to complete the sentences.

A		B	
1	bring the	a	of one's seat
2	read somebody	b	the lines
3	face the	c	house down
4	let one's	d	beaten track
5	off the	e	shoestring budget
6	on a	f	music
7	on the	g	house
8	on the edge	h	like a book
9	paint the	i	hair down
10	read between	j	town red

1 Travellers differ from tourists in that they prefer getting ..... to holidaying at popular holiday spots.
2 The most amazing thing about this year's Oscar winning film is that it was made ..... .
3 Don't believe everything you see in travel brochures; ..... before you make your final decision.
4 I know she doesn't really want to come out dancing with us. I can ..... .
5 I can't believe I got the promotion! Let's go out and ..... !
6 To make up for the poor service the restaurant owner told us our drinks were ..... .

b. Look at the cartoon below. Complete the caption with one of the idioms from Ex. 7a. Can you explain what it means?

c. Sketch a picture for another one of the idioms from Ex. 7a. Show it to the class and see if they can guess which idiom you have drawn.

Fixed Phrases (phrases with *at*)

8 Replace the underlined words and expressions with one of the fixed phrases below. Then, in pairs, use the fixed phrases to make up sentences of your own.

• at least • at large • at last • at present
• at a loss • at times • at odds with
• at a standstill • at a glance • at a loose end

1 The trip wasn't all bad. <u>The good thing was that</u> we got to visit plenty of interesting ruins. *At least*
2 I'm very busy at work <u>right now</u>, but when things relax a bit I'm going to go on a cruise.
3 Dave is <u>quarrelling with</u> John over what CDs to bring to the graduation party.
4 Although I love getting lost in a good novel, <u>now and then</u> I just like to sit and listen to classical music.

5 In the end, I found my passport tucked away in the zipped compartment of my suitcase.
6 From the sly look on the taxi driver's face I knew immediately that he couldn't be trusted.
7 The 5 o'clock news reported that the escaped prisoner was still on the loose.
8 Due to the bazaar in the city centre, traffic was stopped for two hours.
9 I'm really not sure what to do with myself now that the Christmas holidays are here.
10 Steven invited some friends over and was totally confused as to what to offer them to eat.

Phrasal Verbs

Appendix 1

9 a. **Match the phrasal verbs in the sentences with their meanings from the list below. Which phrasal verb matches the picture?**

• save • bear • construct, assemble • embark
• cause as an expense • criticise • cause sb pain
• replace • postpone • continue, develop

1 We **put up** our tent before it got too dark to see what we were doing.
2 We **put off** our picnic, hoping the next day would be less overcast.
3 After what you **put** her **through**, I'd be surprised if she ever went out with you again!
4 Stop **putting** the travel agent **down**, it wasn't her fault we missed our flight.
5 I know you love cooking, but I don't know how you **put up with** the mess afterwards.
6 He managed to **put aside** enough money to buy a car.
7 It's great that I've got the Internet, but my computer **set** me **back** a month's pay.
8 If drowsiness **sets in**, stop taking the medication immediately.
9 Could you please **put** the CDs **back** in the same order that you found them?
10 If we **set off** at dawn, we should arrive at the island by noon.

b. **In pairs, make sentences of your own using any four of the phrasals in Ex. 9a.**

Communication: Making and Responding to Suggestions

10 a. **Study the language box. Which sentences are formal? Which are informal?**

Making Suggestions	Responding Positively
• I think we should ... • Would you be interested in ... ? • I thought perhaps you might like to ... ? • I was thinking it would be nice ... • It would be a nice change if ... • So, what do you think? • What about ... ? • Maybe we could ...? • How about .... ?	• You're probably right. • Sounds perfect. • That's a great idea. • That would be lovely.
	Responding Negatively
	• I don't think that ... • Well, I don't know. • I'm not sure that's such a good choice. • Perhaps it would be better if ... • No, I'm afraid that wouldn't be appropriate.

b. **Study the example, then, in pairs, use phrases from Ex. 10a to act out similar dialogues on the following situations.**

A: I think we should go and see the film about .... I love films that ...
B: Perhaps it would be better if ... because ... etc.

1 Your best friend and you have just finished final exams and want to do something special to celebrate. Discuss where you might go.
2 Your boss is retiring after 30 years with the same company. You and your colleague are in charge of the party. Discuss where to have the party and what might be an appropriate gift.

Interrupting

11 **Study the table, then in pairs act out short exchanges, as in the example.**
Student A, start telling your partner about a film, a book, a play, a CD, an excursion, an activity, etc.
Student B interrupt, using language from the table.
After a few exchanges, swap roles.

Informal	Formal
• Just a second ... • Yes, but ... • Hold on a minute ... • Sorry, but ... • Wait a second ...	• If I could just say something ... • Could I just cut in here ... • Excuse me, but ... • I'm sorry to interrupt, but ...

A: Let's go see the new Oliver Stone film, it's ...
B: Just a second, isn't that supposed to be very violent?

Listening – Part 2

1 a. You will hear a short talk about a family-oriented hotel chain. Before you listen, look at the notes in Ex. 1b and in pairs discuss the following questions.

1 What information do the notes give you about the hotel chain?
2 What can the missing words be?

b. Now listen to the talk. As you listen, complete the notes for questions 1-8. You will only hear the piece once.

STRATEGY POINT

- This part consists of a monologue. You only hear the piece once, but information is sometimes repeated using different words.
- Some of the items you need to fill in will be numbers, dates or names.
- Look at the questions before you listen and try to guess what kind of information you need to listen for.

~~ Special Astor Group Family Holidays ~~

'Kids Eat Free' is offered at all Astor Group locations in the

1 _____ *and* _____ .

The *'Kids Eat Free'* package does not cover food ordered through

2 _____

The *'Fun'* package is only offered between the months of

3 _____ *and* _____ .

On the day of arrival guests get 4 _____ off all refreshments.

5 _____ watch the children while they are participating in water sports.

'Kid-Suites' rooms are specially designed so children have a separate play 6 _____ .

Young guests will love the:

- 7 _____
- television and VCR
- stereo system
- wide selection of toys

Reservations must be made in 8 _____ .

c. Would you choose such a hotel for your holiday? Why/Why not? Tell your partner.

Listening – Part 4

Multiple Matching Task

2 a. Look at the following quotation. How far do you agree with it? Discuss in pairs.

'If a man never relaxed, he would go mad without knowing it.'

Herodotus (Ancient Greek historian)

b. Now listen to five people talking about their favourite ways of relaxing and do the following two tasks.

Task1

For questions 1-5, match the extracts as you hear them with the people, listed A-H. There are three items you will not need.

A A computer programmer
B An airline pilot
C A navy officer
D A student
E A businessman
F A chef
G A musician
H A factory worker

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

Task 2

For questions 6-10, match the extracts as you hear them with the topics, listed A-H. There are three items you will not need.

A Watching a video
B Eating out
C Shopping
D Listening to music
E Cycling
F Going to the cinema
G Playing the piano
H Cooking

6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐

c. Do you enjoy any of the activities in Task 2? Are there any you don't enjoy? Tell your partner.

peaking – Part 3

Negotiating / Reaching agreement

Students A & B

Look at these pictures showing ways in which people relax. Talk to each other about how each of the activities shown help people relax. Then decide which one would be most suitable for a student. You have about 4 minutes to do this.

STRATEGY POINT

Do not worry if you can't reach an agreement with your partner, but make sure that you demonstrate your ability to explain and discuss your opinions.

Useful language: Expressing your thoughts

- In my view/opinion ...
- I'm inclined to believe that ...
- What I think is ...
- My opinion/view is that ...

Useful language: Inviting a response

- What do you think?
- What's your feeling?
- What are your thoughts?
- What's your reaction?

Useful language: Agreeing/Disagreeing

- I'm inclined to agree with you.
- I think so, too.
- That's exactly what I think.
- I'm afraid I disagree / have to differ / don't go along with that.
- I see what you mean, but I still think ...

Speaking – Part 4

Students A & B

4 **Discuss the following questions together.**

STRATEGY POINT

- Make sure you expand your answers (brief 'yes-no' answers tell the examiners nothing about your ability).
- Support your statements with reasons and examples.
- Talk about your own experiences whenever they are relevant.
- The examiners are not assessing your ideas or your beliefs, but your command of English. Don't be afraid to say what you think.

1 What is your favourite way to relax?
2 How difficult is it to find time for yourself?
3 Some people say that a change is as good as a rest. How far do you agree?
4 Is it always a good thing to be able to forget your problems?
5 How do you think entertainment will change over the next 50 years?

5 **Listen to two candidates doing the speaking tasks in Exs. 3 & 4 and compare their performance to that of your classmates.**
Assess your classmates in terms of:

- grammar and vocabulary
- discourse management
- pronunciation
- interactive communication

Everyday English

- **Responding to news**

6 **In pairs guess and say what the other speaker says.**

a Once in a blue moon.
b Every now and then.
c Once in a while.
d Every so often.
e Hardly ever.

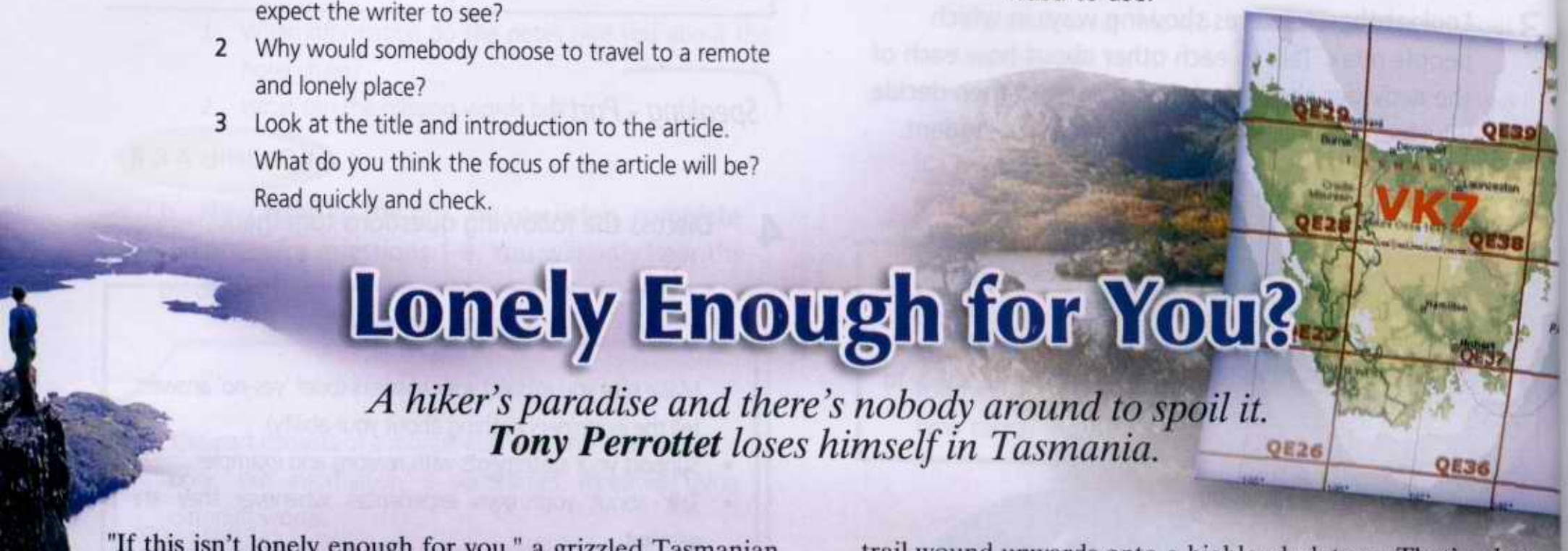
A: Does he ever wash his car?
B: Once in a blue moon.

Reading – Part 2

1 a. **You will read an extract from an article about a hiking holiday in Tasmania. Before you read, discuss the following questions with a partner.**

1 Where is Tasmania? What sort of scenery do you expect the writer to see?
2 Why would somebody choose to travel to a remote and lonely place?
3 Look at the title and introduction to the article. What do you think the focus of the article will be? Read quickly and check.

b. **Read the article. Seven paragraphs have been removed. Choose which of the paragraphs given on the opposite page (A-H) fit into the gaps (1-7). There is one paragraph you do not need to use.**



Lonely Enough for You?

A hiker's paradise and there's nobody around to spoil it.
***Tony Perrottet** loses himself in Tasmania.*

"If this isn't lonely enough for you," a grizzled Tasmanian sheep farmer told me, pointing out towards some desolate and windswept alpine scrub, "try the Twisted Lakes. You can have as much solitude as you want round there," he chortled.

1	

A few days later, when I made it to Cradle Mountain, I could see what the farmer meant. Tasmania was at its most benign – brilliantly sunny, which apparently occurs here only one day in every 10. I'd left the main walking trail just a few hundred yards behind, and there I was, the only living soul in a pristine moorland, gazing into a startling emptiness.

2	

I stooped at a rivulet to take a drink – safe as Evian – then stripped off my clothes and threw myself naked into a chilly lake. Nobody was going to disturb me here in my own private valley ... not today, not tomorrow, maybe not even for another month. There are few places on earth where you can keep your own company so easily as Tasmania – although when I first arrived in Cradle Mountain, I didn't actually feel that alone. I'd spent the night before at a chalet-style lodge with a gaggle of raucous Aussies on summer holidays, while Eagles songs played over and over on a perpetual loop.

3	

A park ranger, identifiable by a badge with a pink Tasmanian devil on it, pointed out the route to the Twisted Lakes: "Just chuck a left at Hanson's Peak, mate. Not a soul up there." 'Chucking a left' took me over a mountain ridge and into the void. Up above, bare granite peaks protruded like decaying teeth. Clusters of tiny scarlet flowers swayed in the bush. At one turn, I nearly tripped over a wombat. This shy, muscular, almost spherical creature scratched itself awake and lumbered off like a miniature tank, smashing branches as it went. As the sun climbed, bathing the landscape in a dreamy warmth, the trail wound upwards onto a highland plateau. That's when I found the Twisted Lakes – a trio of moss-fringed tarns looking as deliberately arranged as a Japanese garden. As I took my skinny dip, I realised why Tasmania is considered a hiker's paradise by Australians. In the rest of the country you often have to travel for days to notice a change in landscape.

4	

It was early afternoon when the trail emerged on the flanks of Little Horn, the lower peak of Cradle Mountain. I had the choice of turning back or continuing in a wide loop around Dove Lake, which sparkled like black opal far below. Well, I thought cockily, how hard could it get?

5	

Finally, I recognised the path – heading down, down, straight down a blunt outcrop of stone called Bald Rock. I vaguely remembered the park ranger warning me about this. ("She's a tricky one," he'd smirked. "Take her slow.") From up above, the rock looked like a giant, slippery slide.

6	

"We did this exact same hike last year," the boyfriend confided merrily. "Started out perfect, just like today. By noon it was snowing." At this, the pair of them bounded down the rock face like mountain goats. "Don't worry, you dingos," the girlfriend shouted back, "it's not as bad as it looks." Of course, they were right. If you took it slowly, Bald Rock was a piece of cake. And at the bottom lay my reward, a lake of Olympic-pool proportions just begging for the ultimate mountain swim.

7	

"Survive that lot, cobber?" he asked cheerily. "No worries, mate," I said, getting into the Tassie rhythm. "If that's not lonely enough for you," he said, "try the southwestern forests ..." I cut him off as fast as I could: "No, no, that was plenty lonely enough" – and roared back to the busy alpine lodge for a little raucous banter by the fireside and a few Eagles songs.

A Two hours later, having crossed a temperate rainforest whose giant ferns looked like something from *Journey to the Centre of the Earth*, I stumbled back to my car. It was nearly dark, and most visitors had left. But lounging beside his Land Cruiser was my old mate the park ranger, just making sure that the stragglers returned safely from the wilderness.

B To my relief, a team of four Aussie bushwalkers suddenly appeared on the trail and joined me in contemplation of the view. It was easy to identify the couple from Tasmania – they were the ones who, even on this hot and cloudless summer's day, carried full rain gear and thermal underwear in their packs.

C When I woke up the next morning, the countryside was swathed in a chilly, pea-soup mist. But by the time I'd finished breakfast, the sky had transformed into a dome of cloudless blue – an invitation to explore.

D But then the landscape changed again. The soil became drier, the sun brighter, the heat blistering. My water was running low. The trek was starting to feel like an out-take from *Beau Geste*. And was I even going the right way?

E It's far from virgin, however. Walkers on the trail past Hanson's Peak have engraved a relatively clean path on the bushy terrain. I was tempted to use it myself, but only for a moment. The temptation of attempting to reach the Peak itself was too powerful. It would take some serious climbing, but the sun was still high, and the potential reward for bothering to unpack my climbing gear far too great to ignore.

F I could taste the isolation in the air. The Tasmanian wind, having drifted thousands of miles across the Indian Ocean, is the purest on the planet. Alpine lakes glittered like dark pearls in the sun. Mountain ridges continued into the horizon, row after row, ad infinitum.

G I wasn't sure if this was a recommendation or a warning. In Australia's enormous island state, solitary bushwalkers still occasionally disappear never to be seen again. The farmer was talking about Cradle Mountain-Lake, St Clair National Park, more than 1,200 square km of mountain wilderness on the rim of Tasmania's savage central highlands. I resolved to go.

H But there, wild mountain vistas are broken at every turn by delicate natural set pieces. All around me the gnarled bushes were like bonsai; the granite around them glistened almost white, as if sandblasted clean. And not a soul in sight.

STRATEGY POINT

- Quickly read through the gapped text to get a general idea of what it is about.
- Read through the gapped text again, focusing on one gap at a time. Look carefully at the paragraphs that come before and after each gap.
- Read the jumbled paragraphs. Try to find the one that fits the gap. Look for discourse markers (reference words, time words, linkers) as well as for general cohesion and coherence.
- When you decide on a paragraph, quickly read the part of the text from the paragraph before it to the end of the paragraph after it to check that it fits.
- You can always move on and return to a gap later.
- Be prepared to change your answers if necessary.
- Remember that there is one paragraph that will not fit in the text at all.

2 Look at the text again. Underline the parts of the text that helped you decide on the missing paragraphs. Then compare with a partner.

Vocabulary Practice

3 a. Explain the highlighted words in the text.

b. What are the highlighted words used to describe in the text? In pairs, decide what else they can be used to describe. Choose from the following.

• dog • summer day • landscape • hillside
• news • floor • afternoon • feet

Text Analysis

4 a. What does the writer mean by the underlined phrases in the text? Discuss in pairs.

b. Find at least five words or phrases in the passage connected with the idea of being alone.

Discussion

5 a. Would you enjoy such a holiday? Why/Why not? Discuss in pairs.

b. Read again and act out dialogues between

- the writer and the park ranger.
- the writer and the other hikers.

c. In pairs, make a brochure advertising Tasmania.

Present tenses

Grammar Reference

1 a. Read the following and comment on the use of the present tenses in the underlined parts. One has been done for you.

1 I think Jason is in the garden. He is building a shed.
Present continuous because the action is taking place at the time the sentence is spoken.
2 Steve jogs around the lake every evening.
3 In northwest Scotland summer temperatures rarely rise above 16°C.
4 The villain jumps from behind the curtain and attacks Bond with a knife.
5 I'm meeting Mr Houghton at six o'clock.
6 His flight takes off at 11.45.
7 You're always complaining!
8 Tourism is increasing in this area.
9 He has just finished work on his new book.
10 I have been to America twice.
11 Her eyes are red because she's been crying.
12 She's been studying non-stop for eight hours.

b. Write three sentences talking about irritating habits of people you know.

c. Write three sentences about things which are changing in your town or country.

2 With which tenses are the following time expressions normally used? Categorise them, then make sentences to show their function. (Some time expressions are used with more than one tense.)

• ~~usually~~ • at present • nowadays • every other week • already • since • how long • lately • so far • regularly • for • just • right now

Present Simple	Present Continuous
usually	

Present Perfect	Present Perfect Continuous
Fran usually goes to work by bus.	

3 a. Look at the headlines. In pairs, make sentences using present tenses that could form part of the text of the article that follows each headline.

1 **BETTER SPORTS FACILITIES**

Things are improving for sports fans! The number of basketball courts in the city has doubled in the past year, and three swimming pools are under construction.

2 **ONGOING CHANGE IN LEISURE PATTERNS**

3 **TEN MOST POPULAR HOLIDAY DESTINATIONS**

4 **ENTERTAINMENT STUDY COMPLETED AFTER 5 YEARS**

5 **HOTEL STANDARDS UNDER INVESTIGATION**

6 **FREQUENCY OF AIRPORT DELAYS UNACCEPTABLE**

7 **MORE FOREIGN FOOD FANS**

b. Read your sentences aloud. The rest of the class should decide the type of publication your sentences belong to.

4 Complete the chart to show the difference in meaning when the verbs in bold are used in their stative and continuous forms.

Stative	Continuous
I expect everyone to comply with these rules. 1 ..... 2 ..... 3 ..... 4 ..... 5	Maria **is expecting** twins. **I'm having** a wonderful time! The vet **was feeling** the dog's stomach for any lumps. The chef **is tasting** the soup. **I'm seeing** my lawyer tomorrow. Can you keep the noise down? **I'm thinking**!

English in Use – Part 2

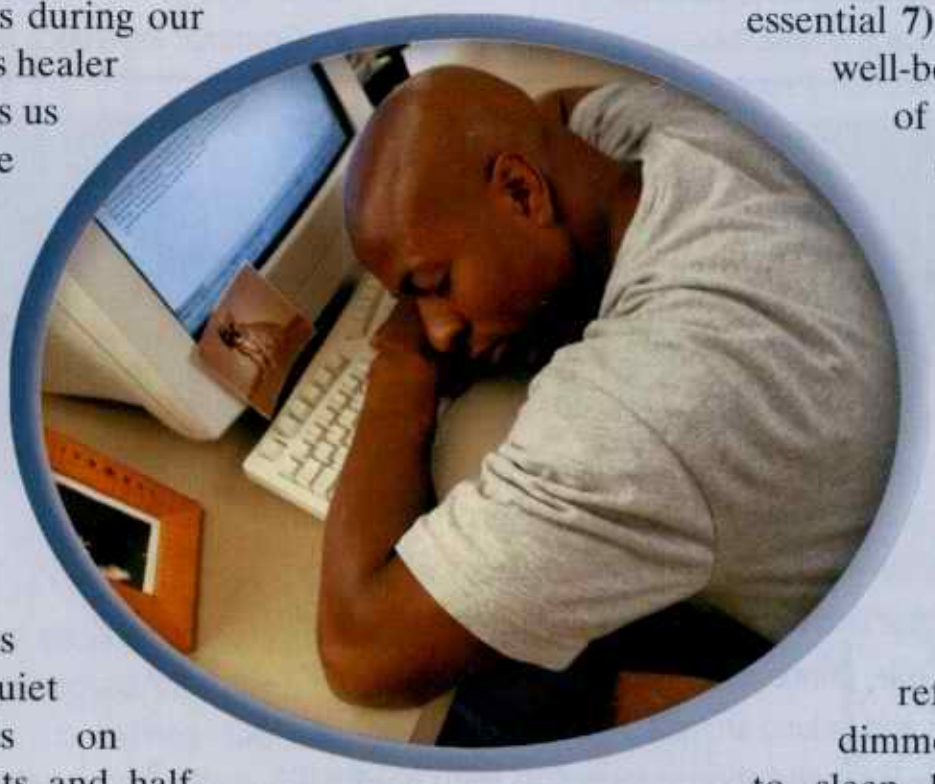
5 Fill the gaps with ***one*** word. There is an example.

STRATEGY POINT

Part 2 of CAE Paper 3 focuses on sentence structure. The words you need to fill in can be articles, prepositions, auxiliary verbs, modals, participles, pronouns, relative pronouns, question words and other structural items (e.g. so, too, more, etc).

- Read through the text quickly, ignoring the gaps, to get a general idea of what it is about.
- Read thoroughly. Look at the words, structures, expressions and punctuation on either side of each gap and try to guess the missing item.
- When finished, read through the text again and look for any items that don't fit. They will be easy to correct once most of the text is complete.

The Value of Sleep



Our ultimate escape **0)** *from* whatever life has thrown **1)** ..... us during our waking day is sleep. Nature's healer lowers our eyelids and covers us **2)** ..... the comforting blanket of unconsciousness. Every night we are given a period in **3)** ..... our bodies and minds can recuperate and prepare us for the trials **4)** ..... demands of the following day. As we all know, our subconscious controls **5)** ..... quiet periods, taking our minds on journeys consisting of events and half-remembered thoughts from our conscious hours. Our journeys **6)** ..... usually fragmented patterns of sensations and pictures, sometimes pleasant, sometimes harrowing.

These periods of unconsciousness and dreams are essential **7)** ..... our health and well-being but an increasing number of people today suffer **8)** ..... an inability to enjoy this necessary form of escape. Insomnia affects a high proportion of us and this frustrating, debilitating malady **9)** ..... have dire results. The insomniac wades **10)** ..... his waking hours in a fog. Creative thought can **11)** ..... deadened, reflexes slowed and sensations dimmed. If **12)** ..... inability to sleep lasts for more than a week **13)** ..... two, what is known **14)** ..... chronic insomnia sets in, sometimes causing severe depression and leaving the sufferer unable **15)** ..... cope with daily life.

Dependent Prepositions

6 a. Look again at the text in Ex. 5 and find verbs which are used with dependent prepositions. Underline the verbs and their prepositions (*e.g. cover with*).

b. Fill in the gaps using ***in, for, from, to, on, of, with*** or ***over***.

1 to have confidence ..... sth; 2 to blame someone ..... sth; 3 to depend ..... someone; 4 to convince someone ..... sth; 5 to be critical ..... someone; 6 to puzzle ..... sth; 7 to plead ..... someone; 8 to be allergic ..... sth; 9 to criticise someone ..... sth; 10 to base sth ..... sth; 11 to take pride ..... sth; 12 to arrest someone ..... sth; 13 to confide ..... someone

c. Now make sentences with six of the items above to show their meaning.

English in Use – Part 3

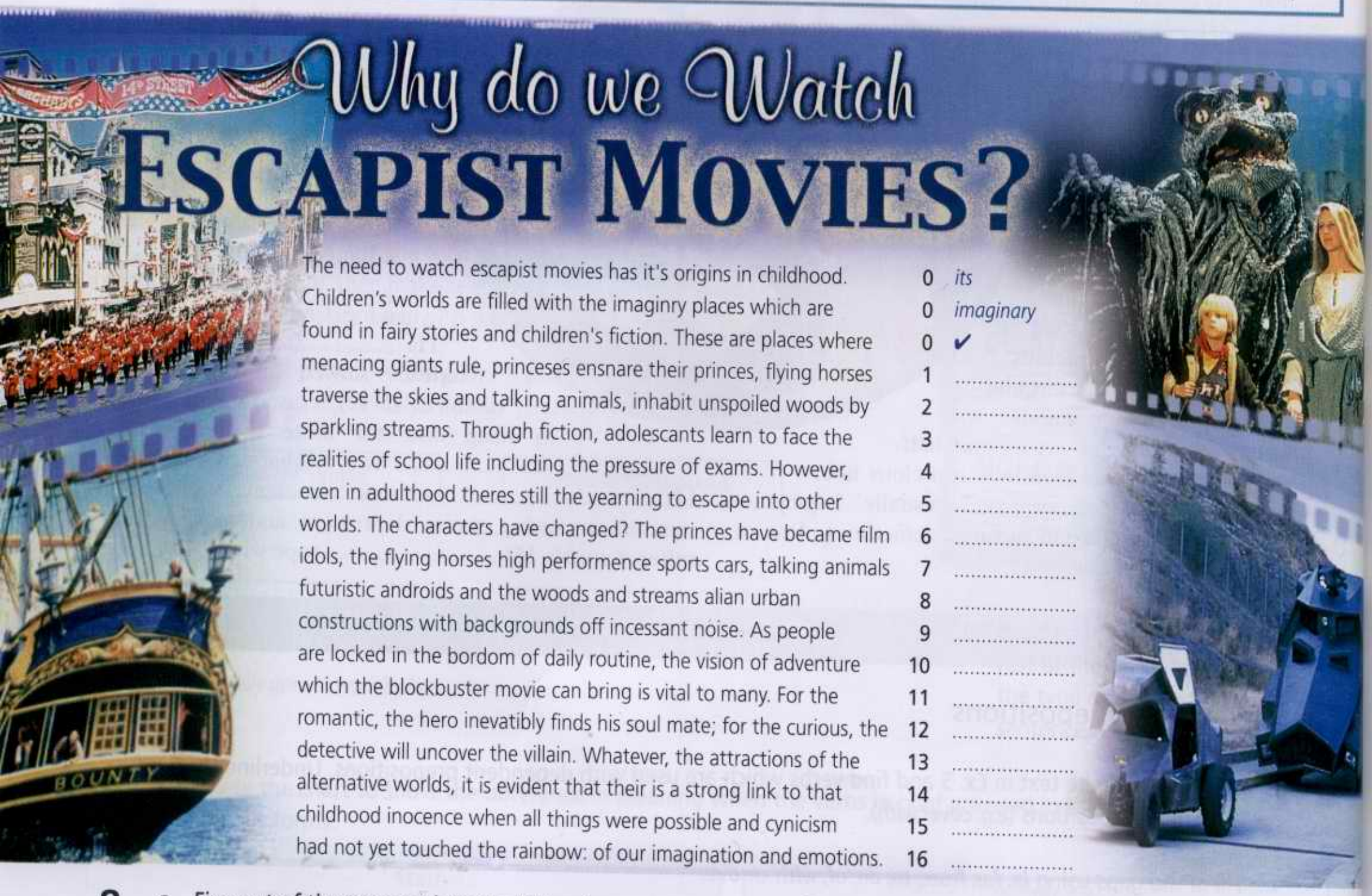
7 **In most lines of the following text there is one spelling or punctuation mistake. Find the mistakes and correct them. Write the correct word in the space provided. If a line contains no mistakes, put a tick (✓) in the space next to it.**

STRATEGY POINT

This part is an error correction exercise. This can be a task where you have to identify unnecessary words or one where you have to correct spelling and punctuation mistakes.

- Some spelling mistakes you might come across are listed below (the correct spelling of the words is given in brackets):
  - incorrect plurals, e.g. *difficultys, journeies* (difficulties, journeys)
  - incorrect addition of suffix, e.g. *happyness, easyly* (happiness, easily)
  - misspelt participles, e.g. *layed, heared* (laid, heard)
  - single instead of double or double instead of single consonants, e.g. *asurance* (assurance), *usefull* (useful)
  - missing silent vowels, e.g. *litracy* (literacy)
  - misspelt suffix, e.g. *independance* (independence)
  - reversed vowels, e.g. *wierd, acheive* (weird, achieve)
  - wrong choice of homophone e.g. *There/Their*
- Also watch out for the following punctuation errors:
  - proper nouns written using lower-case letters e.g. *the british Film Institute, newcastle* (British, Newcastle)
  - missing or unnecessary commas, e.g. *Michael, who is a doctor is 46 years old.* (doctor, is) and *Most British people who have retired abroad, say they are happy with their lives.* (abroad say)
  - missing, unnecessary or misplaced apostrophes, e.g. *Its up to you to decide.* (It's) and *The museum is famous for it's collection of rare ancient artifacts.* (its) and *The childrens' toys* (children's)
  - incorrect punctuation in direct speech, e.g. *"Here is the money" he said. (money," he)*
  - Unnecessary or missing question mark, e.g. *"I know where she is?"* (is.)

(N.B. See Grammar Reference for details on punctuation rules.)



Why do we Watch ESCAPIST MOVIES?

The need to watch escapist movies has it's origins in childhood. Children's worlds are filled with the imaginry places which are found in fairy stories and children's fiction. These are places where menacing giants rule, princeses ensnare their princes, flying horses traverse the skies and talking animals, inhabit unspoiled woods by sparkling streams. Through fiction, adolescants learn to face the realities of school life including the pressure of exams. However, even in adulthood theres still the yearning to escape into other worlds. The characters have changed? The princes have became film idols, the flying horses high performence sports cars, talking animals futuristic androids and the woods and streams alian urban constructions with backgrounds off incessant noise. As people are locked in the bordom of daily routine, the vision of adventure which the blockbuster movie can bring is vital to many. For the romantic, the hero inevatibly finds his soul mate; for the curious, the detective will uncover the villain. Whatever, the attractions of the alternative worlds, it is evident that their is a strong link to that childhood inocence when all things were possible and cynicism had not yet touched the rainbow: of our imagination and emotions.

0 *its*
0 *imaginary*
0 ✔
1 .....
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....
8 .....
9 .....
10 .....
11 .....
12 .....
13 .....
14 .....
15 .....
16 .....

8 a. **Five out of the ten words in the following group are misspelt. Find them and correct them.**

1 assistence
2 disappearance
3 persistence
4 preferance
5 deliverence
6 reference
7 turbulance
8 disturbance
9 resistance
10 insistance

b. **Six out of the eight words in the following group are misspelt. Find them and correct them.**

1 wierd
2 achieve
3 receive
4 decieve
5 concieve
6 releive
7 retreive
8 seige

English in Use – Part 6

9 For questions 1-6, read the following text and choose from the list (A-J) given below the best phrase to fill each gap. There are three phrases which do not fit in any gap. There is an example (0).

STRATEGY POINT

- Read the title for a general idea of what the text will be about.
- Read through the text once, ignoring the gaps, to get an idea of the content of each paragraph.
- Make sure the meaning of the phrase you choose fits into the sentence and the text as a whole.
- Check that the phrase you choose fits grammatically.

Escape into the Future

For decades, time travel lay beyond the fringe of respectable science. In recent years, however, the topic **0)** ...*J*... among theoretical physicists. The motivation **1)** ..... – time travel is fun to think about. But this research has a serious side, too. Understanding the relation between cause and effect **2)** ..... a unified theory of physics. If unrestricted time travel were possible, even in principle, the nature of such a unified theory could be drastically affected.

Our best understanding of time comes from Einstein's theories of relativity. Prior to these theories, time **3)** ....., the same for everyone no matter what their physical circumstances were. In his special theory of relativity, Einstein proposed that the measured interval between two events **4)** ..... is moving. Crucially, two observers who move differently will experience different durations between the same two events.

The effect is often described using the 'twin paradox'. Suppose that Sally and Sam are twins. Sally boards a rocket ship and travels at the speed of light to a distant star, turns around and flies back to Earth, while Sam stays at home. For Sally the duration of the journey **5)** ..... but when she returns and steps out of the spaceship, she finds that 10 years have elapsed on Earth. Her brother is now nine years older than she is. Sally and Sam **6)** ..... , despite the fact that they were born on the same day. This example illustrates a limited type of time travel. In effect, Sally has leapt nine years into Earth's future.

A	are no longer the same age
B	depends on how the observer
C	are still the same set of twins
D	is a key part of attempts to construct
E	is essential when any sort of
F	might be, say, one year
G	has been partly recreational
H	was considerably longer
I	was widely regarded as absolute and universal
J	has become something of an industry

English in Use – Part 4

10 Read the two texts that follow. Use the words in the boxes below each text to form words that fit in the numbered spaces in the text. There is an example (0).

STRATEGY POINT

Consider the following:

- What part of speech is missing from each gap?
- Is the word in the singular or in the plural?
- Is it positive or negative (in the latter case, it might need a prefix like DIS- or UN-)?

Holidays for all Workers

Millions of freelance and short-term contract workers won the right to **0)** *paid* holidays yesterday in a groundbreaking ruling from the European Court of Justice in Luxembourg. The court's **1)** ..... will force the government to change laws that regulate how much holiday workers are **2)** ..... to.

The judges said the UK had **3)** ..... implemented an old EU directive when it gave a right to holidays only after 13 weeks' **4)** ..... employment with the same employer. The **5)** ..... had excluded millions of freelance and contract employees, including teachers, cleaners and media workers.

Stephen Cavalier, head of employment rights at the trade union law firm Thompsons, said the government should act **6)** ..... to change the law. As long as it remained **7)** ..... , workers who were denied holidays could claim compensation from the government.

0	PAY	3	WRONG	6	PROMPT
1	JUDGE	4	CONTINUE	7	CHANGE
2	TITLE	5	RESTRICT		

Memo

To all colleagues:

This is the formal **8)** ..... of our company's Christmas party which will take place on Wednesday, December 16, 6pm. I am pleased to inform everyone that the party is free for all **9)** ..... .

The **10)** ..... , submitted by the Chief of Staff some weeks ago, included several **11)** ..... for possible venues; we have decided that the most **12)** .... place would be the Regent restaurant in Bridge Street, because of its proximity to our premises as well as its **13)** ..... cuisine.

The management regrets that it cannot bear the expense of **14)** ..... guests; if you wish to bring friends or family, you will need to purchase extra **15)** ..... . These are available from our HR department at the cost of £25 each.

8	ANNOUNCE	11	SUGGEST	14	ADD
9	EMPLOY	12	SUIT	15	INVITE
10	PROPOSE	13	EXCEPTION		

Reviews are usually written for newspapers, magazines, newsletters, etc, and their style (formal or semi-formal) depends on how serious the publication is. The purpose of a review is to give your opinion about a book/film/play/CD/etc. You might be asked to do a combination of the following:
describe *(e.g. the characters in a play, the songs on a CD, the style of writing, etc);*
narrate *(e.g. the plot of a film/book, etc);*
explain *(e.g. why you think the book/play was (not) successful);*
compare *(e.g. two characters/two films/two CDs/etc).*

A review should contain:

- An introduction in which you give the main details (e.g. names of film/book, writer/director, main stars/ characters, etc).
- A main body which focuses on the details requested by the rubric (e.g. description, narration, analysis, etc).
- A conclusion which can contain a summary of the main body and/or a positive/negative opinion. The conclusion usually contains a recommendation.

Present tenses are usually used for reviews *(e.g. The action **takes place** in a small cottage in the country).*

Past tenses can be used if you are writing a personal account of a performance you have attended, etc. *(e.g. We **arrived** just before the curtain **went** up but it **was** obvious that the audience **were** already restless; I **thought** the first act **was** spectacular.)*

Past tenses are also used to describe the making of a CD/writing of a book/setting up of an exhibition/etc. *(e.g. The band **spent** six months in the studio before they **were satisfied** with these remixes.)*

Vocabulary

1 For each of the sentences below, circle the words/phrases which could be used to fill in the gaps. Then suggest how you would use the words/phrases you have not circled.

1 It is definitely one of the most ..... ghost stories I have ever read.
• compelling • humourless • chilling
• spine-tingling • entertaining

2 Most critics agree that this play is ..... .
• underrated • well-received • slow-moving
• depressing • hilarious

3 When listening to this CD, one of the things that instantly grabs your attention is the ..... music.
• moving • rousing • stirring
• haunting • unimaginative

4 If you get the chance, go; you are unlikely to see a more ..... film this year.
• thought-provoking • overcomplicated • spectacular
• marvellous • action-packed

When writing reviews, you need to use a variety of adjectives *(e.g. a marvellous performance, an interesting plot, etc).* To add emphasis, you can use adverbs such as **extremely, completely, absolutely** etc. *(e.g. The performance was **absolutely marvellous**.)*
Some adverbs *(e.g. really)* collocate with both gradable and non-gradable adjectives.
Since not all adverbs and adjectives collocate, you should be careful to avoid mistakes such as ~~*extremely breathtaking, totally moving*~~.

Study the table and the examples given below.

Adverbs	Adjectives	Adverbs	Adjectives
incredibly extremely exceptionally	enjoyable moving convincing	absolutely totally completely	breathtaking magnificent ridiculous

*This is an **exceptionally enjoyable** film with an **incredibly moving** story and **absolutely breathtaking** scenery.*

2 Check that you know the meaning of the adjectives below. Then make sentences using appropriate adverbs, as in the examples.

character(s)	shallow, unconvincing, likeable, convincing, believable
plot	overcomplicated, predictable, absorbing, gripping, riveting
special effects	cheap, laughable, stunning, staggering, astounding
photography	poor, amateurish, breathtaking, incredible, impressive
acting / performance(s)	wooden, appalling, natural, powerful, spectacular
writing / script	contrived, confusing, realistic, thought-provoking, compelling

*One of the problems with this film is that the main character is **extremely shallow and unconvincing**. The plot, however, **is absolutely riveting**.*

3 a. Read the short extract from a film review, below. Then replace the underlined sections with other positive adjectives from the table on p. 42.

This is definitely a film worth seeing; not only are the special effects absolutely stunning, but there is some spectacular acting as well. The main characters are entirely believable, and Vivian Farlough (who plays Copeland) is particularly powerful, due in part to the extremely realistic script.

As far as the plot is concerned, I found it totally absorbing, especially when, halfway through the film, the action shifts to North Africa and the storyline becomes even more gripping. Another point worth mentioning is that ...

b. Now make the review negative by replacing the underlined expressions with negative adjectives from the table. Begin like this:

This is definitely a film to avoid; not only are ...

4 Read the extract from a negative review below and replace the underlined adjectives with others from the table to make the review more ***positive***.

As far as the individual tracks are concerned, most of them are very weak. The CD opens with their best-known song, 'Down Low', which is an extremely unimaginative piece of work. In my opinion, the use of violins in this piece is completely over-the-top. As for the lyrics, well, there are four verses of awful poetry and one of the most clichéd choruses I have ever heard. Most of the other tracks are equally dull, with the possible exception of ...

songs / tracks	outstanding, impressive, remarkable, weak, dull
music	stimulating, moving, inventive, over-the-top, unimaginative
lyrics	thought-provoking, profound, meaningful, clichéd, awful

Brainstorming

5 a. Think of a book that you have read. In the box below, fill in the relevant information in note form.

Introduction

Main details *(e.g. title; name of writer; type of book; etc)* .....

Main Body

What the book is about *(e.g. a murder; how to build a kite; etc)*

.....

Good/Bad features of the book *(e.g. style; illustrations; etc)*

.....

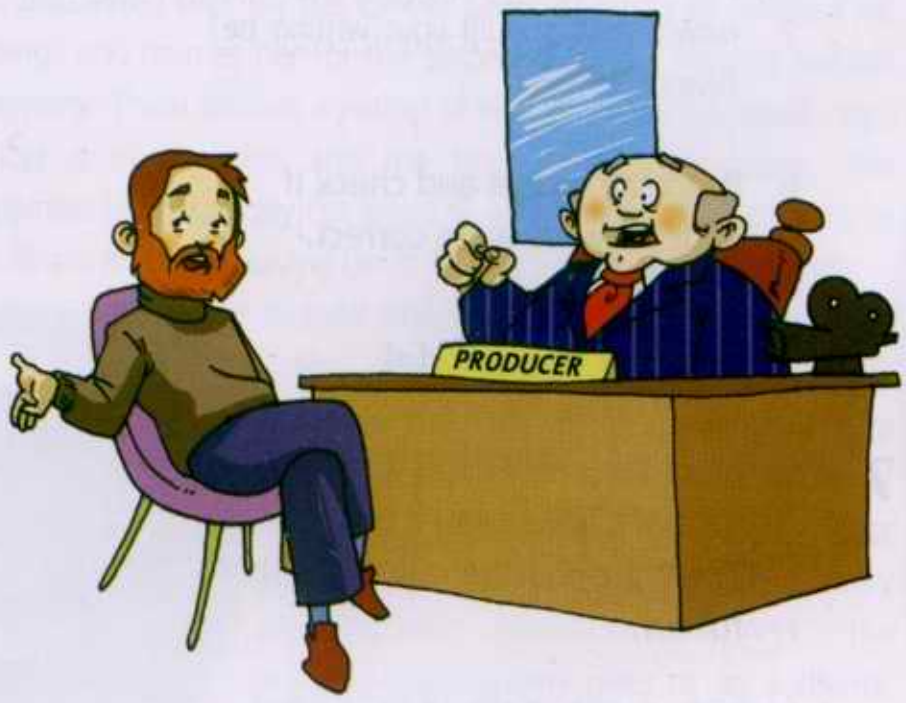
Conclusion

Overall recommendation *(e.g. worth reading if ... / not worth ... buying unless ...)* .....

.....

b. Now use your notes to complete as many of the following sentences as possible.

1 One of the best things about this book is the way
2 The main theme of this book is .....
3 Reading this book, you cannot fail to .....
4 The writing is, for the most part .....
5 If I were to have one criticism of the book, it would be that .....
6 The book leaves you feeling .....
7 It manages to successfully combine .....
8 After the first few pages, you feel .....
9 After reading this, you will .....
10 All in all, this book is .....



"When will your new play be ready?"
"I don't know. My little son burnt the manuscript."
"What? Can the little fellow read already?"

Understanding the Rubric

6 a. Read the rubric below, underline the key words and answer the questions that follow.

You have been asked to write a review for a magazine aimed at students of English, of a film or a play that you have seen and which is in some way related to life in your country.

Your review should say how the film or play portrays aspects of your culture and whether or not you thought the portrayal was accurate.

You should write approximately 250 words.

Plot / Theme

1 Does this rubric require you to give a summary of the plot?
2 Should you write about the whole film/play or just those aspects that relate to your country?

Cast / Acting

3 Is it important to remember all of the names?
4 Would it matter if you did not include any comment about the acting?

Relation to your country/Accuracy

5 Which aspects of your country's culture could be portrayed?
6 In what ways could a country's culture be portrayed in a film or play?

Style / Register

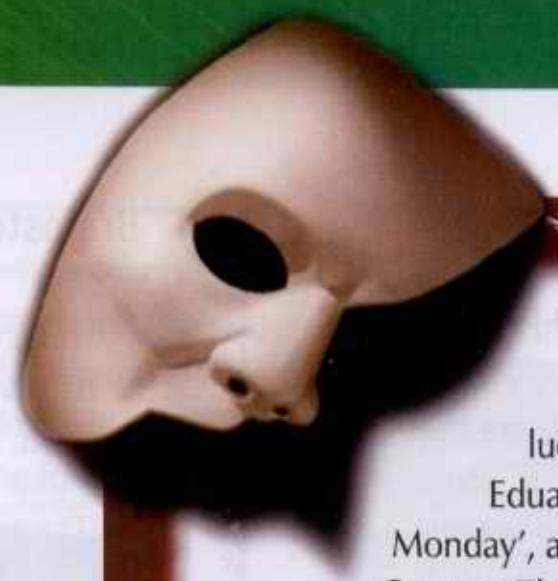
7 How formal should your writing be? Give reasons.

b. Read the model and check if your answers were correct.

Analysing the Model

7 a. Read the model and fill in the gaps with the words given. Then, answer the questions that follow.

• which • with • this • to • what
• also • who • as



On a recent visit to the US, I was lucky enough to catch a performance of Eduardo de Filippo's 'Saturday, Sunday, Monday', at the Angus Bowmer Theatre in Ashland, Oregon. This comedy, **1)** ..... was written in Italian but has been translated into English, provides a valuable insight into the life of an Italian family.

The play is set in the family home of Rosa, **2)** .... is the mother, and the events take place over a weekend, **3)** ..... the action based either in the kitchen or around the dining table. As the plot evolves, we learn about the things that matter to a group of ordinary but very diverse characters.

4) ..... is striking about this production is the way the script makes us feel that we are actually present at a traditional family gathering. The use of a real cooker on the set fills the theatre with the unmistakeable smells of Italian cooking. **5)** ..... somehow intensifies the experience as you begin to sense the atmosphere from the moment you enter the theatre.

I would say that the portrayal of the details of Italian home life was extremely realistic. The importance of family meals comes across clearly, **6)** ..... does the fact that Italian people are hospitable – traditions which we, as a nation, hold very dear. The everyday problems of relationships are **7)** ..... brought into focus in a way which is totally believable.

I would thoroughly recommend this play **8)** ..... anyone, regardless of their nationality. If nothing else, it will prepare you for what to expect if you ever visit Italy!

b. 1 Find examples of: present tenses; past tenses; a future tense. Why have these tenses been used?

2 Find words or phrases in the model which mean the same as the following:
managed to see; helps people understand (para 1)
develops; different (para 2)
impressive; as soon as (para 3)
in my opinion; are proud of (para 4)

3 The following phrases have been taken from the model. Finish the sentences by describing a film or a play you have seen. Then suggest alternative phrases for each sentence.
- The film/play is set in .....
- The events take place .....
- The action is based .....
- As the plot evolves .....
- What is striking .....
- I would say .....
- If nothing else .....

Paragraph Planning

c. Complete the paragraph plan below by filling in your own notes. How could you have written this model differently?

Introduction	.....
Paragraph Two	.....
Paragraph Three	.....
Paragraph Four	.....
Conclusion	.....

Recommending

For positive reviews

- I would advise anyone to (see / watch / go to / etc) ...
- This is (a film / book / play / etc) that you should not miss.
- If you have the chance, make sure you (see / watch / go to / etc) ...
- If you only (see one film / buy one CD / etc) this year, this should be it.
- This (film / book / play / etc) is well worth seeing.
- I would thoroughly recommend (name of film / book / play / etc).

For negative reviews

- (Name of film / book / play / etc) is not worth (seeing / buying / reading / etc).
- This is a (film / book / play / etc) to avoid.
- Unfortunately, this (film / book / play / etc) fails to live up to expectations.

8 Think of a film and a book that a) you really enjoyed; b) you did not like. Then, using the expressions above, as well as information of your own, write your recommendations, as in the example. Compare your recommendations with a partner.

'Dynamite Alley' is not worth seeing unless you are a great fan of special effects. Even then, you have to be very dedicated to sit through such a long film.

Beginnings and Endings

9 a. Look at the words below, taken from the beginnings and endings of reviews, and use them to fill in the gaps in the phrases. Then suggest ways of extending each phrase into a complete sentence.

• collaboration • persevere • release
• recommend • published • hype • seeing
• opened

BEGINNINGS

- With the **1)** ..... of his latest film, the director has ...
- When this play **2)** ....., critics were ...
- The book, **3)** ..... last year, is a novel which ...
- This CD, which is the result of a **4)** ..... between two great recording artists, ...

ENDINGS

- This is a film which is well worth **5)** ....., if only ...
- I would unreservedly **6)** ....
- If you **7)** ..... with this book, ...
- In spite of all the media **8)** ....., this CD ...

b. Suggest an alternative beginning and ending for the model.

Error Correction

10 The following extract contains ten underlined mistakes. Correct the mistakes and say what kind of mistake each one is by matching them to the following definitions.

• unnecessary word • omitted word • spelling
• passive voice • gerund/infinitive
• wrong preposition • wrong choice of word
• wrong linker • punctuation • wrong tense

'Shadowlands' is the true story of the love affair between C.S. Lewis, the writer, and Joy Gresham, an American poet. **1)** Joy visited Lewis in Oxford and falls in love with the crusty old man. He, however, **2)** denies to accept that he has also fallen in love, although he does enter into a marriage of convenience in order to enable her to **3)** stay to England. Events take a dramatic turn when it is discovered that Joy has cancer. Lewis **4)** forces to confront his feelings and marries her for the second time in a moving bedside ceremony. There follows a period of two years, during which Joy's cancer is in remission and the two are blissfully happy. This happiness is **5)** tragicaly cut short **6)** while Joy finally succumbs to her illness and dies, leaving Lewis to pick up the pieces of his life.

What director Richard Attenborough **7)** manages achieving in this film, helped by another spectacular performance by Anthony Hopkins, **8)** it is a tremendous insight into the mind of one of England's greatest writers. **9)** Debra Winger who plays Joy, also puts in a very accomplished performance. And the beautiful photography gives us an authentic glimpse of what life was like **10)** in Oxford in 1950s.

Writing: Reviews

Style

11 a. Read the extracts below and say:

- what is being reviewed
- what kind of publication the review might appear in
- which tenses are used and why

A There's nothing quite like 'Chocks Away'. Designed for two to six players, it will keep you amused for hours. It's not only a lot of fun but it's good value for money too – an ideal gift for any teenager. Buy it!

B *One of the best bits was the traditional dance performed by a local group. Of course, the costumes were fantastic and that helped a lot with the overall look. The other thing that helped us really enjoy it was that we'd managed to get our hands on a programme. That was good because we knew what time everything started (the announcements were terrible!).*

C *Tastefully decorated, conveniently located, and with a wide range of courses to suit all occasions, this is the perfect meeting place after a hard day's work. On our arrival, we were quickly and courteously shown to our table, where we were served with complimentary appetisers. Despite the fact that it was exceptionally busy, the service throughout was unfailingly prompt and attentive.*

D Based on the critically acclaimed course book by John Sweeney, 'Learn English Fast' is now available as a set of four CD-ROMs. The computer version retains all the key features of the original, as well as having the added advantage of being very clearly presented, a factor which is so frequently overlooked by other producers in the vast field of computer-based educational material.

b. Look back at the extracts and find examples of:

- sophisticated vocabulary
- simple vocabulary/contractions
- the passive voice
- direct address
- formal linking devices
- simple linking devices
- complex sentence structure
- simple sentence structure

c. Choose two of the extracts in Ex. 11a above and re-write them in a different style.

Discuss & Write

12 Read the rubrics below and, for each one, answer the questions that follow.

A You are a regular reader of 'Cinema Weekly', a magazine for film fans. The announcement below was included in a recent issue and you have decided to send in a review of a film you have seen. Read the announcement, together with the notes you have made. Then use this information to write your review.

The Great Escape

When was the last time you watched a film that made you forget, even momentarily, where you were?
The cinema means different things to different people but, for most of us, there is a degree of escapism involved in going to see a film. Now we are planning a feature entitled 'The Great Escape', and we want to hear what you think.
Send in a review of a film that you have seen – one which you have found to be a good example of how the cinema can provide escapism from everyday life. A selection of readers' reviews will be published.

Things to include in the review

Name of film ✓
Thoughts on escapism and films ✓
Plot/characters/acting/special effects/direction/scenery (decide which ones to mention) ✓

B Your college newsletter regularly publishes book reviews which have been written by students. Write a review of a book you have read, giving a brief outline of what the book was about and giving reasons why you think your fellow students would benefit from reading it.

C A music magazine which you read regularly is planning a feature called '100 Classic Albums'. Readers have been asked to send in a review of their favourite CD, saying why they think it deserves to be called a classic.

1 What do you have to review?
2 Who is the target reader? How formal does your writing need to be?
3 What information should you include in the introduction?
4 Will your review be largely favourable or unfavourable?
5 Which aspects do you need to cover in the main body?
6 How will you conclude the review?

13 Using the information you have learned in this unit, write one of the reviews you discussed above. You should write about 250 words.

Self-Assessment Module 1

Vocabulary & Grammar

1 a. Choose the most suitable word to complete each sentence.

1 Despite the many ..... distractions she had to overcome, she achieved the success she deserved.
A extended C external
B extracted D extravagant

2 The total ..... of nuclear weapons would hopefully give the world something to celebrate.
A extermination C ellipsis
B elimination D exception

3 The ..... of hard work bringing positive results is perhaps out of favour now in the modern world.
A abstract B opinion C concept D belief

4 Overconfidence due to overnight success can take us quickly down that ..... road to failure.
A sticky C oily
B slippery D slithery

5 Company headquarters are situated ..... in the heart of the city.
A direct B exact C precise D right

6 He ..... more and more experience until he finally reached the top of his profession.
A achieved B gained C earned D won

7 The preparations for the Olympic Games are on ..... according to the committee in charge.
A goal C progress
B target D aim

8 Following years of intense training, the accomplished athlete ..... the medal triumphantly.
A took off C ran off
B went off D carried off

9 Having worked his fingers to the ..... for many years, he eventually saw the fruit of his hard work at the age of fifty.
A end B edge C bone D nail

10 Once she had achieved the success she desired, she decided that it was time to ..... it easy for a while.
A take B make C have D do

11 There was a wonderful ski ..... way up in the mountains, suitable for the whole family.
A lodge C pension
B hostel D house

12 The lucky survivors of the freak storm related their ..... tale to the eager journalists.
A challenging C gruelling
B harrowing D saddening

13 The heat of the summer sun had caused the area to catch fire, leaving behind only ....., smouldering tree trunks.
A blackened C deadly
B smoky D dried

14 She was ..... an array of questions during the interview.
A put up with C put over
B put forward D put through

15 The boss was ..... with the new employee over his qualifications and ability to perform his job well.
A at a loose end C at odds
B at a loss D at a standstill

(15 marks)

b. Fill the gaps using the gerund or the infinitive of the verbs in brackets.

1 We can't really afford ..... **(go)** on holiday this year.
2 I hate ..... **(waste)** time on paperwork.
3 She said she didn't really fancy ..... **(go)** to the cinema.
4 I like my new job, but I really miss ..... **(be)** able to relax on Sundays.
5 I don't remember her ..... **(mention)** any business trip.

(5 marks)

Use of English

2 Use the words in capitals to form a word that completes the sentence.

1 He did not give his opinion, saying that he didn't want to pass ..... . **JUDGE**
2 After being ..... accused of theft, he sued the police for £50,000. **WRONG**
3 There are no ..... on the number of people each member can bring along. **RESTRICT**
4 The weather is very ..... in this part of the country; one minute it's sunny, the next it's suddenly snowing. **CHANGE**
5 He has been ..... for several months now, and he is beginning to lose heart. **EMPLOY**
6 If you need ..... information, please talk to the librarian. **ADD**

7 We sent out 500 ....., but only about 100 people attended. **INVITE**

8 The ..... gave a speech which made the delegates trust him again. **GOVERN**

9 The ..... told the squad to wait for his signal before entering the burning building. **COMMAND**

10 She held the baby in her arms with a ..... smile. **CONTENT**

11 ..... in the office will be punished with a fine. **CIVIL**

12 There is still a lot of ..... in the team despite my assurances. **SCEPTIC**

13 His strong alibi led to his ..... from police inquiries. **ELIMINATE**

14 He has always been an ..... person; next week he's going bungee jumping. **ADVENTURE**

15 We had to work very hard, but the results were very ..... . **GRATIFY**

(15 marks)

Reading

3 You will read an article about a person who changed his life for the better. For questions 1-7, choose the best answer (A, B, C or D).

Successful Transitions - One Man's Story

" My name is Carl. I was a cop for twenty years. When I was forty my daughter left home and then two years later my son moved out. Then I got to see that I didn't have much of a relationship with my wife because I had spent all the years of my marriage working and not really participating in family life. With the kids gone we didn't have much to say to each other. After a couple more years, my wife decided to leave and all I had was my job. The next year, at 46, I had my twenty years in and had to retire. I got to know what lonely meant very quickly. I still don't have much contact with my son, but my daughter and her kids keep me going ... but somewhere along the line I figure I've missed something, and I'd sure like to find out what it is. I'd like to know that my life is worth living."

My friend, Carl, was caught in a story of uselessness. When he no longer had the one thing that he had learned to identify himself with, he lost his place in the story – he lost his self-identity. He decided that if he was going to survive he would have to change his story. It really wasn't a difficult thing for him to do. Carl was so miserable that literally any life would have been better than his. As it turned out, like so many of us, what Carl needed was simply to be heard. As he listened to himself tell his story he began to see things that he had not seen before, things that he could change. So, that's what he did. He changed his perspective, and in so doing, changed his life.

Carl began to look at what he had accomplished in his career rather than the negatives that had so depressed him. He began referring to himself as an ex-police officer rather than an ex-cop. He joined a health club and became intent upon regaining a healthy body and then became a volunteer trainer at the club specialising in helping senior citizens plan exercise programmes. He went back to college and earned a certificate in nutrition. Within three years he had changed his story, his life, his reality.

When I last spoke to Carl he had met a delightful and creative woman, was working hard at re-establishing contact with his son and couldn't get enough of his grandchildren with whom he had created a powerful bond. His life, he told me, was sweet. It was, he confided, very worth living.

What Carl made me realise was that, firstly, I was not happy in my chosen vocation, and secondly, that there's a little bit of Carl in every one of us, whether we are a police officer, salesman, or therapist. We can all change and grow in a specific direction, become better, different, whoever we want to become if we are willing to change our story. So, Carl, wherever you are, thanks for helping me make my life worth living.

Editor's Note: *This is the third in the 'Transitions' series dealing with the lives of everyday people – a series of short stories relevant to almost all of us in one way or another. They come from people whose stories touch us and give us important insights into our growth and happiness.*

1 Carl's marriage failed because
- A he and his wife didn't speak.
- B he and his children fell out.
- C his job kept him away from home.
- D his wife didn't like his job.

2 Carl could only define himself in relation to his
- A marriage.
- B son.
- C occupation.
- D daughter.

3 Carl is like the large majority of people in that
- A he was very unhappy.
- B his children left the family home.
- C he needed to voice his problems.
- D it was easy for him to change his life.

4 Carl joined the gym as a way to
- A meet people.
- B change his career.
- C get in shape.
- D help the elderly.

5 From the article, we realise that the writer
- A later changed his occupation.
- B has a stronger appreciation for his profession.
- C stays in contact with Carl.
- D has remained unchanged in his attitude.

6 For what purposes did the author write the text?
- A to make himself and others happy
- B to show gratitude and offer hope
- C to instruct and give thanks
- D to advise and warn

7 The magazine where this article appeared is aimed at
- A those who have retired.
- B discontented professionals.
- C people from all walks of life.
- D those having family difficulties.

(21 marks)

Listening

4 You will hear a radio interview with a man who cured his depression through sky-diving. For questions 1-8, fill in the missing information using 1-3 words.

During a tandem jump, an inexperienced skydiver makes the jump [1] _____ an instructor.

Mike suffered from depression for [2] _____.

He was diagnosed at the age of [3] _____.

Mike believed his 21st birthday present was [4] _____.

Mike says that, as he was about to jump for the first time, he felt [5] _____.

During the dive, Mike felt happy and [6] _____.

He says it is possible that the [7] _____ of the jump was what pushed him to snap out of his depression.

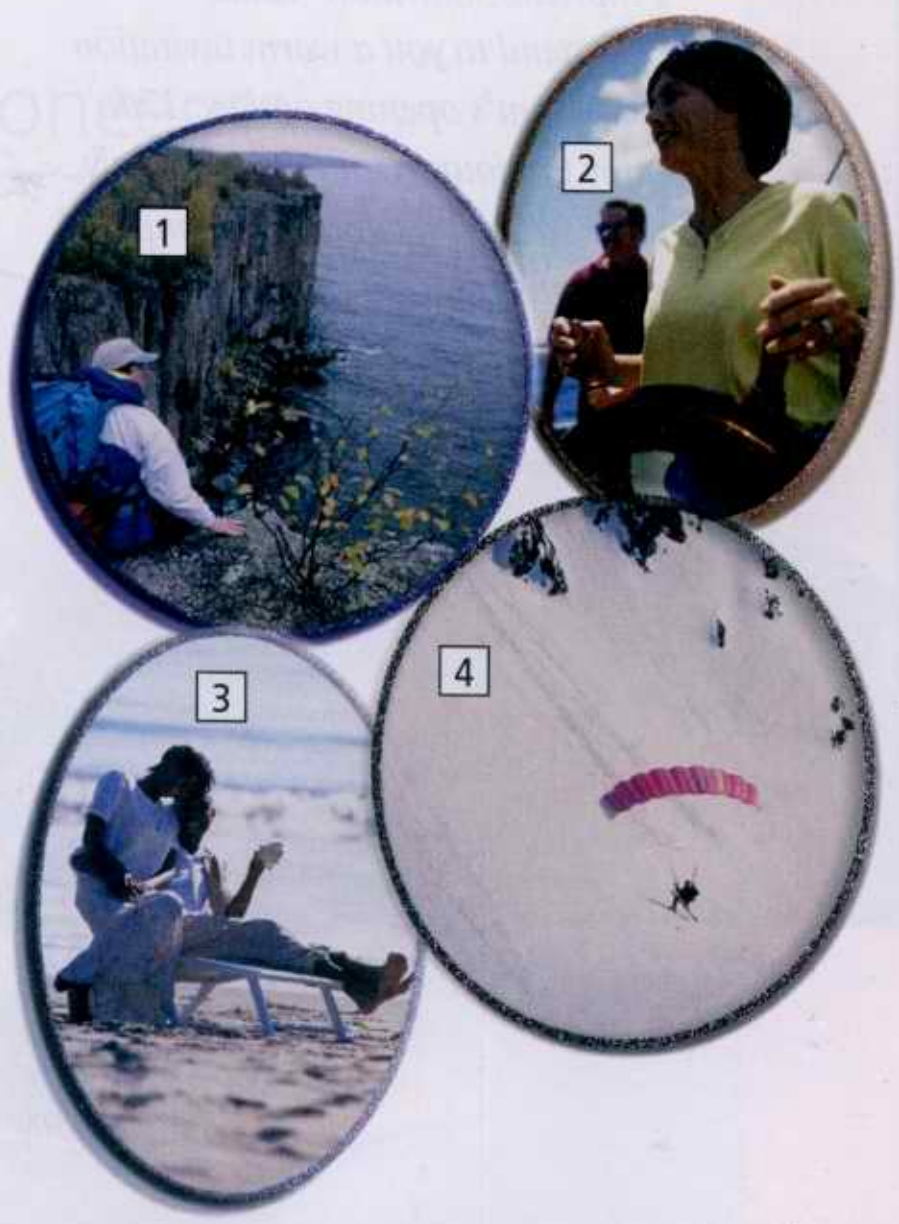
Mike says that sky-diving is not a certain [8] _____ depression.

(8 marks)

Speaking

5 Look at the photographs below. Compare and contrast two or three of them, saying what kind of 'escape' is portrayed in each one and who you think might be feeling the most relaxed. You have about one minute to do this.

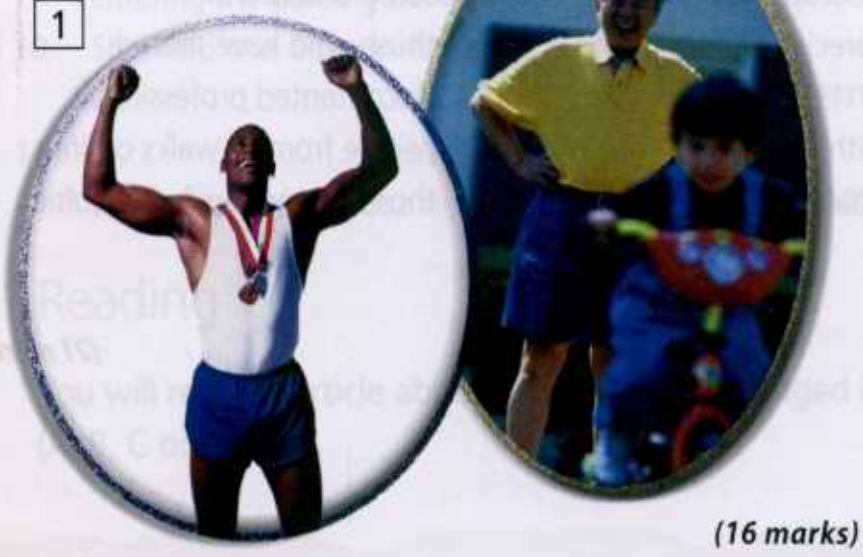
Student A



Now look at two pictures which show types of success. Compare and contrast the pictures, saying what each type of success means to the person in the picture.

Student B

1



2

(16 marks)

Writing

6 You are a restaurant critic for a leading entertainment guide called *A Night on the Town*. Your editor has recently read an article about the grand opening of a new 5-star restaurant in the city centre.

Your editor has asked you to write a review of the restaurant for next week's edition of the magazine giving your opinion and recommendation.

Read the poster below and the newspaper article, to which you have added your comments. Then, using the information carefully, write your review.

Grand Opening!

The finest in Italian cuisine prepared
by celebrated chef Roberto Branco
awaits you at Vincenzo's in Covent Garden.
Proprietor, Salvatore Tellis,
is proud to extend to you a warm invitation
to the restaurant's opening on Dec.17th.
Come enjoy the sounds and tastes of Italy
in an atmosphere which cannot be compared.
For reservations call anytime at 010-5577

loud recorded rock!

never heard of him!

couldn't see the food on my plate

line was constantly busy!

there were no other customers in the restaurant

30 minutes after ordering, waiter brought wrong starter

Vincenzo's:
Sicily Comes to Covent Garden!

Close your eyes for a moment and picture this: romantic strains of live Italian music sweetly serenade you; a wonderful aroma of mixed spices, oven-fresh bread and mysterious sauces start your mouth watering in hungry anticipation; from the soft light of a dozen scented candles you can see artistically painted scenes of Sicily covering the walls.

Only when you open your eyes do you realise that, no, you have not been magically transported to Italy's sunny South, and, yes, you are still in Covent Garden in the middle of London. Welcome to *Vincenzo's*!

Despite opening its doors only a few short weeks ago, Vincenzo's, with its excellent menu, has managed to attract a clientele most London restaurant owners could only dream of.

Every dish is served quickly and efficiently, and the food quality is second to none.

Come to *Vincenzo's*! The real Sicilian experience in the heart of London.

Now, in approximately 250 words, write your **review**. *(20 marks)*

(Total = 100 marks)

Society

MODULE 2 units 3-4

UNIT 3
People Power

UNIT 4
Growing Concerns

MODULE 2 units 3-4

Before you start ...

- What is the first thing you think about when you hear the words 'family' and 'friends'?
- What, in your opinion, is the most serious problem the world is facing today?

Listen, read and talk about ...

- relationships
- influences
- personality
- friendship
- family life
- people's character
- married life
- lifestyles
- loneliness and companionship
- self-esteem
- peer pressure
- famous people
- social problems
- the law
- crime and punishment
- civil liberties
- charity

Learn how to ...

- apologise
- offer an excuse
- accept / reject an apology
- discuss problems
- offer solutions
- evaluate
- speculate

Phrasal verbs

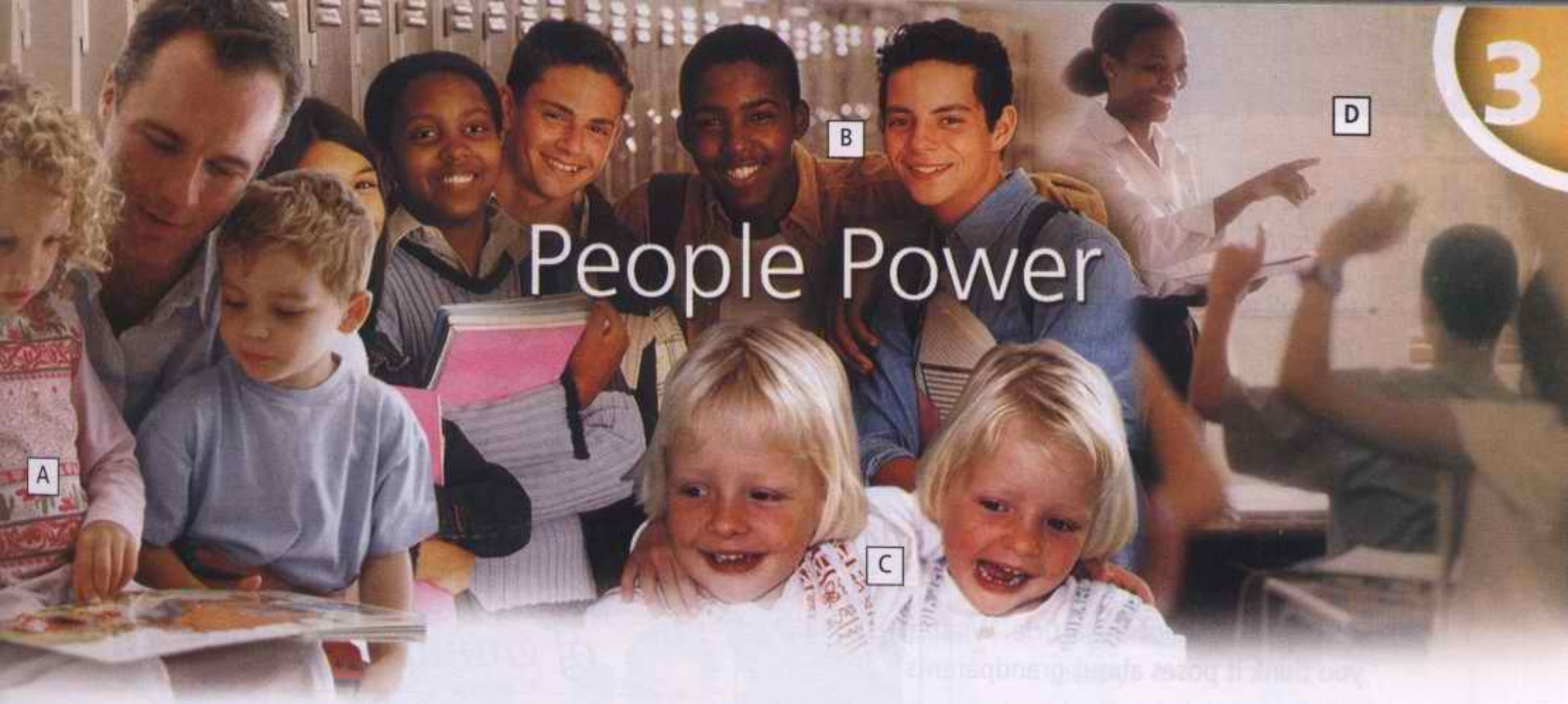
- bring
- stand
- cut
- pass

Write ...

- articles
- reports and proposals

Practise ...

- the past tenses
- 'would' for past events
- the passive voice
- causative forms



3

People Power

Lead-in

1 What relationships are shown in the pictures? How important are they? What other relationships are important to us? What kind of influence do these people have on us?

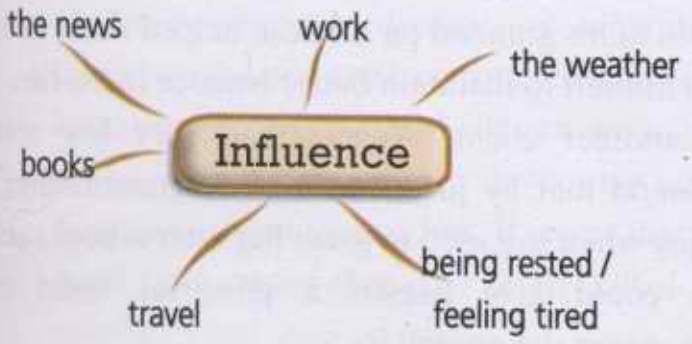
2 a. Listen to four people talking about influences in their lives. For each of the statements, write *(A)* for Alan, *(E)* for Eve, *(M)* for Martha or *(H)* for Helen.

1 This person influenced the way I dressed. .....
2 This person influenced the way I treat people. .....
3 This person understands me when others can't. .....
4 This person made me believe in myself. .....

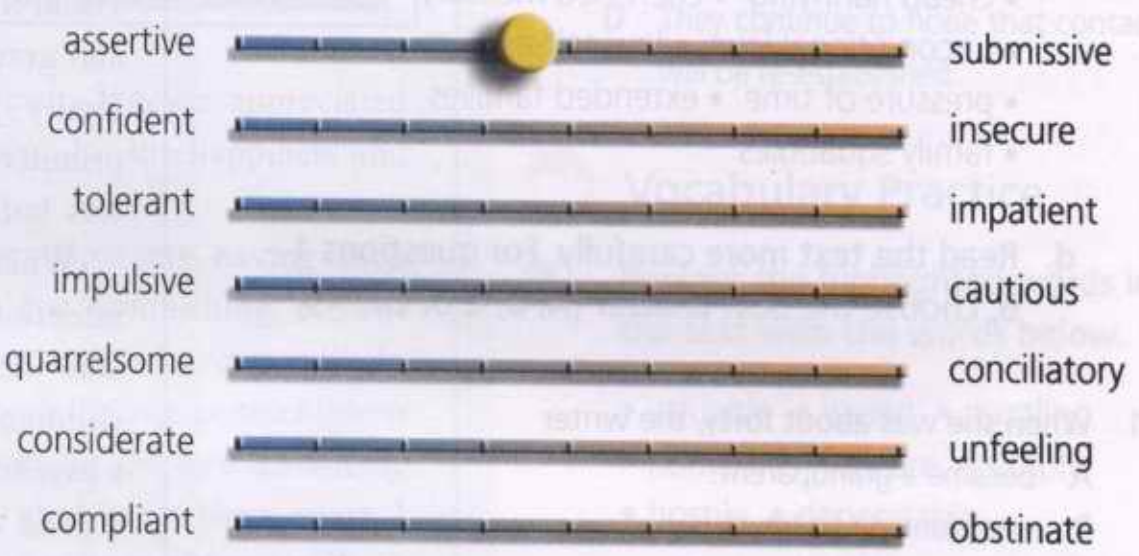
b. Has anyone influenced the way you think about the following? How? Tell your partner.

• moral values • behaviour towards others • self-confidence • appearance • career choice • musical taste • hobbies / interests

c. How can the following factors influence us? Discuss in pairs.



3 a. *A personal profile.* Put a dot on each bar according to your personality. Then tell the class about your profile; give examples to illustrate your qualities, and say which aspects you would like to change.



I am normally quite an assertive person, as long as I know that what I want to do is the right thing. Sometimes, however, especially if the other person is aggressive, I can be made to feel more submissive...

b. *The ideal friend.* Now put a square on each bar to make the profile of the person who would be the ideal friend. Discuss your profile with a partner.

A: I don't want my friend to be over-assertive, but I don't want him to be submissive either.
B: I agree. I've placed him right in the middle of the bar.

4 Paraphrase the quotations below. Which one do you agree with? Why? Discuss in pairs.

'Friendship is a pretty full-time occupation if you really are friendly with somebody.'

Truman Capote (American author)

'The greatest sweetener of human life is friendship.'

Joseph Addison (British essayist)

Reading – Part 3

1 a. You will read an article about the grandparent/grandchild relationship. Before reading, discuss the following in pairs.

- What can be gained from a grandparent/grandchild relationship? Are there any negative factors?
- How can the relationship with grandparents differ from that with parents?

b. Look at the title of the article. What question do you think it poses about grandparents?

c. The following phrases appear in the article. How do you think they might be related to the role of grandparents today? Discuss in pairs, then read the article quickly to see if you were right.

- cheap nannying • cherished memory
- unconditional love • low self-esteem
- pressure of time • extended families
- family squabbles

d. Read the text more carefully. For questions 1 – 6, choose the best answer (A, B, C or D).

1 When she was about forty, the writer
- A became a grandparent.
- B was planning to travel.
- C was annoyed by her family.
- D regretted not having grandchildren.

2 The writer thinks that grandparents are particularly important because
- A they ensure children get better treatment.
- B they teach children about the past.
- C they provide children with financial support.
- D they give children a sense of belonging.

3 According to the writer, Alan and Angela benefited from
- A understanding the reasons for their parents' behaviour.
- B realising how important they were to their grandparents.
- C remembering their grandparents' attitude to them.
- D finding out why they were lacking in confidence.

4 How did the woman whose grandchildren were in Australia feel?
- A She knew that visiting would be difficult for both sides of the family.
- B She blamed her son for not making enough effort to see her.
- C She was happy that her family had been so successful.
- D She preferred not to see them regularly.

Generations Apart?

Psychotherapist Gael Lindenfield examines the role of grandparents today.

No one warned me that in my early 40s, I would start cooing longingly into prams. I was totally unprepared to meet this new aspect of myself. My own nest had just emptied and I was eagerly filling the 'vacuum' with innumerable career and globe-trotting adventures. Admittedly the master vision for the rest of my life did include a few happy granny and grandpa scenes, but they were more distant and more a family joke than a serious prediction. So this strange primitive urge to extend my family into another generation was both perplexing and even a little irritating.

When the right time came, I had, of course, every intention of becoming a conscientious, involved grandparent. But that was more about doing the right thing for the children than fulfilling a deep instinctive need of my own. As a psychotherapist, I am hyper-aware of how life-transforming a good relationship with a grandparent can be. It offers so much more than treats, extra quality time and cheap nannying. Good grandparents help build psychological security by making their grandchildren feel part of a much wider, diverse and stable supportive family network. They also give them a sense of their place in history and evolution and give their life a meaningful sense of perspective.

Even when we reach adulthood, our psychological health can be affected by the relationship that we may or may not have had with our grandparents. I frequently work with people who have (to put it mildly!) a less than perfect relationship with their own parents. Many times I have been able to help people heal emotionally by simply reawakening a cherished memory of a much happier and more unconditionally loving relationship with a grandparent.

Alan was, in his own words, 'a hopeless case of workaholism'. He still felt driven by trying to please his ambitious, perfectionist father. But, fortunately, I discovered that he had also received a much more unconditional kind of love from his calmer, happier and affectionate grandfather. Putting a photo of his grandad on his desk helped Alan keep his promise to himself to maintain better balance in his life.

Similarly, another client, Angela, had very low self-esteem. We found that by just recalling her grandmother's look of pure joy when she used to greet her after school each day, Angela could give herself a powerful boost of confidence whenever she needed it.

Until I became a grandparent myself, however, I never appreciated how important Alan and Angela must have been for the happiness and welfare of their grandparents.

Nowadays, the chances of children and grandparents having such intimate, mutually satisfying relationships are fast diminishing. Recent research revealed that in Britain, one out of twenty grandparents is likely to have had no contact whatsoever with at least one of their grandchildren during the past five years. There are many reasons for this new distancing of generations. Sometimes, it's mere geography that keeps them apart. I recently met a woman who proudly showed me a picture of her family in Australia. Unfortunately, she told me, she hadn't ever visited them, and hadn't even seen her five-year-old granddaughter. Her son had brought over his seven-year-old son six years ago, but he hadn't had the time or money to visit since. She explained that she herself had a heart condition, which would make a long flight too risky.

The positive aspect of this story was that, however sad this situation was for both parties, there appeared to be no bitterness or resentment. But many grandparents feel quite differently. They're being forced apart from their grandchildren by less acceptable factors of modern society. Perhaps pressure of time maintains the distance. After all, nowadays, even if close extended families live within easy visiting distance, they may still not see much of each other. Parents often spend so much of their precious weekends cleaning, shopping and decorating that they hardly have time to get to know their children. Equally, the children themselves may have such a heavy weekend of programmed activity that their time is also stretched to its limits. A visit to or from grandparents feels like a luxury that no one can afford.

Another increasingly common reason for estrangement is the break-up of family through divorce or separation. Many grandparents who consequently lose contact with their grandchildren go through a painful bereavement process, which can even lead to emotional and physical illness. This is because they never give up hope. They will not accept the finality of separation or loss. It seems that the grandparenting instinct and bond is so strong that it is rarely killed by even the most bitter family squabbles and separations.

5 **When grandparents live near to their families,**

A seeing each other is usually much easier.

B parents try to keep the grandparents at a distance.

C lack of time may prevent regular contact.

D grandchildren resent repeated visits from grandparents.

6 **Why does losing contact with grandchildren affect grandparents so deeply?**

A They feel their love for their grandchildren is being destroyed.

B They wish they had done more to prevent the separation.

C They know that their grandchildren will suffer from the loss.

D They continue to hope that contact will be re-established.

Vocabulary Practice

2 **Replace the highlighted words in the text with the words below.**

• valuable • varied • puzzling
• numerous • secure • simply
• hostile • dependable

Text Analysis

3 **Find these phrases in the text and, in pairs, explain their meaning.**

1 My own nest had just emptied (para 1)
2 a sense of perspective (para 2)
3 to put it mildly (para 3)
4 a powerful boost of confidence (para 5)
5 within easy visiting distance (para 8)
6 time is also stretched to its limits (para 8)

Discussion

4 a. **The writer says that *'the chances of children and grandparents having mutually satisfying relationships are fast diminishing'*. Do you agree? Why/Why not? Discuss in groups.**

b. **Imagine you are a grandparent. Describe an ideal weekend to your partner. Think about:**
• place • people • feelings

Language Focus

First Impressions

1 a. Which of the four men in the pictures has the following characteristics?

1 a dreamy look in his eyes; 2 a beaming smile; 3 an unkempt head of hair; 4 a serious mode of dress; 5 a taste for bright colours; 6 a look of self-assurance; 7 a powerful physique

b. In pairs, try to guess from their appearance to whom the descriptions (a-h) apply.

a an incurable romantic ..... ☐
b a doting father ..... ☐
c a confirmed bachelor ..... ☐
d an absent-minded genius ..... ☐
e a keen sportsman ..... ☐
f a happy-go-lucky extrovert ..... ☐
g a dedicated professional ..... ☐
h a reckless spendthrift ..... ☐

A: I think the incurable romantic is Frank. I get that impression because he's got something of a dreamy look in his eyes.
B: Really? I think it's Ted. I suppose it's that great big beaming smile that makes me think that.

c. Now listen to people who know the four men talking about their personalities. Write the first letter of the men's names in the correct boxes in Ex. 1b. How successful were your guesses?

d. Do you think first impressions are important? Why (not)? Discuss in groups.

Families

2 a. Look at the pictures. Which depicts a *nuclear family*? Which depicts an *extended family*?

b. With a partner, discuss situations in which members of a family

- need to have strong bonds
- become involved in conflicts and quarrels
- have to resolve a misunderstanding
- have a chance to show affection to each other

c. Which of the following are ***blood relatives (B)*** and which are ***relatives by marriage (M)***?

1 brother-in-law ..... 4 stepmother .....
2 great uncle ..... 5 half brother .....
3 niece ..... 6 great grandparents .....

A partner for life?

3 a. Which of the following do you think are the ***five*** most important qualities in a future husband / wife? Rank them, then discuss in pairs.

a professional security
b professional prospects
c financial security
d educational background
e social background
f maturity
g moral values
h sense of humour
i intellect
j empathy
k devotion
l romantic nature
m taste in books/films etc.
n attractive appearance

b. Read the following extract on divorce and explain the highlighted words.

Suddenly, it's as if saying goodbye to a spouse is no longer the dismal climax to protracted misery that it once was. Divorce in the 21st century appears a simple lifestyle choice, the result of two people drifting apart: now the ex-partners can move on and rebuild their lives. Today, those people who once tied the knot because living together was frowned upon are cohabiting. However, the divorce rate is still high; there is a phenomenally high rate of marital breakdown – 4 out of 10. So, who divorces and why? What might that tell us about marriages that last? Academics discovered that the deprived are more divorce-prone, as are those who have cohabited more than once before marriage, those who have embarked on relationships at a young age, those who have experienced parental divorce and those who have "low emotional well-being". In short, an awful lot of us are vulnerable. It's this "happy ever after" that we can't quite seem to get right.

c. Imagine that you are dealing with marital problems. You are talking to a marriage counsellor about them. In pairs, act out dialogues, using the prompts.

• financial hardship • emotional instability • problems with relatives • addictions • lack of quality time • poor communication

A: *I am so desperate. John and I are having communication problems.*
B: *I think you ought to discuss all the aspects of the problem with your husband.*
A: *That's easier said than done. He doesn't listen to a word I say!*

Giving Advice

- If I were you ...
- If I were in your shoes, I'd ...
- It'd be/It's a good idea to ...
- Hadn't you better ...
- You'd better ...
- I think you ought to ...
- It might be an idea to ...
- Have you (ever) thought about/considered
- It might be advisable (not) to ...

Reacting to advice given

- That's easier said than done.
- That sounds like a good idea, but ...
- That's all very well, but ...
- I'm not sure that would work.
- You could be right.
- I had never thought of that.
- That's true. Maybe I should ...
- Well, you have a point but ...
- I appreciate your advice...
- This is definitely the best/worst advice ...

Build Up Your Vocabulary

4 a. The adjectives below can be used with the prefix 'self' to talk about personality traits. Read the sentences 1-5 and, in pairs, decide what kind of person might say them.

SELF

appointed *denying* *aware* *conscious* *obsessed* *reliant* *righteous* *centred* *disciplined* *destructive* *indulgent* *confident* *confessed*

1 I follow a specific routine every day. I never stray from it. First it's exercising, then tidying up the house and then off to work.
2 I buy flowers for myself every day. I just love pampering myself.
3 No, I want to go to the cinema! I don't care what you want to do.
4 You go in first. I know I look awful in this dress. Everybody's going to laugh at me.
5 No, no I can do it! Really, I'm used to doing things for myself.

b. Now, make up five sentences of your own using any of the remaining adjectives from Ex. 4a.

Commonly Confused Words

5 Underline the correct word.

1 Things will get better in the long **time / term / interval / period**.
2 The seminar **lasts / endures / has / continues** five hours.
3 Yoga helps **relax / loosen / ease / calm** stress.
4 You are **suggested / informed / proposed / advised** to follow the guidelines.
5 His methods have **confident / positive / progressive / gainful** effects on the patient.
6 There was a dramatic **change / turn / switch / swing** of policy which nobody had predicted.

Collocations

6 a. Match the pairs of adjectives to the nouns.

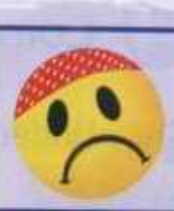
A		B	
1	unconditional/parental	a	bond
2	long-lasting/favourable	b	attributes
3	spiritual/common	c	impression
4	personal/hidden	d	family
5	superficial/working	e	love
6	nuclear/close-knit	f	relationship
7	middle/only	g	sympathy
8	heartfelt/popular	h	child

b. Now use one word from each set to complete the sentences below. In pairs, use the remaining collocations to make up sentences of your own.

1 I am very lucky in the fact that I have a very ..... family that sticks together when times get difficult.
2 My uncle made a(n) ..... impression on me. To this day, I remember his honesty and kindness.
3 ..... love from one's grandmother can be an incredible blessing to a confused teenager.
4 Unfortunately, in this day and age, the majority of us are involved in mostly ..... relationships.

Idioms

7 a. Tick (✓) the boxes in the table to categorise the idioms under the correct heading of happiness or sadness. Check with your partner.

		
be/have/need a shoulder to cry on		
be on cloud nine		
look on the bright side		
have a whale of time		
sweep sb off their feet		
be a wet blanket		
be full of beans		
be down in the dumps		
cry one's heart out		
hit rock bottom		

b. Use the idioms, in their correct form, to complete the sentences below.

1 You certainly ..... today. Whatever has got you so excited?
2 So you crashed your car. ....., you won't have to buy petrol for a while!
3 Nobody can be cheerful all the time. Everybody ..... once in a while.
4 We knew we had ..... when we couldn't even pay our rent.
5 I ..... about your going away, but I cheered up when I realized it would only be for a few weeks.
6 The wedding was rather long, but we ..... at the reception.
7 Don't .....! Go and ask somebody to dance with you.
8 My mother loves to tell the story about how she was the one that ..... my father .....!
9 My brother ..... ever since his girlfriend agreed to marry him.
10 My baby sister ..... when her goldfish died.

c. Take a few minutes and sketch a picture for one of the idioms from Ex.7a. Show it to the class and see if they can guess which idiom you have drawn.

Fixed Phrases (phrases with *of*)

8 a. Connect nouns from the left column with nouns from the right column to create fixed idiomatic phrases.

1	heart		remorse
2	slip		hope
3	grain		truth
4	touch	**of**	gold
5	change		the tongue
6	trace		satisfaction
7	glow		concern
8	glimmer		heart

b. Now, match the following with one of the phrases from Ex. 8a and, in pairs, use them in sentences.

a slight feeling of regret
b very generous and kind
c not a total lie
d make up one's mind to do sth different than one had planned
e very small chance that sth might turn out all right
f say something you didn't mean to
g slightly worried
h a look of pleasure at something well done

Phrasal Verbs

Appendix 1

9 Match the phrasal verbs in the sentences with their meanings from the box below.

A be obvious	D replace	G revive
B support	E represent	H introduce
C take with you	F cause	

1 If you're coming to the house later, could you **bring over** your CD player?
2 Do you have any idea what **brought about** the newspaper's bankruptcy?
3 Sheila can't play her part in the school production so you'll have to **stand in for** her.
4 Do you know what the initials Ms **stand for**?
5 The government is planning on **bringing in** new legislature concerning family welfare payments.
6 A faithful wife will **stand by** her husband through both the good and bad times.
7 In her bright red wedding dress, Dora certainly **stood out** at the ceremony.
8 We only managed to **bring** him **round** by pouring water over his head.

Character Adjectives

10 Fill in the gaps with the most suitable word from the given sets.

1 a The man thinks there's nobody better than him. He's so ..... !
b She has lived and worked in London for years, but she's very ..... of her Scottish descent.
c I can't stand it when he acts so ..... just because he's got a university degree.
• proud • arrogant • superior

2 a His ..... and optimistic attitude to his work has impressed his boss.
b Frankly, I think expecting to get £800 a week in your first job is quite ..... .
c It was a(n) ..... question, but Tom seemed to be furious with me for asking.
• naive • innocent • youthful

3 a If you so much as look at Tina she bursts into tears. She really must stop being so ..... .
b He hasn't got much driving experience, so I'm a bit ..... to trust him with my car.
c I know the risk isn't very great, but I'm still rather ..... about the whole thing.
• apprehensive • hesitant • timid

Communication: Apologising

11 a. Look at the pictures below. What do you think might be happening? What do you think the people in the pictures are saying? In pairs, make up dialogues, as in the example. Use the language in the box to help you.

Apologising
- I'm awfully sorry about ...
- I do apologise.
- I can't apologise enough.

Offering an excuse
- If I had known ... then I would(n't) have ...
- It's not entirely my fault, as ...
- I didn't realise that...

Offering to make amends
- How can I make it up to you?
- What can I do to make things better?
- I promise to be more thoughtful ... in the future.

Accepting an apology
- It doesn't matter. / It's OK. / I understand.
- Oh well, don't worry. / never mind.
- Don't (even) mention it.
- Let's (just) forget about it.
- It's not a big deal.
- Apology accepted.

Rejecting an apology
- I appreciate your apology, but ...
- That's just not good enough, I'm afraid.

A: I'm awfully sorry. I didn't mean to offend you.
B: Oh, never mind. I got your point.

b. Using the phrases from Ex. 11a, act out the following dialogues with a partner.

1 You have not submitted your homework on the day your teacher had asked you to. Apologise to him/her and ask for an extension.
2 You were not able to attend your best friend's birthday party. Apologise to him/her.

Listening – Part 3

1 a. You will hear Peter and Carol talking about the news. Before you listen, in pairs discuss the following.

1 Do you prefer to learn about the news from TV, radio or newspapers? Why?
2 Which of these forms of media do you think has the greatest influence on us?

b. Now listen to the recording. For questions 1 – 6, choose the best answer (A,B,C or D) according to what you hear. You will hear the conversation twice.

1 What doesn't Peter like about the TV news?
A It exploits personal misfortune.
B The pictures are not varied enough.
C It makes us too emotional.
D The items covered are limited.

2 According to Peter, pictures
A can be used to distort reality.
B are more reliable than words.
C make news stories more interesting.
D tend to give us conflicting views.

3 How does Carol think people are affected by shocking news pictures?
A They question what's right and wrong.
B They feel guilty about their own lives.
C They reevaluate their view of the world.
D They try to do something to help.

4 Peter thinks that on the TV news, important events
A do not always get good visual coverage.
B are given too much broadcasting time.
C are blown up out of all proportion.
D are presented as minor incidents.

5 Peter says that quality newspapers differ from TV in that
A they present a wider range of opinions.
B they allow us to form our own views.
C they are more selective in what they cover.
D they treat the news in greater depth.

6 Carol believes that compared with film, newspapers
A are more obviously biased.
B have a much greater influence.
C can be equally persuasive.
D don't affect people so much.

c. Whose opinion do you agree with most: Carol's or Peter's? Discuss in groups.

Listening – Part 2

2 a. You will hear part of a radio talk about laughter. Before you listen, look at the gaps 1 to 8 and try to predict the missing words.

b. Now listen to the talk and complete the notes. You will only hear the talk once.

Reasons:

- reaction to humour (less than [1] of cases)
- part of [2]

Differences between men and women:

Women
- smile more
- use laughter to establish [3]

Men
- laugh more loudly
- use laughter to show [4]

Health benefits:

- reduces
  - blood pressure
  - [5]
  - pain
- increases ability to fight [6]

Children:
- may suffer from lack of laughter due to being [7] in spare time
- laughter helps children to
  - form emotional ties
  - learn [8]
  - grow more mature

c. In pairs, discuss what makes you laugh.

Speaking – Part 2: Compare, Contrast & Speculate

People Alone

Student A

3 a. Look at the photographs below. Compare and contrast two or three of them, saying what the people in the photographs might be feeling and why.

Useful language: Speculating about People's Feelings

- Judging by his/her expression, she must be feeling ...
- You can tell from his/her face that she's ...
- He's/She's probably feeling quite ...
- He/She looks very/quite/rather ...
- He/She appears to be ...
- It looks as if he/she is ...

Student B

b. Which person can you identify with most?

People Together

Student B

4 a. Now look at the two photographs below. Compare and contrast the photographs, saying how important the members of the group are to each other.

Student A

b. Which of the two groups have a greater influence on the lives of their members?

5 Listen to two candidates doing the speaking tasks above and compare their performance to that of your classmates.

Assess your classmates in terms of:

- grammar and vocabulary
- discourse management
- pronunciation
- interactive communication

Everyday English

- **Encouraging the speaker to continue**

6 In pairs, guess and say what the other speaker says.

a	Then what?	d	So?
b	Go on.	e	And ...?
c	Oh no! And then?		

A: He grabbed his coat and slammed the door behind him.
B: Then what?

Reading

1 You are going to read an extract from an article about confidence building. Look at the introduction to the article and in groups discuss the following.

- Who is this article aimed at?
- How important do you think confidence is in our lives?
- Why do you think some people suffer from a lack of confidence?

2 a. Look at the titles of the four sections of the article. What kind of confidence-building exercises do you imagine will be described? Discuss in pairs, then scan the text and see if your guesses were correct.

Reading – Parts 4

b. Now read the article. For questions 1 - 20 choose from the answers A – D.

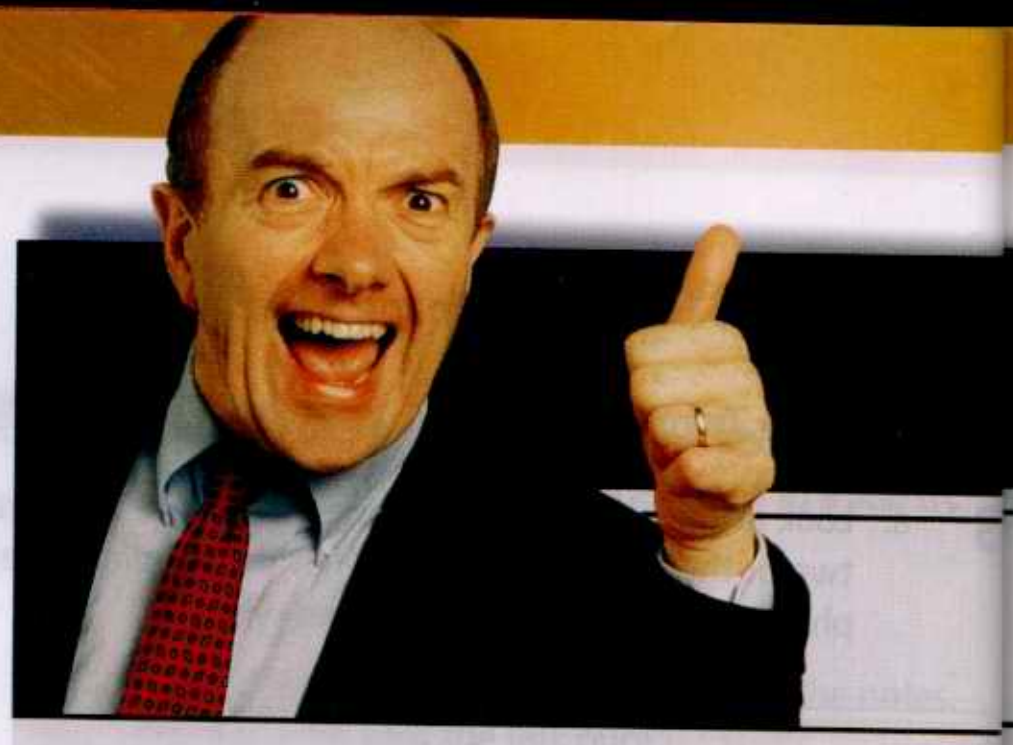
A	30-Second Commercial	C	Let It Flow
B	Tell People's Stories	D	Be Your Own Hero

Which exercise

- aids comprehension between individuals? 1 .....
- requires repetition to be beneficial? 2 ..... 3 .....
- can be done on your own? 4 ..... 5 .....
- involves acting out a situation in two different ways? 6 .....
- helps you to understand how others see you? 7 .....
- involves recalling positive emotions? 8 .....
- requires you to write something? 9 .....
- involves imagining a future situation? 10 .....
- is particularly useful training for social situations? 11 ..... 12 .....
- helps you to help someone else? 13 .....
- involves imitating someone else's behaviour? 14 .....
- involves not saying certain things? 15 ..... 16 .....
- is helpful for people who feel they are not noticed? 17 .....
- can be entertaining? 18 .....
- requires you to connect a feeling with a physical source? 19 .....
- involves recalling a past failure? 20 .....

Vocabulary Practice

3 Explain the highlighted phrases in the text.



A 30-Second Commercial

First impressions last. Whether we like it or not this phrase is largely true. What this exercise does is allow you to be in control of those first assumptions and judgements that other people make. It can, if done well, give you the power to be in control.

It generally takes a stranger 30-seconds to come to long-lasting conclusions about another person. By creating a 30-second commercial about yourself you will not only become more self-aware, you will also see the kind of impact you make on others and how you can change it if you need to.

You will need 5 minutes, a pen and a blank piece of paper. Within those 5 minutes try to think of, and list, all your best attributes and qualities. Aim to get across those traits that you feel really define you and set you apart from other people. Your next task is to put all this information into a presentation, or advert, of exactly 30 seconds. You can do this in front of the mirror or with a close friend. If you found yourself wandering randomly through the notes that you had put down then you should maybe look at getting a clearer impression of yourself. This may not come naturally, but it can be worked at. It is worth practising the 30-second commercial until self-doubt has taken a back seat. Avoid phrases like 'OK', 'fairly good' and 'I think others see me as…' Try to look up rather than down and give that all important smile. Ideally you want to be able to focus on your merits rather than any weaknesses.

This will come in handy when, at a party let's say, someone asks you what you do for a living. If you have a self-assured, upbeat answer then whoever you are talking to will get a good impression of you.

B Tell People's Stories

Do you sometimes feel that the world carries on around you while barely acknowledging your existence? One of the common causes of depression and a lack of confidence is based on the feeling that our lives are of little consequence to those around us. This exercise is excellent if you want to raise someone's self-esteem without them realising that's what you are doing. This is not to say that after you have

Text Analysis

4 Explain the bold parts in your own words.

1 Aim to get across **those traits that ... really define you and set you apart from other people**. (A, l. 14-16)

Confidence Lab

Are you lacking in confidence? Do you feel powerless, stressed and anxious when faced with a challenge? Everybody could do with a bit more confidence, in one or more areas of their lives. Try these confidence-building exercises and you'll see the difference in weeks.

done it once you cannot repeat it. It will still work even when they know what you are doing.

In pairs, one person asks the other person their story. This can be specific. For example 'What did you do today?', 'Tell me about your father', 'How was school?' or even 'How do you feel?'. The person listening has to do just that - listen. Do not try and find a point in the conversation that is going to be an opening for you to start telling your own story. For example when the 'storyteller' says something like 'I have had an awful day' do not jump in with 'You've had a bad day. Let me tell you about my day...'After the 'storyteller' has finished, the listener should then 'report' their story back to them. It is amazing how this exercise can give people an enormous feeling of worth and belonging. It is particularly good for relationships; getting couples to understand and communicate with each other. It can be a very powerful experience, especially if the 'storyteller' has spent most of their life not being heard.

C Let it Flow

Every one of us has, at some point in our lives, felt like we ruled the world, and it is possible to tap into that feeling whenever you want.

All you have to do is remember a moment when you were supremely confident. It doesn't matter where you were or what you were doing. Once you have got the sensation of confidence then close your eyes and start to let that feeling increase. Now picture where you would like to carry this confidence with you. This may be to a party, a public speaking situation, playing sport, a job interview or just everyday living. Picture yourself in this situation, then start to increase that feeling of confidence even more.

Physically feel where the sensation of confidence is coming from. Is it from your stomach, your head, your hands? Now start to throw this sensation around your body, running from your head to your feet and back up again. Increase the feeling even more. You may want to start counting from 1 to 10, raising the feeling of confidence in your body with each number.

Now you are overflowing with confidence, and about to explode. What do you do? This is the clever part. What you need to do is think of an 'anchor'. The anchor is a physical gesture – anything from punching the air to giving your thigh a pinch.

You should perform this anchor when you are at the point of 'maximum confidence'. You should follow this process a few times to get the hang of it as well as make it more effective. What it will enable you to do is to trigger off that feeling of confidence whenever you want. So if you are going into an interview and need a boost of confidence it could simply be a case of pinching your thigh and bingo - in you go ready to conquer the world.

D Be your Own Hero

Apart from being a lot of fun this is a chance for people to rehearse undeveloped ability and fulfil their potential. You will need at least 2 people to perform this exercise.

Try to think of someone who has characteristics that you admire or wish you had. Your hero may be real, fictional, dead or alive. Think why you admire them. What are the specific qualities that you look up to?

Imagine how your hero might behave on a very simple level, for example how might they walk round a room. Try and emulate them. Once you have established how your hero moves think of a phrase that your hero might say. Take on the persona of your hero and have a chat with somebody. What would your hero say and how would they behave? Next think of a scenario from the past that did not go as well as you would have liked, for example a problem you experienced at work or at home, a struggle with learning or motivation. Working with a friend, play out the scenario as you remember it happening, including the negative outcome. What would you have liked to do differently? Re-enact the situation but this time as your hero. Focus on the superior human qualities that your character has, and let them dictate your reactions. Was the outcome positive this time? If so, enjoy the feeling of release as well as success. Then ask yourself whether you were just acting as your hero or if you were uncovering hidden attributes in your own personality. You will see that making a change is not so difficult, and that by acting as our heroes we can become more like them.

2 Do you sometimes feel that **the world carries on around you while barely acknowledging your existence?** (B, l. 1-2)

3 Everyone of us has, ... **felt like we ruled the world.** (C, l. 1-2)

Discussion

5 In groups, discuss how successful you think the confidence-building exercises described in the article would be.

The Past tenses

Grammar Reference

1 Underline the correct tense, then identify them.

1 When I was younger **I always cycled / was always cycling** to work.
2 He **had been working / was working** for the company for eight years when I joined.
3 Alan **had already gone / already went** by the time I got to his house.
4 I **took / was taking** a shower when suddenly all the lights went out.

2 Complete the sentences.

1 He had been driving .....
2 She left .....
3 They were having lunch .....
4 He had called .....
5 She didn't know .....
6 Jane was heading for .....

3 Use the adverbs to make negative sentences using past tenses.

• before • until • last • ago • for

*She didn't make the beds **until** the kids had left for school.*

4 Continue the story.

Mary knew this was a special day.

'Used to' and 'Be used to'

5 a. Select A or B according to the stem sentence.

1 I used to eat a lot of chocolate;
   A giving up was certainly not easy.
   B I normally have around 6 bars a day.
2 I'm used to getting up early;
   A these days, however, I'm never up before 9.
   B I don't mind getting a 7am flight.

b. Which of the two stem sentences refers to a past habit, and which to something the writer is accustomed to?

'Would' for past events

6 a. Which of the underlined parts in the following sentences are incorrect? Why?

1 When I was a little boy, my dad would take me on fishing trips.
2 My grandmother would live in a small cottage in the countryside.
3 There was an older boy at school who would bully the other children.
4 When I was young, it would be very difficult to get a job.

b. Rewrite the incorrect sentences.

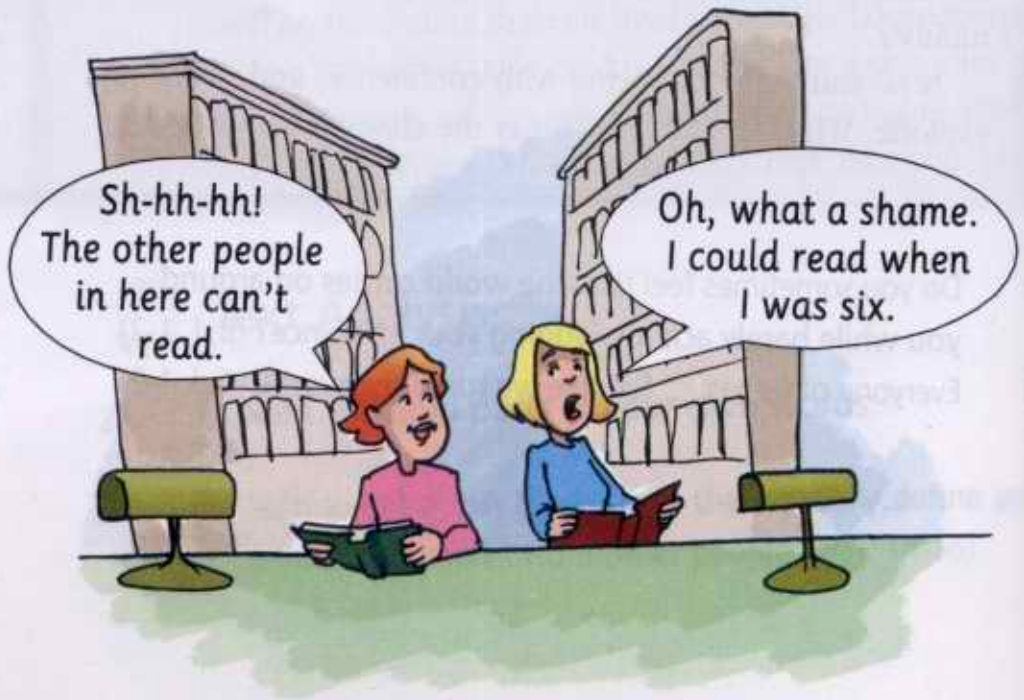
7 Complete the following sentences using the words in bold along with your own words.

1 *When I was a child, I used to play by the riverside* but the river is polluted now. **(used to)**
2 ..... and tell me stories about the various countries he had been to. **(would)**
3 ..... when there was a loud shriek from the garden. **(sitting)**
4 ..... the children were already asleep. **(by the time)**
5 When I started playing the guitar, John ..... **(already been)**
6 ....., so I don't mind working nightshifts. **(am used)**
7 It took me over three months ..... **(get used)**

8 Using the structures in the exercises above, talk about your life when you were at primary school. Discuss:

• your daily routine • your habits • happy memories

When I was at primary school, my mother used to wake me and my sister up at 7.30 every day, and then we would have a good hearty breakfast. We always ...



Register Transfer

9 In each pair of sentences, identify which sentence is formal and which is informal. Then, based on the information in sentence a, complete sentence b using no more than two words, using language of an appropriate register. Do not use words that occur in sentence a. There is an example.

1 a Sarah was unaware of the negative impression she had made on the interviewers.
  b "I don't think I *came across* badly at all."
2 a "We don't think there'll be any trouble during the demonstration."
  b The police were reported to have said that the demonstration ..... to be peaceful.
3 a Your appointment: TUE SEP 9, 16.00.
  b "I'm ..... the specialist next Tuesday at four."
4 a Symptoms include breathlessness and nausea.
  b "I can't breathe easily and I feel ..... ."
5 a "You see, I thought you meant something else."
  b She explained that she ..... my instructions.
6 a We very much want young people to come along.
  b The organisers are very ..... to attract a young audience.
7 a The committee reached a decision after three hours.
  b It took them simply ages to ..... their minds!

English in Use – Part 5

10 For questions 1 – 13, read the following advertisement. Based on the information in the advertisement, complete the informal letter that follows. The words you need do not occur in the advertisement. Use no more than two words in each gap. There is an example (0).

❑ FAMILY SEEKING RELIABLE YOUNG LADY TO LOOK AFTER 4 CHILDREN (AGED 5 – 14) FOR 2-MONTH SUMMER PERIOD AT SEASIDE RESORT OF SEAGULL BAY.

Duties: daytime supervision of all four children, swimming tuition, accompanying the children to riding lessons, organisation of excursions etc.

Requirements: minimum age 18, must be in possession of valid driving licence, have previous experience with infants, pre-teens and adolescents. Preference given to someone who has a good rapport with children, a basic knowledge of child psychology, and who is consistently reliable, flexible and able to show tolerance towards individuality.

Accommodation provided in desirable fully equipped seaside residence, attractive remuneration package. Two evenings free per week.

Apply with references to PO box 3145.

Dear Mary,

Hope you're doing ok with your exams – just keep in mind they'll soon be over and you'll have the whole summer to recover!

Anyway, I remember you said you were looking for something to do in your summer holidays – well I think I've found just the thing for you! I've just seen an ad in the local paper for someone to take 0) *care* of four kids for a 1) ..... months in the summer. The nice thing is that it's quite near us, so we might see something of you.

It doesn't sound too difficult – you'd have to be 2) ..... of the kids during the day, 3) ..... them how to swim, drive them around a bit, plan some day trips and 4) ..... – the swimming sounds right up your street! In fact altogether you sound just the sort of person they're looking for – for example, they want someone who's at 5) ..... eighteen, so you just fit into that category. Another plus is the fact that you've just passed your driving test. And of course the fact that you've 6) ..... with youngsters of all ages before. I know how well you 7) ..... with kids, and that you know a fair bit about how their minds work. And I could vouch for the fact that you're someone they could 8) ..... at all times, that you don't mind 9) ..... in with other people's lives and have a real talent for 10) ..... up with all kinds of unusual behaviour!

You'd 11) ..... in a lovely modern house right by the beach, and it sounds as if they'll 12) ..... quite well. And you could come and see us on your evenings 13) ..... .

Let me know if you're interested – I'd be more than happy to put in a good word for you!

Lots of love,
Auntie Wendy

Error Correction

11 a. Each of the following sentences contains an unnecessary auxiliary verb. Underline them.

1 It was some time before she did let them in.
2 He graduated in June 1987 and he had started work here in September the same year.
3 She said something which was sounded like a threat, and I didn't appreciate it.

b. Each of the following sentences contains an unnecessary pronoun. Underline them.

1 The person I most admire is someone I haven't known him for very long.
2 The person who he held this post before me had a reputation for poor timekeeping and he had been reprimanded several times.
3 He insisted that the car it had been sold, but I was certain it hadn't.

c. Each of the following sentences contains an unnecessary relative pronoun. Underline them.

1 Those of you who attended the Friday seminar who are quite lucky, since those who didn't will have to do so on Sunday.
2 Paris, which also known as the city of light, is a place where many modern jazz musicians come from.
3 Fran's excuse which was quite silly; nobody could believe that her assistant, who has worked here for 20 years, could have made such a stupid mistake.

English in Use – Part 3 – Unnecessary words

12 In most of the lines in the following text, there is an unnecessary word. For questions 1-16, find the unnecessary words and write them on the lines provided. If you think a line contains no unnecessary words, put a tick (✓) next to it.

STRATEGY POINT

This is the second of the two possible formats of the CAE error correction exercise (Paper 3, Part 3). Apart from the mistakes you found in Ex. 11, some other mistakes might involve

- articles: *Knowing he had arrived safely made me <u>the</u> happier.*
- quantifiers ('all', 'some', 'many' etc.): *Out of 24 members, <u>all</u> 19 voted for Robson.*
- prepositions: *He phoned <u>to</u> him to tell him the news.*
- adverbs: *By the time they got to him, the old man had <u>completely</u> died.*

What is a true friend? In the reality there are very few about. There is no shortage of acquaintances, who you may meet them at some function or who are friends of friends and with whom you have a keenly superficial relationship. You may have been taken an occasional coffee with an acquaintance and you discussed the weather or the most latest sports results, but basically their life is a closed book to you. A friend, on the other hand, is therefore someone who shares your life – as the good times and the bad. A friend can bare his inner feelings to you, and will support you how unconditionally through thick and thin. A friend looks out over for you and guides you away from the dangers of paths when you think are clear and bright. And that you can rely on a friend to tell you the truth, even if it's not always fully pleasant. There is no envy and there are no such hidden agendas between friends. True friends are hard to find, and are worth holding on to. They are worth more than gold.

0 *the*
00 ✓
1 .....
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14 .....
15 .....
16 .....

English in Use – Part 2

13 Fill the gaps using ***one*** word.

Shakespeare's Legacy

Today, 0) *despite* a whole industry out 1) ..... prove he didn't pen all his works, Shakespeare's poetry and plays remain 2) ..... most read and studied in the world. His seemingly inexhaustible stream of words have infiltrated every dictionary, he has inspired generations of writers, and there is a theatre (The Globe) and 3) ..... a theatre company (The Royal Shakespeare Company) devoted 4) ..... putting on his plays year after year. A more unlikely tribute is that Shakespeare is the 5) ..... filmed author ever. A massive 309 films are based 6) ..... his masterpieces, and top actors consider playing such mighty roles 7) ..... honour. But Shakespeare's legacy is not 8) ..... much revealed in his big productions as in the 9) ..... he spoke to the masses. 10) ..... the surface he wrote for the working classes, while ensuring 11) ..... intelligent parodies and controversial political statements were included that 12) ..... touch the upper classes. He questioned society's wrongs and his messages were clear. Perhaps the main reason 13) ..... Shakespeare lives on 14) ..... that the subjects he tackled, 15) ..... class warfare, prejudice and male chauvinism, remain relevant.

14 For questions 1-15, select the most appropriate word (A, B, C or D) to complete each gap.

PEER PRESSURE

One of the **0)** ...***B***... influences on children today is that of their peers. What their classmates think, how they dress and how they act in class and out of it **1)** ..... the behaviour of nearly every child at school. In their **2)** ..... not to be different, some children go so **3)** ..... as to hide their intelligence and ability in case they are made **4)** ..... of. Generally, children do not want to stand out from the **5)** ..... . They want to **6)** ..... in, to be accepted. In psychological **7)** ..... the importance of peer pressure cannot be overemphasised. There is a lot of evidence that it has great **8)** ..... on all aspects of children's lives, from the clothes they wear, the music they listen to and their **9)** ..... to study to their ambitions in life, their relationships and their **10)** ..... of self-worth. However, as children grow up into adolescents, individuality becomes more acceptable, **11)** ..... even, and in their **12)** ..... for their own personal style, the teenager and young adult will begin to experiment and be more willing to **13)** ..... the risk of rejection by the group. Concern about intellectual prowess and **14)** ..... good exam results can dominate as the atmosphere of competition develops and worries about the future **15)** ..... any fears of appearing too brainy.

0	A	hardest	B	strongest	C	heaviest	D	fattest
1	A	affect	B	result	C	impress	D	vary
2	A	actions	B	steps	C	measures	D	efforts
3	A	long	B	distant	C	far	D	much
4	A	joke	B	laugh	C	fun	D	ridicule
5	A	party	B	crowd	C	circle	D	band
6	A	set	B	fall	C	get	D	fit
7	A	terms	B	words	C	points	D	means
8	A	running	B	bearing	C	meaning	D	standing
9	A	opinion	B	view	C	attitude	D	consideration
10	A	reaction	B	sense	C	impression	D	awareness
11	A	desirable	B	bearable	C	tolerable	D	likeable
12	A	hunt	B	chase	C	course	D	search
13	A	carry	B	run	C	bring	D	cope
14	A	succeeding	B	achieving	C	earning	D	winning
15	A	overthrow	B	overflow	C	overbalance	D	override

Writing: Articles

Articles are written for newspapers, magazines, newsletters, etc, and use a variety of styles.

In general, an article should contain:

- a suitable eye-catching title, followed by an introduction which makes the reader want to read more. Techniques for attracting the reader's attention include using:
  - direct address *(e.g. If you need help with your studies, look no further.)*
  - a rhetorical question *(e.g. How often do you think about where our food comes from?)*
  - background information *(e.g. In recent months, we have heard a great deal about ...)*
- A main body, in which you write about the main points in the rubric.
  - You should start a new paragraph for each point.
  - Each paragraph should begin with a topic sentence, followed by explanation(s) or example(s).
- A conclusion, in which you can summarise the main points or re-state your opinion.

The style of writing should be appropriate for the target reader (which in this case is determined by the type of publication).

Most articles are a blend of different types of writing. For example, an article *describing a journey you have made* is clearly **narrative**. However, **descriptive** writing will also be used to describe *the scenery, your feelings, atmosphere*, etc. If the rubric also includes instructions to ... *say what you learned from the experience*, then you will need to use **discursive** writing as well.

Interpreting the Rubric

1 **Read the rubrics below, underline the key words and phrases and, for each one, discuss the questions that follow.**

A You have decided to write an article, to be sent to your college newsletter, in which you write your response to an announcement you have read. Read the announcement , below, as well as the notes you have made on the subject. Then, using this information, write your article for the newsletter. Your article should examine both sides of the issue and give views on the issues raised.

Lonely - or just Alone?

Living alone is certainly something which people have strong feelings about. Some people feel that it is the only way to live and that it does you good. Others, however, are less enthusiastic, claiming that it is not healthy or natural. I can't help thinking that both sides have got a point. What do you think? We'd like to read (and possibly publish) your articles on the subject.

Notes for article

In favour of living alone

- free to do what you want
- teaches you self-reliance
- Other??? .....

Against living alone

- can be lonely
- can be dangerous
- Other??? .....

B A youth magazine regularly features articles written by readers. You have decided to submit an article for a forthcoming special edition entitled 'The Best of Friends'. In your article, you should describe what qualities you look for in a friend. You can, if you wish, mention examples of people you know.

C A magazine for students of English has asked its readers to send in articles about an interesting or unusual experience they have had while they were with other family members. In your article, you should describe the experience in detail and say how it would have been different if it had happened when you were alone or with friends.

1 Will you use mainly discursive, narrative or descriptive writing?
2 What is your reason for writing?
3 What points will you write about in your main body?
4 Who are the target readers? What style is appropriate?
5 What would be a suitable title for your article?

Narrative Writing

Narrative writing is used when we want *to describe a series of events*. This can be in the present *(e.g. describe what **happens** at a wedding in your country)* or in the past, *(e.g. describe a wedding that you **attended**)*.

Characteristics of narrative writing include:

- An introduction which sets the scene *(e.g. Who or what is/was involved, where when or why the events happen(ed), what happens/happened before the main events, etc)*
- Correct use of tenses to link the main events *(e.g. Once the invitations **have/had been sent out**, the preparations **begin/began**).*
- Use of appropriate time words and phrases *(e.g. when, once, after, etc)*
- Describing feelings *(e.g. Most people are usually very **nervous** at this point; **Terrified**, I opened the door, etc)*
- Mentioning the senses *(e.g. the **repetitive beat of music** could be heard from the café next door; the **smell of freshly cut flowers** fills the room, etc)*

2 Read the rubric below, underline the key words/ phrases and answer the questions that follow.

You belong to an English Club which publishes a monthly newsletter for its members. In the next issue, they will be printing articles from readers on the theme, 'Going it Alone'. Write an article for the newsletter describing an experience you had when you were on your own and saying what was special about it.

1 What experience could you write about?
2 How would you set the scene?
3 Which tenses would you use?
4 Suggest time words/phrases that you could use.
5 Which expressions could you use to describe your feelings?
6 How could you include references to the senses?

Analysing a Narrative Article

3 a. Read the model and choose the most appropriate words/phrases in bold.

Going it Alone

When my friend, Gary, and I **1) had first talked / were first talking** about going to watch our local football club in an important cup match, Gary had been as enthusiastic as I was. When the day **2) was coming / came**, however, he was obviously having second thoughts, but I was so excited about the prospect of seeing my heroes play that I decided to go alone.

This, as it turned out, was a good move. **3) When / During** I got to the stadium, I found that there were very few seats left. With over an hour to go **4) while / before** the start of the match, I thought it might be worth trying to find somewhere to sit near the front. There, to my delight, was one solitary empty seat, right behind the goal. As I sat there looking around at the colourful banners and **5) listening / listened** to the singing, I couldn't help thinking how lucky I **6) am / was**.

7) After / Once the kick-off, it was impossible not to get caught up in the excitement especially when, early on in the first half, the opponents had a goal disallowed. By half time, with the score at 0-0, I was shaking with nerves. When we scored one minute from the end, everyone went wild. **8) Within seconds / By the time** the final whistle blew, and a huge roar went up in the crowd. I was so delighted that I had completely forgotten that I was on my own.

On the return journey, as I sat on the train smiling happily to myself, I can honestly say that nothing else mattered except that my team **9) had won / won** and I had seen it with my own eyes. Gary **10) was going to be / was being** very jealous when I told him all about it!

b. Number the points listed below in the order in which they appear in the model. Then say what other information is given in each paragraph.

The return home. ☐ The match itself. ☐
Who/What was involved. ☐ Arriving at the stadium. ☐

c. Find examples of: *past tenses, time words/phrases, description of feelings, references to the senses*

4 a. Match the situations (1-4) below to the feelings (a-d). Then make sentences, as in the example.

A	B
1 you have some good news	a angry, furious
2 you have some bad news	b delighted, over the moon
3 sb does sth you don't like	c nervous, apprehensive
4 you think sth bad might happen	d depressed, despondent

1 – b When we heard that we had won, we were delighted.

b. How could you use the senses (sight, hearing, etc) in the situations above? Use the prompts.

• shouting • cheering • clapping • booing
• laughter • loud crash • smell of burning
• dark clouds • bright sunshine • shaking fists
• angry stare • strange noise • jostling crowds
• blistering heat • cold rain

The taxi driver started shouting and shaking his fist. Then there was a loud crash.

5 a. Match items from the two columns to make sentences for a ***past tense description*** of an event.

A

1 ☐ By the time I
2 ☐ It was **not until** the evening
3 ☐ **Hardly** had we got inside the stadium **when**
4 ☐ **Had I known** what was involved, I would never
5 ☐ **While** I was getting ready, I
6 ☐ **Immediately afterwards,** I felt
7 ☐ **Within seconds**, we were
8 ☐ **Almost immediately**, the organisers

B

a a warm glow of happiness.
b announced that the main act had been cancelled.
c noticed that the tickets were no longer in my rucksack.
d surrounded by photographers.
e the heavens opened and we all got soaked.
f that things started to liven up a little.
g got there, the service was nearly over.
h have chosen to go there.

b. Use the words in bold to write a description of an event you attended. Include references to feelings and senses.

Descriptive Writing

All articles contain some descriptive writing. You may have to describe *people, places, objects, changes, your feelings, etc.* In your writing, you should use a variety of vocabulary, such as:

- adjectives *(e.g. an extraordinary man, a picturesque village, etc)*
- adverbs *(e.g. I hurriedly packed a bag, we ran excitedly, etc)*
- verbs *(e.g. to cheer, to whisper, to dash, to gaze, to stroll, etc)*

6 Read the rubric below, underline the key words/ phrases and answer the questions that follow.

A magazine for English students is planning a feature entitled *'Personalities of the World'*. Readers have been asked to send articles about one famous person who they think is suitable. Write your article describing the person and saying what it is that makes them a great personality.

1 What do you have to include in your article?
2 Who could you write about?
3 What aspects of a person could make them a great personality?
4 Think about your target readers: what style of writing will they expect?
5 Suggest adjectives / adverbs / verbs you could use to describe the person.
6 Apart from descriptive writing, what other type(s) of writing will you use?

Analysing a Descriptive Article

7 a. Read and compare the two models. Discuss which model:

- has the most appropriate title
- has the most interesting introduction
- is repetitive
- has the most clearly defined paragraphs
- contains irrelevant information
- has an appropriate style for the target readers
- is written from the perspective of a fan and is too subjective
- contains a variety of adjectives and adverbs
- has the most effective conclusion
- is too short

A

DAVID BECKHAM
A Sporting Hero of our Times

How many people around the world can honestly say they have never heard of David Beckham? Both on and off the field, he attracts an enormous amount of publicity and has become an icon for the twenty-first century.

Firstly, of course, there are his incredible skills. There are very few players in the history of the game who have demonstrated such unbelievable ball control. As well as scoring some memorable goals himself, he has created an amazing number of tremendous goal-scoring opportunities.

However, Beckham is more than just an extraordinary footballer. He is as well known for his glamorous life-style as he is for his remarkable performances on the pitch. Most importantly, he is an inspiration for young people around the world who look up to him and want to follow in his footsteps.

It is for this ability to inspire young people that I think Beckham most deserves recognition. People relate to the fact that he is not perfect. For example, when he was sent off during a 1998 World Cup match, he came in for a great deal of criticism. This was a low point in his career but, in what was a major test of character, he overcame it and matured as a player so that he could lead his national side in 2002.

To sum up, David Beckham is not only among the best players in football, but is indisputably one of the leading personalities of our times.

B

Why I love David Beckham!

My favourite sport is football. One of my favourite football players ever is David Beckham. I think he's really cool and I watch him whenever I get the chance because he is such a good player. Why is David Beckham the best? I'll tell you.

Well, to start with, he's really good looking. All the girls love him and all the boys want to have his hairstyle. And to play football the way he does! What a dream!!! You should see the way he can bend a ball from a free kick. And he wears really cool clothes as well.

But he has made mistakes as well. When he was sent off in the World Cup match against Argentina, he was really stupid and England got knocked out, mainly because of his stupid mistake. Everyone was angry with him when he did that and he lost a lot of fans. But we forgave him in the end.

Beckham is a very rich man now. He has his name on a lot of things and he gets some money every time a thing is sold with his name on. He gets a lot of money from advertising as well and he is always on telly.

The last thing I want to say is that I will always love Beckham. He is the greatest.

b. Look back at model A and find examples of:

- descriptive adjectives and adverbs
- descriptive verbs
- narrative writing
- discursive writing

8 Replace the underlined words in each of the sentences below with those given. Then think of other synonyms of your own.

• hinted • depressed • polite
• peeped • profitable
• remarkably • tremendous

1 The manager is a very <u>nice</u> man.
polite (warm, friendly, courteous, pleasant, etc)
2 We had a very <u>good</u> day.
3 I was feeling <u>bad</u>.
4 The CD is <u>great</u>.
5 It was <u>really</u> good.
6 I <u>looked</u> into the room.
7 He <u>said</u> that we should give him some more money.

Discursive Writing

For serious articles, you will need to use discursive writing *(this is the same type of writing as you would use in a formal letter or an essay)*. In this type of writing, you need to include linking words and phrases as well as expressions which help you to:

Explain *(e.g. one reason for this is that...)*
Analyse *(e.g. one aspect of this problem involves ...)*
Suggest *(e.g. one solution would be to ...)*
Compare *(e.g. this is considerably more serious than ...)*
Contrast *(e.g. on the other hand, ...)*
Discursive writing can also appear in informal articles, where you will need to bring down the level of language.

9 a. Read the rubric and the reading input below and underline the key words/phrases.

Your college magazine has been running a regular column discussing the importance of relationships among students. The magazine has now asked for contributions from students who wish to give their own opinion. Read the extract from the latest article and the list of opinions that have been covered, on which you have added your own notes. Then, using this information, write your own article for the magazine.

We have covered the subject from a lot of angles and now it is time for you to have your say. In next month's magazine we hope to print articles from students. In your article, you should give your opinions on the different arguments we have heard. So, whatever your opinion, we want to hear it.
Articles must reach us by 6th Feb.

Good point

No. Activities should be organised by the college.

Opinions covered in recent issues

- *Having a good social life is an excellent way to cope with problems*
- *It is up to the individual student to make friends*
- *Students should focus on their studies, not on relationships*

Explain why this is wrong

b. Look back at the rubric and write ***T*** (for true) or ***F*** (for false) next to the statements below. Give reasons for your answers.

1 You should mention how having a good social life can help with problems. .....
2 You should make your article as light-hearted as possible. .....
3 You will use discursive writing in your article. .....
4 You should choose a title for your article. .....
5 You can use phrases from the reading input without paraphrasing them. .....
6 You will use mostly present tenses. .....

Analysing a Discursive Article

10 a. Work in pairs. Read the underlined topic sentences in the model on the next page and try to predict how each paragraph will continue. Scan the model and compare your answers.

b. Read the model and suggest alternatives to the words/phrases in italics.

c. Find examples in the model of explanation, suggestion and comparison. Then suggest an alternative beginning and ending.

Student Relationships

There have been a wide variety of opinions in these pages over recent months on different aspects of student relationships. ***Although*** many of the arguments have been interesting, I firmly believe that some of them have missed the point.

First of all, as far as I am concerned, if students have a good social life, then they will find it easier to deal with any difficulties that they may face with their studies. As we all know, talking to friends is often the best way of dealing with problems. This is ***particularly*** important for students who might be facing problems such as homesickness or depression. ***For this reason,*** students should be encouraged to socialise as much as possible.

On the subject of making friends, I do not agree that the individual student should be left to do this alone. I believe that colleges should also take the initiative and create a variety of clubs and societies for students to join. ***In this way,*** students would at least have a choice over how much they wanted to socialise.

Finally, I totally disagree with the viewpoint that students should be made to concentrate exclusively on their studies. While it is true that obtaining their degree is very important, there is more to student life than just books. ***In other words,*** students should have access to the full range of activities – academic, cultural and social – that are available to them.

To sum up, relationships are an important part of college life. It is sometimes hard to adapt to college life and it can be a lonely and unsettling time. This is why I feel strongly that college authorities should do everything in their power to make sure that students are given as much help as possible.

Discuss & Write

11 Look at the writing tasks below and, for each one, answer the questions that follow.

A You are on the welfare committee of your college and have been asked by the welfare officer to write an article for the college newsletter describing the work of the committee. Read the memo from the secretary, the extract from the college prospectus, on which you have made some notes, and some of the comments made by fellow students. Then use this information to write your article.

Memo

Could you write an article to go in the college newsletter? It's basically just to remind students that we're here and to tell them what we do, so we need it to be informative and friendly (we want students to feel they can come to us with their problems). Take a look at some of the comments we have received – they might give you some ideas.

Thanks

Free (and confidential)

The Student Welfare Committee

- Round-the-clock emergency telephone help-line
- We listen – whatever your problem
- Expert advice always available

Covers emotional, health and financial problems

Comments from students

- Thanks a million for the advice you gave me about my course work – I might have failed my first year if it hadn't been for you.
- I was very homesick when I first came here. The welfare people helped a lot.
- The counsellor I spoke to about my recent health scare was very sympathetic.
- I haven't used the help-line (so far!) but it's good to know it's there.

B A magazine for students of English is planning a feature on friendship, and readers have been asked to send in articles describing the relationship that they have with one of their friends. You have decided to write an article. Describe your friendship, saying what it is about the person that you like.

1 Is this mainly discursive, descriptive or narrative writing?
2 Who are the target readers?
3 How formal/informal does your writing need to be?
4 What title will you give your article? How could you attract the readers' attention with your beginning?
5 What information must you include in the main body?
6 What would be a suitable way to end your article?

12 Using the information you have learned in this unit, write one of the tasks you discussed in Ex. 11.

Growing Concerns

4

Lead-in

1 Look at the title of the unit. What does it mean? How are the pictures related to it?

2 a. Match the following newspaper headlines with the pictures above.

1 **CENTURY'S WORST DROUGHT HITS KENYA**

2 **HOUSEBREAKING REACHES RECORD HIGH**

3 **City Shelter Overflowing as Temperatures Drop Below Freezing**

4 **Schools Report:** Truancy Up by 20%

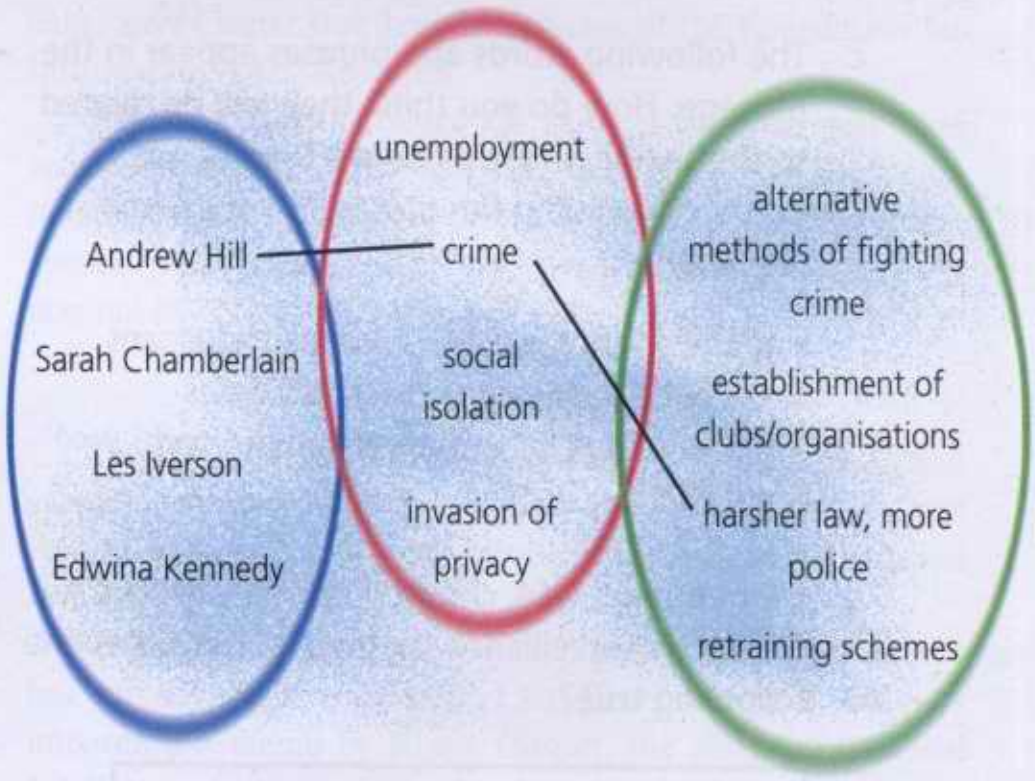
5 **LOCAL FIRM LAYS OFF 2000**

b. Work in groups.

- What do you imagine the content of each news report to be?
- Which do you consider to be the most serious?

A: Report 1 will probably deal with the current situation in Kenya – how long since it last rained etc.
B: Yes, it might also say which areas are the most affected and how many people are likely to feel the effects.
C: I think it might also suggest ways to make the situation better, like ...

3 a. Listen to four people answering the question *'What is your community's greatest problem?'* and match the people to the problems they mention and the solutions they suggest.



b. Do you agree with the solutions these people suggest? Why (not)? Discuss in pairs.

c. What is the most pressing problem in your community? What can the state, the local authorities and the public do to help solve it? Tell your partner.

4 Paraphrase the quotations below. Which do you agree with most? Why? Discuss in pairs.

'What makes equality such a difficult subject is that we only want it with our superiors.'
Henry Becque (French dramatist)

'Crime and bad lives are the measure of a state's failures.'
H.G. Wells (British novelist)

Reading – Parts 1/4

1 You are going to read a passage about ways in which the authorities monitor citizens' movements.

a. Look at the title and the headings of the passage. Why are they in the first person? Who is speaking? What kind of atmosphere is the writer trying to create? Discuss in pairs.

b. Look at the two statements below. Which one do you agree with more? Tell your partner.

"If you have nothing to hide, you have nothing to fear. In fact, I feel safe in the knowledge that somebody is keeping an eye on those criminals."

"I feel very uncomfortable knowing that somebody who doesn't know me is watching where I go for lunch and what I buy at the supermarket. Today they're watching for crime, but tomorrow they might be watching everything."

c. The following words and phrases appear in the passage. How do you think they will be related to the theme of the passage? Discuss with a partner, then scan the passage to see if you were right.

• anonymity and privacy • football hooligans
• number plate recognition • databases
• mobile phone network • electronic card transactions

d. For questions 1-14, choose from the answers A-E. Of which surveillance method or device is the following true?

A Face recognition software
B Automatic number plate recognition
C Trafficmaster
D Mobile phone location data
E Cash machine usage & electronic cash transaction data

1 It often makes mistakes. .....
2 It might be used for commercial purposes in the future. .....
3 It knows the exact place a person is when he/she uses it. .....
4 It has already contributed significantly to fighting crime. .....
5 Existing law does not allow the government to access its data. .....
6 It is more precise in densely populated areas. .....
7 It tries to trace a pre-determined number of suspects. .....
8 It compares the data it collects to other general data. .....
9 Its accuracy is subject to natural elements. .....
10 It returns data which is relatively unspecific. .....
11 Its users declare that they don't want to spy on the public. .....
12 It will become more exact in the near future. .....
13 It can only be used to monitor traffic. .....
14 Its use is particularly expensive. .....

I CAN SEE YOU.

The police and local authorities are using technology to keep a close watch on our every move. S.A. Mathieson looks behind the scenes ...

As you go about your business today, you may think you enjoy relative anonymity and privacy. Not so. In fact, Britain's virtual curtains are twitching as never before. Along with the government's acquired abilities to track its citizens as they move about the Internet through the Regulation of Investigatory Powers Act, computerisation means we can also be tracked in the material world. Moreover, it can be done cheaply, with increasing accuracy and almost invisibly.

I've seen your face before ...

In 1998, the London borough of Newham connected the US firm Visionics' software to cameras covering one shopping area, and this year will extend the system to its fifth. With the face-recognition software, Newham has decreased crime rates relative to other boroughs, achieving a dramatic drop in street robberies and burglaries.

The system tries to match faces on Newham's cameras to a 'watch list' of between 100 and 150 active criminals, chosen by a Metropolitan Police committee. The software shows probable matches to a Newham employee who decides if the match is valid and whether or not to contact the police.

Business is booming. Visionics has tried the system with a watch list of known football hooligans - at a West Ham match against Manchester United in January last year. Other local authorities are also considering the system, which costs from £15,000 to scan a single camera feed and uses standard surveillance cameras.

I know your number ...

Automatic number plate recognition (ANPR) arrived in the UK in 1997, when the City of London police installed cameras that scan the plates of every vehicle entering and leaving the Square Mile. A police spokesperson says: "We're not interested in monitoring people's movements; we just want to provide them with a safe environment."

Unlike Newham's controlled watch list, ANPR checks plates against live databases: Avon & Somerset's vehicle-mounted system refers to a local list, the police national computer in Hendon and the Driver and Vehicle Licensing Agency in Swansea. Data protection rules prohibit building general databases, so these systems don't retain computerised data. They simply alert police if they read a suspected vehicle's plate.

The traffic information provider, Trafficmaster plc, owns a far more widespread plate-reading system, with 8,000 cameras on trunk roads to monitor traffic speeds (its motorway cameras use a different system). The cameras cut the first two and last digits off your plate, and transmit the remainder to Trafficmaster's headquarters in Milton Keynes. By watching for the same partial plate number further up the road, the firm gauges traffic speed.

However, Trafficmaster says its cameras misread about one plate in four - good enough for traffic speeds, but not for criminal investigations. In addition, Trafficmaster's licence prohibits it from cross-referencing the number plates.

I know where you are ...

Ian Brown, a researcher in computer security at University College, London, points to an even simpler way to track citizens: examining location data sent out by mobile telephones. When switched on, each unit transmits its identity. Base stations within range reply, the phone logs on to one of those stations, the call strength indicator on the mobile goes up and you can make and receive calls. But, as a result, your network always knows roughly where you are.

BT Cellnet already uses base-station data to provide traffic news, and believes it is accurate to 100 metres in cities, although that accuracy falls in the countryside because of the smaller numbers of base stations. "If we were required to give evidence in court, we would only be able to say the person was within 35 kilometres of a given location," says John Cross, head of network security for the firm. That is because mobile phones will not necessarily log on to their nearest base station. Weather conditions, local topography and cell congestion mean a phone may connect to a base station further afield.

But the data will soon become more accurate. Third-generation mobile phones will increase location accuracy to within tens of metres worldwide, using satellite-based global positioning system (GPS) technology. You could find yourself getting text messages advertising shops you are passing. Meanwhile, your network will be keeping extremely accurate tabs on you.

I know how much you spend ...

Banks too have location data, and they will pass it on under order. Cash machine usage and electronic card transactions let a bank locate you – or at least your card – with precision at the time of transaction.

As with the mobile phone networks, the location information is invisible to call-centre operators. Martin Whitehead, head of information security for Co-operative Bank, says he follows a 'need-to-know' policy: about a dozen people have access to the exact time and location of cash-machine transactions. However, he and other bankers are concerned about the social security fraud bill going through the House of Lords. This could grant the Department of Social Security (DSS) and its local authority agents wide-ranging access to bank records.

"It won't include people's names, but it may have identifying data," says Caspar Bowden, the director of the Foundation for Information Policy Research.

Whitehead says he fears the worst if the DSS gets wide access. "We've been the subject of fishing expeditions (wide-ranging 'trawls' for data) from the DSS and local government agents," he says, adding that the bank has refused access - but may not be able to under this bill.

I'll see you again soon ...

The UK has the physical infrastructure for near-Orwellian surveillance. It is only laws such as the 1984 and 1998 Data Protection Acts that stop this infrastructure being used to its full invasive capacity.

Collecting and cross-referencing population-wide intelligence has already been suggested. Last December, *The Observer* uncovered a memo by Roger Gaspar, the National Criminal Intelligence Service's deputy head, saying the government could retain the details of every phone call made, every email sent, and every web-page viewed - for seven years.

The government said it had no plans to implement this scheme. But with the political parties scuffling to appear toughest on crime, how long before such generalised, cross-referenced surveillance is mooted for the material world?

Vocabulary Practice

2 Match the highlighted words in the passage with their synonyms below.

• follow • forbid • flourishing • gauge
• intrusive • representative • accuracy

3 Go through the passage again and find at least three words/phrases connected with the idea of watching somebody.

Discussion

4 Which of these forms of surveillance seems the most scary to you? Discuss in groups.

Language Focus

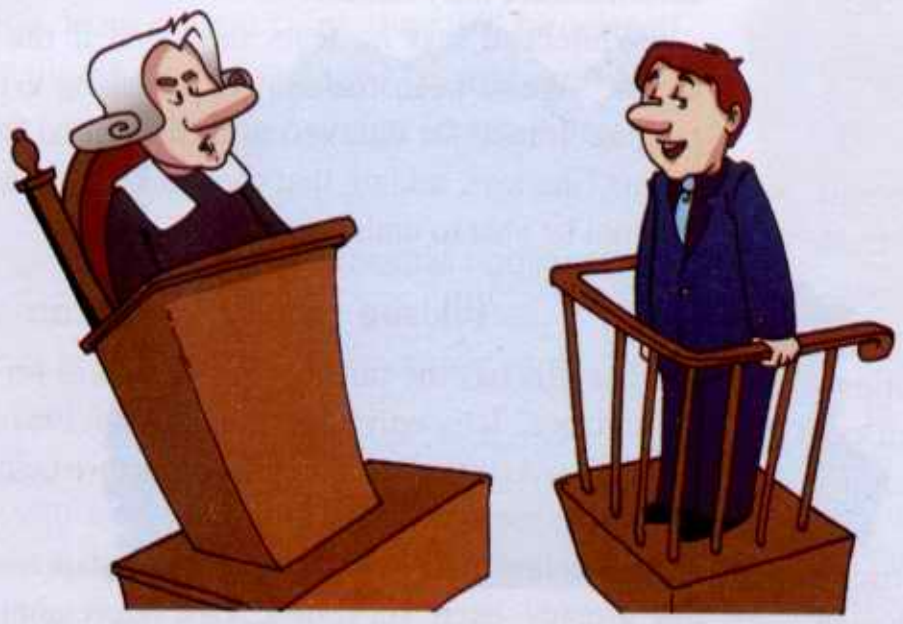
It's a Crime

1 a. Match the words with their meanings

A		B	
1	murder	a	planning and causing the death of sb
2	embezzlement	b	stealing money from the company where you work
3	jaywalking	c	destruction of public property
4	manslaughter	d	leaving rubbish in a public place
5	vandalism	e	publishing lies about sb
6	littering	f	gaining money through dishonest means
7	fraud	g	unintentionally causing sb's death
8	slander	h	crossing the street in the wrong place
9	loitering with intent	i	remaining in a public place without an obvious reason
10	mugging	j	holding sb against their will in order to gain sth
11	libel	k	illegally entering sb's property
12	kidnapping	l	robbing sb in the street
13	trespassing	m	publicly lying about sb

b. In pairs, discuss the seriousness of the crimes above.

A: I feel that ... is the most serious by far because ...
B: Really? Actually I think ... is even more serious because ... etc



"Do you have a lawyer?"
"No."
"This is a serious case. Do you wish me to grant you legal aid for a lawyer?"
"Never mind a lawyer. Just get me a couple of witnesses."

Workers in the Legal System

2 Using a dictionary if necessary, say what the following people do. Then, use the words in your own sentences.

1	judge	5	solicitor
2	prosecutor	6	barrister
3	constable	7	Justice of the Peace
4	probation officer	8	juror

1 • *A judge is a legal professional who presides over a court of law.*
• *The judge sentenced him to two months in prison.*

A Fitting Punishment

3 a. Using a dictionary if necessary, complete the sentences by filling in the gaps with words and phrases from below.

• revocation of a privilege (eg driver's licence, hunting permit) • prison term
• probation • court warning
• parole • capital punishment
• community service • fine

1 Because she was a minor without a prior record, the young teenager was let off with a .....
2 The US is one of the last countries in the Western world which still imposes ..... for murder.
3 Considering his long criminal history, the judge sentenced the thief to a 10-year .....
4 Due to good behaviour, the inmate was released on ..... after having served only a third of his sentence.
5 Many say that imposing a ..... on people who speed is an inadequate form of punishment.
6 The actor was ordered to do sixty hours of ..... after being arrested for fighting in a public place.
7 It is forbidden for those on ..... to leave their city or county of residence.
8 ..... is effective in that it restricts your right to do something that you normally take for granted.

b. You be the judge. With a partner, discuss which punishment from Ex. 3a would be suitable for each of the crimes from Ex. 1a, as in the example.

A: I think that if someone is found guilty of murder they should be sentenced to a very long prison term.
B: I agree. I think they should be imprisoned for life.

Charity

4 a. Look at the logos of some British charitable organisations. Can you guess what each one does?

A

B

C

D

E

F

b. Below are extracts from each charitable organisation's mission statement. Match each extract to a logo, saying what words/phrases helped you decide. Then fill in the gaps with the words given.

• represented • pressure • committed • potential • leading
• vision • charities • authorities • aim • suffered

1 one of the UK's biggest and most diverse 1) ..... . We provide over 60 different services for over 2 million people with serious sight problems throughout the

2 is the largest international network of environmental groups in the world, 2) ..... in 68 countries, and one of the leading environmental 3) ..... groups in the UK.

3 believe wildlife belongs in the wild and we are 4) ..... to the conservation of rare species in their natural habitat, and the phasing out of traditional zoos.

4 the 5) ..... authority on ageing-related issues. We are a federation of over 400 independent charities with a shared name and a shared 6) ..... to making later life fulfilling, enjoyable and productive.

5 the world's largest independent humanitarian organisation. We work with local communities overseas to help them prepare for 7) ..... disasters and emergencies, while assisting local 8) ..... in dealing with the aftermath

6 We 9) ..... to improve the lives and prospects of young people who have 10) ..... hardships, difficulties or disadvantages of some kind.

c. Are there similar organisations in your country? What do they do? How important is their work? Discuss in groups.

Words often Confused

5 Underline the correct word.

1 The company's plans to build a new factory in the area **(produced / developed / raised / originated)** a very strong reaction from the public.
2 The plans for the new shelter were abandoned because a **(right / due / suitable / valid)** location could not be found.
3 He is known to **(order / run / control / handle)** challenges at work with unique professionalism.
4 Maria's boss told her that personal items such as photographs should be **(covered / packed / kept / held)** out of sight.
5 There has been a dramatic **(change / turn / switch / swing)** in the public's attitude towards borrowing from banks.
6 The witness said that he heard two shots being **(thrown / aimed / pulled / fired)** before seeing two men running down the street.
7 Ted went to the police and handed in the money he found in the street; honest people like him are a **(scarcity / unavailability / rarity / shortage)** nowadays.
8 The board held a meeting to discuss the future **(way / line / plan / direction)** of the organisation.
9 Vegetable fats, **(though / yet / even / still)** not as harmful as animal fats, can nevertheless result in gaining weight.
10 If you take regular exercise, your body **(practises / serves / functions / exercises)** more effectively.

6 Make collocations by completing the phrases with verbs from the list,then make sentences using the phrases.

• do • pass • break • make • take • reach
• pay • serve • lay • commit • plead • give

1 ..... out of prison; 2 ..... / ..... a stand on/against sth; 3 ..... an arrest; 4 ..... for one's crime; 5 ..... amends for; 6 ..... one's bit; 7 ..... the blame; 8 ..... a fine/ penalty; 9 ..... / ..... a law; 10 ..... down the law; 11 ..... / ..... time in prison; 12 ..... sb with a warrant; 13 ..... a crime; 14 ..... guilty; 15 ..... a verdict; 16 ..... evidence

Idioms

7 a. Match items from the two columns to form idioms. In pairs, guess what the idioms might mean. Do you have similar idioms in your language?

A	B
foot the	of society
on the fringes	begins at home
take the law into	killing on sth
kill two birds	with one stone
throw oneself on	bill for sth
bridge the	the mercy of the court
the law of	generation gap
rob Peter	one's own hands
make a	to pay Paul
charity	the jungle

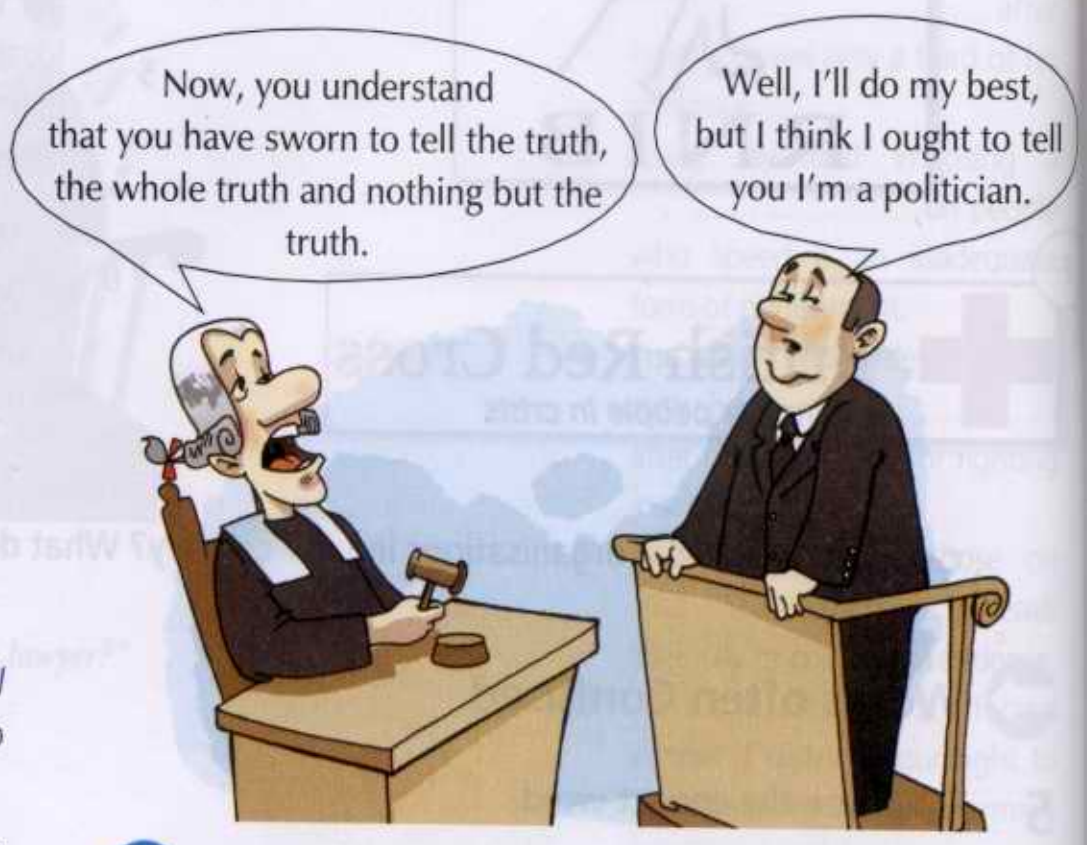
b. Now, using the idioms from Ex. 7a in their correct form, complete the sentences below.

1 As usual, we the taxpayers will end up *footing the bill for* the new animal shelter that the government is so busy boasting about.
2 Soon after the thief .... selling his stolen goods, he was arrested for robbing the computer shop.
3 Why not ..... and have unemployed people plant trees in areas that have been devastated by fire?
4 In many inner-city areas, ... prevails. The police have little or no control.
5 Vagrants, being both homeless and jobless, live .....
6 My grandad never contributed to international aid groups. He always said that .... and that England had enough poor people of its own to help.
7 Many Third World countries are borrowing from the World Bank to pay off their national debts; to my mind simply a case of .....
8 My community is attempting to .... by having its youth group members put on shows at the local retirement home.
9 Knowing that his guilt was obvious, the young delinquent ....., hoping for a lighter sentence.
10 Despite his rage at being assaulted by his employer, the victim did not ..... but waited patiently for the outcome of the trial.

Collocations

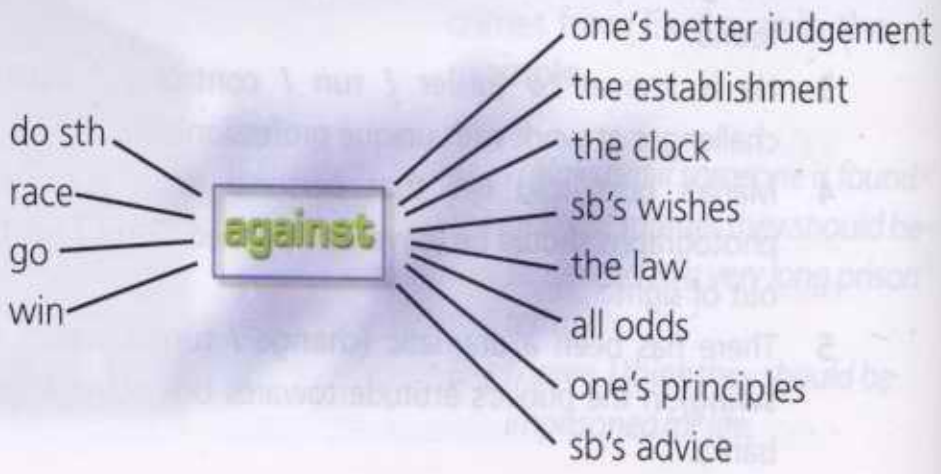
8 In each set, one of the three words in bold does not collocate. Identify it. Now, use the correct collocations in sentences.

1 legal **representative / guide / advisor**
2 court **case / order / discussion**
3 military / international / native **law**
4 police **power / record / inquiry**
5 life **sentence / jail / imprisonment**
6 capital / severe / heavy **punishment**



Fixed Phrases (phrases with *against*)

9 a. In pairs, match the verbs to the phrases with against. Then, discuss their meaning.



b. Ask and answer questions, as in the example.

A: Have you ever done anything that was against your better judgment?
B: Yes, when I was little. Some friends persuaded me to ... and I got caught and severely punished. What about you?
A: Yes, I have, too. When I was ... etc

Phrasal Verbs

Appendix 1

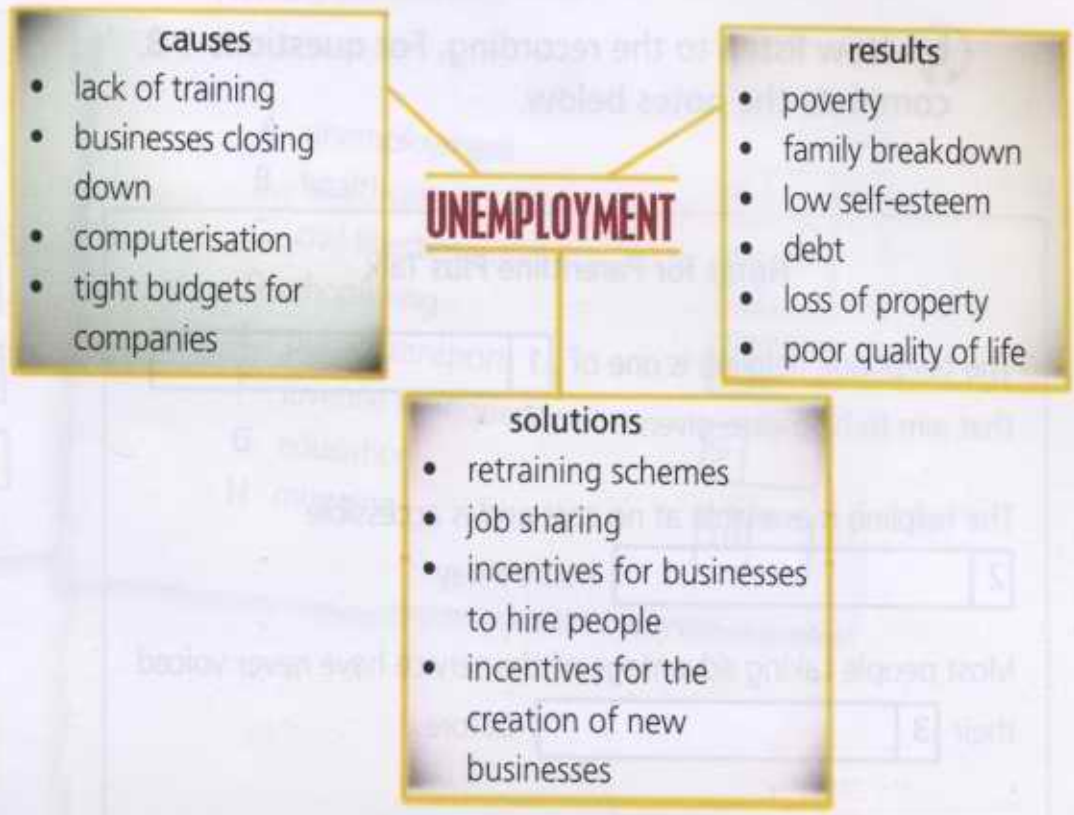
10 Fill in the gaps using a particle from the list. Then explain the meanings of the phrasal verbs.

• off • back • in • down • on • over • away • out

1 The human rights group is enraged that the prisoner has been **cut** *off* from his family and has been prohibited from speaking to a lawyer.
2 My sister, who is very highly qualified, took her employer to court for discrimination after being **passed** ..... for promotion three times.
3 'Sorry, but if I could just **cut** ..... . I really don't feel that simply giving money to poor farmers is an acceptable solution.'
4 The billionaire, a renowned philanthropist, left all his money to charity when he **passed** ..... .
5 The government's decision to **cut** ..... on funding for state-run clinics met with widespread disapproval.
6 The beggar **passed** ..... from hunger because he hadn't eaten for two days.
7 Please place your donation in the basket and **pass** it ..... .
8 The board of education's aim is to **cut** ..... on the number of days that students play truant.

Communication: Discussing Problems/ Offering Solutions

11 a. Look at the following spidergram. In pairs, add more items to each section. Using language from the box, discuss the problem of unemployment.



Discussing the Cause of a Problem	Discussing the Result of a Problem
• It's clearly/mostly down to ... • It's not so much a result of ... but rather of ... • It's partly/largely/entirely due to ... • I believe ... plays a great/small part as well. • I think ... has a lot to do with it. • In my view, ... is / are responsible for ... • A key factor is ... • The main reason is ... • I feel that ... is / are to blame. • The obvious culprit in this case is ...	• This (often / invariably / directly) leads to / causes / brings about ... • As a result, / consequence, ... • Inevitably, ...
	Suggesting Solutions • We / the government must / should ... • One way forward would be to ... • I feel there's something to be said for ... • A lot can be achieved by ... • If we / the government (don't) ... then ... • ... would (greatly) alleviate the situation.

A: I think unemployment is mostly down to so many businesses closing down, but another key factor is the lack of training among the unemployed.
B: You're right. People don't learn new skills and, as a consequence, it becomes very difficult for them to find a job. If we don't try to change that, then ...

b. Draw spidergrams like the one in Ex. 11a for the following issues, then discuss them in groups.

• homelessness • juvenile crime
• third-age loneliness

Listening – Part 1

1 a. You will hear a short talk about a volunteer helpline. Before you listen, go through the notes and, in pairs, predict what information is missing.

b. Now listen to the recording. For questions 1-8, complete the notes below.

Notes for Parentline Plus Talk

The telephone helpline is one of [1] _____ that aim to help care-givers.

The helpline is available at no cost and is accessible [2] _____ hours a day.

Most people taking advantage of the service have never voiced their [3] _____ before.

[4] _____ of experienced people form the foundation for helpline.

Parentline Plus is in need of male volunteers from non-English [5] _____.

Helpline operators must spend [6] _____ or more each week giving advice over the phone.

There are [7] _____ call centres situated outside of England's capital.

Parentline Plus publishes a [8] _____ containing information about their helpline.

c. How useful do you think this helpline is? Would you ever call a helpline? Why/Why not? Discuss in pairs.

Listening – Part 3

2 a. You will hear a radio discussion about the introduction of a new law. Before you listen, discuss the following questions.

1 What are the responsibilities of a driver?
2 What do you think are the main causes of road accidents?
3 How can road accidents be prevented?

b. Now listen to the recording. For questions 1-8, fill in the gaps with the missing information. Use a maximum of three words in each gap.

Steven points out that, according to [1] _____ approximately a third of accidents occur because of speeding.

Most crashes that involve bicycles or people on foot are caused by violations of the [2] _____ limit.

Andrew is generally opposed to [3] _____ when it comes to punishing drivers for speeding.

He argues that existing signs directing drivers to slow down to less than 30mph are [4] _____.

Stephen suggests that drivers should go to jail for [5] _____.

Andrew suggests that, rather than introducing new legislation, the [6] _____ should be improved.

Stephen states that the number of traffic police [7] _____ in the last ten years.

Andrew argues that, in order to sensitise drivers, the speed limits should be [8] _____.

c. Where do you stand in this debate? Should serious driving offences be punished with imprisonment? Discuss in pairs.

Listening – Part 4

Multiple-Matching Task

3 a. You will hear five people talking about social issues. Before you listen, look at the list of people in Task 1. What social issues do you think they might be particularly concerned about? Discuss in pairs.

b. Listen and do the two tasks.

Task1

For questions 1-5, match the extracts as you hear them with the people, listed A-H. There are three items you will not need.

A a politician	1
B a security officer	2
C an army officer	3
D a student	4
E a journalist	5
F an actor	
G a novelist	
H a doctor	

Task 2

For questions 6-10, match the extracts as you hear them with the topics, listed A-H. There are three items you will not need.

A unemployment	6
B healthcare	7
C civil liberties	8
D shoplifting	9
E public transport	10
F juvenile delinquency	
G education	
H mugging	

Speaking – Part 3: Evaluating

Helpers

Students A & B

4 Look at these pictures showing people who help others in different ways. Talk to each other about the type of help being given and why you think it is necessary. Then, decide which two play the most important role in the community. Use the language in the box to help you.

Useful language: Evaluating

- They all have a useful contribution to make, but perhaps X and Y are particularly important because ...
- I think that X plays a vital role because ...
- If there weren't any Xs, then ...
- In my opinion, X is of lesser importance to the community because ...

Speaking – Part 4

Students A & B

5 Discuss the following questions together.

1 Who has helped you most in your life?
2 What can we do in our daily lives to make our city/town a better place to live?
3 If there was a disaster in another country, how could you help?
4 What part can the elderly play in the family/community?

6 Listen to two candidates doing the speaking tasks above and compare their performance to that of your classmates. Assess your classmates in terms of:

- grammar and vocabulary • discourse management
- pronunciation • interactive communication

Everyday English

- Commiserating

7 In pairs, guess and say what the other speaker says.

a	What a pity!	d	I'm so sorry.
b	Bad luck!	e	That's awful.
c	Oh dear!		

A: John broke his leg and now he has to cancel his holiday.
B: What a pity!

Reading – Part 2

1 a. Look at the title of the passage. What is its significance, and why does the writer use it to talk about a day in a magistrates court? Discuss in pairs.

b. You will read an article about a day in a London magistrates court where minor offences are dealt with. Which of the following offences do you expect the court to deal with? Read quickly and check your answers.

• assault • traffic fine • attempted murder • mugging • shoplifting • driving whilst uninsured
• domestic violence • illegal gambling • manslaughter

2 a. Read the article. Six paragraphs have been removed. Choose which of the paragraphs (A-G) given on the opposite page fit into the gaps (1-6). There is one paragraph you do not need to use.

Judgement Day

*Magistrates courts hear more than 95% of criminal cases in Britain. **Blake Morrison** spends a day in the public gallery to witness a continuous flow of traffic offences and petty theft.*

A Tuesday morning in south London. Out past Sainsbury's and up some steps, there's a squat brick building that looks as though it means business. Half a dozen young men are lingering by the door. With their trainers, sweatshirts, track-suit bottoms and gleaming heads, they might have turned up for a game of five-a-side. But this is Bexley magistrates court, not a leisure centre, and the sporty young men have come to plead their guilt or innocence.

1	

The lad with 'One Nation' on his jacket is ushered into the dock. His crime, it turns out, is failing to pay a traffic fine of £250. Asked if there is anything he'd like to say in mitigation, he shrugs and mumbles, "I lost my job." He shuffles his feet and sighs, wanting this to be over. The magistrates, having conferred, order him to pay off the fine at the rate of £10 a week. He steps down. One-third of fines in Britain are never paid. This will probably be one of them.

2	

But it's all traffic: driving without due care and attention, driving a vehicle with faulty brakes or bald tyres, driving without a tax disc or MoT certificate or insurance. Especially the last. On the evidence of this court, no one in south London bothers with insurance. And though they plead guilty as charged, not one of them intended to get behind the wheel while uninsured, but did so only to help out a sick friend or an ancient relative or a woman in labour ...

3	

Courtroom drama? I'd find more drama in the multi-storey where my car is parked. But the last case before lunch is oddly gripping: a man who went through a red light. At 7.30 on a Sunday morning he's on his way to work when the car stalls as he is crossing a dual carriageway. This is highly dangerous, so when he manages to start the engine again he moves off to be safe; by this time, however, the lights ahead have turned red, and when he goes through them a policeman pulls him up. He thinks it was all a bit unfair: "I'm a train operator. My mind is totally red signals. I wouldn't jump them."

4	

In the shopping centre, during the lunch break, I pass the woman magistrate. I'm tempted to stop her so we can review the morning's cases together. But I decide that there's probably a law against it - some ancient statute about interfering with a magistrate in the course of his or her duty - and let her buy her sandwiches in peace.

5	

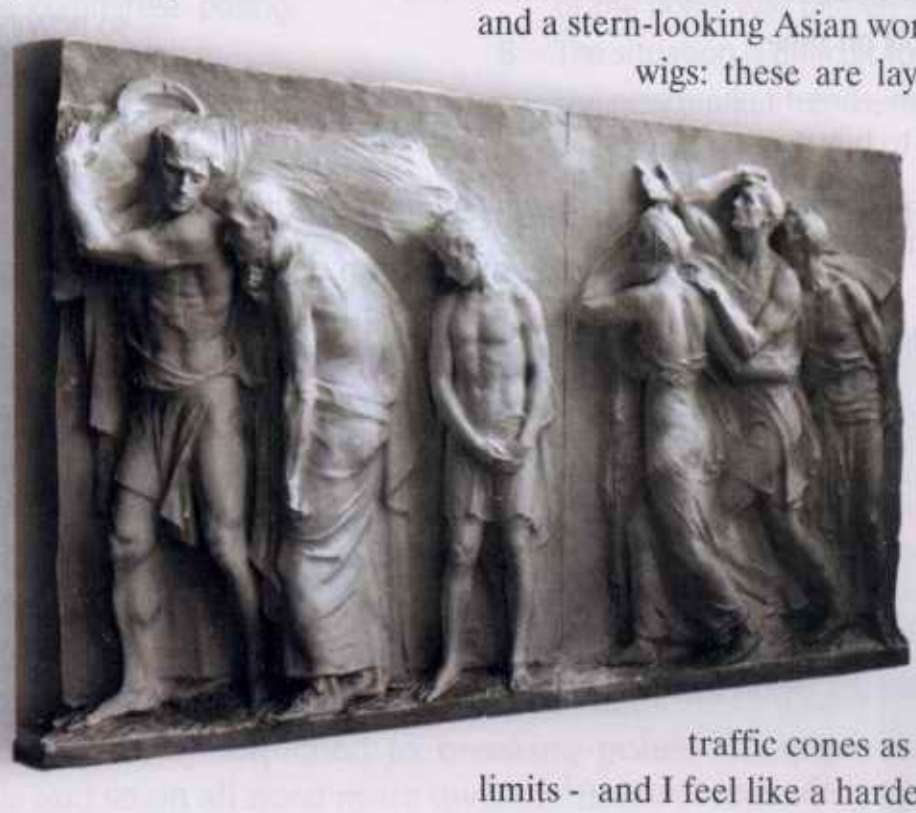
Back in court one, as the afternoon wears on, the traffic is more than traffic. The first female defendant of the day appears, charged with the theft of £60 worth of goods from Morrisons, a tricky case because the items were found about her person but she hadn't left the store. A little later, a man is charged with brandishing a 'bladed article' (a kitchen knife) in the street, though he says he used it only to clear the ice from his windscreen.

6	

By 4.30, everything's done. I wander out, relieved to climb off the conveyor belt of human weakness and misery. And yet there's something addictive about it, too. You find yourself caring about the fate of people you've never seen before and will never see again. The English magistrates court is the ultimate unedited soap, put out for free in every large town and with the same stock types - the thief, the drunk, the brawler, the roadhog - coming round time and again.

A Back at the courthouse I head for court three, where a district judge is sitting. I feel intrusive because the court is so tiny: the public gallery is a single row of chairs behind the two solicitors. It seems a trial should be under way soon – yippee! – but the defendant, disappointingly, isn't there. Even worse, the offences to which, in absentia, he's pleading not guilty, are traffic offences.

B Articulate and polite, he plays it perfectly. The magistrates are sympathetic, and one of them thinks he knows the road where the incident happened - "That's right, beyond the roundabout near McDonald's." They dock him the mandatory three points, but give him an absolute discharge. I feel like cheering and follow him out as though acquitted myself, my faith in British justice miraculously restored.



C My last image is of a barber from south London in his early twenties. He drove a car without insurance and doesn't have a licence. Along with his guilty plea, he has written a letter of apology to the court: a relative urgently needed his help, so he got behind the wheel, but he now deeply regrets it. A case-hardened professional judge would see him off in 30 seconds, but the three magistrates enjoy a wonderful performance and let him go with a modest fine. This is what people's justice is all about.

D At first, a few things are baffling to a fly on the wall like me. Why are defence solicitors usually young and Celtic in origin? Where did all those young female clerks of the court learn to be so bossy? Why are so many surnames misspelt and birthdates wrongly recorded? Where have all those missing documents got to? And when a man gives his address as a pub, is it sensible to remand him there?

E The wonder of courts like these is that anybody, for whatever motive, can drop in. I take my seat in the public gallery - three rows of wooden benches at the rear. The magistrates come in, two flush-faced chaps in their 50s and a stern-looking Asian woman of 35 or so. No robes or wigs: these are laymen dressed much like the rest of us.

F An early guilty plea is taken as a sign of 'good character' and usually rewarded with a lighter penalty. In fact, to judge by their solicitors' mitigatory eulogies, the men I'm seeing this morning are all pillars of the community. I look back on my own record - nicking those traffic cones as a teenager, exceeding speed limits - and I feel like a hardened criminal in comparison.

G I settle down for the next case, hoping for more action. Magistrates don't deal with rape and murder, of course; anything serious or complex is referred upward, for trial by judge and jury. Still, 96% to 98% of criminal cases in Britain are heard in courts like this one. Surely a mugging wouldn't be too much to ask.

b. Underline the parts of the article which helped you decide on the missing paragraphs, then compare with a partner.

Vocabulary Practice

3 With a partner, find at least five words/phrases in the article which are associated with courts and trials.

4 Explain the highlighted words in the text.

Text Analysis

5 What do the phrases in bold mean? Explain their use in the context of the article. Discuss in pairs.

1 ... a squat brick building that **looks as though it means business**. (before gap 1)

2 ... as the afternoon wears on, **the traffic is more than traffic**. (before gap 6)

3 ... to climb off **the conveyor belt of human weakness and misery**. (after gap 6)

4 ... he **plays it** perfectly. (paragraph B)

5 A case-hardened professional judge would **see him off** in 30 seconds ... (paragraph C)

6 ... the men I'm seeing this morning are all **pillars of the community**. (paragraph F)

7 Surely **a mugging wouldn't be too much to ask**. (paragraph G)

Discussion

6 In pairs, discuss what a typical day in Bexley magistrates court is like.

The Passive

Grammar Reference

1 **Turn the following from active into passive or vice versa.**

1 Which painting did they eventually choose?
.....
2 They'll change the arrangement again.
.....
3 Everyone knows that smoking is dangerous.
.....
4 She must pay this bill on time.
.....
5 He wasn't allowed to buy it.
.....
6 Will they be made to leave?
.....
7 I don't like people laughing at me.
.....
8 Don't let yourself be discouraged by her negative attitude.
.....
9 They made him show them his ID card.
.....
10 Someone has thrown the report away.
.....
11 Will they appoint him as the new chairman?
.....
12 The man is thought to have escaped through the window.
.....

2 **Fill in the correct preposition.**

1 The stadium was packed ..... excited fans.
2 Most people believe that the light bulb was invented ..... Thomas Edison.
3 The victim was probably stabbed ..... broken glass.
4 The window was broken ..... a brick thrown by a hooligan.
5 The machine can be operated ..... means of a console.
6 Blood pressure is measured ..... a sphygmomanometer.
7 The thief was eventually cornered ..... two policemen.
8 As he was climbing the cliff he was hit on the head ..... a falling rock.
9 The papers were stuck together ..... glue.
10 The boy's face was covered ..... mud.

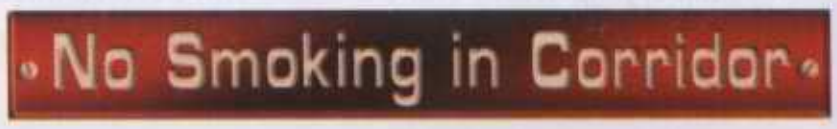
The Causative

Grammar Reference

3 **Use causative structures (along with your own words where necessary) to complete the sentences. There is an example.**

1 Once you *get him talking* about computers, he never stops.
2 We are ..... by the electrician.
3 He ....., so now he has to take the bus to work.
4 See if you ..... to lend us the money.
5 I normally have a party on my birthday, but ..... decorated.
6 I didn't recognise Jane; ..... and looks like a punk-rocker.
7 I don't think there's any chance of ..... . He's very stubborn.
8 We must ....., otherwise we won't be able to cut the grass.
9 Unless we ..... by this afternoon, we won't be able to watch the match.
10 What bad luck! That's the third time Joe ..... this year.

4 **Look at the newspaper headlines/signs below and expand them into full sentences using the passive.**



Smoking is prohibited in the corridor.

English in Use – Part 6

5 Choose from the phrases in the box to complete sentences 1 - 8. There is an example.

a	who, while trying to address	c	order to prove	e	attempt to prove	g	Although many
b	who tried to address	d	as to prove	f	However many	h	Despite many

1 ...*f*... objections the committee poses, one can be certain that the chairman will go ahead with his plan.
2 ..... members of the committee posed objections, the chairman went ahead with his plan.
3 ..... members of the committee posing objections, the chairman went ahead with his plan.
4 Al referred to some statistics in ..... his point.
5 In an ..... his point, Alfred referred to some statistics.
6 Alfred referred to some statistics so ..... his point.
7 The board member ..... the inadequacy of the policy was blithely dismissed.
8 The situation is difficult for the company ..... the new market trends, made some unwise investments.

6 For questions 1 to 6, read the following text and choose the best phrases to fill each gap from the list (A-J) given below. There are three phrases which do not fit in any gap. There is an example (0).

An ageing population

As medical science progresses, we are becoming an increasingly elderly society and, although living to a ripe old age can only be a good thing, it brings with it a large number of problems **0)** ...*J*... . One such problem is **1)** ..... is falling on a reduced percentage of the working population. The gradual but steady trend towards smaller families means a smaller number of people **2)** ..... . The services needed by the elderly are currently stretched to breaking point. Nursing homes, homecare, meals on wheels and so on all need more investment if we wish our elderly **3)** ..... . Young people today are encouraged to start saving with personal pension schemes as early as possible **4)** ..... , since it is predicted that state pension levels in the future will not be enough to guarantee a continuation of the lifestyle they have become accustomed to, but in the interim we still have to cope with an expanding older population **5)** ..... that the steps they had taken to guarantee an income for their later years **6)** ..... . Obviously, the pressure on public funds to subsidise this shortfall is enormous.

A	who are discovering too late	F	in their years of retirement
B	are unlikely to receive any pension at all	G	were not sufficient
C	to live as fulfilled and independent a life as possible	H	which they thought would be adequate
D	to pay for the requirements of an increasingly elderly population	I	to ensure an adequately financed retirement
E	that the burden of financing care for the elderly	J	that we have yet to deal with properly

Error Correction

7 In 7 of the 10 sentences that follow there is one spelling or punctuation mistake. Find the mistakes and correct them. Write the correct word in the space provided. If a line contains no mistakes, then put a tick (✓) in the space next to it.

1 Can you check the recipe and make sure we have all the ingredients. .....
2 I made several atemps to reach her by phone but was unsuccessful in doing so. .....
3 Even though italian food is quite delicious, you shouldn't eat too much because it is also fattening. .....
4 Animal rights activists are up in arms over the upcoming seal hunt. .....
5 My friend just bought this amazing machine that can brew coffee, toast bread, and make orange juice! .....
6 More recently companies have been requiring job applicants to have various computer skills. .....
7 The thief broke into the gallery and made off with a valuable painting. .....
8 All the hard work she put into studying has lead to her graduating with honours. .....
9 It's not neccessary to call before you stop by. .....
10 Instead of using gas, the buses in our city are electronicly powered. .....

English in Use – Part 1

8 For questions 1-15, select the most appropriate word (A, B, C or D) to complete each gap.

SOCIETY FOR THE PREVENTION OF CRUELTY TO ANIMALS

Mission Statement

We believe that animals have value **0)** ...*A*... economic measurement, and are **1)** ..... to legal, moral and ethical consideration and protection. Our mission is to act as an advocate on **2)** ..... of animals and as a **3)** ..... of their rights; to provide for the well-being of the animals that are abandoned, injured, **4)** ..... to unfair or cruel treatment, or otherwise in **5)** ..... ; to cultivate in the people of our community consideration for the animals whose world we share; and to **6)** ..... respect for all living **7)** ..... .

How YOU can help

Many of our programmes and services are **8)** ..... by our volunteers. If you love animals and enjoy working with them, WE NEED YOU!

Funds Volunteers work with the Fund Development Department on programmes and special events to **9)** ..... money to support our **10)** ..... for animals.

Mobile Adoption Through our Mobile Adoption Programme, volunteers help take animals to public sites throughout the community, **11)** ..... for the animals on site and help screen potential adopters to **12)** ..... that our pets are placed in caring and loving homes.

Pets For People Volunteers assist **13)** ..... citizens with choosing and adopting new companion pets.

Special Assignments There are often **14)** ..... term assignments that volunteers can help us with, such as research **15)** ..... , clerical assistance, graphic design work, etc.

0	A beyond	B far from	C outside	D ahead of
1	A permitted	B allowed	C entitled	D deserved
2	A side	B aid	C part	D behalf
3	A fighter	B defender	C keeper	D rescuer
4	A subjected	B suffered	C placed	D endured
5	A need	B essence	C necessity	D want
6	A infuse	B introduce	C promote	D campaign
7	A objects	B things	C souls	D bodies
8	A done	B run	C made	D given
9	A gather	B build up	C collect	D raise
10	A efforts	B tries	C attempts	D challenges
11	A look	B treat	C guard	D care
12	A assure	B insure	C ensure	D indicate
13	A old	B pensioner	C senior	D major
14	A short	B instant	C limited	D immediate
15	A jobs	B projects	C tasks	D duties

Word Formation

9 a. Complete the table by filling in the missing parts of speech.

PERSON NOUN	VERB	ADJECTIVE	ABSTRACT NOUN
_____	accept	.....	.....
.....	.....	.....	advice
.....	.....	suspicious	.....
_____	grow	.....	.....
.....	befriend	.....	.....
.....	volunteer	.....	_____

b. Add prefixes to the words to form opposites.

il-, un-, dis-, in-, im-

• common • flexible • movable • emotional
• pleased • probable • agreeable • patient
• legal • approachable

c. Add suffixes to the words to form adjectives.

-ial, - ive, -ual, -able, -ary, -ent

• read • president • persist • persuade
• attract • vision • residence • station

d. Now choose any six words from Exs. 9a, b and c and make up sentences to show their meaning.

English in Use – Part 4

10 Read the two texts that follow. Use the words in the boxes below each text to form words that fit in the same numbered spaces in the text. There is an example (0).

Little Moments. Big Magic.

Big Brothers Big Sisters is the nation's most 0) ***effective*** youth-service organization and has been in 1) ..... for nearly a century. Our service is dependent on our many 2) ..... volunteers. We have a proven track record for creating relationships which are 3) ..... for both adults and children.

Youth 4) ..... experts agree that, parents aside, children need additional caring adults in their lives. BBBS works closely with parents to match every child with a compatible and 5) ..... Big Brother or Big Sister.

Although potential 'Bigs' are screened and supervised to ensure that all relationships are safe and rewarding, the only real requirement is a 6) ..... to make and share in some fun with a new friend. Our volunteers consistently say that being a 7) ..... in BBBS is as enjoyable for them as it is for their 'Littles'.

0 EFFECT
1 OPERATE
2 VALUE
3 BENEFIT
4 DEVELOP
5 SUPPORT
6 WILL
7 PARTICIPATE

Amnesty International is a worldwide 8) ..... that works to promote recognised human rights.

Amnesty International's vision is a world in which every person, 9) ..... of nationality, enjoys all of the human rights enshrined in the Universal Declaration of Human Rights and other international human rights standards. Our mission is to undertake research and action 10) ..... focused on the prevention and 11) ..... of abuses of the rights to physical and mental integrity, freedom of conscience and expression, and freedom from discrimination, within the context of our work to promote all human rights.

Amnesty International has more than a million 12) ..... in over 140 countries and territories. Amnesty International is 13) ..... and independent of any government, political 14) ..... or religious creed. Our work is financed largely by subscriptions and donations from our worldwide 15) ..... .

8 MOVE
9 REGARD
10 SPECIFY
11 ELIMINATE
12 SUPPORT
13 PARTIAL
14 PERSUADE
15 MEMBER

Writing: Reports and Proposals

Reports and **proposals** are usually written to present information in formal situations. They are usually divided into sections. Each section is written as a paragraph, in the same way as other types of writing, but the sections are given headings.

You will be given a role *(e.g. You are the secretary of your local music club…)* and specific instructions as to what you should include *(e.g. Write a report outlining the activities held by the club in the last twelve months).*

Reports tend to be about past events or present situations.

Proposals usually outline a course of action for the future.

A report or proposal should contain:

- An introduction in which the reason for writing is stated.
- A main body with headed sections. It is essential to choose appropriate section headings in order to answer the question properly.
- A conclusion in which the main points are summarised. The conclusion may include a reference to future action.

Interpreting the Rubric

1 **Read the rubrics below, paying careful attention to the underlined words and phrases. Then, answer the questions that follow.**

A You are the secretary of your college debating society and your instructor has asked you to compile a report for the college principal on the main social issues that you have covered this term. Write your report, clearly stating the subjects you have covered, and including any other relevant information, such as conclusions reached, class participation, etc. You should mention any subjects which are scheduled for future meetings of the society.

B As a member of your local Neighbourhood Watch scheme, you have been asked to submit a proposal to the local police outlining what you feel individuals could do in order to reduce their chances of becoming victims of crime.

1 What is your role?
2 What do you have to write?
3 Who is the target reader? How formal does your writing need to be?
4 What is the purpose of your report/proposal? What does the target reader need to know?
5 In pairs, suggest appropriate section headings.
6 In pairs, suggest relevant information that you could include in each section.

Analysing a Report

2 **a. In the phrases below, fill in the missing word, as in the example.**

• to • agreed • in • range • on
• favour • of • main

1 led *to*; 2 wide ..... of; 3 in ..... of;
4 members ..... the public; 5 focused ..... ;
6 all ..... all; 7 the ..... issues; 8 unanimously .....

b. The model below is the answer to the first rubric in Ex. 1. Fill in the gaps with the appropriate phrases from Ex. 2a. Then, mark the statements which follow *True* or *False*.

To: Mr Simkins, Principal
From: Tom Wheeler, Debating Society Secretary
Subject: Issues covered in the Summer Term
Date: 18 June 20...

Purpose

The purpose of this report is to present **1)** ..... discussed by the society in the last term.

Crime

By far the most controversial issue that we have covered is the crime rate in modern times. In the three separate debates, chaired by Jonathan Deacon, we had almost maximum attendance. A **2)** ..... opinions was expressed and a final vote was taken, in which the majority were **3)** ..... stricter policing but more lenient punishment.

Homelessness

In the first of two debates, James Lawton put forward the suggestion that homelessness was a matter of choice. This **4)** ..... a lively exchange with several members voicing their strong disagreement. The second debate **5)** ..... the government's responsibilities in this area. A final vote on the question of whether the situation would improve in the near future revealed that over sixty per cent of our members were undecided.

Poverty

The approach which the society took to this matter was two-fold. Firstly, it was suggested that banks should cancel debts owed by developing countries. After the facts were presented by Jane Howell and Doreen Rose, there was tremendous support for the motion and our members voted overwhelmingly in favour. In addition, it was suggested that the problem of debt needed to be addressed on a local level, with more focus on the individual. It was **6)** ..... that financial counselling should be made more freely available to **7)** ..... .

Conclusion

8) ..... , this was a successful term, with over eighty per cent attendance on average. For the autumn term we hope to sustain these figures when we discuss the subjects of animal rights, urban anonymity and the use of surveillance cameras.

The report

1 is written in formal style.
2 begins and ends like a letter.
3 states the reason for writing at the very beginning.
4 consists of sections with headings.
5 has got paragraphs which start with a topic sentence.
6 presents the information in short sentences without linking devices.
7 is written in impersonal style.
8 contains passive structures.
9 is written in a chatty style.
10 contains language which is suitable for the Principal of a college.

c. In pairs, underline examples of formal style. What tenses have been used? Why?

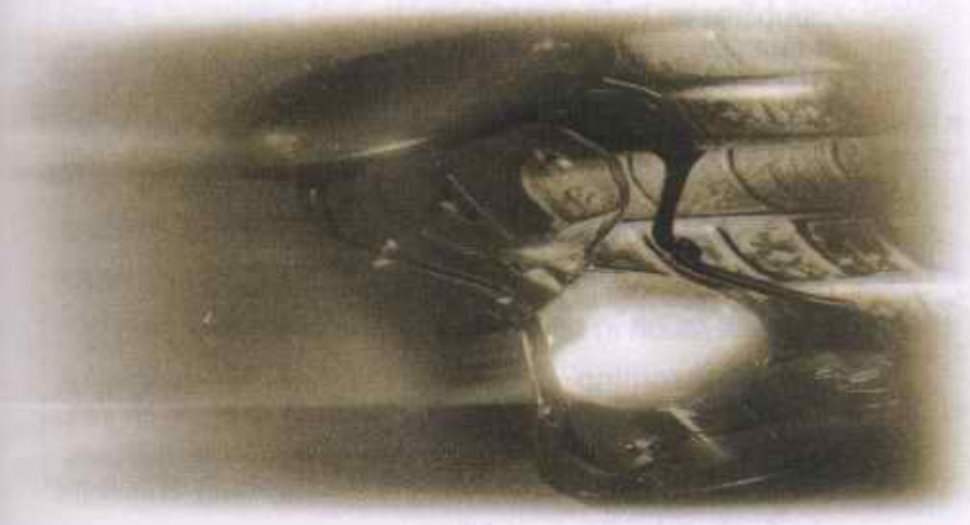
Sentence Construction

3 a. Match the two halves to make complete sentences.

A	B
1 By far the	a to be addressed urgently.
2 The majority of people	b is to increase the number of part-time jobs.
3 One suggestion which has been put forward	c most serious issue is poverty.
4 This problem needs	d matters could be helped if there was greater police presence on the streets.
5 It has been suggested that	e are against the suggestion.

b. Now write similar sentences of your own beginning with the phrases given.

1 In recent years, ...
2 I would suggest/recommend that .....
3 I wholeheartedly support .....
4 This situation .....
5 As far as .....
is concerned, ...
6 During the last academic year, we have .....
7 In the next six months, we intend to .....
8 All in all, ...



Formal Style

4 a. Read the section below and, in pairs, discuss how the underlined words and phrases could be replaced with the more formal expressions given.

• an alarming increase • offenders as young as • in the near future • by far • carried out • prompt action is taken • in terms of statistics • the most frequently committed crimes • with the exception of • a relatively small number of • a sharp increase in these figures

12- to15-year-olds

Apart from very rare instances, there were very few crimes committed by children under the age of twelve. In the twelve to fifteen age group, there has been a shocking rise in the number of crimes committed. Easily the most serious of these include knife attacks, which have been done by kids who are only thirteen. If we're just looking at numbers, however, the things that happen most often are shoplifting and petty theft. Our organisation believes that, unless we do something quickly, we are likely to see these numbers rise a lot very soon.

b. Using the prompts given, write a formal paragraph like the one above.

16- to19-year-olds

The crimes / committed / most / this age group / vehicle theft / driving offences.
On average, / three cars / stolen each day / people under 20.
In addition, / magistrates courts / deal with / up to 200 cases / reckless driving / driving without a license.
Majority / these cases / teenagers.
The only way / prevent such crimes / severely punishing offenders.
The effect / this / deter others.

c. Discuss the following:

- What kind of report might the sections above have been taken from?
- What other sections might it contain?
- Who might it be for?
- What would a similar report say about your country?

Beginnings and Endings

Reports and **proposals** usually begin with the following:

To: .....
From: .....
Subject: .....
Date: .....

} (The exact information you include depends on the rubric).

The first paragraph is usually a short section entitled **Purpose** or **Introduction** which gives the reason for writing.

In the conclusion you can:

- summarise the points in the main body
- make a recommendation for future action
- offer a personal opinion
- reassure the target reader

In a proposal, you can also end by mentioning the benefits of the proposal being accepted.

5 a. **Read the following beginnings and try to predict what will be included in the main body.**

A
To: Mrs P. Faulds, Principal
From: Sam Daniels, Third Year
Subject: Crime Prevention
Date: 23 May 20...

Introduction

The aim of this proposal is to present our suggestions regarding the ways in which students can protect themselves against crime.

B
To: Mr J. Oxley, Chief Administrator
From: Niall Connolly, Seminar Organiser
Subject: Global Issues Seminar
Date: 2 April 20...

Purpose

This is a report compiled to assess the success of the seminar held to discuss global issues. The opinions below reflect the views expressed on the weekend of the 14th and 15th of March.

b. **Now read the following endings and say what information has been included. Finally, match the beginnings to the endings.**

1 **Conclusion**

The overall response to the event was encouraging. According to the majority of people I spoke to, the seminar can be considered a great success. I have no doubt, therefore, that plans should go ahead to organise further weekends.

2 **Conclusion**

It was felt by all of the members of the project that if students were to take the above precautions, the number of crimes committed could be drastically reduced.

Tenses

The most commonly used verb tenses in reports and proposals are as follows:

The **Present Simple** – to describe the present situation *e.g. It is believed that most of the students regularly read the newsletter.*

The **Present Continuous** – to describe things that are happening now *e.g. Although we are dealing with the situation, complaints are being received on a daily basis.*

The **Present Perfect** – to emphasise past actions that are relevant now *e.g. Over half of those questioned have responded favourably to the suggestion.*

The **Past Simple** – to report on past actions, events, etc. *e.g. Most of those who took part expressed an interest in similar projects.*

Writing about the future

When writing about the future, the following can be used:

The **future simple tense** *e.g. At least £3000 will be needed.*

The **future continuous tense** *e.g. We will be closely monitoring the situation.*

The **future perfect tense** *e.g. The work will have been completed before the beginning of the next academic year.*

Verbs

These include *propose, intend, hope, expect, predict, forecast, look forward to, anticipate,* etc. *e.g. We do not **anticipate** any further problems and we **hope** to meet the deadline as discussed.*

Adjectives

These include *imminent, potential, probable, possible, forecast, forthcoming, future, expected, proposed,* etc

*e.g. the **proposed** work, the **potential** profit, **future** discussion,* etc

Hypothetical constructions

*e.g. this **would** mean that, if we **could**, this **should**, we **might**,* etc.

6 **Cross out the word or phrase in bold which is not correct, giving reasons for your choices. Then, say whether the sentences could have been taken from a *report*, *a proposal*, or *either*.**

1 Expenses will be closely **monitoring / monitored** throughout the first year.
2 We will **have completed / be completing** the final phase of the conversion by the first of next month.
3 Most members of the society **read / are reading** this publication every month.
4 We **predict / hope** to be in a position to repay the loan in full by next year.
5 Less than twenty per cent of those invited **have attended / attended** the introductory meeting in March.
6 I recommend that these suggestions be taken into consideration in any **future / potential** events.
7 All **forthcoming / likely** costs have been carefully budgeted for.
8 This experience **would / should** undoubtedly enable me to further develop my skills.

Analysing a Proposal

7 **Read the rubric and the reading input below and discuss the questions that follow.**

The college where you study is planning to introduce a new course and you have been asked by the college authorities to write a proposal for the Principal with your suggestions for what should be included in the course.

Read the memo below from the Head of Department, the list of suggestions, on which you have made notes, and the comments you have gathered from your fellow students. Then, using this information, write your proposal, saying which subjects you think should be included in the new course and why.

You should write approximately 250 words.

MEMO

Subject: **New Course**

The proposed new course is to be called 'Topical Issues' and the purpose is to study social issues of national and international importance. After gathering opinions from the student body, we'd like you to submit up to three suggestions for consideration. We need you to suggest subjects which could be covered in the course and say why you think students would benefit from a deeper knowledge of these issues.
There is a list of suggestions to choose from.
Thanks.

List of suggestions

- World debt
- Crime
- Environmental concerns
- Drug abuse
- Gambling

Definitely include these two

Yes, and mention the comment about getting a job in industry

No – too specific

Comments

We've all heard about the problem of world debt but we really don't know enough about it. If we knew more, we might be able to do something about it.

Crime is something that affects nearly all of us, so I think lessons on it would give us a better understanding of what causes it.

A lot of us plan to work in industry but you can't get a good job any more without a good knowledge of ways of protecting the environment. So it's more than just theory - it will help us get a job.

I don't think I'd find it interesting to learn more about drug abuse – there's enough information in the media and we can find out from there.

The first three on the list look good but drug abuse and gambling are minor problems in comparison.

1 What is the purpose of your proposal?
2 Who is the target reader? How formal does your writing need to be?
3 Which subjects will you suggest for inclusion in the new course?
4 Do you need to mention all the subjects on the list of suggestions?
5 Which comments from students could you include in your proposal? How could you put them into your own words?

8 a. **Read the model and fill in the gaps with the section headings given (some of the headings are not appropriate).**

- Drug Abuse • World Debt • Benefits
- What the Students Say • Gambling
- Introduction • Crime • Environmental Concerns

To: Mr S. Finch, Principal
From: Hugh Jones, Year One
Subject: Suggestions for 'Topical Issues' Course
Date: 5 November 20...

1) .....

The information below is in support of three subjects that, in my opinion, should be covered in the proposed Topical Issues classes in the college.

2) .....

One subject that *would be a useful addition to the curriculum* is a study of world debt. Although we are all very *aware of* the poverty gap, I believe that *very few of us fully comprehend* this complex issue. If it were to be included as part of the course, I think it would be very educational. A greater understanding of the situation and *the reasons behind it* could even go some way towards helping to *find solutions to* this unacceptable situation.

3) .....

This is an issue which I feel *is relevant to the majority of students*. It would be beneficial to examine this subject from the perspective of, say, psychology or sociology. To my mind, only by examining the motivation behind offences can we fully understand the problem and concentrate on the important matters of protection and prevention.

4) .....

Another area that I consider to be worthy of further investigation is that of the imminent dangers to the environment. Many of us *intend to take up positions* in commerce or industry and since *environmentally friendly policies* are being increasingly adopted by companies, it is vital that we are aware of the latest developments. Furthermore, such knowledge could help to avert a potential ecological disaster.

5) .....

Apart from the specific benefits mentioned above, I am convinced that the running of such a course would be of use to students. Not only will these subjects *be helpful in our future careers*, but I anticipate that they will also *provide us with* a better understanding of the society we live in.

b. The following words and phrases were all used in the rubric and reading input. Match them to the words and phrases in italics in the model and say why the writer has paraphrased them.

1 should be included in the course
2 heard about
3 we really don't know enough about
4 do something about
5 affects nearly all of us
6 give us
7 what causes it
8 plan to work
9 ways of protecting the environment
10 help us get a job

Discuss & Write

9 Read the two rubrics below and, for each one, discuss the questions that follow.

A

A television production company is planning to make a series of programmes on social conditions in different countries of the world. Your English class has been taking part in a project on social issues and your teacher has now asked you to write a report based on your country.

Read the note below from your teacher, the original advertisement from the TV company on which you have made some notes, and the comments that have been made by your fellow students. Then use this information to write your report in about 250 words.

Could you please put together the information we have gathered from our discussions and write a report to send to Show And Tell Productions.

It would be good for us and the whole country if we could get on this programme, so remember to keep it as realistic and accurate as possible!

Show & Tell
PRODUCTIONS

in its continued efforts to make realistic programmes, invites you to contribute to its forthcoming series entitled 'Living in the Real World'.

Please send us a report on the current conditions in your country and we promise to try to include as many different viewpoints as we can. We are particularly interested in your opinions on:

- Poverty —— *remember to compare with other countries*
- Equal opportunities —— *mention job opportunities*
- Attitudes towards animals —— *be positive!*

Class Comments

Poverty is a real problem in certain parts of the country.

We should be careful what we say about human rights because it would be easy for other countries to judge us unfairly.

Women are STILL not equal in the workplace!

There's a big problem with stray dogs – especially in the city centres. If that appeared on a TV programme, maybe we could finally get something done.

B

Below is a list of the main points which were covered in a recent seminar which you attended on major social problems in your country. Now the organisers have asked you to prepare a **proposal**, based on what you learned at the seminar, suggesting ways in which some of these problems could be addressed. Read the advertisement for the seminar and write your proposal. You should write about 250 words.

Alverstoke College
Summer Seminar
July 30th – 31st

Among the subjects that will be discussed are:

- **Homelessness – the sad facts.**
- **Crime and its prevention.**
- **Anonymity – a modern disease?**

Everyone welcome.
Come and express your opinion.

1 Do you have to write a report or a proposal?
2 What is your role?
3 Who is going to read it?
4 What is the purpose of each piece of writing?
5 What does the reader want to know?
6 What information will you include in the first section?
7 What points do you have to cover?
8 Which tenses will you use?
9 What section headings will you use?
10 Which formal words and phrases from this unit would be suitable?
11 What could you include in your ending?

10 Using the information you have learned in this unit, write the report and the proposal in Ex. 9.

Self-Assessment Module 2

Vocabulary & Grammar

1 a. Choose the most suitable word to complete each sentence.

1 It was a ..... squabble and they didn't make up for weeks.
A strong B sharp C bitter D sour

2 Take a penknife with you – it might ..... in handy.
A come B be C fall D get

3 Everything is going well and business is ..... .
A roaring C bursting
B boosting D booming

4 I found her attitude quite ..... I really can't understand why she's so angry.
A moving C unconditional
B baffling D invasive

5 Making personal phone calls during office hours is ..... upon where I work.
A frowned C condemned
B disapproved D criticised

6 Peter was too ..... to dare to stand up and speak in front of all those people.
A self-aware C self-indulgent
B self-righteous D self-conscious

7 Sally has been feeling rather down in the ..... recently. How can we cheer her up?
A mood C beans
B dumps D feelings

8 Don't believe John – there's not a ..... of truth in what he says!
A trace B touch C grain D slip

9 He was knocked out in the fight and they had to throw water on him to bring him ..... .
A back B round C in D over

10 The environmental ..... group Greenpeace has done a lot to change government policies.
A campaign B pressure C power D force

11 The young offender was obliged to report to his probation ..... on a weekly basis.
A officer C advisor
B guide D leader

12 Deborah won the match against all ..... .
A chances B hopes C facts D odds

13 Getting teenagers to assist old people can help to ..... the generation gap.
A cover B fix C throw D bridge

14 In court, the accused ..... guilty to all the charges.
A was C claimed
B pleaded D admitted

15 The government has decided to cut ..... on funding for education.
A off B out C back D away

(15 marks)

b. Complete each of the sentences with a short phrase using the most appropriate past or passive form.

1 He was asked to complete the project and hand it in to the lecturer by the following Friday, but, unfortunately, it still ..... by then.

2 I ..... when, suddenly, there was a scream from downstairs.

3 Thank you for the invitation. I'd love to come to the celebration tonight and see Helen ..... the achievement award.

4 When I was young, my father ..... on fishing trips every weekend.

5 Last year, the national team were thought to be the potential winners, while in fact they ..... on home ground.

(5 marks)

Use of English

2 In most of the lines in the following text there is one unnecessary word. Write the unnecessary words in the spaces provided. If you think a line is correct, put a tick (✓) next to it.

Social Exclusion

Social exclusion is a so relatively new term in British	0	*so*
policy – not only referring to poverty and low income,	00	✓
but also to their wider causes and its consequences.	1	.....
The government defines social exclusion as if what	2	.....
can happen when people or areas suffer from a	3	.....
combination of problems such as the unemployment,	4	.....
low income, poor housing, bad health and family	5	.....
breakdown. By the year mid-1990's, Britain had more	6	.....
children growing up in unemployed households over	7	.....
than anywhere else in Europe. Child poverty had	8	.....
trebled between 1979 and 1995, and though there	9	.....
were about 7,000 people sleeping rough in London	10	.....
every night. The Social Exclusion Unit was launched	11	.....
by the government in 1997 published a wide series of	12	.....
reports which criticised to the way the state had in the	13	.....
past failed deprived groups and areas. They were	14	.....
found there had been poor investment in these	15	.....
measures to prevent social exclusion and little effort to	16	.....
reintegrate victims.		

(16 marks)

Reading

3 Read the text. Six paragraphs have been removed. Choose which of the paragraphs A - G fit into the gaps 1 – 6. There is one paragraph you do not need to use.

The making of a hero

It would be easy to feel intimidated by someone who has survived abduction by the Khmer Rouge, run the London marathon shortly after losing their lower right arm and leg in an accident and appeared on the BBC's Parkinson show. Yet Chris Moon, 39, is refreshingly down to earth, even to the point of finding it difficult to keep the initial appointments for this interview, proving that even superheroes can't be in two places at once.

1 ____

You don't need to speak to him for long before you realise that this is a particularly appropriate title. Not only does he talk with an almost evangelical zeal about his desire to empower others to get the best out of themselves and their businesses, but his own philosophy is all about making the best of any situation, however grim it may seem.

2 ____

"I decided it was about doing the best we can, reaching our full potential and making use of our talents. It's also about involvement with other people. I wanted to make a difference, do something I could be trained in but also grow as a person, so I decided to join the army." On graduating from Sandhurst, he was commissioned into the Royal Military Police and also served with several infantry units.

3 ____

"When we were first kidnapped, I thought I had no control as I kept thinking I can't do anything about this. But my one thought was never to assume the role of victim. It would have been so easy to give up, but I quickly realised that fear is a state of inactivity. You have to be positive and pursue logic and reason. That was, and still is, my driving force."

4 ____

His big break could be said to have come shortly after he left hospital, when he was talking to an old friend from primary school who suggested he looked on the accident as an opportunity to do something that would help him grow as a person. Recognising the value of education and feeling that he hadn't been able to do his best at school, he decided to do a masters degree in security management at the University of Leicester.

5 ____

He began to do risk management surveys for different companies, while giving talks on leadership, dealing with change and the process of achievement. He says his main aim is to try and motivate people, although he prefers to be called a performance enhancer rather than a motivational speaker. "There is no greater privilege than empowering someone to do something they thought they couldn't," he says.

6 ____

So after all the experiences he has been through, is he surprised to find himself running his own business? "My mum's cousin had an extremely successful dairy business and when I was very young he said to me: 'When you've done all the other things you want to do, set up a business and help get the best out of people.' He obviously had it right."

A After completing the degree he had plenty of job offers but felt he wanted to keep the focus on charity work. He was invited to speak at a large number of conferences and also found that friends with their own companies were asking him to talk to their employees about dealing with change.

B After leaving the army, he felt he wanted to do some sort of charity work, and when he heard that the British charity, the HALO Trust - which specialises in mine clearance - wanted an army officer with agricultural and command experience, he was keen to get involved. It was while clearing mines in Cambodia that he was abducted by the Khmer Rouge, an experience which, not surprisingly, had a profound effect on him.

C He is also keen to challenge the concept of the disabled scrapheap. "Lots of disabled people are much better at what they do than able-bodied people. We need to look at what people can do rather than what they can't and have a fully integrated society."

D At present, Chris runs a company he set up to help clients solve problems in human resources and security management. He has called it Making The Best (MTB).

E Not that he's totally downhearted. "It's statistically proven that those people who leave money to charity live three years longer than those who don't." Sounds good to me. Now, where's my will?

F The things he learned from this experience helped him to survive when he was blown up by a mine two years later, while walking in a supposedly clear area in Mozambique. He lost his lower right arm and leg, but does not consider himself a victim. He accepts responsibility because he chose to work in mined areas.

G After studying agriculture, he decided that the farmer's life was not for him and took a year out to work as a volunteer at a centre for the homeless. During this time, he decided to change direction. "I asked myself the question, what is life all about?"

(18 marks)

Listening

4 You will hear five people talking about times when they have been lucky.

Task1

For questions 1-5, match the extracts as you hear them with the places where the incidents took place, listed A-H. There are three items you will not need to use.

A a street
B a flat
C an examination room
D a restaurant
E a remote island
F a hotel
G a museum
H a plane

1 ☐
2 ☐
3 ☐
4 ☐
5 ☐

Task 2

For questions 6-10, match the extracts as you hear them with the outcome of each incident, listed A-H. There are three items you will not need.

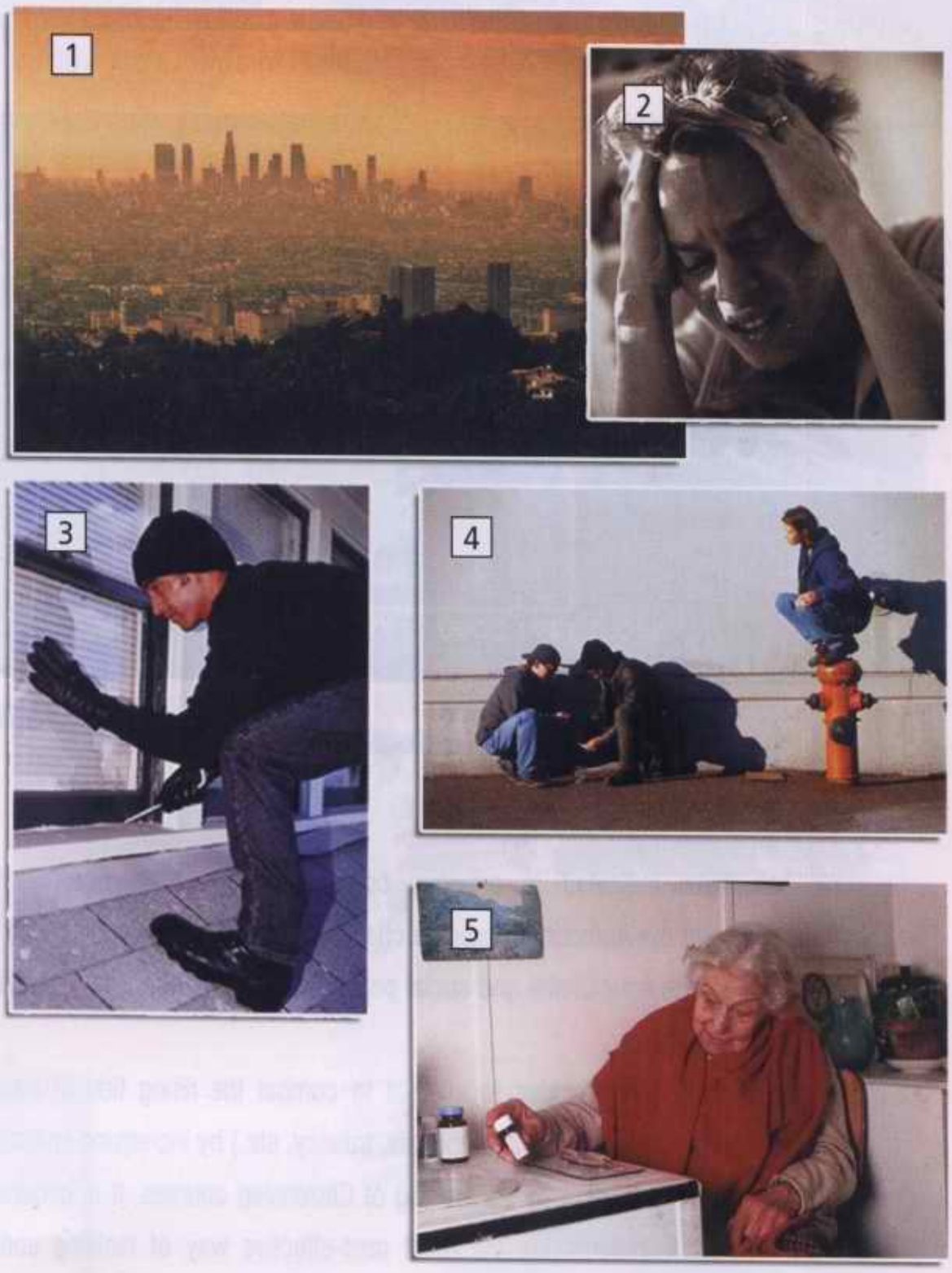
A the speaker obtained something valuable
B the speaker escaped unhurt
C the speaker was reunited with a friend
D the speaker started his own business
E the speaker got a job
F the speaker survived
G the speaker won some money
H the speaker passed an exam

6 ☐
7 ☐
8 ☐
9 ☐
10 ☐

(10 marks)

Speaking

5 a. Look at the pictures showing social problems we now have to cope with. Talk to each other about the problems shown in the photographs. Then, decide which two you think pose the most serious threat to society and how they should be dealt with.



b. Discuss the following questions together.

- What do you think the main cause of crime is in modern society?
- Do you think parents should be held responsible for their children's crimes?
- How do you think environmental problems affect our mood?
- Do you believe that society will ever be free from poverty?
- Why do you think the younger generation have less community spirit than previous generations?
- Do you think the needs of older people are adequately catered for?

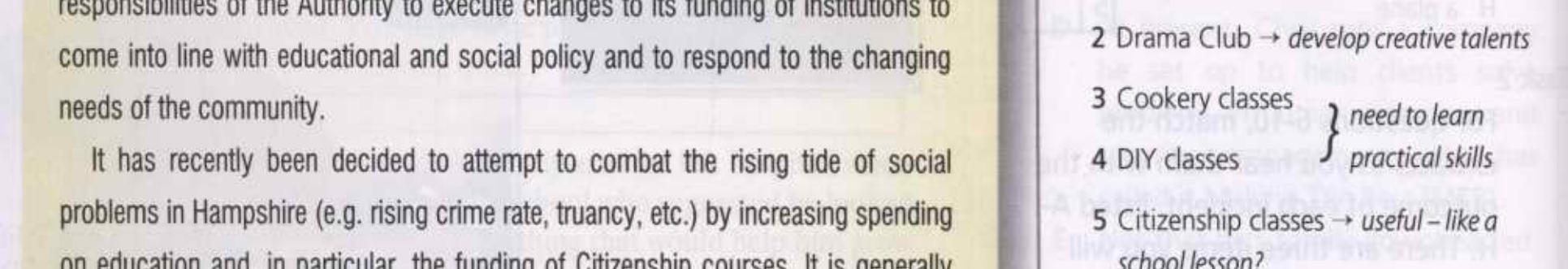
(16 marks)

Writing

6 Do the following writing task.

You are a member of the Student Union Committee in your college. You have been given a letter from the local Education Authority with their suggestions on how extra funding should be used to alleviate social problems in the area. Your committee believe that increased juvenile crime rates in the area are linked with a decrease in participation in extra-curricular activities and have written a list of possible pursuits which would interest students and encourage them to take part.

Using the information given, write a proposal to the Principal of the college suggesting how the extra funding could be used most effectively. Write your proposal in about 250 words.



Dear Mr. Jackson,

As has been indicated in previous communications, it is one of the responsibilities of the Authority to execute changes to its funding of institutions to come into line with educational and social policy and to respond to the changing needs of the community.

It has recently been decided to attempt to combat the rising tide of social problems in Hampshire (e.g. rising crime rate, truancy, etc.) by increasing spending on education and, in particular, the funding of Citizenship courses. It is generally believed that such courses are the most cost-effective way of tackling social problems through education.

These courses are to be compulsory for all students in the 16 to 18 age-range and it is envisaged that they will take place following normal lesson time, thus extending the time that students will be required to attend college by two hours per week.

I would be grateful if you could let me have your comments on these proposals.

Yours sincerely,
Patrick Dawson
Chief Executive Officer

HOW TO SPEND EXTRA FUNDS

1 Sports Clubs → *good to have physical activity*

2 Drama Club → *develop creative talents*

3 Cookery classes } *need to learn practical skills*

4 DIY classes

5 Citizenship classes → *useful – like a school lesson?*

(20 marks)

(Total = 100 marks)

The Way to a Brighter Future

UNIT 5

Our Changing World

UNIT 6

A Job Well Done

MODULE 3 units 5-6

Before you start ...

- In your opinion, what is the twentieth century's most important technological / scientific achievement?
- What is your dream job? Why?

Listen, read and talk about ...

- science and technology
- artificial intelligence
- advances and inventions
- pros and cons of technological progress
- technology and everyday life
- communication technology
- space travel
- technology and society
- GM foods
- future science and technology
- job satisfaction
- the workplace
- attitudes to work
- employer-employee relationships
- unemployment

Learn how to ...

- share and justify your opinions
- compare and assess
- make polite requests
- evaluate and select

Phrasal verbs

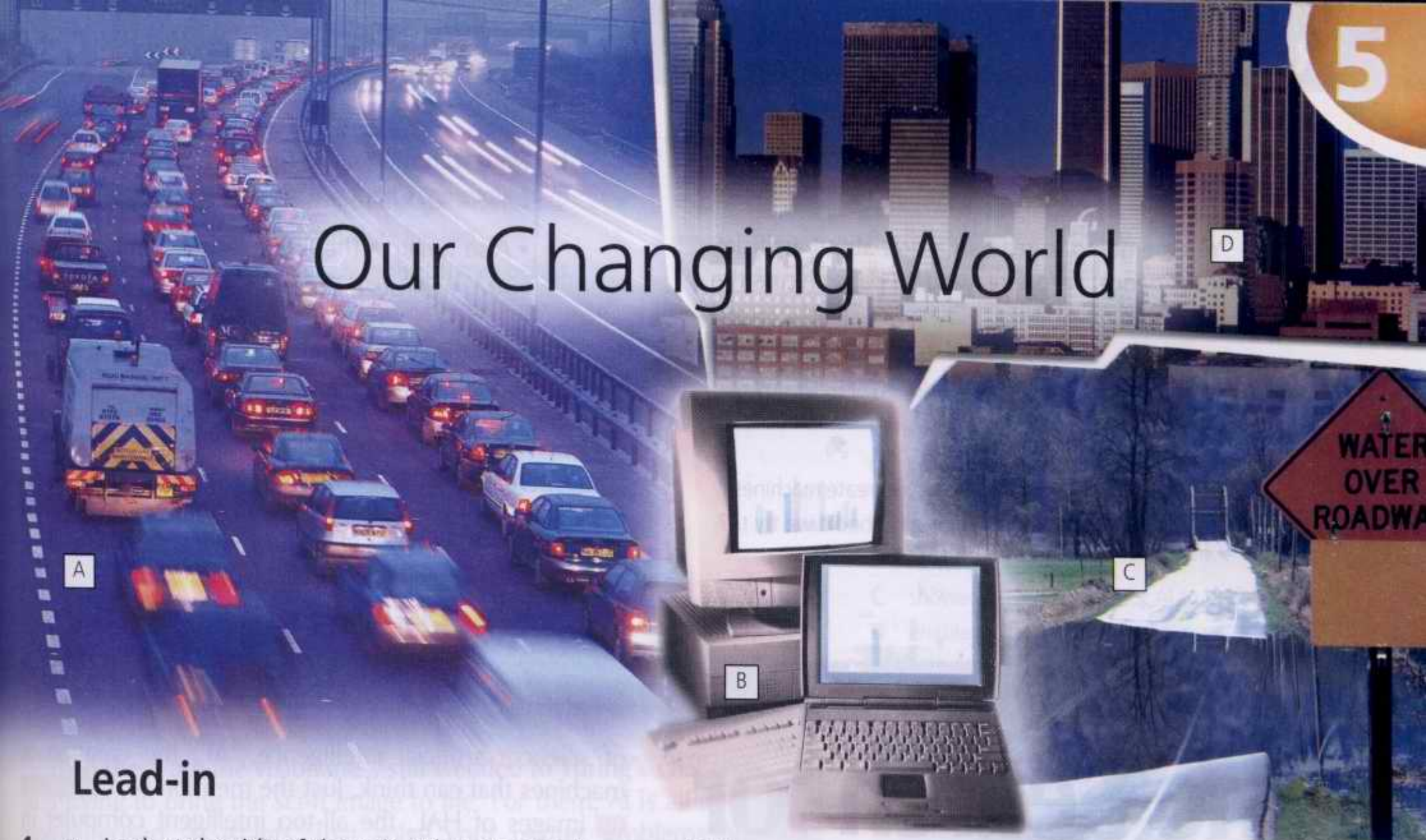
- send
- take
- work
- get

Practise ...

- future forms
- conditionals and wishes

Write ...

- book entries
- letters of application, business-related texts



Lead-in

1 a. Look at the title of the unit. What changes to our world do these pictures represent? Think about:
• transport • natural disasters • technology • environment

b. How will these changes affect our lives in the future? Which will have the greatest impact on our lives? Which are changes for the better and which for the worse? Discuss in pairs.

A: I think computers will affect our lives the most.
B: I agree, but I'm not sure it will be for the better.

2 a. Listen to some people talking about changes in lifestyle.
What changes are they talking about?
What do they say about: the past?
the present?
the future?

b. Which of these expressions do the speakers use?

• in the past	• today	• in a few years' time
• in the old days	• whereas these days	• in the not too distant future
• years ago	• at the moment	• by the year 2050
• a thing of the past	• in recent years	• in years to come
• in my grandparents' time	• recently	• years from now
	• becoming more and more	

c. Now, in pairs, use some of the expressions to discuss other changes to our lives. Think about:

• entertainment • work • education • business
• communication • clothes

A: In the past, people didn't use to go out a lot. They had evenings at home, eating with friends or watching TV.
B: Yes, that's true. Nowadays people seem to enjoy long nights in clubs and discos, don't they?

3 Look at the following possible technological advances. Which ones do you think will occur in the next 50 years? Are there any which you think will never happen? In groups, discuss your answers, giving reasons for your opinions.

- a computer that can hold a proper conversation
- a manned mission to Mars
- a vaccine against AIDS
- an electric car which is as fast as a petrol-powered one
- a device which predicts earthquakes accurately
- a hurricane-proof home

4 Paraphrase the following quotations. What does each one mean? What attitude does each speaker have towards technology? Which quotation is closer to your own ideas? Discuss.

'If we continue to develop our technology without wisdom or prudence, our servant may prove to be our executioner.'
Omar Bradley (U.S. WWII Army General)

'Change is not made without inconvenience, even from worse to better.'
Richard Hooker (British theologian)

Reading

Reading – Part 3

1 a. **You are going to read an article about artificial intelligence. Before reading, in pairs discuss the following questions.**

1 What tasks can robots do now?
2 What famous robots do you know from science fiction books or films?
3 Do you believe that we will ever create machines that are able to think as we do? Should we try to?

b. **Now scan the text to find information about the following. Check with your partner.**

• Alan Turing • The Turing test • Herbert Simon
• AM • Christian Goldbach • Deep Blue

c. **Read the article carefully and answer the questions that follow.**

1 **According to the writer, the term 'artificial intelligence'**
A is missing from some scientific dictionaries.
B makes us think of machines from sci-fi films.
C is overused among computer scientists.
D implies that computers can be too clever.

The Search for Artificial Intelligence

Robert Matthews, a leading UK researcher, outlines his mission

It is one of the most evocative phrases in the lexicon of science: artificial intelligence, 'AI', the creation of machines that can think. Just the mention of it conjures up images of HAL, the all-too intelligent computer in 2001: *A Space Odyssey*, and C3PO, the chatty, batty robot from *Star Wars*.

For over half a century, computer scientists have been working towards creating such machines, spending billions of pounds in the attempt. And hanging over their efforts has been a challenge set by a British mathematician widely regarded as the father of AI research: Alan Turing.

During the 1930s, Turing showed, in theory at least, that a 'universal machine' could be built, capable of performing all the tasks of any special-purpose computing machine. After war-time work on code-breaking, Turing helped to turn his discovery into the reality of an electronic computer. But he also believed his proof meant that computers could mimic the action of the human mind.

In 1951, Turing published a prediction: by the end of the century, computers would be able to hold a five-minute conversation with humans and fool 30 per cent of them into believing they were dealing with another human being.

It is a deadline that has come and gone, along with huge amounts of funding. Yet no computer is remotely close to passing the 'Turing Test'. What went wrong? Why has no one succeeded in creating AI?

In fact, AI is already here, earning its keep in banks, airports, hospitals, factories – even our own home and car. It may not be quite what many were led to expect, but then the story of real-life AI is one of misplaced dreams, bitter feuds and grant-grabbing hype.

Today's computer scientists divide into two broad camps on the issue of AI. The pragmatists see AI as a means to creating machines that do for thinking what engines have done for physical labour – taking on tasks we humans would prefer not to do: spending endless hours scouring heaps of market data for trends or

2 Turin believed that
A computers could copy human thought processes.
B computer research needed more funding.
C computers would eventually replace human beings.
D computers might be used for immoral purposes.

3 Computer scientists today
A do not distinguish between sci-fi and reality.
B are making our dreams come true.
C do not agree about the aims of AI development.
D are spending far too long on AI research.

scanning piles of medical images for signs of disease.

Then there are the visionaries, still wedded to Turing's challenge and trying to bring the sci-fi image to life. For them, AI is all about computerised 'assistants' that solve your printer problems and cheeky-chappy robots that talk to strangers. There are some who even see AI as the route to understanding the workings of the human mind.

Without doubt, it is the visionaries who have done most to get AI research on TV shows such as *Tomorrow's World*. It is the pragmatists, however, who have got AI out of the door and into successful applications: the neural network cooking controls of microwave ovens, for example, or the expert system that vets credit card transactions.

When current AI technology is pushed closer to its sci-fi image, the results can be more irritating than impressive: witness Microsoft's Paperclip Assistant, and the AI-based 'help-desks' of some high-tech companies. Even now, 50 years after work began on intelligent machines, only the bravest customers trust the automated telephone ticketing system at their local cinema.

Even so, visionary AI researchers working away from the mainstream have pulled off some striking achievements. Herbert Simon's 1957 prediction that a computer would make a mathematical discovery came to pass 20 years later, when a logic-based program named AM, developed by Douglas Lenat at Stanford University, discovered that every even number greater than four seemed to be the sum of two odd primes. In fact, AM had been pipped to this discovery by the Prussian mathematician Christian Goldbach in the 18th century; nevertheless the rediscovery of 'Goldbach's Conjecture' by AM caused a stir within the AI community.

Simon's prediction that a computer would become world chess champion also came to pass – in a manner of speaking – in 1997, when IBM's Deep Blue computer beat Garry Kasparov, the greatest human exponent of the game.

Most likely it will be one of the AI visionaries who finally creates a computer that passes Turing's 50-year-old test. For many in the mainstream AI community, however, beating the Turing Test is viewed as little more than a party trick. They are hard at work addressing far more basic issues in AI – like convincing computers to hand over the cinema tickets you've paid for.

4 What is the writer's view of the Microsoft Paperclip assistant?
A It is a very helpful device.
B It is not to be trusted.
C It is an impressive development.
D It is rather annoying.

5 The discovery made by Lenat's computer program
A went against 18th century mathematical theory.
B was greeted with excitement by AI researchers.
C showed predictions about AI to be false.
D enabled it to win games like chess.

6 According to the writer, what do many mainstream AI researchers think is most important?
A inventing a computer to beat the Turing test.
B developing computers to become chess champions.
C improving computerised services in daily life.
D creating computers for entertainment purposes.

Vocabulary Practice

2 Match the highlighted words in the passage with their synonyms below.

• time limit • disputes • groups
• publicity • imitate • trick • achieved
• creates in the mind

Text Analysis

3 What do the underlined phrases in the text mean? Discuss in pairs.

4 What are 'visionaries' and 'pragmatists'? How does their approach to AI research differ? What have they each achieved? Discuss in groups.

Discussion

5 a. In groups, discuss what applications of artificial intelligence you would like to see in the future. Think about:

• education • work • entertainment
• homes • travel • medicine • finance

b. In pairs, design a robot of your own. Present it to the class and explain its function.

Advances in Technology

1 a. Underline the correct word/phrase in the sentences.

1 My new cellular phone allows me to send **(faxes, text messages, telegrams)** anywhere within the country and abroad.
2 Don't forget to turn on the **(printer, modem, monitor)** if you want to go on-line.
3 The advent of **(endoscopic surgery, telemedicine, antibiotics)** has greatly reduced the post-operative recovery time of most patients.
4 Supermarkets of the future will make use of **(scanners, smart cards, personal organizers)** to read the contents of your trolley and total up your bill.
5 Factories which rely on humans working on **(assembly lines, conveyor belts, processing equipment)** are becoming a thing of the past.
6 You would be quite astounded by the number of **(satellites, space capsules, landing craft)** orbiting the Earth.
7 Not only would a **(nuclear, solar, diesel)** powered vehicle be safe, it would also make use of one of the planet's greatest natural resources.

b. What fields of technology are the sets of words related to? Choose from the list below.

• medical • information technology • space
• industrial • energy • electronics • communications

2 Look at the pictures. In pairs, discuss which of them will become obsolete over the next twenty years. What do you think they will have been replaced by?

A: I feel that over the next twenty years, ... will become obsolete.
B: I agree and I think that they will have been replaced by ...

Computers

3 a. What do the following words mean in an everyday context, and what do they mean in the context of computing? Make sentences showing each usage.

• crash • terminal • hack
• load • navigator • update
• web • wallpaper • mouse
• wizard

crash: • *Alan crashed his car into a lamp post.*
• *The computer crashed unexpectedly and Mike lost all of his work.*

b. Now, in pairs, ask and answer the questions.

1 Do you own a computer? Do you have access to the Internet?
2 How often do you use your computer? What do you use it for?
3 Do you know how to download/delete files? Describe the procedure to your partner.
4 Have you ever crashed your computer? What happened?
5 Has your computer ever had a virus? What did you do?
6 Do you think computers are a good or bad thing?

Technological Downsides

4 a. Fill in the gaps in the sentences using words/phrases from the list below.

• stressful lifestyle • traffic congestion
• urban sprawl • extreme weather changes
• nuclear power • fast food • unemployment
• impersonal service • biological weapons
• space junk • GM foods • consumer society

1 I'm terribly sorry I'm late but *traffic congestion* in and around the city just keeps getting worse.
2 The recent increase in ..... in the area can be explained by the new automated car plant that has just opened.
3 After little more than forty years, we have seriously polluted the final frontier with .... and other debris.
4 We live in a ..... where we find it easier to throw away something that is broken rather than get it fixed.
5 Many teenagers would prefer to go out with their friends for ..... than sit down to a meal with their family.
6 Looking out the aeroplane window I could see that the unsightly ..... of the city had spread far into the desert.

7 Although the prices at the new shopping complex may be lower, the ..... there keeps me going back to my local market.
8 The government has refused to pass a law which states that all ..... must be clearly marked.
9 It is well known that many countries are hiding stores of potentially lethal ..... .
10 Her ..... caused her to suffer from both mental and physical ailments.
11 The ..... we've been having are wreaking havoc on crop production in most parts of the world.
12 ..... could be extremely dangerous if it were to fall into the wrong hands.

b. In pairs, discuss which of the problems described in the sentences from Ex. 4a are caused directly by technology. Which are caused indirectly? Give reasons.

A: I believe that traffic congestion is a direct cause of technology because it has given us the means to mass-produce cheap vehicles.
B: That's true, but ... etc

Build up your Word Power
(nouns beginning with 'out')

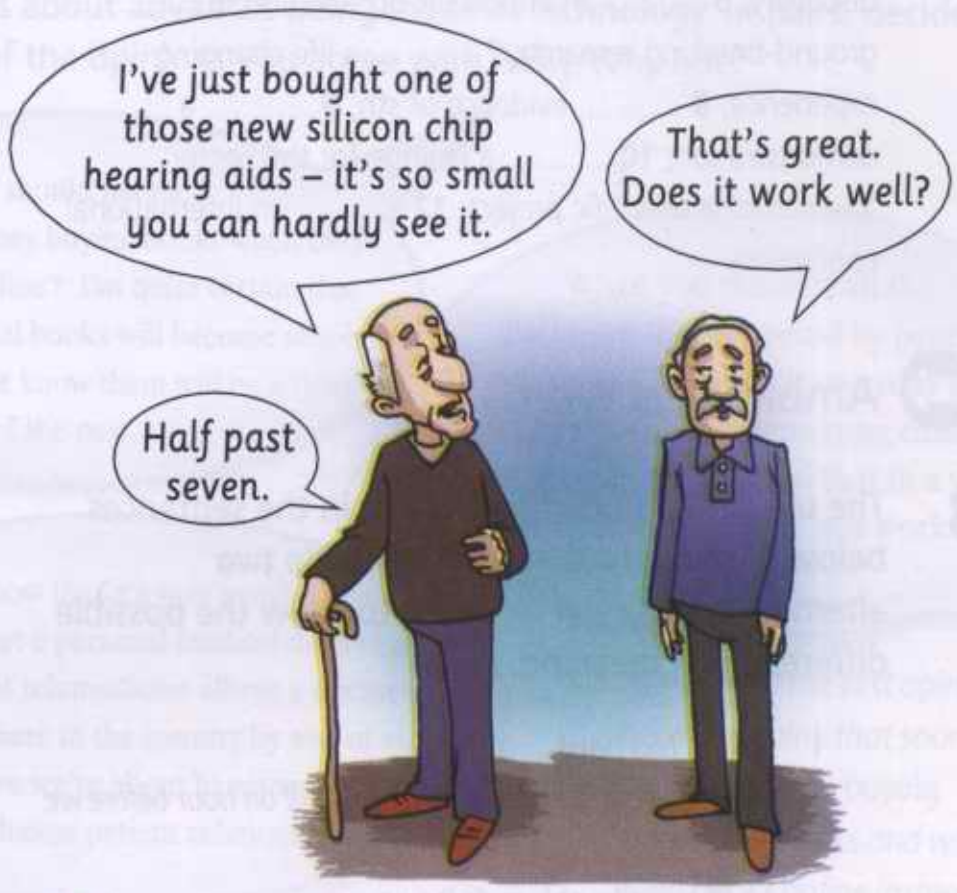
5 a. The sentences below contain nouns that begin with 'out'. Match the underlined words with their meanings.

• anger • result • costs • epidemic • excursion • shop • beginning • future

1 The last thing we need in this city is another fast food outlet!
2 The outcome of the heated debate on technology in the workplace was not what I had expected.
3 If things continue as they are, the outlook for the American space programme doesn't appear to be particularly positive.
4 Let's see if we can get some information from the Internet before we plan our outing to the Lake District.
5 From the outset, Bill Gates was confident that his computer language, BASIC, would be a success.
6 Her feeling of outrage was further increased by the fact that he had broken off their engagement via email.
7 An outbreak of a new strain of flu has medical experts both confused and worried.
8 The telecommunications company recovered its initial outlay after only two months in business.

b. Explain the following verbs, then use them in sentences.

• outdistance • outdo • outsmart • outrun • outgrow • outsell



Collocations

6 a. Match the adjectives to the pairs of nouns to form collocations.

A	B
technological	inquiry/journal
automated	stage/research
new age	warfare/era
scientific	factory/appliances
high-tech	voice discs/camera
experimental	exploration/station
space	philosophy/travellers
digital	gadgetry/industry

b. Now, use the collocations to complete the sentences. Use the remaining collocations to make up sentences of your own.

1 Originally, the Russian ..... , MIR, was supposed to last for five years, but in fact it remained in operation for fourteen.
2 Professor Smith has recently had his findings published in a prominent ..... .
3 This is the product prototype; as you can see, it is still at the ..... .
4 ..... has put an end to the use of conventional weapons and traditional battle strategies.
5 Supposedly, ... , or DVDs as they are called, are far more resistant to scratching than records.
6 People looking for meaning in today's confusing modern world often immerse themselves in ..... .

7 Fill in: *make*, *hold*, *have* or *do*, then make sentences.

1 ..... experimental work; 2 ..... advances in one's field; 3 ..... a successful mission; 4 ..... an important discovery; 5 ..... an important observation; 6 ..... ground-breaking research; 7 ..... a life changing experience; 8 ..... evidence of sth; 9 ..... a demonstration; 10 ..... a change for the better; 11 ..... a scientific project; 12 ..... an international conference

Ambiguous Words

8 The use of the underlined words in the sentences below is ambiguous. In pairs, provide ***two*** alternatives for each sentence to show the possible differences in meaning.

1 This is too hard.
   - *I'll leave it out of the freezer for half on hour before we eat it.*
   - *I'll never be able to do it on my own.*
2 Helen is very <u>fair</u>.
3 They did not <u>recognise</u> the new chairman.
4 Michael is a very <u>curious</u> man.
5 My uncle is a very <u>powerful</u> man.
6 He looked very <u>suspicious</u>.
7 I love <u>entertaining</u> people.

9 Underline the correct word.

1 A lot of technological changes have happened in **recent/modern/contemporary/latest** years.
2 **Operate/Push/Vibrate/Effect** the machinery carefully.
3 The company offers a **group/collection/cluster/range** of word processing packages.
4 The company's motto **reflects/conveys/infers/proves** the owners' policy.
5 One of the company's major **concerns/troubles/cares/bothers** is to make the product sell in lots of markets.
6 All files are **confined/stocked/reserved/stored** in cabinets.
7 The company's personnel is **highly/considerably/vastly/supremely** trained.
8 Please **keep/hold/take/carry** in mind that you must answer all questions.
9 This machinery is rather **elderly/unfashionable/aged/outdated**.
10 Following his advice will do you a lot of **advantage/good/gain/benefit**.

Idioms

10 a. Match items from columns A and B to form idioms. In pairs, guess what the idioms might mean. Do you have similar idioms in your language?

A	B
break	a rocket scientist
blind someone	clock back
move with	with science
be somebody's	of time
once in a	guinea pig
turn the	blue moon
come down	to earth
reinvent	the wheel
it doesn't take	the mould
stand the test	the times

b. Now, rewrite the sentences below using idioms, in their correct form, from Ex. 10a.

1 Jeff finally saw the reality of the situation after his employer explained to him that extra responsibilities went along with his new promotion.
2 In order to ensure our company's continued success we have to keep up with modern trends.
3 I don't know why you think he's so special. It doesn't require that much intelligence to install a software program.
4 You're confusing me with all that technological language. Just tell me in simple terms how to connect to the Internet.
5 Sue, can I experiment on you by having you try out this new program I designed?

Fixed Phrases (with *in*)

11 a. Replace the underlined parts of the sentences below with one of the fixed phrases below.

• in the long run • in fact • in spite of
• in brief • in light of • in private • in person
• in writing • in any event • in case

1 Personally, I believe that what someone does <u>behind closed doors</u> is really none of my business.
2 <u>Anyway</u>, the talk on the importance of further space exploration proved quite interesting.
3 <u>Because of</u> the latest survey results, we've decided to fund the upcoming programme.
4 Initially, recycling seemed quite bothersome, but <u>eventually</u> everybody got used to doing it.
5 <u>To put it in as few words as possible</u>, I've decided to resign my position as head of research.
6 Before I agree to anything, I want to see the contract <u>in black and white</u>.

b. Can you suggest sentences using the rest of the phrases?

Phrasal Verbs

Appendix 1

12 Match the verbs with the particles to form phrasal verbs and use them, in the correct tense, to complete the sentences below.

back (2)		
	send	for
out on		
	take	on (2)
in		
	up	

1 I explained to her how the computer system works but I don't think she ..... it ..... . **(understand)**
2 If the cellular phone was damaged when you received it, ... it ..... and we'll pay for the postage. **(return)**
3 Joe ..... what he said about the engineering project once he realized it would succeed. **(admit to an error)**
4 After he retired, he ..... gardening in order to relax and stay fit. **(begin doing sth)**
5 If I get any post after I move, could you please ..... it ..... to my new address. **(forward)**
6 The office manager ..... a repairman when the photocopier broke down. **(summon)**
7 Ten of their best officers were ..... the fact finding mission. **(order)**
8 Although the technician was already overworked, he .... the additional work without complaint. **(accept)**

Communication: Sharing Opinions

13 a. Read the speech bubbles below which contain various people's opinions about advances being made in technology. In pairs, decide which of the opinions you agree with. Why/Why not?

1
Why should people spend all that money buying books when they can read them online? I'm quite certain that eventually, traditional books will become obsolete and libraries as we know them will be a thing of the past.

2
Did you know that it's now possible to go online and get a personal medical diagnosis? Are you aware that telemedicine allows a doctor to 'see' a patient anywhere in the country by way of video links? I'm positive we're about to witness a drastic change in doctor-patient relationships.

3
When you think of all the pollution that is caused by people driving to and from work everyday and the amount of stress that commuting causes them, I'm personally of the mind that in a very few years time most people will work from home.

A: I agree with the first opinion because I think that soon people will stop buying traditional books and will read books online instead.
B: Oh no, I disagree. I believe that ...

b. If you were talking to these people in person, how would you respond to their opinions? Use the language in the box to help you.

Agreeing and Giving Reasons
- That's very true, because ...
- Right, especially if ...
- Positively, because ...
- You're absolutely right. For example, when ...

Partially Agreeing
- I'm not sure I totally agree, because ...
- I see what you mean, but on the other hand ...
- There's a lot in what you're saying. However ...
- I see what you're getting at, but ...
- In a way you're right, but I think it all depends on ...

Asking Someone to Justify their Opinion
- Why do you think that?
- What makes you say that?
- Do you really think so?
- Are you certain about that?

1 *A: That's very true because nowadays almost everyone has access to a computer.*
B: In a way they're right, but ... etc

c. Look at the speech bubbles again and underline the three ways in which the speakers introduced their opinions.

14 In pairs, using language from Ex. 13b and c, discuss how you feel about the following:

a) cloning animals
b) genetically-modified foods
c) computer-taught classrooms

Listening – Part 3

1 a. You will hear a radio discussion about the pros and cons of opening a new fast food restaurant in a small town called Manley. In pairs discuss what points you think might be made for and against the new restaurant.

b. Go through the notes and try to guess the missing words.

c. Now listen to the recording. For questions 1-10, complete the sentences. Were your guesses correct?

The proposed opening of the new Burger World has provoked [1] _____ in the local community.

Mr Brownlea thinks it will harm the young people and the [2] _____ .

He would prefer a new restaurant offering [3] _____ .

He admits that Burger World prices are [4] _____ .

He believes that fast food chains are causing the disappearance of [5] _____ around the world.

Mrs Masters argues that preventing the new outlet's opening in Manley will not [6] _____ of changing food habits worldwide.

Mr Brownlea is worried that the new fast food restaurant will increase the problem of [7] _____ .

This will make older residents feel [8] _____ .

Mrs Masters feels that it will be beneficial for young people to use Burger World as a [9] _____ .

She believes the new restaurant will boost [10] _____ of the town.

d. How important is it for teenagers to have a local place to meet? Discuss in groups.

Listening – Part 4

Multiple Choice Task

2 a. You will hear five people talking about technological devices that they use in their work. Before you listen, go through the questions and in pairs find what devices they will talk about. How useful do you think they are?

b. Now listen to the recording. For questions 1-10, choose the best answer (A,B or C).

1 The speaker finds his computer particularly useful
- A for keeping in touch with friends.
- B for making travel arrangements.
- C for his studies.

2 Computers have enabled the speaker
- A to save money.
- B to relax more.
- C to save time.

3 The speaker says that telemedicine is helpful for patients who
- A cannot find a doctor.
- B rarely go to the doctor.
- C live in the country.

4 The speaker is in favour of telemedicine because
- A he doesn't have to travel.
- B it really benefits people.
- C he can diagnose more accurately.

5 The heat-seeking device is useful for
- A locating cars.
- B producing maps.
- C catching people.

6 What advantage of the device does the speaker mention?
- A You can communicate with someone on the ground.
- B You can see what would otherwise be invisible.
- C You can set it up in various different places.

7 The speaker likes his palmtop computer because
- A his secretary is inefficient.
- B he can take it to meetings.
- C it stores important information.

8 In the past, the speaker
- A wasn't keen on computers.
- B never left his office.
- C had fewer things to remember.

9 Why is the flight simulator useful?
- A It can function in any weather.
- B It can prevent accidents.
- C It can help in training pilots.

10 What disadvantage of the flight simulator does the speaker mention?
- A It's a bit small.
- B It's rather expensive.
- C It's just a toy.

c. Is there a device you use daily to help you work / study? What is it? What does it do, and what difference does it make to your work? Tell your partner.

Speaking – Part 2: Compare, Contrast & Assess

Technology

Student A

3 In pairs, do the following speaking tasks.

a. Look at the photographs below. Compare and contrast two or three of them, saying how these technologies have improved our lives and what drawbacks they have. You have about 1 minute to do this.

Student B

b. Which technology is the most useful in everyday life? Why?

Student B

c. Now look at the two advertisements. Compare and contrast the two advertisements, saying what message each is trying to convey and who the manufacturers are probably hoping to attract.

Student A

d. Which of the two advertisements is more likely to appeal to professionals? Why?

4 Listen to two candidates doing the speaking tasks above and compare their performance to that of your classmates.
Assess your classmates in terms of:

- grammar and vocabulary
- discourse management
- pronunciation
- interactive communication

Useful language: Comparing and Assessing

- X has had a greater effect/impact on ... than ...
- X has been more far-reaching (in its effects) ... than ...
- They are all useful, but to my mind picture X ...
- The second picture is a better illustration of ... than ...
- As far as usefulness is concerned, X ...
- Picture Y illustrates best what most affects our daily lives ...
- There's not much to choose between X and Y as far as ... is concerned ...

Everyday English

- Asking for Clarification

5 In pairs, guess and say what the other speaker says.

a What do you mean by that?
b Hang on. I don't understand.
c Wait a minute. What are you saying?
d Come again.
e Run that by me once more.

A: This computer needs tuning up.
B: What do you mean by that?

Reading – Part 1/4

1 a. You will read an article about American astronauts of the 1960s. Before you read, look at the following words, said by astronaut Neil Armstrong the moment he set foot on the Moon.

'That's one small step for man ... one giant leap for mankind.'

What is the message Armstrong wanted to send? Discuss in groups.

b. Do the quiz, then quickly read the article to check your answers.

1 How many men have walked on the Moon?
One ☐ Two ☐ Twelve ☐

2 Has NASA ever tried to send astronauts to the moon without success?
Yes ☐ No ☐

3 Which was the first country to send a man into space?
USA ☐ USSR ☐ France ☐

2 a. For questions 1-15, choose from the answers A-F. You will need to choose some of the people more than once.

A – Neil Armstrong	D – Wally Schirra
B – Buzz Aldrin	E – Charlie Duke
C – Michael Collins	F – Rusty Schweickart

Which astronaut ...

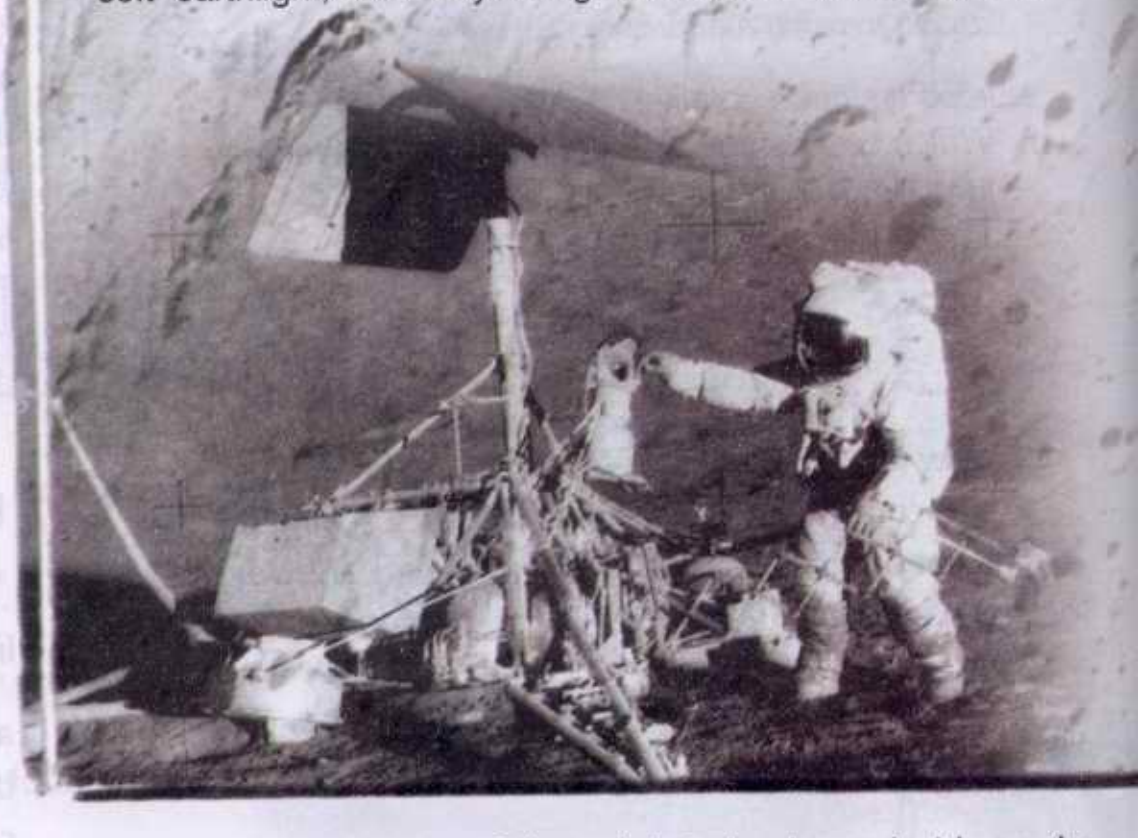
1 later became mentally ill? .....
2 had the opportunity to enjoy the view? .....
3 captured the writer's imagination while he was watching the moon landing on TV? .....
4 was unable to see the first man setting foot on the Moon? .....
5 was delayed by a technical problem? .....
6 later worked on developments connected with space travel? .....
7 played unconventional music on board the spacecraft? .....
8 does not give interviews anymore? .....
9 was completely isolated during part of his journey? .....
10 warns us that we must protect our planet? .....
11 is credited with a famous quotation? .....
12 objected to animals being used? .....
13 could have been faced with a grim task? .....
14 became particularly religious? .....
15 is said to have suffered while doing publicity work for the U.S. government? .....

Moonstruck

Today, NASA is ridiculed for its multiple failures, and the astronauts who carved its reputation 30 years ago have faded from popular memory. But, for the photographer Steve Pyke, those once great space missions have become ever more intriguing. Report by Sean O'Hagan.

On July 20, 1969, the collective imagination of the planet was captured by the grainy black-and-white images of Neil Armstrong and Buzz Aldrin walking on the moon. On a family holiday in Bettystown, County Louth, my childish thoughts were focused not on the two indistinct figures beamed back from the Moon's surface, but on the other guy; the one left behind in the spaceship circling above them, waiting in limbo for what must have seemed like an eternity for the safe return of his comrades.

Michael Collins, the astronaut in question, missed out on the great symbolic moment of man setting foot on the moon, yet his role in the unfolding drama seemed to me the most heroic, certainly the most lonely, of all. "Collins moved through a continual succession of sun-drenched lunar day, soft earthlight, and unyielding blackness," writes Andrew



b. Which parts of the article helped you decide on the answers? Highlight and compare with a classmate.

Vocabulary Practice

3 Match the highlighted words with their synonyms below.

• mesmerised • distinguish • problem • dishonourably
• spoken • in a state of uncertainty • vivid and moving
• disconnected

Chaikin, in his extraordinarily detailed and evocative book about the Apollo missions, Man On The Moon. "For 48 minutes out of each orbit, from Loss of Signal to Acquisition of Signal, he knew a loneliness unprecedented in human history."

Collins was alone in the Columbia spacecraft for 22 hours. In the event, he did not even get to hear the most famous words uttered in the 20th century. As Neil Armstrong stepped on to the lunar surface - "That's one small step for man..." then, that Shakespearian pause, "...one giant leap for mankind" – the Columbia had just slipped behind the far side of the moon and he had lost the moon-earth-moon link-up engineered by mission control for his benefit. By the time he reappeared, Armstrong and Aldrin were planting the American flag on the Sea of Tranquillity, but a technical fault kept him cut off. While an estimated 600 million people on planet earth watched and listened, transfixed, the man closest to those momentous events could only imagine them.

Reading Chaikin's book brought home to me the full responsibility and risk of the Apollo adventures. If disaster had struck Apollo 11 - say, if the Eagle, the landing craft, had malfunctioned during its take-off from the moon, or if it had later failed to dock with the Columbia craft - Collins would have had to do the unthinkable: leave his partners behind and journey back to earth alone. For the rest of his life, he would have had to carry an impossibly heavy burden: the loss of his friends and fellow adventurers, and the death of the greatest of all American dreams. It would have been a disaster with implications we can barely imagine.

Pyke never got to meet Collins, who declined to be photographed for personal reasons - he had just lost his son – nor Armstrong, who now fiercely protects his privacy and has retreated to a remote home in rural Ohio, but he did photograph and talk to the other Apollo 11 astronaut, Aldrin, as well as 10 other men who had been in outer space. He asked each of them what space meant to them and, unsurprisingly, got some interesting answers.

"I was ordered to Washington DC in 1959 to listen to overtures about going into space in a capsule on top of a rocket," replied Wally Schirra, whose career spanned both the Gemini and Apollo missions. "I was not interested, and I lost interest completely when it was added that they would launch monkeys and chimpanzees first. Later, I realised that, as a fighter pilot, if I wanted to go higher, faster and farther, this was the way. I left earth three times and found no other place to go. Please take care of Spaceship Earth."

To Pyke's surprise, he found that many of the American space pioneers had, like Yuri Gagarin before them, been treated shabbily by the government that was, simultaneously, holding them up as the ultimate exemplars of the American dream. "Armstrong was sent out on extraordinary meet-and-greet itineraries, doing maybe 15 interviews a day as well as speeches, but nobody really looked after him. He was booked into cheap hotels, often he didn't have time to eat all day."

If Armstrong took his destiny in hand and retreated voluntarily from the glare of celebrity, Buzz Aldrin had an altogether more difficult time: he struggled with manic depression before finding a new role as a one-man think tank, designing everything from new launch vehicles to scenarios for returning to the Moon. Charlie Duke, the tenth man to walk on the Moon, went the other way and set up his own church in Texas. In all there have been six successful missions to the Moon (and one unsuccessful one, Apollo 13), and 12 men have walked on it, two during each mission.

Rusty Schweickart, known to his compatriots as 'the hippy astronaut' because he preferred to listen to the Grateful Dead in space rather than the regulation country-and-western recordings, brought a collection of quotations by John and Robert Kennedy, the Dalai Lama, Walt Whitman and Elizabeth Barrett Browning. He secretly attached them to the inside of his spacesuit, and they were there with him when he walked out of Apollo 9 into space.

Schweickart also experienced something that no other astronaut, before or since, has: because of a technical hitch that occurred just as he stepped outside the craft, he had to wait for five minutes while it was corrected. Instead of working at his tasks quickly and intensely, as he had been trained to, he suddenly had breathing space, time to try and take in where he was, what he was doing. He held on to the rail of Apollo 9 and - for five long minutes - glided through the vastness and silence of space. Below him he could see America drift by, and even, after a while, make out southern California, where he lived. It was a life-changing moment, and, like the rest of them, Schweickart has, to some degree, lived in the shadow of that moment ever since.

The last word goes to Frank Borman, who journeyed into space on Apollo 8: "My experience on Apollo 8 helped me to see how isolated and fragile our earth really is. It was also beautiful. It was the only object in the entire universe that was neither black nor white."

Text Analysis

4 Look at the following phrases from the passage. In your own words, explain their meaning.

1 ... for what must have seemed like an eternity ... (l. 9)
2 ... carry an impossibly heavy burden ... (ll. 38-39)
3 .... listen to overtures about going into space ... (ll. 50-51)
4 ... meet-and-greet itineraries ... (l. 62)
5 ... lived in the shadow of that moment ever since. (ll. 100-101)

Discussion

5 In what ways was each astronaut's experience positive? In what ways was it negative? Discuss in pairs. Support your answers with examples from the text.

6 Work in pairs. Collect as much information about *space travel today and in the next 30 years* as you can, and prepare a presentation to be given in class.

The Future

Grammar Reference

1 Look at the sentences 1-11. Which talks about:

a an offer?
b an on-the-spot decision?
c an intention?
d a plan for which arrangements have been made?
e a prediction based on evidence?
f a personal belief about the future?
g a time-tabled arrangement?
h an assumption about the present?
i something that will happen very soon?
j something completed in the future?
k an action that will be in progress at a certain point in the future?

1 What time does your plane leave?
2 I'll carry those bags for you.
3 It's clouding over. I think it's going to rain.
4 I think I'll order a pizza.
5 I'll have finished by 6 o'clock.
6 I'm leaving in May.
7 This time tomorrow I'll be driving to Nottingham.
8 I think the Rovers will lose tomorrow.
9 She's about to go out.
10 No point in calling her now; she'll be sleeping.
11 I'm going to move house in May.

2 Complete each of the following sentences with a short phrase using the most appropriate future form.

1 If you want something from the supermarket, tell Anna. ..... to go shopping.
2 Unless we do something to persuade him to stay, ... resign from the chair.
3 One can never be sure, but I think Alex .... in the end.
4 He has already signed a contract with another company. ..... in December.
5 The last bus went by half an hour ago, but don't worry, ... in my car.
6 The train ....., so we still have a couple of hours to wait.
7 Look at the way he's climbing up and down that tree ..... if he's not careful.
8 I'd love to come to your party, but .... on a business trip on Friday.

Other Future Forms

3 a. Underline the phrases which imply future in the sentences 1 to 4.

1 Mark is on the verge of a nervous breakdown.
2 You are to remain in this room until your name is called over the intercom.
3 Works on the stadium are due to start in July.
4 Unless he works very hard, he is bound to fail the exam.

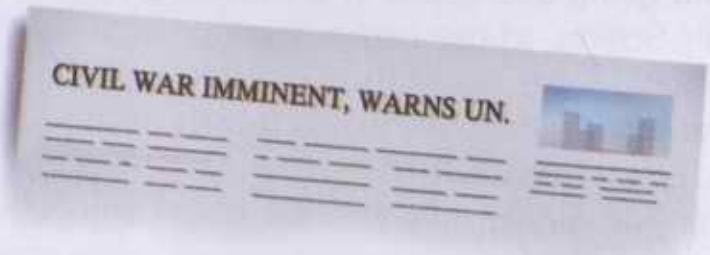
b. Rewrite the following using an appropriate future form from Ex. 3a.

1 *Roadworks are due to start on 1 May. Drivers on this road are bound to experience delays.*

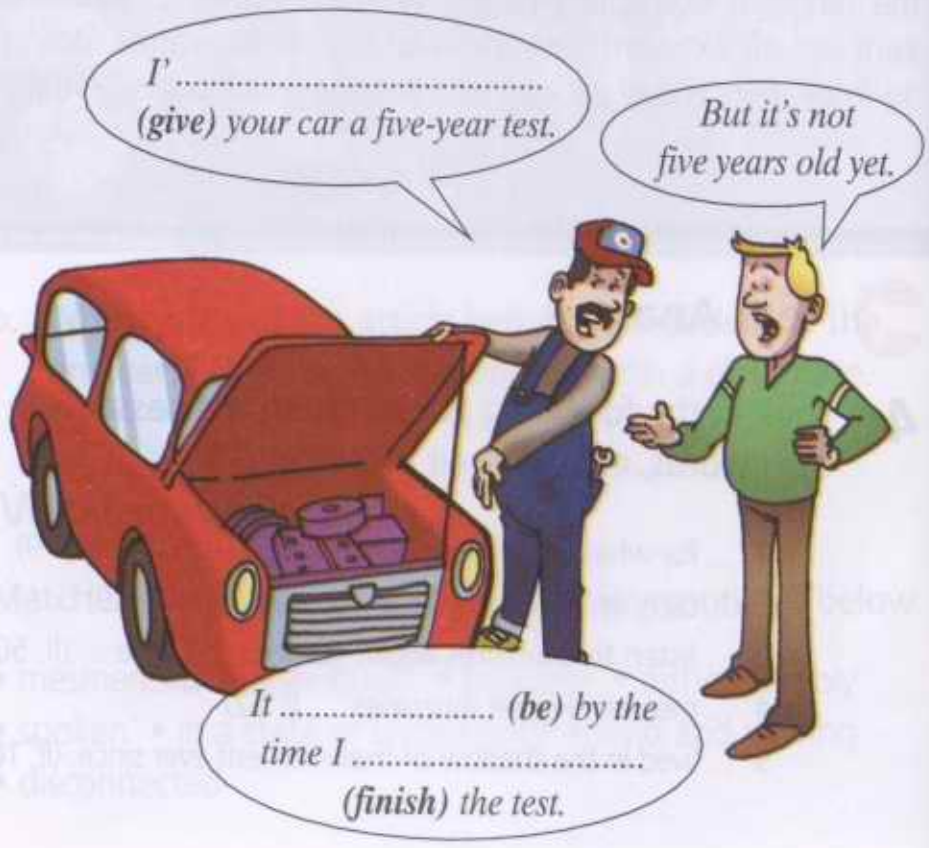
2

3

4

5 

c. Read the cartoon and fill in the correct form of the verbs in brackets.



English in Use – Part 3

(Task Type 1)

4 In most of the lines in the following texts, there is an unnecessary word. For questions 1-16, find the unnecessary words and write them on the lines provided. If you think a line contains no unnecessary words, put a tick (✓) next to it.

GM Crops

The debate about genetically modified crops rages on. Those who excited about this new development claim that it's the only way to solve out the problem of food supply to parts of the world where at present people are dying of starvation. Special strains of plants can be created that they are, for example, resistant to drought or to particularly high temperatures or to certain pests, which allows them to flourish where other crops do fail. At the same time, they say, chemical pesticides are no longer needed, so it's quite better for the environment too. Opponents are the first and foremost worried about whether the unknown effects of GM foods on our health. While in the short-term eating GM food might appears to do no harm, it is not yet possible to predict how future generations may be affected. They also fear that even as if GM crops are grown in clearly defined and fenced-off areas, seeds from GM plantations will unavoidably pollinate the surrounding vegetation, which may end up to being genetically modified, too. Playing around with genes, they argue, is not a game, and may be result in untold damage to the human being race and to the environment.

0 *who*
00 ✓
1 .....
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....
8 .....
9 .....
10 .....
11 .....
12 .....
13 .....
14 .....
15 .....
16 .....

English in Use – Part 2

5 Fill in the gaps using ***one*** word.

Expensive Gifts

This Christmas, parents in Britain are expected to spend nearly £1bn **0)** *on* computers and computer games **1)** ..... their children. With this year's sales breaking all records even before the gift-buying season, the European Leisure Software Publishers Association predicts sales **2)** ..... £370m in the UK of games alone in the final quarter of the year, and many families will invest more **3)** ..... £800 in a computer for their children.

Some of these parents will be buying a second computer because they **4)** ..... fed up with sharing their own: according to research just published by Microsoft, one in four **5)** ..... had a PC crashed by the children overloading the hard drive with games. But many others will have been simply unable **6)** ..... withstand the onslaught of pester power. "It's educational," a child will insist. "My teacher says I'll get better marks **7)** ..... my homework is **8)** ..... on a computer."

This **9)** ..... well be a bluff, of course. On the other **10)** ..... , it could be true. At one primary school in Wandsworth, south London, a fourth-year class of eight and nine-year-olds was told precisely **11)** ..... by a teacher, **12)** ..... said the use of computers by pupils **13)** ..... it easier for her to read their projects. The class representative promptly booked an appointment **14)** ..... the Head and put an end **15)** ..... that.

Error Correction

6 Underline the unnecessary word in each of the following sentences.

1 They discussed about the situation at the office at length.
2 He was the first athlete to can be disqualified for use of anabolic drugs in an international competition.
3 She pointed out, as she had been done several times in the past, that the computers were not to be used to send personal emails.
4 The benefits of exercise which are stressed by doctors, who know how important a healthy heart is.
5 You must pay a very close attention to this lecture – it's really important.
6 In the practice, the machine is not as easy to use as the advertisement makes out.
7 I'll have make sure Jenny gets the message.
8 The user's manual that can also be found in the box.

Register Transfer

7 Complete the sentences for each situation with a maximum of two words in each gap.

1 • Employer to employee:
"This is unacceptable. I don't want to hear any excuses. Bear in mind that next time this happens I will have no option but to terminate your contract."
• Employee to a colleague:
"He didn't actually allow me to *speak*; he warned me that I would ..... my job if it happens again."

2 • Telephone conversation with a friend:
"I'm going to write to him and tell him that if he doesn't give me my money back I'll take him to court."
• Letter:
I demand a full ..... . If I do not receive a cheque within 30 days, I will have no option but to resort to ..... action.

3 • Salesman to customer:
"You can have your car serviced here for 3 years for nothing, or, if you'd rather, I can knock £1,000 off the price."
• Advertisement
When you buy your car from Abercromby, you have the option of 3 years of ..... or a £1,000 ..... on the price of your car.

4 • Instruction from employer to employee:
"Write to Mr Smith, say we're sorry, and tell him we'll give him a new TV."
• Letter to Mr Smith:
We ..... any inconvenience caused; we will gladly ..... your TV with a new one.

English in Use – Part 5

8 For questions 1 – 13, read the newspaper report. Based on the information in the report, complete the informal letter that follows. The words you need do not occur in the report. Use no more than two words in each gap.

Freak Weather hits North and South

Rain has been falling continuously in North Yorkshire for over forty-eight hours and the Met office forecast predicts no change for a further seventy-two hours. Following a month of dry weather, residents of northern towns and villages were taken by surprise. Several riverside residential areas were inundated as rivers burst their banks, and fire services carried out rescue operations through the night using dinghies. In low-lying areas, valuable agricultural land has been submerged. Power supplies to the region have also been disrupted after underground cables were dislodged.
It is the second successive year in which the region has been affected by flooding, similar levels of rainfall having occurred last year. According to North Yorkshire residents, recovery from this second disaster will be slow. Meanwhile, due to the scale of the disaster and the number of claims submitted, insurance companies warn of delays in processing claims for flood damage to property.
Meanwhile, severe weather conditions continue to ravage parts of Australia. Exceptionally high winds are hindering the progress of firefighters trying to extinguish bush fires which have been raging outside Sydney for several days.

Dear Penny,

Hope you're having a great time in Australia – I envy you all that sun!
You won't believe what's happening to the weather here! It's been raining 1) ..... for the last two days and they say it might 2) ..... for another three. It had been quite dry for a few weeks, so we weren't 3) ..... so much rain. Anyway, quite a few neighbourhoods by the river have been 4) ..... but thanks to the fire brigade, everyone is 5) ..... and sound. There's some farmland under 6) ..... , and the electricity was 7) ..... , too! It's the second year 8) ..... that this has happened – we had weather like this last year too, do you remember? So it'll take a long time for the area to 9) ..... it. Apparently, so many people have 10) ..... insurance claims that it's going to take the insurance companies some time to 11) ..... with them all. So I'm thinking of you, basking in the heat. Hope you're not planning to go to Sydney! I read that the winds are making 12) ..... for them to 13) ..... the fires there. What is happening to the weather these days?
Anyway, write soon and take care.

Love,
Carol

9 Fill in the gaps with words formed from the words given in bold.

1 Germany won a ..... victory over England in the third round of the European Cup. **(decide)**
2 Breaking the Enigma code was a ..... achievement. **(remark)**
3 With all these modern gadgets and labour-saving devices about, we can take life at a more ..... pace. **(leisure)**
4 Some people find the idea of cloning ..... . **(object)**
5 Unless the economic situation ..... soon, we'll have to lay off some workers. **(stable)**
6 You need to ..... your explanations for the students; they don't seem to understand you. **(simple)**
7 Gerta's under a lot of ..... to get the project done on time. **(press)**
8 If this trend continues ..... , we'll find ourselves in a state of chaos. **(check)**
9 Lucy takes artificial ..... in her coffee, not sugar. She's on a diet. **(sweet)**
10 There were three key ..... at the CompuTech conference. **(speak)**

English in Use – Part 4

10 Read the two texts that follow. Use the words in the boxes to form words that fit in the numbered spaces in the text. There is an example (0).

HOME OF THE FUTURE

To demonstrate what homes may be like in the future, the mobile phone company Orange installed £2 million worth of state-of-the-art **(0)** *equipment* in an ordinary pre-war house, creating one of the most hi-tech **1)** ..... in the world.

The integrated TV, video, DVD, CD and radio system pipes sound and video throughout the house and the intelligent video recorder learns to record the kind of programmes the **2)** ..... like, while plasma wall screens can be programmed to show a continuous slide-show of their **3)** ..... snaps. The door locks are controlled **4)** ..... and can be operated by a single key. When somebody leaves the house, a single button can turn off all the non-essential systems and **5)** ..... and switch on the **6)** ..... alarm. If anything should go wrong with the self-diagnosing heating system, it will **7)** ..... call the repair man or arrange for a service.

0 EQUIP	3 FAVOUR	6 SECURE
1 RESIDE	4 CENTRE	7 AUTOMATE
2 OCCUPY	5 APPLY	

Dinosaurs and Satellites

In the beginning, life appeared on our planet on a molecular scale and, very gradually, developed into multi-cell organisms that co-operated in colonies. Eventually, due to **8)** ..... , small complex mobile creatures emerged. Through a process of natural **9)** ..... and supported by a **10)** ..... climate, some species thrived and grew **11)** ..... large – culminating in the reign of the dinosaurs.

The story of human **12)** ..... of space is not very different. For tens of thousands of years, mankind's attempts at understanding the cosmos were restricted to **13)** ..... observations made from the surface of our planet. Small but essential steps were taken and, as human technology mushroomed, we jumped out of our biosphere for the first time. Nearer to home, we placed a **14)** ..... outpost on the edge of space to observe our planet's **15)** ..... and provide communications. The satellites now orbiting the earth have evolved rapidly and, like the dinosaurs before them, have become larger and still larger.

8 EVOLVE	11 EXCEED	14 MAN
9 SELECT	12 EXPLORE	15 BEHAVE
10 HOSPITALITY	13 PUZZLE	

Writing: Book Entries

Some writing tasks ask you to write an entry or a contribution to a book that is to be published. Depending on the exact task, what you write should be similar to an article (with or without section headings).
You will have to use a combination of the following types of writing:
Descriptive writing *e.g. to describe a person, place, situation, event, process*
Discursive writing *e.g. to give and support your opinion, to analyse a situation, to give explanations and examples*
Narrative writing *e.g. to narrate an event, a discovery*
You may have to include practical information (such as how to get to a place or where to find out more about a person).
It is important that what you write should look like an authentic text and be as realistic as possible.

Interpreting the Rubric

1 **Read the rubric below, underline the key words and phrases, and discuss the questions that follow.**

A guidebook is going to be published featuring places to visit for people who are interested in science and technology. You have been asked to write an entry for the book recommending a suitable place in the area you live in.
You should include:
- A description of the place
- Why people should go there
- Practical information such as travel details, opening times, etc

Write your **entry** for the guidebook.

1 What exactly do you have to write?
2 Which type(s) of writing (discursive, narrative or descriptive) will you use? Justify.
3 Will you use section headings? If so, which headings are appropriate?
4 Who are the target readers? How formal does your writing need to be?
5 Which of the following titles could you use? Give reasons.

☐ The Best Places to Visit in Cambridge
☐ What's on in Town?
☐ The Science and Technology Museum
☐ Have Fun in Cambridge!

Analysing the Model

2 **Read the model and fill in the gaps with the prepositions given. Then, in pairs discuss the questions that follow.**

• of (x 4) • throughout • on • in • to (x 4) • from (x 2) • among

The Imperial War Museum, Duxford

Of the many attractions Cambridge has to offer, the Imperial War Museum, located at Duxford aerodrome, is well worth a visit. This museum houses, **1)** ..... thousands of items, a huge collection **2)** ..... aeroplanes from the twentieth century. Air shows and special events are held frequently **3)** ..... the year.

Why go there?

The IWM will be **4)** ..... particular interest to those keen **5)** ..... technology. Visitors who are interested **6)** ..... the history of flight will be able to trace the technological developments which have led **7)** ..... the sophisticated aircraft which we have today. Although the emphasis is on military aircraft, there is much more to see **8)** ..... a technological nature, including midget submarines and communications equipment.

Getting There

The museum is located close **9)** ..... Cambridge and a free bus service runs **10)** ..... Cambridge city centre. Journey time is 35 minutes. If you are planning to take the train to Cambridge, the free bus also picks up at the railway station and takes 20 minutes.

Opening Times and Admission Fees

From March to October, the museum is open **11)** ..... 10 am to 6 pm. In the winter months, closing time is 4 pm.

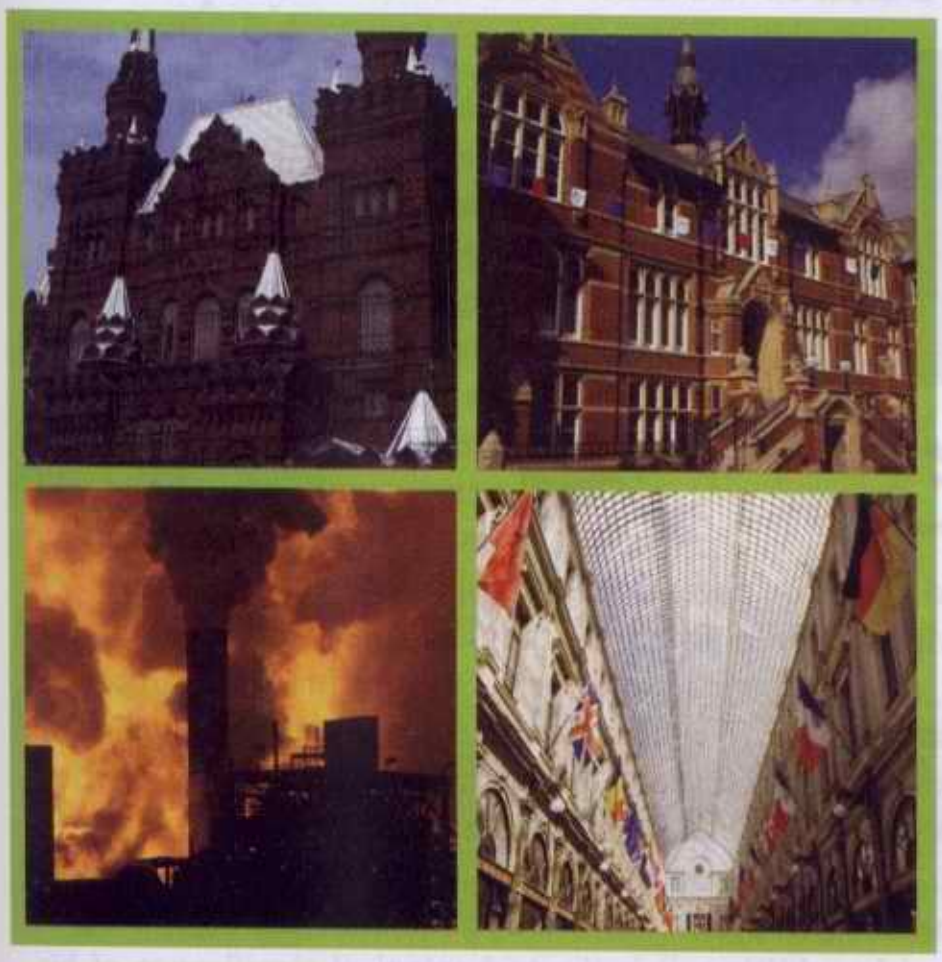
The price **12)** ..... admission is £8 for adults, although 16- to 18-year-olds are half price. Children under 16 can enter free. Admission is also free after 3 pm in winter and after 4.30 pm in summer. For further information, check the museum's website or contact your nearest tourist office.

1 Does the model cover all points included in the rubric?
2 Is the style of writing suitable for the target reader? Why?
3 Does this look like a real entry in a guidebook?
4 Say in which section the writer gives information about:
Transport to the museum .....
The exhibits on display .....
How to find out more information .....
Reasons it might appeal to technophiles .....
5 Can you think of different section headings?
6 Does the model have examples of discursive, descriptive and narrative writing? Underline them.

Brainstorming

3 What places of scientific or technological interest would you recommend in your town? Think about the following, then answer the questions below.

• a factory • a museum • an airport observation gallery • a university • other ...



1 Is it open to the public?
2 Is it a place that visitors would travel to see? Why?
3 Would it appeal to people interested in science or technology? Give reasons.

Paragraph Planning

4 a. In pairs, choose one place of scientific or technological interest in your town and make notes in the plan below.

Description of place/exhibits/events
What kind of place is it? What can visitors see/do/experience there? .....

Why go there?
How will a visit there benefit someone with an interest in science or technology? .....
.....

Getting There
How would you get there – by car/by bus/by train/on foot?
.....
.....

Opening Times and Admission Fees
Do you know the exact opening times/admission fees? .....
.....
.....
How would a potential visitor find out more information? .....
.....
.....

b. Now, using your notes from above, fill in the relevant information and write supporting sentences for the four topic sentences below.

- ..... *(name of place)* is a .....
  ..... *(kind of place)* which/where visitors can .....
  ..... *(type of activities).*
  .....
  .....
  ..... *(supporting sentences).*
- ..... *(name of place)* will be of interest to ..... *(what kind of people)* because ..... *(first reason).* In addition, ...
  ..... *(other reasons).*
- ..... *(name of place)* is located ..... *(location).* .....
  ..... *(details of how to get there).*
- ..... *(name of place)* is open .....
  ..... *(opening times).*
  Admission is ..... .
  ..... *(details about price of admission).*
  Further information can be obtained .....
  ..... *(say how).*

Sentence Variety

5 To avoid repetition in your writing, you should vary the structures you use in your sentences. Rewrite the sentences below beginning with the phrases given. The first one has been done for you.

1 The museum is in the centre of London and is well worth visiting.
Located *in the centre of London, this museum is well worth visiting ...*
2 The museum offers a choice of tours so there will be something to suit everybody.
Offering a choice .....
.....
3 The museum has over 9000 exhibits and covers the main scientific developments over the last four hundred years.
With over .....
4 The museum offers visitors the chance to see the exhibits and also to operate working models.
Visitors cannot only .....
5 The museum is designed with children in mind, but there are plenty of things for adults to do as well.
Although the museum .....
6 If you have a valid student ID, you do not have to pay.
Admission is free for .....
7 If you want to find out more, call the free Information Hotline on 231 9834629.
Further information can be obtained by .....

8 This museum, which was founded in 1890, has something of interest for everyone.
Founded in 1890, ...

9 The coffee shop contains photographs of the various stages in the project's development and is the perfect place to relax and soak up some of the atmosphere.
Containing photographs of .....

10 The centre is open to the public every day apart from December 25th and 26th.
With the exception of .....

Interpreting the Rubric

6 a. Read the rubric below and say how it differs from the one on p. 114.

You have seen the following announcement in a national newspaper:

> We are presently compiling a book on great people in the fields of science and technology. We want to include as many countries in the world as possible and this is where you come in. Write and tell us (about):
> - one famous person from your country
> - his or her achievements
> - any other relevant information that would interest our readers
>
> The best contributions will be included in the book.

Write your **entry for the book**.

b. Write *T* (for True) or *F* (for False) next to the statements below.

1 The person you write about must still be alive. ....
2 You should suggest two or three alternative people. ....
3 It should be clear from your writing why you think he or she should be in the book. ....
4 The person you choose must have been involved in both science and technology. ....
5 You need to give brief biographical details. ....
6 His or her achievements should be important in some way. ....
7 You could end by writing about the effect of his or her achievements on life today. ....
8 You should include a request that the person is included in the book. ....
9 Discursive, descriptive and narrative writing will be necessary. ....

Analysing the Model

7 Read the model below and choose the correct word or phrase in bold. Then, answer the questions that follow.

John von Neumann
The Father of the Modern Computer

John von Neumann, who was born in Budapest in 1903, was one of Hungary's most famous mathematicians, **as well as / not only** being a highly accomplished physicist and logician. **Although / Even** as a child, it was clear that von Neumann was a genius. At a very young age, he could divide eight-digit numbers in his head and memorise pages from a telephone directory.

On moving / While living to the USA, he worked alongside Einstein as a mathematics professor at the Institute for Advanced Study in Princeton. Von Neumann was deeply involved in a number of subjects, soon becoming distinguished in the field of quantum physics. He was appointed a strategic adviser on defence policy and Director of the Atomic Energy Commission. It is clear that, from a purely scientific **impact / perspective**, he was a phenomenon.

However, / In addition, it is the technological significance of his work that helps us best appreciate his contribution to society. **It was / Thanks to** von Neumann who realised that a computer's program could be kept in the memory instead of being fed in every time the computer was switched on. This development became known as 'von Neumann architecture' or the 'stored-program' concept, and it **resulted / led** to computers thousands of times more powerful than those which existed at the time. Nearly all the computers we have in the world today are based on the work that von Neumann did in the 1940s.

It is worth **remembering / to remember** that, without the work of this extraordinary Hungarian, there would probably be no home computers, no mobile phones, and no Internet. For that reason alone, he deserves great recognition.

1 What section headings (if any) could you give this model?
2 Are we given a clear picture of his contribution to science and/or technology?
3 Find examples of narrative writing. Why has this been used?
4 Underline the words and phrases which help describe:
a) the person; b) his achievements.
5 Number the following paragraphs in the order in which they appear.

☐ His main achievement
☐ His legacy
☐ Brief biographical details
☐ Achievements

6 If you were an editor working on this book, would you include this entry? Why (not)?

Brainstorming

8 Think of a person from your country that you could write about in answer to the rubric in Ex. 6. In the plan below, make notes about the information you could include.

Brief biographical details

.....

.....

Achievements / Early career

.....

.....

His/Her main achievement

.....

.....

His/Her legacy

.....

.....

Writing about People

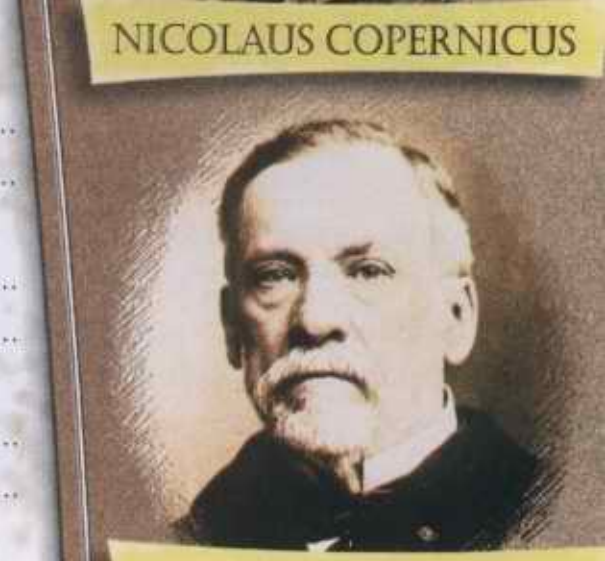
9 a. When describing people for this kind of writing task, their appearance is usually not important. However, it is common to use words and phrases which refer to their character in order to talk about their achievements.

Match the beginnings and endings of the sentences below, as in the example.

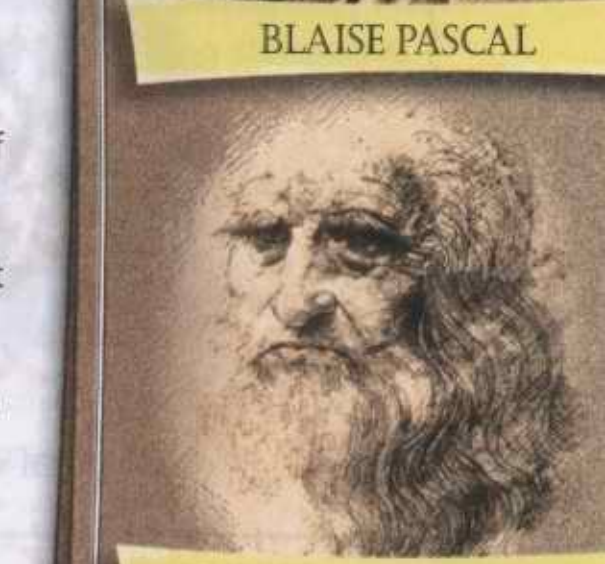
His loyalty and patriotism meant that, on more than one occasion,	her upbringing in the quiet country town of St Luke.
He was a talented man who not only made a great contribution to physics	but was also behind a number of significant inventions in the field of communications.
Her rather unconventional approach to her work	he finally made the breakthrough for which he is best remembered today.
Her humility and her shyness in the face of public attention was the result of	the way we listen to music today would be radically different.
His progressive approach to scientific principles enabled him to	we now have safe and efficient operating theatres.
If it hadn't been for his determination to succeed,	led to her being rejected by several prestigious universities.
Thanks to her logical and persistent approach,	he turned down highly lucrative offers to go and work in the USA.
After years of painstaking research carried out at great personal expense,	pioneer a completely new approach to the problem.

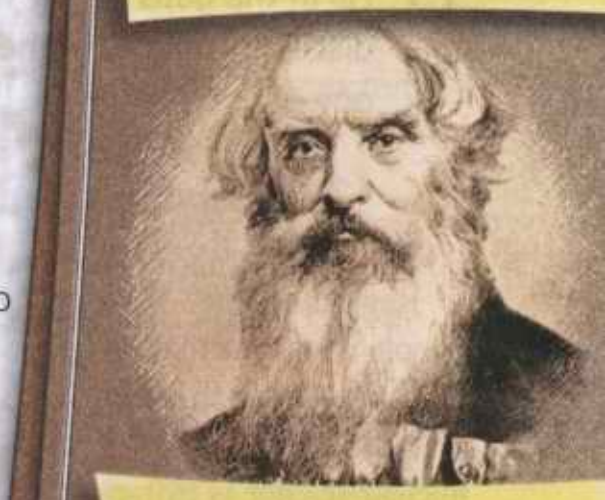
b. Use some of the words and phrases above to write sentences describing the achievements of the person you wrote about in Ex. 8.

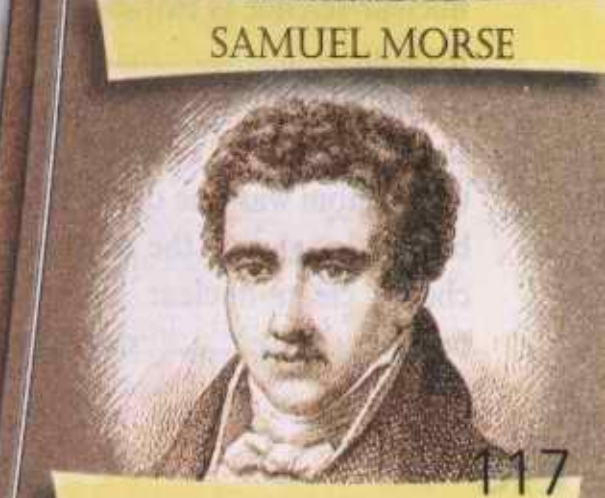
NICOLAUS COPERNICUS


LOUIS PASTEUR

BLAISE PASCAL


LEONARDO DA VINCI


SAMUEL MORSE


ROBERT FULTON

Error Correction

10 The extract below has ten mistakes. Find them and correct them. What kind of book is this entry for?

Recent developments

In the last twenty years, this country has made great technological progress, culminating in our entering the space age earlier that year with the launch of our first telecommunications satellite. From a health perspective, there has been a major modernisation programme in public hospitals. This had involved the purchase of the latest scanning and diagnostic equipment, as well the refurbishment of major operating theatres with state-of-the-art surgical equipment. As long as the infrastructure of the country is concerned, several major projects are on progress, including the construct of three major motorways, a hydroelectric power station and a new international airport. All of these public works are been carried out using the latest technology.

The future

With the increasing use of computer technology, the future of our country it looks very bright indeed. It anticipated that, in the very near future, all government offices will be computerised and networked to central mainframe computers in the capital. In terms of economic development, it seems probably that ...

Discussion Clock

In order to help you brainstorm for ideas, you can use the discussion clock below to think of different approaches.

11 Fill in the gaps below with words from the discussion clock. Some words may fit in more than one gap.

The Development of Nuclear Power

Regarding the **1)** ***social*** / ***ideological*** perspective, some people might say that there are serious moral issues to consider with the development of the atom bomb and, as for the **2)** ..... aspect, there can be little doubt that nuclear science is extraordinarily dangerous. Looked at purely from an **3)** ..... point of view, however, although the initial costs were high, the financial rewards were enormous. In terms of its **4)** ..... significance, the splitting of the atom was one of the most important **5)** ..... breakthroughs of the 20th century and few would deny that cheap, clean nuclear energy is one of the most important **6)** ..... developments ever made by mankind.

Discuss & Write

12 Look at the writing tasks below and, for each one, answer the questions that follow.

A An international publisher is planning a book on the role of computers worldwide. You have been asked to submit an entry for the book describing the way computers are used in your country.
You could include:
- The importance of computers in education
- The use of computers in the workplace
- The popularity of home computers

Write your **entry for the book**.

B You have seen the following announcement in a national newspaper.

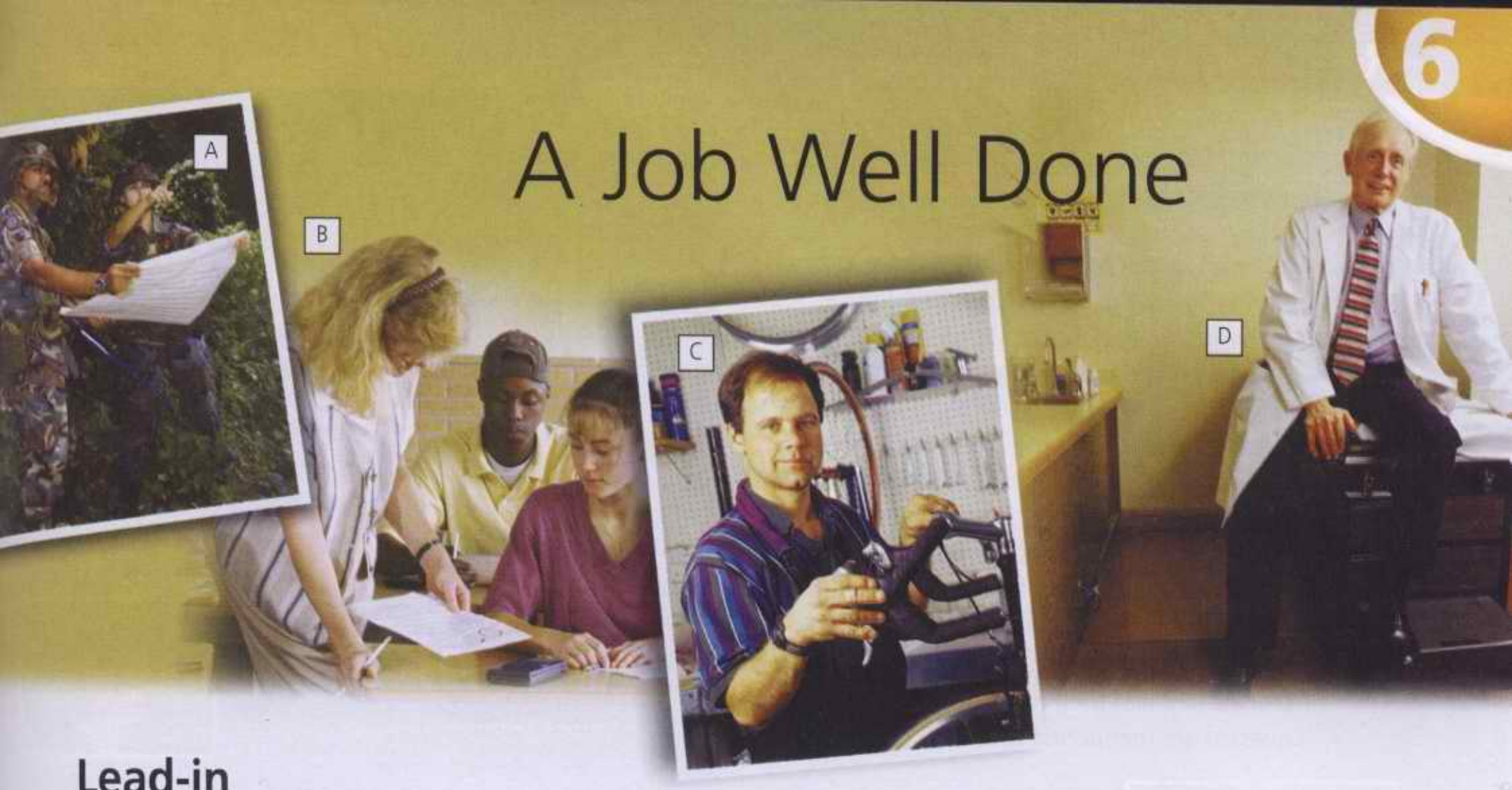
VF Publications is planning a book on this country's involvement in the technological age and we would like you to contribute. This is what we want you to do:
- write about one major achievement in the field of science or technology
- tell us why this achievement is important
- include your views on what is likely to happen in the future

The best contributions will be included in the book.

Write your **contribution for the book**.

1 What could you write about?
2 Will you use section headings?
3 How many paragraphs/sections will you need? What will you put in each one?
4 Which types of writing (discursive/descriptive/narrative) will you use?
5 How could you begin and end your writing?

13 Using the information you have learned in this unit, write one of the the tasks above. You should write about 250 words.



6

A Job Well Done

Lead-in

1 a. Look at the pictures above. Which profession(s) would you associate with the following? In what way? Tell your partner.

+	−
high earnings	physical tiredness
sense of achievement	stress
job satisfaction	danger

b. Which of the four jobs shown do you think would appeal the most to ...

- an adventurous person • a caring person
- a person who likes children • an ambitious person
- a team player • a person who likes to keep fit

Discuss in pairs.

2 a. Rank the following according to how important you think they are for a happy working life (1 = most important, 6 = least important). Then compare your ranking with that of another student.

- ☐ pleasant working environment
- ☐ recognition of achievement
- ☐ good remuneration
- ☐ opportunity for creativity
- ☐ helping others
- ☐ opportunity for personal development

b. Which of the following statements best applies to you? Select one (or write your own in the space provided), then use it to begin talking to your partner about your ideal job.

1 I have a very clear idea of what I want to do.
2 I haven't decided yet, but I want to find a job that I love.
3 I would like to earn as much as possible in the shortest possible time, then retire.
4 I would like my work to make a difference to the world.

OTHER .....

3 a. Listen to part of a radio report about a survey conducted in the UK, asking people what their ideal job would be, and mark the following statements *T* (true) or *F* (false).

1 Most people are attracted to the idea of an exotic job, like being a journalist in New York. .....
2 Nursing and teaching were professions often regarded as dream jobs. .....
3 Men's replies were very similar to those of women. .....
4 People in Ireland had more realistic dreams about jobs. .....

b. If a similar survey were carried out in your country, what kind of 'dream jobs' do you think people would choose? Discuss in groups.

4 Paraphrase the following quotations. Which do you agree with? Why? Discuss in pairs.

'Work is an essential part of being alive. Your work is your identity.'

Kay Stepkin (US baker)

'The only place where success comes before work is a dictionary.'

Vidal Sassoon (British hair stylist)

Reading – Part 4

1 a. You will read a passage about people who work during the night. Before you read, look at the following words/phrases. In pairs decide what profession you would associate them with.

• nasty incidents • behind the mike • fares
• provide newsflash cover • keep pilots informed

b. List as many professions as you can think of which involve working the night shifts. Check with your partner. What might be the advantages of working during the night? Discuss in pairs, then read quickly to see if your guesses are mentioned in the text.

c. Now read the text thoroughly. For questions 1-18, choose from the answers A - E.

A Alan Gaynor-Shaw
B Helen Aldridge
C Stephen Lal
D Jack Cheeps
E Kenny 'Ginge' Walters

Who ...

- doesn't have to make his/her own way to work? 1 .....
- enjoys socialising while on duty? 2 .....
- does a job which can be upsetting at times? 3 .....
- never sleeps in the mornings? 4 .....
- goes through long periods of inactivity while on duty? 5 .....
- has to occasionally put up with awkward people? 6 .....
- watches the weather as part of his/her job? 7 .....
- appreciates having company when on duty? 8 .....
- sometimes forgets how enjoyable his/her job is? 9 .....
- has to take care of his/her appearance? 10 .....
- sometimes has to work overtime? 11 .....
- would find it difficult to go back to working days? 12 .....
- has to be constantly focused? 13 .....
- started working nights late in his/her career? 14 .....
- is under great pressure not to make mistakes? 15 .....
- had trouble adjusting to working nights? 16 ..... 17 .....
- feels that working nights can be good for family life? 18 .....
- switched to the night shift to get more pleasure out of his/her job? 19 .....

They are wide awake and on duty while the city is asleep, watching out for us, entertaining us, taking us places, or making sure we know what went on during the night when we wake up and turn on our TVs. Five night shift workers talk about their jobs.

THE SKY WATCHER
Alan Gaynor-Shaw, 36
Air Traffic Controller, Heathrow Airport

"I work a basic 35-hour week on the ATC Tower. My main responsibility is to make sure that planes landing at and taking off from Heathrow do so with safety and without delays. I also keep pilots informed about changes in conditions such as wind shear – a sudden change in the velocity or direction of the wind that can cause the pilot to lose control of the aircraft.

"I work the night shift because I prefer it. The airport is quieter and I can get to and from work with ease, and I like having the mornings to myself. I have to make sure I sleep properly during the day, though, because there's no room for blunders up here. You need total concentration to keep track of several planes at the same time and make certain all pilots receive correct instructions. The mental stress of being responsible for the safety of several aircraft and their passengers can be quite exhausting; you simply can't do it if you are not 100%."

THE EARLY MORNING MESSENGER
Helen Aldridge, 38
TV Newscaster

"I front four news summaries every night, and I also present the Morning News programme at 5.30 am. My pattern is seven nights on, then seven days off - which is like having short holidays every other week, so I like that. A car picks me up at about 9.30 in the evening. I write the news summaries and provide newsflash cover from the time the main evening news comes off air, so I have to be ready and

Vocabulary Practice

2 Match the highlighted words in the passage with their synonyms below.

• endure • very tiring • mistakes • dash
• become involved in • changing • schedule

made-up at all times.

"At 7 o'clock in the morning I go home, have breakfast, and go to bed by nine. I get up about 5, have a bath, and have dinner - with my husband when it's possible. It's like getting up in the morning, except it's difficult to do normal things like going to the post office because it's closed by then. Family life is affected, of course. I often have to go without seeing my husband for a whole week, but this could be a blessing in disguise: I miss him so much that it makes me love him even more!"

THE RESCUER

Stephen Lal, 42
Ambulance driver, Edinburgh Royal Infirmary

"I have been working the night shift as an ambulance driver and attendant for eleven years now. Being an ambulance driver is somewhat like being a police officer: 95% boredom, 5% terror. When you work the night shift, you sleep in a hospital room waiting for the phone to ring, then listen to frantic directions and bolt to the ambulance, hoping you got the address right. You almost know when a call is a bad one by the time of night, day of the week, and the address of the incident.

"I get into work at 11 o'clock every night and I clock off at 7 in the morning, unless a last minute call makes me late. One of the best things about the job is that I'm always on duty with one of the other guys. Nasty incidents are much easier to stomach when you're with someone.

"It took me several years to get used to working nights, but now I wouldn't go back to the day shift. I think I would have a lot of problems re-structuring my life after all this time."

THE FRIENDLY VOICE IN THE NIGHT

Jack Cheeps, 54
Radio DJ, Bay FM 101.4

"I've been doing a programme called 'Goodbye Mr Cheeps' on Bay FM for six years now. Switching to nights was a bit difficult at first, because I wasn't exactly a spring chicken, was I? Anyway, the programme kicks off at 2 am, so I have to leave home for the station at about 1. At 6 in the morning I hand over to Kelly Shawls and the morning news, but I don't go to bed until late afternoon - 3 or 4 o'clock perhaps. It's a funny life for a middle-aged man, really.

"Having said that, recently, I was talking to an Air Force fighter pilot who had just been on the programme that comes before mine. Anyway, after spending thirty minutes telling me about what it's like to fly a high-performance aircraft that can make a U-turn at the speed of sound, he told me that he thought I had the coolest job in the world. This completely blew me away. Next August I will celebrate thirty years of being behind a mike and, after such a long time, it takes a statement like the one the fighter pilot made to make me realize that being a radio DJ really is a fantastic job."

THE MAN WHO TAKES YOU HOME

Kenny 'Ginge' Walters, 26
Taxi Driver, London

"Being a taxi-driver is not just about getting a person from A to B. It is also about the level of service and how to make their trip an enjoyable one. But when people are in a mad rush to get to work or to the airport or to make it in time for an appointment, it's difficult to engage in friendly conversation. It was getting me down. That's why I changed to nights. Most people who use a taxi at night are going out to have fun, so they're in a much better mood.

"I start work at 9 o'clock and drive around the city all through the night until 5 in the morning. It's quite busy until about 1:30, then, if it's a weekday, it slows down a little and there are fewer fares.

"I do get my fair share of unpleasantness, usually from people who have had one or two too many. But this is rather rare. Most of the time, when people get in a cab, they enjoy knowing there's a friendly person driving it. It's good for me, too. It helps me to feel good about my work. I get a lot of job satisfaction in this taxi."

Text Analysis

3 **Explain the phrases in your own words.**

1 " ... I like having the mornings to myself." (text A, ll. 9-11)
I like having free time in the mornings to do what I want.
2 "You need total concentration to keep track of several planes at the same time ..." (text A, ll. 12-13)
3 "This could be a blessing in disguise." (text B, l. 17)
4 "I would have a lot of problems re-structuring my life ..." (text C, ll. 15-16)
5 "At six in the morning I hand over to Kelly Shawls ..." (text D, ll. 6-7)

Discussion

4 **Choose a person and take roles to act out an interview.**

People on the Job

1 a. Match A to B to form words describing different kinds of workers and professionals. Then, in pairs, put them under the appropriate headings in the table below. Some of the words could go under more than one heading.

A	B
refuse	designer
business	hygienist
computer	collector
graphic	practitioner
assembly-line	executive
talent	servant
plastic	surgeon
fire	worker
dental	fighter
civil	programmer
general	scout
sound	technician

b. In pairs, decide which of the adjectives below best describe the jobs and professions above. Give reasons.

• fulfilling • arduous • mind-numbing • demanding • gruelling • rewarding • hazardous • glamorous • mundane • secure • stimulating • strenuous • stressful • motivating • physical • intellectual

A: Working as a firefighter is a very stressful job.
B: True. They face danger all the time and people's lives depend on them.

2 In pairs, use language from the box to help you to ask and answer questions about the following:

- If you are employed at present
- What kind of job you would like to do in the future
- What kind of career you would never consider

• What do you do for a living? • Have you ever toyed with the idea of …? • Have you got any plans for …? • What are you aiming for in your career as a whole? • Have you ever thought of …? • Would you ever consider …? • Do you think you would ever …? • Are you looking forward to retiring?	• I work as a … • I hope to (be promoted). • I don't intend (to resign). • Yes, indeed, I am thinking of … • My immediate plans are … • Hopefully, I will soon … • I do not foresee … • I will definitely not … • There is no way I would ever …

A: What do you do for a living?
B: I am studying to become a lawyer but I've got a part-time job in the university library.

In the Workplace

3 a. Underline the correct words/phrases. Then use the remaining words to make up sentences of your own. Use a dictionary to help you.

1 Due to the unsafe conditions at the plant, the workers decided to **(work to rule, go on the picket line, go on strike)** until their demands for improvements were met by the management.
2 Many employees were **(sacked, laid off, dismissed)** as a result of the economic crisis.
3 Not only are we appreciated for what we do but we also receive **(perks, benefits, bonuses)** at Christmas and Easter.
4 Not too many years ago, miners and factory workers would have to line up outside their employer's office every Friday to collect their **(salary, profits, wages)**.
5 On arrival at the military base, the new **(trainees, apprentices, recruits)** were told to report to the registration area.
6 I've just been transferred to this **(head office, department, boardroom)**. Could you tell me where my cubicle is, please?
7 If there is any hope of meeting this deadline, we'll have to work **(part-time, overtime, flexi-time)** all next week.
8 For us to consider you for the position, you'll need to provide us with at least two **(credentials, references, applications)**.

b. Now, decide which aspect of work the sets of words are related to.

• incentives • new employees • pay
• the workplace • applying for a job
• workers' protest • working hours

Build up your Vocabulary

4 Underline the word which best completes each sentence.

1 I hope you realise, Ms Hines, that if you accept the **(job/employment/occupation)** you will be expected to put in quite a bit of overtime.
2 After receiving a degree in business management, Lynn realised that her true **(profession/trade/vocation)** was in teaching, so she returned to university.
3 My sister **(works/labours/toils)** in a beautiful office doing a job that she loves.
4 The latest company **(duty/task/project)** requires that we all work as a team to meet the deadline.
5 The **(staff/union/board)** has called a general meeting to hear employee complaints.
6 Tom just received a government **(raise/award/grant)** to continue his work with the city's homeless.
7 They have several **(vacancies/occupations/appointments)** to fill, but they can't find the right people.
8 When he failed to comply with the manager's instructions, he was **(removed/dismissed/deposed)**.

Collocations

5 In pairs, complete the spidergrams with the words. Use some of them to fill in the gaps in the sentences. Can you think of more words for each spidergram?

• mate • satisfaction • title • load • place • shop • description • bench • market • hunter • station • centre • prospects • horse

1 Some of the staff say she's the manager, some say she's the owner. Do you know what her actual .... is?
2 I'm sorry, but nowhere in my ..... does it say that I have to empty the wastepaper bins.
3 At the moment, John has such a heavy .... that we can't even get out at the weekends.
4 The assembly-line worker was sacked because he was constantly away from his ..... .
5 My wife is a real ..... . She puts in eight hours at the office and then comes home and does all the housework.
6 Above the carpenter's ..... was row after row of bright shiny tools.

Every Office has one

6 a. Using a dictionary if necessary, say what the personality traits of these office workers are.

• the whiz • the perfectionist
• the paper-shuffler • the gossip
• the stirrer • the workaholic
• the slave driver
• the techno-freak • the yes-man

b. Which are positive/negative traits? What type is the man the picture? Discuss in pairs.

Idioms

7 a. Match items from columns A and B to form idioms. In pairs, guess what the idioms might mean. Do you have similar idioms in your language?

A	B
beaver away	to the grindstone
keep one's mind	ends meet
mean	the shots
make	one's hands
get something off	inside job
be someone's	on the job
call	at something
have time on	business
keep one's nose	right-hand man
be an	the ground

b. Use some of the idioms, in their correct form, to complete the sentences below.

1 It's going to take lots of hard work to ..... the business ..... , but in the long run I feel it will be worth it.
2 Of course, his personal assistant will be with him; he ..... the President's ..... .
3 James, you've been ..... at that report for the last hour. Come down and have your supper.

4 It's very difficult to ..... with all these clients coming and going.
5 She might be the boss, but don't be fooled. It's really the vice-president who ..... around here.
6 With the economy in such a state, many businesses are finding it impossible to ..... .

The Right Job

8 a. **Look at the three job adverts below. In pairs, decide what the underlined words mean.**

FAIRFAX BUSINESS MEDIA

Telephone Researchers

FBR is the research division of Fairfax Business Media, and is currently recruiting a team of high-level telephone researchers to interview leading IT decision-makers in large UK enterprises.
£25-30K.

Closing date: 16.05.2003

The Employers' Forum on Disability

The EFD, a charity and pressure group working for and on behalf of disabled employees throughout the UK, is seeking a

Chief Executive Officer

Leading the Forum, the only organisation of its kind in the world, you will utilise your management experience to assume complete responsibility for our day-to-day operations.
c. £70,000 plus car.

The Aldingbourne Trust

History teacher

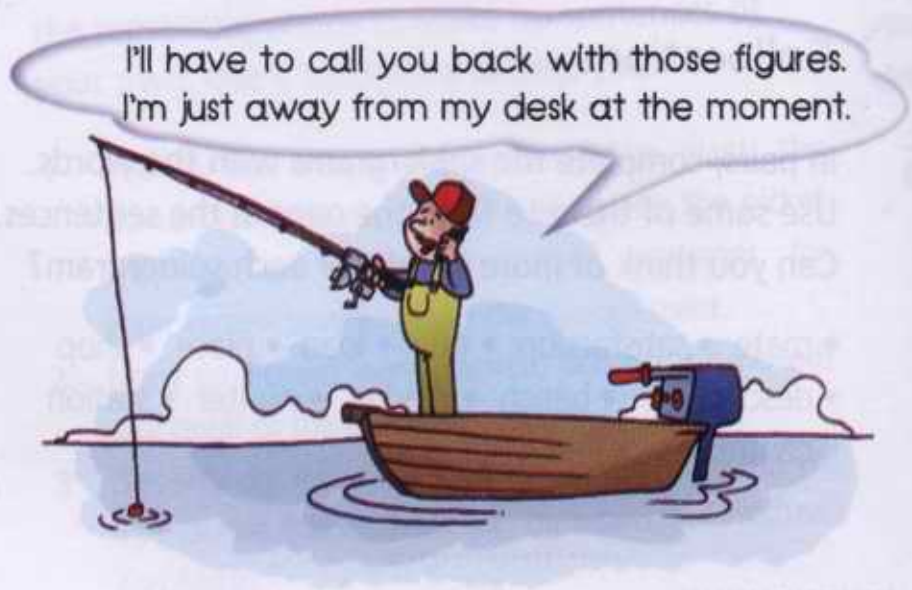
Are you interested in joining an educational organisation committed to innovation? We will consider applications for a full-time History teacher to join our faculty of experienced teachers at our school near Chichester, West Sussex. Minimum of 3 years experience in teaching History is essential.
£22,500 plus benefits.

b. **Which of the jobs would you find appealing? Why? Discuss in pairs.**

c. **Using language from the boxes, in pairs, act out job interviews for the posts above.**

Questions	Answers
• Tell us about you / your qualifications / your experience in...	• I have been working as ... for ...
• How would you describe yourself?	• I hold a degree / diploma in ...
• Why do you want to work for us?	• I have also pursued ...
• What do you look for in an employer?	• I feel that my experience / ability / knowledge / dedication / organisational skills / people skills will be useful.
• What is the most important quality ...?	• I'm after a job that ...
• How can you contribute ...?	• I have always thought that one of my assets is ...
• Is there anything you'd like to ask?	

A: So, tell us about your experience in marketing.
B: Well, I have been working as a marketing consultant for ... for three years now, and ...



Fixed Phrases (with *on*)

9 a. **Match the fixed phrases with their meanings.**

A		B	
1	on the verge of	a	intermittently
2	on offer	b	receiving unemployment benefit
3	on the basis of	c	about to do/happen
4	on the dole	d	available
5	on the level	e	honest
6	on hold	f	waiting
7	on a roll	g	continuously
8	on and on	h	due to
9	on and off	i	winning
10	on demand	j	when needed

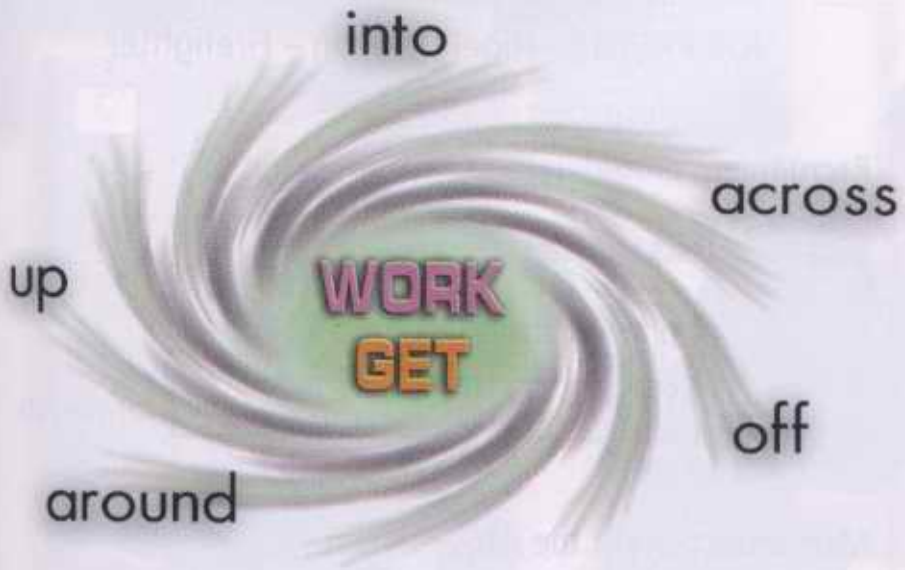
b. Now, use appropriate fixed phrases to fill in the gaps in the sentences.

1 I've done a lot of research on that company and it appears that they are ..... .
2 Poor Pam! She was ..... tears after being unfairly dismissed.
3 ..... your past performance here at Lloyds, we've decided to give you a promotion.
4 After the steelworks closed down last year, half the men in the town were forced to go ..... .
5 The plant manager went ..... for what seemed like hours about the falling productivity rate.

Phrasal Verbs

Appendix 1

10 Match the verbs with the particles to form phrasal verbs. Use them to complete the sentences below.



1 I just can't seem to *get across* **(communicate)** to my boss that he is working me too hard.
2 After a difficult day at the office I like to .... **(eliminate)** stress by digging in my garden.
3 The owner is terribly busy tomorrow but I'll try to ..... you ..... **(find time for)** her schedule.
4 If the workers return to their jobs this week, we might manage to ..... **(overcome)** the delays in production.
5 By the end of the incredibly busy day, Mona had ..... herself ..... **(cause to be upset)** into quite a state.

Communication: Polite Requests

11 a. In pairs, complete the following dialogues with language from the boxes.

- A: Can you do **4)** .....?
  Do you **5)** ..... use your computer for an hour?
  B: Of course **6)** ..... .
- A: I don't mean to **7)** ....., but do you **8)** ..... clean up this mess?
  B: I'm afraid **9)** ..... that. You see, I need to go out in five minutes.
- A: I know this **10)** ....., but I was **11)** ..... could lend me £10.
  B: With **12)** ..... .

Useful language: Polite Requests

Introducing a request

• Sorry to bother you with this, but ... • I don't mean to cause a fuss, but ... • I can see you're very busy, but ... • I know this is a bit much to ask, but ... • Can you do me a (big) favour? • Could you do something for me?

Making a request

• Would it be (at all) possible (for me/you) to ... • Do you think I/you could (possibly) ... • Could I trouble you to ... • Could you possibly ... • Would it be all right if I ... • I was wondering if you could ... • Do you mind if I ...

Useful language: Responding to Requests

Granting a request

• Sure! • Go ahead. • Of course you can/may. • With pleasure. • By all means. • Be my guest.

Denying a request and offering an excuse

• I'd love to help, but ... • I wish I could, but ... • I'm afraid I can't do that. You see ...

b. How could the requests and the responses have been made in a different way? Discuss in pairs.

c. In pairs, act out the following dialogues. Student A, make the requests. Student B, respond positively or negatively according to the ***yes / no*** prompts in the brackets.

1 Ask a friend if he can drive you to work the next day. **(Yes)**
2 Ask if a colleague can help you with some filing. **(No)**
3 Ask your boss to give you tomorrow off. **(No)**
4 Ask your teacher if you can be excused from class. **(No)**
5 Ask an acquaintance if she thinks she could talk to her boss about giving you a job. **(Yes)**

Listening – Part 3

Task Type 1

1 You will hear part of a radio programme in which two people debate the effectiveness of the 'Investors in People' scheme. 'Investors in People' is a scheme designed to improve conditions and efficiency in the workplace.

a. Find out the meaning of the following words/ phrases, which are in the recording. In what context do you think they will occur? Discuss in pairs.

• briefing • review meeting • complaints procedure • letterhead • appraisals • assessor • random spot checks

b. Listen to the recording. For questions 1-9, fill in the gaps with a word or short phrase.

'Investors in People' is a scheme which promotes staff training and [1] _____ .

Ruth admits that the real reason why some companies want the IIP badge is that it is a [2] _____ .

Companies who wish to be part of the 'Investors in People' scheme must provide evidence of [3] _____ to the IIP authority.

Chris claims that some companies, in spite of following the required [4] _____ , were not truly interested in improving conditions.

The IIP authority investigates every complaint, even the [5] _____ ones.

Ruth argues that it isn't easy to [6] _____ IIP standards compliance.

Chris mentions one law firm where staff training went on for only [7] _____ .

Chris suggests [8] _____ in order for IIP to rebuild its reputation.

Ruth points out that employees can follow the [9] _____ if they feel that IIP standards are not upheld by their company.

c. Now check your answers to Ex. 1a.

Listening – Part 2

2 a. You will hear a firefighter talking about his work. Before you listen, discuss the following with a partner.

1 What sort of person would make a good firefighter?
2 What do you think might be the main advantages and disadvantages of being a firefighter?

b. Try to predict what kind of information is needed for gaps 1 - 8. Check with your partner.

c. Now listen to the recording. For questions 1-8, complete the notes by filling in the gaps with a word or short phrase. You will hear the recording only once.

JOB PROFILE: Nigel Dawson – Firefighter

Recruitment procedure:

Vocational tests to assess

- physical fitness
- [1] _____ for the job

Main attractions of the job:

- [2] _____
- [3] _____

Main disadvantage:

- Pay is lower than [4] _____
- Present salary: [5] _____

Perks:

- [6] _____
- pension
- health cover
- [7] _____ at work

Promotion: [8] _____ prospects

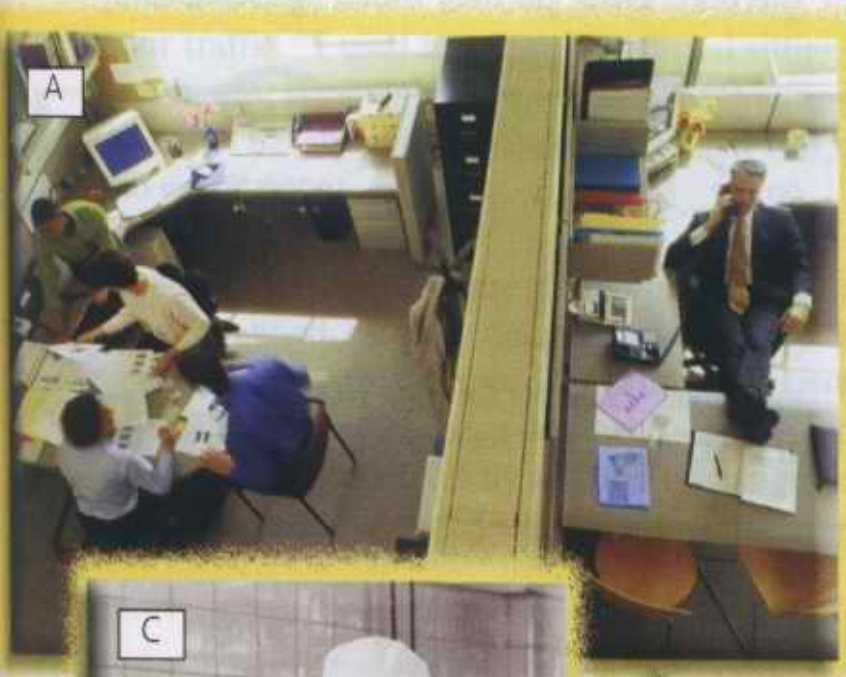
d. What criteria do you think should be borne in mind when assessing fair levels of pay for different jobs? Discuss in groups.

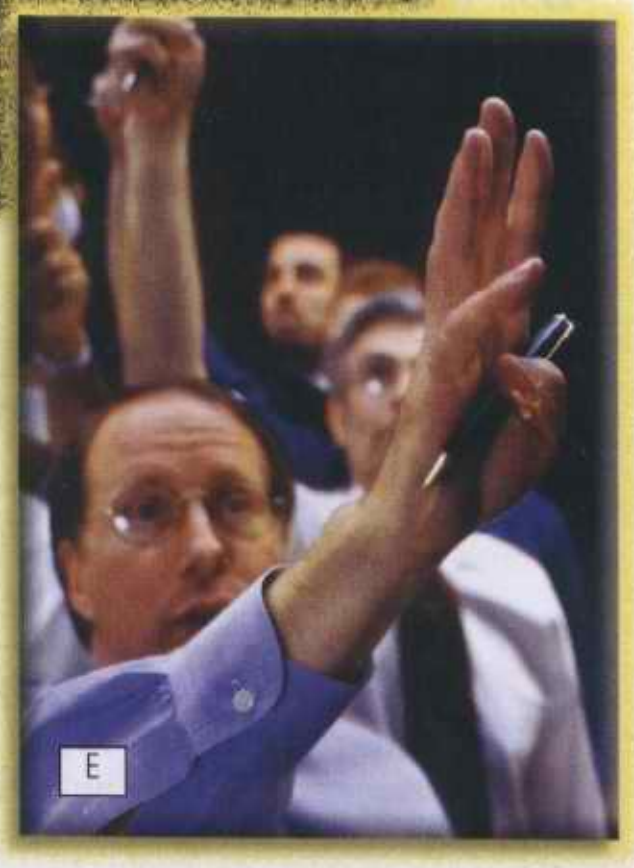
Speaking – Part 3: Discuss, Evaluate & Select

Working Environments

Students A & B

3 Look at these pictures showing various people at work. Talk to each other about the different kinds of working environments shown. Then, say which working environments are likely to be the most and least stressful. Finally, select the picture which, in your opinion, shows the working environment which needs the most improvements.





Speaking – Part 4

Students A & B

4 Discuss the following questions together.

1 Do you think having computers in the workplace is a good thing?
2 What steps should governments take to reduce unemployment?
3 What are the dangers of working too much?
4 Is job satisfaction more important than money?
5 What makes a good boss?

5 Listen to two candidates doing the speaking tasks above and compare their performance to that of your classmates.

Assess your classmates in terms of:

- grammar and vocabulary
- discourse management
- pronunciation
- interactive communication

Useful language: Selecting

- I think we should go for picture X ...
- We could narrow it down to a choice between X and Y ...
- It's hard to choose, but picture X ...
- Making a choice is not that easy because ...
- If we assume that... then the obvious choice would be X ...
- Not much to choose between X and Y, is there?

Everyday English

- Congratulating

6 In pairs, guess and say what the other speaker says.

a You lucky thing!
b Well done!
c I'm so pleased for you!
d That's fantastic.
e Congratulations.

A: I've got two days off from work!
B: You lucky thing!

Reading – Part 2

1 You will read an article about today's public sector working hours. Before you read, discuss in pairs the following.

1 What do you think are the advantages and/or disadvantages of the following aspects of working hours for
a) employees? b) employers?

• long hours • overtime • 9 to 5 • early starts
• inflexible/rigid working times • flexi-time
• a four-day week • irregular hours • part-time work • working from home • time off

2 Look at the title of the article. Why might employees today need to 'get a life'?

2 a. Now read the article. Six paragraphs have been removed. Decide which of the paragraphs given on the opposite page (A–G) fit into the gaps (1–6). There is one paragraph which you do not need to use.

b. Underline the parts of the article which helped you to decide on the missing paragraphs, then compare with a partner.

Vocabulary Practice

3 a. Explain the highlighted words in the text.

b. Match the items to form collocations used in the text. What do they mean in the text?

A	B
on the	suggestions
taking its	notice
raised	toll
came up with	verge of
meet their	targets
at short	concerns

Getting a Life

Matthew Brown on how one council solved its staff turnover problem by giving workers control over their hours.

Six months ago, Carol Wyatt was on the verge of leaving her job as an inquiry officer in the housing benefit department of Merton council, south London. It wasn't that she didn't like it; she had even taken a salary cut to take the post in November last year. But the journey to work was taking its toll.

1	

Normal flexi-time did not apply to the job and Wyatt told her line manager she wanted to leave. She was not the only one. As the authority's assistant chief executive, Keith Davis, readily admits, the council was hardly what they call an employer of choice.

2	

Prompted by the public services union Unison, Merton applied for - and won - £50,000 from the government's challenge fund to pilot a 'work-life balance' scheme in three departments, including housing and council benefits. A programme was devised after a series of focus groups, run by consultancy Briony Group, in which employees were asked to say how they would like to work in an ideal world. Staff raised concerns about rigid working times and inflexible core hours and came up with suggestions for a four-day week and homeworking.

3	

So what changed? Office hours were extended, so that people can now work any time between 7am and 7pm, and core hours were abolished. Staff can take time off as and when they need it

A According to deputy benefits manager Rebecca Strang, it was clear within two weeks that the new system was going to work well for all concerned. "It made all our lives easier," she says. "The staff were happier, team morale went up, and there was more incentive to finish workloads. If the new system was taken away now, there'd be World War III in my office."

B She had to be in for 9am, when the phones started ringing, but that meant caring for her elderly mother (and her dog) every morning before braving the rush hour traffic. "I used to get quite stressed sitting on the bus, hardly moving, knowing there was nothing I could do about it," she says. "I don't handle that sort of thing too well."

C Although not all ideas were taken up, the pilot has been an unqualified success: sickness levels in the housing benefit section have dropped by half, productivity is up, a backlog of cases has been dealt with – and Wyatt is still there. Merton was recently held up by the government as a model of good practice for public sector employers, and has published a national guide to work-life balance, funded jointly with Unison.

D A survey published last month rams this point home. It reveals that half the employees interviewed were unaware of the job options on offer to make their lives easier. Managers also confided that while they sympathised with workers' needs, it was difficult to agree to requests for flexible working hours or unpaid leave when staff were often already stretched to the limit.

E "We had recruitment problems, high levels of sickness and high staff turnover," he says. "And there was a general feeling that staff morale was low. We felt we needed to do something pro-active."

F The cynic may think it is all a good management ploy to increase working hours and produce a flexible workforce, but that's not how the union sees it. "The main thing is that it empowers staff," says Sean Cunnisse, Unison's branch secretary at the authority. "Although a manager can still say 'No', now they have to justify their decision, rather than staff having to justify why they should be allowed time off."

G Wyatt now goes to work early, arriving well before 9am to avoid the morning traffic, and leaves mid-afternoon. "It has made all the difference," she says. "It really does make you feel you've got more control over your life. It gives me a chance to organise my working time around my other needs."

to meet other commitments, as long as they make it up and meet their targets. Now as little as half an hour can be taken, even at short notice. Previously, everyone had to book a half day's leave in advance.

4	

Other people arrive later in the morning after taking their children to school, or take time out when they have appointments; some people like to work late, when it is quieter; and others work at home some days so that they can be there when the plumber calls, or the new sofa is delivered.

5	

Davis is adamant that the scheme is not a backhanded way of improving council services and extending working hours. He says: "Of course, there are some basic rules - mainly, that the service comes first. People have to commit to that. But we're finding that staff are working together to cover each other. They come up with the arrangements themselves. There's a lot of self-rostering."

6	

Far from taking it away, Davis is now extending the scheme across the authority, introducing six-month trials in three more departments this month. He is even looking at ways of introducing a nine-day fortnight. "Now we're asking: 'Why can't it work?' rather than just saying: 'It can't work.' The only thing that could stifle it is lack of imagination."

Text Analysis

4 In pairs, explain the following phrases (taken from the text) in your own words.

1 "Now we're asking 'why can't it work?' rather than just saying 'it can't work' ..." (after gap 6)
2 "I don't handle that sort of thing too well." (para B)
3 "Merton was... held up by the government as a model of good practice ..." (para C)
4 "A survey published last month rams this point home." (para D)
5 "The cynic may think it is all a good management ploy ..." (para F)

Discussion

5 a. What are the advantages of a work-life balance scheme, according to Mr Brown? Make a list, then discuss with your partner.

b. How important is it to maintain a work-life balance? Think about: health, family, friends. Discuss in groups.

Conditionals & Wishes

Grammar Reference

Conditionals

1 **The following sentences contain mistakes. Rewrite them so that they are correct.**

1 I'll lend you my scarf provided you won't lose it.
I'll lend you my scarf provided you don't lose it.
2 Suppose you would win the lottery, what would you do?
.....
3 I've bought some food in case Marianne and John came round for dinner.
.....
4 If I had known you were coming to London, I would pick you up at the airport.
.....
5 If I told you I love you, what would you have said?
.....
6 Unless Brian will instruct us otherwise, we will close the shop at 7.
.....
7 Should he have rung, tell him I'll meet him in the library.
.....
8 Had I known you'd been shopping, I would not go myself.
.....

2 **Make conditional sentences for the following situations.**

- John lost his job.
- Alice has been transferred to another department.
- Ten workers have been laid off.

If John hadn't been late every morning, he wouldn't have lost his job.

Mixed Conditionals

3 a. **Match columns A and B to form mixed conditionals. Which types of conditional are used in each part? Why?**

A	B
1 If he had accepted their offer,	a he'd be covered in grease.
2 If he realised how little work she does,	b he'd be rich by now.
3 If he wasn't going on holiday tomorrow,	c he'd have fired her long ago.
4 If he had been mending the car,	d he might have agreed to come with us.

b. **Rewrite the following using mixed conditionals, as in the example.**

1 I don't have a secretary, so I did all the typing myself.
If I had a secretary, I wouldn't have done all the typing myself.
2 He didn't follow my advice; that's why the work isn't finished yet.
3 He can't have been arguing with his boss all morning; he looks far too relaxed!
4 She doesn't have the money, otherwise she would have given me the loan.
5 I realise I wasn't very polite to the boss, but I'm planning to leave this job anyway.

Wishes

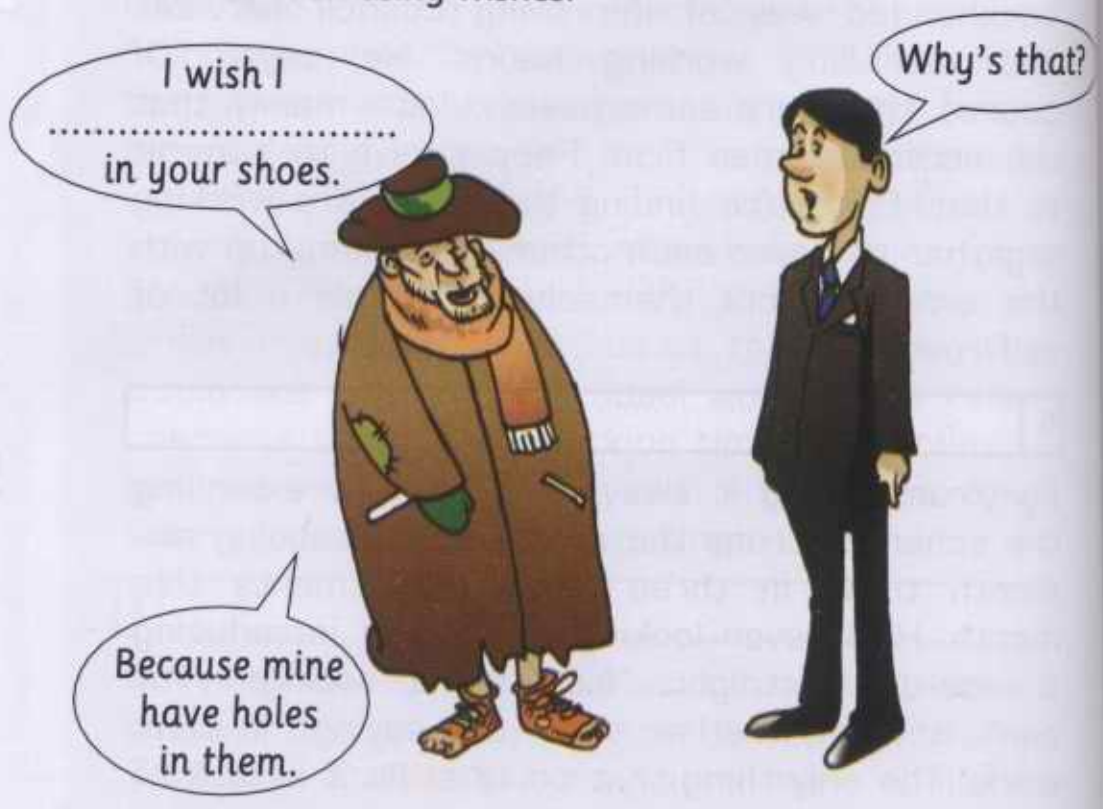
4 **Write a wish for each of the following sentences, as in the example.**

1 You want to buy a new car, but you haven't got enough money.
I wish I had enough money (to buy a new car).
2 You didn't follow your friend's sensible advice.
3 You lost your lecture notes.
4 You want to ask a friend to help you, but he's out of the country.

5 **Finish the sentences in your own way.**

1 If I could turn the clock back, ...
2 If I had lots of money, ...
3 If only I .....
4 If I could go anywhere, ...
5 I wish I could .....
6 I wish I hadn't .....
7 I wish you would .....
8 I wish I were .....

6 **Complete the caption. In pairs, think of another cartoon using wishes.**



Structure & Coherence

7 Choose *A*, *B* or *C* to fill each gap.

- The government has been discussing new regulations, 1) ...*A*... , aimed at making it easier for working parents with young or disabled children 2) ..... .

1 A due to come into force next April
B they will implement them next April
C although not before next April

2 A so that their working hours are flexible
B to have more flexible working arrangements
C because they need more flexible hours

- Win or lose, many applicants face significant legal bills. 3) ..... on a no-win, no-fee basis can see their awards reduced by up to half 4) ..... take their cut of any award or settlement.

3 A If they win their cases
B Even if they lose their cases
C Even those who win their cases

4 A because their solicitor
B although solicitors and other advisers
C as solicitors and other professional advisers

- 5) ..... dedicating weeks of painstaking care into setting up a company, seeking professional advice and creating a coherent business plan, but the real crunch factor 6) ..... .

5 A It's all very well
B You may as well
C It's not enough just

6 A is why keeping records is important
B is how well you keep your records
C is not only keeping records

- SupraComm has slashed its investment plans 7) ..... . It now expects to spend €8bn by 2005 8) ..... . The reduction has been caused by its decision to delay the roll-out of so-called third generation mobile phone services.

7 A for the next three years
B by a 16.5% increase
C on a no-sale-no-investment basis

8 A rather than the €6bn originally planned
B and not sooner than 2007
C rather than the €11bn originally suggested

English in Use – Part 6

8 For questions 1 to 6, read the following text and choose from the list (A-J) given below the best of the phrases to fill each gap. There are three phrases which do not fit in any gap. There is an example (0).

Doing it Our Way

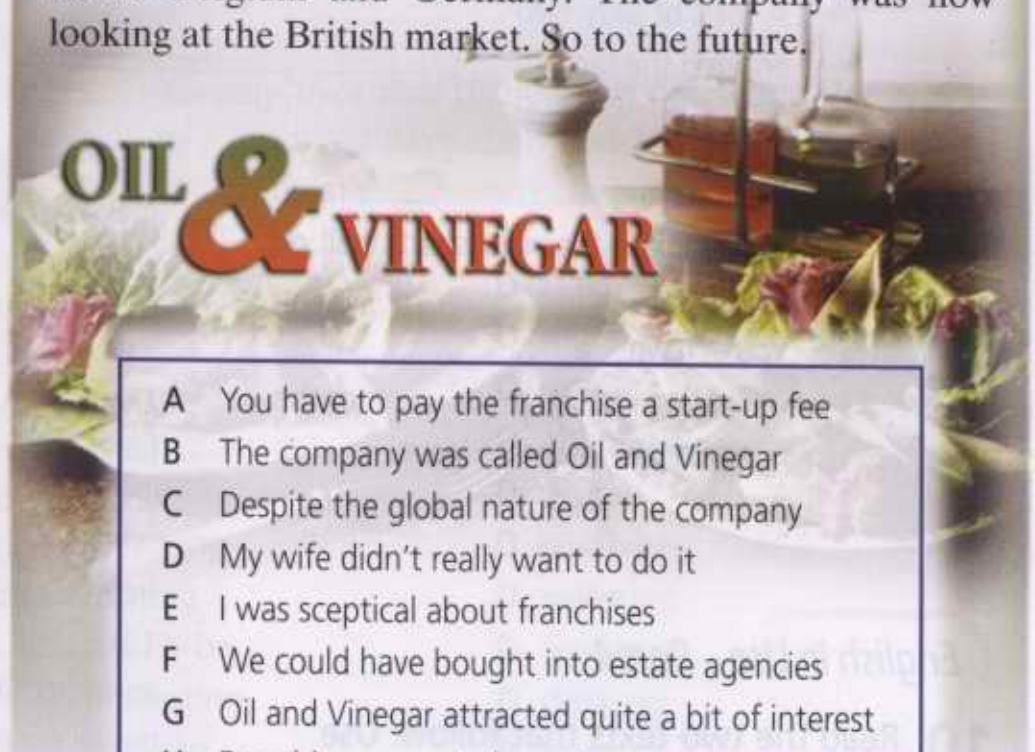
Next month my wife and I will open the doors of our own business, a gourmet gift shop. **0)** ...*J*... , I have finally unpicked the safety net of regular income to throw myself from the ledge, to fly, or to hit the ground with a thud. It is terrifying and exhilarating.

1) ..... at first. A little research, however, and I learned that some real household names are franchises - such as Bodyshop, McDonald's and Thorntons. **2)** ..... , each shop is a small business, albeit run to the template of the parent company. And the failure rate of legitimate franchises is a mere 10%.

There are drawbacks of course. **3)** ..... and a percentage of your profits for the use of their concepts and trademarks, and you have to stick to their plan. **4)** ..... was my kind of odds and we started to look more closely.

In April we went to the British Franchise Exhibition at Wembley to find a franchise that was right for us. The range was amazing. **5)** ..... , interior designers, coffee shops, car repairers, but nothing caught our imagination until we stumbled on the last stand.

6) ..... and the idea was a gourmet giftshop where the customer buys such goodies as truffles, stuffed olives, unusual dressing and herbs and spices, kitchenware all beautifully presented and gift-wrapped. The shops had taken off in their native Holland and were spreading across Belgium and Germany. The company was now looking at the British market. So to the future.



A You have to pay the franchise a start-up fee
B The company was called Oil and Vinegar
C Despite the global nature of the company
D My wife didn't really want to do it
E I was sceptical about franchises
F We could have bought into estate agencies
G Oil and Vinegar attracted quite a bit of interest
H Franchises are not cheap to start
I However, a 90% success rate
J After 13 years in secure office jobs

Word Formation

9 Fill the gaps with words formed from the words in capitals.

1 tire
- Although the job is not physically ....., it leaves me feeling exhausted at the end of the day.
- He was praised for his ..... efforts to promote our ideals at home and abroad.

2 lead
- The most important quality required for this managerial post is .....
- Mr Brown is one of the country's ..... authorities on industrial relations.

3 excel
- We were treated to an .... supper of seafood and home-made pasta.
- We are committed to pursuing ..... in providing for travelling business people.

4 compete
- We managed to outwit the .... by launching our product early.
- The team displayed a lot of ..... spirit and that's why they succeeded.
- A total of sixty-two ..... entered the race.

5 contract
- The building ..... failed to complete the new sports hall on time.
- You have a ..... obligation to give us a month's notice if you intend to leave.

English in Use – Part 4

10 Read the two texts that follow. Use the words in the boxes below each text to form words that fit in the numbered spaces in the text. There is an example (0).

Redundancy and the Law

Contrary to popular belief, redundancy is just one form of 0) dismissal – not a catch-all phrase to describe any 1) ..... of employment. An employee is, 2) ..... speaking, made redundant when the employer requires fewer people to do the type of work the employee was employed to do. However, redundancy is considered by the law to be 3) ..... if you are made redundant for maternity-related reasons, reasons connected with race, sex, 4) ....., or trade union-related activities, 5) ..... to work on Sundays or assertion of a statutory right.

Your employer must operate any redundancy programme fairly. For example, an 6) ..... tribunal has concluded that selecting employees for redundancy on the basis of their age is not justifiable.

Employers are also supposed to consult with employees on an individual basis before making them redundant to consider whether there are any other options available such as redeploying them elsewhere in the 7) ..... .

0	DISMISS	3	FAIR	6	INDUSTRY
1	TERMINATE	4	ABILITY	7	ORGANISE
2	BROAD	5	REFUSE		

Getting the Most out of Meetings

Recognise that most meetings will be **8)** .... without a good chairperson and an agenda. If your aim is to be **9)** ....., skip most of these meetings. Research has shown that badly managed groups rarely make better decisions than the best or second-best person in that group.

If the meetings you attend are badly run but you want to **10)** ..... that something is accomplished, then bring your own informal agenda. In **11)** ..... organised environments, few people think far enough ahead to turn up with papers to hand out. If you are the only person who has a handout, you will usually find that **12)** ..... centres on the points you make on these sheets.

Understand that meetings that are well-run can generate better results than would come from the smartest people in the group. Three things are **13)** ....., however, for good **14)** ..... decision-making: an impartial facilitator or chairperson; a clear structure; and the necessary IT to model possible **15)** ..... there and then. Information will be treated as a neutral commodity, and everybody will have their say.

8	CHAOS	11	POOR	14	COLLECT
9	PRODUCE	12	DISCUSS	15	ALTERNATE
10	SURE	13	DISPENSE		

Terms Often Confused

11 Match A to B, then make sentences with the items from A to show their meanings.

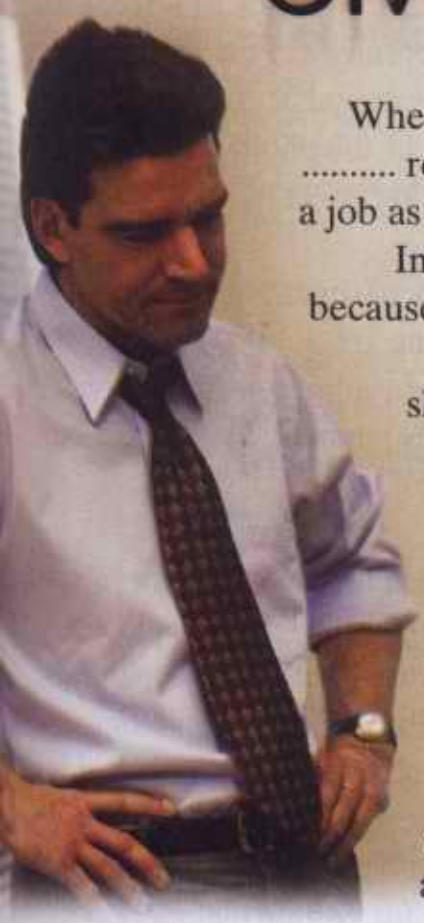
A	B
1 the late manager	a the person who is bound to become manager
2 the manager in question	b the person who was manager before the current one
3 the manager to-be	c the person who is supposed to be the manager
4 the former manager	d the manager who has died
5 the so-called manager	e the person who would like to be manager
6 the present manager	f the person who is holding the manager's post temporarily
7 the would-be manager	g the manager we're talking about
8 the stop-gap manager	h the person who is currently manager

The late manager left a legacy of a 160% increase in sales over 12 years.

English in Use – Part 1

12 For questions 1-15, select the most appropriate word (A, B, C or D) to complete each gap.

Given the Thumbs Down



When your manager tells you they are pleased with your **0)** *work* , the least you can expect is a(n) **1)** ..... reference when you leave. That, at any **2)** ..... , is what Wayne Taft thought when he applied for a job as an occupational care worker.

Imagine his surprise **3)** ..... , when he opened a letter that said 'Sorry, we can't **4)** ..... you because of your job reference.'

"It was very upsetting," he says. "I was shocked at how cruel people can be. My reference should have been **5)** ..... ." Mr Taft, who is unemployed, is still **6)** ..... the consequences of his **7)** ..... employer, another home care provider, **8)** ..... to supply a positive, or even neutral reference. "I was looking **9)** ..... to a new job and now I'm on the **10)** ..... ."

After he received the **11)** ..... letter he resigned himself to pursuing jobs using another past employer as a reference. He was never told why the reference was bad, and in the two months since it happened has felt **12)** ..... . But this week he discovered that under the Data Protection Act, he has the right to request **13)** ..... to the reference from the organisation who received it.

Mr Taft says he intends to **14)** ..... the employer that turned him down and demand to see the reference. "I'm so angry, I need to find out what happened and **15)** ..... it right," he adds.

0	A work	B job	C employment	D task
1	A beneficial	B straight	C decent	D moral
2	A pace	B way	C step	D rate
3	A namely	B then	C really	D although
4	A consider	B regard	C judge	D review
5	A shining	B glowing	C gleaming	D glistening
6	A having	B taking	C getting	D suffering
7	A present	B so-called	C would-be	D former
8	A refusing	B avoiding	C protesting	D disliking
9	A away	B aside	C forward	D front
10	A leisure	B dole	C queue	D home
11	A rejection	B refusal	C denial	D dismissal
12	A accidental	B powerless	C unfavourable	D unrelated
13	A access	B admittance	C entry	D permission
14	A struggle	B disagree	C dare	D confront
15	A get	B put	C place	D fix

In Part 2 of the CAE writing paper, one of the choices is a business question. This is designed for people who are working, rather than students. This does not mean that students should not attempt this question but it is important to remember that the examiner will be looking for vocabulary, register and subject matter that is appropriate to a work situation. The instructions you are given will assume that you are in full-time work and that you are familiar with such things as work environments, working conditions and the correct format for letters, reports, proposals, information sheets, etc.

Understanding the Rubric (1)

1 Read the rubric below, underline the key words, and answer the questions that follow.

Following a difficult year financially, the head office of the company you work for has asked you to prepare a confidential report on the conditions in your department. Write a report for the Managing Director, mentioning factors that affect the day-to-day running of the department. Your report should include any recommendations you feel would increase efficiency and profits.

1 How formal does your writing need to be? Give reasons.

2 What do you think the Managing Director most wants to read in your report?
   a) How smoothly and efficiently your department is running
   b) Which members of your department are not working hard enough
   c) The main complaints your department has
   d) How your department can be made more profitable

3 Which of the following section headings could you use if you were writing about the department where you work? For the sections that you choose, suggest what you could include.

- ☐ Working Environment
- ☐ Staff Morale
- ☐ Management-Worker Relations
- ☐ Recommendations
- ☐ Equipment
- ☐ Office Conditions
- ☐ Other .....

Analysing the Model (1)

2 Read the model and fill in the gaps with the phrases given. Then answer the questions that follow.

• tend to • as are • resulting in • were to be
• would mean that • due to • with the result • such as

MODEL 1

To: Mr Mark Dixon, Managing Director
From: Brian Cox, Margate Branch
Subject: Report on Conditions in the Sales Department
Date: 4th October 20...

Purpose

The purpose of this report is to comment on the conditions in the Margate Sales Department and to make recommendations for improvements.

Working Environment

Generally speaking, the working environment is a pleasant and safe one which is conducive to efficient work. Disciplinary problems are rare, **1)** ..... absences, thanks to a high level of motivation and loyalty to the firm. Nevertheless, there are problems, **2)** ..... the lack of a reception area for customers who visit the premises. Furthermore, the noise level is unacceptably high on occasion **3)** ..... the large number of staff involved in telephone sales. These factors **4)** ..... have a distracting effect on other workers.

Equipment

Some of the equipment in the department is outdated. In particular, the computers we are using are not powerful enough to cope with the volume of sales. In addition, the telephone switchboard is faulty and is frequently jammed, **5)** ..... delayed or missed calls.

Recommendations

Firstly, I would strongly recommend that, for the above reasons, we upgrade the office computers and replace the switchboard. Another change which would benefit the department is the conversion of the storerooms into offices. Exploiting this space **6)** ..... the telephone sales staff could be separated from other office workers, **7)** ..... that noise levels could be kept to a minimum. This would have the added advantage of freeing up space for visiting members of the public.

Conclusion

I feel that if the above changes **8)** ..... made, we would be able to significantly improve the efficiency of the department. Although these recommendations clearly involve some expense, I feel that the increased efficiency and resulting sales will more than compensate for the costs incurred.

1 Is the language used suitable for a Managing Director? Why (not)?
2 There is only one sentence in the first section; what else could you say?
3 Why does the second section begin with positive factors?
4 What recommendations are made in the fourth section? How do they relate to the previous two sections?
5 How does the writer justify the expense of the proposed changes?

Sentence Construction

3 Match the three columns to make full sentences, as in the example.

Orders have fallen dramatically, ***to the extent that / with the result that*** *we may be forced to close down.*

Orders have fallen dramatically	due to / because of / as a result of	rectify the situation.
Problems have arisen	to the extent that / with the result that	in the exports department.
The contract was lost	even though / despite the fact that	much better working conditions.
These proposed changes will	so as to / in order to	the staff had worked overtime.
The figures are excellent	result in / lead to	we may be forced to close down.
Cutbacks will have to be made	particularly / especially	the disastrous start to the year.
Steps have been taken	in view of / considering	the new measures.

Brainstorming

4 You may be asked to comment on conditions in your place of work and sometimes it might be necessary to brainstorm for ideas. Below is a list of guidelines for healthy conditions in offices. Read them and try to add others to suit your place of work. Then look at the table of problems and solutions and fill in the gaps.

OFFICE GUIDELINES

1 Your workspace should be large enough to allow you to avoid uncomfortable positions when answering the phone, moving files from cabinets, etc.

2 Do not hold a telephone receiver between your shoulder and ear

3 Noise from heating units, telephones, printers (and colleagues!) should be kept to a minimum

4 Ensure a suitable working temperature

5 Chairs should be stable, adjustable, and ergonomically designed

6 Don't sit at a computer for hours at a time

7 (Your own guidelines)

.....

.....

.....

	Problems	Solutions
1	Some workspaces are too small – employees risk injury	Purchase larger desks and workbenches
2	Reception staff have to type and answer calls at the same time	....
3	....	Move telephones. Put up notices about talking. Relocate printers.
4	Office is cold in winter, hot in summer	....
5	....	Purchase new adjustable chairs.
6	Employees suffering from headaches – absent from work	....
7	....	....

Constructing a Paragraph

5 a. **Look at the two paragraphs below and discuss the differences. Which one most closely resembles your own writing style?**

A Some workspaces are too small. (problem) The *result of this is that* a number of employees have complained of sprained muscles. (effect of problem) I would strongly suggest that we purchase larger desks and workbenches. (suggestion) This *will lead to* fewer days lost due to work-related injuries. (expected result)

B Some workspaces are too small, *with the result* that a number of employees have complained of sprained muscles. (problem and effect) I would strongly suggest that *if we were to* purchase larger desks and workbenches, *it would lead to* fewer days lost due to work-related injuries. (suggestion and expected result)

b. **Now look at a paragraph based on point 2 in Ex. 4 and delete the phrases in bold which are not suitable, giving reasons.**

A number of reception staff have complained of headaches and neck complaints **due to / thanks to / as a consequence of** the fact that they have to adopt awkward positions **in order to type / so as to be able to type / with the intention of typing** while answering the telephone. **In view of / With a view to / Considering** the potential risk of long-term damage, I strongly recommend that we take action immediately. I propose that we purchase either speakerphones or special 'hands-free' headsets **leading to the eradication of the problem / so that the problem can be eradicated / in order to eradicate the problem**.

c. **Use the useful vocabulary to write a paragraph of your own based on one of the other points in Ex. 4.**

making suggestions: A useful suggestion would be to ...; could be solved by ...; The situation could be improved if ...; It would help if ...; I would strongly suggest ...

presenting results & consequences: This would mean/lead to ...; By doing this, ...; If ... the result would be ...; In this way ...

Letters of Application

When writing a letter of application for a job or a course of study, it is important to include only the information that is relevant to the particular job you are applying for. It is also important to use exactly the right tone, otherwise the application will be rejected. Typically, such letters contain some or all of the following:

- the name of the job/course you are applying for
- where you saw it advertised
- what you are doing now
- what work experience you have
- your academic qualifications
- the personal qualities which make you suitable for the job or course

Brainstorming

6 **Put the following into the correct spaces in the plan below and add other ideas of your own.**

- degree in mathematics • enclose two references
- Office Manager • capable and trustworthy
- course in office management • Senior Clerk
- on your company's website • full driving licence
- to put my experience to greater use

Name of post .....
Where advertised .....

Present job .....
Duties / Responsibilities .....
.....

Academic qualifications .....
.....
Other skills / Qualifications .....
.....

Personal qualities / Experience .....
.....
Reason for wanting the job .....

Closing remarks .....
.....

Understanding the Rubric (2)

7 **Read the rubric below and underline the key words. Then answer the questions on the right.**

A position has become vacant in the head office of the company where you work. Applicants are asked to send in their CV, accompanied by a letter stating why they are interested in the job. The job is similar to what you are already doing but it involves more responsibility and is to be considered a promotion. You feel you are capable of doing the job and you are ready for a new challenge.
Write a letter of application, saying why you feel you should be considered for the job.

1 How would you begin and end your letter?
2 Where might you have seen it advertised?
3 How might your experience be useful for this job?
4 What relevant qualifications/personal qualities can you mention for this job?
5 Which of the following do you think you should do in your letter?

- [a] exaggerate your qualifications, including every detail
- [b] mention that you are keen on the idea of progressing
- [c] refer to previous occasions when you were turned down for promotion
- [d] say what you have done for the company so far
- [e] express your concerns about taking on extra responsibilities
- [f] comment on what you think is wrong with the company
- [g] express confidence in your own abilities

Analysing the Model (2)

8 **a. Read the two letters of application and say which is appropriate. Think about:**
• style • register • content • layout

MODEL A

Hi John (or should I call you Mr Stevens now you're working in head office?). Remember me? I was on that training course with you last year. The one in Manchester. It's about the job - you know, the head clerk thing. Well, I wondered if you could put in a good word for me because I quite fancy having a bash at it. The thing is, I'm a bit bored here so I thought I'd like to try something different (and I hear they pay you very well up in London!). I know about the job – I mean it's only the same as what I'm doing here, isn't it? I'm not so keen on the extra responsibilities, though. What do they involve? Never mind, I've made some pretty awful mistakes over the last five years here and they haven't sacked me (yet!!!).
I've got loads of qualifications – John Dawson in accounts has only got two GCSEs and he earns more than me so I think I deserve a promotion because I've been here longer and I'm always here before nine o'clock in the morning.
I've always liked the idea of working in London. In fact I applied last year but they turned me down. Didn't give me a reason either, but they never do. That's the trouble with this company - nobody tells you anything! And nobody knows what's going on.
Well, if you think you can do anything for me, I'll owe you one. Give me a ring if you need to know anything else.
Cheers,
Keith

MODEL B

Dear Sir / Madam,

This letter is in support of my application for the position of Head Clerk in the central London office, as advertised in the August edition of the Sylvester Company Newsletter.

For the last five years, I have been employed as Junior Administration Officer in our Huddersfield branch, where I am responsible for the processing of telephone orders, as well as coordinating product development and negotiating contracts with our suppliers. My duties also include dealing with customer complaints.

As you will see from the enclosed CV, I attended Holm Green County Secondary School in Brierfield, where I obtained four GCSEs and two AS-levels. In addition, I have recently completed an evening course in office administration which I feel has given me the confidence to undertake greater responsibilities.

I believe that I would be an ideal candidate for the position as I feel that, over the last five years, I have gained a valuable insight into the policies of this company and have received a thorough training in the requirements of this type of work. I also consider myself to be a reliable and industrious worker, and am capable of working under my own initiative. In short, I feel that I have the necessary experience and qualifications to enable me to carry out the duties required of this post.

I would be grateful if you would consider my application for this position. Please find enclosed my CV and two references from previous employers. I will be happy to supply you with further information should it be required.

Yours faithfully,

K Brogan

Mr K.D. Brogan

b. Look at Model B and answer the questions.

1 How does the writer begin his letter?
2 What information is contained in the main body paragraphs?
3 How does the letter end?
4 How would you describe the tone of the letter?
5 If you were the Human Resources manager, would you view this application favourably? Give reasons.

c. Read Model B again and replace the underlined sections with information – real or imaginary – about yourself (the job you would like to do, your work experience, personal qualities, etc).

9 Look at the pairs of sentences below and, in each case, say which sentence is more appropriate for a letter of application, giving reasons.

1 a I am writing to you in the hope that you might possibly find the time to consider my application for the post of Senior Lecturer in your college.
b This letter is in support of my application for the position of Senior Lecturer advertised in the June edition of *Education News*.

2 a I feel that, over the last five years, I have gained a valuable insight into the skills required of this job and, as a result, I believe that I have a great deal to offer.
b I have a lot of experience that might interest you and I think I could do the job you are offering without any trouble at all.

3 a At school, I only managed to get three GCSEs because I wasn't very interested in the subjects.
b I attended Compton Grange High School, where I successfully completed three GCSEs.

4 a In my spare time, I have also taken a course in computers in order to bring my skills up to date.
b I realised that everybody knows about computers these days so I took a course in them to give me a better chance of getting a job.

5 a In my present job, I often have to put documents away, as well as sell things and keep customers happy.
b My duties in my present job include filing, handling cash and dealing with members of the public.

Discuss & Write

10 Look at the writing tasks below and, for each one, answer the questions that follow.

A A careers magazine is putting together a special edition entitled 'The Right Job for You?' in which they will feature a variety of professions and occupations to help school-leavers to decide on their own careers. You have been asked to send them a report on the requirements of your job. Write the report, giving information which would be useful to anyone considering a career in your line of work.

B You are looking for a career change and you have seen an advertisement for your dream job. The advertisement asks applicants to write a letter, stating why they are interested in the job and what qualities they feel they could bring to the position.
Write your letter of application.

1 What do you have to write?
2 Who is the target reader? How formal does your writing need to be?
3 Will you use section headings? If so, which ones are appropriate?
4 How will you begin the task?
5 Which points must you include in the main body?
6 What would be a suitable way to end the task?

Paragraph Planning

11 In pairs, discuss the information that you would include in the paragraph plans below.

Report

Opening Paragraph	Main body	Conclusion
.....	.....	.....
.....	.....	.....
	.....	

Letter of application

Introduction	Main body	Conclusion
.....	.....	.....
.....	.....	.....
	.....	

12 Using the information you have learned about in this unit, write one of the tasks above. You should write about 250 words.

Self-Assessment Module 3

Vocabulary & Grammar

1 a. Choose the most suitable word to complete each sentence.

1 Discussions on the issue of expansion of the company have been in ..... since the outbreak of disease in the area.
A hitch B limbo C feud D core

2 Viewers were ..... at the incredible sight of the lunar landscape, unable to take their eyes off the screen until the very end of the broadcast.
A switched C transfixed
B devised D stifled

3 The culprit had been under their noses all along and so the investigators were criticised heavily for making unnecessary ..... .
A blunders B hitches C assets D tasks

4 The authorities were ..... that the public should not find out about the high level research being carried out at the institute.
A certain B adamant C absolute D sure

5 Should any letters arrive while I'm away during the summer could you please ..... to me, as I'm trying to sort out a job for September.
A send them on C send them out
B send them away D send them in

6 They certainly ..... the mould when they brought out their latest model; it's totally different from anything else they've ever produced!
A destroyed C cracked
B broke D changed

7 ..... the light of recent findings, the government has decided to invest further funds in the research project.
A By B In C Under D With

8 It's an accepted fact that in the modern world certain companies try to ..... their nearest competitors.
A outrun C outdistance
B outgrow D outdo

9 We are lucky to be witness to this era of ever- increasing ..... change.
A experimental C technological
B digital D new age

10 Working mothers throughout the company were delighted with the introduction of ....., as it made it easier to manage collecting children from school at different times on different days.
A overtime C flexitime
B part-time D full-time

11 Any job that involves doing the same thing day in day out must be pretty ..... .
A strenuous C stimulating
B mundane D arduous

12 Keith's ..... income looks impressive, but once tax and social security contributions are deducted, it's not so much.
A full B grand C net D gross

13 Having lost her mother at an early age, Mary felt she had become a mere ....., having to do absolutely everything for her five brothers and sisters.
A taskmaster C slavedriver
B workmate D workhorse

14 I could never quite ..... what her position in the firm was until we met at a reception and got chatting.
A work around C work out
B get out D get across

15 They were on the ..... of folding the company when an investor saved the day with a large, financial contribution.
A edge C verge
B basis D offchance

(15 marks)

b. Complete each of the sentences with a short phrase using the most appropriate form of future tenses, conditionals or wishes.

1 Once we ..... at the hotel, we will be able to have a shower and relax.
2 Had ..... for her ability to swim, she would certainly have drowned.
3 I really ..... make that clicking noise all the time. It drives me mad!
4 Welcome to your new post. At some point, you ..... that the workload will increase, due to the time of year.
5 Were ..... the cost of the product, then they would obviously lose a lot of business.

(5 marks)

Use of English

2 For questions (1-6) read the following text and then choose from the list (A-J) the best phrase given to fill in each of the gaps. There are three phrases which do not fit in any gap. There is an example (0).

Applying to Medical School

It could be said that there has never been a better time to apply to medical school. Applications were down by 5% last year, **0)** ..*J*...spread around the various medical schools, in an attempt to ultimately expand the pool of UK doctors. However, there is evidence that the 5% drop is mostly made up of poorer candidates no longer applying, **1)** ..... .

For all that, admissions committees should strive to make entrance to medical school fair to everyone, **2)** ..... to choose good prospective doctors.

The most significant academic difference between schools is that some, such as (famously) Manchester and Southampton, run more 'integrated' courses.

This means that instead of spending a couple of years in university doing your pre-clinical training **3)** ....., you will be seeing patients from the very first term **4)** ..... to real-life problems.

This system is ideal for those who know they are in medicine because they want to be doctors, **5)** .....rather than studying science for its own sake. In this system, where one really picks up the knowledge and skills to deal with patients is on the wards, **6)** ..... .

(18 marks)

A and applying your new-found knowledge
B and make sure they meet the entry requirement
C and competition remains high
D and fulfil the responsibility they have to society
E and in that sense it is very much like an apprenticeship
F and universitites are stressing the need for better funding
G and attending lectures like a normal undergraduate
H and who want to feel they're learning their trade
I and transferring your experience and abilities
J and this year there will be 1,000 new places

Reading

3 You will read an article about several young women who are trying to become successful actresses in the USA.

For questions 1-17, choose from the answers A-F. You will need to choose some of the people more than once.

A – Rachael Evans C – Daniel Doty E – Nicki Flux
B – Sean Macaulay D – Cheridah Best F – Kelly Polito

Which of these people ...

- feels the actresses need to prove themselves before returning to their roots? 1 .....
- think the odds are against these actresses? 2 ..... 3 .....
- mention the legal procedures? 4 ..... 5 .....
- thinks people in the business lie? 6 .....
- work in the entertainment business while waiting for an acting part? 7..... 8 .....
- receives the support of family? 9 .....
- have already had acting roles in the USA? 10 ..... 11 .....
- have had failed marriages? 12 ..... 13 .....
- feel that talent is not enough to succeed? 14 ..... 15 .....
- has a family commitment which keeps him/her in the USA? 16 .....
- is sure he/she will be successful? 17 .....

(17 marks)

Hollywood Hopefuls

There are thousands of British actresses who flock to Hollywood every year with the burning ambition to make it as the next big star. Here people in the entertainment business talk about the realities of life in the film capital of the world.

A *RACHAEL EVANS – actress*

During her four years in America, Rachael Evans has bared her soul at more auditions than she can remember.

'It is disheartening,' admits Rachael, 28. 'I've been to so many commercial auditions where I walk in and there's a room full of beautiful girls, and I ask myself, "Why am I here?" '

Ironically, Rachael finds it difficult accepting how nice people are at auditions. 'They tell you they love your work, and for the first month or so, I believed them. But, eventually, I realised

it's totally fake. You do an audition, they tell you it was the best thing ever, then you never hear from them again. It's like a game of chance – you get so far and you can't give up. I'm optimistic things will happen for me soon.'

She needs to be. She has yet to land any film or TV work, and is currently working as a counsellor at a children's talent agency to make ends meet.

'I do get down sometimes. That's when I cry down the phone to Mum, who talks me out of packing my bags and makes me realise I need to strive harder.'

B *SEAN MACAULAY – Hollywood journalist*

'British actresses think LA is the land of opportunity,' explains Hollywood commentator Sean Macaulay. 'They see icons like Kate Winslet and think it's possible to be successful here. But for every one that makes it, there are thousands who end up attending acting classes and chasing agents. Lots of them get marooned here. They don't want to go home again because they're too proud – they feel they can't go back until they are superstars.'

C *DANIEL DOTY – Hollywood agent*

'It's much harder to make it here than anyone realises,' agrees Hollywood agent Daniel Doty. 'The film industry attracts a million wannabes who really think they are going to be discovered. They come here with dreams of making it overnight, but it's much more difficult than that. There are too many people doing the same thing for it to be any other way.'

One prerequisite is to become a member of the Screen Actors Guild (SAG). It's a gruelling process that requires proof of American set experience, which is gained by collecting vouchers to prove you have worked on a certain number of film or TV projects. British girls also have the added disadvantage of having to get the right visa to work in the US.

F *CHERIDAH BEST – actress*

Cheridah Best, 41, is originally from South London. For the past five years, she and her son Chase, 14, have been living in LA, where she works as an aerobics instructor while waiting for her big break.

'Five years ago, I really thought I'd be the next Whoopi Goldberg living in a fabulous home with a swimming pool. In reality, I live in an apartment on $400 [around £275] a week, and instead of dining at Spago's, the restaurant where all the big names hang out, I eat at fast-food joints.

I moved to LA at 36, following the breakdown of my marriage. I have nothing, except my son. I have often asked myself if I'm being unfair to him, but the move to LA was a good one. I got an agent really quickly, which is a big break in itself. Chase and I both have our lives here now, and I can do enough jobs to make ends meet. I combine admin work with aerobics instruction.

Five years on, I've only had a few acting jobs – although a high point was a part in the 1997 film *Hoodlum*, with Laurence Fishburne. I just don't get sent to enough auditions. I average maybe three a month, but I know other girls who are sent to as many each week. I think being black has a lot to do with it. The casting directors have a certain look they want, and it doesn't matter how talented you are. I'd say it probably comes down to 95 per cent looks and five per cent talent.

I'd be happy with any sort of TV or film role, as long as it was steady and consistent, and wasn't a B-movie. I'd love to go back to Britain, but my son is in school here.'

E *NICKI FLUX – actress*

Originally from Scotland, Nicki has been in LA for seven years pursuing her acting ambitions.

'I'm tenacious and have no doubt that I'll make it as a movie star one day. Right now I'll do extra work, modelling, whatever it takes.

After drama school, I wanted to move to the US. Fortunately, my husband at the time, a computer specialist, got a job here. It took me two years to land any acting work. During that time, my marriage broke up – we just didn't have the same goals. But I've had some lean times – living for months on noodles and watching every drop of petrol, in case I got an audition. However, recently I've had small roles in *The X-Files* and *Ally McBeal* – I feel like I'm learning and I love it.

I've got an agent and I can be sent to around 10 auditions in one week. I truly believe I can succeed – I wouldn't be here if I didn't.'

F *KELLY POLITO – actress*

'It's a minefield when you start out here,' she says in clipped British vowels. 'If you don't have a union card or an agent, the only acting work you can do is "non-union". These jobs are advertised in the back of a magazine called *Backstage West*.

I've always wanted to be an actress and thought I'd give it a shot,' says Kelly. 'I imagined Hollywood would be this wonderful, glamorous place, but I was disappointed. The other disheartening thing I've learned is that it isn't necessarily the people who are talented who get the jobs – it's all about what you look like and who you know.'

As well as waitressing, Kelly works as a film extra. Being one of the crowd in a background shot, for which she gets paid $100 a day, is one of the easiest ways for aspiring starlets to get a union card.

'It's been hard, but I'm not about to give up. I can't really tell you what keeps me going, because sometimes it does look bleak, and I miss my family terribly. But acting makes me happy, and I know that I'm trained and I'm good. It's just a question of having faith.'

Listening

4 You will hear five short extracts in which various people are talking about privacy in cyberspace.

Task1

For questions 1-5, match the extracts as you hear them with the people, listed A-H.

A A film director
B A sociologist
C A postman
D A lawyer
E A father
F A businessman
G A biographer
H A computer manufacturer

1 ☐
2 ☐
3 ☐
4 ☐
5 ☐

Task 2

For questions 6-10, match the extracts as you hear them with topics, listed A-H. There are three items you will not need.

A privacy is a thing of the past
B privacy rights and regulations
C privacy for celebrities
D privacy and the fear of its loss
E privacy and the machines which provide it
F privacy and the price we pay for it
G privacy and advertising
H privacy from a teenage viewpoint

6 ☐
7 ☐
8 ☐
9 ☐
10 ☐

(10 marks)

Speaking

Students A & B

5 a. Work in pairs. Talk to each other about the degree of danger each of the following professionals might face in their jobs. Then decide on the job that is most dangerous.

1

2

3
4

Students A & B

b. **Discuss the following questions together.**

- Why do some people choose to do dangerous jobs?
- How have developments in technology affected the world of work?
- In what ways do you think work in the future might be different from now?
- Do you think there are some jobs that are more suitable for men or for women?
- Do you think it is better for people to stay in one job for their whole life, or change jobs every few years?

(15 marks)

Writing

6 You have seen the following notice in a leading quality newspaper:

We are currently in the process of collecting material for a book on the effect technology has had on people over the past twenty years. What we are looking for is material on how technology has changed your everyday life. If you feel you have something to say about this topic, write and tell us:

- what technological advance has affected you the most
- whether it has affected you in a positive or negative manner
- if you feel technology is making our world a better place

The best ten contributions will be published in the book.

Write your entry for the book in about 250 words.

(20 marks)

(Total = 100 marks)

Body and Mind

MODULE 4 units 7-8

UNIT 7
Fit for Life

UNIT 8
Live and learn

MODULE 4 units 7-8

Before you start ...

- What are the benefits of keeping fit?
- Why is education important for society's progress?

Listen, read and talk about ...

- health and fitness
- sport and leisure
- medicine
- medical discoveries
- keeping fit
- the human body
- extreme sports
- healthy eating
- diseases and disorders
- education
- school, college and university
- teaching methods
- academic success
- educational issues
- school subjects

Learn how to ...

- make and rearrange appointments
- speculate and describe
- talk about similarities and differences
- hypothesise

Phrasal verbs

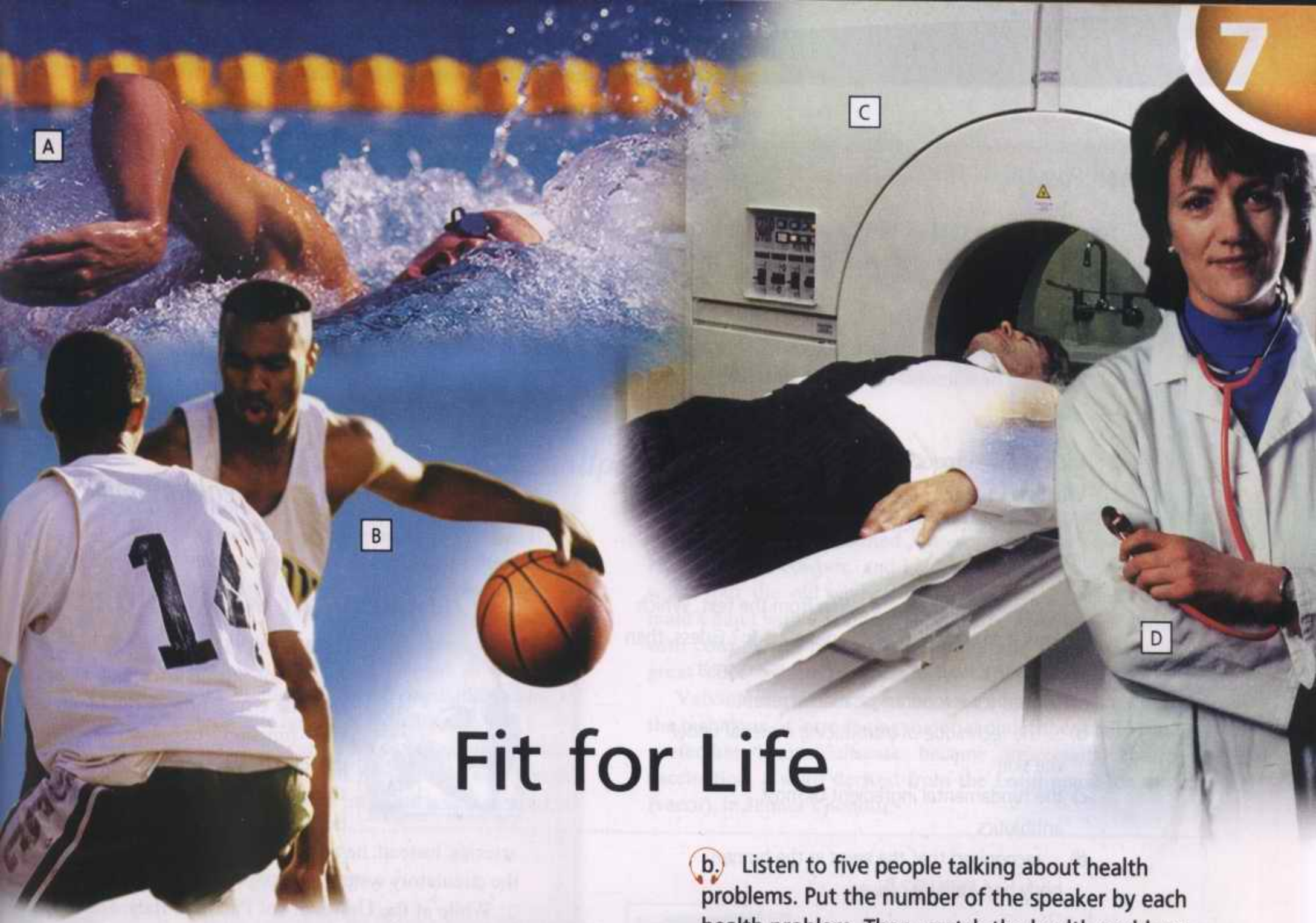
- hold
- clear
- drag
- keep

Practise ...

- inversion
- modal verbs
- relative clauses

Write ...

- leaflets and information sheets



Fit for Life

Lead-in

1 Look at the title of the unit. What do you think it means?

2 a. Look at the pictures. Which could be connected to the following aims? Discuss in pairs.

- to eradicate disease
- to keep fit
- to prevent ill health
- to promote teamwork
- to relax
- to diagnose illness
- to impose self discipline
- to cultivate a competitive spirit
- to improve quality of life
- to increase life expectancy

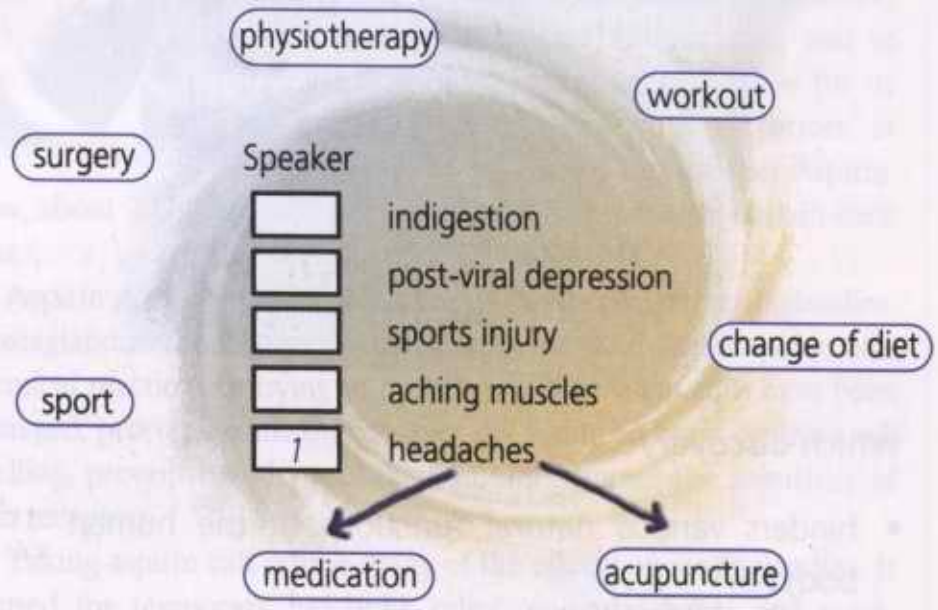
b. What sports do you do? What sports do you like watching? How does watching a sport compare with active participation? Tell your partner.

3 a. What do you think the most important factors in keeping healthy are? Rank the following in order of importance, and discuss with a partner.

- diet • exercise • conventional medicine
- alternative medicine • other

A: I think diet and exercise go hand in hand, don't you?
B: Absolutely, but everyone gets ill from time to time and needs medicine. I still think conventional medicine is the best option because ...

b. Listen to five people talking about health problems. Put the number of the speaker by each health problem. Then, match the health problems with the treatment(s) they tried and say which ones were successful.



c. Now listen again and say how each person felt about their medical problem and why. Choose from this list.

- frustrated • gloomy • embarrassed • worried
- desperate

4 Paraphrase the following quotations. Which do you agree with? Why? Discuss in pairs.

'The sovereign invigorator of the body is exercise, and of all the exercises walking is best.'
Thomas Jefferson (US president)

'Health is a blessing that money cannot buy.'
Izaak Walton (English writer)

Reading – Part 1/4

1 a. **You will read a text about four great medical discoveries. Before you read, discuss the following with a partner.**

1 Look at the title of the text. Who is the title quoting? What did he discover? In what situation did he utter 'eureka'?

2 Look at the introduction and the titles of the four texts. What do you know about these discoveries? Why were they important? Which do you think was the most important?

3 The following phrases are taken from the text. Which discovery do you think each one refers to? Guess, then read the text quickly to see if you were correct.

a) ... used for temporary headache relief ... .
b) ... the technique of introducing material under the skin ... .
c) the fundamental ingredient of most antibiotics ... .
d) ... recognised that the veins in the human body had one-way valves ... .

b. **For questions 1-15, choose from the answers A-D.**

A The circulation of the blood
B The smallpox vaccine
C Penicillin
D Aspirin

Which discovery ...

- hinders various natural functions of the human body? 1 .....
- was based on popular wisdom? 2 .....
- was based on the work of a contemporary? 3 .....
- dulls the body's mechanism for feeling pain? 4 .....
- significantly reduced the mortality rate? 5 .....
- was largely accidental? 6 .....
- forced doctors to think about the body in a different way? 7 .....
- was made by the employee of a pharmaceutical company? 8 .....
- had been made before but escaped attention? 9 .....
- had a mixed response from the scientific community? 10 .....
- gave its name to a method of preventive medicine? 11 .....
- involved experimenting on human beings? 12 .....
- contradicted previous theories? 13 .....
- is used to treat various infections? 14 .....
- particularly helped urban populations? 15 .....

Throughout history, key discoveries have changed the course of medical science. We look at four historic medical breakthroughs.

The Circulation of the Blood

William Harvey (1578 - 1657) undertook groundbreaking research into the circulation of the blood and the function of the heart. He dispelled the contemporary belief that blood was propelled through the body by a pulsing action in the arteries; instead, he argued, the heart was at the centre of the circulatory system.

While at the University of Padua in Italy, Harvey was tutored by the scientist and surgeon Hieronymus Fabricius. Fabricius recognised that the veins in the human body had one-way valves, but was puzzled as to what their function could be. It was Harvey who went on to solve the riddle. In 1628, he published his findings in a book entitled *An Anatomical Study of the Motion of the Heart and of the Blood in Animals*. His discovery was received with great interest and accepted in England at once, although it was greeted with some scepticism on the Continent.

Apart from offering insight into the function of the heart, Harvey's work also debunked misconceptions about the role of the liver, the brain and the blood itself. His discovery left scientists with no choice but to reconsider the vast majority of medical theories which were up until then accepted, and to place medicine on a new footing. In effect, it was the beginning of modern medicine.

Vocabulary Practice

2 a. **Explain the highlighted words in the passage.**

b. **Which words in the text come from ancient Greek or Latin?**

Text Analysis

3 a. **Answer the following questions on the first section (The Circulation of the Blood).**

Eureka!

The Smallpox Vaccine

Born on 17th May 1749, Edward Jenner was the creator of the smallpox vaccine. It has been estimated that the task he started has led to the saving of more human lives than the work of any other person. Smallpox was the most feared and greatest killer of Jenner's time. In today's terms it was as deadly as cancer or heart disease. It killed 10% of the population, rising to 20% in towns and cities where infection spread easily.

From the early days of his career Edward Jenner had been intrigued by country-lore which said that people who caught cowpox from their cows (a mild skin infection which cleared up by itself after a few days) could not contract smallpox. In May 1796, a dairymaid consulted Jenner about a rash on her hand. He diagnosed cowpox, and at the same time decided that he would put the old wives' tale to the test. He scratched the maid's hand with a scalpel, and infected several of his patients with cowpox. As he had anticipated, and undoubtedly to his great relief, none of them caught smallpox.

Vaccination with cowpox became compulsory in 1853, and the technique of introducing material under the skin to produce protection against disease became universally known as vaccination, a word derived from the Latin name for the cow (vacca), in Jenner's honour.

Penicillin

In the early 1920s, the British scientist Alexander Fleming reported that a product in human tears could make bacterial cells dissolve. But Fleming's finding, which he called lysozyme, would prove to be a dead end in the search for an efficacious antibiotic, since it typically destroyed nonpathogenic bacterial cells as well as harmful ones.

Fleming's second discovery, though, would be one of medicine's greatest breakthroughs. In 1928, he discovered another antibacterial agent, quite by chance. Returning from a weekend away, Fleming looked through a set of plates on which he had been growing bacteria cultures. On one of them, he found that colonies of the Staphylococcus bacteria had dissolved. He noticed that bacterial cells had disintegrated in an area next to the mould growing on the plate and hypothesized that a product of the mould had caused it. That product was penicillin, the fundamental ingredient of most antibiotics now the standard treatment for infections.

While Fleming generally receives credit for discovering penicillin, he in fact merely rediscovered it. In 1896, the French medical student Ernest Duchesne had discovered the antibiotic properties of Penicillium, but failed to report a connection between the fungus and a substance that had antibacterial properties, and Penicillium was forgotten in the scientific community until Fleming's rediscovery.

Aspirin

A bitter powder from the bark of a willow tree was first used by Hippocrates in the 5th century B.C., to treat aches and pains. Many centuries later, Felix Hoffman, an industrial chemist, synthesized the substance salicylic acid, and in 1893 he developed a commercial process for its production. In 1897, Hoffmans' superiors at Bayer and Company named this product Aspirin. Now, about 20 billion tablets of aspirin are consumed in Britain each year.

Aspirin works by reducing the body's production of prostaglandins. Prostaglandins are enzymes that influence the rate and direction of a chemical reaction. In trying to protect the body when cells have been damaged, prostaglandins trigger fever (by acting on brain centres) and swelling, prevent blood vessel dilation and increase the sensitivity of pain receptors.

Taking aspirin can relieve many of the effects of prostaglandins. It is used for temporary headache relief, muscular aches and pains, toothaches and arthritis. It is also effective in the treatment of fever and inflammation, and is known to reduce the risk of strokes and heart attacks.

1 What is 'the riddle' referred to in line 15?
2 What does the writer mean by the phrase 'it was greeted with some scepticism' (l. 19)
3 Explain the phrase 'place medicine on a new footing'. (l. 26-27)

b. Work in pairs. Find other interesting phrases in the remaining three texts and explain them.

Discussion

4 a. Can you think of any more medical discoveries that have changed the course of medical science?

b. Imagine that you are one of the scientists in the text. Write diary entries for the last few days leading up to your discovery.

The Human Body

1 a. Say where each of the following body parts is located. Use a dictionary if necessary.

• cornea • pupil • eardrum • ear lobe • airway
• nostril • skull • cheekbone • jaw • incisor
• Adam's apple • collarbone • palm • spine
• breastbone • ribcage • kneecap • shin

The cornea is the front layer of the eye.

b. Which of the following verbs describe normal processes of the human body? Which describe processes associated with disease?

• breathe • wheeze • yawn • throb • blink
• cough • swallow • bruise • digest • scar

c. Use the verbs in your own sentences to show their meaning.

Health Problems

2 a. Match the conditions on the left with the complaints on the right.

A	B
rash	My voice is disappearing.
inflamed joints	Everything is hazy.
blurred vision	It hurts when I breathe.
chest pain	I can't bend my knees or my elbows.
hoarseness	I've got these red blotches all over my skin.

b. Which of these doctors should the people in Ex. 2a see?

c. Which of the doctors in Ex. 2b is the man in the cartoon supposed to see? In pairs, choose another doctor and think of a cartoon related to them.

Doctor for a Day

3 Discuss in pairs. Which of the treatments in the blue box would be most suitable for each of the health problems? Multiple matching is possible.

• insomnia • arthritis • pulled muscle • indigestion
• eczema • concussion • fatigue • bone fracture
• appendicitis

• acupuncture • medically approved diet • physiotherapy
• regular exercise • homeopathy • antibiotics • hypnosis
• vitamin tablets • surgery • creams • sling / cast
• bed rest

A: I think that if someone is diagnosed with concussion they must definitely have some bed rest.
B: I agree. Bed rest can also be prescribed for pulled muscles and bone fractures.

Sports: Odd-one-out

4 In pairs, find the odd-one-out in each set, then briefly explain why it doesn't belong in the group. Consult a dictionary if you wish.

1 rugby – motor racing – stopwatch – triathlon
Stopwatch is the odd-one-out because all others are sports.
2 referee – judge – umpire – fan
3 jersey – shuttlecock – puck – ball
4 commentator – stands – manager – sponsor
5 grass – clay – executive box – tarmac
6 helmet – sprain – shinguard – goggles

Playing Areas

5 a. Match the sports to the places they are normally played. Which are individual sports? Which are indoor/outdoor sports?

• boxing • badminton • archery • snooker
• rowing • go-kart racing • wrestling
• synchronised swimming • scuba diving
• kayaking • triathlon • rock climbing • angling
• squash • marathon • hockey • golf
• weightlifting • softball • skydiving • ice hockey
• ice skating

Track	.....
Pitch	.....
Ring	.....
Rink	.....
Court	.....
Other	.....
Outdoors	.....

b. Look at the list of adjectives below and in pairs discuss which best describe the sports in Ex. 5a. Give reasons.

• demanding • exhilarating • hazardous • rough
• extreme • individual • indoor • adventurous
• invigorating

A: I believe that squash is one of the most demanding *sports because you play one on one and you only have your own stamina and strength to rely on.*
B: *True, but I think that wrestling and weightlifting are also very demanding because you need to be very strong.*

c. Answer the following questions.

1 Which sports are the most popular in your country?
2 Do you prefer team sports to individual sports? Why/why not?
3 Should sports be part of the school curriculum?

Collocations

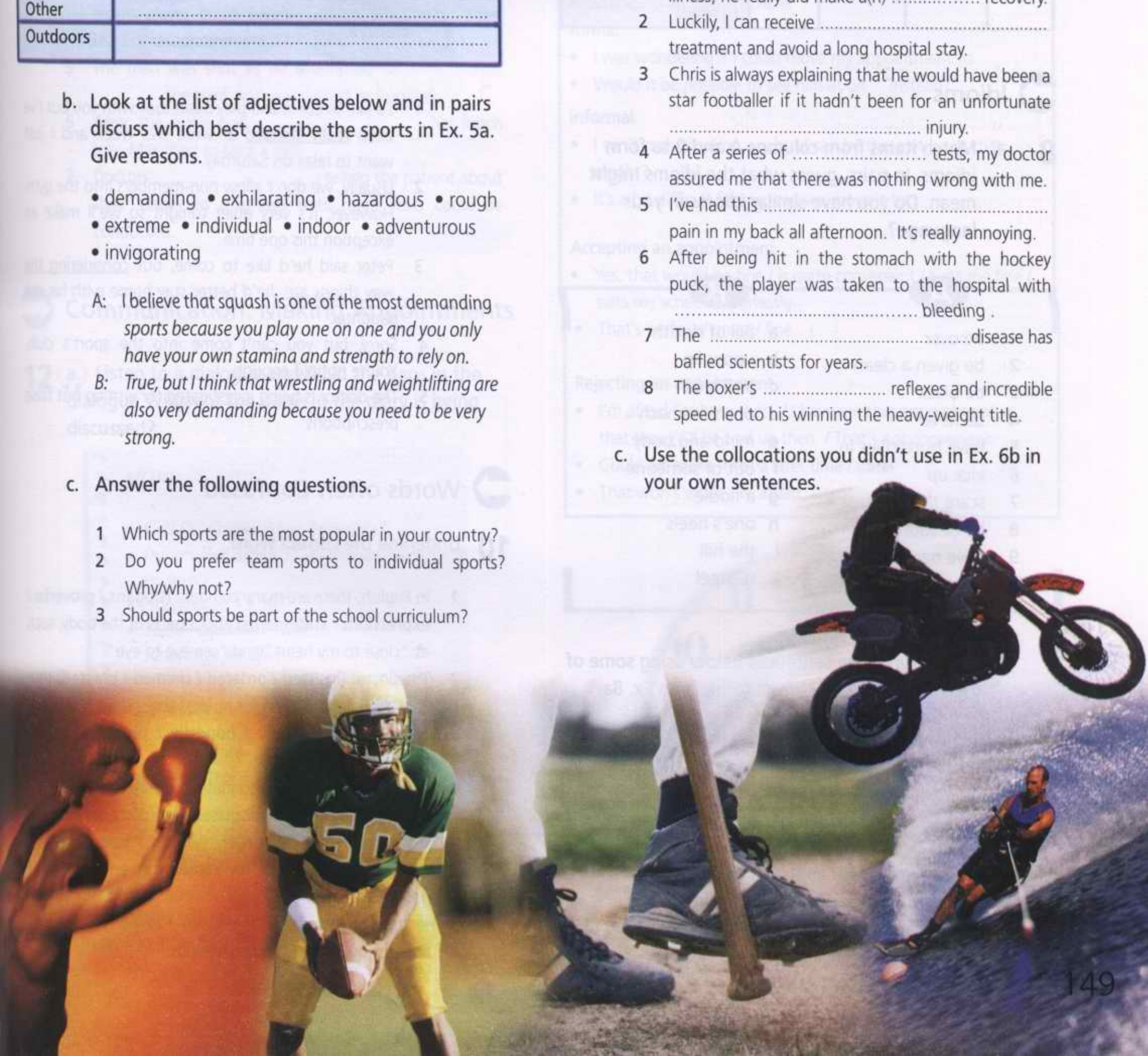
6 a. Match the pairs of adjectives to the nouns to form collocations.

A	B
excruciating/nagging	bleeding
full/miraculous	tests
internal/massive	treatment
contagious/mysterious	injury
on-the-spot/outpatient	pain
lightning/automatic	recovery
rigorous/annual	disease
sports/nasty	reflexes

b. Now use some of the collocations to complete the sentences.

1 Considering his age and the seriousness of his illness, he really did make a(n) ..... recovery.
2 Luckily, I can receive ..... treatment and avoid a long hospital stay.
3 Chris is always explaining that he would have been a star footballer if it hadn't been for an unfortunate ..... injury.
4 After a series of ..... tests, my doctor assured me that there was nothing wrong with me.
5 I've had this ..... pain in my back all afternoon. It's really annoying.
6 After being hit in the stomach with the hockey puck, the player was taken to the hospital with ..... bleeding .
7 The .....disease has baffled scientists for years.
8 The boxer's ..... reflexes and incredible speed led to his winning the heavy-weight title.

c. Use the collocations you didn't use in Ex. 6b in your own sentences.



7 Tick the boxes to form phrases. In pairs, use the phrases in sentences. Can you think of one more phrase to go under each heading?

Catch	Develop	Contract	Suffer	
				a cold
				a fever
				a heart attack
				meningitis
				the flu
				pneumonia
				liver trouble
				a stomach bug
				hepatitis
				a mental breakdown
				whooping cough
				measles

Idioms

8 a. Match items from columns A and B to form idioms. In pairs, guess what the idioms might mean. Do you have similar idioms in your language?

A	B
1 be over	a bill of health
2 be given a clean	b upper lip
3 be black	c and blue
4 be fit as	d one's stomach
5 have butterflies in	e mind and body
6 kick up	f out of someone
7 scare the life	g a fiddle
8 be of sound	h one's heels
9 have nerves	i the hill
10 keep a stiff	j of steel

b. Now, rewrite the sentences below using some of the idioms, in their correct form, from Ex. 8a.

1 If you are both mentally and physically fit, nobody has any right to disagree with what you state in your will.
2 I know that the operation will be difficult for you but be strong and everything will come out fine.
3 Don't try and tell me I can't play football if I want! I may be eighty-five but I'm as healthy as ever.
4 The famous golf pro joked that he was old and that it was time for him to retire.
5 Of course you're nervous. It's not every day that someone participates in the Olympic Games!

c. Use the remaining idioms in sentences of your own.

Fixed Phrases (with *under*)

9 Replace the underlined parts in the sentences below with fixed phrases with ***under***.

1 I'd like to come and play basketball with you but I've been <u>really stressed</u> at work this week and I just want to relax on Saturday.
2 <u>Usually</u>, we don't allow non-members into the gym. However, it's very quiet tonight so we'll make an exception this one time.
3 Peter said he'd like to come, but <u>considering the way things are</u>, he'd better stay home with his sick daughter.
4 Sorry, but you can't come into the sport's club. You're <u>not old enough</u>.
5 The doctor is <u>being investigated</u> for writing out false prescriptions.

Words often Confused

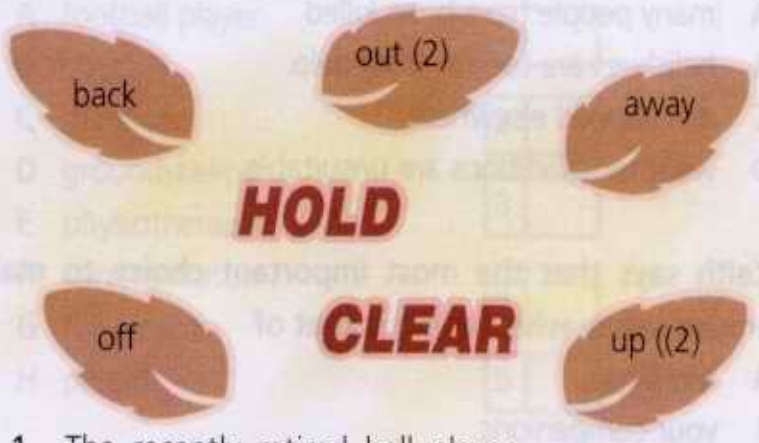
10 Underline the correct word.

1 In English, there are many common **(slogans / proverbs / expressions / statements)** about parts of the body, such as "close to my heart" and "see eye to eye".
2 The doctor **(insisted / ordered / claimed / pressed)** that Paul should stay in bed for at least three days.
3 The new gym is **(fully / honestly / purely / truly)** a fitness fanatic's paradise.
4 Jenner's discovery of vaccination literally **(converted / transformed / altered / disguised)** the course of medicine.
5 Ten years ago I had a really **(wrong / bad / faulty / critical)** accident with my motorcycle and I haven't ridden one since.
6 He tried to relax by taking **(deep / low / great / full)** breaths, but he was far too nervous.

Phrasal Verbs

Appendix 1

11 Use phrasal verbs with ***hold*** and ***clear*** to complete the sentences. Then explain the phrasal verbs in your own words.



1 The recently retired ball player ..... his locker and sadly left the stadium.
2 If that rash hasn't ..... by next week, we'll have to put you on stronger antibiotics.
3 The athlete ..... the baton to her team mate who just barely managed to grab it.
4 After being defeated in the final round, the young tennis player could barely ..... her tears of disappointment.
5 The man was shot as he attempted to .... the bank and was rushed to hospital.
6 After the nurse had ..... her lunch tray, May tried to take a nap.
7 Doctors ..... telling the patient about their suspected diagnosis until more tests could be conducted.

Communication: Making Appointments

12 a. Listen to a dialogue and fill in the gaps in the dialogue Which of the items in the diary is being discussed?

MONDAY 9 JULY

- *Call Dr. Smith. Fri at 2 possible?*
- *Inform Bob about 11.30 finance meeting (v. imp!)*
- *Accountant - 5.30?*
- ~~*16.30 - squash w / Ian*~~ *Rearrange for after 7!*

A: Dr Smith's office, can I help you?
B: Yes, hello. This is Jim Murphy calling.
1) ..... with Dr Smith for this coming Friday.
A: Okay, let me see ... 11 o'clock be convenient for you?
B: Hmm ... **2)** .....
A: Yes, how about 2 o'clock?
B: **3)** .....
A: Okay, Mr Murphy, booking you in for 2 o'clock on Friday, then.
B: **4)** .....
A: Goodbye.

b. Using language from the box, act out dialogues about the remaining items in the diary.

Requesting an Appointment

formal
- I'd like to make an appointment with ... please.
- Would it be possible for me to see ... at <time> on <day>?
- Could you tell me if ... has any time available today / tomorrow / ...?

informal
- We need to find a few minutes to chat about ...
- Have you got any time to discuss ...?
- Can you be there at ...?

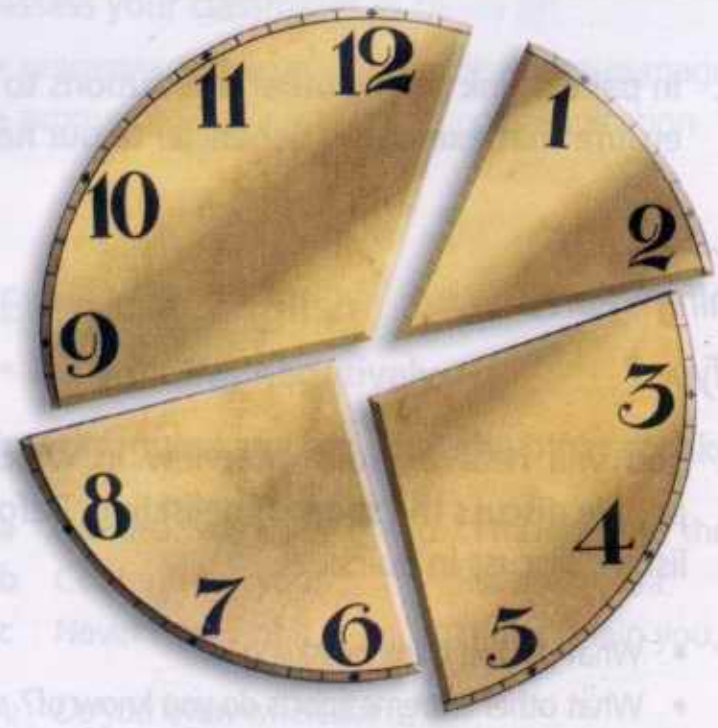
Rearranging an appointment

formal
- I was wondering if I could move my appointment to ...
- Would it be possible to see him at/on ... instead?

informal
- I can't make it at/on ... , but I can be there at ... . Is that alright?
- It's a bit difficult for me, can we move it to ...

Accepting an appointment
- Yes, that would be fine / is quite convenient / suits me fine / suits my schedule perfectly.
- That's perfect / great / fine.

Rejecting an appointment
- I'm afraid I'm busy then. / I have another appointment at that time / I'll be tied up then. / That's not convenient.
- Could we make it for a later time / date?
- That won't work, I'm afraid.



Listening – Part 2

1 a. **You will hear a medical advisor talking about exercise and health. Before you listen, discuss in pairs:**

- What are the benefits of exercise to the body?
- What problems can exercise create?

b. **Now listen to the recording. As you listen, complete the information for questions 1–8. You will only hear the piece once.**

Problems

The positive effects of exercise are negated by our [1] _____ .

The worst problems are caused by exercising [2] _____ .

The effectiveness of our [3] _____ is not boosted as it should be.

We are particularly vulnerable to disease for [4] _____ hours after exercise.

Strenuous exercise can stimulate production of a damaging [5] _____ in the body.

Prevention

Control exercise level: aim to keep your heart beat to about [6] _____ of its fastest speed.

You should not exercise for more than [7] _____ at a time.

It's important to [8] _____ for 24 hours after exercise.

c. **In pairs, think of any other precautions to ensure that exercise is beneficial to our health.**

Listening – Part 3

Task Type 2

2 a. **You will hear a radio interview in which two people discuss the sport of heliskiing. Before you listen, discuss in pairs:**

- What do you think heliskiing is?
- What other extreme sports do you know of?
- Would you like to try extreme sports? Why/why not?

b. **Now listen to the recording. For questions 1-6, choose the right answer, A,B,C or D.**

1 **Keith feels heliskiing should not be permitted in the UK because**
- A many people have been killed.
- B heliskiers are too far from help.
- C it is banned elsewhere.
- D weather conditions are unsuitable.

2 **Keith says that the most important choice to make to ensure safety when skiing is that of**
- A the slope.
- B your companions.
- C your equipment.
- D the helicopter.

3 **Helena argues that the locations heliskiers use are**
- A prone to avalanches.
- B very close to resorts.
- C not as steep as stairs.
- D generally fairly safe.

4 **Keith agrees with Helena that**
- A heliskiing represents an environmental threat.
- B the dangers at home are just as great.
- C other extreme sports are not as risky.
- D the risk of avalanche is fairly minimal.

5 **What does Keith describe as difficult to foresee?**
- A snow quality
- B weather conditions
- C wildlife activity
- D danger levels

6 **Helena is worried that**
- A people take unnecessary risks.
- B danger is subjectively assessed.
- C other sports may be banned.
- D skiing might get a bad name.

c. **Do you think that dangerous sports should be banned? Discuss in groups.**

Listening – Part 4

Task Type 1

3 a. **You will hear five people talking about sport. Before you listen, look at the list of people in Task 1. How can each contribute to a sports club? Discuss in pairs.**

b. **Now listen and do the following tasks.**

Task1

For questions 1 – 5 match the speakers in the extracts with the people, listed A – H. There are three items you will not need.

A football player
B coach
C manager
D groundskeeper
E physiotherapist
F commentator
G fund-raiser
H parent

1 ☐
2 ☐
3 ☐
4 ☐
5 ☐

Task 2

For questions 6 – 10, match the extracts with the comments, listed A – H. There are three items you will not need.

A "It's all a matter of preparation."
B "I was so disappointed."
C "It's so unfair."
D "I'm not worried any more."
E "It all worked out in the end."
F "It's too difficult for me."
G "We've done all we can."
H "We achieved a lot"

6 ☐
7 ☐
8 ☐
9 ☐
10 ☐

Speaking – Part 2: Describing, Speculating & Eliminating

Keep on Running

4 Work in pairs. You will both look at the same sets of pictures, but in a different order.

You will look at some pictures showing people jogging. Student A, look at picture set 1A on page 253; student B, look at picture set 1B on page 254. Do not look at each other's pictures.

Student A

a. Describe ***two*** of the pictures, saying what is happening, and how the people might be feeling. Talk for about 1 minute.

STRATEGY POINT

In this part of the speaking test, simply describing the pictures is not enough. The rubrics tell you to speculate about various things related to the picture, so you must go beyond saying what you can see, and actually focus on what might be happening or what the people might be feeling etc., according to your instructions.

Student B

b. Say which two pictures were ***not*** described.

Useful language: Describing

- Use the present continuous to describe action in photographs.
  Several people are waiting at a bus stop.
- Use the present perfect (continuous) to talk about things that have a visible effect.

They are out of breath because they've been running.

Medicine in Action

You will look at some scenes from operating theatres. Student A, look at picture set 2A on page 253; Student B, look at picture set 2B on page 254. Do not look at each other's pictures.

Student B

c. Describe ***two*** of the pictures, saying what is happening and for what reason each photograph might have been taken. Talk for about 1 minute.

Student A

d. Say which two pictures were ***not*** described.

5 Listen to two candidates doing the speaking tasks above and compare their performance to that of your classmates.
Assess your classmates in terms of:

- grammar and vocabulary
- discourse management
- pronunciation
- interactive communication

Everyday English

- **Responding negatively**

6 In pairs, guess and say what the other speaker says.

a No idea, sorry.
b Couldn't tell you.
c Never heard of it.
d I haven't got the faintest idea.
e I can't help you, sorry.

A: Do you know where Bill is?
B: No idea, sorry.

Reading – Part 3

1 a. What does a referee's job involve? What difficulties might he encounter?

b. You will read an article about Pierluigi Collina, a famous referee. Before you read, look at the title of the article. What attitude do you expect him to have towards his job?

c. The following comments are made by Collina in the article. What do you think he means? Discuss with a partner, then read the article quickly to see if you were right.

- 'I'm quite a normal man, really.'
- 'At each step I was considered one of the best ...'
- 'Nobody is perfect.'
- 'I don't want to start the match without trusting the players.'

d. **Read the article. For questions 1-7, choose the best answer (A, B, C or D).**

1 Collina's health disorder
- A has at times affected his refereeing.
- B makes players view him with respect.
- C made him more popular with the public.
- D affected his appearance dramatically.

2 When the writer sees Collina for the first time, he is
- A disappointed by his appearance.
- B impressed by his command of English.
- C surprised at how ordinary he is.
- D shocked by his manner.

3 Collina's university studies in Bologna
- A enabled him to succeed in refereeing.
- B made him want to become the best.
- C took place alongside his refereeing career.
- D suffered from his involvement in football.

4 Collina quotes the Fiorentina coach in order to show that
- A mistakes in football must be forgiven.
- B footballers should not make mistakes.
- C refereeing mistakes can be quite serious.
- D attitudes towards goalkeepers are unfair.

5 According to Collina, why do people say referees make more mistakes today than in the past?
- A Football techniques have changed.
- B TV coverage is more effective.
- C TV cameras cause confusion.
- D Refereeing decisions are more difficult.

6 What does Collina refer to as 'simulation'?
- A A form of cheating
- B A style of refereeing
- C A form of strategy
- D A kind of injury

Whistle While you Work

You can argue about the best team in the world – but not about the best referee.
Pierluigi Collina tells Jon Henderson that he's much less fierce off the pitch, and explains why diving is a crime against football.

About 18 years ago, Pierluigi Collina lost all his hair in the space of 15 days due to an attack of the little-understood disease alopecia. 'I don't know what happened,' he says. 'I don't remember anything in particular that could have triggered the attack. All I can tell you is that I was 24.' It is Collina's great achievement that the disorder which gave him such a distinctive look, and would have been the most memorable thing about almost any other referee, is not the reason why we all know him so well. Earlier this year he was voted best referee in the world for the fourth time in a row.

As his wife, Gianna, opens the front door of the family home in Viareggio, Collina skips down the stairs. He extends a hand and greets me in English. He is clearly as diligent a foreign language student as he is a referee.

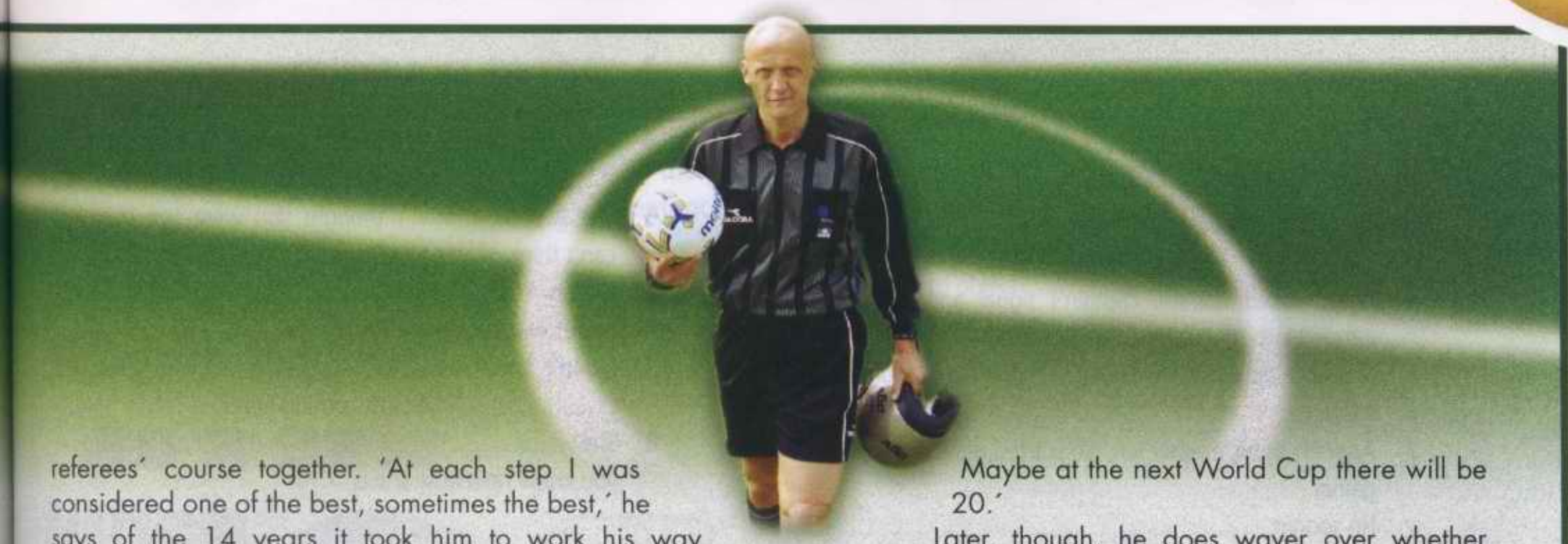
The first impression is that Collina looks much younger in the flesh than he does on television. He says that a combination of his looks and the concentration involved in refereeing may make him seem older – and, occasionally, angrier - than he is. 'But I'm quite a normal man, really.'

Collina, born and brought up in Bologna, played football until he was 17 when a school friend suggested they attend a

7 What does Collina imply about the 1999 Barcelona match?
- A Manchester United didn't really deserve to win.
- B Refereeing stopped him from enjoying the game.
- C He would have liked his presence to have been noticed.
- D He found the end of the match very exciting.

Vocabulary Practice

2 Match the highlighted words/phrases in the article with their synonyms: *tendency, in person, hard-working, characteristic, secured, nevertheless*



referees' course together. 'At each step I was considered one of the best, sometimes the best,' he says of the 14 years it took him to work his way through the ranks to become a Serie A referee. He also went to the University of Bologna, graduating with a degree in Economics. In 1991 he moved to Viareggio to work for a bank, which he still does as a financial consultant (Italian referees are not yet full-time professionals). Does he think of himself as a referee or a financial consultant? 'It's not easy to say what my real job is, but being a financial adviser is something I will be doing long after I've stopped refereeing.'

All the same there is no doubting his commitment to football and the sense of kinship he feels with his fellow referees, and this is reflected in a sensitivity to questions about the standard of refereeing. He is weary of the idea that referees are the only people who make mistakes in football. 'Nobody is perfect. In football, everyone tries to do their best, but sometimes they can't. I remember a short speech by Giovanni Trapattoni, given while he was the coach of Fiorentina, three or four years ago. His goalkeeper had made a terrible mistake, which cost his team dearly. Trapattoni said afterwards, "If a player cannot commit an error on the field, then we might as well stop playing this game and go home now." And I think it has to be the same for the referee, too.'

He regards television as 'an unequal instrument' when it comes to recording refereeing mistakes. 'It's too easy to find an angle of vision different from my angle of vision that could show clearly that something happened in a different way from the way I judged. That's why it seems as though nowadays there are many more refereeing mistakes than there were 15 years ago. Back then there were only three cameras in the middle of the field covering the whole playing area. Now there are 16. Maybe at the next World Cup there will be 20.'

Later, though, he does waver over whether television may help in eliminating what he calls 'simulation' – what we know as 'diving' – a player falling deliberately to fool the referee into awarding a foul or – quite often – a penalty. Collina sees diving as a crime against fellow workers. 'At the end of the day, all footballers are colleagues. I think gaining an unfair advantage by diving can create a lot of problems for an opponent. The result of a relegation match, for instance, could end a player's career. So I think a player should think carefully, very carefully, before diving.'

Trust in players is a recurring theme with Collina and, even if you suspect there must be some notable exceptions, it is equally possible to believe that the secret of his success is his inclination to think the best of the 22 others he shares a pitch with. 'I don't want to start a match without trusting the players because I couldn't have a good working relationship with a man I didn't trust. It's impossible.'

And the match he most enjoyed being part of? Refereeing usually gets in the way of enjoying the football on display, 'but there are matches with high emotion, and I think no one will ever forget the Champions League 1999 final in Barcelona (Bayern Munich 1, Manchester United 2). The way United clinched the title in the last three minutes is, to my mind, one of the greatest moments in world football.'

They say the ultimate success for a good referee is if you hardly notice his presence. You know, I'd clean forgotten Pierluigi Collina was in charge that night in Barcelona.

Text Analysis

3 What does the writer mean by the following?

1 ... Collina skips down the stairs ... (l. 15)
2 ... work his way through the ranks ... (l. 33-34)
3 ... I'd clean forgotten Pierluigi Collina was in charge that night ... (l. 96-97)

Discussion

4 a. How important is the concept of 'fair play' in sport? Discuss in groups.

b. Which of the following adjectives can be used to describe Collina's personality as portrayed in the article? Justify your answers by referring to the article. Discuss in pairs.

• affable • conscientious • hard-working
• strict • principled • unapproachable
• respectable

Inversion

Grammar Reference

1 **Rewrite the following sentences beginning with the words given. There is an example.**

1 They waited for the captain's signal and then they jumped into the water.
Not until *the captain had given the signal did they jump into the water*.

2 As soon as his mother left, he started playing computer games.
No sooner .....

3 It was such a beautiful day that I decided to go sunbathing on the beach.
Such .....

4 Once Jason had agreed, they went ahead with the plan.
Only .....

5 I had no idea that she was planning a surprise party for me.
Little .....

6 Samantha neither joined the dance club nor went to the gym.
Samantha didn't join the dance club, nor .....

7 The supermarket was so busy that we postponed doing the shopping.
So .....

2 **Finish the following sentences using your own words.**

1 Only by talking to my friends .....
2 Not until I .....
3 Little did I know that .....
4 At no time in my life .....
5 Hardly ever .....
6 Under no circumstances .....
7 Not unless I am really ill .....
8 Only if the forecast is good .....

Modal Verbs

Grammar Reference

3 **Complete the sentences with the following modal verb forms and explain their meanings.**

• must have • should have • might have
• could have • can't have • shouldn't have
• might not have • needn't have

1 That ..... been John you saw at the match – he's out of the country at the moment.
2 You ..... brought sandwiches – there's a perfectly good cafeteria.
3 What a mess you've made! You ..... been more careful.
4 I don't know why she didn't ask me how to do it – I ..... easily helped her.
5 She ..... thought you were too busy – I can't think of any other reason.
6 Martin really ..... borrowed my tennis racket without asking first.
7 I don't know why Fiona's so late; do you think she ..... got lost coming here?
8 She ..... managed to find the time to come – you know how busy she is.

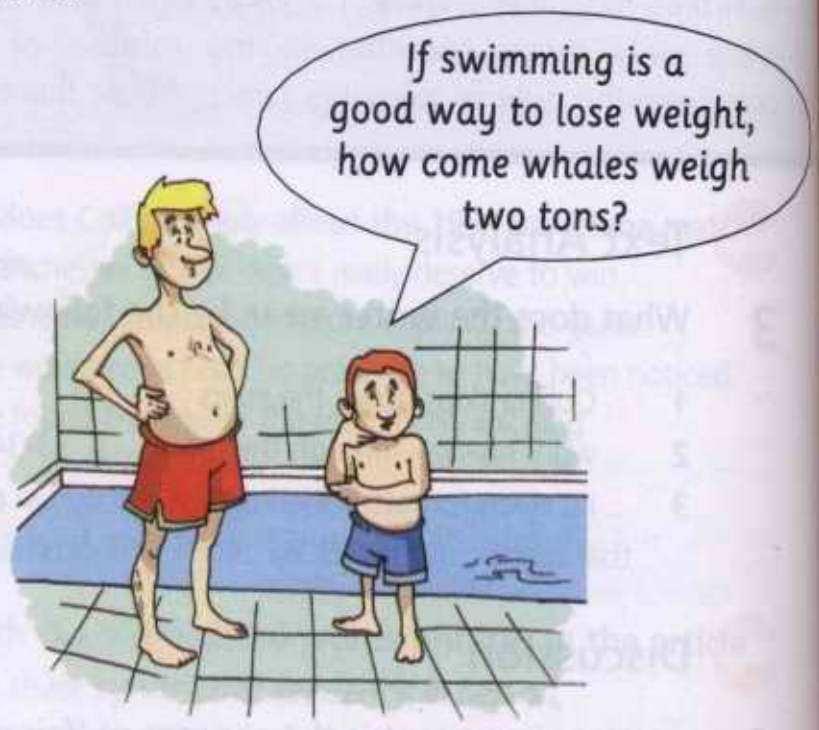
4 **Look at the notice about new regulations at a swimming pool. Explain them informally to a friend, using all of these verbs at least once.**

• can • must • have to • mustn't • needn't
• don't have to • had to • didn't have to

Beasdale College Swimming Pool
– Notice –
New Regulations

- Previous requirement of annual membership has now been waived – as of 12/03 full membership is no longer required for use of the pool.
- Special discount monthly membership package for weekday morning swimming. Student ID card not required.
- Weekend swimming: pool open to the public 9am to 6pm Sat and Sun.
- Swimming caps (previously optional) now compulsory in the interests of hygiene – limited supply on sale at reception.
- Always shower before entering the pool.
- No sun tan lotion/oil to be worn in the pool.

In the past you had to take out annual membership, but now ...



English in Use – Part 2

5 Fill the gaps with ***one*** word.

No such thing as a safe lunch

After months of sleepless nights **0)** *and* gruelling hospital visits to treat **1)** ..... one-year-old daughter's eczema, Giorgio Locatelli and his wife, Plaxy, set off **2)** ..... the hot, dry, healing climate of the South of France. 'We borrowed a friend's house,' says Plaxy, '**3)** ..... the doctors said we should try to get Margherita in the sun, since her skin was so bad.' At the airport, Giorgio bought smoked salmon. **4)** ..... 3 o'clock they fed Margherita a morsel of fish, sunbathed for a while, **5)** ..... Plaxy went indoors for a sleep while Margherita and her nine-year-old brother, Jack, played.

'Twenty minutes **6)** ..... ,' says Plaxy, 'my son came up and said, "Mummy, there's something wrong **7)** ..... Margherita." I went downstairs and **8)** ..... she was with her head **9)** ..... size of a football and her lips swelled out, not breathing properly.'

10) ..... Plaxy and Giorgio were witnessing for the first time was anaphylaxis, a severe allergic reaction **11)** ..... food that can kill without an immediate jab of adrenaline **12)** ..... kick-start the respiratory system. At the hospital, **13)** ..... a shot was quickly administered, Margherita recovered immediately. 'When we **14)** ..... Margherita tested,' says her mother, 'we found she was allergic to 896 different things. Fish, nuts, tomatoes, peppers, chilli, paprika, eggs – most of the things a healthy child **15)** ..... no problem eating, really. Thank God she likes polenta, thank God she likes potatoes.'

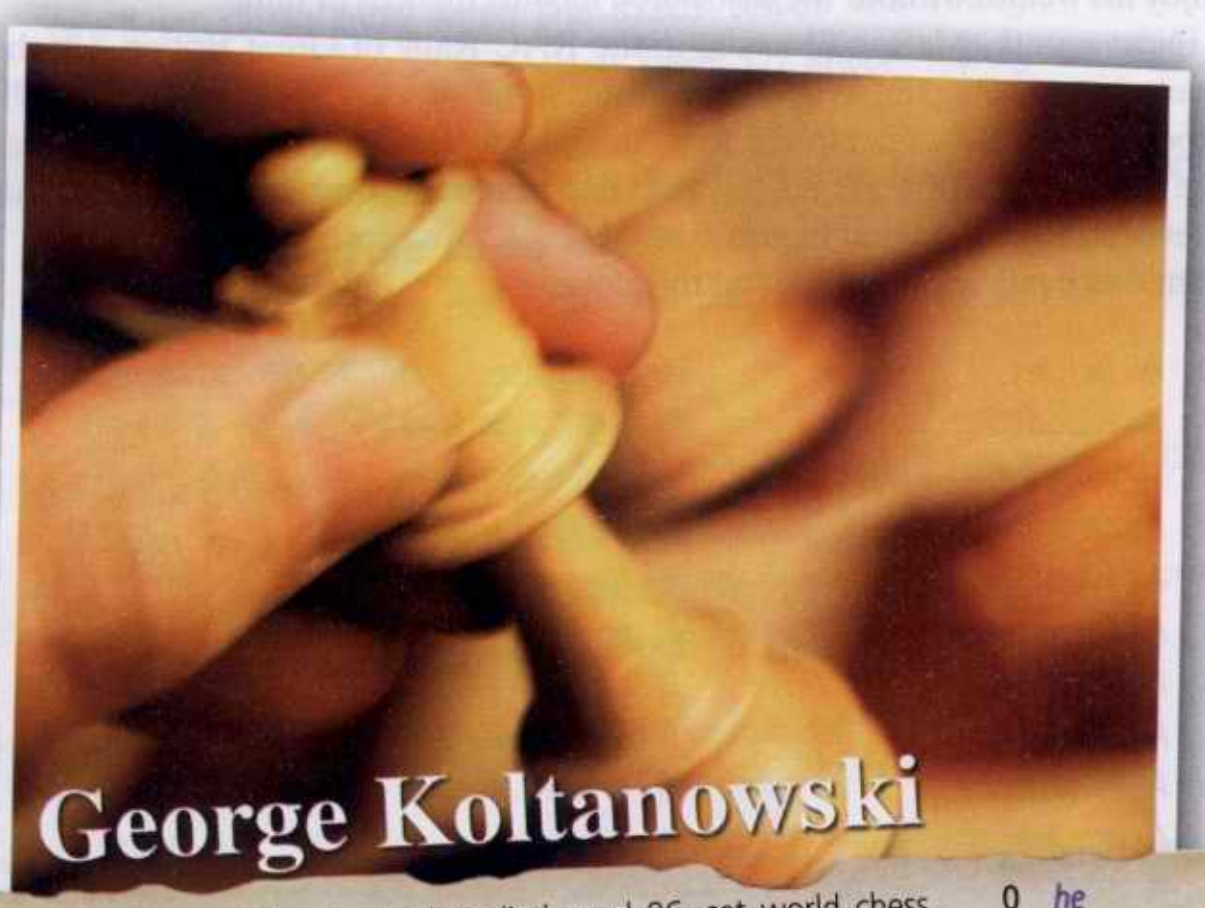
Dependent prepositions

6 Fill the gaps using ***in***, ***to***, ***against***, ***for***, ***on***, ***into***, and ***between***. Then, make sentences with 6 of the prepositional phrases to show their meaning.

1 to rely ..... sth/sb; **2** to object ..... sth; **3** to yearn ..... sth; **4** to convert sth ..... sth; **5** to distinguish ..... sth and sth; **6** to have fear ..... one's safety; **7** to be opposed ..... sth; **8** to be prejudiced ..... sth; **9** to have trust ..... sth; **10** to rebel ..... sth

English in Use – Part 3

7 In most of the lines in the following text, there is an unnecessary word. For questions 1-16, find the unnecessary words and write them on the lines provided. If you think a line contains no unnecessary word, put a tick (✓) next to it.



George Koltanowski

George Koltanowski, who he has died aged 96, set world chess records for blindfold play. He was the world's best at simultaneous blindfold chess, which requires for a player to make moves from memory while his opponents move normally.

Born in Antwerp, Koltanowski took up chess seriously at 14, and was Belgian champion within the three years. His family they expected him to follow his father as a diamond cutter, but he opted for chess full time and had discovered his rare talent. In 1930, he broke Richard Reti's world record only by playing 30 games very simultaneously, winning 20 and drawing 10 in 13 hours. He surpassed this on September 20th, 1937 in Edinburgh with 24 wins, 10 draws and no more defeats in 13.5 hours. He continued on to perform his blindfold show into his late eighties. He wrote books, which hosted a chess television show, set up youth programmes and became president of the US Chess Federation. He was being one of three founding members of the US chess hall of fame, with Paul Morphy, the first great US champion, and Bobby Fischer. His wife Leah, 93, survives him.

0 *he*
0 ✓
1 .....
2 .....
3 .....
4 .....
5 .....
6 .....
7 .....
8 .....
9 .....
10 .....
11 .....
12 .....
13 .....
14 .....
15 .....
16 .....

Words often Confused

8 Say sentences that show the difference in meaning between the words in each set. Use a dictionary if you wish.

1 nervous / neurotic
2 shadow / shade
3 tasteful / tasty
4 destroy / spoil
5 wonder / wander
6 agreeable / agreed
7 opposed / opposite
8 effect / affect
9 economic / economical
10 sensitive / sensible

9 For questions 1-15, select the most appropriate word (A, B, C or D) to complete each gap.

Colin McRae

Despite being paid over £3m a year by Ford, enough to live wherever he **0)** ..*A*... , Colin McRae is still **1)** ..... in the unpretentious Scottish town where he was born. True, he has a(n) **2)** ..... in Monaco and a yacht in Majorca, but much of the time when he isn't rallying he is in Lanark. In the pub, the regulars **3)** ..... give him a second glance, which is one of the real **4)** ..... of his job: since he spends his **5)** ..... professional life with his **6)** ..... concealed behind a helmet, he can enjoy his wealth without the associated inconveniences of fame.

Next month, McRae **7)** ..... in the RAC Rally of Great Britain - at the end of which he hopes to be **8)** ..... world champion once again. When he first did it, he was 27. Rallying, he says, **9)** ..... a vast accumulation of knowledge and experience to **10)** ..... to the top. At 33, he feels he still has many more years left in him and many more things he would like to achieve. For a **11)** ..... , he'd like to see his sport **12)** ..... more popularity. This, he hopes, will come from a new television **13)** ..... that begins next **14)** ..... – a contract with Channel 4. The channel will be showing regular **15)** ..... from every rallying event around the globe.

0	A fancies	B fantasises	C imagines	D pictures
1	A founded	B established	C based	D centred
2	A location	B place	C area	D land
3	A hardly	B roughly	C slightly	D narrowly
4	A awards	B rewards	C prizes	D honours
5	A complete	B entire	C total	D full
6	A features	B elements	C characters	D aspects
7	A attempts	B competes	C contests	D challenges
8	A awarded	B topped	C crowned	D peaked
9	A requires	B requests	C asks	D appeals
10	A reach	B arrive	C succeed	D get
11	A beginning	B first	C start	D lead
12	A gain	B take	C add	D collect
13	A arrangement	B pact	C deal	D business
14	A season	B time	C period	D term
15	A moments	B flashes	C sights	D highlights

Register Transfer

10 Complete the sentences for each situation with a maximum of two words in each gap.

1 • Reminder note from employer to employee:
David, don't forget to let everyone know about the new time and place of the meeting.
• Memo:
This is to ..... that the time and place of the monthly meeting has ..... as follows:

2 • Key points to be included in letter to customers:
We don't charge for telling people how much the repairs will cost. If we come across any more problems with the car as we're working on it, we always ask the customer before we fix it.

- Letter to customers:
  We will give you a(n) ..... before we start repairing your car, and we will not undertake additional repairs without your ..... .

3
- Note:
  Betty, tell everyone that Johnson will not be there - he's gone down with the flu.
- Announcement:
  Unfortunately, Mr Alan Johnson will be ..... attend due to a sudden ..... .

4
- Note from curator to museum guide:
  Tell visitors not to touch anything.
- Museum guide to visitors.
  I do ask you to ..... from touching the exhibits.

5
- Key point to be included in advertisement:
  - we visit our clients regularly to make sure the equipment has no problems – for nothing.
- Advertisement
  - We will ..... your equipment weekly - ..... of charge!

English in Use – Part 5

11 For questions 1-13, read the following note. Based on the information in the note, complete the e-mail that follows. The words you need do not occur in the note. Use no more than two words in each gap. There is an example (0).

Stephen,

Can I leave it to you to write an e-mail to all members about the forthcoming basketball tournament? Remember to mention the following:

- The tournament will take place over January and February (we'll let them know when the exact dates are fixed).
- They must fill in a registration form to enter - they can find those at reception.
- Only registered members can be captains (but other team members don't have to be registered).
- At least 10 players per team. All players have to be full-time Addington students.
- £30 per team registration fee.
- Money raised (registration fees, sponsorship, TV money, ticket sales) to be given to a local charity.
- They must register their team by December 9th at the latest.
- Tell them to call us if they need to know more.

Send Now | Send Later | Save as Draft | Add Attachments | Signature

From: Gannochy Sports Centre

To: All Members

Cc:

Bcc:

Subject: Basketball Tournament

Attachments: none

Default Font | Text Size | B I U T

The Gannochy Sports Centre is pleased to announce the 4th College Basketball Tournament. The Tournament will be 0) *held* over the months of January and February (exact dates to **1)** .....).

Members may enter their team for the tournament by **2)** ..... the registration form **3)** ..... the Centre's reception. The captain of each team **4)** ..... a registered member of the Sports Centre; there is **5)** ..... , however, for the other players to hold a Sports Centre **6)** ..... . The **7)** ..... of players named for each team is ten. Only Addington University full-time students are **8)** ..... participation in the tournament, and a registration fee of £30 per team **9)** ..... . All proceeds from the Tournament, **10)** ..... registration fees, sponsorship, local TV coverage and ticket sales, will go to a registered charity **11)** ..... in the Addington area. The name of the charity the money will be donated to will be announced on December 16th.

The **12)** ..... date for team registration is December 9th. For **13)** ..... , call our Sports Centre on 0945-415426 or visit www.addington.ac.uk/gannochy.

Writing: Combined Transactional Tasks

Sometimes, you can be asked to produce two pieces of writing, for example a 200-word article and a 50-word letter, or a 175-word report and a 75-word memo/notice. For the **shorter** task, you should remember the following:

- **Memos** often begin with details such as:
  To: The Principal
  From: The Student Sports Committee
  and may have a short heading, e.g. NEW SPORTS STADIUM
  You should then write 2-3 short paragraphs.
- **Notices, Advertisements** and **Announcements** usually begin with a heading (e.g. TO ALL STUDENTS INTENDING TO GO ON THE GEOLOGY FIELD TRIP) and address a large group of people or the general public.
- **Notes, Messages** and **Short Letters** are like letters but are written in an abbreviated style.

All of the above may contain bullet points, but remember that the examiner needs to see your ability to write connected English.

If you have to write two tasks, the **register** is usually very different for each task, so you have to show clear differences between **formal** and **informal** writing. It is also very important to keep to the **word limit**.

Understanding the Rubric (1)

1 **a. Read the rubric below and underline the key words and phrases. Then tick the appropriate boxes for the questions that follow.**

You are planning a week's business trip to England. You asked a friend who lives there to recommend somewhere to stay that includes health and fitness facilities. Read the letter and the advertisement your friend sent you together with the notes you have made. Then, using all the information provided, write:

a) a letter to the hotel, making enquiries based on your notes. (approx 200 words)
b) an appropriate note to your friend. (approx 50 words)

For the letter to the hotel:

1 You should write:
an informal letter ☐ a formal letter ☐
2 Your reason for writing is to:
make an application ☐ reserve a room ☐
recommend a hotel ☐ ask for information ☐
present information ☐
3 It is going to be read by:
someone you don't know ☐ someone you know ☐

For the note to your friend:

4 You should write:
an informal note ☐ a formal note ☐
5 Your reason for writing is to:
ask for information ☐ say thank you ☐
arrange a business trip ☐ arrange a meeting ☐
6 It is going to be read by:
someone you know ☐ someone you don't know ☐

Processing the Reading Input (1)

b. Now look at the reading input and your notes. Then answer the questions below.

Caudwell Club Hotel

what deals? prices?

Our Club Hotel offers special deals to non-members either visiting London on business or for pleasure, but who want all the facilities of a health and sports club thrown in. We offer all the normal facilities of a luxury hotel, with the facilities of a state-of-the-art health club. These include:

- gymnasium
- swimming pool
- whirlpool spa
- saunas, steam rooms, massage
- squash courts
- members' restaurant and lounge

For further information, please contact Peter White at: ...

Can non-members use all the facilites?

Booking necessary? (e.g. squash courts)

Brochure?

Hi Ted,

Glad to hear you're coming to England. I know it's business before pleasure, but I hope you'll find the time in your busy schedule to pay us a visit. (Duncan's really grown since you last saw him.)

Right, down to business. Looked at several places, but found this the most suitable - it was also recommended by a friend. Hope it's what you want. I remember that you like all racket sports (and I want revenge for the last time we played squash).

Let us know what you decide, and give us a call when you arrive – maybe we can arrange something.

All the best.

Jim & Pat

Which of the following should you include?

For the letter to the hotel:

- ☐ a request for details about special deals and prices
- ☐ your praise for the number of facilities on offer
- ☐ a query about the use of facilities by non-members
- ☐ a question about the need to book sports facilities
- ☐ a description of your sporting abilities
- ☐ a mention of the fact that you have a friend in the area
- ☐ a request for a brochure
- ☐ a complaint about the lack of information about prices in the advertisement
- ☐ polite and formal phrases

For the note to your friend:

- ☐ a reminder that your visit is strictly business
- ☐ a request for a photograph of Duncan
- ☐ an expression of thanks for the trouble they have gone to
- ☐ a promise to contact your friend when you are in England
- ☐ a negative comment about your friend's poor squash playing
- ☐ friendly, informal phrases

Analysing the Model (1a)

2 Read the model below and cross out the phrases in bold that are not appropriate. Give reasons for your choices. Then answer the questions that follow.

Dear Mr White,

I am planning a business trip to London at the end of next month and I **1) want you to tell me / am writing to enquire** about the availability of rooms at your hotel for the week Friday 26th July to Saturday 3rd August. However, I **2) require some further information / need to know a couple of things** before I make a firm decision.

3) To start with, your ad says nothing about / First of all, your advertisement does not give details of the special deals for non-members. I would be grateful if you could send me a list of room prices and details of the facilities provided.

Secondly, **4) are all your facilities open to non-members? / can I use whatever I like in the hotel?** For example, the member's restaurant and lounge and, of course, all the sporting facilities. I am a keen squash player and would like to know if I would have use of the courts, whether or not I would need to book, and if this is included in the overall price.

Finally, I would be interested in receiving a brochure with full details of the hotel. **5) I'd like it / I would be grateful** if you could send me this information before the end of next week, in order that I can make my booking as soon as possible.

6) Write to me soon. / I look forward to hearing from you.

Yours sincerely,

T Crampton

T Crampton (Mr)

1 Does the letter deal with all the major points in the rubric?
2 What effect would the letter have on the target reader? How would this effect change if the inappropriate phrases had been used?
3 How has the writer divided the letter into paragraphs?

Analysing the Model (1b)

3 **The model below is too long and uses the wrong register. Replace the underlined parts with the correct alternatives.**

• All the best, • written to • Thanks for everything you've done • I bet he's gorgeous • asked them • I'm looking forward to seeing Duncan • I'll call you as soon as I arrive

Dear Jim and Pat,

Thanks for the note and the info. I've **1)** entered into correspondence with the hotel and have **2)** submitted a formal written request for more information, but I reckon I'll stay there anyway. **3)** I am deeply indebted to you for the considerable trouble you have put yourself to on my behalf.

I'd love to see you when I'm over. **4)** It will be a source of delight to see your son, Duncan. **5)** I feel confident that he will have grown into a fine young man by now.

6) I will telephone you upon my arrival in England. Hope we can arrange something.

7) Sincerely yours,

Ted

Formal and Informal Writing

4 a. The formality or informality of your writing depends on your reason for writing and your target reader. Say whether the following are features of formal *(F)* or informal *(I)* writing?

- 1 ☐ complex sentence structure
- 2 ☐ sophisticated vocabulary
- 3 ☐ short forms
- 4 ☐ frequent use of the passive voice
- 5 ☐ colloquial/spoken language
- 6 ☐ less complex grammatical constructions

b. Re-write the informal sentences 1-6 on p. 162 in a more formal style, as in the example. Then say which of the features from Ex. 4a have been used.

1 Tell you what; try a herbal remedy instead.
2 If you want to know more, drop us a line or give us a ring at ...
3 We fixed a time to get together but he just never showed up.
4 What most people don't like about the club is that there's just not enough to do there.
5 I reckon this job's right up your street.
6 You've got to dress right for an interview if you're banking on getting the job.

Editing Short Tasks

5 If you are asked to write a shorter task, such as a memo, notice, note or short letter, it is important that you do not go too far over the word limit. This means that your writing must be succinct and you may have to use simpler sentences and contracted forms.

Match the phrases below with their shorter forms on the right.

A		B	
1	anyone who this might apply to	a	consider
2	at the earliest opportunity	b	those concerned
3	bear in mind	c	please
4	on a weekly or a monthly basis	d	regularly
5	I'd like to express my gratitude	e	thanks
6	think about the possibility of	f	those responsible
7	people who have done this	g	remember
8	I would be grateful if	h	promptly

6 Look at the following sentences and, with a partner, discuss the words and phrases that could be omitted or shortened. Then re-write the sentences in a shorter form, as in the example.

1 I would greatly appreciate it if anyone who is interested could contact me by Friday the thirteenth at the latest.
Could anyone interested please contact me no later than Friday 13th?
2 I feel that it is important that we think seriously about the possibility of relocating our business premises in order to attain closer proximity to the bulk of our potential market.
.....
.....
3 Could all members please bear in mind that the rules and regulations are in place in order to serve the needs of the club as a whole and any action which is seen by the committee as a contravention could result in the expulsion of individual members.
.....
.....
4 As requested in your memo dated 23rd August, I have implemented the safety requirements outlined in the proposal.
.....
.....
5 I would appreciate it enormously if you would be so kind as to look carefully at the report and refer back to me with any comments or observations that you may have.
.....
.....

Understanding the Rubric (2)

7 a. Read the rubric below and underline the key words and phrases. Then answer the questions that follow.

You are the secretary of your local sports club and your chairman has asked you to survey the opinions of club members and write a proposal suggesting ways of improving the club and attracting more members. Your proposal should cover such aspects as: facilities, equipment, and social activities. After reading the notes and the comments below, write:
a) your proposal for the chairman (approximately 200 words) and
b) a notice for the club notice board thanking members for their cooperation (approximately 50 words).

1 What do you have to write?
2 What is your role in writing these tasks?
3 Who are your target readers for each task?
4 How formal does your writing need to be?
5 What is the purpose of each task?
6 Will you use headings? If so can you suggest appropriate ones?

Processing the Reading Input (2)

b. Look at the reading input for the tasks above.

Notes:
Recommend the following
- do up the entrance
- rent, rather than buy, some new exercise equipment
- introduce a programme of activities
- step up local advertising

Comments from Students
- "The entrance is a mess – there's peeling paint everywhere!"
- "Some of the equipment is really old and doesn't work properly"
- "What social activities????"
- "We need to advertise – I only found out about the club from someone at school"

Based on the notes and comments in the reading input, fill in the gaps in the phrases below with a suitable word. You should aim to paraphrase the words/phrases given in the notes.

1 A second suggestion is to ..... local advertising.
2 I would like to propose the ..... of a range of activities.
3 I suggest that we make enquiries about .... equipment.
4 I recommend that this area be ..... .

Analysing the Model (2a)

8 Read the model and fill in the gaps with an sentence appropriate from Ex. 7b. Then answer the questions that follow.

To: Mr Partridge, Chairman
From: Jeremy Blaine, Club Secretary
Subject: Suggestions for improvements and increasing membership
Date: 28th March 2004

Introduction

The purpose of this proposal is to suggest improvements to the club and to present ideas for increasing membership.

Club Facilities

The two main areas of dissatisfaction among members are the condition of the main entrance and the fact that certain items of exercise equipment are out of date. First of all, therefore, **1)** ..... . With regard to the second problem, **2)** ..... . This would avoid incurring the expense of purchasing new apparatus.

Social Activities

3) ..... , including visits to local athletics events and sports matches. Inter-club activities should also be considered, as this would provide our members with an extra incentive to train.

Increasing Membership

One way to increase club membership would be to address the matters discussed above as soon as possible. **4)** .... , emphasising the programme of activities mentioned above.

Conclusion

To sum up, I feel confident that improving the premises and updating the equipment will attract new membership. The effect of this can then be reinforced by a concentrated advertising campaign.

1 Does the model contain all the points from the reading input?
2 How does the register in the model differ from the register in the reading input?
3 Has the writer lifted exact words and phrases from the reading input? Find examples of paraphrasing.
4 What effect do you think this proposal will have on the target reader?

Analysing the Model (2b)

9 a. Compare the two notices below. Which is not appropriate? Why? Think in terms of

• layout • register • content

A

Notice
To All Members

Thank you all for taking part in the survey. Your input was really useful, and I've submitted a proposal to the chairman based on my findings. If anyone wants to see a copy, please let me know.

As you know, we're trying to increase membership, so could you each do your bit and spread the word?

Thanks again,

Jeremy Blaine
Club Secretary

B

To members of the club: I have now submitted the findings of my research to the chairman. Should you require inspection of a copy, please contact me on ext. 217. A significant effort is currently being made to increase membership, so I do ask you that you contribute. Jeremy Blaine.

b. Look at the 'good' notice and answer the questions.

1 Does the notice follow the instructions in the rubric?
2 How does the register in this notice differ from the register in the proposal?
3 What effect do you think this notice will have on the target reader?

Discuss & Write

10 **Read the rubrics and the reading input and underline the key information. Then, using the material you have learned in this unit, write one of the tasks.**

A You and ten other students went on a school trip to a summer sports camp which promised a wide variety of sporting activities and instruction in each sport. It was the first time your school had been to this particular camp, and on your return your teacher asked you to compare notes on the trip.

Read the original advertisement and the comments you have collected and write:

a) a **report** for your head teacher outlining the positive and negative features of the trip and recommending whether the school should send students there next year (about 175 words);

b) a **memo** to the other students who went on the trip with you asking them to read over your report and suggest any changes that should be made (about 75 words).

Rockridge Summer Sports Camp

Rockridge is definitely for the adventurous. As well as all the popular indoor and outdoor team sports, we offer instruction and close supervision in

- rock climbing & abseiling
- white-water canoeing
- hang-gliding & paragliding
- orienteering
- moto-cross (18yrs & above)

Situated in rugged countryside, Rockridge is all you could want of the 'great outdoors'.

Accommodation consists of ranch-like bungalows (sleeping 6) and our refectory provides three full meals a day (and we have frequent barbecues and camp fire nights). For those who want to cater for themselves there is a fully-stocked mini-market.

At Rockridge we firmly believe in sports as promoting cooperation and teamwork and self-discovery – not to mention meeting like-minded new friends. If you want fun, excitement and adventure, Rockridge is the place for you.

ROCKRIDGE SUMMER SPORTS CAMP

Sports (outdoor) OK for football, rugby and hockey (no cricket) & athletics, (indoor) gym an old hall with poor amenities – could just about play a game of basketball. No instructors for hang– or paragliding & orienteering instructor got lost – otherwise very good.

Accommodation Not bad. Comfy beds, log fire, one bungalow leaky roof, a bit cold at night.

Food Simple but good & lots of it – only two barbecue nights. Limited choice at market but adequate for roughing it.

General Middle of nowhere – little to do evenings/ weekends for a change. One communal TV (so long arguments about what to watch) – have to take own entertainment. Agree had a good time but disappointed by above problems.

B You work for your local newspaper and your editor has sent you the memo below in order to help you write an article about the hospital in your area. Read the memo and the notes you have made and write:

a) an **article** about the hospital for the newspaper (about 200 words);

b) a **note** to your editor explaining the point of view you have decided to present in your article (about 50 words).

MEMO

To: James Wilcox
From: Sharon Taylor, Editor

James,
Got a letter from a Mr Smith complaining about Bankside hospital. It sounds awful. Look into it and write an article based on what you find out. His main points were:

- Ambulances take too long (he waited 45 minutes)
- Waited another hour for anyone to see him
- Terribly out-dated equipment
- Food is awful

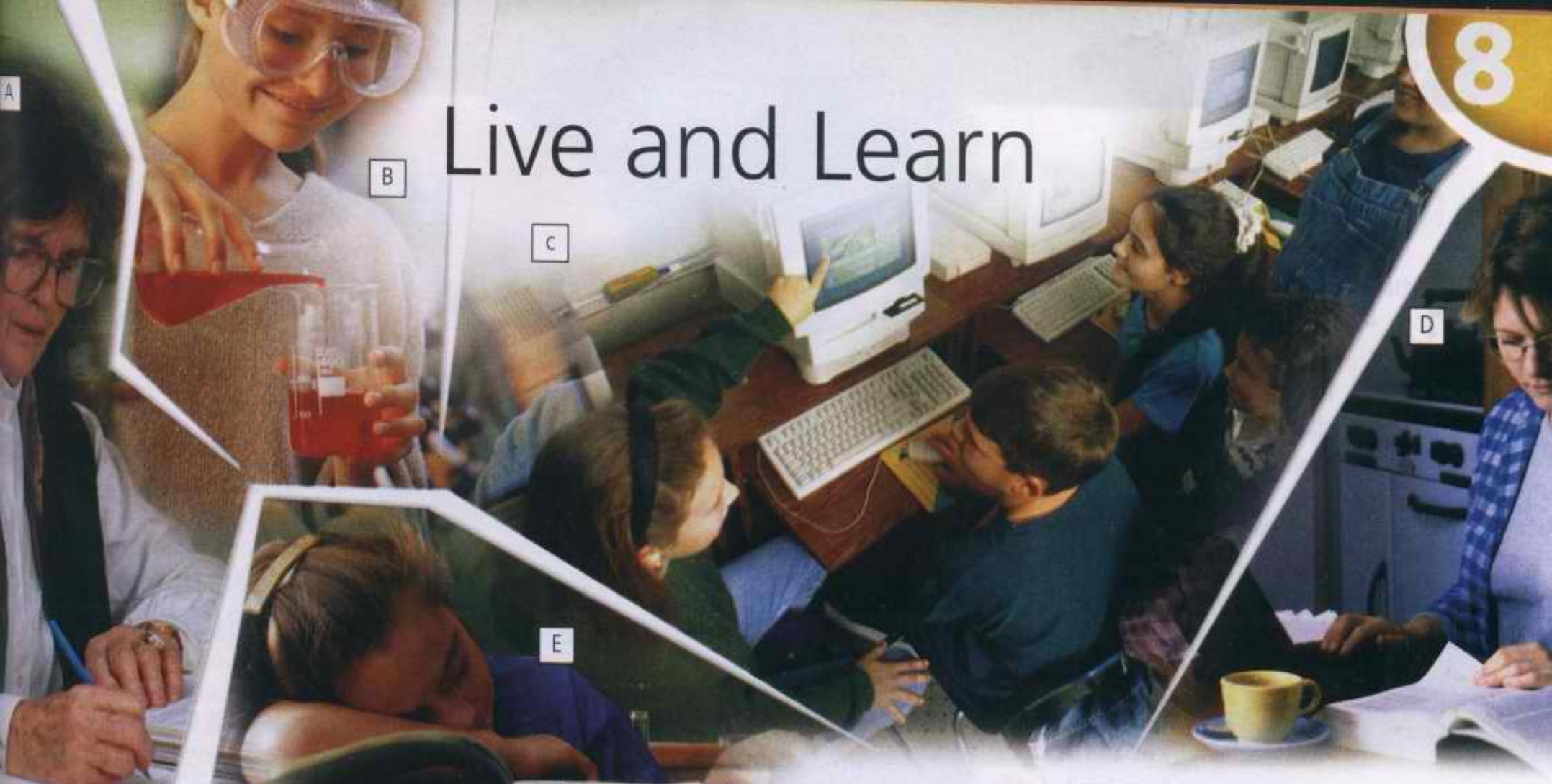
Went to see for myself: state-of-the-art monitors and surgical equipment. Some stuff old but still working perfectly

Can't comment – didn't taste it! Probably not worth mentioning, though!

Mr Smith was unlucky (or just mad) it seems!!

Average response time in town – 10 minutes (among the best in the country!)

Spoke to doctors and nurses - seemed to care a lot but say there's not enough of them to go round sometimes



Live and Learn

8

Lead-in

1 a. Look at the photographs and discuss in pairs:

- What kind of things might the people in each photograph be learning? For what purpose?
- What difficulties might each of them face with their studies? What might be the things that give them enjoyment?

b. Look at the title of the unit. Do you think it is important for learning to continue throughout life? Why/Why not? Tell your partner.

2 a. Which of the following aims of education are most important? Rank them in order of importance, then compare with your partner.

- to develop understanding of other people / cultures
- to learn social skills
- to prepare for life in the workplace
- to become aware of how the past has affected the present
- to develop critical thinking

b. Which of the following school subjects/activities help with achieving the above aims? Discuss in pairs.

- sociology • history • mathematics • geography
- reading and writing • computer studies
- languages • music / art

A: To me, sociology helps us understand other cultures.
B: I agree. It teaches us how human societies develop according to their environment and history.

3 a. Listen to three people talking about what they used to like and dislike about school and put the correct letters in the spaces provided.

a too much homework
b not enough sport
c school underfunded
d games in class
e dedicated teachers
f drama classes

	liked	disliked
Bill Sanders	1	2
Sarah Ford	3	4
Claire Sharpe	5	6

b. Which of the following phrases did you hear in the recording?

a What I hated most ...
b What used to make me angry was ...
c The depressing thing about it was ...
d The worst thing about ....
e My favourite was ...
f I knew I was in for a treat when ...
g Sometimes I got really fed up with ...
h I was at my happiest when ...

c. In pairs discuss what you used to like and dislike about your early schooling. Use phrases from Ex. 3b.

4 Paraphrase the following quotations. Do you agree with them? Why (not)? Discuss in pairs.

'Education is a progressive discovery of our own ignorance.' *Will Durant (U.S. historian)*

'Education makes a people easy to lead, but difficult to drive; easy to govern but impossible to enslave.' *Henry Peter (Scottish politician)*

Reading – Part 3

1 a. You will read an article by a student who graduated from university with a first-class degree. Before you read, discuss in pairs:

1 What part do the following play in motivating people to excel in education?
- desire for professional success
- desire for personal achievement
- pressure from family / friends / employers

2 With a partner, rank the following according to how necessary you think they are in order to do well at university.

- ☐ discipline
- ☐ competitive spirit
- ☐ understanding what is expected of you
- ☐ organisational skills
- ☐ perseverance
- ☐ intelligence
- ☐ morale

Read the passage quickly. Which of the above does the writer mention? What other things helped him to succeed? Check with your partner.

b. Now read the passage thoroughly. For questions 1-7, choose the best answer (A, B, C or D).

How I Got My First-Class Degree

What does it take to graduate from university with a First?
Mark McArdle, first-class degree holder from the University of Lancaster, tells how he did it.

"Don't spend too much time at the student lounge, do turn up for most lectures and tutorials and do submit all coursework – eventually." That, I was told by a PhD student during freshers' week, was all I needed to do to get a 2:2. For a 2:1, I'd require a better attendance record and have to work harder, but not at the expense of being cut off from civilisation. And for a First I would have to become some sort of social outcast, go to every lecture and tutorial (scribbling notes madly), spend every waking moment immersed in academic books, and be among the last to be thrown out of the university library at 10pm closing time.

Well, I did not give up my life for study. I didn't attend every lecture and tutorial. I didn't write down every word spoken in lectures. I didn't get 80% or more in every essay, project, test or exam. I was usually behind with my reading and occasionally mystified by the syllabus. Sometimes I couldn't be bothered to go to university and stayed at home instead. But I always knew where I was, what I had to do, and what not to bother with. And I always worked hard on the things that counted: assignments and exams.

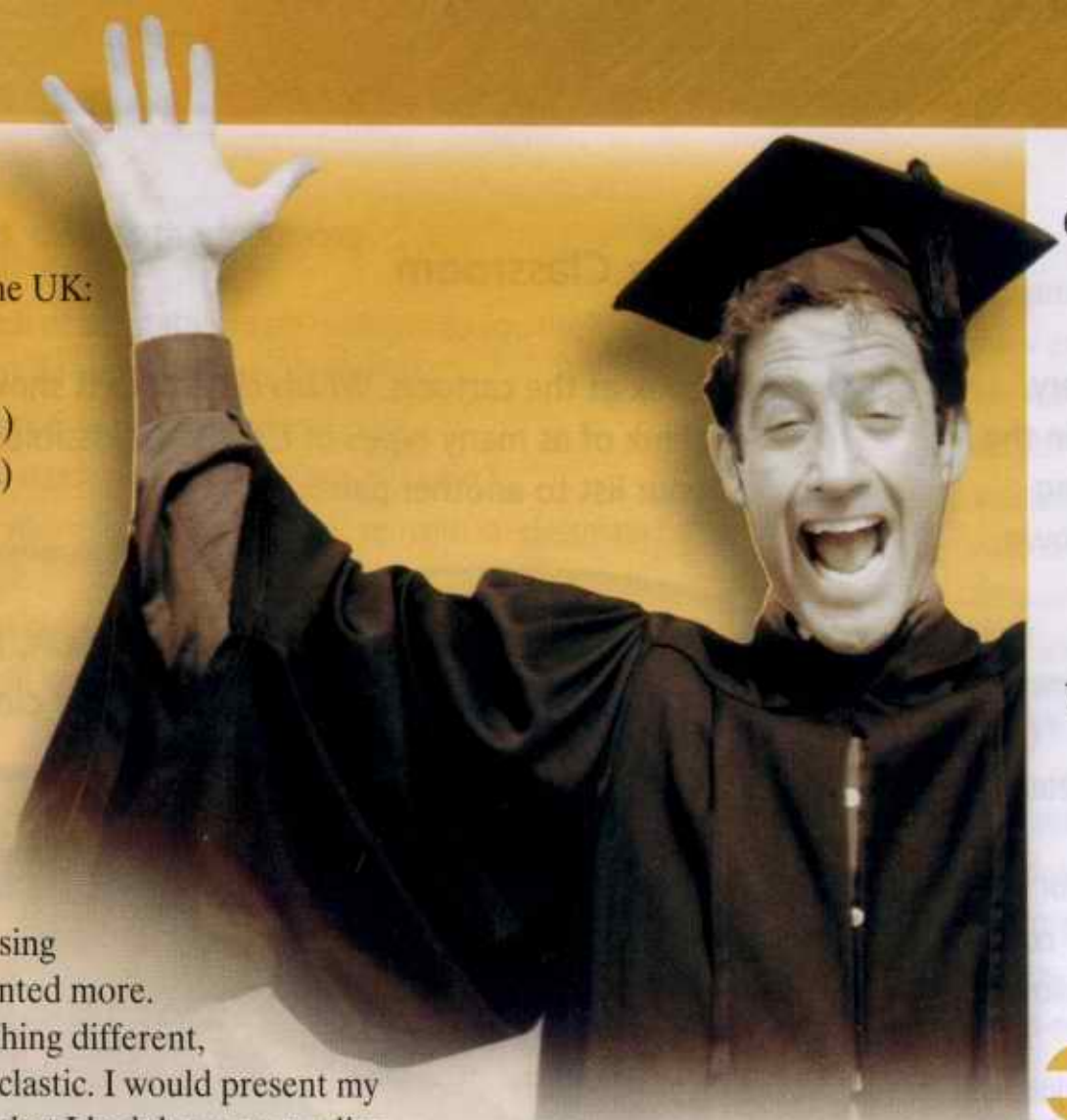
Getting a degree is about learning, but it isn't just about learning biology, history, English or whatever. It's about understanding what you need to succeed - what, in fact, the university wants from you and what you will get in return. You have to have a feel for the education market and really sell your inspirations. What does the lecturer want? What is the essay marker searching for? Some students try to offer something not wanted. Others want to give very little – they steal the thoughts of others and submit them as their own. But they all want to be rewarded. Exchange, but don't steal, and you'll get a degree.

I saw lecturers as customers who fell into two broad categories. There were those for whom lecturing was an unwelcome interruption to their research work. After all, we were students and what did we know? I would deliberately pitch my essays to this kind of academic so that my opinions appeared more as evidence that I had read and understood the key contributions to the debate, rather than as an attempt

1 The PhD student who spoke to the writer
- A exaggerated the need to work hard.
- B thought the writer would get a First.
- C succeeded in scaring the writer.
- D was uncertain how to help the writer.

2 According to the writer, an important factor in success at university is
- A the ability to understand the market.
- B acquaintance with lecturers and markers.
- C clever use of other people's ideas.
- D an understanding of what was required.

3 In the third paragraph, the writer warns against
- A trying to second-guess lecturers.
- B expecting to be rewarded.
- C plagiarism in essays and exams.
- D offering money to academic staff.



University degree classifications in the UK:

First class
Upper second (2:1)
Lower second (2:2)
Third class (3)

to pull down monuments. The other type of academic were those who enjoyed teaching and discussing new ideas. They wanted more. They wanted something different, inspirational, iconoclastic. I would present my arguments to show that I had done my reading and understood the key concepts, but I would also try to add something more to the issue rather than rake over familiar ground. Essentially, it was a case of working out what was wanted and then delivering it. I can't state exactly how successful this tactic was, except to say that I sold more essays than I had returned as faulty.

I could guarantee every book on my reading list was out on long loan from the university library within five seconds of the list being issued. This was worrying at first, but I quickly learned that it was impossible to read all of the books on an average reading list anyway. I sought shortcuts. Collections of selected readings or journal articles were excellent sources that often saved me the bother of reading the original texts. References in books dragged me all over the place but, with all the courses I had to do, there wasn't enough time to be dragged too far. I would flick through the book, read the introduction, note any summaries, look at diagrams, skim the index, and read any conclusions. I plucked out what was needed and made my escape.

I revised by discarding subject areas I could not face revising; reading; compiling notes; and then condensing them onto one or two sheets of A4 for each subject area. Leading up to the exam, I would concentrate on just the condensed notes and rely on my memory to drag out the detail behind them when the time came. I didn't practise writing exam questions, although it was recommended. I prefer to be spontaneous and open-minded. I don't want pre-formed conclusions filling my mind.

And nor should you; there is no secret to getting a First – this is just an account of how I got my First. Be a happy student by striking the right balance between working and enjoying yourself. Take what you do seriously and do your best. And, no matter what you do, don't forget to appreciate every day of your university studies: it is one of the greatest periods of your life.

4 In his relationship with his lecturers, the writer tried to
- A show them that he would make a good salesman.
- B do his work in a style which matched their expectations.
- C always have some new ideas to impress them with.
- D never upset them by submitting ground-breaking work.

5 How did the writer cope with long lists of required reading?
- A He ignored them.
- B He wrote his own.
- C He was selective.
- D He summarised them.

6 Why did the writer not practise writing exam questions?
- A He was advised not to.
- B He thought the practice was rather boring.
- C He wanted to answer exam questions critically.
- D He thought it might prejudice staff against him.

7 The writer concludes by advising students to
- A follow his recipe for success.
- B make the most of being a student.
- C concentrate on passing exams.
- D aim for a First at all costs.

Vocabulary Practice

2 a. Match the highlighted words in the passage with their synonyms below.

- crucial • search quickly
- rejecting • general
- bewildered • absorbed
- understanding of
- discussion

b. In pairs, find words in the article which are similar in your language.

Text Analysis

3 The writer uses the following phrases. Explain them in your own words.

1 being cut off from civilisation (l. 5)
2 pull down monuments (ll. 29-31)
3 I plucked out what was needed (ll. 51-52)
4 drag out the detail (l. 56)

Discussion

4 In pairs, discuss the following:

1 How similar/different is your method of study to that of the writer?
2 Are there things about the way you study which you would like to change or improve? Think about:
- being organised
- being more focused
- managing your time

School Days

1 a. **Using a dictionary if necessary, underline the correct word in the sentences. Use the remaining words in sentences of your own.**

1 The school is thought highly innovative in that it implements a system of continuous **(tests, assessment, finals)** to determine grades.
2 One could hear the sounds of lively **(debate, talk, argument)** coming from the room where the philosophy class was being held.
3 My brother, who wants to join the clergy, has just entered a **(seminary, university, college)**.
4 It was inevitable that the **(seminar, lecture, tutorial)** would be well-attended as it was being given by the renowned professor, Kurt Reimann.
5 There's no way I'll be able to come. I've got to hand in a two thousand word **(assignment, project, essay)** on the Russian Revolution by Monday afternoon.
6 Stephen was caught **(copying, plagiarising, stealing)** from his fellow student's test paper and was expelled.
7 For tomorrow, please read this short original **(article, text, excerpt)** from Dicken's Hard Times and be prepared to discuss it in class.
8 If you're really interested in applying, ask the University to send you a **(syllabus, prospectus, curriculum)** for the upcoming year.

b. **Below are words that correspond to the word sets from Ex. 1a. Tell your partner which word goes with which set and why.**

• exams • class • vocational school • talk • homework • cheating • summary • course list

'Exams' corresponds with number 1. The words are ways in which educators can tell how well a student is doing.

In the Classroom

2 a. **Look at the cartoon. Which class does it show? In pairs think of as many types of classes as possible. Compare your list to another pair's.**

b. **In pairs, decide for which classes the items in the list would be needed. Talk about what they would be used for, as in the example.**

• compass • easel • abacus • theatrical prop • art supplies • globe • lab skeleton • test tube • reference books • musical score • glass slide

A: I suppose students would use a glass slide in biology class for looking at things under the microscope.
B: That's true. A glass slide could be used for the same purpose in chemistry class, as well.

Study Methods

3 a. **Look at the study methods in the list. For which of the tasks (1-10) is each method best suited?**

• revising • cramming • highlighting • editing • note-taking • summarising • proof-reading

1 Preparing for an end-of-term exam
2 Isolating information from its context
3 Checking and improving on a piece of work
4 Condensing information for quick access
5 Recording information during a class/lecture/seminar
6 Keeping new knowledge fresh in your mind
7 Re-organising an essay/composition
8 Organising material into manageable units
9 Ensuring a piece of written work meets all formal requirements (format, word-count, etc)
10 Making important information stand out

b. In pairs, discuss the following.

1 Which of the stated study methods do you use?
2 What do you usually use them for?
3 What other methods do you use?
4 How much time do you spend studying?
5 Do you usually study alone or with a classmate? Why?
6 Are exams a fair means of assessment? If no, what would be a better way to assess students?

Build up your Word Power

4 The adjectives below have been grouped in order of increasing intensity. Use them to complete the sets of sentences which follow. Use each adjective only once.

archaic<dated<modern<advanced

modest<substantial<immense<extravagant

bigoted<biased<tolerant<open-minded

boring<pleasant<moving < inspirational

1 • I must say for a woman who is supposed to be so articulate, the Dean's welcoming speech was quite ..... .
• The life of Anne Sullivan, Helen Keller's teacher, serves as a(n) ..... message to all of those who work with the disabled.
• The head girl's words were very ..... and several of her fellow classmates were in tears before she had finished.
• The kindergarten teacher had a ..... singing voice, and as a result her young students loved the time they spent learning new songs.

2 • Most schools in the country have opted to teach ..... Greek as opposed to ancient Greek.
• The elderly professor was let go as he refused to change his ..... teaching practices.
• I'm sorry, but as our institution seeks to maintain a traditional standard, your ideas are just too ..... for us.
• That reference book was published over 20 years ago so some of the information it contains is probably rather ..... .

3 • My parents earned a(n) ..... income and were unable to send me to public school.
• Her ..... praise embarrassed the child so badly that he refused to draw any more pictures in art class.
• To the head master's ..... delight each and every one of his pupils was accepted into Oxford University.
• Although he paid a(n) ..... amount of money for his daughter's education, she has never held down a steady job.

4 • In the past, many history books were .... towards those countries that had lost wars.
• You may well have a PhD in philosophy, but to my mind you are both ..... and racist.
• My grandfather is very opinionated about certain things, but at least he is ..... of co-educational schooling.
• His ..... attitudes towards progressive education won him a position at the prestigious college.

Words often confused

5 Underline the correct word.

1 John's excuse for not doing his homework was that he had been too tired, but the teacher **dismissed/denied/ignored/refused** this as nonsense.
2 Gable's theory **pulled/took/attracted/engaged** a lot of interest from the scientific community.
3 The **approach/entrance/opening/advent** of new technology is bound to revolutionise the function of the classroom.
4 Writing is generally considered a more **severe/thorough/demanding/critical** task than reading.
5 The library will be **sheltered/housed/included/contained** in the old building on Bridge Street.

Collocations

6 a. Match the pairs of adjectives to the nouns to form collocations.

A	B
first class/Master's	learning
higher/first-rate	degree
correspondence/refresher	schooling
compulsory/formal	certificate
post graduate/2-year	fees
long-distance/accelerated	diploma
tuition/registration	course
school-leaving/medical	education

b. Now use one word from each set to complete the sentences below. If necessary, use your dictionary to help you. Use the remaining collocations in sentences of your own.

1 ..... learning has proved highly popular in remote parts of Australia and Canada.
2 In the UK ..... schooling lasts up until the age of sixteen.
3 Nowadays, a ..... certificate does not necessarily guarantee someone a place in the job market.
4 Please forward the £100 ..... fee along with your completed application.
5 Stella already has a Bachelor of Arts but she is now working towards attaining a ..... degree.
6 My father opened a bank account for me on the day I was born to ensure that I would receive a ..... education.
7 Now that I've got this job abroad, I think I had better take a ..... course in Spanish.
8 It will take him at least a year to earn a ..... diploma in child psychology.

7 a. Tick the boxes to form phrases. In pairs, use the phrases in sentences.

Sit	Get	Have	Do	
				good marks
				an exam
				one's homework
				for one's finals
				expelled/suspended
				an Easter break
				a biology project
				extracurricular activities

b. Can you think of one more phrase or expression to go under each heading? In pairs, use them to make sentences.

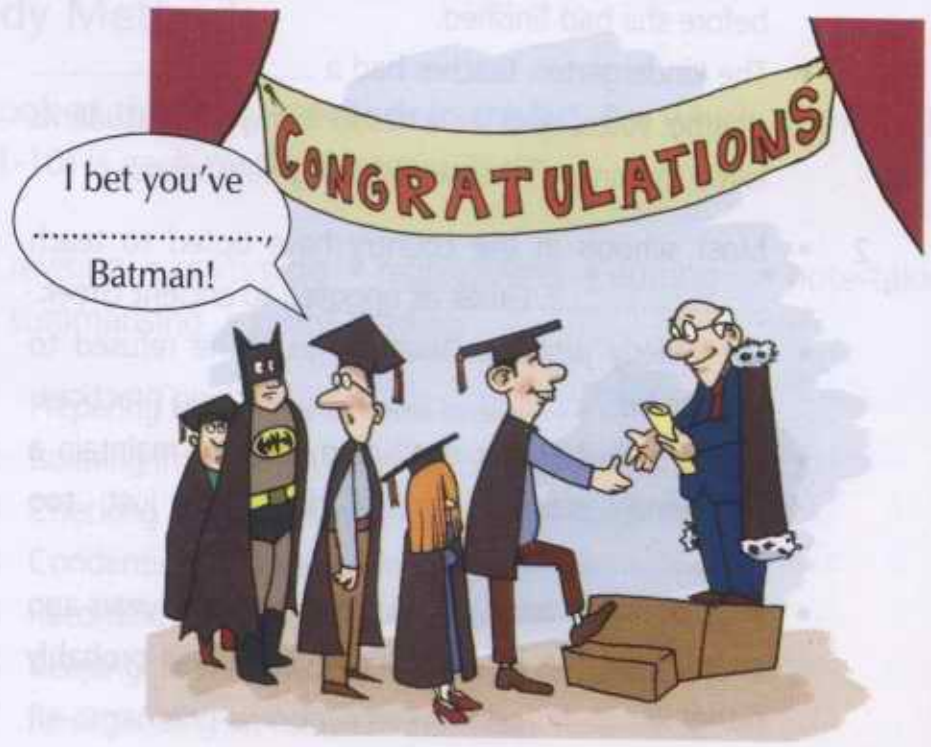
Idioms

8 a. Match items from columns A and B to make idioms and then use them, in their correct form, to complete the sentences.

A	B
1 be the teacher's	a p's and q's
2 mind one's	b one, two, three
3 learn something	c the grade
4 be as easy as	d pet
5 be of the	e the back of one's hand
6 know something like	f old school
7 pass with	g by heart
8 make	h flying colours

1 Now Johnny, if you're coming to see your sister in the school play you're to be quiet and ..... .
2 I can remember as a child, the difficult time I had learning my multiplication tables ..... .
3 Don't mind your father. He ..... and believes that some jobs are just not meant to be done by a man.
4 The children jeered their classmate in the school yard with the cruel chant of, 'Suzy ..... !'
5 Everybody here is fine and Steve has just finished his finals which he ..... .
6 If you don't study harder there is no way that you will ..... .
7 I've been studying this list of historical dates for hours and I ..... .
8 There's nothing to geometry, it ..... .

b. Look at the cartoon below. Complete the caption with one of the idioms from Ex. 8a above. Can you explain what it means?



c. Sketch a picture for another one of the idioms from Ex. 8a. Show it to the class and see if they can guess which idiom you have drawn.

Fixed Phrases (with *by*)

9 Replace the underlined words and expressions with one of the fixed phrases below. Then, in pairs, use the fixed phrases to make up sentences of your own.

• by and large • by and by • (fall) by the wayside
• by chance • by the way • by the book • by law
• by word of mouth

1 Her plans to become a teacher <u>came to nothing</u> when she was forced to drop out of school to look after her younger siblings.
2 <u>Incidentally</u>, did you know that Susan finished at the top of her graduating class?
3 <u>Coincidentally</u>, I found my old school uniform while I was cleaning out the attic.
4 We heard about the private school <u>through various conversations with friends and colleagues</u>.
5 If we're going to do this right, we'll have to do it <u>exactly as we were instructed</u>.
6 Don't worry if you don't understand the theory behind it, you'll catch on <u>eventually</u>.
7 <u>Generally speaking</u>, the number of people leaving school without obtaining a qualification is on the rise.
8 <u>Legally</u>, all institutes of learning must be equipped with smoke detectors and sprinkler systems.

Phrasal Verbs

Appendix 1

10 a. Match the phrasal verbs (1-8) with their meanings (a-h).

1 ☐ You've had all the advantages in the world. Why would you get involved with that man when he'll only **drag** you **down**?
2 ☐ **Keep to** your study plan throughout the academic year and you're sure to do well.
3 ☐ In order to **keep up with** your classmates during your recovery you'll have to do a lot of revising at home.
4 ☐ The teacher managed to **drag** the confession **out of** the naughty pupil.
5 ☐ I **keep back** 10% of my pay each week for when Tommy attends university.
6 ☐ Why did you **drag in** the fact that you had never graduated in front of your new boss?
7 ☐ The lecture **dragged on** well into the afternoon.
8 ☐ The college **kept** the elderly gardener **on** even after he was too old to do much work.

a	adhere	e	manage to elicit
b	reserve	f	continue to employ
c	inappropriately mention	g	stay level with
d	ruin, lessen sb	h	continue unnecessarily

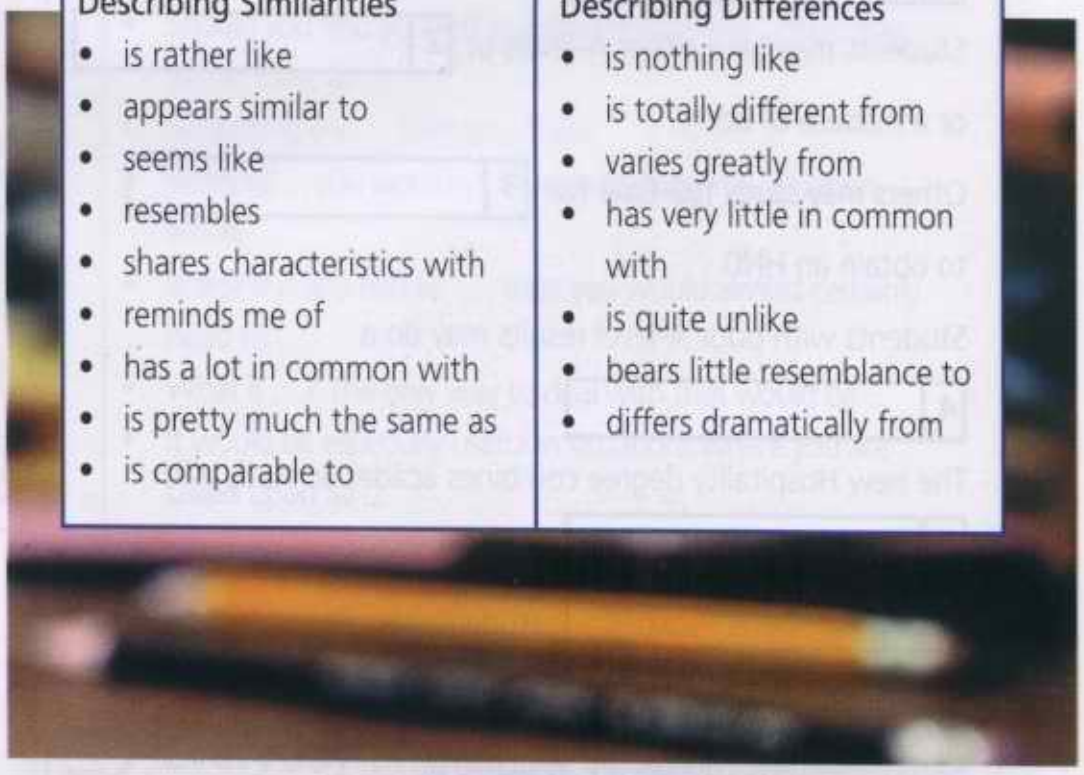
b. Now use some of the phrasal verbs, in their correct form, to complete the sentences.

1 The arrogant young man managed to .... the information that he had three post-graduate degrees.
2 As the long winter ..... the poor student pored over her text books night after night.
3 Even though he worked a full time job while getting his diploma, Sam managed to ..... his studies.
4 A good lecturer will ..... the syllabus in order not to confuse students.
5 Just admit you plagerised your essay, he'll ..... it ..... you sooner or later anyway.

Communication: Describing Similarities/ Differences

11 a. The phrases in the language box below, can all be used when making comparisons. In pairs, decide which of them are appropriate for formal writing and which are more suitable for conversation.

Describing Similarities	Describing Differences
• is rather like	• is nothing like
• appears similar to	• is totally different from
• seems like	• varies greatly from
• resembles	• has very little in common with
• shares characteristics with	• is quite unlike
• reminds me of	• bears little resemblance to
• has a lot in common with	• differs dramatically from
• is pretty much the same as	
• is comparable to	



b. Listen to two people discussing the issue of public vs. state schooling. What are they saying about: *cost, quality of education, increased life chances*?

Who do you agree with most? Discuss in pairs.

c. In pairs, discuss the similarities and differences between:

1 the education system in your country/the education system in the UK or the US
2 wearing school uniform/wearing what you like
3 state-wide exams/continual assessment

A: I think our education system is rather like the US system.
B: I agree. It is nothing like the UK system.

Listening & Speaking

Listening – Part 1

1 a. You will hear a radio report about ways to get into a British university. Before you listen, discuss in pairs the following.

1 What is the procedure for going to university in your country? How difficult / easy is it?
2 Is there a way for older people (e.g. over 30 years old) to go to university in your country? What is it?

b. You will hear the following words in the recording. Find out their meanings, then discuss how they are connected with university entry.

• A-levels • skills shortages • formal qualifications
• financial assistance

c. Now listen to the recording. For questions 1-8, fill the gaps with a word or short phrase.

University applicants can choose from tens of thousands of [1] .

Students may take either A-levels or [2] , or a mixture of both.

Others may study full-time for [3] to obtain an HND.

Students with poor A-level results may do a [4] .

The new Hospitality degree combines academic study with [5] .

[6] students should contact admissions staff directly.

Return-to-study courses are available at [7] education colleges.

[8] is a way of obtaining funding for university study and opportunities for work experience.

d. Do you think it is important for universities to offer vocational courses as well as academic ones? Discuss in pairs.

Listening – Part 2

2 a. You will hear a recorded telephone message playing on a university newsline service. Before you listen, look at the gaps in the notes below. For which ones will you probably need

• numbers? • a mixture of letters and numbers?
• words?

b. Now listen to the recording and write the missing information in the gaps (1-8). You will only hear the piece once. Were your guesses correct?

Dramatic Arts – course code changes:

eg course: [1] :

Old code: DA 170

New code: [2]

Paper-based class schedule – error on p. [3]

Professor Connolly, not Punter, teaches [4] .

No grades by post from next Autumn – refer to University [5] .

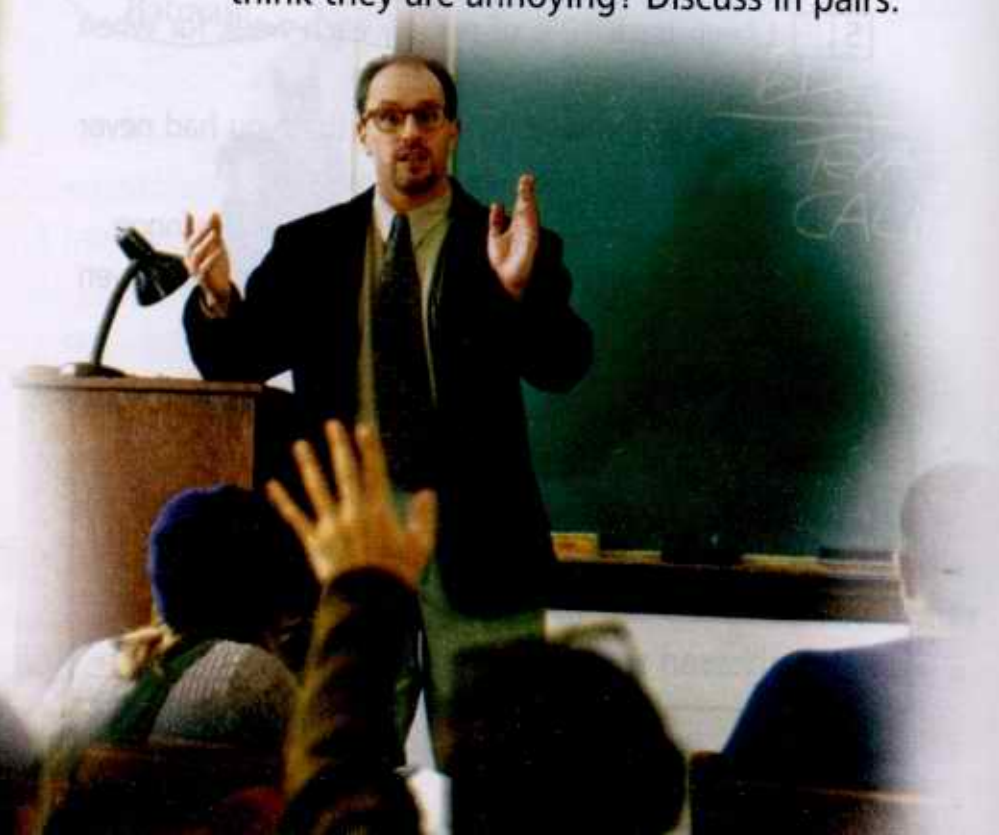
See your [6] for general transcript info.

Cost of permit for parking on [7] :

1 month – £8,

9 months – [8] .

c. How do you feel about automated telephone helplines? Do you find they work, or do you think they are annoying? Discuss in pairs.



Speaking – Part 3: Discuss, Hypothesise & Select

Learning For Life

Students A & B

3 Look at these pictures showing various skills and abilities. Talk to each other about the situations where the skills and abilities shown might be necessary. Then decide which ***two*** skills / abilities are most important and should be emphasised in educational systems.

analytical thinking

leadership

team spirit

creativity

people skills

forward planning

Useful language: Hypothesising

- For example, if you ... then you would need to ...
- Should you find yourself in a situation where ... then you would have to ...
- Supposing you ... then you must ...
- Without ... you wouldn't be able to cope in a situation where ...
- Imagine if you had to ... ; then you would almost certainly need to ...
- What if ... ? The only way to deal with that would be ...
- It would be especially useful in situations where you are called upon to ...

Speaking – Part 4

Students A & B

4 Discuss the following questions together.

1 Apart from being essential for certain careers, what is the importance of good education?
2 How can governments make sure that everyone has access to good education?
3 What makes a good teacher?
4 To what extent should art be part of education?
5 How much of a say should parents have in their children's education?

5 Listen to two candidates doing the speaking tasks in Exs. 3 and 4 and compare their performance to that of your classmates. Assess your classmates in terms of:

• grammar and vocabulary • discourse management
• pronunciation • interactive communication

Everyday English

• Expressing Disbelief

6 In pairs, guess and say what the other speaker says.

a You can't be serious!
b No way!
c You didn't!
d You must be joking!
e You're having me on!
f Is this a joke?

A: Have you heard? Mike and Sylvia are getting married.
B: You can't be serious!

Reading – Part 2

1 a. **You will read an article written by a mother whose child started reading later than others. Before you read, in groups discuss the following.**

1 How important do you think it is for children to start reading early?
2 Generally speaking, at what age do children in your country learn to read?
3 What should be the role of the parents in a child's early education?

b. **The following words and phrases appear in the passage. Look at the title, then in pairs discuss how they might be connected with the subject of children learning to read.**

• coaxed, pressed and, if required, bribed • consequences • coaching • cooperate with others • pleasure

c. **Read the first and the last sentence of each paragraph. Can you guess what each paragraph is about? Discuss in pairs. Now, read quickly and check.**

You can make me do it, but you can't make me like it.

We force children into reading far too early. Today Einstein, who learnt to read at 10, would be in remedial class, argues ***Anne Karpf****.*

A good news story about education? It sounds like an oxymoron, but blazoned on Monday's front pages was the finding of a major new international survey that 'UK pupils move close to top of world class', especially in reading. This will have been gratifying to a government for whom 'education, education, education' increasingly seems to be a euphemism for 'reading, reading, reading'. But such singlemindedness has had other, unacknowledged consequences.

1 [ ]

Traditionalists, however, maintain that you're never too young to learn to read: on the contrary, the earlier the better. Reading, and especially early reading, is considered so self-evidently good that children are coaxed, pressed and, if required, bribed into submission.

2 [ ]

My own position has changed radically between my first and second children. The first taught herself to read at the age of four. Thereafter she secreted books around her bed like contraband, and had to be physically prised from them at the dinner table. When her younger sister started school last year, I expected a repeat performance.

3 [ ]

Should I be vacuuming away her words, and pumping in someone else's? Should I have been coercing her to try to read when she was plainly unwilling? I can coerce when it's necessary, but the thought of becoming a dictator in the matter of when she learned to read seemed so awful that I decided to stop meddling altogether.

4 [ ]

But in other schools there's no shortage of horror stories, like the parents of four-year-olds paying for coaching to help them keep up with the fast readers. The mother of a four-and-a-half-year-old was told that her son had to apply himself to reading because the school didn't want him to end up at the bottom of the pile. Einstein may have learned to read only at 10, but today he'd be stigmatised and in remedial class.

5 [ ]

Other parents are more successful in their efforts, yet all children get there in the end. What counts, surely, is how they do so, since this is paramount for future pleasure. You can, just about, drill children into learning to read, but you can't compel them to enjoy it. In a culture increasingly obsessed with what is measurable, what a pity reading pleasure can't be tested.

6 [ ]

I think my own now almost-six-year-old would have preferred this approach. However, something has recently clicked in the reading part of her brain, and she is on the way to becoming a voracious reader. It's probably sheer coincidence that this transformation was over exactly the same period that she started learning the violin.

A Like other reception class mothers, I peeked at her friends' bookbags to see if the books they were reading were more advanced. Invariably they were. My growing anxiety was assuaged by a wise fellow mother remarking that my exuberant child was busily engaged in things, like pretend games and drawing, which delighted her more. She also loves books, but often pleads for the right to be able to make up her own stories to the pictures (frequently more exciting than those by the author).

B Those who consider such reservations a middle-class luxury should look at Europe. We're alone in bullying children to read so young. The Norwegians don't start until they're seven, when it's usually painless. Sylvia Hopland, headteacher of the Norwegian School in London, says: "We know that we could teach children to read at four, but we want them to spend those years playing. We want to teach them to solve problems, cooperate with others and cope with life."

C Imagine the blow that might have dealt to his creative genius. Also, one problem with exerting such pressure on pre-school children is that it can make children resistant to reading. Once affecting extravagant interest in my second daughter's new book-title, I was rewarded with: "You're just trying to get me to read it and I won't."

D When I asked her to tell me what she thought of her classes, she was unabashedly sincere: "I like books with pictures, but books with too many words are boring." My immediate urge was to force her, threaten her or coax her nose into her books. Until it suddenly occurred to me: at what age did I start reading?

E For the best part of a year I lugged her wretched bookbag to and from school without opening it, and resolved as far as possible to follow her own reading timetable. Her reception teacher adopted what today is a rare, daring stance: there isn't much you can do to make a child read before they're ready.

F Being against it, is like being against vitamins or bank holidays – completely perverse. Among the over half-million web pages devoted to teaching children to read, none of those I browsed are on learning to read too soon.

G The obsession with reading has led to a major decline in the time and energy given over to music, art and drama. And the heresy that dare not speak its name is that children are being pressurised to learn to read too early.

2 a. Read the article. Six paragraphs have been removed. Insert them from the paragraphs (A-G) given on the opposite page. There is one paragraph you do not need to use.

b. Underline the words which helped you do the task. Compare with your partner.

Vocabulary Practice

3 Match the highlighted words in the article with the definitions below, then use them in your own sentences. You may change the form of the verbs if you wish.

1 pretending *affecting;* 2 lively and excitable; 3 a phrase where two contradictory terms appear together; 4 most important; 5 carried something heavy with difficulty; 6 persuade someone to do something against their will; 7 people who resist change and favour established ideas; 8 hid; 9 unacceptably unconventional and unreasonable; 10 very keen

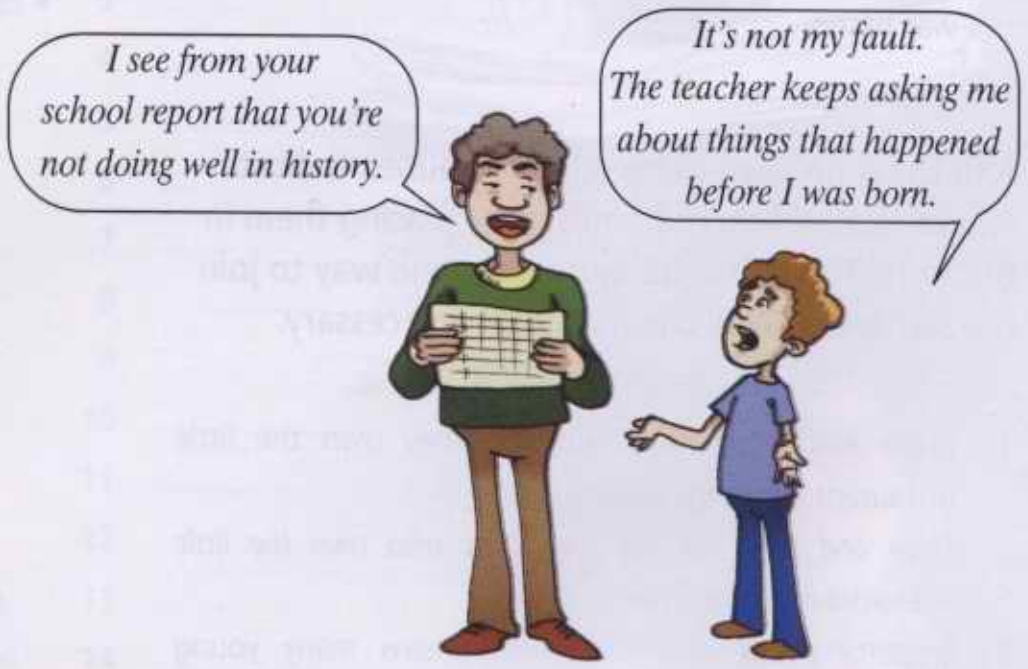
Affecting shyness, the normally bold child refused to say a word.

Text Analysis

4 a. Explain the meaning of the following phrases taken from the article.

1 ... I expected a repeat performance. (before gap 3)
2 ... the thought of becoming a dictator ... (before gap 4)
3 ... to end up at the bottom of the pile. (before gap 5)
4 ... something has recently clicked ... (after gap 6)
5 And the heresy that dare not speak its name ... (paragraph G)

b. Act out a dialogue between mother and child based on para C opposite.



Discussion

5 What is the value of learning to read early? What are the pleasures of reading? Should children be left alone to begin reading when they are ready or should they be forced into it? Discuss in pairs.

Relative Clauses

Grammar Reference

1 **Fill the gaps with the correct relative pronoun or adverb. Indicate where the relatives can be omitted by placing them in brackets.**

1 The man *(who/whom)* you were speaking to earlier is Mike, *who* is an expert on networks *that/which* run on Unix.
2 The pupils ..... sang in the concert gave a wonderful performance ..... was praised by their music teacher.
3 My aunt, ... visited me last week, has a house in France ..... she goes every summer.
4 The most interesting film ..... I've seen in a long time is the one about the artist ..... went to live in Spain.
5 Our local MP promised to do everything ..... he could to help those ..... houses had been damaged in the earthquake.
6 This is a film ..... will be very popular with teenagers ..... enjoy rock music.
7 Laurence, ... had been having lessons for months, took his test when he was offered a job ..... required a driving licence.
8 The first time ..... I visited Portugal I went to a village in ..... there had been a famous battle.
9 Dan, ... father is Greek, bought a holiday cottage in the village ..... his grandfather lived.
10 Isabelle, to ..... Peter was engaged, applied for a job ..... would entail her moving to Holland, ... the new company was based.

2 **Join the sentences using relative clauses. Indicate where relatives can be omitted by placing them in brackets. There may be more than one way to join the sentences. Add commas where necessary.**

1 Steve and Lynn are Americans. They own the little restaurant on Bridge Street.
Steve and Lynn are the Americans who own the little restaurant on Bridge Street.
2 Property prices are rising. This means many young couples cannot afford to buy their own home.
3 Some teachers want a pay rise. They may organise a strike.
4 Alex has just married a teacher. She lectures in Politics.
5 Jenny has no brothers or sisters. Her parents spoilt her when she was a child.
6 Damascus is a fascinating city. It is the oldest capital city in the world.
7 I gave Mark a paperweight as a birthday present. He is a writer.
8 Pam read a novel. The main character in it was shipwrecked on a desert island.
9 David went to Prague. He attended a conference there.
10 Harry is an engineer. His wife has just given birth to twins.

3 **Chain story: Continue the story. Use an appropriate relative pronoun or adverb in your sentence.**

> Last Monday, Mr Smith, who is the School Principal asked John to his office.

4 **Five out of the seven sentences below contain an unnecessary word. Find the unnecessary words and underline them.**

1 Pelé, is also known as 'the Black Pearl', is regarded as the greatest footballer of all time.
2 Because the teachers who were on strike, the pupils had no lessons for days.
3 The University made the students that pay tuition fees.
4 The place to which the report refers is on the outskirts of London.
5 The story which taking place in Italy is about the relationship between a father and his young son.
6 Those whose essays which have not yet been returned are to check with the departmental secretary on Monday.
7 Mr Johnson, who is well known for his insistence on punctuality, would not allow the pupils that arrived late to sit the examination.

Error Correction

5 **Most of the twelve sentences below contain a spelling or punctuation mistake. Find the mistakes and correct them in the spaces provided. If a sentence is correct, mark it with a tick (✓).**

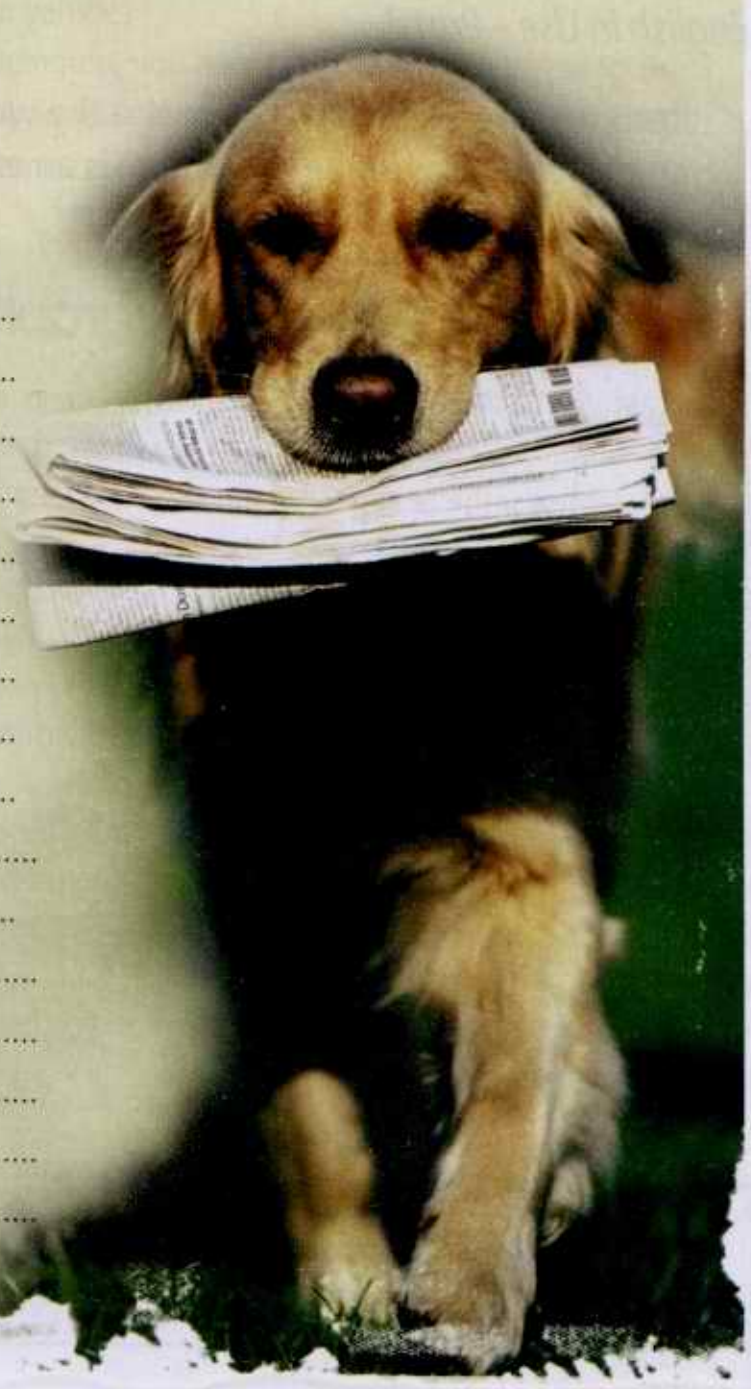
1 The differance between the two skirts is in the quality of the material. .....
2 Dan was stoped by the police for speeding. .....
3 I'm sorry I forgot to send a card for you're birthday. .....
4 Seeing the pyramid at Giza was the highlight of the trip. .....
5 Mary, whose working as a hairdresser, is a qualified teacher. .....
6 My university lecturer is the most knowledgeable person I have ever met. .....
7 The carpenter didn't put any shelfs in the kitchen cupboards. .....
8 The city, where I was born has a serious problem with air pollution. .....
9 When Lynn decided to buy a second hand car, she used up all her savings. .....
10 Leaveing school at 16 was the biggest mistake I have ever made. .....
11 The headmaster banned the wearing of jewellery during school hours. .....
12 Sophia will be taking her final exams in a few days time. .....

English in Use – Part 3

6 **In most lines of the following text there is one spelling or punctuation mistake. Find the mistakes and correct them. Write the correct word in the space provided. If a line contains no mistake, put a tick (✓) in the space next to it. There are three examples (0).**

A Clever Species?

How intelligent are we, compared with animals. "If you 0 *animals?*
define intelligence as the abillity to cope with 0 *ability*
everything your environment throws at you, then all 0 ✓
surviving species are intelligent, says Ken Dickenson, 1 .....
head off neurobiology at the Babbington Institute in 2 .....
cambridge. "If you take members of any animal species 3 .....
and ask them, to solve complex problems, a 4 .....
lot of them will eventually do it; and if you make an 5 .....
animal spend it's life solving problems, it will show 6 .....
much more intelligence," he adds. This implies that 7 .....
animals can be educated like people to use there 8 .....
native wits more effectively. What seems to 9 .....
differenciate humans is not our mental skills so much 10 .....
as our capability for abstract thought: the ability to 11 .....
conjure up ideas and images as well as recieve them. 12 .....
Animals can do things like navigateing or remembering 13 .....
the locations of objects much better than we can. What 14 .....
they cant do so well is apply internal reasoning to a 15 .....
hole range of problems, which is one of the things that's 16 .....
made us so successful as a species.



Word Formation

7 Complete the following sentences using words formed from the words in bold.

1 **attract**
- Using this polish on your car will give its surface an *attractive* shine.
- Apart from the rock concert, there were several other ..... at the festival.

2 **pass**
- The escaped prisoner took a hostage and demanded safe ..... out of the country.
- After the heavy snow, the mountain roads were ..... .

3 **beauty**
- Flower arrangements help to ..... a house.
- The talented ..... decided to open her own salon.

4 **sign**
- This cheque is ..... , so I'm afraid the bank cannot cash it.
- The anti-hunting group collected over 5,000 ..... on its petition.
- It is hoped that the ..... of the agreement will take place tomorrow.

5 **like**
- The restaurant was too sophisticated for my ..... .
- Marianna bears a strong ..... to her father.

6 **terror**
- Blowing up the ambassador's car was an act of ..... condemned by the government.
- I've just heard the news about the ..... train crash.

7 **stop**
- Once Ruth starts talking about her cats, she's ..... .
- Factory workers have voted for daily 3-hour ..... in protest at the planned pay cuts.

8 **head**
- The article had a rather uninspiring ..... .
- She tripped and fell ..... down the stairs.

English in Use – Part 4

8 Read the two texts that follow. Use the words in the boxes below each text to form words that fit in the same numbered spaces in the text. There is an example (0).

In Defence of Geography

Geographers **0)** ***legitimately*** complain that their discipline is **1)** ..... by the public for whom it remains the capitals of countries, the heights of mountains and lengths of rivers. But Geography is not a static inventory of **2)** ..... facts. It analyses why things are where they are. Even if we have not **3)** ..... experienced earthquakes, floods or famines, we are more aware today of the shifting face of the planet – rivers change their course, mountains rise, productive land may become **4)** ..... through poor techniques of **5)** ..... , and **6)** ..... may make the desert bloom. Geographers should **7)** ..... themselves for not trying to make 'chorology' an everyday word. Not even scrabble players are familiar with it, yet it is **8)** ..... understood and can help us appreciate the logic there is in the concepts of place and time.

0	LEGITIMATE	3	PERSON	6	IRRIGATE
1	UNDERSTAND	4	FERTILE	7	CRITIC
2	RELATE	5	CULTIVATE	8	INTUITION

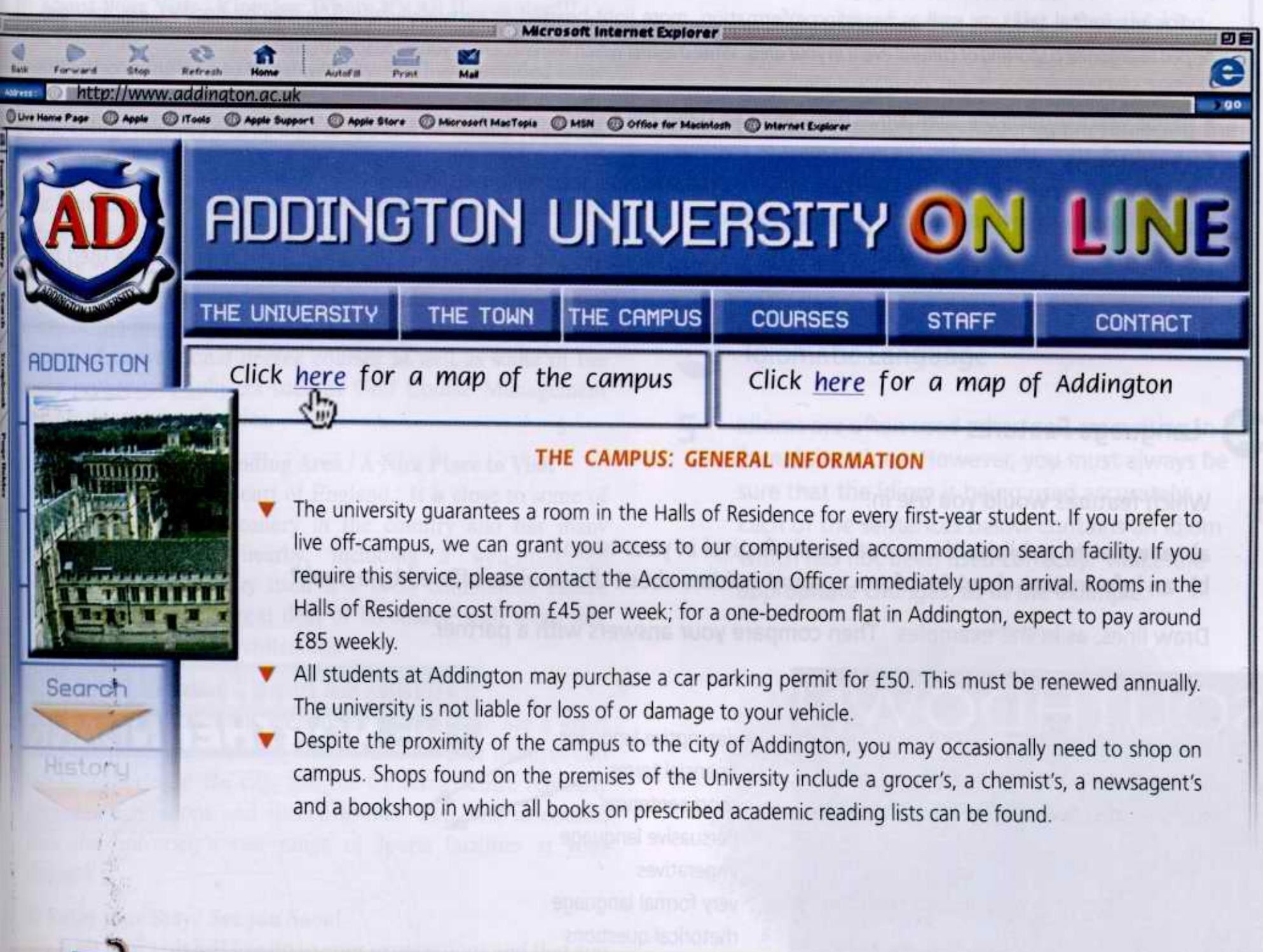
My Child's a Genius!

Child prodigies are the circus animals of our age, a source of **9)** ..... to us all; whether they are worthy of admiration or pity is debatable. It is more than two decades since the **10)** ..... Ruth Lawrence, at the age of thirteen, obtained a First in mathematics at Oxford University, becoming a national **11)** ..... . More recently, six-year-old Justin Chapman enrolled at the University of Rochester, New York, to study ancient world history. Their intellectual **12)** ..... are obviously impressive, but surely such children are too immature to cope with university? Some **13)** ..... point out that while it is entirely understandable that parents of exceptionally gifted children should **14)** ..... them to succeed, it is important that they are not put under **15)** ..... pressure, and also that their emotional and social development as children is not neglected.

9	FASCINATE	12	ACHIEVE	15	EXCEED
10	REMARK	13	PSYCHOLOGY		
11	CURIOUS	14	COURAGE		

English in Use – Part 5

9 For questions 1–13, look at the following web page giving information about a university campus. Based on the information on the web page, complete the letter that follows. The words you need do not occur on the web page. Use no more than two words in each gap. There is an example (0).



Dear Patrick,

Thank you for your letter. You wanted to know about life on campus at Addington, so let me just answer your questions one by one.

The University will 0) *help* you with finding 1) ..... to stay downtown if you aren't 2) ..... taking a room in the Halls of Residence. If that's what you decide, you need to 3) ..... to the Accommodation Officer 4) ..... as you arrive. Bear in mind, though, that 5) ..... a flat is quite expensive in Addington (almost twice the price of living on campus).

Anyone studying at Addington can park their car in the campus car park, as long as they 6) ..... a parking permit. It 7) ..... £50 and it's good for 8) ..... . However, the university won't accept 9) ..... if anything 10) ..... to your car while parked there.

The campus is 11) ..... from the city - about two miles - but if, from time 12) ..... , you need to do your shopping on campus, there are various shops, including a bookshop (which stocks all the books that students 13) ..... their courses), and a newsagent's.

Looking forward to seeing you in September!

Best wishes,

Kate

Writing: Leaflets and Information Sheets

Leaflets and information sheets are written in both formal and informal situations, depending on the target reader. Like articles, they often have a main heading but they are usually divided into sections with subheadings, in the same way as reports and proposals.

More formal tasks should focus on providing factual information, but may need to use tactful or diplomatic language. *e.g. Write an information sheet announcing some major changes that are being planned for the coming year in your company. You should reassure the public that they will be inconvenienced as little as possible.*

For less formal tasks, as well as providing information, more light-hearted or persuasive language may be needed. *e.g. You have helped to organise a sporting or cultural event in your area. Write a leaflet which will encourage young people to attend.*

Leaflets and Information sheets should include:

- a title which attracts the attention of the reader and states the content
- an introduction which makes the reader want to continue
- a main body divided into headed sections, focusing on the relevant information in the rubric
- a brief conclusion where main points are summarised

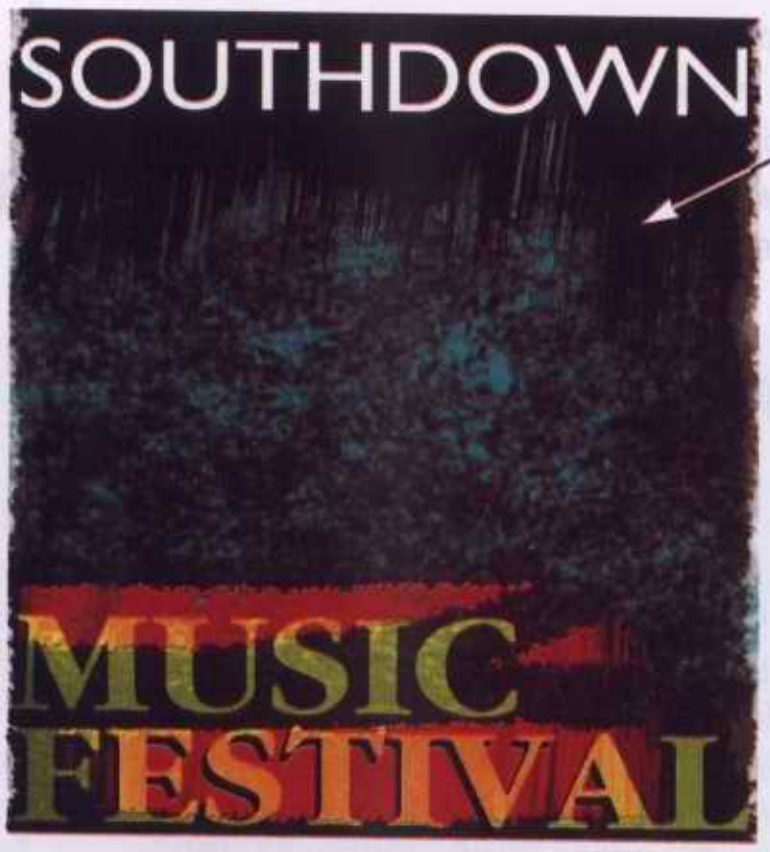
Layout is important – use clear headings and make sure your writing is well spaced out on the page. Bullet points can be used to separate your points.

Language Features

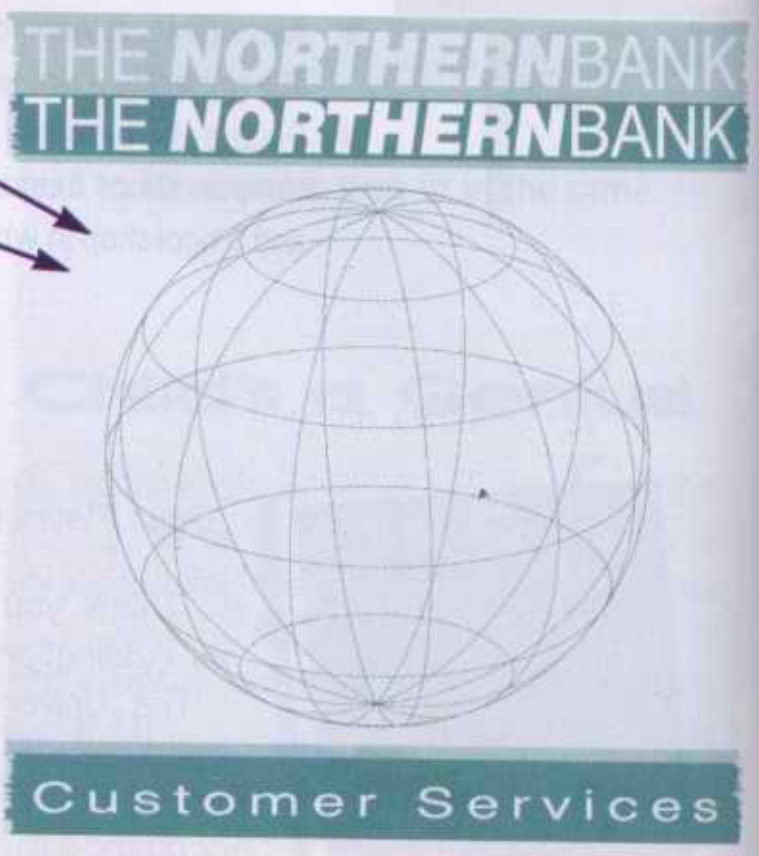
1 Which features would you use in:

a) a leaflet to publicise the annual music festival in your town?
b) an information sheet to inform account holders about the services offered by a bank?

Draw lines, as in the examples. Then compare your answers with a partner.



descriptive language
financial terms
short sentences
persuasive language
imperatives
very formal language
rhetorical questions
long sentences
colloquial language
hyperbole
long paragraphs
light-hearted headings
idiomatic expressions



Understanding the Rubric (1)

2 Read the rubric below and discuss the questions which follow.

Some foreign lecturers are due to visit your university for a series of seminars but know very little about the area. You are President of the Students' Union and have been asked to write an information sheet to be sent to the visitors in advance of their arrival. You should include details about the university, the area, and the activities that are available to them during their stay.

1 Who are the target readers?
2 How formal does your writing need to be?
3 How many sections would you write?
4 Which of the language features in Ex. 1 would you use?
5 What kind of information do you think your target readers would like to be given? Should you include details about the seminars? Why (not)?
6 Which type of writing (discursive, narrative or descriptive) will you use most?

Analysing an Information Sheet

3 Read the model and choose the most appropriate headings from those given, giving reasons for your choices. Then answer the questions that follow.

1) About Your Visit / Kingsley: Where It's All Happening!!!
The following information should help you get the most out of your forthcoming visit to our university. We have included some details about the university itself and the region, as well as some of the things that you will be able to see and do during your stay.

2) A Range of Subjects to Study / The University
The University of Kingsley was founded in 1980 and since then it has doubled in size. The facilities are among the best in the country – comfortable and spacious halls of residence, well-equipped sports halls and an extensive library that is the envy of many of the more established institutions. It also boasts a wide variety of conventional degree courses as well as some of the more progressive subjects such as Golf Course Management and Mediterranean Studies.

3) The City and Surrounding Area / A Nice Place to Visit
Kingsley is in the very heart of England. It is close to some of the most spectacular scenery in the country and has many historical attractions nearby, including a well-preserved Norman Castle. The city itself is a lively commercial centre which has retained a great deal of its charm, with some fine examples of Georgian architecture.

4) Let your hair down! / Events and Activities
As well as the attractions mentioned above, there are a great many events and activities on offer. There are four theatres and two art galleries in the city, and the Cultural Centre regularly organises exhibitions and special events. You will, of course, have the university's vast range of sports facilities at your disposal.

5) Enjoy your Stay / See you Soon!
We hope your visit will live up to your expectations and that you will take the opportunity to enjoy some of the things Kingsley has to offer. The University staff and the Students' Union will certainly do whatever we can to make your stay a pleasant one.

1 Does the information sheet answer all the points in the rubric? Is it well-structured?
2 How would you describe the register of this model (e.g. formal/informal; serious/light-hearted; respectful/familiar)?
3 Circle the descriptive adjectives. Can you suggest alternatives?
4 Can you think of headings of your own to replace those given?
5 Can you find examples of any of the language features in Ex. 1? Why have some of these features not been included?

4 a. Look at the underlined words and phrases in the model. Match them with their synonyms below.

• (be) just what you're looking for • set up
• a stone's throw away from • older universities
• managed to hold on to lots • roomy
• (to be) jealous of • while you're here
• in really good condition • you can do
• (to use) whenever you like • breathtaking

b. Read through the model again, replacing the words in the text with their synonyms (you will need to make some changes to the sentence structure). What is the main result of making these changes?

Idiomatic Language

5 Idioms are often used when you are writing in *less formal* situations. However, you must always be sure that the idiom is being used accurately. Each of the sentences below contains an idiom which has not been used correctly. Make the appropriate changes, as in the example.

1 The University is just a ~~*rock's*~~ throw from some spectacular countryside. *(a stone's throw)*
2 Mary *put her brain* and *soul* into writing her final dissertation.
3 Without a good degree, it's difficult to *get your toe in the door* of some professions.
4 When students leave home to go to University, they have to *rely on their own two feet*.
5 The University will *put out all the stops* to make your stay a happy one.
6 As Freddy was so knowledgeable, all his fellow students wanted to *pick his mind* before the mid-term exams.
7 Before writing, you should always make a plan of your essay *as a matter of fact*.
8 Losing all his savings in the stock market has *taught Nick a subject* – he won't *put all his chickens in one basket* again.

Beginnings and Endings

6 **Imagine that you are University Welfare Officer and have been asked to write a leaflet to be given to newly-arrived first year students to help them to adapt to university life.**

a. Read the two introductory paragraphs and say which one is the most suitable, giving reasons.

A Leaving the comforts of home is not easy but there are so many things you can do to make your stay here happy. You'll become more independent and learn to look after yourself. And once you join a few societies you'll soon make friends from all walks of life. You're bound to feel a bit homesick at times – everyone does – but if it gets too bad, there's always someone to talk to.

B Leaving the comforts of home is not easy but there are so many things you can do to make your stay here happy. You will attain your independence from your family and learn self-sufficiency. If you register as a member of a number of the various university societies, you'll rapidly extend your circle of friends, encompassing people from all social classes. Should you feel nostalgic for home or experience depression, specially trained counsellors are employed to deal with these situations.

b. Now look at the two paragraphs below and decide which would make the better conclusion for the leaflet.

A In conclusion, how successful and pleasant your life at university is will depend on you and the efforts you are prepared to make. It is important for you to strike a healthy balance between the responsibilities of your academic studies and the need for recreational activities. Exploiting the opportunities at your disposal is a key step towards a fulfilling and fruitful education.

B Just remember that University, like life, is what you make it. Of course studying is important, but there's much more to it than just books and lectures. Take advantage of what's on offer and you'll soon learn to adapt to your new surroundings. And don't forget that the Welfare Department is here to help you with any difficulties you might have.

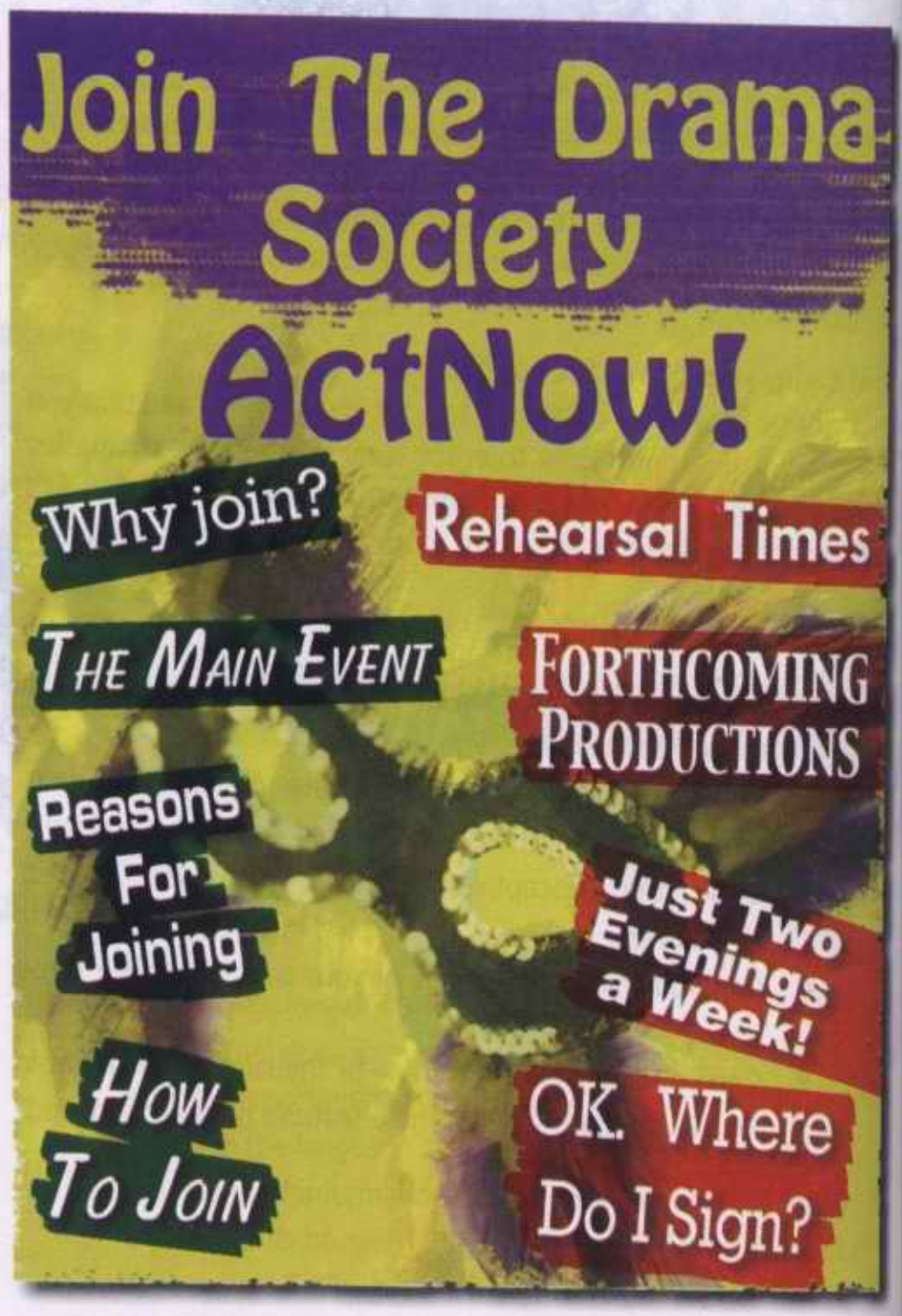
c. What could you include in the main body? Can you suggest section headings?

Headings and Subheadings

As in Reports and Proposals, the section heading should give a clear indication of the content of the section that follows. In Information Sheets and Leaflets, there is often a general heading as well (similar to the title of an article).
Headings and subheadings are usually very short.
For formal tasks, they describe the section in a few words, *e.g.* ***Gym Classes, Activities in the Town.***
For informal tasks, they can be more light-hearted and often make use of puns, clichés, idioms, short questions, *e.g.* ***Work That Body!, Looking for Action?.***
It is advisable not to use idioms, if you are not absolutely sure of their meaning (or meanings!). If in doubt, keep your headings as simple as possible.

7 **Look at the general heading for the text for a leaflet and say which *four* subheadings you would consider using, giving reasons for your choices. Then suggest your own alternative headings for use in this leaflet.**

You are a member of your school's Drama Society, 'Act Now!' You have been asked to write a leaflet in order to attract more members from the student body.



Understanding the Rubric (2)

8 Read the rubric and answer the questions that follow.

You are a member of a committee that has been working on establishing a range of extracurricular activities for school children. Recently, the head of the committee sent you the following memo.

MEMO

John,

Thanks again for all the hard work in setting up these activities. There's just one more thing that needs to be done and I think you're just the person for the job!

We need the text for a leaflet to be handed out to the kids. I'm thinking of around 250 words in total. We need to tell them what's on offer but, most of all, we need to phrase it in such a way that it looks like fun! We've really got to persuade them that it's going to be enjoyable – not just more lessons!

Thanks,
Sandra

Write the text for the leaflet.

1 What is the reason for writing?
2 Who are the target readers?
3 What kind of language should you use? Why?
4 What kind of activities would be suitable for this leaflet?
5 How would you describe them in such a way that they appeal to children?

Looking for Something New?
Got a lot of free time? Want to have some fun after a day's lessons? Then **1)** ..... come along to some of the many new clubs that will be up and running this term?

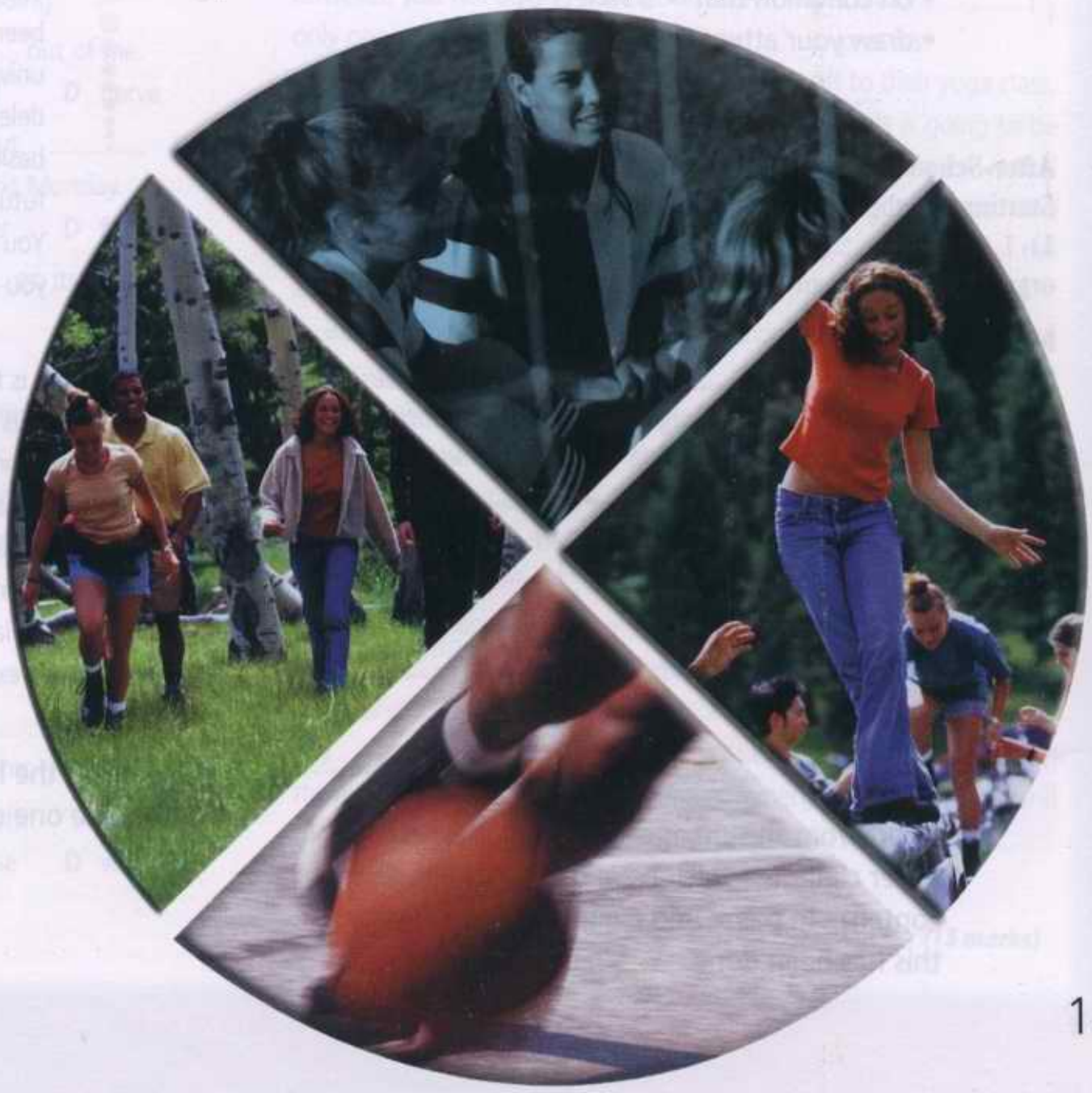
Who Can Join?
Anyone can come to the clubs. That is, **2)** ..... you have a permission form signed by your parents. The only exception is if you get a detention for **3)** ..... reason, you cannot use membership of a club to escape punishment. You can try but you won't succeed!

Times
All the clubs start at 4 pm and finish at 6 pm sharp. So don't worry, you'll be home in plenty of time to do your homework!

Something for Everyone
Whatever you're into, there's a club for you. If it's sport you're after, you can do everything **4)** ..... football to archery, diving to badminton. Looking for something a bit more creative? **5)** ..... having a go at photography or drama? Or you could brush up on your cooking skills in the Pudding Club. Every week you make delicious new dishes – and then you get to eat them! How many clubs you join **6)** ..... how much time you have to spare. But there's really no reason why you can't go to a different club every night of the week.

Why Bother?
'What's the point?' you might ask. 'I'd rather hang around with my mates'. Well, you'll be doing just that but you'll get to try interesting activities as well. So **7)** ..... coming along and checking us out? **8)** ..... to lose?

1 Are the headings suitable? In pairs, give alternative headings of your own.
2 Does the writer use the correct register?
3 Do you think each section is an appropriate length?
4 Is there any information which you think could have been added?
5 How does the writer attract the attention of the reader? In pairs, suggest another beginning and ending.
6 Find examples in the text of idiomatic or colloquial language.



Analysing a Leaflet

9 Read the model opposite and fill in the gaps with the words and phrases given. Then answer the questions that follow.

• what have you got • from • whatever • depends on • how about • what's wrong with • why not • as long as

Formal and Informal Language

10 a. Match the informal words/phrases with their formal equivalents.

Informal	Formal
it's a good idea to …	operating
be into …	be interested in …
plenty of …	enough …/ sufficient …
be after	be looking for
brush up on	we recommend
up and running	improve / refresh

b. Now use the phrases above in formal and informal sentences of your own. Remember to keep the register of each sentence the same throughout.

Formal: *We recommend that all tutorials be attended.*

Informal: *It's a good idea to go to all classes.*

11 a. The model in Ex. 9 was written to appeal to school students and is informal. The extract below has been written in a more formal style, suitable for a leaflet for parents. Fill in the gaps with the expressions given.

- will be permitted • no later than • in question
- be allowed • under no circumstances
- on condition that • a variety of
- draw your attention to

After-School Activities

Starting in the Autumn Term, the school will be offering **1)** ..... extracurricular activities in the form of organised societies and clubs.

Membership

Your son/daughter **2)** ..... to enrol in the clubs **3)** ..... you have signed a permission form, which will be sent to you in the coming week. We would like to **4)** ..... the fact that, **5)** ..... will students who have been punished with a detention **6)** ..... to attend any of these activities on the day **7)** ..... .

Times

All activities begin at 4 pm and end **8)** ..... 6 pm.

b. Apart from the change in register, there are other changes which have been made to the content. In pairs, find examples and say why this has been done.

c. In pairs, rewrite the last two sections of the model in Ex. 9 in a style more suitable for parents. You can use the prompts below to help you, as well as your own ideas.

Activities on Offer

to suit (sb's) interests / (to be) of interest to / to have an interest in / to be keen on / enthusiastic about / to take part in / to participate in / engage in

Benefits

improve / develop skills

broaden one's knowledge / horizons

Discuss & Write

12 Read the rubrics below and, for each one, discuss the questions that follow.

A You work in a travel agency specialising in school trips abroad and have been asked to write a **brochure** to attract more customers, appealing to both students and teachers. It should include a description of the types of holidays on offer, the activities arranged for the students and how the students can benefit from these trips. You should also include any other information which you think might be relevant.

B You work in the Ministry of Education and have been asked to write an **information sheet** on the university education system in your country for a delegation of foreign politicians. It should include a basic description of the present system, plans for future changes and how the students are assessed. You should also include any other information which you think might be relevant.

1 Who is the target reader?
2 What is the reason for writing?
3 How formal does your writing need to be?
4 How many sections would you include? What headings would be appropriate?
5 What information would you include in each section?
6 Which language features would you use?
7 What extra information would you choose to include?

13 Using the information you have learned in this unit, write one of the tasks you discussed above.

Self-Assessment Module 4

Vocabulary & Grammar

1 a. Choose the most suitable word to complete each sentence.

1 Recent medical research into the new virus has ..... fears that it is usually fatal.
A propelled C dispelled
B killed D disappeared

2 I'd seen the champion on television but never met him in the ..... before.
A person B flesh C face D reality

3 When learning a foreign language, keeping well-ordered vocabulary notes is ..... .
A paramount C highest
B uppermost D substantial

4 Jenny was completely ..... in her work and could not be distracted.
A submerged C drowned
B sunk D immersed

5 She started ....., so I knew she was bored.
A blinking C wheezing
B yawning D swallowing

6 The doctor instructed him to keep his arm in a ..... for two weeks.
A plaster B sling C sleeve D shade

7 It's a very ..... disease so we may all catch it.
A rigorous C contagious
B nagging D spreading

8 The piercing scream scared the ..... out of me.
A life B breath C mind D nerve

9 The deadline is this Friday, but ..... the circumstances I'll accept your essay next Monday.
A on B over C under D for

10 That ear infection won't clear ..... on its own; you'll need antibiotics.
A up B away C off D out

11 Many educationalists feel that continuous ..... is fairer than formal examinations.
A judgment C cramming
B assignment D assessment

12 Only the very wealthy can afford the tuition ..... at this college.
A funds B fees C fares D prices

13 Jerry passed the examination with ..... colours.
A flying B soaring C flowing D striking

14 The news spread fast by ..... of mouth.
A way B means C course D word

15 Fiona is not very bright and has to work hard to ..... up with the rest of the class.
A stay B bear C keep D hold

(15 marks)

b. Complete each of the sentences with a word or short phrase using the most appropriate form of inversion, modals or relative clauses.

1 My boss and his wife, ... for the company, are off to Paris on a business trip.
2 He really ..... the money, no matter how desperate he was!
3 Little ..... what they were about to face.
4 Helen, ... John was married, had no choice but to follow her husband to Brussels when he was given promotion.
5 Such ..... firm that they needed to take on more staff.

(5 marks)

Use of English

2 Fill in the gaps using *one* word.

If you have never practised yoga 0) *before* and happen to visit a yoga class, you would be excused for thinking that it 1) ..... involves a series of stretching exercises. On further examination, however, you will quickly notice that stretching is, in 2) ....., only one small part of the 3) ..... process.

These days, when we hear that someone is off to their yoga class, we never quite know 4) ..... the focus is going to be 5) ..... meditation, breathing techniques or actual physical exercise. It might seem rather confusing to some. The 6) ..... difference, however, is 7) ..... the aspects of focus and awareness.

Basically, yoga involves physical exercise that strengthens and cleanses the body. It 8) ..... assists in developing mental focus, helping to clear the mind of stress. The main aim of yoga, 9) ....., is to develop a greater awareness of 10) ..... physical and psychological aspects of the human body.

11) ..... someone first starts practising yoga, they automatically become absorbed in the quality of the stretching, 12) ..... at a later stage they tend to become increasingly aware of other beneficial qualities involved in the act 13) ..... stretching. They begin to sense influences on movement as 14) ..... as improvements in both physical and mental states. This is the state of mindfulness 15) ..... comes from the practice of yoga.

(15 marks)

Learning to LIVE

Where brainpower is concerned, the old edict of 'use it, or lose it' holds true from the start. Babies who receive love and encouragement from their parents develop the neural connections they need to get on in life. But what happens to those who fail to get this support? Do they grow up to be less bright than their nurtured peers?

It would be comforting to believe that deprived children escape long term damage by being too young to speak, or know any different, but the evidence suggests otherwise.

At a recent meeting of the Royal Society of Medicine, medics were shown slides taken with a powerful scanner comparing the brains of 'normal' three-year-olds with those who had been raised in deprivation or in orphanages. The work was done by Dr Bruce Perry of the Child Trauma Academy in Houston, Texas. The scans showed that the frontal-temporal areas of the brain, those responsible for personality and enabling a person to display and regulate emotions, showed little activity.

For years scientists have known that animals reared in enriched environments have larger and more complex brains than animals that grow up in deprivation, so experts like Perry anticipated that the same would hold true for humans. However, it is only now, thanks to powerful scanners that allow this theory to be put to the test, that the damage is clearly visible. Perry explains the reason for the abnormality is that the brain develops in a 'use-dependent' way, growing, organising and working according to experience. With the right stimulation, the brain makes the connections it needs. Without it, synapses, junctions between the neurons used to transport the brain's messages, literally dissolve. "Adverse experiences play a vital role in organising the neural system in the developing brain," says Perry; in other words, ill-treatment in infancy leads to faulty wiring in the brain. Significantly, the rate at which new synapses form is greatest in the first eight months of life.

Fortunately, different parts of the brain develop at a varying pace, so the damage may be confined to the parts that were actively organising at the time of stress or neglect.

Perry describes these times as 'windows of opportunity' that exist for different brain functions. If the connections between neurons are not developed at the critical period, they may not develop at all. Synapses associated with vision are most active when a child is two to eight months old. A baby born with cataracts, removed at the age of two, will remain blind, as the window of opportunity has passed.

The frontal cortex, the part that deals with personality and emotions, organises itself at around eight months. With correct nurturing, the child learns to regulate emotions and becomes empathetic, recognising that other people are also thinking and feeling beings. But, because complex functions such as abstract thought are wired in the brain later in childhood, between the ages of 11 and 13, emotionally deprived children still score normally on IQ tests. "Children who do not get consistently attentive, loving care in the first year may still receive appropriate cognitive stimulation as they grow. Although these children have profound attachment problems, they are often very bright," says Perry.

Interaction between the child and its carers is vital to teach the brain to function normally. By playing with and talking to her child, the mother distracts the infant from a bombardment of competing noises. This communication trains a section of the brain to regulate emotions so the child is able to function day-to-day without being a hostage to impulses and feelings.

Just as the sections of the brain associated with 'normal' emotional regulation are under-stimulated in the deprived child, the areas linked to stress are often over-stimulated. "The result is a child who is hypersensitive to stress whose flight or fight mechanism is constantly active. This low-level but constant state of fear can lead to increased muscle tone, profound sleep disturbances and abnormalities in cardiovascular regulation," warns Perry.

Yet, despite the damage caused by stress and trauma in childhood, Perry, like most clinicians, is optimistic that intervention can help, as the cortex, the grey matter responsible for high level brain function, is malleable and capable of changing. He is supported in this belief by child psychiatrist Dr Dora Black, founder of the Traumatic Stress Clinic in London, who works with severely traumatised children. She claims neurological evidence is available that shows that, although trauma can affect the speech area in the brain, this function can return if the child receives help early enough. "Unfortunately", admits Perry, "what we do not know is how much deprivation is needed to prevent the recovery of normal expression of various emotional, cognitive or social skills."

Reading

3 **Read the text above, then answer the questions 1 to 6 that follow.**

1 According to the report, recent evidence suggests that
- A babies do not respond to verbal communication.
- B babies who are orphaned will grow up to be less bright than those with parents.
- C babies' brains are not fully developed at birth.
- D babies deprived of love and care do not suffer any long term emotional damage.

2 Scientists were only recently able to prove the effects of emotional deprivation on children's brains with the aid of
A research conducted on animals.
B funding from the US government.
C recently developed technology.
D the Royal Society of Medicine.

3 The part of the brain that deals with vision
A might never function properly if not activated before the age of eight months.
B cannot be stimulated in a child born with cataracts.
C relies on the number of synapses already developed.
D depends on which other parts of the brain are already active.

4 Why can emotionally deprived children still score highly on IQ tests?
A Because intelligence is genetic.
B Because the part of the brain that deals with intelligence develops later in childhood.
C Because they are more friendly than 'normal' children.
D Because they are less emotional than 'normal' children.

5 Why is it important to interact with very young children?
A To form a bond between the mother and child.
B To teach the child to be competitive.
C To teach the brain how to shut out unnecessary information.
D To prevent the child from becoming over-sensitive.

6 The effects of childhood trauma on speech
A are not proven.
B depend on the child in question.
C are not fully understood.
D can be reversed.

(18 marks)

Listening

4 **You will hear a professor giving a lecture about improving memory.**
For questions 1-7, fill in the gaps with a word, short phrase or number. You will only hear the piece once.

Total number of lectures Dr Sullivan will give: 1 ____

Dr Sullivan claims to be able to remember over
2 ____ names.

Good memory reduces need to refer to: a) 3 ____
b) computer

Other improvements: a) concentration levels
b) making informed/intelligent decisions
c) 4 ____

Can also help to: a) combat dementia
b) 5 ____

Brain: most amazing and 6 ____ human organ.

Function of long term memory: 7 ____

(7 marks)

Speaking

5 **In pairs, do the following speaking task.**

Student A

a. **Look at the photographs below. Compare and contrast them, saying what skills and abilities you think these roles require and why.**

Student B

b. **Which role do you think must be the most rewarding? Briefly explain why.**

Student B

c. Now look at the two pictures below. Compare and contrast the pictures, saying what differences there are between the two sports and which is more likely to turn people into team players.

1

Student A

d. Which of the two sports would you consider more suitable for children?

2

(20 marks)

Writing

6 You have decided that you would like to attend a foreign university next year. You have written to friends of your parents who live abroad asking them to recommend a university in the country where they live. Read the letter and the flier which they have sent to you, together with the notes you have made. Then, carefully using all the information, write:

a) a letter to the university making enquiries about the notes you've made. (approx 200 words)

b) a note to your parent's friends thanking them for their help. (approx 50 words)

Acadia University prides itself on its international reputation for producing fine young scholars. We feel it is our duty and responsibility to equip today's young people with an educational and ethical background that will enable them to contribute productively to our society. In choosing Acadia you will have access to:

- An extensive range of courses
- A beautifully located campus
- A wide variety of clubs and organisations
- The best in modern athletic facilities

Prospectus available on request

all leading to a Bachelor of Arts?

centrally located? accommodation?

drama?

what kind? cost to use included in fees?

ask them to send one

Dear Katie,

It was wonderful to hear that you have done so well with your studies! We were also very pleased to learn that you have decided to 'broaden your horizons' by attending a foreign university.

We are lucky in the fact that we have numerous fine institutes of higher learning here in our country. We decided that if we had to make a choice that Acadia would be your best option. We feel this because our son graduated from there only last year.

Let us know about your decision and feel free to contact us the second you arrive. Jim and I have enjoyed a very warm relationship with your parents over the years and it pleases us to no end that we will now have the opportunity to meet their oldest daughter.

All the best,

Mandy

(20 marks)

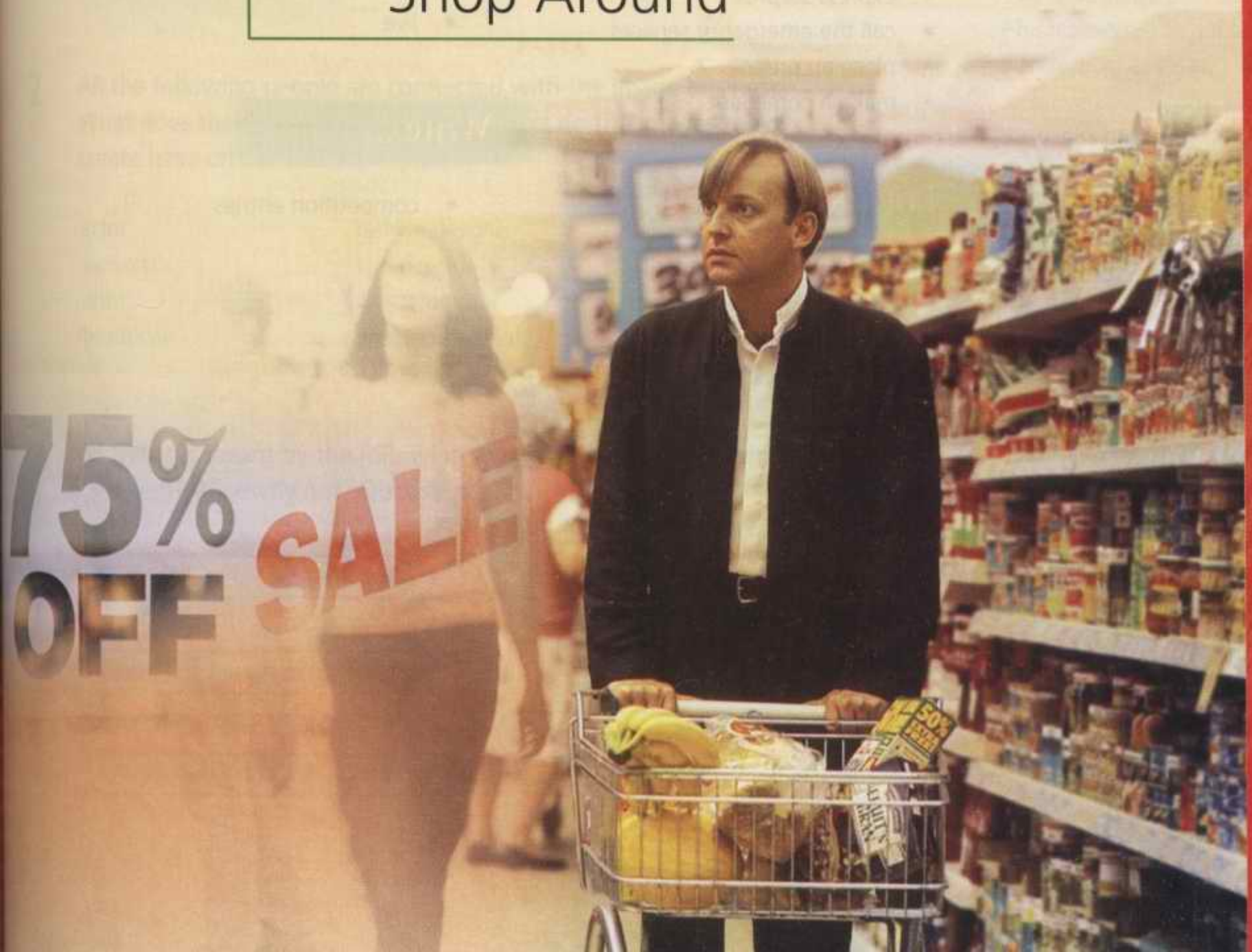
(Total = 100 marks)

MODULE 5 units 9-10

See and be Seen

UNIT 9
The Image Business

UNIT 10
Shop Around



MODULE 5 units 9-10

Before you start ...

- What do you associate the term 'image' with?
- How is shopping today different to what it was in the past?

Listen, read and talk about ...

- first impressions
- image and looks
- fashion & beauty
- clothes
- body language
- optical illusions
- shopping
- supermarkets and convenience stores
- business and money
- advertising
- shopping habits
- e-shopping
- consumer issues

Learn how to ...

- express likes and dislikes
- express surprise
- call the emergency services
- place an order
- make a complaint

Phrasal verbs

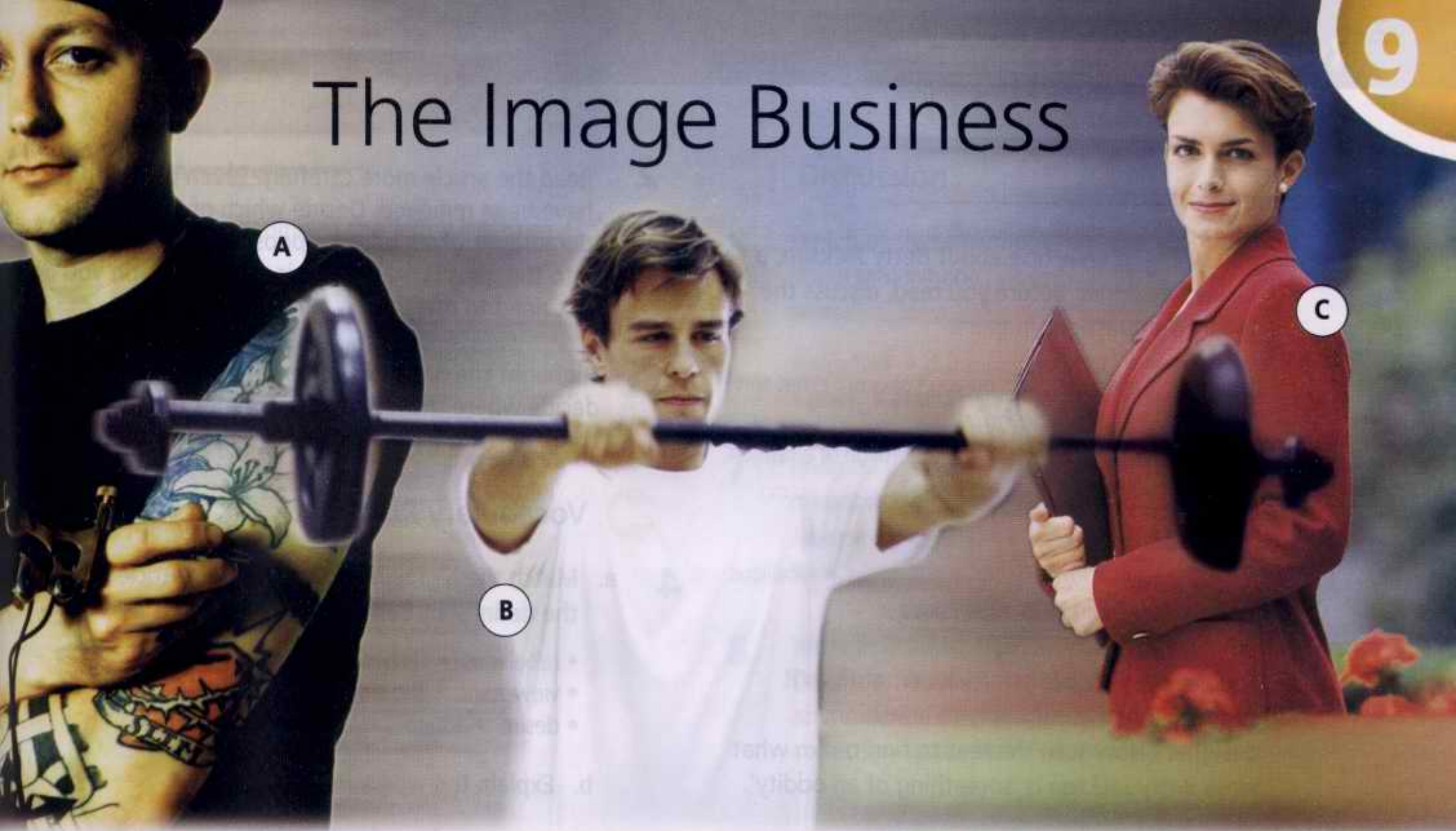
- go
- pick
- live

Practise ...

- reported speech
- articles and punctuation

Write ...

- competition entries



Lead-in

1 a. What impression do you get of the people in the pictures? How important is their image to them? Who do you think has to work hardest to maintain their image? Discuss in pairs.

b. To what extent do these things contribute to a person's image? Which ones are easiest to change? Discuss in groups.

• hairstyle • clothes • money • intelligence • behaviour • beauty • home • personality • friends • hobbies • accent • car • diet

2 All the following people are connected with the image business. What does their work involve? What effect do the images they create have on us? Discuss in pairs.

actor	fashion-designer	model
architect	film-director	photographer
artist	illustrator	sculptor
beautician	image-consultant	stuntman

3 a. What is meant by the following sayings? Do you agree with them? Why/why not? Discuss in pairs.

• Appearances can be deceptive.

• Beauty is only skin deep.

• Beauty is in the eye of the beholder.

• The camera never lies.

• A picture is worth a thousand words.

b. Listen to someone talking about an incident. Which one of the above sayings does the story illustrate?

c. Listen again and find the words the speaker uses to describe:

the advert .....

.....

Piers Smythe-Tomkinson

• his appearance .....

• his manner .....

the brochure .....

.....

the bank's premises .....

d. Do you think you would ever be as gullible as the speaker? Why/Why not? Discuss in pairs.

4 Paraphrase the following quotations. Which do you agree with? Discuss in pairs.

'Beauty isn't worth thinking about; what's important is your mind.'

Garrison Keillor (US writer)

'55% of our influence upon others is based on our image.'

Lori Johnson (British businesswoman)

Reading – Part 2

1 a. You will read an article about Betty Jackson, a fashion designer. Before you read, discuss the following questions in pairs.

1 What fashion designers do you know of? What sort of clothes do they design?
2 Which of these adjectives fit your image of a fashion designer? Can you add any more?

• artistic • eccentric • juvenile • attractive
• generous • loyal • bold • glamorous • rebellious
• caring • humorous • restrained

b. Look at the title of the article. What does it mean? How might it apply to a fashion designer? Now scan the text to find out in what ways Betty Jackson is 'something of an oddity'.

2 Read the article more carefully. Seven paragraphs have been removed. Decide which of the paragraphs given on the opposite page (A – H) fit into the gaps (1 – 7). There is one paragraph you do not need to use.

3 Highlight the parts of the text that helped you decide where the missing paragraphs fit, and compare with a partner.

Vocabulary Practice

4 a. Match the highlighted words in the article with the definitions below.

• rebellious • clichéd • by chance • vital
• viewpoint • the opposite
• desire • adviser • something uncommon

b. Explain the words in bold.

Something of an Oddity?

Fashion designer Betty Jackson on her life, her work and the London fashion world.

Fashion in this country is regarded as something of a juvenile pursuit, dominated by shock **tactics** and flights of fancy, clothes by and for the very young and very bold. Even older British designers **inhabit** a Peter Pan dream world of **eternal** pink hair.

1	

There is no display of deliberate eccentricity: Jackson is a model of **restraint**. She wears nothing but her own designs – "Why would I wear anybody else's?" – and, in winter, nothing but black, sometimes adding touches of white in summer. She claims she does wear colour, because she sometimes wears denim, although I'm not sure that counts.

2	

But as a regime, "it works for me. And I don't think fashion is working unless it's in the context of someone living in it." For her, it is imperative that designs 'work': "When you see someone wearing your clothes, and they've picked them out of all the choice that's out there, and they're wearing them, that's when you've really done it."

3	

Betty Jackson was born in Bacup, Lancashire, in 1949. Her mother "was on committees, ran the home, looked glamorous"; her father owned a shoe factory. But it was a mild yen for teenage rebellion, rather than a daughterly desire to follow her father into the **rag trade**, that led her to study fashion.

4	

Her father, clearly skilled at outmanoeuvring the wayward young Jackson, said that art college was fine, but insisted on Rochdale, which was just down the road.

5	

After graduating in 1971, Jackson moved to London, working as a fashion illustrator. One day, at a friend's house, she met the designer Wendy Dagworthy (now professor of fashion at Royal College of Art) and became a design assistant. A few years later she moved on to the fashion collective Quorum, and in 1981, Betty Jackson Ltd was born.

6	

If Jackson seems a great deal more down to earth than most designers, there is one event in her life that seems to have shaped this. Aged 21, during her last year as a student, she had a horrific car crash. As a result of her injuries she had one leg **amputated**. She spent a year at her parents' home, confined to bed, passing a great deal of time drawing, which influenced her decision to begin her career as an illustrator rather than a designer. The accident also influenced her attitude to the fashion world.

7	

The accident "made me realise that you can achieve very little on your own. I will never underestimate the power of a team." Dagworthy is now a design consultant for Jackson, so has worked both as Jackson's boss and employee: "We've come full circle," Dagworthy says, "which is rather nice." She describes Jackson as "great to work with because she has a great sense of humour and generosity of spirit. She cares about the people who work with her. And she's loyal, which in fashion is a rarity."

Text Analysis

5 Explain the meaning of the following phrases from the article.

1 flights of fancy (before para 1)
2 inhabit a Peter Pan dream world (before para 1)
3 confined to bed (after para 6)
4 We've come full circle (after para 7)
5 at the expense of health (para E)
6 an ego the size of a house (para G)

Discussion

6 Which of these elements do you consider most important when choosing clothes? Why? Discuss in pairs.

• comfort • durability • fabric • fashion • label
• price • practicality • style • other

7 Imagine you work as a journalist for a fashion magazine. You have been asked to interview Betty Jackson. In pairs, use the information from the text to act out the interview.

8 Work in groups. Imagine you are fashion designers. Decide on your winter collection for men, women and children. Draw pictures, then present your collection to the class.

A Jackson has, by any measure, really done it. Her business has survived more than 20 years in an industry where few see their 30th birthday before bankruptcy. What's more, Jackson has enjoyed a renewed cult following over the past few years, attracting a new generation of celebrity clients, such as ex-All Saint Melanie Blatt, who have brought a new buzz around the Betty Jackson label.

B The early years were "the most incredibly exciting time. Everyone loved British fashion. We were turning away orders because we couldn't cope." After the high came a **recession** which saw many of Jackson's contemporaries go under. That Jackson survived has earned her enormous respect. To stay at the top of British fashion for any length of time is a huge challenge.

C So it is no surprise that Britain's obsession with tacky celebrity is not to her taste. "Fashion reporting has become so trite. Fashion has always been involved in celebrity culture; we've always dressed film stars and musicians, but now it seems to have taken over. And the quality of celebrity seems to have **gone downhill**."

D Which makes Betty Jackson, who is a British fashion designer but also most definitely a grown-up, something of an oddity. She designs a range for Marks & Spencer, the ultimate grown-up store. Her hair is not fuchsia but snowy white.

E "When you have a physical disability, fashion is hardly the obvious career because everyone is so gorgeous and glamorous. In a world obsessed with perfect-looking bodies, often at the expense of health, Jackson's disability has given her a different perspective. Not that she is any less **enamoured** of glamour: "It would be lovely if everyone was 5ft 9, and slender and perfect," she says - but she knows that they're not.

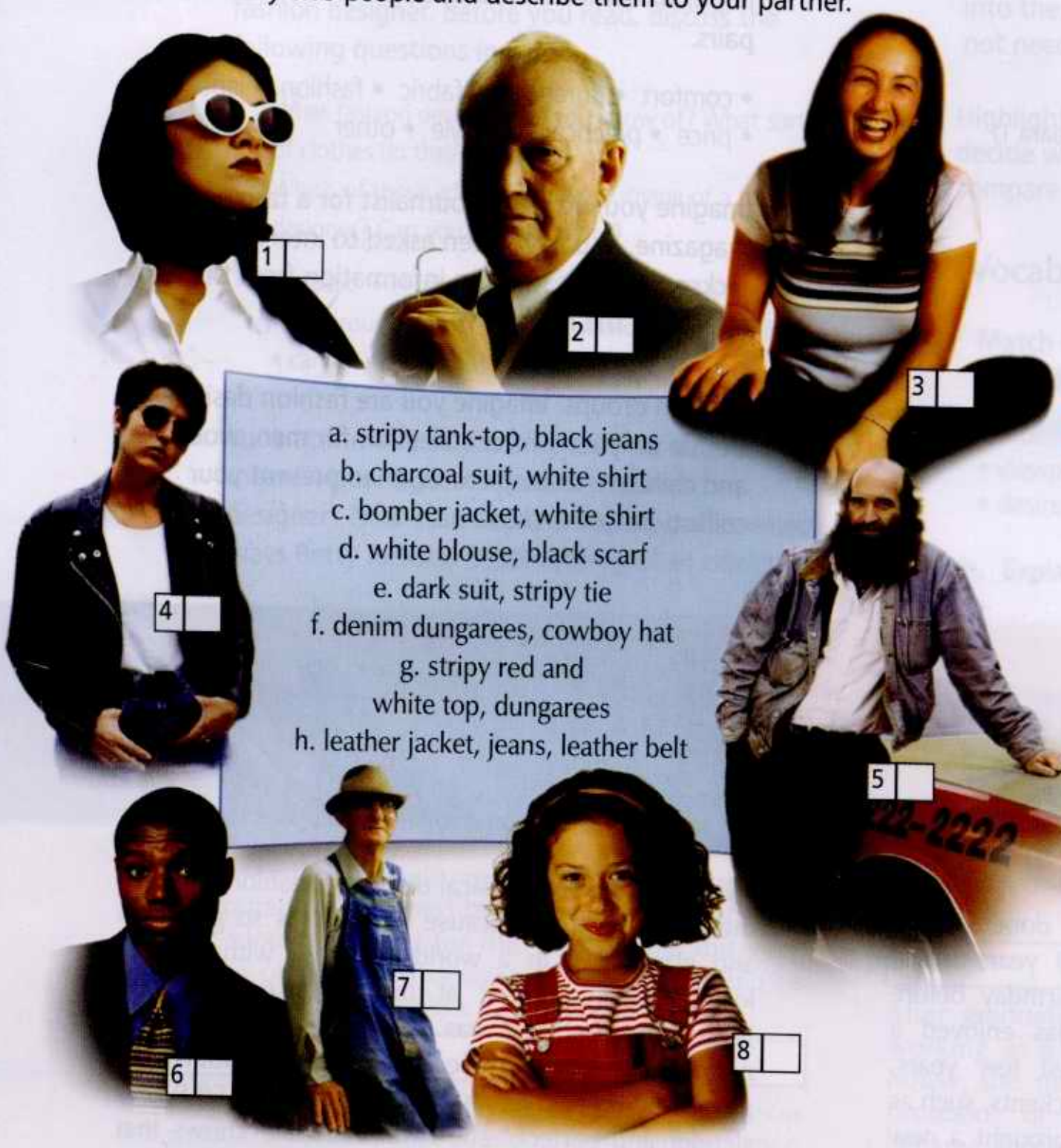
F "I didn't really know what I wanted to do. All I knew was that I didn't want to go to university, which was what I was supposed to do. I was vaguely good at art, and there was a **sit-in** at Hornsey College of Art at the time, and I rather fancied the sound of that, so I announced I wanted to go to art college."

G It's not that she doesn't like colour - there is plenty of it in her collections - "it's something to do with wanting to be anonymous. By which I don't mean to suggest I don't like to be in control. I realise I must have an ego the size of a house to do what I do, so let's not pretend otherwise."

H None the less, Jackson loved art college from the start. "As soon as I got there I realised I'd fortuitously come to the right place. There were all these exciting, interesting people, and the textiles department had a fantastic library of old Chinese and Mongolian textiles. That's where I started to enjoy **messing about** with cloth." After a year's foundation course, she went on to study fashion and textiles at Birmingham.

Clothes

1 a. Match the outfits descriptions to the photographs, then choose any two people and describe them to your partner.



a. stripy tank-top, black jeans
b. charcoal suit, white shirt
c. bomber jacket, white shirt
d. white blouse, black scarf
e. dark suit, stripy tie
f. denim dungarees, cowboy hat
g. stripy red and white top, dungarees
h. leather jacket, jeans, leather belt

This person ... is wearing ...

b. Which of the clothing items in the pictures would you wear for

• a job interview? • a first date? • a wedding? • a walk in the park?
• doing chores around the house? • going to school / college?

c. Which of the adjectives are positive *(P)*, which are negative *(N)* and which can be either, depending on the context *(E)*? Decide in pairs.

outgoing	charismatic	indecisive	irresponsible
sociable	dependable	untrustworthy	ill-disciplined
knowledgeable	confident	introverted	distant
sophisticated	approachable	unpredictable	impish
intellectual	unassuming	respectable	coarse
assertive	unpretentious	aggressive	stuffy

d. Use the adjectives in Ex. 1c to talk about the people in the photographs (1-8).

A: The young man in the dark suit looks quite unassuming.
B: I agree. He also comes across as indecisive.

Beauty Tools

2 Which of the following are mostly used by women *(W)*, which by men *(M)* and which are unisex *(U)*? What is their use? Tell your partner.

1 shaving foam .....; 2 hair trimmer .....;
3 nail scissors .....; 4 comb .....;
5 styling mousse .....; 6 nail file .....;
7 blusher .....; 8 moisturiser .....;
9 polish remover .....; 10 eye liner .....;
11 lip gloss .....; 12 tweezers .....;

Odd-one-out

3 In pairs, find the odd-one-out in each group, then briefly explain why it doesn't belong in the group.

1 sideburns – moustache – tattoo – beard
Tattoo is the odd-one-out because all others are kinds of facial hair.
2 dinner jacket – denim shirt – bow tie – ball gown
3 after-shave lotion – nail polish – eye shadow – lipstick
4 hairdresser – director – beautician – make-up artist
5 waistcoat – sandals – stilettos – wellingtons
6 collar – cuff – sleeve – shoelace
7 eye liner – lip gloss – razor – foundation
8 stockings – sweater – woolly jumper – blouse
9 necklace – earring – bracelet – kilt
10 cotton – hanger – wool – silk

Body Language

4 a. Match items from A and B to form phrases which describe various kinds of body language.

A	B
lick	your breath
hold	your nose
drum	your head
shrug	your fingers
wrinkle	your lips
purse	your hair
clench	your head
raise	your lips
shake	your fists
twist	your shoulders
nod	your brow

b. **Fill in the following sentences with some of the phrases from above in their correct form. Use the remaining phrases in sentences of your own.**

1 She ..... and scratched her head thoughtfully before she answered the interviewer's question.
2 The suspect nervously ..... and fidgeted in his chair while he waited for his solicitor to arrive.
3 The director ..... in surprise when the inexperienced actor suggested he play the lead role.
4 The football fan ..... angrily as the opposing team scored the winning goal.
5 As mum was talking on the phone, she simply ..... in assent when I asked if I could borrow the car.

c. **In pairs, use the phrases in Ex. 4a to discuss how people non-verbally convey the feelings listed in the box, as in the example.**

• bored • angry • nervous • anxious • disgusted • indecisive • shocked

A: How can you tell if somebody you're talking to is bored?
B: Well, I can usually tell they are bored if they drum their fingers or twist their hair.

Collocations

5 a. **Match A to B to make collocations then use them to write sentences.**

A	B
changing	surgery
dress	top
evening	care
sleeveless	code
cosmetic	wear
skin	room
tailored	features
well-defined	suit

1 She looked quite aristocratic because of her handsome face with its ..... .
2 Why don't you try the sweater on? The ..... is at the back of the boutique.
3 She thought her nose was far too big, so she had ..... to reduce its size.
4 Beauticians agree that ..... is very important and recommend that you use a moisturiser at least twice a day.
5 For items like gowns and dinner jackets, you need to go to ..... on the sixth floor.
6 Although it was late November, it was still warm enough to go out in shorts and a ..... .
7 The new ..... means that all male employees have to wear a tie.
8 Crisp and cool, the ..... was too hard for Sarah to resist, even at £600.

b. **Complete the cartoon caption below with an item from Ex. 5a.**

Films

6 a. **Which of the following kinds of films have you seen? Which do you like/dislike? Tell your partner.**

• road movie • costume drama
• slapstick comedy • spoof • epic
• romantic comedy • psychological thriller
• murder mystery • film noir • action adventure
• western • adaptation

Useful language: Likes and Dislikes

- I don't mind ... but I much prefer ...
- I don't usually go for ... . Instead, I'd rather watch ...
- I can't stand ... . I find them really predictable / corny / uninteresting / tedious / depressing.
- I just love a good ... .
- Some ... are alright, but generally I prefer ... . I find them much more moving / entertaining / enjoyable / powerful / charming / insightful / amusing / thought-provoking.

I don't mind romantic comedies, but I much prefer murder mysteries. I find them much more enjoyable.

b. Consulting a dictionary if necessary, say what the following people do.

• screenwriter • director • lighting technician
• editor • costume designer • film critic
• special effects engineer • make-up artist
• sound engineer • stuntman • double

The screenwriter is the person who writes the script for a film.

c. Complete as much of the following questionnaire as possible about your favourite film, then tell the class about it.

Title .....
Kind of film .....
Director .....
Year .....
Starring .....
Reasons for choice .....
.....

My favourite film is Titanic, a 1997 romance starring Kate Winslet and Leonardo Di Caprio. It is directed by James Cameron. I like this film because ...

Words often Confused

7 Underline the correct word in each sentence.

1 Being healthy can have very **(confident / positive / gainful / progressive)** effects on the way you look.
2 Buying computers meant that the dozens of employees whose job had been to file documents were **(truly / validly / correctly / effectively)** made redundant.
3 He waited in the car with the engine **(turned out / turned away / turned over / turned off)**.
4 Visiting the castle gives you a real **(sense / significance / meaning / comprehension)** of the city's past.
5 Exercise has many beneficial effects on your health, but it is also enjoyable in its **(particular / proper / own / individual)** right.
6 We decided to **(fit / apply / set / position)** new windows all around the house.
7 A strong downward current caused the balloon to start **(dropping / missing / declining / losing)** height rapidly.
8 Data concerning the factory's emission of pollutants is not readily **(known / available / suitable / convenient)**.
9 Just follow the rules, submit all work on time and you'll have no problems. It's just **(common / general / clear / practical)** sense, really.
10 When you're planning your exercise, keep in mind your **(balance / grade / level / stage)** of fitness and set goals that are realistic.

Idioms

8 Fill in the gaps with items from the list, then explain the idioms in your own words. Are there similar idioms in your language?

• appearances • face • eye • ears • lips • teeth • tongue

1 The insurance industry is **smacking its** ..... at the prospect of more and more people wanting to insure their possessions.
2 Despite the fact that he was in very serious money trouble, he was still concerned with **keeping up** ..... .
3 He wanted to say something, but he **bit his** ..... and decided not to get involved in the argument.
4 Steve and I do not always see **eye to** ..... , but we do our best to get along.
5 Her colleagues thought that she **had the manager's** ..... , so they would often go to her with requests or complaints.
6 Two essays and a presentation due next week should give you plenty to **sink your** ..... **into**.
7 She pretends to be poor, but the truth is she's got **money coming out of her** ..... .
8 When the boy saw his mother serving the vegetables he **pulled a(n)** ..... in disgust.

Fixed Phrases (with *down*)

9 a. Match the fixed phrases with their meanings.

	A	B
1	down-and-out	a poor
2	down in the mouth	b sensible
3	ups and downs	c shabby
4	down the drain	d wasted
5	down-to-earth	e depressed
6	hand-me-downs	f good and bad times
7	down payment	g used clothes
8	down-at-heel	h deposit

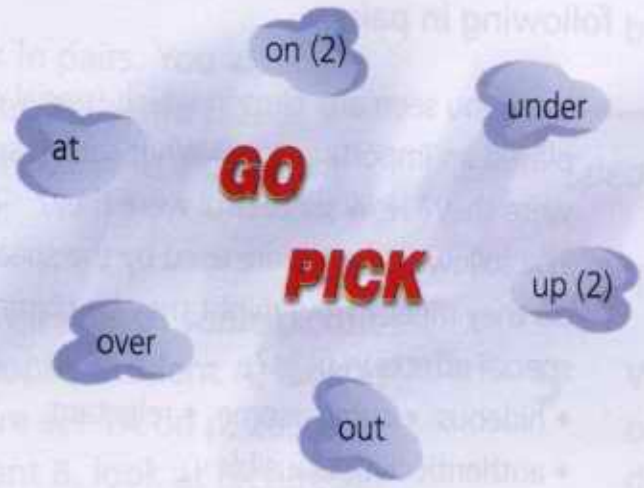
b. Use fixed phrases from above to fill in the gaps in the sentences.

1 Don't worry about him; he's just a bit ..... about his forthcoming fortieth birthday.
2 For a film idol, I find him incredibly ..... and modest about his success.
3 Since his redundancy last year he's been looking rather ..... .
4 Don't waste your time buying any of those anti-aging creams. It's simply money ..... .

Phrasal Verbs

Appendix 1

10 Match the verbs with the particles to form phrasal verbs and use them, in the correct tense, to complete the sentences below.



1 Ever since the price of cinema tickets .... **(increase)** I've stopped going to see films.
2 He's got a problem with his self-image right now because his business recently ..... **(fail)**.
3 I heard that that politician has an image-consultant ..... **(select)** all his clothes for him.
4 It is well known that those who .... **(bully)** people smaller than themselves are lacking in self-confidence.
5 Really, Martha! You spend a fortune on getting your hair done every month and it just cannot .... **(continue)**.
6 Why don't you come down to my office and we'll ..... **(examine)** the reasons why you think you're a failure.
7 On your way home can you stop at the cleaner's and ..... **(collect)** my dinner jacket?
8 She thinks she's gained weight and as a result she barely ..... **(nibble)** her food.

Communication: Expressing Surprise

11 a. Fill in the gaps with the words given to form phrases used to express surprise.

• shock • serious • come • quite • aback

1 I'm rather taken ..... by all this ...
2 This is something of a ....
3 ..... off it!
4 This is ..... astonishing.
5 Are you ..... ?

b. In pairs, respond to the following using the phrases above.

1 "Your work is excellent; we have decided to promote you to assistant manager."
2 "Heard about Bill and Jude? They're getting married next Saturday."
3 "I think I've locked the keys inside again."
4 "I have to notify you that your landlord is taking you to court."
5 "Over three hundred students have complained about Wilson's teaching methods."
6 "Rumour has it that Mrs Jones next door has won the national lottery."

Calling 999

12 a. Put the conversations in order.

1 [ ] a Putting you through.
[ ] b Thank you.
[ ] c Police, can I help you?
[ ] d I'd like to report a break-in in my house.
[ ] e Emergency. Which service do you require?
[ ] f Police, please.
[ ] g Alan Jones, 11 Maurice Crescent, Lawton.
[ ] h Your name and address please, sir?
[ ] i Right, a patrol car is on its way. Try not to touch anything, sir.

2 [ ] a Dixon's electrical store at Thistle Shopping Centre, in Stirling.
[ ] b Right, don't move the gentleman, don't give him anything to eat or drink, and keep him warm. An ambulance is on its way.
[ ] c Ambulance.
[ ] d Ambulance service, what is your location?
[ ] e Thank you.
[ ] f An elderly man has fallen and he seems to have broken his arm.
[ ] g What is the incident, madam?
[ ] h Connecting you.
[ ] i Emergency, which service please?

b. Work in pairs. Call 999, ask to be connected to the appropriate service and report the following emergencies.

• a stolen car • a car accident in your neighbourhood
• a fire in a nearby factory

c. In pairs, think of one more incident to report to emergency services.

Listening – Part 2

1 a. **You will hear an image-consultant giving advice to students looking for jobs. Before you listen, discuss these questions in pairs.**

- The speaker will refer to 'a grungey student image' and a 'stylish ready-for-the-world-of-work look'? What is the difference?
- How might your image affect your chances at a job interview?
- How can you make a good impression when going for an interview?

b. **Look at the notes below and suggest what kind of information might be needed to fill the gaps.**

c. **Now listen to the recording. As you listen, complete the information for questions 1–9. You will only hear the piece once.**

Importance of image

The first [1] _____ of an interview are vital in creating an impression.

Clothes

Men: Dark grey suit and [2] _____ shirt, contrasting tie.

Women: Wear a suit that complements your [3] _____

Avoid suits made of [4] _____ material.

Details

[5] _____ shoes create a bad impression.

Make sure accessories coordinate.

Face

Women: Make-up should not be [6] _____

Men: Exercise caution with [7] _____

Body language

Maintain [8] _____ with the interviewer.

Smile.

Practise your [9] _____ in advance.

Sit up straight.

d. **What do you think of the advice given? Discuss in pairs.**

Listening – Part 4

Task Type 1

2 a. **You will hear some people talking about special effects in films. Before you listen, discuss the following in pairs.**

- Have you seen any films in which special effects played an important role? What sort of special effects were they? How successful were they?
- The following words are used by the speakers. What do they mean? How might they be connected with special effects in films?
  • hideous • cumbersome • reluctant
  • authentic • implausible

b. **Now listen to the recording and do the following tasks.**

Task1

For questions 1-5, match the extracts as you hear them with the people, listed A –H. There are three items you will not need.

A a special effects artist
B a film director
C an actor in a horror film
D a costume designer
E a stuntman/woman
F a make-up artist
G a comedy actor
H a cameraman/woman

[1] _____
[2] _____
[3] _____
[4] _____
[5] _____

Task 2

For questions 6-10, match the extracts as you hear them with the difficulties the speakers have to cope with.

A fear
B vanity
C cost
D inconsistency
E time
F boredom
G texture
H discomfort

[6] _____
[7] _____
[8] _____
[9] _____
[10] _____

c. **Would you like to do any of these jobs? Why/Why not? Tell the class.**

Speaking – Part 2: Describe, Speculate & Eliminate

Judging by Appearances

3 Work in pairs. You will both look at the same sets of pictures, but in a different order.

You will look at some pictures of people. Student A, look at picture set 1A on p. 255; student B, look at picture set 1B on p. 256. Do not look at each other's pictures.

Student A

a. Describe ***two*** or ***three*** of the pictures, saying what sort of personality the people might have and what they might do for a living. Talk for about 1 minute.

Student B

b. Say which two pictures were ***not*** described.

Useful language: Speculating

- He could (well) be a ... *businessman* ...
- I'd say he's probably a ... *teacher* ... / quite a ... *chatty* ... person
- I'd guess he works in ... *a college* ... / as a ... *lecturer* ...
- I should think he's either ... *a doctor* ... or ... *a lawyer* ..., because ...
- He looks (rather) ... *dull* ... to me
- He looks (a bit) like a ... *manager* ...

Masks

4 You will look at some pictures showing people with masks on. Student B, look at picture set 2A on p. 255; student A, look at picture set 2B on p. 256. Do not look at each other's pictures.

Student B

a. Describe ***two*** or ***three*** of the pictures, saying what reasons there might be for wearing these masks.

Student A

b. Say which two pictures were ***not*** described.

Speaking – Part 3: Discuss, Evaluate & Select

The Visual Image

5 Work in pairs. Look at these pictures of people at work. Talk to each other about the importance of the visual image in these jobs. Then decide which job you think is the most difficult to do well.

6 Listen to two candidates doing the speaking tasks above and compare their performance to that of your classmates.

Assess your classmates in terms of:

- grammar and vocabulary
- discourse management
- pronunciation
- interactive communication

Everyday English

- Responding to compliments

7 In pairs guess and say what the other speaker says.

a You're too kind.
b Do you really think so?
c That's nice of you to say.
d Glad you like it.
e It is, isn't it?

A: You look fabulous in this suit.
B: You're too kind.

Reading – Parts 1/4

1 a. You will read an article about 'ghosts' in photographs. Before you read, in pairs discuss the following.

- Look at the title of the passage. What does it imply?
- Read the introduction to the article. Do you think the writer believes that the photographs of ghosts are authentic, or is he a sceptic?

b. The following words/phrases appear in the article. Look at the photographs and titles for each section of the article and guess in which section each word/phrase will appear. Then read the article quickly to check your answers.

• manor • burials at sea • deceased celebrities
• soundstage • symbols of private meaning

c. For questions 1-16, choose from the answers A-E. You might have to choose some photographs more than once.

A	The Brown Lady of Raynham
B	The Ghost of Lincoln
C	Flora Louden
D	Faces in the Sea
E	The Hollywood Ghost Boy

Which photograph(s) ...

- was taken by a confirmed hoaxer? 1 .....
- is widely accepted as genuine? 2 .....
- was taken by someone in a state of anxiety? 3 .....
- was taken by a photojournalist? 4 .....
- are of people who died in circumstances that we know about? 5 ..... 6 .....
- are quite famous? 7 ..... 8 .....
- was the result of a joke? 9 .....
- depict two people that knew each other? 10 ..... 11 .....
- gave rise to a myth? 12 .....
- was certified as genuine by an unreliable witness? 13 .....
- was taken after a ghost was spotted? 14 .....
- probably earned the photographer a lot of money? 15 .....
- is said to be the result of natural phenomena? 16 .....

Hundreds of people claim to have captured spooks and poltergeists in snapshots But is a picture really worth a thousand ghost stories? Or is there more to these photogenic phantoms than meets the eye?
We investigate five paranormal photos...

The Brown Lady of Raynham

This picture of the Brown Lady of Raynham Hall is among the best known of all alleged ghost photos. The 'spirit' is that of Dorothy Walpole, a one-time resident of the manor located in Norfolk, England. First sighted in 1835, the ghost was reported on several subsequent occasions, making Raynham Hall a favourite spot for ghost hunters.

In 1936, magazine photographers Captain Provand and Indre Shira were on a shoot at Raynham when Shira reportedly saw the ghost on a staircase. Provand then took the picture shown here. This is unlike the majority of ghost photos, in which the ghost is generally undetected by the photographer until the film has been processed.

The Brown Lady photo has been widely hailed as one of the most undeniably authentic ghost photos ever taken. But many experts, including investigative writer and photo analyst Joe Nickell, have agreed that the picture was faked by superimposing one image on another.

The Ghost of Lincoln

William Mumler was a 19th century Boston engraver who dabbled in the then recent technological advance called photography. In 1861, less than forty years after the world's first photograph, Mumler noticed a strange, ethereal face next to his in a self-portrait he had taken. He discovered that an accidental double exposure caused the effect, and he figured out how to duplicate it.

Mumler began a new career as a spirit medium. Sitters were willing to pay exorbitant fees to have him take their picture, which Mumler would doctor with surrounding ghostly images. The added faces were often interpreted as deceased loved ones or celebrities. In the photo shown here, Mumler has inserted the image of the recently assassinated Abraham Lincoln.

Mumler's trickery inspired a long line of successors. Photographers used similar techniques through the early 20th century to great fanfare. However, things began to crumble when word got out that many of the ghostly spectres in his photos were recognizably living Boston townsfolk. This led him to move his operations to New York, but he was brought to trial in 1869 and charged with fraud.

More than Meets the Lens ...

Flora Louden

In spite of Mumler's proven dishonesty, a few of the ghost pictures that surfaced in the decade following when he worked are worthy of attention. For example, there is the work of Ed Wyllie. The ghosts in his photographs have the same familiar pasted-in appearance as other spirit extras, but the stories behind his pictures are compelling.

In 1901, Wyllie's claims were investigated by Reverend Charles Cook, a reputed sceptic. The picture shown here is a portrait of Cook taken by Wyllie and developed under Cook's supervision. Cook reported that Wyllie had no opportunity to introduce a fake spirit extra to the negative. More importantly, Cook recognised the girl whose image appeared next to his as Flora Louden, his college classmate from 1866, who had died in Ohio in 1873. Cook also revealed that the flower, the cross and the heart were symbols of private meaning in his relationship with Louden.

But this is not irrefutable proof. Cook was not the most reliable of debunkers, since we know that on another occasion he was deceived by disingenuous spectre photographer Alex Martin. He could well have been deceived here, by his faded memories of a long-lost love.

Faces in the Sea

In December 1924, an accident at sea took the lives of two crewmen of the S.S. Watertown. James Courtney and Michael Meehan succumbed to toxic gas fumes in the cargo tank, and were given traditional burials at sea.

The following day, the Watertown's captain and crew saw two ghostly faces in the water trailing behind the ship. Everyone agreed that the faces were plainly visible, remaining intact for long moments before dissipating. The captain got a camera and took six pictures of the heads. Once they were developed, five of them showed nothing but blank waves. The sixth, shown here, contained rough outlines that approximate two sets of human features.

The Watertown crew may have been suffering from mass hysteria following the sudden demise of their fellow seamen. In times of stress, a tightly-knit group of people can become easily suggestible and even share communal delusions. Like clouds, swirls of ocean foam provide an excellent canvas on which the human mind may imagine patterns where there are none.

The Hollywood Ghost Boy

The honour of being the best known ghost picture of recent years probably goes to an unlikely candidate: the so-called 'ghost boy' in the movie *Three Men and a Baby*.

The comedy had its cinematic release in 1987, and it wasn't until it had been out on home video for a while that the ghost stories surrounding the film began to circulate. In one of the final scenes, a figure is briefly visible behind the curtains of a window. It looks like a motionless young boy.

The popular rumour is that a boy had died in the house where the movie was filmed, and his ghost returned to haunt the film crew. However, the scene in question was shot on a Hollywood soundstage, not in a real home where anyone ever lived or died. And the 'boy' everyone has seen was not a ghost -- he was cardboard. According to the cast and crew, the mysterious figure was a life-size cardboard cutout of the movie's star, Ted Danson. Someone on the set propped it up in front of the window as a prank.

Vocabulary Practice

2 a. Match the highlighted words/phrases in the passage with their synonyms below.

- appeared • collective
- death • deception
- ghostly • indisputable
- joke • not noticed
- supposedly

b. Find at least three words in the article which mean ***'ghost'***. Check with your partner.

Discussion

3 Do you know of any popular 'ghost stories'? Do you believe them, or do you think they are just myths? How can they be explained? Tell the class.

Class competition

4 Write your own ghost story for the class competition.

Reported Speech

Grammar Reference

1 a. **With which of the reporting verbs (1-12) can the following structures be used? There may be more than one appropriate structure for each reporting verb.**

A	somebody that
B	somebody to
C	that
D	wh-word (who, where, whether, etc.)
E	to
F	+ ing

1 warn
2 advise
3 notify
4 threaten
5 suggest
6 admit
7 forbid
8 urge
9 wonder
10 deny
11 refuse
12 remind

b. **Rewrite the following sentences in reported speech using the verbs in Ex. 1a.**

1 "You are taking far too many risks with your health," the doctor said to Frank.
The doctor warned Frank that he was taking too many risks with his health.
2 "Don't forget to buy some cheese when you go to the supermarket," said Peter.
3 "It wasn't me that broke the vase," said Janet.
4 "Do that again, and I'll send you to the headmaster," said the teacher.
5 "Don't worry. I'm sure you'll pass your driving test with flying colours," her friend told her.
6 "Hi, Janice, Frank here. I'm ringing to let you know that a meeting has been called for tomorrow. Will you be there?"
7 "I really do believe you should make your decision as soon as possible," he said to her.
8 "If you want my opinion, I think you should go on a diet," she told him.
9 "Under no circumstances are you to use the lab equipment unsupervised," the professor told the students.
10 "Do you think Jake will come to the party if I invite him?" Martha asked him.
11 "OK. I did borrow your car without asking, but I filled the tank up again," she said.
12 "There's no way you'll get me to go on the company's day-trip on Sunday," he said.

2 **Rewrite the following conversations in reported speech. Do *not* use 'tell' or 'say' as reporting verbs.**

1 Ted: Don't forget to put the money in Ben's account.
Julie: I won't.
2 Ann: Do you think there's life in outer space?
Ted: I very much doubt it.
3 Doctor: I can't stress how important it is for you to go on a diet.
Tessie: OK. I'll try.
4 Tim: Can I go to the rock concert with Harry tonight?
Father: Absolutely not. You're still grounded.
5 Alice: I'm sorry, but I've broken your CD player.
Peter: Not to worry. I can fix it myself.
6 Joe: If I were you, I'd take the red one. It suits you.
Jane: Yes. I think you're right.
7 Fred: Look, it wasn't me that took your umbrella, OK?
Tony: OK! OK! I believe you.

3 a. **Look at the cartoon, then report it to the class.**

b. **Think of an interesting or funny conversation you have had or heard lately and report it to the class.**

Coherence

4 Match A to B to form sentences.

A	B
1 People wrongly assume that there	a is a useless luxury.
2 It can no longer be assumed that the purpose of art	b is as important a part of the performance as the acting.
3 Some people claim that art	c is well worth attending.
4 These days the fame of an artist	d is reckoned to be a masterpiece.
5 What is most striking about the picture	e is one of my favourites.
6 In the theatre, the lighting	f is to delight and instruct.
7 Although I personally don't like this sculpture, it	g is the whole performance as much as the music that makes it unforgettable.
8 The film is exciting, moving and, in parts, very funny, which is why it	h is more dependent on advertising than on artistic merit.
9 Though not very popular, in my view the exhibition	i is not much visual interest in orchestral performances.
10 In a live rock concert, it	j is the artist's use of light and shade.

English in Use – Part 6

5 For questions 1 to 6, read the following text and choose from the list (A-J) given below the best of the phrases to fill each gap. There are three phrases which do not fit in any gap. There is an example (0).

Matisse and Picasso

Matisse and Picasso are two of the twentieth century's most influential artists, **0)** ...*J*... . Their work was innovative because they believed that art was about more than just imitating what the eye sees of the world at any given moment. Their art uses forms of perception **1)** ....., such as memory, emotion and experience.

They overturned artistic traditions **2)** ..... . Yet despite showing the way for later artists **3)** ..... , Matisse and Picasso never abandoned subject matter entirely. No matter how distorted or confusing their work appears to be, it always represents things familiar to us like an apple, a goldfish or the human figure.

During their long and prolific careers, **4)** ..... , they drew inspiration from artists of the past, from art of different cultures, from the modern world around them and, importantly, from each other. Each saw the other as their only artistic rival and equal.

The Matisse-Picasso exhibition is a truly momentous one and every one of the works on show is fascinating. But the point of the exhibition is not so much the individual masterpieces as the echoing and mirroring **5)** ..... .

In many ways their work is fundamentally different, though. In Matisse's paintings, **6)** ..... , there is an avoidance of psychological complication and an emphasis on the decorative. Picasso, on the other hand, does not shy away from the harsh, shocking realities of war and suffering.

A	which encompassed painting, sculpture, drawing, printmaking, ceramics, glass and theatre design
B	that they had intermittent contact throughout their lives
C	that show the two artists' engagement with each other's art
D	that are more abstract and personal
E	which had an even more profound effect on both
F	which seem to exude a middle-class air of untroubled calm
G	whose work would be purely abstract
H	who was surely the greater artist
I	that had held sway in the West for five hundred years
J	who had a profound influence on each other

English in Use – Part 2

6 Fill the gaps with ***one*** word.

Do I look OK?

Dolls and plenty of toys were once **0)** *the* sole requirement for a happy childhood. Not any **1)** ..... . These days, style matters even in the playground, **2)** ..... means that an image obsession can strike **3)** ..... children are barely out of nappies. Eavesdrop on a conversation at a primary school and it is just **4)** ..... likely to revolve around the latest fashions as favourite cartoon characters. But **5)** ..... is the darker side to this preoccupation with appearance that is causing concern among some experts. Research carried **6)** ..... over the past two years has highlighted a dangerous body-image trend in children as young as three and four. **7)** ..... dissatisfied are some with how they look that they are prepared to diet and restrict **8)** ..... food intake in **9)** ..... to change their appearance. A degree of weight awareness is evident **10)** ..... the age of two upwards, and **11)** ..... the time they start school, many children have developed definite insecurities about how they **12)** ..... perceived. Significantly, the children who are most concerned **13)** ..... weight are almost consistently those **14)** ..... parents are most controlling about **15)** ..... is eaten at home.

English in Use – Part 1

7 For questions 1-15, select the most appropriate word (A, B, C or D) to complete each gap.

Models-to-be

In a competition for **0)** ...*D*... models, four thousand girls between the ages of 16 and 24 were auditioned by a **1)** ..... of three judges from **2)** ..... model agency Premier Model Management. Twenty-two were asked to return for a more **3)** ..... vetting process. This involved catwalk training, being **4)** ..... without make-up and a personal interview. A further workshop week followed, involving make-overs, hair-styling and more catwalk training, after which the girls were **5)** ..... whittled down to five.

The finalists will now **6)** ..... three months of intensive training. Cameras will **7)** ..... them around constantly, capturing the daily **8)** ..... of castings, shoots and lessons from industry professionals. Also in **9)** ..... for them are exhausting workouts at the gym, plus appointments with hairdressers, nutritionists, beauticians and specialist skin clinics.

Despite its **10)** ..... image, the modelling world is **11)** ..... and the finalists will certainly be **12)** ..... through their paces. But though their lives may be all **13)** ..... fit and carrot juice, the prize at the end is glittering – a year's modelling **14)** ..... with Premier Model Management, an overseas photo shoot for the **15)** ..... of Cosmopolitan magazine, and the chance to model on the catwalk at London Fashion Week.

0	A wishful	B eventual	C conclusive	D prospective
1	A council	B panel	C meeting	D range
2	A peak	B top	C high	D great
3	A solid	B exact	C rigorous	D stable
4	A assessed	B charged	C investigated	D noted
5	A shortly	B lastly	C completely	D finally
6	A overcome	B outlast	C undergo	D uphold
7	A pursue	B take	C hunt	D follow
8	A grind	B attempt	C duty	D labour
9	A stock	B store	C view	D supply
10	A shining	B gorgeous	C glamorous	D picturesque
11	A firm	B stiff	C tough	D sticky
12	A put	B shown	C pushed	D thrown
13	A maintain	B hold	C catch	D keep
14	A promotion	B contract	C treaty	D settlement
15	A lid	B jacket	C cover	D sleeve

Register Transfer

8 Based on the information in the informal sentences labelled 'A', fill the gaps in the more formal sentences labelled 'B' with a maximum of two words. ***Do not*** use words that occur in the sentences labelled 'A'. There is an example.

1 A We'll get together again on the 16th.
B You are reminded that the next *meeting* is scheduled for May 16.

2 A Tell them there's loads for kids to do around here.
B At Bartons we have a wide ..... of exciting ..... for children.

3 A We need some people to come forward and give us a hand with the food and drinks.
B ..... are required to ..... with the refreshments.

4 A The bottom line is, we want our money back.
B In conclusion, I think we are justified in ..... a full ..... .

5 A If it doesn't rain, we'll have the party outside.
B Weather ..... , the party will take place outdoors.

6 A Something has come up, so we've put the meeting off till the 10th.
B Due to unforeseen circumstances, the staff meeting has been ..... until January 10th.

7 A If I don't hear from you within seven days I shall get my lawyers onto it.
B I shall be forced to ..... action if I have not heard from you in seven days.

English in Use – Part 5

9 For questions 1 – 13, look at the following memo about a publicity leaflet for a museum. Using the information in it, complete the leaflet. The words you need do not occur in the memo. Use no more than two words in each gap. There is an example (0).

To: Sally Cameron, Publicity Officer, Museum of the Moving Image
From: Diana Jenkins - Information Officer
Subject: Publicity Leaflet

Sally, can you make sure you include all this information in the publicity leaflet.
Start with details like when we're open – 10-6 every day – but point out we don't let anyone in after 5 o'clock. Then say how much it costs to get in – £5.50 is the full price but it costs less for students, kids and pensioners.
Then give a run-down on the museum – make these points:

- *one of the most popular museums in London, because people like what it's about, and we get them to actually take part*
- *the first bit shows how cinema began – what happened when they first tried to use animation and cine cameras*
- *the next bit is about silent films, and then there are all sorts of film clips – some of them are cartoons, newsreels and popular Hollywood films*
- *lots of working models to find out about technology in film and TV – eg fly with Superman, direct an animated film etc.*
- *we have audio-cassette guides for blind people, if they ask*
- *there are two ways in for people in wheelchairs*
- *we have exhibitions every week*
- *we offer special guided sign-language tours for the deaf – but they'll need to get in touch with the Education Department a week beforehand.*

MUSEUM of the Moving Image

Opening hours: 10am-6pm daily; last 0) *entry* ***5pm.***
Admission: £5.50. 1) ..... for students and OAPs.

The Museum of the Moving Image is one of London's most popular museums. Its success lies not only in the **2)** ..... of its subject matter, but also in the museum's encouragement of **3)** ..... .

The first section describes the **4)** ..... of cinema, with displays of early **5)** ..... at animation and the first cine cameras. This is **6)** ..... a section on the dawn of the silent era, after which visitors can see a **7)** ..... of film clips covering cinema's many genres, **8)** ..... cartoons, newsreels and Hollywood favourites. Along with these, **9)** ..... working models allow the visitor **10)** ..... the technical aspects of film and TV, by experiencing a simulated flight with Superman, or directing an animated feature.

Audio-cassette guides can be provided, on **11)** ..... , to the visually impaired.

Two **12)** ..... points exist for disabled visitors.

For sign-interpreted tours, **13)** ..... the Education Department one week in advance.

Competition entries are written in response to announcements which may appear in newspapers, magazines, newsletters etc.

In general a competition entry should contain:

- An introduction which attracts and holds the attention of the target reader (in this case, the judge of the competition).
- A main body which addresses all parts of the rubric.
- A conclusion which rounds off your writing by summarising the information and opinions stated in the main body, or by adding a thought-provoking comment.

Competition entries, like articles, can involve various types of writing. For example, if you are asked to give an opinion, or make a suggestion or a recommendation then you will need to use discursive writing. On the other hand, if you need to describe your feelings or an experience then you will write in a descriptive or narrative style. When writing competition entries, register will depend on the target reader. Whether you are required to use either a formal or informal register, you should always be consistent. To make your entry appealing to the reader, you can:

- give it an eye-catching title and introduction
- use 'question' sentences
- make use of descriptive adjectives and adverbs

Understanding the Rubric (1)

1 **Read the rubric below, paying careful attention to the underlined words and phrases. Then answer the questions that follow.**

You have seen the following announcement for a competition in a <u>magazine for young adults about the paranormal</u> and have decided to enter.

> Ever imagine yourself having a friendly chat with Cleopatra? Can you envision yourself deep in conversation with Winston Churchill? If you had the opportunity to contact any <u>historical figure from the past</u>, <u>who would it be and why</u>? <u>What would you talk to them about?</u> We are asking subscribers to send in their answers to these questions. The prize for the winning composition is a two-year paid subscription to *The Great Beyond*.

1 What do you have to write? Who would you choose?
2 What kind of publication are you writing for?
3 Who is the target reader?
4 What kind of register should you use?

5 Tick the boxes to show which of the items would make your entry more appealing to the judge.

- ☐ very formal style
- ☐ an attention-grabbing title
- ☐ descriptive adjectives and adverbs
- ☐ humour
- ☐ complex grammar
- ☐ questions
- ☐ detailed historical information

Analysing the Model

2 **a. Read the model and use the words to fill in the gaps. Then answer the questions 1 to 5.**

• Secondly • Then again • Finally • For instance
• After all • First and foremost

Why is it that Harry Houdini is as famous now as he was nearly a century ago? Perhaps it's because he was a unique, talented and motivated magician. **1)** ..... , it might be because Houdini was a terrific showman and self-promoter. To me, he represents all that is mysterious and unknown and I would have much to discuss with the enigmatic Mr Houdini.

2) ..... , on having the opportunity to speak with this great man, I would respectfully ask him to let me in on a few tricks of the magic trade. **3)** ..... , how he managed to stay in a submerged coffin for hours on end, or what secret lay behind his unbelievable ability to escape from tightly locked jail cells and secured canvas mailbags. Was it magic, Mr Houdini, or was it all an illusion?

4) ..... , I would ask him about his promise to contact his wife, Bess, from the grave. It's well known that he and his loving wife had devised a secret message that was to be used as a means of communication should either of them pass away. Did he really 'speak' to Bess at the famous Halloween séance of 1929, or was it a hoax?

5) ..... , I would question Houdini about what personal qualities it takes to be as fantastic a magician as he was. Do you have to be especially intelligent or just incredibly dedicated? Who knows, maybe he might even invite me to visit his old New York townhouse. **6)** ..... , people say that's where he spends most of his time these days!

1 How does the opening paragraph attract the reader's attention?
2 Which tenses are used in the model? Why?
3 What information is given in the main body paragraphs?
4 What types of writing are used (descriptive, narrative, discursive)? How would you describe the *style* of writing?
5 Do you think the model would make a good impression on the target reader? Why/Why not?

b. Now choose from A-C, the best title for the model. Can you think of a better title?

A Harry Houdini: A Biographical Sketch
B An Interview with Houdini
C The Greatest Magician

c. Read the model again and underline all the adjectives. Then, match some of them to their synonyms in the box below.

1	magnificent	6	gifted
2	one-of-a-kind	7	inexplicable
3	clever	8	enthusiastic
4	devoted	9	fastened
5	astonishing	10	eager

Brainstorming Imaginary Situations

In some cases, you will be asked to use your imagination and say what you would do in certain situations.

3 a. In pairs, discuss the following, giving reasons for your answers.

1 Which famous living person you would most like to meet.
2 Which historical figure you would most like to talk to.
3 Which period in history you would like to have lived in.
4 What you would do if you could be president of your country for a day.
5 What you would do if you were programme controller for a TV station.

b. Correct the underlined mistakes below and complete the sentences with ideas of your own.

1 I would love <u>something</u> more than the chance to visit .....
2 If I <u>would</u> choose one person to interview, it would have to be ..... . I would ask him/her how <u>did he manage</u> to ..... .
3 <u>Giving</u> the opportunity, the first change I would make to the school/college would be ..... .
4 If there was no limit to the money I <u>would</u> spend, I would ..... .
5 I would like to have lived <u>very much</u> in the .....th century because ..... .
6 The first thing I would <u>to</u> ask the Prime Minister would be ..... .
7 If I could go on holiday wherever I wanted, it wouldn't matter <u>weather</u> it was summer or winter because ..... .
8 <u>Was</u> I free to choose any career I wanted, I would like to be a(n) ..... .
9 I am not sure what I would do <u>should</u> I to be faced with ..... .
10 In the unlikely event <u>of</u> I ever became president, I would ..... .

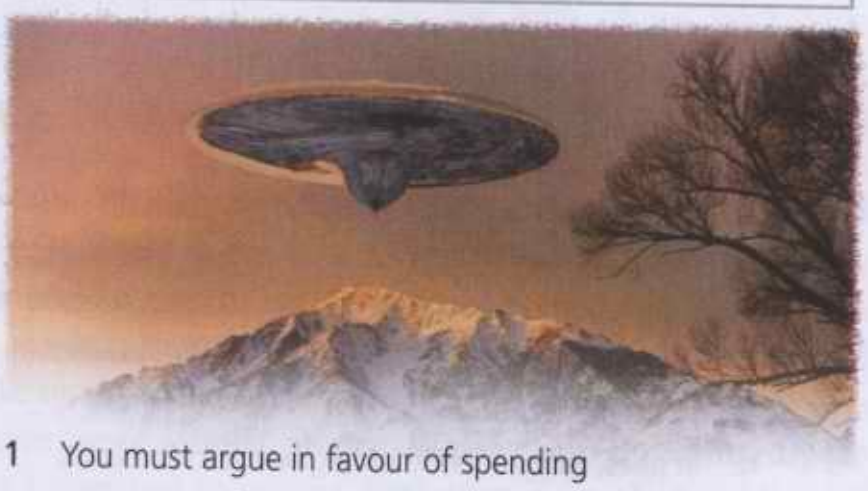
Understanding the Rubric (2)

4 Read the rubric below, underline the key words, and write *T* (for true) or *F* (for false) next to the statements (1-6) that follow.

You see this announcement for a competition in an international English-language magazine called *Outer Space*.

More government funding is needed to widen the research being done into UFO sightings and the possibility of alien life forms.

Do you agree with this opinion? In an entry of 250 words, give us your reasons why or why not. The best answer will win the newly-released video Are We Alone?



1 You must argue in favour of spending more on space exploration. .....
2 Your target reader will expect a humorous reply. .....
3 Discursive writing is necessary for this task. .....
4 You are not expected to supply a title for this composition. .....
5 You must justify your opinion. .....
6 You must describe what your government is doing regarding this research. .....

Analysing the Model (2)

5 Below is the winning entry to the competition. Underline the correct words/phrases in gaps 1 to 6. Then answer the questions that follow.

A Necessary Expense

Every week, we read headlines about individuals encountering creatures from outer space, seeing strange lights in the sky, or even being unwillingly whisked away in futuristic spacecraft. **1) As a result of / In spite of** this negative exposure, many people are of the mind that UFOs and extraterrestrials are nothing more than science fiction. But should these claims be taken more seriously? Should the government be spending more to find out the truth about these sightings?

2) On the one hand / On the contrary, it must be admitted that many so-called UFO sightings are easily explained away. More often than not, 'unearthly flashing lights' and 'disc-like saucers' turn out simply to be low-flying aircraft or damaged satellites, **3) in fact / while** many sightings are either a product of someone's overactive imagination or their yearning for public attention.

4) However / Although, it would be incredibly arrogant of us if we were to believe that we were the only thinking beings in the entire universe. What if there really is life out there? And what if it is an intelligent life form that is trying to contact us, or even warn us about something?

It is safe to say, **5) in fact, / in conclusion**, that we will never know the answers to these questions if UFO and alien sightings are not taken seriously and investigated. Investigations take time and money, and **6) while / when** it is obvious that government budgets are already stretched to breaking point, funds must be found to support research into the possibility of there being extraterrestrial life somewhere out there.

1 Is the writer in favour of or against more government funding? How do we know?
2 Which points does the writer use to support his/her views?
3 What is the effect of using questions? How could you write them differently?
4 In pairs, suggest another beginning to the entry.
5 In groups, think of another title.

Descriptive, Discursive and Narrative Writing

Remember that descriptive language tends to make use of adjectives; *discursive* language usually contains linking words/phrases; and *narrative* language often relies on tenses and time words/ phrases.

6 Read the extract below, paying careful attention to the numbered phrases. Which of these phrases are examples of:

- descriptive writing .....
- discursive writing .....
- narrative writing .....

If I could, I would like to visit London, for the simple reason that [1] I have heard so much about it and I want to experience it for myself.

One of the main reasons I would choose London [2] is that I would like to go to some of the places that I have seen in photographs and on television. Ever since I was a young child, I have been [3] fascinated by spectacular images of magnificent architecture, huge parks and golden autumnal avenues [4]. Although I know that [5] London is not like that all the time, there is a burning curiosity [6] in me that can only be satisfied by seeing it with my own eyes.

One of the first places I would go to is Buckingham Palace, where I would have the chance to see at first hand the kind of luxury and splendour [7] that we tend to associate with the royal family. After that, I would head for [8] the Tower of London in order to soak up some of the atmosphere [9] in what must be one of the most historically important places in the world. Then, when I had had [10] my fill of blood and gore, I would make my way to …

7 a. Match the descriptive adjectives to the nouns below to make collocations.

stimulating / interesting / long	effects
perfect / golden / ideal / once-in-a-lifetime	building
fulfilling / challenging / exciting	scenery
rewarding / fruitful / distinguished	experience
positive / negative / harmful / beneficial	opportunity
magnificent / delightful / quaint / imposing	conversation
breathtaking / beautiful / spectacular	career

b. In the sentences below, replace each of the words in bold with the most suitable descriptive adjective from those above.

1 I think I would find it **nice** to be able to have a conversation with a great mathematician like Einstein.
2 It would be a **good** opportunity to see so many **nice** works of art displayed in one place.
3 Being an artist would be **great** because I would be able to express the creative side to my personality.
4 I would choose the early part of the twentieth century because it was a time when we were beginning to see the benefits of technology but without the **bad** effects that came later.
5 I have heard that the scenery is **pretty**.
6 Although it looks like a **pretty** country cottage, they say it is haunted.

8 Read the following sentences and put the verbs in the appropriate tenses. In some cases, more than one tense may be correct.

1 I ..... **(leave)** the house when I ..... **(hear)** a strange noise.
2 It was only when he ..... **(describe)** it to his brother that he ..... **(realise)** what he ..... **(see)**.
3 While the others ..... **(look)** around the shops, she ..... **(decide)** to investigate the house.
4 No sooner had I ..... **(unpack)** my bags than I ..... **(start)** to feel cold and faint.
5 As we ..... **(approach)** the front door, we ..... **(notice)** that there was a peculiar sound ..... **(come)** from inside.
6 We ..... **(go)** about forty miles when strange noises started ..... **(come)** from the car radio.

9 a. Match items from the two columns to make sentences.

1 **By the time** I recovered my senses,
2 **Not until** the next morning did I
3 **Hardly** had he entered the room when I
4 **Had I known** about this local superstition, I would never have
5 **While** I was talking, she
6 **Immediately afterwards**, I felt dizzy
7 **Within minutes**, we were
8 **Almost immediately**, the pain

a realise the significance of what had happened.
b went away as if nothing had happened.
c seemed to be looking very deeply into my eyes.
d laughing and joking as if nothing had happened.
e had a strange feeling I had seen him somewhere before.
f the lights in the sky had gone.
g and strangely detached from my surroundings.
h dreamt of doing such a thing.

b. Have you ever had any unusual or inexplicable experiences? Use some of the language above to talk about what happened.

Creating Suspense

10 a. Read this announcement from a magazine and answer the questions that follow.

1 Does the style of the announcement suggest that you need to adopt a serious, scientific approach?
2 What sort of story would be suitable for this competition?
3 What are the readers of the magazine likely to want to read?
4 Which type(s) of writing will you use most?
5 How can you make your entry appealing to the reader? Give examples.

b. Now read the extract from a competition entry, below. In each of the numbered sections, one of the phrases in bold is inappropriate. Cross it out and say why it is wrong.

... **1) I was so terrified / So terrified was I / Was I so terrified** that all the hairs on the back of my neck were standing on end, and my hands were shaking so badly that, **2) as hard as I could, / try as I might, / as hard as I tried**, I couldn't turn the handle of the door. As I stood there for a moment, **3) frozen to the spot, / paralysed with fear, / turned to ice**, I wanted to cry. Then, **4) in a few minutes, / as quickly as it had appeared, / in a flash**, the figure vanished into thin air. **5) In a state of shock, / In a moment, / In disbelief**, I broke out in a cold sweat and I began to feel as though my legs **6) gave / were going to give / were giving** way under me. By the time I managed to get the door open, I was **7) trembling all over / shaking like a leaf / shaking like a jelly**. Once outside in the open air, I ran as fast as **8) my legs would carry me, / I possibly could, / an Olympic sprinter**, not stopping until I reached the village ...

c. Underline all the time words and phrases. In pairs, replace them with other appropriate ones.

Discuss & Write

11 Look at the writing tasks below and, for each one, discuss the questions that follow.

A You see the following announcement in an international fashion magazine.

> **competition**
> We are running a competition to give our regular readers a chance to tell us about their experiences (and get published as well!)
> All you have to do is to write in and tell us about a strange incident that has happened to you while shopping.
> **Fantastic prizes for the best entries!**

Write your competition entry.

B You see the announcement below in a science fiction magazine and have decided to enter.

> competition
> Have you ever thought about what it would be like to have unlimited magical powers for one day? What would you look like? How would it make you feel? How would you use your magic for yourself and for others? We want to hear from you! The best entry will win a limited edition copy of JRR Tolkien's *The Hobbit*.

C You read about this competition on the Internet and decide to enter.

> What do people in your country believe in? Are they superstitious? We're looking for the best descriptions from around the world. Write and tell us about any (or all!!) of the following:
> - good luck
> - bad luck
> - times of the year
> - weddings
> - the weather
> - horoscopes

Write your entry for the competition.

1 What type(s) of writing (discursive, descriptive, narrative) will you use?
2 How could you attract the target reader's attention with your beginning?
3 What would be a good title for the entry?
4 What information must be included in the main body paragraphs?
5 How formal/informal does your writing need to be?
6 Can you use humour in the composition?
7 What would be an appropriate ending for your composition?

Paragraph Planning

12 Decide which task you are going to write and make notes in answer to the questions in the plan below.

Beginning

What effect do I want to achieve in the opening lines?
What techniques can I use?
.....
.....

Main Body

Am I telling a story, describing or arguing?
.....
.....
.....

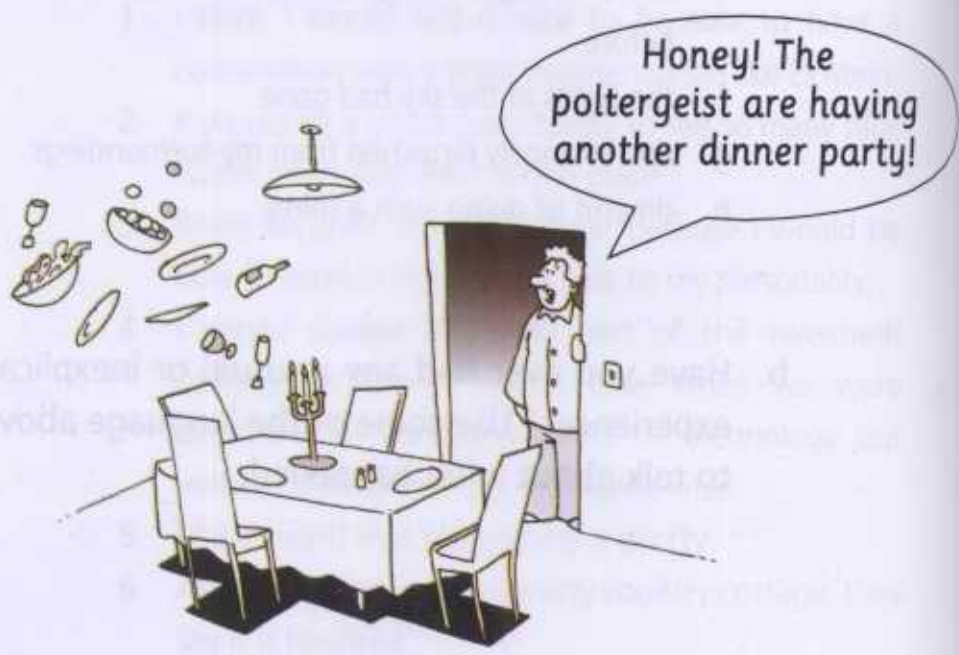
What must I remember to include?
.....
.....
.....

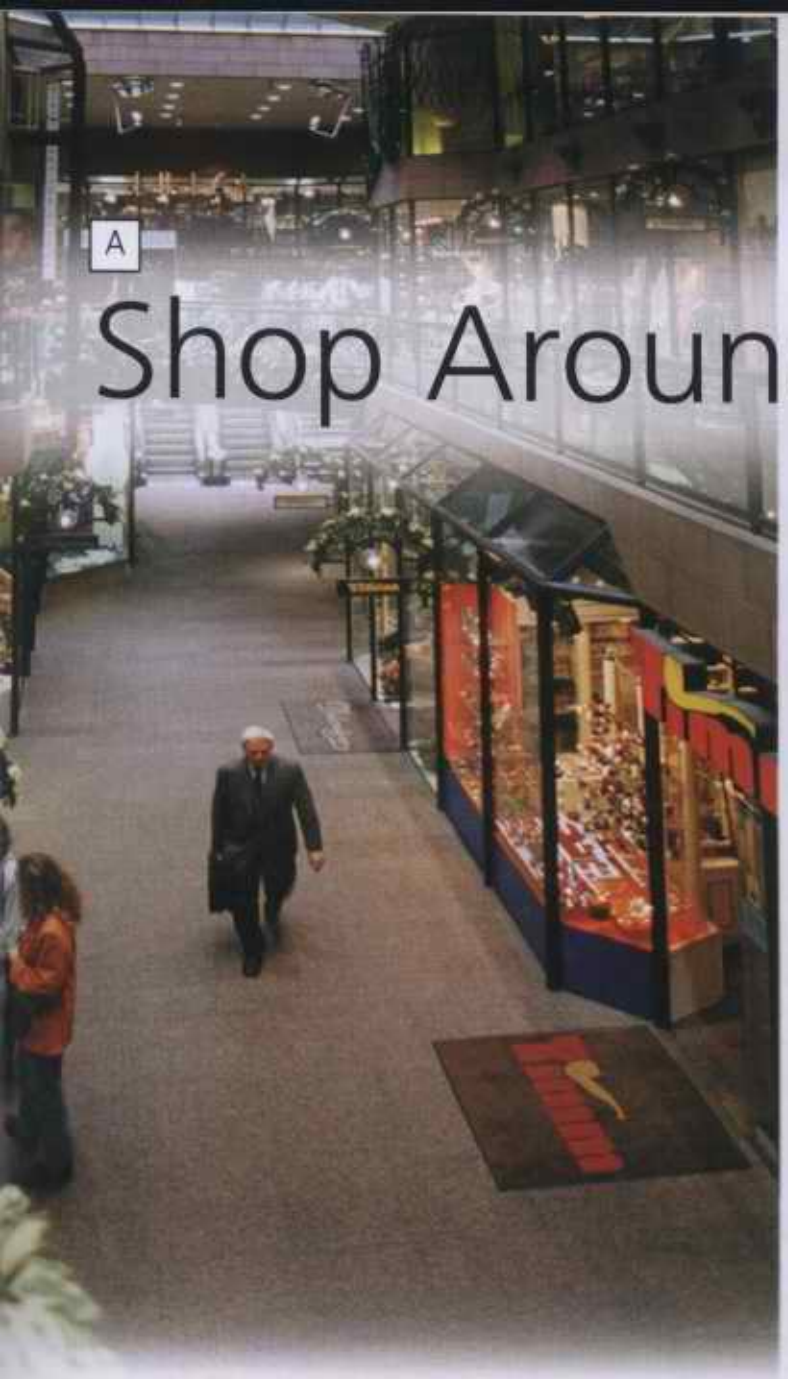
Ending

How would I like to leave the target reader feeling?
.....

How can I achieve this?
.....
.....
.....

13 Using the information you have learned in this unit, write the competition entry you discussed above. You should write approximately 250 words.





Shop Around

10

Lead-in

1 a. **Look at the pictures showing different places/ ways to shop. In pairs discuss about:**

- products you can buy in each place
- type of people who most commonly shop here
- advantages and disadvantages of shopping in these places

b. **What are the relative merits of paying in the following ways? Discuss in pairs.**

• cash • by credit card • by cheque
• in instalments

2 **Look at the following market research questionnaire about shopping habits. Interview your partner using these questions.**

1 How often do you go shopping?
2 How long do you spend when you go shopping?
3 What do you most enjoy shopping for?
4 What do you least enjoy shopping for?
5 Which are your favourite shops or stores? Why?
6 Which are your least favourite places to shop? Why?
7 Do you prefer shopping alone or with somebody else? (Who?)
8 Are the décor and displays in a shop important to you?
9 Does the manner of the shop assistants affect you?
10 When shopping, is quality more important than quantity?

3 **Listen to a report about results from a survey of shoppers. In pairs, answer the following questions.**

1 Which of the questions in the questionnaire from Ex. 2 did it cover?

2 What does it say about – middle-aged parents?
– teenagers?
Do you think the same is true for these groups of people in your country?

3 These numbers were mentioned in the report. What do they refer to?
• 65 • 75
• 23 • 19
• 82

4 The following words and expressions are connected with saving money. Which were mentioned in the report? How can the others be used?
• the sales • a bargain • a discount
• reduced to clear • good value for money
• to haggle

4 **Paraphrase the following quotations. Which do you agree with? Why? Discuss in pairs.**

'Money is power, freedom, a cushion, the root of all evil, the sum of blessings.'

Carl Sandburg (US writer)

'The aim of commerce is not to sell what is best for people, or even what they really need; its final standard is a successful sale.'

Sir Richard Livingstone (British businessman)

Reading – Part 2

1 a. You will read an article about the advantages and disadvantages of convenience stores compared with supermarkets. Before you read, discuss the following in pairs.

1 What do you understand by the term 'convenience stores'? In what ways are they convenient?
2 Do you usually shop at the supermarket, or do you prefer to use the local corner shop/general store? What are the differences in terms of a) price, b) convenience, c) service, d) quality and variety of produce, and e) opening hours?
3 How has the rise of supermarkets affected smaller local shops?

b. Look at the title. What might be the 'cost of convenience'?

2 a. Now read the article. Six paragraphs have been removed. Decide which of the paragraphs (A-G) fit into the gaps (1-6). There is one paragraph you do not need to use.

The Cost of Convenience

How often have you sat comfortably at home and thought: Fresh chocolate croissants for breakfast would be nice, or freshly laid eggs, scrambled, with smoked salmon would hit the spot, but let it go because it's too much trouble to make yourself look presentable in public, get into something outdoorsy, find the car keys, get the car out of the garage - the list gets longer – and you go off the boil?

1	

If you live in a city, one or another of the big supermarket chains will have opened such a store near you, and they all have plans for many, many more.

2	

It's not just the improvement in convenience stores that is encouraging shoppers to stay local. By walking to the shop you not only help your health and the environment, you also save the cost of petrol. If you are one of the many people who only use the car for the weekend shop, you could ditch it altogether.

3	

Not surprisingly, owners of more old-fashioned, independent stores feel threatened. Their main fear is that the supermarkets' greater buying power will enable them to price the smaller stores out of the market.

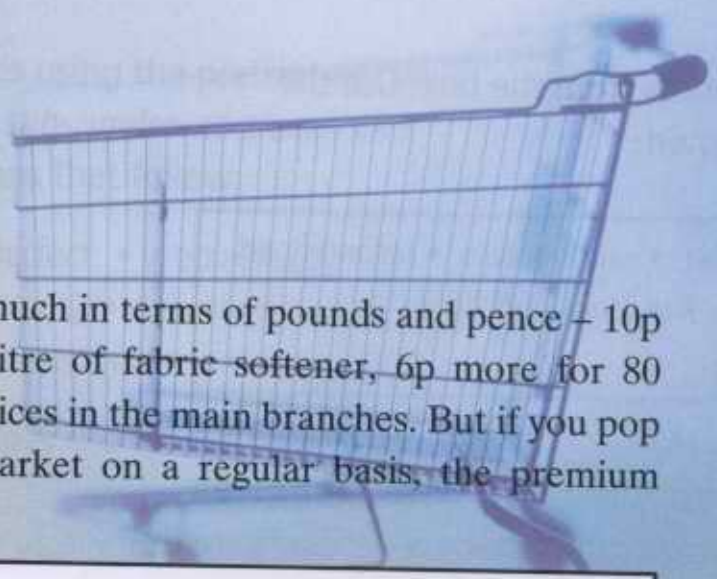
4	

A The contrast between these smaller versions of the supermarkets and the traditional 'open all hours' impression we have of local corner shops could not be greater. They carry a wide range of stock that is attractively packaged, have good, clear layouts and often offer cashback or have cashpoints. It's not only quick to shop there, but easy and, on the whole, pleasant as well.

B Even if the item you have gone to buy costs the normal price, the impulse to buy other products can cost you dearly. Research has shown that someone popping in to their local convenience store intending to buy only some bread would, on average, spend a total of £1, 208 on products over just one year from that store.

C On the other hand, smaller stores are more 'front heavy' in comparison to larger branches. This is because rates are higher per square footage at the front of a store than further back, so they end up paying more in comparison to their size.

D It is true that their smaller outlets do face proportionately higher costs, partly because they are selling smaller quantities of goods, partly because of staffing requirements and partly because they have to pay higher council rates. Even so, you might expect customers to



The difference doesn't look much in terms of pounds and pence – 10p extra on six eggs, 3p on a litre of fabric softener, 6p more for 80 teabags compared with the prices in the main branches. But if you pop into your local mini supermarket on a regular basis, the premium prices soon add up.

5	

Supermarkets defend their policy, pointing out that overheads vary from one type of store to another: "We have a national pricing policy, so our prices are the same in similar formats throughout the country. Prices do, however, vary between our differing formats as their resourcing requirements and cost structure vary. For example, our 'local' convenience stores are open longer hours, and are generally in higher cost locations, such as city centres."

6	

If you are one of those who can't resist nipping in to your 'local' shop, there are several ways to contain costs. Draw up a shopping list and stick to it. Cook from scratch if you have time; pre-prepared food costs more. Only take up special offers, such as three for the price of two, if it applies to items you use regularly, and supplement with items from cheaper sources when possible - fruit and vegetables from your local market or farm shop, and the supermarket's own-brand tinned, frozen and other general groceries.

occasionally resent having to pay 15% more for, say, brand name tea bags just for the convenience. But no; according to research, consumers are queuing up to pay.

E A couple of years ago you did have to face driving several miles to your nearest supermarket to find such treats. But the advent of a new breed of 'mini' supermarket has changed all that; now you can saunter to the end of your road to buy whatever the TV chef of the day has just recommended. But are you paying over the odds for accessibility?

F In reality, however, while large supermarkets undercut traditional convenience stores on a core range of products, on others they hike up the prices. An investigation conducted in several London stores showed that customers were paying between four and seven per cent more in supermarket convenience stores compared with the prices for exactly the same products in the larger format stores.

G Buying a small amount of food daily, rather than doing a huge weekly shop can cut down on wastage of food, ending the discovery of rotting vegetables lurking in the crisper. Best of all, you avoid the agony of slogging around the supermarket for at least an hour on Saturday or Sunday.

b. Underline the parts of the article which helped you to decide on the missing paragraphs, then compare with a partner.

Vocabulary Practice

3 Look at the highlighted words and phrases in the text. Match them with synonyms from the list below.

• goods/produce • essential expenses • be just the right thing • add something to • sell more cheaply • abandon/get rid of • lose enthusiasm

Text Analysis

4 Answer the following questions.

1 How can the first paragraph be summarised?
2 What is meant by the underlined parts?
   a "... encouraging shoppers to stay local." (before gap 3)
   b "... enable them to price the smaller stores out of the market." (before gap 4)
   c "... the impulse to buy other products can cost you dearly." (para B)
   d "... their smaller outlets do face proportionately higher costs ..." (para D)
   e "... ending the discovery of rotting vegetables lurking in the crisper." (para G)

Discussion

5 a. Make a list of pros and cons about doing your shopping at hypermarkets and shopping malls. In pairs, discuss using your notes.

b. Have hypermarkets and shopping malls destroyed people's sense of community? Discuss in groups.

Shopping Therapy

1 a. Complete the sentences below with words from the box. Use the remaining words in sentences of your own.

• hypermarket • upmarket boutique • farmer's market • car boot sale • second-hand shop • garage sale • antiques shop • millinery shop • organic food store • DIY superstore • arts and crafts shop • delicatessen

1 People think it's rather amusing that I go to the local ..... every Sunday, but you can really find some bargains if you look hard enough.
2 Although the fruits and vegetables at the ..... may cost a bit more, at least I know there are no chemicals in them.
3 The ..... on the corner has the freshest cold meats and homemade salads I've ever tasted.
4 My sister is having a huge white wedding so Mother and I are off to the dressmaker's and the ..... to choose our outfits.
5 I bought the nicest quilt at the ..... . The proprietor told me that it was made by a ninety-year old woman!
6 Oxfam and Save the Children Fund have many branches of ..... and all their profits go to the respective charities.
7 Although I can never afford to buy anything, I love browsing through the many treasures in that ..... .
8 I've sent Stan off to the ..... . He's been putting off doing any home repairs for months.

b. Look at the list of products below and decide where you could buy them. Choose from the words in Ex. 1a.

• tools • fancy hats • used furniture • fresh herbs • a vintage lamp • designer clothes • handmade rugs • beef sausages • groceries • hand knitted pullovers • first edition books • nails

c. In pairs, discuss which of the shops in Ex. 1a you like to visit and why. What do you normally purchase there? How much are you willing to pay for it?

A: I love visiting car boot sales. There's so much to see and you really can find some interesting things. How about you?
B: Personally, I like ... etc

Advertising

2 a. Look at the methods of advertising listed in the box and use them, in their correct form, to complete the sentences.

• TV commercial • hoarding • neon sign • radio jingle • flier • brochure • full-page spread • poster

1 A petition is being passed around my neighbourhood to prohibit ..... being erected in the area.
2 I find it so irritating to pick up the Sunday newspaper and have so many ..... fall out all over the place.
3 I was listening to the radio in the car this morning and now I can't get this ridiculous .... out of my head.
4 That firm must be making a huge profit! Do you know what it must have cost them to have a ..... in *The Times*?
5 Shelley always rents films because she can't stand all the interruptions caused by ....
6 Why don't you take these ..... home and discuss your holiday destination with your husband?
7 Just as we had given up hope of ever finding a hotel, we spotted a ..... saying Rest-Inn close by.
8 The little girl had made a ..... saying 'freshly squeezed lemonade' and put it up on a lamp post.

b. Now, in pairs, answer the following questions.

1 Which of the above methods of advertising would be suitable for a) somebody selling their house? b) a fast food take-away? c) a large company?
2 How important do you think advertising is to the success of a business?
3 Are there any kinds of advertisements that irritate you? If so, why?

c. In groups, discuss the advantages/disadvantages of the various methods of advertising mentioned in Ex. 2a? Consider the following.

• expense • visibility • efficacy (how well it works)

Prefixes

3 a. Look at these words using the prefixes ***in-, im-, ir-, il-, un-, dis-, mis-, sub-, under-*** and ***over-*** and answer the questions that follow.

• inexpensive • imperfect • irreplaceable
• unaffordable • illogical • dishonest • misjudge
• substandard • underestimate • overspend

1 How do the prefixes change the meaning of the words?
2 Which consonants usually follow im-, ir-, il-, and in-?
3 What is the difference in meaning between prefixes un-, dis-, mis-?

b. Form as many new words as you can from the words below using the prefixes from Ex. 3a.

• experienced • human • worked • sold
• conscious • valued • normal • valuable
• mature • rational • loaded • liked • legible
• cook • developed • look • use • charge
• fund • dress • line

Collocations

4 a. Match the pairs of adjectives to the nouns to form collocations.

A		B	
1	buyers' / flea	a	endorsements
2	best-selling / household	b	icons
3	celebrity / government	c	messages
4	aggressive / effective	d	market
5	subliminal / coded	e	products
6	pop / religious	f	marketing

b. Fill in the gaps with one of the words provided in the box.

• shopping • advertising • bank • money • cash

1 ..... problems/laundering/management
2 ..... mall/facilities/spree
3 ..... point/desk/flow
4 ..... company/campaign/standards

c. Now use some of the collocations from Ex. 4a and b to complete the sentences below. If necessary, use your dictionary to help you. Use the remaining collocations in sentences of your own.

1 Many young people believe that ..... are true to life. They think the stars promoting the products actually use them.
2 With so many houses up for sale, prices keep decreasing. It's definitely a(n) ..... .
3 Several high-ranking officials have been accused of ..... and involvement in organised crime.
4 Madonna and Ozzy Osborne are just two of many ..... that are revered by today's teens.
5 ..... are a particularly effective form of advertising as the viewer is unaware they are even seeing it.

5 a. Tick (✓) the boxes to form collocational phrases.

Set up	Launch	Make	Do	
				a chain of shops
				cutbacks
				the weekly shopping
				business
				a deal
				an agency
				the bookkeeping
				a company
				a campaign
				a fortune
				a branch
				a product

b. In pairs, use the phrases in sentences. Can you think of one more phrase or expression to go under each heading?

Idioms

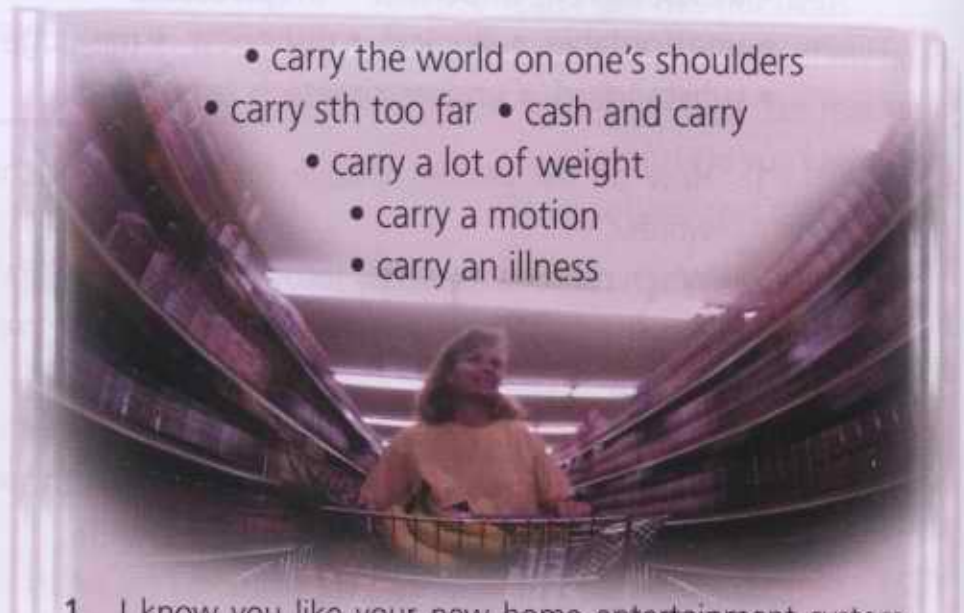
6 a. Match items from columns A and B to make idioms and then use them, in their correct form, to complete the sentences.

A	B
cost an arm	nest egg
tighten one's	to riches
foot the	ends meet
earn one's	above water
save for a	belt
make	bread and butter
keep one's head	rainy day
be one's	and a leg
have a	bill
go from rags	meal ticket

1 When I was your age I was working twelve hours a day to ..... .
2 My new computer might have .... but as far as I'm concerned it was well worth it.
3 Andrew Carnegie, the poor immigrant who became a millionaire, is a great example of someone who ..... .
4 In these days of rising costs, it's hard for a person with a family to ..... .
5 I know it's a blow that I got demoted, but if we ..... we'll be fine.
6 My grandfather always advised me against spending all my wages. He always said, 'Better to .... '.
7 We're barely managing to .... and you're out buying expensive clothes and makeup!
8 She's been saving money since she was a teenager. I can imagine she ..... quite ..... by now.
9 That wealthy businessman was definitely Sue's ..... . Before she met him she was penniless.
10 You went out and put all those purchases on the credit card and now I ..... .

Fixed Phrases (with *carry*)

7 Replace the underlined words and expressions with one of the fixed phrases below. Then, in pairs, use the fixed phrases to make up sentences of your own.



1 I know you like your new home entertainment system but you've not been out of the house for days. You're really <u>overdoing it</u>, don't you think?
2 I can't believe the bill for Sunday shopping will become a law. However, the majority of the cabinet <u>voted in favour of it</u>.
3 I've stopped buying tropical fish. I heard some of them <u>are infected with something</u> that can be transmitted to humans.
4 John thinks too much. To look at him you'd think he <u>had the whole universe depending on him</u>.
5 The bank manager <u>is very influential</u> so if you really want that mortgage be very nice to her!
6 The range of products at that hypermarket is extensive. The only problem is it <u>won't accept credit cards</u>.

Phrasal Verbs

Appendix 1

8 a. Match the phrasal verbs with their meanings from the box on the right.

A visit	D request	G write
B involve	E demand	H lengthen
C use	F cancel	

1 I hate to tell you this, Jane, but we're going to have to **call off** our shopping trip. I'm broke!
2 We are **calling upon** all customers to report anybody that they see shoplifting from the store.
3 I don't know why I let you **draw me in on** this crazy get-rich-quick-scheme.
4 He had to **draw on** all his expertise in the business to come up with a catchy radio jingle for the campaign.
5 The actor **drew out** the last word of the slogan so it would make a lasting impression on the listening audience.

6 My solicitor is in the process of **drawing up** the deeds for the sale of the property.
7 I'll **call in on** my mother on the way home. I've got some shopping for her.
8 The public, who had been cheated out of their savings, angrily **called for** the bank manager's arrest.

b. Now use some of the phrasal verbs, in their correct form, to complete the sentences.

1 The launch of the new make of car was ..... when it was discovered it had defects in the steering.
2 The marketing manager ..... the meeting for an extra hour, insisting on discussing every detail of the advertising campaign.
3 Many commercials ..... repetition to get their message across.
4 I am ..... all staff to do their part in making this store a pleasant place to shop.
5 Once the contract is ..... , we'll be in business!

Communication: Placing/Confirming an Order & Making/Answering a Complaint

9 a. Read the advertisement and, using language from the box, act out a dialogue.

The All-New
BMP 715

The top selling BMP 715 represents the ultimate in style, combining the best of design and technology. With exciting new features such as a wide range of ringing tones, text messaging and Internet access, you are buying a truly extraordinary phone. The BMP 715 exemplifies the latest in mobile fashion and cutting-edge technology.

Place your order now!
FREE Super Saver Shipping on orders over $125.
Restrictions apply. **Tel: 00012-000111.**

Need Help?
- **New customer? Click here to learn about shopping at smartphone.mob**
- **Redeem or buy a gift certificate.**
- **Visit our Help Department.**

Pay by any major credit card.

Don't delay! Call our 24-hour hotline now!

Placing an order	Reacting
• I wonder if you could help me with an order, please. • I am interested in buying ... • I would like to pay ... • Is it possible to make a payment by credit card? • Can I send you a cheque payable to ...? • My delivery address is ...	• Most definitely Madam/Sir. • How can I be of help? • Wonderful choice! I'll put the order through for you. • How would you like to pay? • Could I have your credit card details please? • Name/number/expiry date? • Could you confirm your name and address, please?

A: I wonder if you could help me with an order, please.
B: Most definitely, Madam.

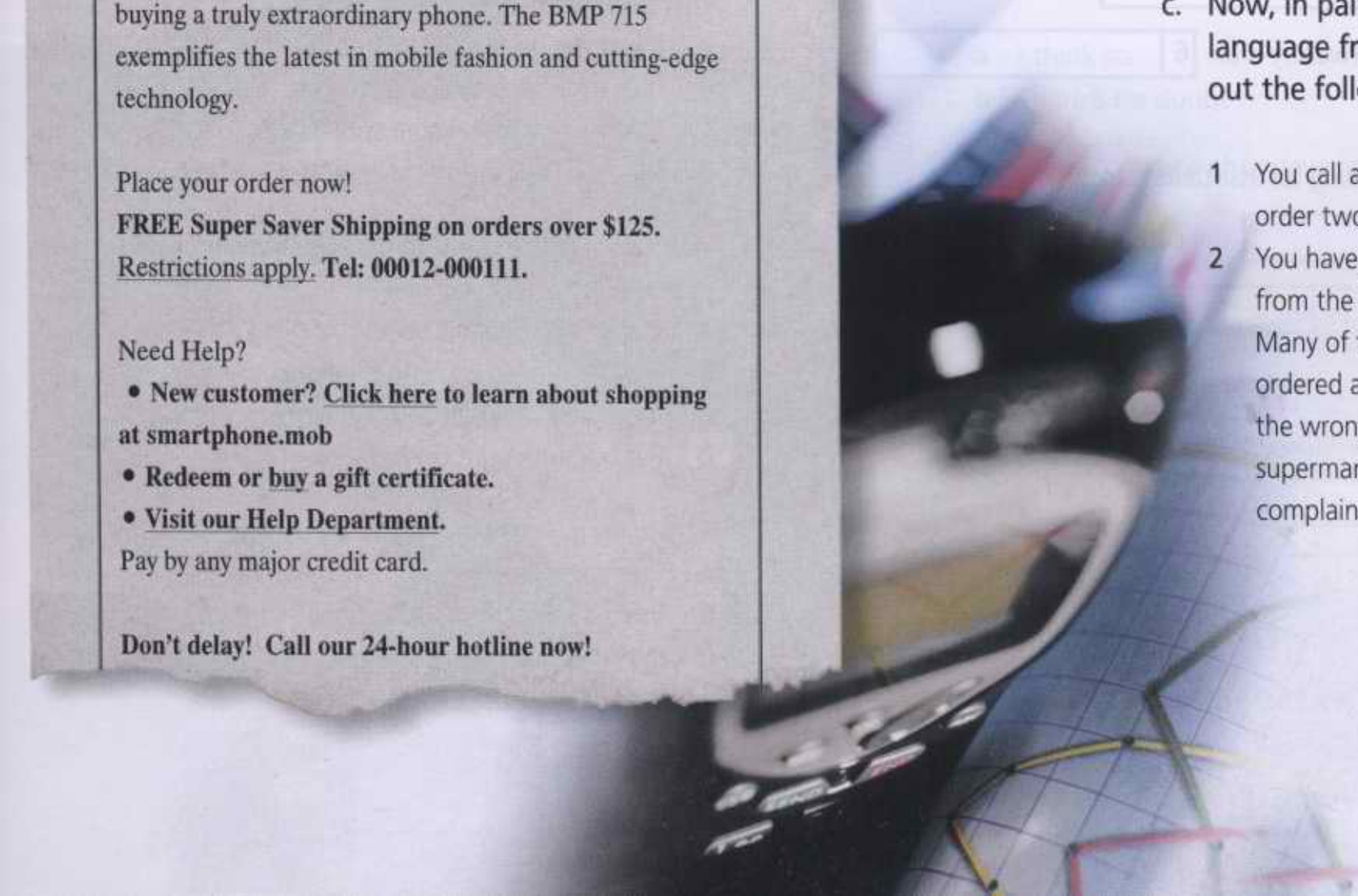
b. You've received your new cellular phone but when it arrived it was damaged. Act out a dialogue between a dissatisfied customer and the customer services representative at the cellular phone company.

Making a complaint	Answering a complaint
• I'd like to make a complaint about ... (product/service). • I'm calling to make an official complaint ... • Could you tell me who is responsible for ., please? • I was rather hoping you could give me a refund/ an exchange.	• I'll look into this matter promptly. • I'll do my best to sort it out for you. • I sincerely apologise for ... • I'm awfully sorry! I'll do my best ... • You can either exchange it or get a refund ...

A: Hello, I'd like to ...
B: What seems to be the problem, Sir?

c. Now, in pairs, using the language from Exs 9a and b, act out the following dialogues.

1 You call a publishing company to order two new bestsellers.
2 You have just received an order from the local supermarket. Many of the items that you ordered are missing and many are the wrong brand. Call the supermarket and make a complaint.



Listening – Part 2

1 a. **You will hear a jeweller talking about the jewellery business. Before listening, discuss in pairs the following.**

- What kind of person would like to work in a jewellery shop?
- What advice do think the manager of a jewellery shop might give his assistants?

b. **Read through the gapped sentences in the task below and guess what sort of information might be required to complete them. Check with your partner.**

c. **Now listen to the recording. As you listen, complete the information for questions 1–9. You will only hear the piece once.**

Geoff started in the jewellery business in

1 [ ] .

Originally he wanted to be a 2 [ ] .

He got his first job because the 3 [ ]

attended the same school that he had.

One of his bosses went 4 [ ] .

In the past trainees spent some time observing before being allowed to 5 [ ] .

According to Geoff, jewellery is an 6 [ ] business.

The most important thing for assistants is to

7 [ ] the customer.

Assistants should not 8 [ ] customers.

In the past jewellery shops gave potential customers a feeling of 9 [ ] .

d. **Do you like jewellery? Do you feel it's worth the money it costs? Tell your partner.**

Listening – Part 3

2 a. **You will hear a radio discussion about men's shopping habits. Before you listen, discuss the following questions.**

1 Is there any difference between men's and women's shopping habits in your country?
2 What items do you think men would be most interested in buying:
• clothing? • fashion accessories? • toiletries?
• electronic items? • gadgets and tools?
• kitchenware?

b. **Now listen to the recording. For questions 1-6, choose the right answer, A,B,C or D.**

1 **What does the term 'hobby shopping' suggest about men who love to shop?**
A They like non-traditional male pursuits.
B They need more hobbies.
C They have nothing better to do at the weekends.
D They only have time to shop at weekends.

2 **Why does Adam think men have changed their shopping habits?**
A Women have forced them to shop for themselves.
B Women have to work on Friday nights.
C Women now have different priorities.
D Women prefer to go out on Friday nights rather than shop.

3 **According to Adam, how have men been affected by the change in women's role in society?**
A They have become interested in female pursuits.
B They have become less masculine.
C They have become more sympathetic towards women.
D They have become more interested in sport.

4 **What does Adam say about men's shopping habits in the past?**
A They rarely shopped alone.
B They rarely tried on clothes before buying.
C They rarely browsed before buying.
D They rarely bought clothes the right size.

5 **According to Adam, how have menswear shops changed?**
A Their sales staff have become more friendly.
B There is a wider range of clothing to choose from.
C They have learnt how to keep customers there as long as possible.
D They have begun to sell other products.

6 Adam concludes that men
- A like shopping as much as women.
- B can no longer afford cars and motorcycles.
- C never grow up.
- D haven't changed very much.

c. **Do you think differences between men and women are innate or a result of social conditioning? Discuss in groups.**

Speaking – Part 3: Discuss, Evaluate & Select

Advertising

Students A & B

3 Look at these pictures showing different ways to advertise products. Talk to each other about the advantages of advertising in these ways. Then decide which you think is the most effective way of persuading consumers.

Useful language: Selecting

- It's hard to choose, but I think ... is probably the most effective ...
- In terms of reaching large numbers, ... might be the most effective, as ...
- Surely ... is the most effective because ...
- They are all effective in different ways, but if we have to choose, I'd say ...
- ... is obviously the most effective , since ...
- There's no doubt that ... is the most effective.

Speaking – Part 4

Students A & B

4 Discuss the following questions.

1 Do you think, on balance, that advertising is a good thing?
2 Do you think advertisements should be subject to stricter control?
3 Have you ever been persuaded to buy anything which you later regretted?
4 What makes a good advert?
5 Do you think that people generally are too materialistic nowadays?

5 Listen to two candidates doing the speaking tasks above and compare their performance to that of your classmates.

Assess your classmates in terms of:

• grammar and vocabulary • discourse management
• pronunciation • interactive communication

Everyday English

• Making predictions

6 In pairs, guess and say what the other speaker says.

a I think so.
b There's no doubt.
c I doubt it.
d It's inevitable.

A: Is Bob coming with us downtown?
B: I think so.

Reading – Part 3

1 a. **You are going to read an article about young people and advertising.**

Before you read, in pairs discuss the following.

- What sort of advertisements interest you? Do you have any favourite ads?
- How do advertisers try to persuade us? Can you think of any adverts which make use of the following techniques:
  • celebrities • catchy slogans • music('jingles')
  • science • repetition • humour • mystery
  • surprise • wit

b. **Look at the title and the introduction to the article. What does the writer suggest about young people and advertising today?**

Read through the whole article quickly to find out what view of young people is presented and how this is affecting advertising.

c. **Now read the article more thoroughly. For questions 1–6, choose the best answer (A, B, C or D).**

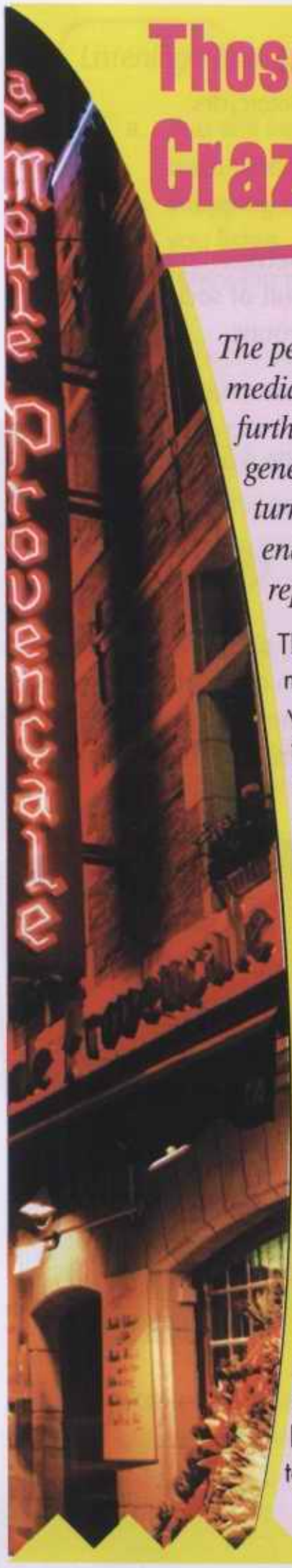
1 **Research shows that, compared with the previous generation, young people today are**
A better informed.
B more worldly-wise.
C less perceptive.
D more sensitive.

2 **Advertisements aimed at the present young generation**
A are technologically sophisticated.
B are making use of old techniques.
C are becoming more subtle.
D are using a variety of new techniques.

3 **Young people seem to believe that costly advertising**
A means the product is probably overpriced.
B makes no difference to the popularity of the product.
C does not inspire consumer confidence.
D is the mark of a good quality product.

4 **According to Stuart Armon, youngsters today pay more attention to an advert**
A if its message is immediately obvious.
B if it gives them something to think about.
C if it has a witty element.
D if it is on their favourite TV channel.

5 **Sid McGrath is concerned that young people these days**
A are given too many choices.
B are encouraged to eat too much.
C do not get enough exercise.
D are not required to think.



Those Crazy Kids

The perception of today's youngsters as media-savvy cynics could hardly be further from the truth. Instead, this generation of keen consumers may turn witty advertising into an endangered species. Julia Day reports.

The youth of today are cynical, media-savvy, seen it all, done it all, wouldn´t-be-seen-dead-in-the-T-shirt types who appreciate only the most achingly trendy adverts, TV shows and magazines, right? Wrong: that was the last generation.

Today´s youngsters don´t 'get' clever ads, are not in the least suspicious of commercials, don´t know the difference between newspapers´ political stances, or TV channels, and they don´t mind admitting it. In short, they are not half as media, marketing and advertising literate as we might have thought, according to new research commissioned by five media groups.

As a result media companies and advertisers are going back to basics to arouse the interest of 15- to 24-year-olds with instant impact

6 **According to McGrath, many advertisements today are adapting to satisfy youngsters' desire to**
A forget their problems.
B understand their problems.
C see the funny side of their problems.
D find solutions to their problems.

Vocabulary Practice

2 **Match the highlighted words in the article with their synonyms below.**

• change • series • attitudes • satisfaction
• work out • noticeable • represented • stimulate

messages, plain product pictures, bigger posters, annoying jingles, celebrity endorsements and repetitive ads. Today´s youth are a far cry from today´s thirtysomethings who grew up as commercially-naive kids.

Now a lifetime of MTV, the internet, dawn-till-dusk advertising and PlayStation gaming has created a generation so used to being bombarded with fast-turnover information, they filter it instantly without paying much attention to its meaning. "This is a generation of thoroughbred consumers," according to Stuart Armon, managing director of company that conducted research into the habits of the nation's youth. "Previous generations were suspicious of advertising, they might have liked ads, but they wouldn´t necessarily buy the product. But this generation has been consuming since they were born. They don´t see any reason to be suspicious," says Armon.

One young panellist in the focus group research embodied this attitude: "If the advert is good, you think their product will be good because the more they can spend on advertising, the more money they are obviously getting for their product." Armon says the trend has become more pronounced over the seven years that the continuous tracking study has been running, but has reached a peak in the latest round of interviews with 600 youngsters.

"Advertising is accepted and expected. Young people don´t see anything wrong in being sold to and think that if a product is in a TV ad, it must be good. It´s a myth that they are interested in clever ads – they are not willing to decipher complicated messages, they want simple ones. They are looking for an instant message. If it´s not there, they don´t take any notice. And they literally, and naively, believe celebrities in ads really use the products they are advertising," says Armon. A girl panellist from Birmingham commented: "In some of the Nike ads they´ve got all these well-known footballers. You think, ´Oh my God, they´ve got everybody famous there.´ You think it must be good if they want it."

The youngsters only read newspapers for the celebrity gossip and sport, rather than news, and couldn´t distinguish between papers´ political stances. They also failed to distinguish between TV channels – they access TV through programmes, not channels, for example watching Sky because *The Simpsons* is on, not because it´s Sky.

The results of the research deeply worry Sid McGrath, planner at an ad agency, but they do not surprise him. "My worry is that the youth of today are not being called upon to flex their intellectual muscles enough," he says. "There is instant gratification everywhere - in food it´s Pot Noodles or vending machines, even their pop icons are one-dimensional figures delivered on a plate. Young people are living vicariously through other people´s lives and are not asking for much at the moment. A lot of stimulation is 'lean back´ – it doesn´t require as much involvement as it used to."

He says advertising is changing as a result: "Lots of the most popular ads at the moment are happy, clappy, fun. Easy to digest. They´ve got no time or inclination to decode ads." One reason behind the shift, McGrath believes, is that young people want relief from the traumas of real life: "Advertising is becoming the opium of the masses rather than the educator."

Text Analysis

3 What does the writer mean by the following?

- media, marketing and advertising literate (ll. 15-16)
- celebrity endorsements (l. 25)
- bombarded with fast-turnover information (ll. 31-32)
- thoroughbred consumers (l. 34)
- one-dimensional figures delivered on a plate (l. 77)
- living vicariously (l. 78)

Discussion

4 Discuss these questions in groups.

1 Do you agree with the writer's views on today's youth?
2 How do you think advertising will develop in the future?.

5 In pairs, decide on a product to advertise. Prepare two ads for it; one for the radio and another for the press.

Articles and Punctuation

Grammar Reference

1 Put ***a***, ***an*** or ***the*** where necessary.

1 We managed to raise quite *a* large sum of — money for *the* building of the new shelter.
2 Let's go for ..... lunch at ..... 'Pascal's' and then take ..... walk along ..... river.
3 ..... Ben Nevis is ..... highest mountain in ..... Britain.
4 When he got home from ..... concert, he went to ..... bed with ..... headache from all ..... loud music.
5 We went to ..... Barbican Theatre in ..... London to see ..... new play by Tom Stoppard.
6 Alice has joined ..... Animal Welfare group that takes care of ..... stray or abandoned cats in ..... Athens.
7 I missed ..... bus and had to take ..... taxi to ..... work.
8 It says in ..... paper that ..... government is bringing in ..... new bill that cracks down on ..... juvenile crime.
9 He said that nothing would stand in ..... way of his becoming ..... general manager of ..... company.
10 I've been reading ..... book that throws ..... interesting new light on ..... Darwin's theory of evolution.
11 Let's not go out after ..... supper; just watch ..... television and get ..... early night.
12 She asked ..... man waiting at ..... bus-stop where ..... Big Ben was.
13 For ..... people in some developing countries ..... life is still ..... struggle.
14 I can't remember ..... name of ..... hotel, but it's ..... small building off ..... main road.
15 I woke up ..... hour late, missed ..... breakfast and ran all ..... way to ..... office.

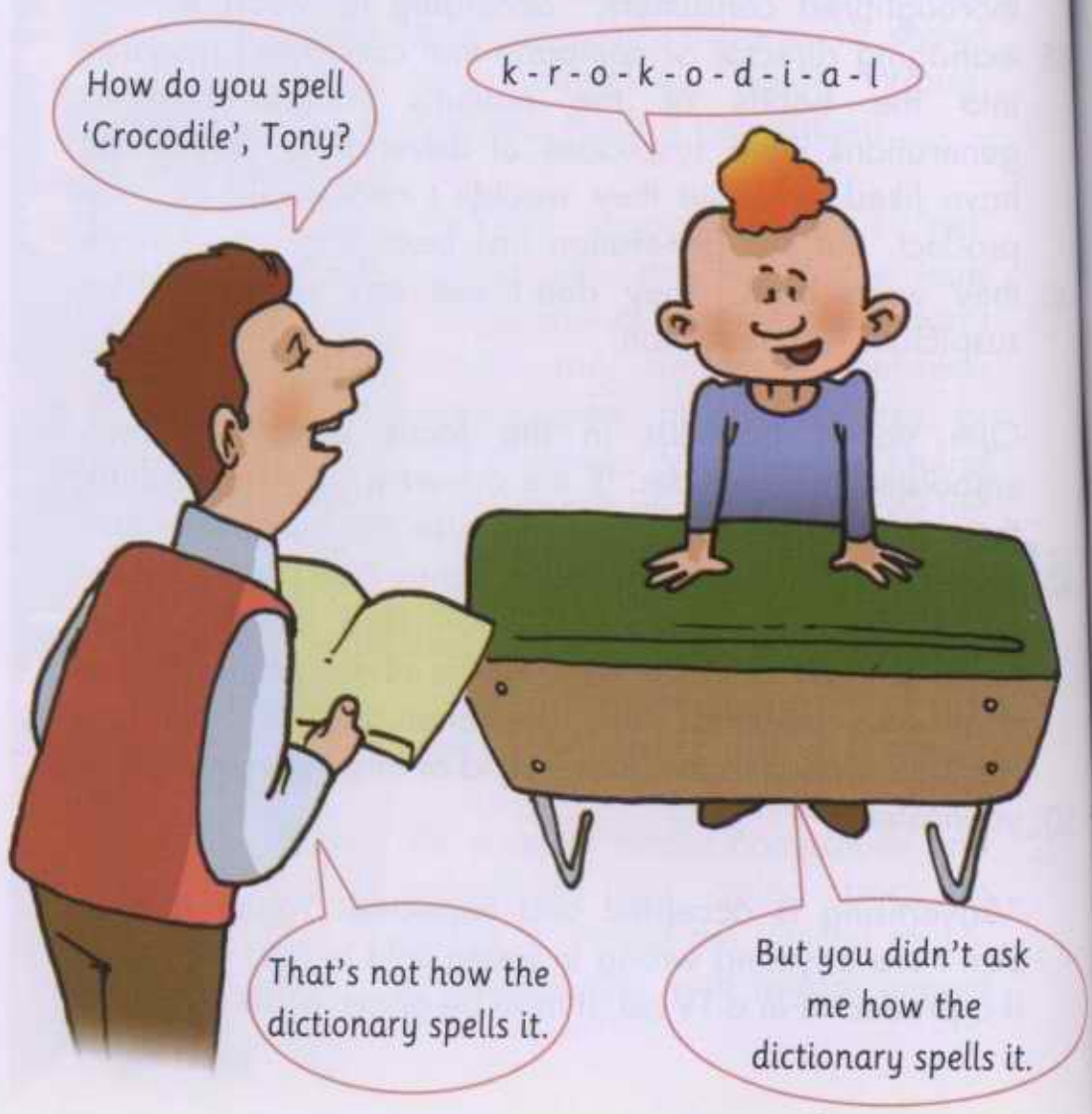
Coherence

3 Match A to B to form sentences.

A	B
1 Advertising is defined as the action of attracting the public's attention	a to refund the money.
2 Over the years, sophisticated methods have developed	b to have dropped by another 10%.
3 When they arrived at the airport they were forced	c to clothes and shoes.
4 The travel agent has apologised and promised	d to a shop or business.
5 Problems with online flight bookings have contributed	e to owe more than £10,000.
6 By the end of the summer sales are expected	f to the rise in the number of consumer complaints.
7 Inflation is running at about 5%, according	g to drive to the shop, load up and come home.
8 Everything is reduced, from household goods	h to attract consumers' attention.
9 Shopping online took longer than it would have	i to the most recent consumer survey.
10 It's not unusual for college leavers	j to pay £40 for excess baggage.

2 Rewrite the following items using capital letters where necessary and correct punctuation.

1 next saturday Im going to portsmouth to see my aunt florence
Next Saturday I'm going to Portsmouth to see my Aunt Florence.
2 Im afraid Im in no position to help you said trevor
3 weve a saying in my part of the country where theres muck theres brass
4 A: do you think hell come
B: I think its highly unlikely peter
5 Ive just finished reading tolstoys anna karenina its probably the best book ive ever read
6 theres nothing he said that I wouldnt do for you
7 michael who I used to work for is my cousins husband
8 I strongly advise you mr smith to go on a diet said the doctor
9 When you are introduced to someone if you are sitting you should stand up and shake hands.
10 all things considered I think you should take the opportunity otherwise youll regret it



English in Use – Part 6

4 For questions 1 to 6, read the following text and choose from the list (A-J) given below the best of the phrases to fill each gap. There are three phrases which do not fit in any gap. There is an example (0).

Gazumping: What options do you have?

If a seller accepts an offer to buy their house, but then scraps the agreement **0)** ...*J*... , the first buyer has been gazumped. The practice is understandably frowned on, but is not illegal in England and Wales. The first buyer is simply left in the lurch **1)** ..... .The problem for buyers is that once an offer has been accepted, they start incurring costs, like lawyers' bills, surveyors' charges **2)** ..... Until contracts have been exchanged the sale agreement is not legally binding **3)** ..... .

Unlike Scotland, where a sale is considered legally binding from the moment an offer is accepted, gazumping is widespread in England and Wales, **4)** ..... , including making sellers pay for structural surveys and legal expenses. Until things change, you can help to ward off gazumpers by pushing the sale through quickly **5)** ..... . Insist the house is taken off the market once your offer has been accepted **6)** ..... . To be extra safe you can take out insurance cover as protection or spend a bit extra on legal fees to get an exclusivity agreement drawn up with the seller.

A and so on, without any legal guarantee of ownership
B and the government is looking at measures to curb the practice
C and is unlikely to make a profit
D and the buyer is protected by the law
E and either has to offer a higher price or face losing the house
F and check that the board outside the house has a 'sold' sign on it
G and cost more money than originally agreed
H and staying in regular contact with the seller's agent
I and estate agents are obliged to tell the seller about any higher offers on the property
J and accepts a higher offer from a second buyer

Dependent Prepositions

5 a. Fill the gaps with the correct preposition.

1 to pay attention ..... sth
2 to take notice ..... sth
3 to put sth ..... perspective
4 to distinguish ..... two things
5 to give priority ..... sth
6 to take advantage ..... sb
7 to be dissatisfied ..... sb
8 to invest money ..... sth
9 to threaten sb ..... sth
10 to consult sb ..... sth

b. Use the phrases in Ex. 5a in your own sentences.

Error Correction

6 Seven out of the ten sentences below contain an unnecessary word. Find the unnecessary words and write them in the spaces provided. Put a tick (✓) next to the correct sentences.

1 They made very little of effort to rectify the situation. .....
2 Having had known Cassie for some years, he didn't believe the story. .....
3 They wanted to know whether the concert would start on time. .....
4 He asked her if there was and enough butter to make the cake. .....
5 It is said that he left from the company in disgrace. .....
6 According to research, we're all borrowing more than ever before. .....
7 With online shopping, you can just easily put in an order from work. .....
8 The advertisement was not only generally unpopular but also completely ineffective. .....
9 He has been given little thought to what career he wants to pursue. .....
10 On the way to my work I witnessed a car accident. .....

English in Use – Part 6

4 For questions 1 to 6, read the following text and choose from the list (A-J) given below the best of the phrases to fill each gap. There are three phrases which do not fit in any gap. There is an example (0).

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Dependent Prepositions

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2 to take notice ..... sth
3 to put sth ..... perspective
4 to distinguish ..... two things
5 to give priority ..... sth
6 to take advantage ..... sb
7 to be dissatisfied ..... sb
8 to invest money ..... sth
9 to threaten sb ..... sth
10 to consult sb ..... sth

b. Use the phrases in Ex. 5a in your own sentences.

Error Correction

6 Seven out of the ten sentences below contain an unnecessary word. Find the unnecessary words and write them in the spaces provided. Put a tick (✓) next to the correct sentences.

1 They made very little of effort to rectify the situation. .....
2 Having had known Cassie for some years, he didn't believe the story. .....
3 They wanted to know whether the concert would start on time. .....
4 He asked her if there was and enough butter to make the cake. .....
5 It is said that he left from the company in disgrace. .....
6 According to research, we're all borrowing more than ever before. .....
7 With online shopping, you can just easily put in an order from work. .....
8 The advertisement was not only generally unpopular but also completely ineffective. .....
9 He has been given little thought to what career he wants to pursue. .....
10 On the way to my work I witnessed a car accident. .....

English in Use – Part 3

Task Type 1

7 In most of the lines in the following text there is an unnecessary word. For questions 1-16, find the unnecessary words and write them on the lines provided. If you think a line contains no unnecessary words, put a tick (✓) next to it. There are two examples (0).

Women in Debt

Figures released by a debt management company show out a huge 209 per cent increase last year in the number of women aged 18 to 30 who have been approached the firm to help cope with their spiralling debts. Company officials put on a lot of the blame for the rise squarely at the door of the Internet, which allows shoppers to buy at their will without even having to leave the comfort of their armchairs. 'The Internet has so become a shopping mall in your living room. You can even apply for a credit card online, already get all the details you need within about 10 minutes and use them up to start shopping straight away,' said Chris De Souza, head of creditor strategy at the firm. One young woman, Rachel, 19, who recently came to the firm after running up debts of £30,000 in just a single year. She had hardly applied for several credit cards after her 18th birthday, and then used to the Internet to help her go on a year-long spending binge. Young women are particularly hard at risk because of the aggressive marketing of many firms on the net, which target the health, beauty and fashion products at that age group.

0	*out*
00	✓
1	.....
2	.....
3	.....
4	.....
5	.....
6	.....
7	.....
8	.....
9	.....
10	.....
11	.....
12	.....
13	.....
14	.....
15	.....
16	.....

English in Use – Part 3

Task Type 2

8 In most lines of the following text there is one spelling or punctuation mistake. Find the mistakes and correct them. Write the correct word(s) in the space provided. If a line contains no mistakes, put a tick (✓) in the space next to it. There are three examples (0).

The Myth of Secure E-Shopping

Several years into the e-commerce revolution, their are still worrying security problems. Though it is true, that most transactions go through without a hitch, consumers should be cautious when doing business online. When Ryan Bromleys monthly credit card statement arrived with more than £2,000 in unauthorised charges, the 30 year-old public relations executive from Manchester thought he new just who to blame. An avid online shopper Ryan suspects that his credit card information leeked from a transaction with a small garden furniture site he visited while looking for a hammock. Ryan's credit card company covered the bogus charges, but he drew an understandable conclusion. From now on I'll stick with established e-commerce sites that have the resourses to invest in security technology," he says. Unfortunately, the morrâl of the story may not be so clear. It's tempting to beleive that the biggest, best-established Web merchants have security all figured out. However, judging from frequent report's of major sites being hacked and customer information compromised, that's not the case. Virtualy every medium-size to large e-commerce site has been affected by fraud of some sort.

0	*there*
00	*true that*
000	✓
1	.....
2	.....
3	.....
4	.....
5	.....
6	.....
7	.....
8	.....
9	.....
10	.....
11	.....
12	.....
13	.....
14	.....
15	.....
16	.....

9 Complete the following sentences using words formed from the words in bold.

1 **add**
- The use of *additives* is essential in order to keep some packaged foods fresh.
- Although we already have many good lawyers, Smith will be a welcome ..... to the team.

2 **apply**
- His ..... for the post of market research assistant was successful.
- It seems to me that these considerations are not ..... in this case.

3 **appear**
- There has been an ..... rise in fast food consumption.
- All the money I had seems to have ..... ; what can I have spent it on?

4 **perceive**
- His teaching completely altered Jane's ..... of how life should be lived.
- He's very ..... and quickly understands people's hidden motives.

5 **comfort**
- It is a ..... thought that theatre audiences are on the rise despite the recession.
- He made an excuse later, saying his poor performance was down to his very tight costume causing him ..... .

6 **certain**
- There are few established ..... about the future of the economy.
- I was ..... as to whether or not it was worth paying so much for a hat.

7 **author**
- The manager might ..... the purchase of the new alarm system, even though he knows it will stretch the gallery's budget.
- Staff are reminded that ..... access to the generator room is strictly prohibited.

English in Use – Part 4

10 Read the two texts that follow. Use the words in the boxes below each text to form words that fit in the same numbered spaces in the text. There is an example (0).

Shop till you Drop!

Retail therapy has become one of Britain's most pleasurable leisure **0)** ***pursuits***. But the percentage of the population suffering from the serious medical condition of shopping **1)** ..... is reaching crisis point.

Experts believe 10 per cent of the population, and possibly 20 per cent of women, are manic, **2)** ..... shoppers. Most shopaholics are seriously in debt, and the condition has led to **3)** ..... , family break-ups, and in some cases to **4)** ..... and even suicide.

More **5)** ..... known as omniomania, the condition has been recognised by **6)** ..... since the early 1900s but only now is it reaching epidemic proportions. A European Union report recently revealed that up to half of 14- to 18-year-old girls in Scotland, Italy and Spain could be classified as shopaholics, but the stigma of being a shopaholic may be masking an even higher number of **7)** ..... .

0	PURSUE	3	DEPRESS	6	PSYCHIATRY
1	ADDICT	4	HOME	7	SUFFER
2	COMPEL	5	SCIENCE		

Customer Complaints

Complaining about shoddy goods, high prices and poor services can be a daunting prospect, especially if you have little **8)** ..... of the law. With standard consumer complaints, like being **9)** ..... for goods, contact the customer services department of the organisation, where there may be a set complaints **10)** ..... in place. If you have a complaint linked to a local retailer and you think their products are **11)** ..... or their selling methods dubious, contact your local trading standards office. Before phoning or writing, it is **12)** ..... to get the facts totally clear in your own mind as to why you are **13)** ..... and what you want to happen to put matters right. Will you accept **14)** ..... goods or do you only want a full cash **15)** ..... ? It's often better to go for money first.

8	KNOW	11	FAULT	14	REPLACE
9	CHARGE	12	ADVICE	15	FUND
10	PROCEED	13	SATISFACTION		

Writing: Review of Basic Writing Tasks

Letters

1 a. Read the rubric and the reading input below and underline the key words/phrases.

You recently read the following newspaper article about your country as part of a cultural studies class. Your teacher has asked you, as class representative, to collect comments about the content of the article and to write to the editor of the newspaper expressing your views.

Read the note from your teacher, the original article and the comments from your classmates. Then use this information to write your letter to the editor.

Clearly, the article generated a lot of controversy in the lesson. Could you gather together the views of the class and then use them as a basis for a letter to the editor of The Globe?

Tell the editor that we disagree with most of what the reporter said, and include one or two examples from our country. Don't be too critical – point out that we frequently use their articles as a basis for discussion, etc.

I am afraid this is a country whose culture seems to be dying rather quickly. There are no artists, writers or musicians who are producing anything that will help to keep the culture alive. Even the language is under threat – with fewer people than ever before able to speak it properly.

I think a lot of this is the result of people listening to music from other countries, and television certainly has a big influence. But the real problem lies with the people themselves; they just don't care about their own country.

There are lots of musicians producing traditional music – and they're very popular.
If the reporter had gone to the art galleries, it would have been a different story.
He obviously hasn't read any of our famous writers.

e.g.???

Just because we like foreign music and television doesn't mean we don't care about our country.

Good point

I don't think the reporter knows anything about our country! How dare he suggest these things! What does he mean, we can't speak properly?

Keep it polite!

b. Imagine the article had been written about your country. Discuss your reactions with a partner and say what you would put in a letter to the editor.

2 Read the model below, paying careful attention to the underlined sections. Then, rewrite these sections using information from your own country.

Dear Sir / Madam,

I am writing on behalf of my cultural studies class to express our disagreement with a number of points which appeared in your article on English culture in the June 23rd edition of your newspaper.

To begin with, we feel that it is totally inaccurate to say that nobody in this country is producing any significant artistic, literary or musical contribution to our culture. On the contrary, there are many talented young people working in the arts who have achieved both national and international recognition. These include artists such as Tracy Emin and Tacita Dean, as well as writers like Zadie Smith.

Secondly, as far as the English language is concerned, we are convinced that your reporter has been misinformed. The number of people speaking the language is actually rising rather than falling. In addition, we fail to understand the reference to speaking the language 'properly'.

Finally, there is no doubt that we are influenced by imported music and television. However, it would be wrong to say that we suffer from an indifference towards our own culture and background. In fact, I would go as far as to say that we are extremely proud to be English.

In closing, I would like to point out that we often use your newspaper's articles in our discussions, as we generally find them to be interesting and thought provoking. We would be happy to supply you with information for any further features that you may do on our country.

Yours faithfully,

Jane Rawlings

Jane Rawlings

3 Now answer the questions.

1 Have all the points in the rubric been included?
2 List Jane's points. What examples/justifications does she give to support them?
3 How does the writer sound *(e.g. polite/impolite)?* Give reasons.
4 What style has Jane used? Give examples.
5 What information is included in each paragraph?
6 In pairs, suggest another beginning/ending.

4 a. **Read the rubric below and tick the appropriate boxes.**

The college where you study has decided to run a new course in business studies. You have been asked, as class representative, to write to the director of the college with your suggestions for what to include. Read the list of proposed subjects from the college authorities, together with your notes, and the comments from your classmates. Then use this information to write your **letter**.

Tulkington College

Printed below is a list of subjects we intend to include in the new Business Studies course to begin in the Autumn Term 2004. We would welcome your views on the proposed syllabus, together with any further suggestions you may have, by June 21.

- History of Fashion (20% interested)
- Understanding Retail Management (0%) – recommend they don't run this one
- Banks and Banking (10%) – only if ...
- The Internet and Selling (30%) – other Internet stuff??
- Advertising Studies (90%)

Anything else?

The options look good. Not so sure about retail management, though.

I like the sound of the advertising course. Do we get to watch TV ads as well?

Banks and Banking could be interesting but it should be relevant to our lives

The Internet course would be good if we could learn about more than just sales.

How about contemporary fashion? Everyone would go to that!

Why don't they include something about basic economic theory?

1 You should write:
a formal letter ☐
an informal letter ☐

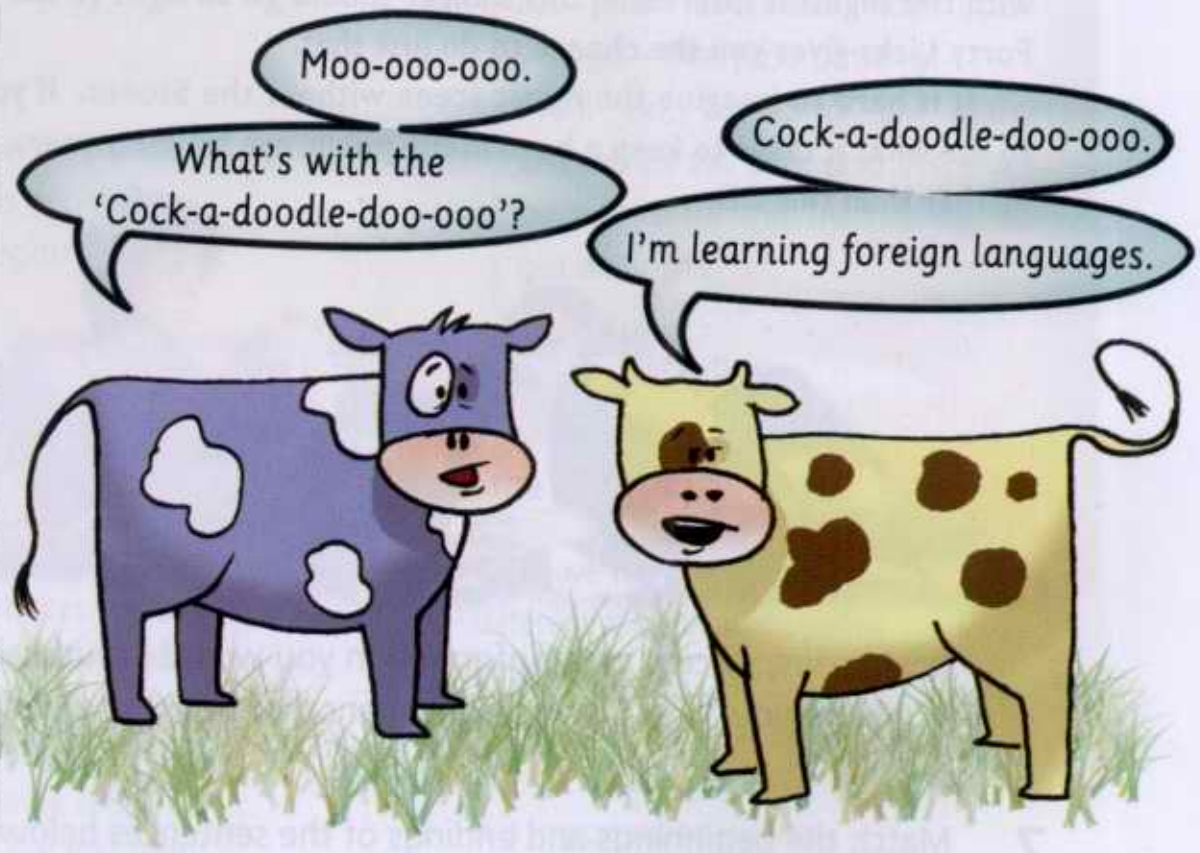
2 It is going to be read by:
someone you know well ☐
someone you don't know well ☐

3 Your reason(s) for writing is/are to:
make an application ☐
offer an opinion ☐
make suggestions ☐
criticise ☐

4 It would be wise to:
express general support for ☐
disagree entirely with all of ☐
the proposed subjects in the reading input.

5 You must include:
all of the statistics given in the notes ☐
some of your classmates' comments, quoted word ☐
for word ☐
your views on the proposed subjects ☐
a carefully-worded suggestion that Retail Management should not be studied ☐

b. **Now write your letter in 250 words.**



Reviews

5 **Read the rubric below and underline the key words and phrases. Then answer the questions that follow.**

You subscribe to a music magazine which regularly features reviews from its readers. Write a review of a CD that you own, pointing out what it is that you like about it and saying why you think other readers of the magazine should buy it.

1 Which features make a CD worth recommending?
2 How formal does your writing need to be? Why?

6 a. Read the model below and say what information is contained in each paragraph.

THE ROLLING STONES: FORTY LICKS

This double CD, by possibly the world's best-known rock band, spans forty years of hits. There can't be many CDs which do such a good job of documenting a band's career. And there is no band like the Rolling Stones.

The tracks themselves never disappoint, as there truly is something for everyone, from their blues-influenced rock classics to the slower, more meditative material that came later. Nobody listening to this collection could fail to be moved by the raw emotion of 'Angie'; and I would challenge anyone to listen to 'Brown Sugar' without moving at least some part of their body. For me, these are the highlights of Disc Two, but there is much more besides, including four previously unreleased tracks. As for Disc One, there is not a single weak track – each one is a classic.

This CD deserves a place in your collection for the simple reason that it follows the development of modern music almost from its very beginning in the early 1960s. If you're a fan, you'll be able to hear your old favourites sounding as good as the day they were released. Even if your taste in music is much more contemporary, it is worth investigating this most influential of bands. They are a major part of rock history and anyone with the slightest interest in this subject should go straight to the source. Forty Licks gives you the chance to do just that.

It is hard to imagine the music scene without the Stones. If you want to see what it takes to keep a band in the public eye for forty years, look no further than this CD.

b. In pairs, discuss what information you would include about a CD of your own. Then, suggest another beginning/ending.

7 **Match the beginnings and endings of the sentences below, as in the example. Then say what is being reviewed in each case.**

1	*b*	So much attention has been paid to the lighting and décor that
2		The splendour of the medieval manor house provides
3		The perfect blend of fact and fantasy means that this tale
4		It is the vivid colours and exaggerated brush-strokes that
5		Nevertheless, it is his earlier novels that have received
6		The pounding drums and the upbeat piano in the opening bars
7		As the camera zooms in from above

a make this work stand out as a masterful landscape.
b you feel as though you have been transported into another world, even before the menu arrives. (Review of a restaurant)
c force the listener to sit up and pay attention.
d the first few chords begin to fade in.
e the perfect backdrop for the these amazing pieces.
f is as appealing for adults as it is for children.
g the most critical acclaim.

8 a. Read the rubric below, underline the key words and phrases, and tick the appropriate boxes.

A leading consumer magazine is planning to run a feature entitled *'The Best of the Year'*. Readers have been asked to send in their reviews of one of the following:

- a TV commercial
- a poster campaign
- a product they have bought
- a restaurant

Write your review of one of these things, saying why you think it deserves the title *'The Best of the Year'*.

1 You have to write about something:
that you have personal experience of ☐
that you have heard about ☐
that has won an award or prize ☐
from each of the categories mentioned ☐

2 You could write about::
a humorous ad on TV ☐
advertisements in a newspaper ☐
an electrical appliance ☐
a restaurant you have read about ☐

3 It is important to include:
the views of critics ☐
reasons why you think it is the 'best' ☐
negative points ☐

4 Your writing should be:
formal because reviews are always formal ☐
informal because magazines are always informal ☐
dependent on the expected readership of the review ☐

b. Now write your review in about 250 words.

Articles

9 Read the rubric below and say whether the statements that follow are ***true (T)*** or ***false (F)***, as in the examples.

An English language magazine has a section entitled *'What's On Live!'* in which they feature performances that are held in your country. Readers have been asked to write an article for this column, pointing out how attending live performances differs from, say, reading a play or listening to a CD.

Write your **article**.

1 You have to write a full review of an event you have attended. *F*
2 You should include your own opinions about live performances. *T*
3 You must include the negative aspects of attending live events. .....
4 Your could argue that there is no difference between live performances and listening to a CD. .....
5 You should include a paragraph about high ticket prices in your country. .....
6 The focus of your writing should be on how attending a live performance is a unique experience. .....

10 a. Read the model. Have all points in the rubric been included? What techniques has the writer used to start/end his article? How effective are they? In pairs, suggest another beginning.

Live the Experience!

You may not be very interested in the arts. You might not think that live performances are worth all the queuing and the high ticket prices. Nevertheless, everyone, to my mind, should experience a live event at least once.

To start with the theatre (and I would like to include the opera and ballet here as well), nothing, in my opinion, compares with experiencing these art forms first-hand. If you read a play you might be able to study the text more closely, but you will miss all the other components that make the theatre such a truly wonderful experience. From your seat in the audience, you can appreciate the movements, the costumes, the lighting effects and the set design – none of which come across when reading. Similarly, listening to an opera on CD or watching a ballet on television only gives you a fraction of the experience.

As far as other music is concerned, I would strongly recommend live performances. Of course, you can always listen to your favourite bands on CD, but if you get the chance, see them live. You can't beat the feeling of being in the crowd, singing along to your favourite songs. There's a sense of belonging, especially in a large crowd, and the atmosphere is far better than anything you can recreate at home.

So the next time you see that there's something on near you, take the opportunity to go and see for yourself. But be warned; it might just become a habit!

b. List the writer's points. How does he justify each? What linkers has he used? What style?

c. Read the rubric below, underline the key words and phrases, and, tick the appropriate boxes.

You see the following announcement in a magazine for students of English.

Everyone loves to shop!

We are looking for contributions to next month's issue. We all have different shopping habits and we want you to tell our readers about yours! All you need to do is to write about 250 words telling us about the shops in your area – what is available, how far you have to travel, which are your favourites, how often you go – that type of thing.
We'll be including as many articles as we can, and there will be prizes for the best ones. So get writing!

Write your **article**.

Tick the appropriate boxes

1 You have to write about:
different aspects of shopping in your area ☐
the last time you went shopping ☐

2 It is important to include:
references to different kinds of shops ☐
comparisons with another area ☐
the negative aspects of shopping in your area ☐

3 Your writing should be:
formal because you will use some discursive writing ☐
less formal because of the way the announcement is worded ☐

4 A suitable title for your article would be:
What Makes My Area Unique ☐
Our Favourite Shop ☐
Shop till you Drop! ☐

d. Now write your article in about 250 words.

Reports and Proposals

11 Read the rubric below and answer the questions that follow.

You are the Local Secretary of an Arts and Culture Society. The General Secretary is planning to apply to the government for funds and has asked you to write a report on the facilities available in your area and to say what you think is lacking. Your report should include the following points:

- what theatre / opera facilities exist in your area
- where musical performances take place
- how easy/difficult it is to see exhibitions

1 Who is the target reader?
2 How many sections will you include?
3 What headings could you use in your report?
4 What information will you include under each section?

12 a. Read the model and answer the questions (1-3).

1 Is the report well-structured?
2 What language does the writer use to make her suggestions; express cause and effect? In pairs, replace these phrases with other synonymous ones.
3 Which of the following characterise the report? Tick(✓).

- ☐ use of the passive
- ☐ short sentences
- ☐ one-sentence paragraphs
- ☐ variety of linking words
- ☐ formal style
- ☐ short forms and everyday English
- ☐ simple language patterns
- ☐ well developed paragraphs

b. In pairs, write an alternative conclusion to the report.

To: Malcolm Cummings, General Secretary – Arts and Culture Society
From: Ann McManus, Local Secretary – Arts and Culture Society
Subject: Local facilities
Date: 18th June 20...

Introduction
The purpose of this report is to assess the arts and culture facilities in the area and suggest how these facilities could be improved.

Theatre/Opera facilities
The main square serves as a venue for outdoor performances of the local amateur dramatics society and the town hall is used for this purpose in winter. The town hall also makes its facilities available to travelling theatre groups and guest performers. There are no opera facilities, although there are several large towns in the vicinity all with theatres showing a variety of productions.

Venues for musical performances
Traditional folk music is regularly performed during festivals held in the main square in summer. The local school has a brass band and orchestra that put on concerts in the school hall and accompany local celebrations. The nearby towns of Flaxton and Highbridge offer a variety of halls and other venues which feature live performances by well-known entertainers.

Exhibitions
The town hall reception area serves as a cultural centre, displaying items of local interest, and the foyer of the Grand Hotel is used as an art gallery displaying the work of local artists. Drayton boasts a natural history museum and Leighton is home to a small folklore museum. However, both of these towns are nearly an hour away by car and there is limited public transport.

Conclusion
It is strongly felt by members of the society that the area would benefit from an indoor, purpose-built arts centre equipped to show live performances and to serve as a focal point for local arts and culture. If we had such a centre, it would remove the need to travel in order to attend major cultural events. This would be a major boost for the community and would encourage visitors from the surrounding areas.

13 a. Read the rubric below and underline the key words and phrases. Then tick the appropriate boxes.

A new shopping centre is going to be built near your home town. Before it is built, the architect responsible for designing the centre would like to know how local residents feel it should be used. As secretary of your residents' committee, you have been asked to write a proposal, suggesting the kinds of shops, etc, that could be located there. Your proposal should mention how the centre could:

- satisfy the needs of the local community
- attract as many visitors as possible

Write your **proposal** for the architect.

1 You have to write about:
the reasons the centre should be built ☐
what you think the centre should contain ☐
your objections to the centre ☐

2 The main difference between a proposal and a report is that:
proposals are more formal ☐
proposals focus more on the future ☐
proposals always mention the present situation ☐

3 The language you use should be:
formal ☐ semi-informal ☐ informal ☐

4 Proposals tend to contain:
conditional and hypothetical constructions ☐
rhetorical questions ☐
colloquial language ☐

5 The layout should be:
a continuous text with connected paragraphs ☐
separate sections with headings ☐

b. Now write your proposal in about 250 words.

Book Entries

14 Read the rubric below and answer the questions that follow.

You see the following in an international magazine.

> **A Cultural Invasion?**
>
> *We are in the process of planning a book on the main cultural influences of the English-speaking world and we need to know the situation in your country. Let us know your opinion on how important outside influences are where you live. For example, do people listen to mainly foreign or local music? What about films and the theatre – do people watch foreign productions or is there a thriving local industry? You could also mention literature – for instance, how much of it is read in translation?*
>
> *The best contributions will be included in the book.*

Write your **contribution for the book.**

1 What type of writing is this?
2 What information do you need to include?
3 Do you have to compare your culture with English culture?
4 Should you write mainly about your own country?
5 How formal does your writing need to be?
6 Which tenses will you mainly use?
7 How could you support your opinions? Suggest appropriate phrases.
8 In which paragraph will you state your opinion?

15 a. **Read the model and fill in the gaps with the words given.**

• where • which • while
• although • merely
• however • despite

In these days of rapid European expansion, my country is subjected more than ever to the influences of the English-speaking world.

Most television channels broadcast American TV series and Hollywood movies, **1)** ..... one or two more educational channels occasionally show English series and documentaries. In most cases they are subtitled rather than dubbed. The same situation applies in the cinema and **2)** .... we do have a fairly buoyant film industry of our own, Hollywood blockbusters draw far bigger audiences than Spanish productions.

The same cannot be said, **3)** .... , for our taste in music. We have a very successful pop industry and pop stars compete with international stars for a place in the charts, **4)** ..... makes for a very healthy mix. The influx of foreign artists has had little effect on the influence of traditional music, which is kept alive partly by the tourism industry, and partly by the older generations and our deep need to preserve our culture in the face of European expansion.

Mainstream theatres continue to stage plays in Spanish. Nevertheless, there is a demand for foreign productions, which are becoming more popular with young people. There are a number of fringe theatres which stage plays in English, but these are only to be found in university towns **5)** .... you would expect to find a more cosmopolitan culture.

6) ..... the dominance of the English-speaking world in most forms of entertainment, I see no reason to fear for the future of our culture. English is **7)** ..... a lingua franca which allows all the nations of the world to communicate with one another. I think it would be an over-reaction to talk about it in terms of an invasion.

b. Fill in the plan below with information from the model.

plan

Introduction	*briefly stated purpose*
Paragraph 2	.....
Paragraph 3	.....
Paragraph 4	.....
Conclusion	.....

c. In pairs, suggest another beginning/ending.

16 a. Read the rubric below, underline the key words and phrases, and tick the appropriate boxes.

A British publisher is planning a book aimed at teenagers entitled *'Spend! Spend! Spend!'* and wants to include your country. You have been asked to write an entry for the book, in which you describe what young people in your country spend their money on. The areas the book plans to cover include:

• going out • fashion • money management
• debt • finding bargains • daily expenses

You should write about two or three of these areas, using examples where possible.

Write your **entry for the book**.

1 This book entry should:
focus on young people in your country ☐
say how you spend your free time ☐
list as many points as possible ☐

2 In general, book entries:
are written using formal language ☐
should contain idiomatic language ☐
are written to match the style of the book ☐

3 Entries for books are closest in style to:
articles ☐ letters ☐ reviews ☐

4 The style should be:
formal ☐ informal ☐

b. Now write your entry for the book.

Competition Entries

17 Read the rubric below and answer the questions that follow.

You have seen the following in an international magazine.

COMPETITION

Win a £50 book token!

Languages are dying out all over the world for a number of reasons. How safe is yours? Write and tell us about the state of your language. Is it under threat? What from? And what is being done (or should be done) to help preserve it?

Write your **competition entry**.

1 Do you have to argue that your language is dying out?
2 Do you consider your language to be safe or under threat?
3 What kinds of things can help to preserve a language?

18 a. Read the two models and say which is appropriate. Think about:

• style • relevance • grammar • layout
• repetition • topic sentences

MODEL A

Mind your Language!

My language, Polish, has been spoken since the ninth century. Today it is spoken by ninety-eight per cent of the population and is the official language of government, media, administration and education, so I'd say it's reasonably safe.

That's not to say that, like most languages that aren't widely spoken, Polish has, to a certain extent, come under threat from American English. This is mainly due to the rising popularity of American TV shows, cinema and Internet use among the young. Teenagers think it is 'cool and trendy' to pepper their speech with Americanisms, which is also the reason why retailers and manufacturers are giving their outlets and products American names instead of Polish ones, in an attempt to target the young consumer.

However, one thing that seems likely to preserve our native tongue is the film industry. After years of neglect, it is at last beginning to flourish, mainly thanks to its own efforts in the form of independent filmmakers and funding by cable companies. This obviously means that the language is still very much alive here. And with Polish films winning prestigious awards at international film festivals, it seems that the rest of the world is not likely to forget us either.

I think it's safe to say that the Polish language is not an endangered species! With a solid foundation at home and a flourishing film industry promoting its interests abroad, I'd say the Polish language is healthier than ever.

Polish Forever!

There are many languages all over the world and some of them are dying out, like Celtic languages, Basque and Aramaic. Sometimes there are political reasons, sometimes there are geographical reasons and sometimes there are and other reasons for this. Polish, at the other hand, is not dying out because 98 per cent of the people here speak it. English is everywhere, in every country in every continent in all over the world. And like that, English is here too. But the English it won't beat Polish because she is too strong. We watch on television programmes in English and listen to the American songs on the radio. My favourites are Nirvana and Nickelback and I know all words to their songs because I found them on Internet. But we have good singers and musicians here as well. We sometimes see English – but not many other languages – on packets in shops. That's because they think they can sell more products if the products are written in English.

Maybe they do but people still buy Polish products too. And the films in English are not as good as the ones from here. At least, I don't think so. Some of them have won awards. In schools everyone speaks Polish so I don't really see what the problem is.

Anyway, I wish other people to learn Polish because it is a really nice language. There are many writers who write really nice books in Polish so they can read them as well. Anyway, the government should help as well. Anyway, one thing for sure, Polish is one language that never dies!!

b. Read the appropriate model again and answer the questions.

1 What style of writing has the writer used?
2 List the writer's arguments. How does he support them?
3 In pairs think of another introduction and conclusion.

19 **Read the rubric below, underline the key words and phrases, and tick the appropriate boxes.**

You see the following announcement in an English-language magazine.

> **COMPETITION**
> *How financially responsible are teenagers today?*
> We often hear that teenagers have it easy and they have too much money. We want to know how you feel about this. Are teenagers spoilt? Do they waste their money on useless things? Should they be given money by their parents or should they work for it? Write and tell us – and you could be next month's winner!

Write your **competition entry**.

1 Your style of writing:
should always be formal ☐
depends on the style of the rubric ☐
should always be friendly and informal ☐

2 In order to win a competition, your entry must be:
formal and factual ☐
humorous and light-hearted ☐
well-written and relevant ☐

3 A competition entry is usually closest in style to:
a letter ☐ a proposal ☐
an article ☐ a review ☐

4 A good way to improve your entry is to:
create suspense ☐
capture the reader's attention ☐
use sophisticated language ☐

b. What are the main differences between this task and the one in Ex. 17 In pairs, make a paragraph plan for this task. What linking words will you use?

c. Now write your competition entry.

Information Sheets/Brochures/Leaflets

20 **Read the rubric below, underline the key words and phrases, and answer the questions that follow.**

A group of foreign students is planning to visit your town or city as part of a cultural exchange programme. You have volunteered to help by preparing an information sheet, to be distributed to them on their arrival. You should include:

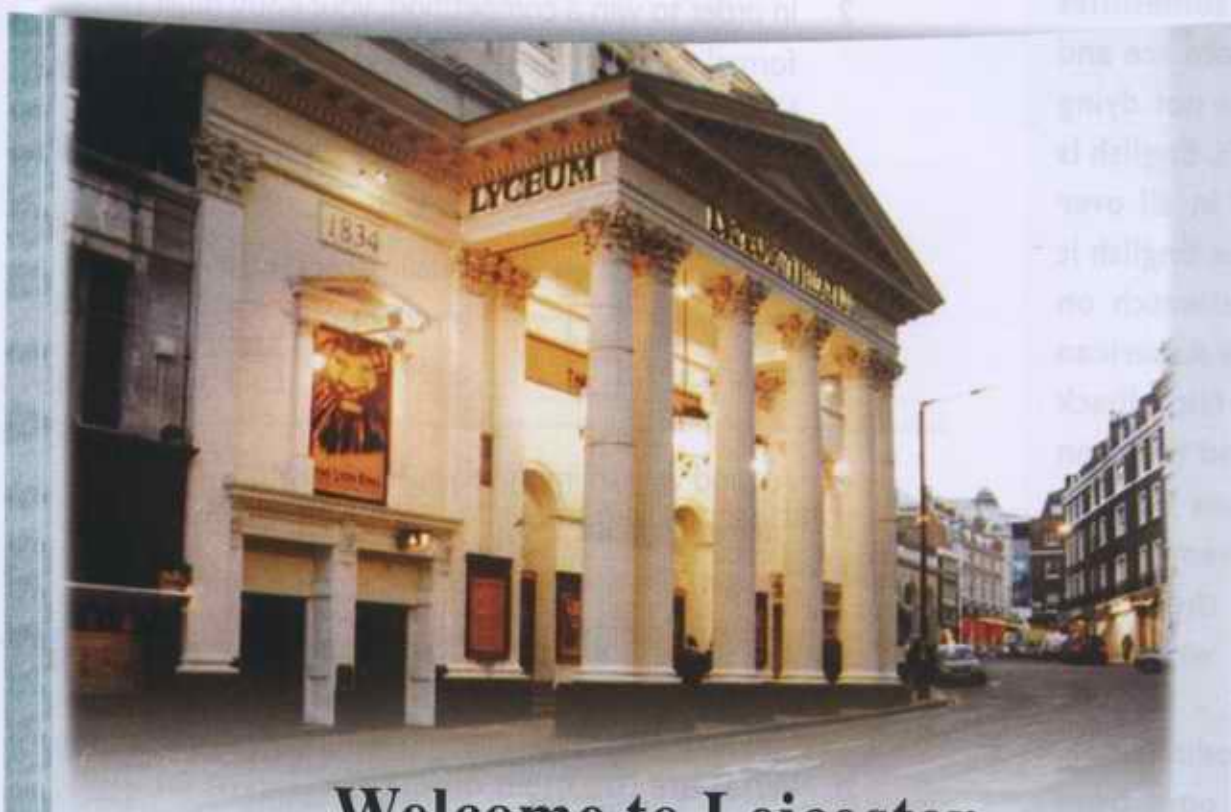
- Brief details about the history of the town/city
- Sights and places of cultural interest

You should also include any other information that you think would be useful for the visiting group.

1 How formal should the writing be? Why?
2 Could you use section headings? If so, how would you divide your writing into sections?
3 What aspects of culture do you think might be relevant to a cultural exchange programme?
4 What kind of information could you give foreign students about the history of your town or city?
5 What are the most important places of cultural interest in your area?
6 What other information could you include?

21 a. **Read the model and fill in the correct headings.**

- Eating out
- History
- Enjoy your stay
- Entertainment
- Places to visit



Welcome to Leicester

1 .....

Leicester began its colourful history as a Celtic settlement. It has been conquered by the Romans, the Saxons and the Normans, all of whom have left their mark on the city. During the industrial revolution, there was a huge increase in population and the industries that sprang up at the time led to Leicester becoming one of the wealthiest cities in Europe by the 1930s.

2 .....

Leicester is home to many interesting museums. The Leicestershire Museum and Art Gallery has an interesting collection of ancient Egyptian relics and decorative art and the City Gallery exhibits the work of modern painters, photographers, craftspeople and sculptors. We also have a medieval castle, a famous cathedral and a large number of stately homes which are well worth visiting.

3 .....

Leicester hosts an impressive calendar of events throughout the year. Highlights include an Asian Carnival in June and a Caribbean Carnival in August. The Haymarket theatre and The Phoenix Arts Centre will cover all your needs as regards the arts, and many of the top pop bands play at the University.

4 .....

Our multi-cultural population has led to a huge variety of restaurants. There are countless places where you can get excellent Indian food, but restaurants are so numerous that you will be spoiled for choice. Whatever kind of food you are looking for, you are bound to find something to suit your taste and your budget.

5 .....

We are confident that you'll enjoy all the cultural delights that Leicester has to offer. We wish you a pleasant and profitable stay.

b. **Now answer the questions.**

1 Has the writer covered all the points in the rubric?
2 What effect do you think this information sheet will have on the reader?
3 What descriptive adjectives has the writer used? Underline them and then, in pairs, think of other appropriate ones to replace them.
4 How does the writer recommend the place? In pairs, think of an alternative recommendation.
5 In pairs think of another title for the piece of writing.

22 a. **Read the rubric below, underline the key words and phrases, and tick the appropriate boxes.**

The college that you attend is producing a leaflet welcoming new students. You have been asked to write the text for the leaflet, in which you give students information about the following:

- places to eat
- where to get the best bargains
- advice on keeping to a budget.

Write your **text** for the leaflet.

1 You have to write:
in an official style ☐
in a style that will appeal to students ☐

2 Your leaflet should contain:
a formal beginning and ending ☐
an informal, friendly tone ☐

3 Your leaflet:
must not contain headings ☐
should contain headings ☐

4 The three bullet points in the rubric:
must be included in your writing ☐
could be included n your writing ☐

b. **Now write your entry for the book in about 250 words.**

Self-Assessment Module 5

Vocabulary & Grammar

1 **a. Choose the most suitable word to complete each sentence.**

1 Travelling abroad for a year gave Jane a completely new ..... on life.
A image C perspective
B picture D appearance

2 Some children had drawn a moustache on the woman in the photo as a ..... .
A prank B hunch C comedy D stunt

3 Many people ..... having to pay so much VAT on what they buy.
A object B estimate C resent D annoy

4 The written text of the advert was so small and blurred that I couldn't ..... it.
A attend C define
B realise D decipher

5 It's a simple, ... restaurant, so there's no need to dress up.
A unpretentious C irresponsible
B unpredictable D unassuming

6 It's a really muddy path, so we'd better wear ..... .
A sandals C stilettos
B wellingtons D mittens

7 Bill ..... his fists, trying to contain his anger.
A pursed C clenched
B twisted D shrugged

8 Spending so much money on a dress you only wear once is just money down the ....., in my opinion!
A bin B sink C drain D earth

9 I don't believe you really met Jack Nicholson; you're ..... me on!
A having B putting C taking D giving

10 Sue felt her boss was always picking ..... her and blaming her unfairly.
A at B out C to D on

11 The company is going to hire a famous actress to ..... their new range of beauty products.
A make B launch C sail D set

12 Kelly went on a shopping ..... and spent half her salary on clothes.
A mall B spree C deal D chain

13 We all hope that the boss is going to ..... the bill for the staff party.
A arm B leg C foot D head

14 Mr Nesbitt ..... a lot of weight with the owner of the store, so he's the one you should try to persuade.
A carries C pulls
B takes D measures

15 The situation is a critical one and calls ..... clear thinking and careful planning.
A up B on C in D for

(15 marks)

b. Choose the best answer A,B,C or D to complete each sentence.

1 They ..... that they had planned the robbery several months earlier.
A advised B informed C admitted D told

2 The teacher ..... us to work much harder in preparation for the exam.
A threatened C reassured
B urged D notified

3 The company ..... to sort out the problem as soon as possible.
A reassured B promised C admitted D denied

4 The regulations ..... the employees to smoke on the premises.
A warned C forbade
B banned D threatened

5 In signing the contract, he ..... to the terms and conditions therein.
A agreed C followed
B admitted D accepted

(5 marks)

Use of English

2 **Fill in the gaps using *one* word.**

Groceries on the web

Shopping for a family can 0) *be* a nightmare. Going to the supermarket with a small child is a race against the clock; you have to be quick, 1) ..... he gets bored and throws a tantrum. Then, 2) ..... you have all the shopping you'll need for the next week, you are confronted 3) ..... several queues from hell to choose 4) ..... – and believe me, you will make the wrong choice. And the grief doesn't stop 5) .....; the miserable checkout staff, the struggle home with cheap bags and swollen fingers – the list goes on and on. Shopping online, 6) ....., can be a life-saver. You choose all your groceries online, and the store picks them 7) ..... for you and delivers them to your door. 8) ..... supermarkets offer a selection of delivery dates and a choice of two-hour periods on 9) ..... dates. Another plus point is 10) ....., when shopping online, you tend to stick 11) ..... a list, and so avoid those superfluous items that you convince 12) ..... you absolutely have to have when you're there in person. Not 13) ..... able to see what you're buying is a disadvantage, 14) ..... the descriptions are good, and 15) ..... a million trips you know what everything looks like anyway.

(15 marks)

Reading

3 **Read the passage and choose the correct answer (A,B, C or D) to the questions that follow.**

1 It is suggested in paragraph 1 that graffiti
- A is a late artistic development.
- B is an ancient art form.
- C is not an art form at all.
- D should be considered an art form.

2 Some graffitists believe that
- A graffiti is vandalism.
- B Picasso painted graffiti art.
- C illegality is part of graffiti art.
- D permission is needed to do graffiti.

3 'Gang' graffiti is sometimes used
- A to pass on information.
- B as a way of showing off.
- C as a way to earn money.
- D to paint traditional scenes.

4 Graffiti murals are considered art because
- A they are not thought of as graffiti.
- B they enhance the neighbourhood.
- C they are bright and decorative.
- D they are commissioned.

5 The writer suggests that the main value of graffiti art is
- A it makes the artists famous.
- B its display of artistic ability.
- C that it always involves teamwork.
- D as a unique method of communication.

6 The main objection to graffiti art is
- A it is not found in galleries.
- B how and where it is exhibited.
- C it vandalises public property.
- D it has no aesthetic appeal.

7 The writer thinks graffiti art should be judged
- A in the same way as conventional art.
- B by how well it provides a narrative.
- C by finding out the artist's intentions.
- D by finding a new theory to explain it.

(21 marks)

Is graffiti an art form? Most of us associate it with scribbles on walls: names, slogans, limericks, drawings - sometimes witty, sometimes obscene, but surely without aesthetic appeal, and not what anyone would call 'art'. The word graffiti simply means words or drawings scratched or scribbled on a wall and has been around since humans have lived in societies. It has been found on ancient Egyptian monuments and preserved on walls in Pompeii. However, most people now agree that art in the form of graffiti originated in New York in the 1960s - and it has been developing ever since. However, it is not readily accepted as being art, like those works that we go to galleries or museums to see. It is not denied the status of genuine art because of a lack of form or other basic aesthetic elements. In fact, most of the opposition to graffiti art is due to its location and bold, unexpected and unconventional presentation; but the criticism of illegality, incoherence and non-standard presentation does not necessarily disqualify it as art.

Suppose that Picasso, or any of the recognised artists of Western European culture, were to paint a masterpiece on the side of your house or on your front door or on a wall in your neighbourhood, would it be art or graffiti or vandalism? Some would claim that it would be art in the form of graffiti - it would only qualify as vandalism if it appeared on private or public property without permission. But for some graffitists that is the point.

There are three main (and distinct) levels and types of graffiti. First, there is the 'tag' - the stylised writing of a name - which, while it might suggest a flair or style of writing, has little or no aesthetic appeal. In fact, the tag or individual mark is not produced for aesthetic purposes, but is basically a means of indicating the writer's presence - the age-old statement of "I was here". Gang markings of territory also fit the definition of graffiti, and they mainly consist of tags and messages that provide news of happenings in the neighbourhood. Murals for community enhancement and beautification are also a form of graffiti, even though they are not thought of in this way because most murals

are commissioned. These are more colourful and complex. They take a considerable amount of skill to complete, and murals can be done in a graffiti art style or as a traditional pictorial scene. The last form of graffiti is graffiti art, which is the creative use of spraypaint to produce an artwork that is graffiti or done in a graffiti-like style.

The reasons and values for why one might engage in graffiti art are as varied as the artists who produce it. A chief reason is the prospect of fame and recognition of one's artistic talent. Graffiti is also a form of self-expression. The art as 'writing' is a creative method of communicating with other writers and the general public. What it communicates is the artist's identity, expression and ideas. Judgments are based solely on one's artistic ability. This type of communication is of value because it links people regardless of cultural, linguistic or racial differences in a way that nothing else can. In addition, producing graffiti art with a crew builds team work in that the crew works together for the accomplishment of a common goal. Some graffitists view their art as a political protest, others as a protest against the established art market and gallery system, in that art is not only that which appears in a gallery as determined by the curator. Some also view their creations on public and private spaces as statements against private property. Of course, the majority of graffitists enjoy what they do and find it to be fun, rewarding and exciting. Although these reasons are valid, they do not conclusively settle the matter as to why graffiti art is art or why it is a valid art form despite its illegal origins.

Furthermore, graffiti art has a function of not only communicating to others, but also of beautifying the community by appearing on areas that would normally be eyesores, such as a wall in a vacant lot, or on an abandoned building. Also, all of the aesthetic properties and criteria, from the base element of colour to the complex issue of artistic intention which are ascribed to other works in order to characterise them as art - all of these can be found in examples of spraycan art. The only difference between those works in a gallery or museum and graffiti art, in terms of how and why the latter is not readily accepted as art, is due to its location and presentation. Indeed, the issues of location and presentation are the most significant obstacles to a wholehearted acceptance of spraycan art as art. Graffiti art cannot be disregarded simply because it is not presented in the conventional manner - that is, framed and placed in a museum or gallery. The location of it on a wall or subway train without permission only makes it unsolicited art. Another objection to graffiti art is that it is forced on the public because people have no say in its production (despite the fact that public funds are used to remove it). Graffitists counter with the argument that buildings, billboards, campaign ads and flyers are also forced on the public in a similar manner.

Graffiti can be analysed according to the elements of lines, colours and structures that are present in the work in order to produce a narrative about it. Artistic intention must also be considered: graffitists intend their work to be apprehended as art that can communicate feelings and ideas to their audience. So, while it is difficult to formulate a theory of necessary rules or conditions specifying when graffiti art is art, it is sufficient to draw on already established aesthetic theories and criteria to point out that some forms of graffiti do qualify as art.

Listening

4 You will hear part of a lecture about the English artist J.M.W. Turner. For questions 1-9, fill in the missing information.

It is still 1 [ ] on which day of the year Turner was born.

At school he concentrated on drawing because he was a bad 2 [ ].

The picture *Fishermen at Sea* was his first 3 [ ] to be shown at the Royal Academy.

The RA was a stronghold of 4 [ ] artistic values.

He travelled throughout Europe looking for 5 [ ].

Even though his style was changing, he still painted 6 [ ] subjects.

His paintings became more a mixture of 7 [*and*]

His new work made his viewers work harder by suggesting rather than 8 [ ] his subjects.

This new style of art tried to create a(n) 9 [ ], not an idealisation.

(9 marks)

Speaking

Students A & B

5 a. Look at these pictures of people wearing special clothes. In pairs, talk about the purpose of the clothes they are wearing. Then, decide for whom these clothes are the most important.

b. Discuss the following questions. Students A & B

1 To what extent do clothes denote authority in a person?
2 How important is it to stimulate children's imagination through fantasy and play?
3 To what extent do we judge people by the clothes they wear?
4 Do you think that changing the style of clothes you wear can affect the way you behave?
5 Do you think it is necessary to dress in different types of clothes according to the social occasion?
6 Do you think traditional clothes have a place in contemporary society?

(15 marks)

Writing

6 You are studying in the UK, and you often contribute to the newspaper at the school you attend. You have just been asked to attend an art exhibition and write an article on it for the next edition of the paper.

Read the poster advertising the exhibition and the notes you have made after attending the exhibition. Then, using the information provided, write your article.

maybe even of the decade!

never seen so many gorgeous paintings!

only three artists displayed their work

the UK should be proud!

had to present ID. very reasonable price, though

EARL'S COURT GALLERY 12
IS PROUD TO ANNOUNCE
THE OPENING OF THE
EXHIBITION OF THE YEAR:

Famed curator
Bev Forest presents
a huge display of the works
of five of the
UK's top artists!

First Showing January 28th.

TWO WEEKS ONLY!

Gallery doors open every evening at 7.

Special rates for students and OAP's

Now write your article in about 250 words.

(20 marks)

(Total = 100 marks)

Unit 1

Infinitive

The **to-infinitive** is used:

- to express purpose. *Simon has gone **to buy** the football tickets.*
- after certain verbs (agree, appear, decide, expect, hope, plan, promise, refuse, etc). *They **appear to be** intelligent animals.*
- after **would like, would prefer, would love**, etc to express a specific preference. *I **would love to go** to my favourite Indian restaurant tonight.*
- after adjectives which describe feelings/emotions (happy, sad, glad, etc); express willingness/unwillingness (willing, eager, reluctant, etc); refer to a person's character (clever, kind, etc) and the adjectives **lucky** and **fortunate**. *He was very **lucky to get** a job so quickly.*
  Note: with adjectives that refer to character, we can also use an impersonal construction. *It was kind of you **to help** me with my CV.*
- after **too/enough**. *It isn't warm **enough to go** swimming.*
- to talk about an unexpected event, usually with **only**. *We drove to the resort **only to find** that the ski centre was closed.*
- with **it + be + adjective/noun**. ***It was easy to follow** the recipe, after all.*
- after **be + first/second/next/last** etc. *Andrew **was the first** person **to greet** me at the party.*
- after verbs and expressions such as **ask, learn, explain, decide, find out, want, want to know**, etc when they are followed by a **question word**. *My financial advisor **explained how to save** more money on taxes.*
  Note: why is followed by **subject + verb, NOT** an infinitive. *I wonder **why she hasn't phoned** yet.*
- in the expressions **to tell you the truth, to be honest, to sum up, to begin with**, etc. ***To tell you the truth**, I had expected him to be different.*
  Note: If two **to-infinitives** are linked by **and** or **or**, the **to** of the second infinitive can be omitted. *I would like **to go and see** the latest Dali exhibition.*

The **infinitive without to** is used:

- after modal verbs. *My dog **can sit** and **stay**.*
- after the verbs **let, make, see, hear** and **feel**. *I **made** him **copy out** the sentence one hundred times.* **BUT:** we use the **to-infinitive** after **be made, be heard, be seen** etc (passive form). *He **was made to copy** the sentence one hundred times.*
  Note: When **see, hear** and **watch** are followed by an **-ing form**, there is no change in the passive. *They **saw me talking** to the police. I **was seen talking** to the police.*
- after **had better** and **would rather**. *We **had better call** ahead and reserve a table.*
- **help** can be followed by either the **to-infinitive** or the **infinitive without to**. *Doug **helped** me **(to) learn** my lines.*

Gerund (-ing form)

The **-ing form** is used:

- as a noun. ***Baking** cakes relaxes me.*
- after certain verbs: **admit, appreciate, avoid, confess, continue, deny, fancy, go (for activities), imagine, mind, miss, quit, save, suggest, practise, consider, prevent**, etc. *Imagine **winning** a million dollars.*
- after **love, like, enjoy, prefer, dislike, hate** to express general preference. *I **hate waiting** for people.* **BUT:** for a specific preference (would like/would prefer/would love) we use a **to-infinitive**.
- after expressions such as **be busy, it's no use, it's (no) good, it's (not) worth, what's the use of, can't help, there's no point in, can't stand, have difficulty (in), have trouble**, etc. ***There is no point in talking** to her, she won't change her mind.*
- after **spend, waste** or **lose** (time, money, etc). *He **wasted** a lot of time **staring** at the ceiling.*
- after the preposition **to** with verbs and expressions such as **look forward to, be used to, in addition to, object to, prefer** *(**doing** sth **to** sth else). He **prefers giving to receiving** gifts.*
- after other prepositions. *I am interested **in seeing** that film.*
- after the verbs **hear, listen to, notice, see, watch** and **feel** to describe an incomplete action. *I **heard** you **speaking** to Miss Logan. **(I only heard part of the conversation.)***
  BUT: we use the **infinitive without to** with **hear, listen to, notice, see, watch** and **feel** to describe the complete action. *I **heard** you **tell** the story. **(I heard the whole story.)***

Difference in meaning between the *to-infinitive* and the *-ing form*

Some verbs can take either the **to-infinitive** or the **-ing form** with a change in meaning.

- **forget + to-infinitive** = not remember – *David **forgot to lock** the car doors.*
  forget + -ing form = not recall – *I'll never **forget swimming** with dolphins.*
- **remember+ to-infinitive** = not forget – *Did you **remember to fax** the last report?*
  remember + -ing form = recall – *I **remember seeing** you for the first time.*
- **mean + to-infinitive** = intend to – *I'm sorry, I never **meant to bring** up bad memories.*
  mean + -ing form = involve – *If I don't get a Christmas bonus, I'm afraid it will **mean not coming** home for the holidays.*
- **regret + to-infinitive** = be sorry to (normally used in the present simple with verbs such as **say, tell, inform**) – *We **regret to inform you** that your request has been denied.*
  regret + -ing form = feel sorry about – *I **regret moving** to this part of town.*
- **try + to-infinitive** = do one's best, attempt – *I **tried to tell** you the truth but you wouldn't listen.*
  try + -ing form = do something as an experiment – *Why don't you **try calling** again in ten minutes?*
- **stop + to-infinitive** = stop temporarily in order to do something else – *After a couple of hours, we **stopped to watch** the game on TV.*
  stop + -ing form = finish doing something – *At three o'clock, I **stopped studying** and went to bed.*

Unit 2

Present Simple and Present Continuous

We use the present simple for:

- facts and permanent states. *Ralph **works** for a plumbing company.*
- general truths and laws of nature. *The Moon **revolves** around the Earth.*
- habits and routines (with **always, usually**, etc). *We usually **rent** films at the weekends.*

- timetables and programmes (in the future). *My plane **lands** at 6:05 exactly.*
- sporting commentaries, reviews and narrations. *Lee **swings** his bat and **scores** a home run.*
- likes and dislikes. *I **love** Slovenia; it's a beautiful country.*

The time expressions we use with the present simple are: *usually, often, always, every day/week/month/year etc, in the morning/afternoon/evening, at night/the weekend, on Fridays, etc*

We use the present continuous (to be + verb -ing):

- for actions taking place at or around the moment of speaking. *He **is washing** his car now.*
- for temporary situations. *We **are replacing** the carpets in the bedrooms this weekend.*
- for fixed arrangements in the near future. *We're **signing up** for a yoga class tomorrow.*
- for currently changing and developing situations. *The days **are becoming** shorter and shorter.*
- with adverbs such as **always** to express anger or irritation at a repeated action. *You **are** always **blaming** others for your mistakes.*

The time expressions we use with the present continuous are: *now, at the moment, at present, these days, nowadays, still, today, tonight, etc*

Stative Verbs

Stative verbs are verbs which describe a state rather than an action, and so do not usually have a continuous tense. These verbs are:

- verbs of the senses (**see, hear, smell, taste, feel, look, sound, seem, appear, etc**) *This fabric **feels** luxurious.*
- verbs of perception (**know, believe, understand, realise, remember, forget, etc**) *I **realise** this is difficult for you.*
- verbs which express feelings and emotions (**like, love, hate, enjoy, prefer, detest, desire, want, etc**) *Helena **enjoys** old black and white films.*
- and some other verbs (**be, contain, include, belong, fit, need, matter, cost, own, want, own, weigh, wish, have, keep, etc**) *My cat **weighs** more than my dog.*

Some of these verbs can be used in continuous tenses, but with a difference in meaning.

Present Simple	Present Continuous
THINK *I **think** she's a very good listener.* (= believe)	*She is **thinking** about selling her computer.* (= is considering)
HAVE *She **has** a large collection of Elvis memorabilia.* (= owns, possesses)	*I **am having** a fantastic time.* (= am experiencing) *She **is having** a shower.* (= is taking) *He **is having** breakfast.* (= is eating)
SEE *I can **see** my home from up here.* (= it is visible) *I can **see** now that she was wrong for me.* (= understand)	*My mother **is seeing** an ear specialist next week.* (= is meeting)
TASTE *The chocolate **tastes** bitter.* (= it is, has, the flavour of)	*Connie **is tasting** the soup to see if it is spicy.* (= is testing)
SMELL *Your breath **smells** of cigarettes.* (= has the aroma)	*I **am smelling** my roses.* (= am sniffing)
APPEAR *He **appears** to be a gentleman.* (= seems to be)	*I **am appearing** in a new Broadway play.* (= performing)
FIT *My dress **fits** her perfectly.* (= it's the right size)	*Frank **is fitting** an extra lock at the front door.* (= is attaching)

Adverbs of Frequency

These include **always, frequently, often, once, twice, sometimes, never, usually, ever, hardly ever, rarely, occasionally,** etc.

- Adverbs of frequency are normally placed before the main verb. *I **often** wake up in the middle of the night.*
  *I **never** listen to gossip.*
- However, adverbs of frequency are placed after the verb **to be** and after **auxiliary** verbs. *Ivan **is frequently** away on business. I've **always** wanted to go on an African safari.*

Present Perfect

We use the present perfect (have + past participle) for:

- an action that happened at an unstated time in the past. The emphasis is on the action. The time when it occurred is unimportant or unknown. *I **have seen** the film. Tina **has visited** Rome twice.*
- an action which started in the past and continues up to the present, especially with stative verbs (see above) such as **be, have, like, know,** etc. *I **have been** a teacher for seven years.*
- a recently completed action. *I **have completed** the tax form.*
- personal experiences or changes. *She **has dyed** her hair pink.*

The time expressions we use with the present perfect are: *for, since, already, always, just, ever, never, so far, today, this week/month etc, how long, lately, recently, still, yet, etc*

Notes:

- The verb **enjoy** can be used in continuous tenses to express a specific preference.
  *We really **enjoy** staying home on Friday nights.* (general preference)
  BUT: *I'm **enjoying** this novel very much.* (specific preference)
- The verbs **look** (when we refer to somebody's appearance), **feel** (experience a particular emotion), **hurt** and **ache** can be used in simple or continuous tenses with no difference in meaning.
  Peter's tooth is hurting. = Peter's tooth hurts.

Present Perfect Continuous

We use the present perfect continuous (have been + verb -ing):

- to put emphasis on the duration of an action which started in the past and continues up to the present. *You **have been reading** that book all day.*
- for an action which started in the past and lasted for some time. It may still be continuing or has finished already, with the result visible in the present. *My eyes are teary because I **have been chopping onions**.*
- to express anger, irritation or annoyance. *She **has been using** my perfume without asking me.*
- for repeated actions in the past continuing to the present. *I have learned the piano piece because I **have been practising** every day.*

The time expressions we use with the present perfect continuous are: *for, since, how long ...?, all day/morning/month etc, lately, recently*

Note: with the verbs **live**, **work**, **teach** and **feel** we can use the present perfect or the present perfect continuous with no difference in meaning. *We **have lived/have been living** in Athens for the past two years.*

Unit 3

Past Simple

We use the past simple:

- for an action that occurred at a definite time (stated or implied) in the past. *The football organisation **fired** the team's coach yesterday.*
- for actions that happened immediately after one another in the past. *He **opened** the window and **shouted** to his friend.*
- for habits or states which are now finished. *My uncle **worked** in a supermarket when he was younger.*
  Note that **used to** can also be used instead of the past simple for habits/repeated actions in the past.

The time expressions we use with the past simple are: *yesterday, then, when, How long ago ...?, last night/week/month/year/Friday/October etc, three days/weeks etc ago, in 1999, etc*

Past Continuous

We use the past continuous (was/were + verb -ing):

- for an action which was in progress when another action interrupted it. We use the past continuous for the action in progress (longer action) and the past simple for the action which interrupted it (shorter action). *We **were watching** the tennis match when there was an electricity black-out.*
- for two or more simultaneous actions in the past. *I **was writing** out the invitations while Philip **was addressing** the envelopes.*
- for an action which was in progress at a stated time in the past. We don't mention when the action started or finished. *At 7 o'clock last night, I **was working out** at the gym.*
- to describe the atmosphere, setting, etc and to give background information to a story. *A light breeze **was blowing** and the sun **was shining**. I **was reading** by the pool when I heard a scream.*

Note: When there are two past continuous forms in a sentence with the same subject, we can avoid repetition by using the present participle (-ing form) and leave out the verb **to be**. *We were walking along and we were talking about our day. (= We were walking along, talking about our day.)*

The time expressions we use with the past continuous are: *while, when, as, all morning/evening/day/week, etc*

Past Perfect

We use the past perfect (had + past participle):

- for an action which happened before another past action or before a stated time in the past. *Judy **had finished** her homework by seven o'clock.*
- for an action which finished in the past and whose result was visible at a later point in the past. *He **had heard** the news a few days earlier and he was still in shock.*
- for a general situation in the past. *Everyone **had been** pleasant in the beginning.*

The time expressions we use with the past perfect are: *before, after, already, just, for, since, till/until, when, by the time, never, etc*

Past Perfect Continuous

We use the past perfect continuous (had been + verb -ing):

- to put emphasis on the duration of an action which started and finished in the past, before another action or stated time in the past, usually with **for** or **since**. *The cake **had been baking** in the cooker for about an hour when I realised that I hadn't even turned it on.*
- for an action which lasted for some time in the past and whose result was visible in the past. *He **had been travelling** all night and he was exhausted.*

The time expressions we use with the past perfect continuous are: *for, since, how long, before, until, etc*

Used to

We use *used to* + infinitive to refer to past habits or states.

In such cases, **used to** can be replaced by the past simple with no change in meaning. *When our children were younger, they **played/used to play** tennis.*

However, for an action that happened at a definite time in the past we use the **past simple**, not **used to**. *I **cut** the grass yesterday.*
(NOT: ~~He used to drive to work yesterday.~~)

We use *would/used to* for repeated actions or routines in the past.
*We **would/used to** go out on Saturdays.*

Time expressions to talk about the past:

ago (= back in time from now) is used with the past simple. *The concert finished an hour ago.*

since (= from a starting point in the past) is used with the present perfect (simple and continuous).
I haven't been to the cinema since my son was born

for (=over a period of time) is used with the present perfect (simple and continuous). *They've been discussing the issue for hours.*

already is used in statements and questions (to show surprise). *I have already eaten lunch. Have you paid off your car?*

yet is used with the present perfect in questions and negations. *Have you spoken to the police? I haven't decided yet.*

The Unreal Past

The **past simple** can be used to refer to the **present** when we talk about imaginary, unreal or impossible situations which are contrary to facts in the present.

The **past perfect** can be used to refer to imaginary, unreal or impossible situations which are contrary to facts in the past. The past simple is used with:

- **type 2 Conditionals** – ***If*** *she* ***had*** *the money, she would buy an Alfa Romeo.*
- **suppose/supposing** – ***Suppose/Supposing*** *you* ***were offered*** *the position, what would you do?*
- **wish/if only** – *I* ***wish/If only*** *I* ***lived*** *in my own flat.*
- **would rather (present)** – *I* ***'d rather*** *you* ***invited*** *the Smiths.*
- **as if/as though** – *Joanne acts* ***as if/as though*** *he* ***knew*** *everything.*
- **it's (about/high) time** – ***It's (about/high) time*** *you* ***threw*** *that junk away.*

The past perfect is used with:

- **type 3 Conditionals** – ***If*** *you* ***hadn't moved*** *in to this building, I wouldn't have met you.*
- **suppose/supposing** – ***Suppose/Supposing*** *you* ***had seen*** *him taking the bracelet, would you have said anything?*
- **wish/if only** – *I* ***wish/If only I hadn't caused*** *such a fuss.*
- **Would rather (past)** – *I* ***'d rather*** *you* ***had not told*** *me what you thought about him.*
- **as if/as though** – *Christa didn't know anything about art, but she spoke about Rembrant* ***as though/as if*** *he* ***had been*** *a personal friend.*

Unit 4

The Passive

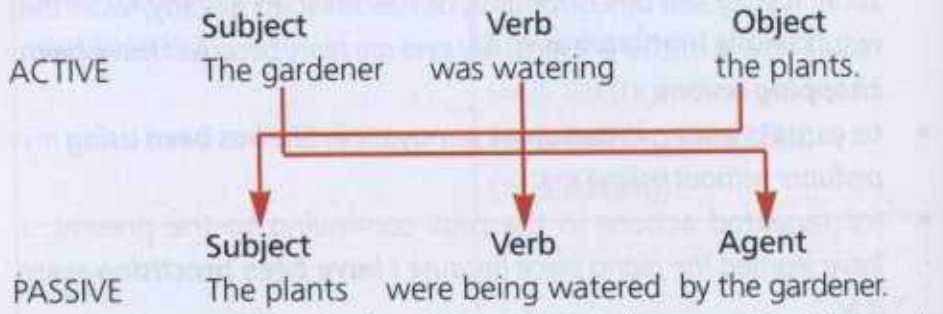
We form the passive with the verb **to be** in the appropriate tense and the **past participle** of the main verb. Only transitive verbs (verbs which take an object) can be used in the passive.

We use the passive:

- when the person or people who do the action are unknown, unimportant or obvious from the context. *A parcel was left on my doorstep. (The identity of the deliverer is unknown.) The film was made in 1903. (It's not important to know who made it.) Passports must be presented at the border crossing. (It's obvious that the passport holders must present their passports.)*
- when the action itself is more important than the person/people who do it, as in news headlines, newspaper articles, formal notices, advertisements, instructions, processes, etc. *Violators will be heavily fined.*
- when we want to avoid taking responsibility for an action or when we refer to an unpleasant event and we do not want to say who or what is to blame. *Mistakes were made in the final copy. The original documents have been misplaced.*

Changing from the active to the passive:

- the **object** of the active sentence becomes the **subject** in the passive sentence
- the active verb remains in the same tense but changes into a passive form
- the **subject** of the active sentence becomes the **agent**, and is either introduced with the preposition **by** or is omitted.



- Only transitive verbs (verbs that take an object) can be changed into the passive. **Active:** *I slept well last night. (intransitive verb)* **No passive form:** ~~*Last night was well slept.*~~
  Note: some transitive verbs (*have, be, exist, seem, fit, suit, resemble, lack, etc*) cannot be changed into the passive. *I have a chronic back problem.* **NOT:** ~~*A chronic back problem is had by me.*~~
- We can use the verb **to get** instead of the verb **to be** in everyday speech when we talk about things that happen by accident or unexpectedly. *He* ***gets*** *paid on a monthly basis. (instead of he* ***is*** *paid ...)*
- **By + the agent** is used to say who or what carries out an action. **With + instrument/material/ingredient** is used to say what the agent used. *The Cup was won* ***by*** *Argentina. The steak was sprinkled* ***with*** *white pepper.*
- The agent can be omitted when the subject is **they, he, someone/somebody, people, one,** etc. *Nobody found the answer. = The answer was not found.*
- The agent is not omitted when it is a specific or important person, or when it is essential to the meaning of the sentence. *The novel was written* ***by Toni Morrison***.
- With verbs which can take two objects such as *bring, tell, send, show, teach, promise, buy, sell, read, offer, give, lend, etc,* we can form two different passive sentences.
  My employer promised me a pay rise. (active)
  I was promised a pay rise by my employer. (passive, more usual)
  A pay rise was promised to me by my employer. (passive, less usual)
- If in an active sentence a preposition follows a verb, then in the passive it is placed immediately after the verb. *The tide* ***washed*** *the sandcastle* ***away***. *The sandcaslte was* ***washed away*** *by the tide.*
- The verbs **hear, help, see** and **make** are followed by the bare infinitive in the active but by the to-infinitive in the passive. *The police officer* ***made*** *the driver* ***move*** *her car. The driver* ***was made to move*** *her car.*
- **Let** becomes **be allowed to** in the passive. *Betty* ***let*** *the children stay up past midnight. The children* ***were allowed to*** *stay up past midnight.*
- To ask questions in the passive we follow the same rules as for statements, keeping in mind that the verb is in the interrogative form. *Have you booked your appointment? Has your appointment been booked (by you) yet?*
- When we want to find out who or what performed an action, the passive question form is **Who/What ... by?** ***What*** *was the ulcer caused* ***by?***

Causative form

- we use **have + object + past participle** to say that we have arranged for someone to do something for us. The past participle has a passive meaning. *Leo* ***had his hair dyed*** . (He didn't dye it himself.)

- Questions and negations of the verb **have** are formed with **do/does** (present simple) or **did** (past simple). ***Did*** *you* ***have*** *the computer repaired yesterday?*
- We also use **have something done** to talk about an unpleasant experience that somebody had. *Last night she* ***had*** *her passport* ***stolen***. (= her passport was stolen by someone)
- We can use the verb **get** instead of **have** in informal conversation. *I'm going to* ***get*** *my windows washed at the weekend.* Note: The word order is very important. **Leo had his hair dyed** and **Leo had dyed his hair** have very different meanings. In the first case Leo arranged for someone else to dye his hair, whereas, in the second case, he dyed it himself.

	Regular active form	Causative form
Present Simple	*She* ***mowed*** *the lawn.*	*She* ***has*** *the lawn* ***mowed***.
Present Continuous	*She* ***is mowing*** *the lawn.*	*She* ***is having*** *the lawn* ***mowed***.
Past Simple	*She* ***mowed*** *the lawn.*	*She* ***had*** *the lawn* ***mowed***.
Past Continuous	*She* ***was mowing*** *the lawn.*	*She* ***was having*** *the lawn* ***mowed***.
Future Simple	*She* ***will mow*** *the lawn.*	*She* ***will have*** *the lawn* ***mowed***.
Future Continuous	*She* ***will be mowing*** *the lawn.*	*She* ***will be having*** *the lawn* ***mowed***.
Present Perfect	*She* ***has mowed*** *the lawn.*	*She* ***has had*** *the lawn* ***mowed***.
Present Perfect Continuous	*She* ***has been mowing*** *the lawn.*	*She* ***has been having*** *the lawn* ***mowed***.
Past Perfect	*She* ***had mowed*** *the lawn.*	*She* ***had had*** *the lawn* ***mowed***.
Past Perfect Continuous	*She* ***had been mowing*** *the lawn.*	*She* ***had been having*** *the lawn* ***mowed***.
Infinitive	*She should* ***mow*** *the lawn.*	*She should* ***have*** *the lawn* ***mowed***.
-ing form	*I don't mind* ***mowing*** *the lawn.*	*I don't mind* ***having*** *the lawn* ***mowed***.

Unit 5

Future Simple

We use the future simple (will + bare infinitive) for:

- decisions made at the moment of speaking. *This room's a mess,* ***I'll tidy*** *it later.*
- predictions about the future, based on what we think, believe or imagine, using the verbs **think**, **believe**, **expect** etc, the expressions **be sure**, **be afraid** etc, and the adverbs **probably**, **certainly**, **perhaps** etc. *She* ***will probably*** *accept the job offer.*
- promises, threats, warnings, requests, hopes and offers. ***Will*** *you* ***lend*** *me some money till next weekend?*
- actions, events, situations which will definitely happen in the future and which we can't control. *Our oldest son* ***will be*** *thirty next May.*

Be going to

We use *be going to*:

- for plans, intentions or ambitions for the future. *He* ***'s going to be*** *a veterinarian when he graduates.*
- actions we have already decided to do in the near future. *We* ***are going to buy*** *that antique mirror we saw.*
- predictions based on what we can see or what we know, especially when there is evidence that something will happen. *He feels very guilty; he* ***'s going to tell*** *her the truth.*

The time expressions we use with the future simple and *be going to* are: *tomorrow, the day after tomorrow, tonight, soon, next week/month/year/summer etc, in a week/month, etc*

Future Continuous

We use the future continuous (will be + verb -ing):

- for actions which will be in progress at a stated future time. *I am going to Cuba. This time next week I* ***'ll be travelling to*** *Havanna.*
- for actions which will definitely happen in the future as the result of a routine or arrangement. *I* ***will be driving*** *to the countryside at the weekend.*
- when we ask politely about someone's plans/intentions for the near future. ***Will*** *you* ***be needing*** *an extra pillow, madam?*

Time clauses with future reference

We use the **present simple** or **present perfect**, but NOT future forms, with words and expressions such as **while**, **before**, **after**, **until/till**, **as**, **when**, **whenever**, **once**, **as soon as**, **as long as**, **by the time**, etc to introduce time clauses. ***By the time*** *we get to the surprise party, Ella will have arrived. (NOT:* ~~***By the time*** *we* ***will get*** *...~~)*

We also use the **present simple** and **present perfect**, but NOT future forms, after words and expressions such as **unless**, **if**, **suppose/supposing**, **in case**, etc. *Take your umbrella* ***in case*** *it rains. (NOT: ...* ~~***in case*** *you* ***will need*** *it.~~)*

We use **future forms** with:

- **when** when it is used as a question word. ***When will*** *the daffodils* ***be blooming****?*
- **if/whether** after expressions which show uncertainty/ ignorance etc, such as **I don't know**, **I doubt**, **I wonder**, **I'm not sure**, etc. *I doubt* ***whether*** *he* ***will get*** *here on time.*

Future Perfect → will have + past participle

- We use the **future perfect** for actions that will have finished before a stated time in the future. *I* ***will have prepared*** *supper by 7:00 pm.*

The time expressions we use with the future perfect are: *before, by, by then, by the time, until/till (only in negative sentences)*

Future Perfect Continuous → will have been + verb + -ing

- We use the **future perfect continuous** to emphasise the duration of an action up to a certain time in the future. The

future perfect continuous is used with: **by...for.** ***By** the end of September, she **will have been living** in Tunisia **for** three years.*

Unit 6

Conditionals

Type 0 conditionals are used to express a general truth or a scientific fact. In this type of conditional, we can use **when** instead of **if**.

If-clause		Main Clause
If/When + present simple	→	present simple
***If/When** you **mix** white and black paint, you **get** grey.*		

Type 1 conditionals are used to express a real or very probable situation in the present or future.

If-clause		Main Clause
If + present simple	→	future simple, imperative, can/ must/may etc + bare infinitive
***If I finish** this job before Friday, I **will/might**/etc **go** to a spa at the weekend.*		

When the hypothesis comes before the main clause, we separate them with a comma. When the main clause comes before the if-clause, then we do not use a comma to separate them.

Note: with Type 1 conditionals we can use **unless + affirmative verb** (= if + negative verb). *I will not be in a position to come **unless** someone **buys** my ticket.* (= **if** someone **does not buy** my ticket.)

- **Conditionals Type 2 (unreal present)** are used to express imaginary situations which are contrary to facts in the present and, therefore, are unlikely to happen in the present or future. We can use either **were** or **was** for all persons in the if-clause. We can also use the structure **If I were you ...** to give advice.

If-clause		Main Clause
If + past simple/past continuous	→	would/could/might + present bare infinitive
***If she knew** the answer, **she would tell** me.* ***If I was travelling** around Europe, **I would travel** by train.* ***If I had** a better agent, **I would get** better acting offers.*		

- **Conditionals Type 3 (unreal past)** are used to express imaginary situations which are contrary to facts in the past. They are also used to express regrets or criticism.

If-clause		Main Clause
If + past perfect/past perfect continuous	→	would/could/might + perfect bare infinitive
***If he had told** me about his problems, **I would have helped** him.* ***If I hadn't been working** yesterday, **I would have gone** shopping.*		

Mixed Conditionals

We can form mixed conditionals, if the context permits it, by combining an if – clause from one type with a main clause from another.

If-clause	Main Clause
Type 2 *If the **plane** landed late last night,*	Type 1 *he **won't be** on time for work today.*
Type 2 *If you **were** less impulsive,*	Type 3 *you **wouldn't have spoken** to your supervisor like that.*
Type 3 *If I **hadn't drunk** the bad milk,*	Type 2 *I **would be** fine now.*

Wishes

- We can use **wish /if only** to express a wish.

Verb Tense		Use
+ past simple/ past continuous	*I wish I **was/were** 10 years old. (but I'm not) If only I **were travelling** with you and not alone! It would be much more fun. (but I'm not)*	*to say that we would like something to be different about a present situation*
+ past perfect	*I wish I **had saved** more money during my twenties. (but I didn't)* *If only I **hadn't been** so harsh to her! We could still be friends. (but I was)*	*to express regret about something which happened or didn't happen in the past*
+ subject + would + bare inf.	*I wish you **would stop** spreading rumours.* *If only it **would be sunny** on my birthday!*	*to express:* • *a polite imperative* • *a desire for a situation or person's behaviour to change*

Notes:
- **If only** is used in exactly the same way as **wish** but it is more emphatic or more dramatic.
- We can use **were** instead of **was** after **wish** and **if only**. *I wish I **were/was** a famous writer!*
- After the subject pronouns **I** and **we**, we can use **could** instead of **would**. *I wish I **could** study art history.*

Unit 7

Inversion

No sooner had I handed *in my resignation* ***than*** *my post was filled.*

There are two ways to invert the subject and the verb:

1 **be/have/modal/auxiliary verb + subject + main verb**

It is used in the following cases:

- in questions. *Are you walking to work today?*
- after the following words or expressions, when they come at the beginning of a sentence.

Seldom	Only in this way
Rarely	Only then
Little	Hardly (ever) ... when
Barely	No sooner ... than
Nowhere (else)	Not only ... but (also)
Never (before)	Not until/till
Not (even) once	In no way
On no account	In/Under no circumstances
Only by	Not since, etc

Never (before) have I met *such an ambitious teenager.* ***Not only did she make*** *it on to the school's honour list* ***but*** *she (**also**) won a bursary.* ***Seldom do I drive*** *during a snowstorm.*

BUT: ***I seldom drive*** *during a snowstorm.* (There is no inversion because the word **seldom** does not come at the beginning of the sentence.)

Note: When the expressions **only after, only by, only if, only when, not until/till** come at the beginning of a sentence, the inversion is in the main clause.

Only after *he updated his skills* ***was he able to*** *get a job.* ***Only if*** *I see it with my own eyes will* ***I believe*** *something like that.*

- with **so, neither, nor** as to express agreement. *"I love hot apple streudel."* ***"So do I."*** (We use **so** to agree with an affirmative statement.) *"I can't stand loud people."* ***"Neither/Nor can I."*** (We use **neither/ nor** to agree with a negative statement.) *He was a great composer,* ***as was his father****/and* ***so was his father.***
- with **should, were, had** when they come at the beginning of an **if-clause** instead of **if**.

Type 1: ***Should Margaret arrive*** *before I come, tell her to wait.* (= If she should arrive ...)

Type 2: ***Were I you****, I would move to a new flat.* (= If I were you ...)

Type 3: ***Had I known*** *that's what he had intended, I would have left months ago.* (= If I had known ...)

2 **main verb + subject**

It is used in the following cases:

- after verbs of movement or adverbial expressions of place when they come at the beginning of a sentence. *Beyond the open fields* ***stood the majestic mountains****. In the armchair* ***lay a sleeping cat****. Here* ***comes the star of our show****. There* ***goes another missed opportunity****.*

  If the subject is a pronoun, there is no inversion. *Here* ***they come****. (NOT: ~~Here come they~~.) Up* ***you go****.*
  (NOT: ~~Up go you~~.)
- in direct speech when the subject of the introductory verb is a noun. *"I need a new computer,"* ***said Sheryl****. (OR: ... Sheryl said.)* *"I'll have to run some tests,"* ***said the doctor****. (OR: ... the doctor said.)*

  BUT: *"Who was that?" he asked. (NOT: ... ~~asked he~~,* because the subject of the introductory verb is a pronoun.)

Logical Assumptions/Deductions

Must: sure/certain that sth is true.
Must is used in affirmative sentences and expresses positive logical beliefs. *You have been practising all day, you* ***must*** *be exhausted!*

Can't/couldn't: certain that sth is not true/real.
Can't and **couldn't** are used in negations and express negative logical assumptions. *That* ***can't*** *be my husband, he's in London.*

Possibility

Can + present infinitive: general possibility, sth theoretically possible; not used for a specific situation. *You* ***can have*** *milk or juice.*

Could/May/Might + present infinitive: it is possible/ likely, perhaps; used to show sth is possible in a specific situation. *You should keep that phone number, it* ***may be*** *useful one day.*

Note: we can use **can/could/might** in questions **BUT NOT may**. *Do you think that you* ***can/could/might*** *give me an answer today?*

Could/Might/Would + perfect infinitive: refers to the past, sth that was possible but didn't happen. *You* ***might have changed*** *jobs.*

Obligation/Duty/Necessity

Must: expresses duty, strong obligation to do sth; sth is essential. We generally use **must** when the speaker has decided that sth is necessary. *I* ***must*** *explain what happened.*

Have to: expresses strong necessity/obligation. We usually use **have to** when somebody other than the speaker has decided that sth is necessary. *The landlord said we* ***have to*** *pay the rent tomorrow.*
Note: **must** and **have to** have different meanings in questions. *Do I* ***have to*** *pay the full amount now? (Is it necessary for me ...?)* ***Must*** *I stay for the whole meeting? (Do you insist that I ... ?)*

Should/Ought to: express duty, weak obligation. These are less emphatic than **must/have to**. *You* ***should*** *think about it before you make a final decision.*

Need: it is necessary to. *You* ***need*** *to work until late tonight.*
Note: **need** can be used as a modal verb or as a main verb with no change in meaning. ***Need*** *I put more oil in my car? Do I need to put more oil in my car?*

Absence of necessity

Needn't/Don't have to/Don't need to + present infinitive: it isn't necessary to do sth (in the present/future). *You* ***don't need to*** *drive me home, I will take a cab.*

Didn't need to/Didn't have to: it wasn't necessary to do sth. We don't know if it was done or not. *He* ***didn't need to/have to*** *buy the newspaper. (We don't know if he bought the newspaper or not.)*
Needn't + bare perfect infinitive: it was not necessary to do sth but it was done. *You* ***needn't have bought*** *bread. (You bought bread.)*

Prohibition

Mustn't/Can't: it is forbidden to do sth; it is against the rules/law; you are not allowed to do sth. *You* ***mustn't/can't*** *use a dictionary during the exam.*

Criticism

Could/Should/Might/Ought to + perfect infinitive: used to criticise someone's actions or lack of action (in the past); it would have been better if you had ... (past). *You **could have been** on time for the meeting.*

Unit 8

Relative Clauses

Relative clauses are introduced with either a **relative pronoun** or a **relative adverb**.

Relative Pronouns

We use:

i. **who(m)/that** to refer to people.
ii. **which/that** to refer to things.
iii. **whose** with people, animals and objects to show possession (instead of a possessive adjective).

- **Who**, **which**, and **that** can be omitted when they are the object of the relative clause. *That is the film (that) I was telling you about.*
- **Whom** can be used instead of **who** when it is the object of the relative clause. **Whom** is always used instead of **who** or **that** after a preposition. *She's someone with whom I used to work.*
- **Who**, **which**, or **that** is not omitted when it is the subject of a relative clause. *The play **which** won the Tony Award was a musical.*
- **Whose** is never omitted. *This is Bruce Weber **whose** photographs you must have seen.*

Relative adverbs

We use:

i. **when/that** to refer to a time (and can be omitted). *That was the year **(when/that)** my son was born.*
ii. **where** to refer to a place. *The flat **where** I live is on the top floor.*
iii. **why** to give a reason, usually after the word reason (why can be omitted). *The reason **(why)** she quit her job is only to be guessed.*

Identifying and Non-Identifying Relative Clauses

An identifying relative clause gives necessary information essential to the meaning of the main sentence. It is not put between commas and is introduced with **who**, **with**, **that**, **whose**, **where**, **when**, or the **reason (why)**. *Any student **who** is caught cheating will be expelled.*

A non-identifying relative clause gives extra information and is not essential to the meaning of the main sentence. It is put between commas and is introduced with **who**, **whom**, **which**, **whose**, **where**, or **when**. *A student, who was caught cheating, was expelled.*

Unit 9

Reported Speech - Statements

Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks. The word **that** can either be used or omitted after the introductory verb *(say, tell, suggest, etc)*.
*Rachel said **(that) she would bake a cake for the party.***

Say - Tell

- say + no personal object – *Joey **said** he was an actor.*
- say + to + personal object – *Joey **said to us** he was an actor.*
- tell + personal object – *Joey **told us** he was an actor.*

Expressions used with **say**, **tell** and **ask**.

Say	hello, good morning/afternoon etc, something/ nothing, so, a prayer, a few words, no more, for certain/sure, etc
Tell	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, somebody one's name, somebody the way, somebody so, someone's fortune, etc
Ask	a question, a favour, the price, after somebody, the time, around, for something/somebody, etc

Reported Statements

- In reported speech, personal/possessive pronouns and possessive adjectives change according to the meaning of the sentence.
  Phoebe said, "I'm going to sing my latest hit song."
  *Phoebe said (that) **she** was going to sing **her** latest hit song.*
- We can report someone's words either a long time after they were said (out-of-date reporting) or a short time after they were said (up-to-date reporting).

Up-to-date reporting

The tenses can either change or remain the same in reported speech.

Direct speech: *Monica said, "I still haven't **seen** your new house."*
Reported speech: *Monica said (that) she still **hasn't/hadn't seen** our new house.*

Out-of-date reporting

- Certain words and time expressions change according to the meaning as follows:

now	→	then, immediately
today	→	that day
yesterday	→	the day before, the previous day
tomorrow	→	the next/following day
this week	→	that week
last week	→	the week before, the previous week
next week	→	the week after, the following week
ago	→	before
here	→	there
come	→	go
bring	→	take

- The verb tenses remain the same in reported speech when the introductory verb is in the present, future or present perfect.
  *Ross **says**, "I'm handsome."*
  *Ross **says** (that) he **is** handsome.*
- The verb tenses can either change or remain the same in reported speech when reporting a general truth or law of nature.
  The teacher said, "The tiger belongs to the cat family."
  The teacher said (that) the tiger belongs to the cat family.

The introductory verb is in the past simple and the tenses change as follows:

Direct speech	Reported speech
Present Simple → Past Simple	
"I know the secret."	*He said (that) he knew the secret.*
Present Continuous → Past Continuous	
"I am rehearsing my speech now."	*He said (that) he was rehearsing his speech at that moment.*
Present Perfect → Past Perfect	
"I have given up biting my nails."	*He said (that) he had given up biting his nails.*
Past Simple → Past Simple or Past Perfect	
"They gave me promotion at work."	*He said (that) they (had) given him promotion at work.*
Past Continuous → Past Continuous or Past Perfect Continuous	
"I was trying to open a jar."	*He said that he was trying/had been trying to open a jar.*
Future (will) → Conditional (would)	
"I will hang the picture tomorrow."	*He said that he would hand the picture the next/following day.*

Reported Questions

- Reported questions are usually introduced with the verbs **ask**, **inquire**, **wonder** or the expression **want to know**.
- When the direct question begins with a question word (**who**, **where**, **how**, **when**, **what**, etc), the reported question is introduced with the same question word.
  *"**When** does the train leave, please?"* (direct question)
  *He asked me **when** the train leaves.* (reported question)
- When the direct question begins with an auxiliary (**be**, **do**, **have**), or a modal verb (**can**, **may**, etc), then the reported question is introduced with **if** or **whether**.
  "Do you think we'll have a white Christmas?" (direct question)
  *He asked me **if** I thought we would have a white Christmas.* (reported question)
- In reported questions, the verb is in the affirmative. The question mark and words/expressions such as **please**, **well**, **oh**, etc are omitted. The verb tenses, pronouns and time expressions change as in statements.
  Can I have some more porridge, please? (direct question)
  Oliver asked me if he could have some more porridge. (reported question)

Reported Orders

To report orders in reported speech, we use the introductory verbs **order** or **tell + sb + (not) to - infinitive**.
Go to your room! (direct order)
*He **ordered** them **to go** to their room.* (reported order)
Don't move! (direct order)
*She **told** us **not to** move.* (reported order)

Reported Commands, Requests and Suggestions etc

To report commands, requests, suggestions, instructions etc., we use a special introductory verb followed by a **to-infinitive**, **-ing form**, or **that-clause**, depending on the introductory verb.

Introductory verb	Direct speech	Reported speech
+ to infinitive		
agree	*"Alright, I'll lend you the money."*	*She agreed to lend me the money.*
*claim	*"I have undeniable proof!"*	*She claimed to have undeniable proof.*
*demand	*"I want you to give me a second chance!"*	*She demanded to be given a second chance.*
offer	*"I could drive you to the airport."*	*He offered to drive him to the airport.*
*promise	*"I give you my word of honour that I will decide what's best for the company."*	*She promised to decide what was best for the company.*
refuse	*"Definitely not! I won't pay you until I get the negatives."*	*She refused to pay until she got the negatives.*
*threaten	*"Give me my money or else I will take you to court."*	*She threatened to take him to court if he didn't give back her money.*
+ sb + to-infinitive		
advise	*"You had better get a good lawyer."*	*He advised me to get a good lawyer.*
allow	*"You may speak to him, but only for a few minutes."*	*She allowed me to speak to him but only for a few minutes.*
ask	*"How did you find out?"*	*He asked me how I had found out.*
beg	*"Don't tell anyone."*	*He begged me not to tell anyone.*
command	*"Stay behind the yellow line."*	*She commanded him to stay behind the yellow line.*
encourage	*"You should try for the Olympic team."*	*He encouraged her to try for the Olympic team.*
forbid	*"You cannot use my car for the next month."*	*She forbade us to use her car for the following month.*
invite	*"Would you like to join me for dinner this evening?"*	*She invited him to dinner that evening.*
order	*"Get off the private property!"*	*She ordered them to get off the private property.*
*remind	*"Whatever you do, don't feed my dog from the table."*	*He reminded him not to feed her dog from the table.*
*warn	*"No one should be trusted."*	*She warned me not to trust anyone.*

Introductory verb	Direct speech	Reported speech
+ -ing form		
accuse sb of	*"You are withholding evidence."*	*She accused him of withholding evidence.*
*admit (to)	*"I do envy the opportunities you've had."*	*He admitted to envying the opportunities she had had.*
apologise for	*"I'm really sorry I dented your car."*	*He apologised for denting her car.*
*boast about/ of	*"I have a Jaguar convertible!"*	*He boasted about having a Jaguar convertible.*
*complain (to sb) of/about	*"I have terrible pains in my stomach."*	*She complained of/ about having terrible pains in her stomach.*
*deny	*"I knew nothing about such a business deal."*	*He denied ever knowing anything about such a business deal.*
*insist on	*"I must speak to the editor of the newspaper."*	*He insisted on speaking to the editor of the newspaper.*
*suggest	*"How about buying Cecile a shawl for her birthday?"*	*He suggested (their) buying Cecile a shawl for her birthday.*
+ that clause		
explain	*"The medicine should take effect in five minutes."*	*She explained that the medicine should take effect in five minutes.*
inform sb	*"I'm afraid Miss Paltrow won't be in before this Thursday."*	*The secretary informed me that Miss Paltrow would not be in before that Thursday.*

* The verbs marked with an asterisk can also be followed by a that-clause in reported speech.

Unit 10

The Definite Article *the*

We use **the**:

- with nouns when talking about something specific. *Nick has a doberman. **The** doberman is black.*
- with nouns that are unique *(**the** sun, **the** world, etc).*
- with names of newspapers *(**the** Herald)*, cinemas *(**the** Odeon)*, theatres *(**the** Globe Theatre)*, museums/art galleries *(**the** British Museum)*, ships *(**the** Queen Mary)*, organisations *(**the** UN)*.
- with the names of rivers *(**the** Amazon)*, groups of islands *(**the** Azores)*, mountain ranges *(**the** Rockies)*, deserts *(**the** Saharah)*, oceans *(**the** Indian)*, canals *(**the** Panama)*, countries when they include words such as **States**, **Kingdom**, **Republic** *(**the** Czech Republic)*, names or nouns with of *(**the** House of Parliament)*, in geographical terms such as ***the** Antarctic/Arctic/equator, **the** South of France, **the** North/ South/East/West*.
- with the names of musical instruments/dances *(**the** bass, **the** tango)*.
- with the names of families *(**the** Browns)*/nationalities ending in **-sh**, **-ch** or **-ese** *(**the** Dutch)*.
- with titles ***(the** Ambassador, **the** Prime Minister)* **but not** with titles including a proper name *(Princess Diana)*.
- with adjectives/adverbs in the superlative form ***(the** best pizza I have ever eaten)*, **but** when **most** is followed by a noun, it doesn't take **the** *(most people enjoy listening to music)*.
- with the words **day**, **morning**, **afternoon** and **evening**. *It was late in **the** afternoon.* BUT: at night, at noon, at midnight, by day/night
- with historical periods/events *(**the** Renaissance, **the** Korean war.)* BUT: **World War II**
- with the words **only**, **last** and **first** (used as adjectives). *I was **the** only one who was a vegetarian.*
- with the words **station**, **cinema**, **theatre**, **library**, **shop**, **coast**, **sea(side)**, **beach**, **country(side)**, **city**, **jungle**, **world**, **ground**, **weather**. *We went for a stroll along **the** beach.*

We do not use **the**:

- with uncountable and plural nouns when talking about something in general. ***Cats are** assumed to be less affectionate than dogs. **Chocolate** is a very popular sweet.*
- with proper nouns. ***Lynn** works in a clothing factory.*
- with the names of sports, games, activities, days, months, celebrations, colours, drinks and meals. *We'll meet on **Tuesday**.*
- with languages unless they are followed by the word **language**. *Mary speaks **Greek**, **English** and **French**.* BUT: ***The German language** is spoken in parts of Switzerland.*
- with the names of countries which don't include the word **State**, **Kingdom** or **Republic**. **Canada**, **Argentina**, **Morocco**. **BUT** there are some exceptions: ***the Ukraine**, **the Gambia**, **the Vatican**.*
- with the names of streets *(Sherbrooke Street, Madison Avenue* **BUT:** ***the M6**, **the A42**)*, squares *(Times Square)*, bridges *(London Bridge* **BUT:** ***the Golden Gate Bridge**)*, parks *(Hyde Park)*, railway stations *(Paddington, Grand Central)*, mountains *(Kilimanjaro)*, individual islands *(Crete)*, lakes *(Lake Michigan)* and continents *(Asia)*.
- with possessive adjectives/possessive case. *That is **my computer**.*
- with the names of restaurants, shops, banks, hotels, etc which are named after the people who started them ***(Macy's)***.
- with the words **bed**, **hospital**, **college**, **court**, **prison**, **school**, **university** when we refer to the purpose for which they exist. *Patrick was ill in **hospital**.* **BUT:** *I went to **the hospital** to visit him.*
- with the word **work** (= place of work). *She left **work** at six.*
- with the words **home**, **mother**, **father**, etc when we talk about our own home/parents.
- with **by + means of transport** *(by bus/ferry/train/car etc).*
- with the names of illnesses. *Luke's got **asthma**.* **BUT:** *flu/**the flu**, measles/**the measles**, mumps/**the mumps**.*

Rules for Punctuation

A full stop (.) is used:

- to end a sentence that is not a question or an exclamation. *We hope you have a great birthday. We wish you the very best.*

A comma (,) is used:

- to separate words in a list. *I've been to Italy, Greece and Slovenia.*
- to separate a non-identifying relative clause from the main clause. *Elton John, who is performing tonight in London, is my favourite singer.*
- when if-clauses begin sentences. *If you go, I'll go.*
- to separate question tags from the rest of the sentence. *Bruce and Demi haven't got a divorce yet, have they?*

A question mark (?) is used:

- to end a direct question. *What is the reason for such behaviour?*

An exclamation mark (!) is used:

- to end an exclamatory sentence. *Wow! I can't believe it!*

Quotation marks (' ' " ") are used:

- in direct speech to report the exact words someone said. *"Could I speak with you in private"' he asked her. "He has left," said Antonia. "They left without paying," said the waiter.*

A colon (:) is used:

- to introduce a list. *You'll need: garlic, onions and olive oil.*

An apostrophe (') is used:

- in short forms to show that one or more letters or numbers have been left out. *He's* (= He is) *... was in '66.* (=1966)
- before or after the possessive -s to show ownership or the relationship between people. *my son 's friend.*

Irregular Verbs

Infinitive	Past	Past Participle
be	was	been
bear	bore	born(e)
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt (burned)	burnt (burned)
burst	burst	burst
buy	bought	bought
can	could	(been able to)
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
dream	dreamt (dreamed)	dreamt (dreamed)
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung (hanged)	hung (hanged)
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt (learned)	learnt (learned)
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
smell	smelt (smelled)	smelt (smelled)
speak	spoke	spoken
spell	spelt (spelled)	spelt (spelled)
spend	spent	spent
split	split	split
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

1 Appendix

Unit 1

carry off = manage (a victory)
carry on = continue
carry out = follow
carry over = continue to exist
carry sth through = manage to accomplish
wear away = erode/become eroded
wear down = weaken
wear off = decrease
wear on = pass (of a day)
wear sth out = damage through use

Unit 2

put aside = save (money)
put back = replace
put down = criticise
put off = postpone
put sb through = cause sb to endure (pain, hardship)
put up = construct, assemble
put up with = tolerate
set sb back = cost
set in = continue, develop
set off = embark (on a journey)

Unit 3

bring about = cause
bring in = introduce
bring over = convey
bring round = revive
stand by = support
stand for = represent
stand in for = replace
stand out = be obvious

Unit 4

cut back = reduce
cut down = decrease
cut in = interrupt
cut off = sever, separate
pass away = die
pass on = give to the next person
pass out = faint
pass over = ignore

Unit 5

send back = return
send for = summon
send on = forward
send out on = order
take back = admit to an error/withdraw a statement
take in = understand
take on = accept
take up = begin doing sth

Unit 6

get across = convey
get ahead = succeed/make progress
get around = overcome/avoid (a difficulty/an obstacle)
get sb down = depress sb
work into = find time for
work off = eliminate
work out = calculate/solve (a problem)
work up = cause to be upset

Unit 7

clear away = remove
clear out = empty
clear up = cure (an infection/a skin problem)
hold back = suppress
hold off = delay
hold out = extend
hold up = rob

Unit 8

drag sb down = cause sb to fail/be destroyed
drag in = inappropriately mention
drag on = continue unnecessarily
drag out of = manage to elicit
keep back = reserve
keep sb on = continue to employ
keep to = adhere
keep up with = stay on the same level as

Unit 9

go on = continue
go over = examine
go under = fail/go bankrupt
go up = increase
pick at = nibble
pick on = bully
pick out = select
pick up = collect

Unit 10

call for = demand
call off = cancel
call up = telephone
call upon = request
draw in = involve
draw on = use (an ability/ a resource)
draw out = lengthen (a process)
draw up = write (a plan/a contract)

Appendix 2

Personal opinion:	***In my opinion/view, To my mind, To my way of thinking, I am convinced that, It is my firm belief that, I am inclined to believe that, It seems to me that, As far as I am concerned, I think that*** *our efforts will meet with success.*
To list advantages and disadvantages:	***One advantage of, Another advantage of, One other advantage of, A further advantage of, The main advantage of, The greatest advantage of, The first advantage of*** *having a pet is that they are fantastic company.* ***One disadvantage of, Another disadvantage of, One other disadvantage of, A further disadvantage of, The main disadvantage of, The greatest disadvantage of, The first disadvantage of*** *having a pet is that they need a lot of care.*
To list points:	***Firstly, First of all, In the first place, Secondly, Thirdly, Finally, To start/begin with,*** *we have to make both sides feel comfortable before talks can continue.*
To list points in a	BEGINNING - ***First, To start/begin with, First of all,*** *make sure you have all the necessary ingredients.* CONTINUING - ***Secondly, After this/that, Afterwards, Then, Next,*** *mix all the ingredients in a bowl.* CONCLUDING - ***Finally, Lastly, Last but not least,*** *bake the cake in a medium oven.*
To add more points to the same topic:	***What is more, Furthermore, Apart from this/that, In addition (to this), Moreover, Besides (this), ... not to mention the fact that*** *the Internet has made a major impact on education, which will greatly influence the way we teach and learn.* ***Not only*** *has the Internet made a major impact on education,* ***but*** *it will* ***also*** *greatly influence the way we teach and learn.* *The Internet is* ***both*** *having a major impact on education* ***and*** *is something that will influence the way we teach and learn.*
To refer to other sources: To express cause:	***With reference to, According to*** *recent statistics, the number of unemployed is increasing.* *The house was demolished* ***because, owing to the fact that, due to the fact that, on the grounds that, since, as*** *they are going to build a block of flats there.* ***In view of, Because of , Owing to*** *the fact that they are going to build a block of flats there, the house was demolished.* *They are going to build a block of flats there;* ***for this reason****, the house was demolished.* ***Seeing that*** *they are going to build a block of flats there, the house was demolished.*
To express effect:	*Her health was failing and she wanted more time with her family;* ***thus, therefore, so, consequently, as a result, as a consequence,*** *she decided to retire.*
To express purpose:	*She quit her job,* ***so that*** *she could travel around the world.* *She quit her job,* ***so as to / in order to*** *travel around the world.* *I bought a new bicycle* ***with the purpose/intention of*** *cycling to work in the mornings*
To emphasise a point:	***Indeed, Naturally, Clearly, Obviously, Of course, Needless to say,*** *the extent of his talent guaranteed that he would be a great actor.*
To express reality:	***It is a fact that, In effect, In fact, As a matter of fact, The fact of the matter is (that), Actually, In practice, Indeed,*** *failing to watch your diet will lead to your gaining weight.*
To give examples:	***For instance, For example,*** *by providing flexible working hours, businesses can encourage employees to be more productive.* *By providing incentives* ***such as, like*** *flexible working hours, businesses can encourage employees to be more productive.* *If employees are to be more productive, then the provision of incentives,* ***particularly, in particular, especially*** *flexible working hours, is essential.*
To make general *the* statements:	***As a (general) rule, By and large, Generally, In general, On the whole,*** *the more decisions you let a child make on his own, the more self-sufficient he will be.*
To make partially true statements:	***Up to a point, To a certain extent/degree, To some extent/degree, In a sense, In a way, To a limited extent,*** *this is true but serious athletes will always need the support of their coach and team-mates.*
To express limited knowledge:	***To the best of my knowledge, As far as I know,*** *Tony has already sent the letters.*
To state other people's opinions:	***It is popularly believed that, People often claim that, It is often alleged that, Some people argue that, Many argue that, Most people feel that, Some people point out that*** *homeopathic remedies can be more effective than conventional medicine.* ***Contrary to popular belief,*** *conventional medicine is not always as effective as homeopathic remedies.*

2 Appendix

To make contrasting points:	*It is a well-known fact that wearing seat belts saves lives;* ***yet, however, nevertheless, but, even so, still, nonetheless****, large numbers of drivers refuse to wear them.* ***Although, Even though, Regardless of the fact that, In spite of the fact that, Despite the fact that, While*** *wearing seatbelts is known to save lives, large numbers of drivers refuse to wear them.*
To express balance (the other side of the argument):	***Opponents of*** *animal testing* ***argue, claim, believe that*** *experiments can be conducted in other ways without losing their efficacy.* ***While it is true to say that*** *the government is investing in retraining schemes,* ***in fact*** *the unemployment rate is still high.* ***The fact that*** *there are still no recycling bins in my area* ***contradicts the belief/ idea that*** *the town council care about the environment.*
Negative addition:	***Neither*** *my sister* ***nor*** *my brother have ever travelled abroad.* *My sister has never travelled abroad;* ***nor, neither*** *has my brother.* *My sister has never travelled abroad, and my brother hasn't* ***either****.*
To express exception:	*He has visited every European country* ***apart from, but, except (for)*** *one.*
To clarify/rephrase:	***In other words, That is to say, To put it another way,*** *if you treat people with respect they are far more likely to treat you with respect.*
To express similarity:	*Making a list before you go shopping is important if you want to save money;* ***similarly, likewise, in the same way,*** *buying products that are on sale also helps you stay within your budget.*
To give an alternative:	*We could (****either****) go to Malta or Tunisia.* *We could go to Malta.* ***On the other hand, Alternatively****, we could go to Tunisia.*
To express condition:	*You may use this room* ***on condition that, provided (that), providing (that), as long as*** *you keep quiet. You may use this room* ***only if*** *you keep quiet.* ***In the event of*** *an emergency,* ***In the event that, If*** *an emergency arises, call security.* ***In case*** *of emergency, call security.* *Do you happen to know* ***whether*** *Sandra works at home* ***or not****?* *Get your tickets early* ***otherwise, or (else)*** *you might not get in.*
To express consequence:	*The sun is getting increasingly more dangerous;* ***consequently, as a result,*** *I never go out between midday and three.* *I'm hoping to get back today;* ***if so,*** *I'll come see you,* ***if not, otherwise,*** *I'll give you a call.*
To conclude:	***Finally, Lastly, All in all, Taking everything into account/consideration, On the whole, All things considered, In conclusion, On balance, For the above mentioned reasons, To sum up,*** *it is felt that you would not be suitable for the position.*
Time:	*The green light comes on* ***when, whenever, before, after*** *humidity reaches 90%.* *Wait* ***until, till*** *the crust is a golden brown before removing the pie.* *There has been no news of the child* ***since*** *five o'clock yesterday evening.* *She spotted them* ***as she*** *was getting on the bus. She saw her* ***while*** *she was waiting for a taxi.* *I never see her* ***now that*** *she has moved to the city.*
Reference:	*I am writing to request more information* ***regarding, concerning*** *the position advertised in Sunday's edition of The Times.* *I am writing* ***with respect/regard/reference to, in regard/reference to*** *the availability of product no. 127492.*
Summarising:	***In short, Briefly, To put it briefly,*** *I've never met a nicer person!*

UNIT 7

PICTURE SET 1 A

PICTURE SET 2 A

UNIT 9

PICTURE SET 1 B

PICTURE SET 2 B