

Mission

C O U R S E B O O K



Virginia Evans
Jenny Dooley



2



Express Publishing

Mission 2

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Introduction

Mission 2 is a motivating coursebook designed for students preparing for the Cambridge First Certificate in English examination. It consists of seven units and involves all four skills: listening, reading, speaking and writing. Each unit provides four reading parts, vocabulary exercises, warm-up and follow-up activities and grammar checks. Listening and Speaking tests, Use of English sections as well as Writing techniques are also included in every unit. Mission 2 is accompanied by a Teacher's Book, a set of three class CDs and a set of two student's CDs. Other components of the course are: FCE Practice Tests 2, Key to FCE Practice Tests 2 and a set of three class audio CDs.

READING

Each unit consists of four parts. Each part deals with different reading tasks, combining stimulating texts and cross-cultural topics followed by contextualised lexical exercises.

- Part 1** is a text preceded by multiple-matching questions (see pp. 6 - 7) which are either short headings or summary sentences. To deal with this part successfully, students skim the text to get the basic meaning. Then they have to read the list of headings carefully. Students then read each section of the text for a second time, underlining the words that match each heading, and make their choice.
- Part 2** is a text followed by four-option multiple choice questions (see pp. 10 - 11). Students have to skim the entire text, then read each question carefully and determine whether they are asking for specific or general information. Then students re-read the text looking for the relevant information, paying attention to the meaning of individual words which will help them make their choice. If students can't find the answer, they need to use the process of elimination to help them decide on the best possible answer.
- Part 3** is a text from which sentences or paragraphs have been removed and placed in jumbled order after the text. Students must decide from where in the text the missing parts have been removed (see pp. 14 - 15). Students have to skim the gapped text first, then carefully read the list of sentences or paragraphs. They must then re-read the text focusing on the sentences before and/or after each gap to match the topic with the missing part. Grammar connections (i.e. verb tenses, pronouns etc) can help students decide on each gap. Once finished, students should read the whole text to see if their answers make sense.
- Part 4** is a text preceded by multiple matching questions (see pp. 18 - 19). To get the general meaning students should skim the instructions, the questions, the title and the

opening sentence of each text. Then students underline the key words in the question and scan the text searching for key words and information.

USE OF ENGLISH

Use of English sections are provided throughout the book to enable students to use English effectively. There are five parts. Each part deals with a different task.

- Part 1** is a modified cloze text followed by 15 multiple choice questions (see p. 47). Emphasis is placed on vocabulary. Students read through the text the first time to get an understanding of its general meaning, then a second time to decide which of the four choices is the best answer. Students should focus on words preceding and following the gap before making their choice.
- Part 2** is an open modified cloze text containing 15 gaps (see p. 21). Emphasis is placed on both grammar and vocabulary. First students read through the text in order to get an understanding of its general meaning and think about the missing words (whether it is a noun, adjective, adverb, verb, article, preposition, modal, pronoun etc). Then students re-read the text, filling in the answers they are sure about by looking at the words preceding and following the gaps. Finally students read the text a third time filling in the remaining answers and making sure the sentences are grammatically correct and the answers are spelt correctly.
- Part 3** consists of ten discrete items with a lead-in sentence and a gapped response to be completed, using a given word (see p. 97). Both grammar and vocabulary are tested in this part. Students read the lead-in sentence and the given word and think how it can be used grammatically in the gapped response, then write their answers. Students have to keep in mind that they have to use only two to five words (the given word is included in these words) keeping the meaning similar to that of the lead-in sentence. Then students re-read their final answers, checking for correct spelling and grammatical accuracy.
- Part 4** is a text containing errors. The text consists of 17 lines, the first two used as an example. Some lines of the text are correct whereas others contain an unnecessary word which must be identified (see p. 21). Students read through the text to get an understanding of its general meaning. Then students read the text carefully line by line, trying to identify the extra word. Such words can be participles, articles, conjunctions, prepositions, determiners, parts of tenses, pronouns, linking words, adjectives, modals, relatives etc.

While reading for the second time, students tick (✓) any correct lines and write any unnecessary words in the corresponding space. Then they read the text a final time to make sure their answers make sense.

Part 5 is a text which contains 10 gaps, each one corresponding to a word (see p. 123). The stems of the missing words are given next to the text and students are asked to fill in the blanks with the correct form of the word. Students should read through the text to get an understanding of its general meaning. Then students look at the words on the side of the text to determine the kind of word missing (adjective, noun, verb, adverb etc), thinking about typical endings or prefixes. On completion, students read the text a final time, checking that the answers make sense.

LISTENING

There are two complete listening tests divided up among the seven units. Listening tests consist of 4 parts. Each part is heard twice. The listening tests can be found on the third audio CD.

Part 1 focuses on understanding main points, location, roles, function, attitude, feelings, opinions, intentions etc. It consists of 8 short, unrelated extracts of 30 seconds each, either monologues or dialogues, followed by three-option multiple choice questions (see p. 22). While listening for the first time, students look out for key words related to one of the three choices, paying attention to what is heard because these key words may be included in the incorrect choice. While listening to the extracts again students check their answers.

Part 2 is a note-taking or blank-filling exercise based on a monologue or dialogue lasting 3 minutes (see p. 48). While listening for the first time, students should attempt to fill in any gaps they can. While listening for the second time, students should fill in the remaining gaps and check if the answers make sense.

Part 3 is a multiple-matching exercise based on five related texts of about 30 seconds each from monologues or dialogues (see p. 72). When listening for the first time, students make a first choice of answers. When listening for the second time students listen for specific words related to the options, keeping in mind that one option isn't used. Students can use any notes they have made to help them to make final decisions.

Part 4 is a selection from several possible question-types (eg. true/false, yes/no, three-option multiple choice, who's the potential speaker etc) based on a monologue or dialogue

lasting about 3 minutes (see p. 98). When listening for the first time students note down any answers they are sure about. While listening for the second time, students check their answers and fill in the answers to the remaining questions.

SPEAKING

There are four speaking tests spread throughout the seven units. Each test consists of four parts as follows:

Part 1 has to do with socialising and giving personal information (see p. 23). Students should be able to talk about themselves for about two minutes.

Part 2 focuses on exchanging personal and factual information based on given visual prompts (see p. 23). Students are given two colour photographs which they have to talk about in relation to themselves. They are also asked to comment briefly on each other's pictures.

Part 3 focuses on students' working in pairs to exchange information or express their opinion based on given visual prompts (eg pictures, diagrams etc) (see p. 49). It is important to remember that this is pairwork, so one student should not monopolise the conversation.

Part 4 focuses on students' working in pairs to exchange opinions on matters related to the theme of Part 3 (see p. 49). Students should discuss the questions with their partner, listen to his/her answers and respond accordingly.

WRITING

Writing is a means of communication and self expression. The book provides detailed composition analysis and models of all types of compositions (narrative, descriptive, letters, argumentative, articles, reports and reviews).

AUDIO CDs

There are 3 **class audio CDs**. The first two contain the reading passages which are found in the book. These CDs are used for the warm-up activities. The third CD is designed to practise a real exam situation. Each part of the listening, therefore, can be heard twice and the timing and pauses match exactly those given in the examination. The Student's CDs contain the reading passages which are found in the book. Students are advised to use these as home study in order to improve pronunciation and intonation.



Unit 1

WARM - UP ACTIVITIES

- ◆ Look at the pictures and the title. What do you think the article is about?
- ◆ Do you have a pet? Would you like one? Why do people keep pets?

👉 First read the following summary, then listen to the text of Part 1 and complete the missing information.

Over the years, pet therapy has helped difficult children, lonely
 1) people and anti-social
 2) In the 18th century, a
 3) filled the grounds of a hospital with chickens, 4) and goats. Many years later, in New York, animals were recruited to help with rehabilitating 5) wounded in World War II. Research has shown that pet owners live longer. It has been found that stroking a 6) or 7) lowers the blood pressure, and a dental school discovered that gazing at 8) helps you relax. One researcher, Dr Levinson, brought his dog to therapy sessions with a 9) child, who became much more sociable. It has also been discovered that people suffer from fewer illnesses like colds, 10) and stomach problems after acquiring a pet.



READING TASK: PART 1

You are going to read a magazine article about pet therapy. Choose the most suitable heading from the list **A-I** for each part (1-7) of the article. There is one extra heading which you do not need to use. There is an example at the beginning (0).

- A** Pets improve the health of their owners.
- B** The difference a dog made.
- C** A pioneering new method of treatment.
- D** Pets linked to longer lifespan.
- E** A new view of the world.
- F** Pets are not for everyone.
- G** Healing physical and mental scars.
- H** Prison relations improved by animals.
- I** Animals ease tension.



Animal Magic

0

E

A kind of treatment designed to stimulate people who are **withdrawn** or uncommunicative has recently been given a new name: pet therapy. It has given difficult children, lonely old people and even anti-social prisoners a completely new outlook on life.

1

Even though pet therapy is only now being widely used, it is not a new idea. In the eighteenth century an English doctor, William Tuke, filled the grounds of a hospital for **mentally disturbed** people with chickens, rabbits and goats. At a time when people were usually punished for strange behaviour rather than helped, this was a **radical** new approach to treating the mentally disturbed. Tuke's idea was that patients could learn self-control by caring for creatures weaker than themselves.

2

This is an idea which has **persisted**. In New York, horses, cows, cats and dogs were **recruited** to heal soldiers who had been wounded during World War II. These animals **comforted** the **traumatised** and helped the **battle-scarred** to avoid becoming obsessed with their injuries.

3

During the 1970's, scientific interest was rekindled by a study that had originally set out to examine the connection between social conditions and heart disease. Quite by chance, researchers discovered that the survival rate of people who owned a pet was significantly greater than those who didn't. At first, they treated these findings with suspicion, but the more research that

was done, the more **conclusive** the proof became. People with pets really were living longer.

4

It was discovered that stroking a cat or dog lowers a human being's blood pressure and reduces anxiety. Just having an animal around you can lower your heart rate. Cats and dogs aren't the only pets that can help you to relax either. A dental school in America has discovered that gazing at fish in a tank helps patients relax before undergoing **dental treatment**.

5

The current trend towards using pets in therapy sessions is based on the work of an American psychologist, Dr Boris Levinson. He was treating a child who was very withdrawn and refused to talk. One day, Dr Levinson took his dog Jingles to the therapy session and, to his surprise, the child began stroking and **cuddling** the dog. Through more contact with Jingles, the child became increasingly open and **approachable** and Levinson was able to complete the psychotherapy successfully.

6

But what aspect of the animal-human relationship is the cause of such benefits? Does the companionship of animals **fulfil** certain basic human needs that are still not fully understood, but which are nevertheless vital to our sense of well-being? One recent study revealed that there were significantly fewer minor illnesses such as colds, backaches and stomach problems among adults after they had acquired a pet. "It is difficult to know if they became healthier as a result of acquiring their pet, but they certainly perceived themselves to be so," the researcher said.

7

There is no real explanation however, for why animals can change people in various ways. Elizabeth Ormerod, who is spearheading a campaign to introduce pets into a Scottish prison, has watched the effect of animals on prisoners. "Animals help to **dispel tension**," she says. The Scottish prisons that have some involvement with animals report fewer disturbances as well as better relationships between staff and prisoners. "Caring for a pet encourages compassion and reverence for life," says Ormerod. "You could call it humane education."



VOCABULARY EXERCISES

1 Look at the following words in bold in the text and try to explain them:

withdrawn, mentally disturbed, radical, persisted, recruited, comforted, traumatised, battle-scarred, conclusive, dental treatment, cuddling, approachable, fulfil, dispel, tension

2 Fill in the correct word(s) from the list below:

grounds, stimulate, rekindled, current, trend, reverence, vital, perceived, spearhead, compassion

- Tom has great for his teacher's work. (**respect**)
- The nowadays is for people to take exercise and eat healthy foods. (**attitude or fashion**)
- She felt so much for the city's homeless people that she decided to do something to help them. (**sympathy**)
- Communication is of importance to any relationship. (**essential**)
- Educational games are a good way to young children at school. (**encourage**)
- My enthusiasm for athletics was when I watched the Olympics on TV. (**stimulated again**)
- The wedding reception was held in the of the country house. (**gardens**)
- There is an interesting article in the edition of *National Geographic*. (**most recent**)

- Bob had himself to be a good football player until he was rejected for the school team. (**thought**)
- Mrs Jones had plans to a campaign to protect stray animals. (**lead**)



3 Fill in the correct word from the lists below:

a. disturb, upset, bother, trouble

- You'll Helen if you mention her mother's illness; she's finding it difficult to cope.
- Do not Max; he's trying to study for his exams next week.
- Michael didn't want to me with his problems at first, but ended up telling me everything.
- Don't trying to call Sally – she's not at home.



b. wounded, injured, damaged, hurt

- His unkind words really my feelings.
- The soldier was badly in the battle.
- They were badly in the car crash.
- My bicycle was in the accident.

4 Fill in the word(s) from the list below. Use the word(s) only once.

to lower, to dispel, survival, to become, to fulfil, therapy, to treat, to undergo, to reduce, disease, to stroke, mentally

- | | |
|----------------------------|---------------------------|
| 1 obsessed with | 7 dental treatment |
| 2 sth with suspicion | 8 basic human needs |
| 3 disturbed | 9 a cat |
| 4 sessions | 10 rate |
| 5 heart | 11 anxiety |
| 6 blood pressure | 12 tension |

5 Fill in the appropriate particle.

- He swore that he was innocent, and that he had been **set** (**made to look guilty of sth he wasn't**)
- It was still dark when we **set** for London. (**left**)
- Since we **set** our business, it has grown very quickly. (**established**)
- I'm trying to **set** some money for the holidays. (**save**)
- It seems the cold has **set** for the winter. (**come and will continue**)
- After the party, we **set** tidying the house up. (**started**)

6 Match the animals with their young.

frog	lamb	hen	kitten
goat	puppy	duck	piglet
sheep	kid	cat	foal
lion	calf	horse	joey
dog	tadpole	kangaroo	duckling
cow	cub	pig	chick

- 7 Match each animal from the list with the animal group it belongs to. Some animals can be used more than once.

Groups: herbivores, insects, mammals, cats, reptiles, fish, birds, carnivores, omnivores, amphibians

crocodile, lion, tiger, bear, hawk, frog, goldfish, panther, wolf, monkey, snake, sparrow, wasp, whale, lizard, fly, jaguar, tortoise, pigeon, cow, fox, beetle, eagle, puma, squirrel, goat, sheep, salmon



- 8 Fill in the gaps with one of the **animal-related idioms** below:

as stubborn as a mule, eats like a horse, stir up a hornet's nest, wouldn't hurt a fly, the black sheep of the family

- He's so gentle, he
(**would never hurt anyone**)
- You'll never get him to change his mind - he's
..... (**very obstinate**)
- My cousin Johnny has been to prison twice - he's
..... (**a disgraced family member**)
- We'll have to buy lots of food, because Jim's coming to lunch and he
..... (**has a large appetite**)
- I wouldn't say anything about it - you'll just
..... (**cause a lot of trouble**)

- 9 Using the cues and the expressions below compare and contrast the two animals in the pictures in terms of having them as pets.



loyal, friendly, faithful, protective, noisy, lovable, fierce at times, needs grooming, etc

intelligent, lively, exciting, needs special food, messy, needs space, expensive to keep, sometimes aggressive, not easily domesticated, etc



Useful expressions: both ... and, although, not only ... but also, on the other hand, etc
eg. A dog is **both loyal and faithful**.

- 10 Complete the sentences using the words in bold. Use two to five words.

- John's house is full of antique furniture.
filled John has antique furniture.
- I asked Kate to look after my cat while I was away.
care I asked Kate to while I was away.
- He only learned the truth by accident.
chance It was only he learned the truth.
- People are starting to take more exercise these days.
trend There is a current more exercise.
- Jack was surprised to hear that Paul had left.
surprise Jack found out,, that Paul had left.

Follow-up Activities

- Read the text of Part 1 again and say what the **medical benefits of keeping pets** are.
- Look at the notes and the expressions below, then, working in pairs, discuss the **advantages and disadvantages of having a pet**.

Advantages: people learn to care for other creatures
◆ reduces stress ◆ children become more sociable ◆ good company for old people etc.

Disadvantages: can be very expensive (e.g. vet's bills) ◆ pets may be jealous of babies ◆ pets may aggravate health problems (e.g. asthma, allergies)

Expressions: First and foremost ..., In addition ..., I admit you're right, but ..., On the contrary ... etc

GRAMMAR CHECK

Cross out the unnecessary word. Some sentences are correct.

- I can't ~~to~~ understand why Liz is behaving like that.
- When the burglar saw the lights to go on he left.
- Chris made Jenny to cry with his cruel accusations.
- I look forward to hearing from you soon.
- You'd better to wear smart clothes for the interview.
- The teacher advised us to study more.
- Would you mind to opening the window?
- Her mother wouldn't let her to go out at night.
- "I regret to inform you that you've failed the test."
- He was made to confess to his crime.
- Don't forget to lock all the doors before you leave.
- Doctors advise to following a healthy diet.
- She denied to committing the crime.
- They don't allow to smoking in here.
- He objected to revealing the secret.



WARM - UP ACTIVITIES

- ◆ Look at the pictures. What do you see?
- ◆ Can you think of any weather words?
- ◆ What kind of people might need to listen to a weather forecast and why?

👉 Read the following T/F statements and try to answer them by guessing. Then listen to the text of Part 2 and find out if your guesses were correct.

- 1 The presenter arrives at the studio just before the broadcast.
- 2 The presenter is a meteorologist.
- 3 TV viewers prefer scientific terminology.
- 4 The weather forecast is on at the same time every day.
- 5 The weather forecast is read live.
- 6 The weather forecast is often incorrect.
- 7 British people talk about the weather a lot.
- 8 The job of a forecaster is easy.

READING TASK: PART 2

You are going to read an article about a weather forecaster's job. For questions 8-15, choose the answer (A, B, C or D) which you think fits best according to the text.

Millions of people tune into the weather forecast each evening on television. Most of them imagine that the presenter does little more than arrive at the studio a few minutes before the broadcast, read the weather, and then go home.

In fact, this image is far from the truth. The two-minute bulletin which we all rely on when we need to know tomorrow's weather is the result of a hard day's work by the presenter, who is actually a highly-qualified meteorologist.

Every morning after arriving at the TV studios, the first task of the day is to collect the latest data from the National Meteorological Office. This office provides up-to-the-minute information about weather conditions throughout the day, both in Britain and around the world. The information is very detailed and includes predictions, **satellite** and radar **pictures**, as well as more technical **data**. After **gathering** all the relevant material from this office, the forecaster has to translate the scientific terminology and maps into **images** and words which viewers can easily understand.

The final broadcast is then carefully planned. It is prepared in the same way as other programmes. The presenter decides what to say and in what order to say it. Next a "story board" is drawn up which lays out the script word for word. What makes a weather forecast more complicated than other programmes are the maps and electronic images which are required. The computer has to be programmed so that the pictures appear in the correct order during the bulletin.

The time **allocated** for each broadcast can also **alter**. This is because the weather report is screened after the news, which can vary in length. The weather forecaster doesn't always know how much time is available, which means that he/she has to be thoroughly prepared so that the material can **be adapted** to the time available.

Another related **complication** is that the weather forecast has to be a live broadcast; it cannot be pre-recorded. **Live** shows are very **nerve-racking** for the presenter because almost anything can go wrong. Perhaps the most worrying **aspect** for every weather forecaster is getting the following day's predictions wrong. Unfortunately for them this is not an unusual **occurrence**; the weather is not always possible to predict accurately.

The weather is a national **obsession** in Britain, perhaps because it is so changeable. It's the national talking point, and most people watch at least one daily bulletin. It can be **mortifying** for a weather man or woman who has predicted rain for the morning to wake up to brilliant sunshine.

These days, a weather forecaster's job is even more complicated because they are relied upon to predict other environmental conditions. For example, in the summer the weather forecast has to include the pollen count for **hayfever** sufferers. Some also include reports on ultra-violet radiation **intensity** to help people avoid sunburn.

The job of a weather forecaster is certainly far more complicated than just pointing at a map and describing weather conditions. It's a job for professionals who can cope with stressful and demanding conditions.

8

What perception do most people have of weather forecasters?

- A They have many qualifications.
- B They do a hard day's work at the studio.
- C They work very short hours.
- D They always tell the truth.

9

Meteorologists get their forecasting information from

- A the TV studio.
- B the country's main weather centre.
- C satellite and radar information.
- D their office.

10

Creating a weather report is complex because

- A maps have to be drawn.
- B a lot of data has to be interpreted.
- C radar pictures are technical.
- D the information includes unreliable predictions.

11

The computer has to be carefully programmed

- A so that the visuals are sequenced correctly.
- B so that the script is visible to the presenter.
- C because the script has to be written on a story board.
- D because electronic maps are used.

12

Weather forecasters have to know the material well because

- A the broadcast is pre-recorded.
- B the forecast may be incorporated into the news broadcast.
- C the content of the report may have to change.
- D the length of the report may have to change.

13

What does "this" in line 34 refer to?

- A the weather forecaster's worry
- B reading the weather 'live'
- C giving a forecast that doesn't come true
- D an accurate prediction

14

In Britain, people's attitude to the weather

- A is not changeable.
- B makes it a top discussion topic.
- C depends on the prediction being for a sunny or rainy day.
- D is a national problem.

15

Nowadays, weather forecasters have to

- A do experiments to determine the pollen count.
- B simply point at maps and describe weather conditions.
- C cope with professionals.
- D be able to cope under pressure.



VOCABULARY EXERCISES

- 1 Look at the following words in bold in the text and try to explain them:

satellite pictures, data, gathering, images, allocated, alter, be adapted, complication, live, nerve-racking, aspect, occurrence, obsession, mortifying, hayfever, intensity

- 2 Fill in the correct word from the list below:

broadcast, forecasters, viewer, script, screened, report, daily, bulletins

While most weather 1) are qualified meteorologists, they have to be more than just scientists. Every 2) must catch the attention of the 3), which means that it cannot be just a flat 4) of the facts. Personality counts for a lot, and since TV meteorologists write their own 5), they can decide not only what to say but how to say it. Even when emergency 6) are 7), the meteorologist must be as calm and good-humoured as when he or she presents the 8) programme.

- 3 Fill in the appropriate word(s) from the list below. Use the word(s) only once.

to tune into, hayfever, appear, the time, talking, to read, highly, ultra-violet, to collect, live

- | | |
|------------------------------|-----------------------------|
| 1 allocated | 5 the weather |
| 2 sufferers | 6 qualified |
| 3 a(n) broadcast | 7 the national point |
| 4 the weather forecast | 8 data |
| | 9 radiation intensity |

- 4 Fill in the correct word derived from the words in brackets.



Journalism is a popular career choice among arts graduates. It is a 1) (**stress**) job, but one packed with 2) (**excite**). The job of a journalist is to write news stories and articles for newspapers. Another field of journalism is 3) (**broadcast**) reports on radio or television. 4) (**investigate**) journalism plays an important role nowadays in uncovering 5) (**politics**) scandals. To be a good journalist, you need to be 6) (**enthuse**) and 7) (**will**) to work very unsociable hours.



- 5 Complete the sentences using the words in bold. Use two to five words.

- You shouldn't assume that people will be willing to help you.
granted You shouldn't that people will be willing to help you.
- I didn't know what to say when he told me they were engaged.
loss I was when he told me they were engaged.
- Jane makes lasagne exactly like her mother does.
way Jane makes lasagne her mother does.
- Could you help me? I can't do this on my own.
lend Could you? I can't do this on my own.
- If he had done what he'd promised, we wouldn't be in trouble now.
word If he, we wouldn't be in trouble now.
- She can't stop thinking about her appearance.
obsessed She her appearance.
- Steve is very reliable.
rely You Steve.
- He found it difficult to look after the kids on his own.
cope He found it difficult on his own.

- 6 Match the professions with the qualities and give reasons as in the example.

- | | |
|--------------|--|
| 1 judge | a. language ability, tactful, eloquent |
| 2 surgeon | b. good with numbers |
| 3 jockey | c. patience, ability to explain things |
| 4 teacher | d. fitness, stamina and love of horses |
| 5 chauffeur | e. serious, fair, legal expertise |
| 6 chef | f. technical expertise, flair for design |
| 7 architect | g. comical, love of children |
| 8 diplomat | h. ability to cook and sharp taste-buds |
| 9 accountant | i. a clean driving record, patience |
| 10 clown | j. a steady hand, medical knowledge |

eg. A judge needs to be serious, fair and have legal expertise to ensure that he makes the correct decisions in trials.

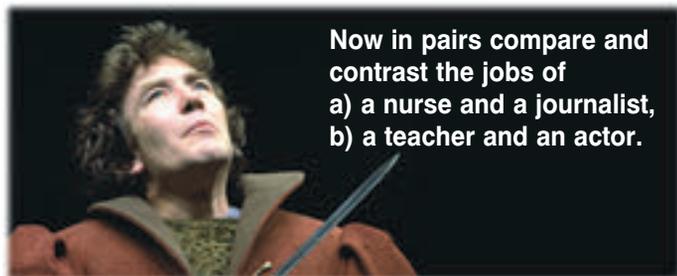
- 7 Look at the cues and the useful expressions below, then compare and contrast these two pictures.



Industrial Maintenance Worker

heavy physical labour, dirty, tiring, skilled, high risk, special equipment, bad working conditions, rather bad pay, no university qualifications, night shifts, split shifts, etc

Useful expressions: also, in contrast, compared to, however, moreover, not only ... but also, although, on the other hand, whereas, while, as well as, etc
eg. *An industrial maintenance worker's job involves heavy physical labour whereas an executive's job involves office work.*



Now in pairs compare and contrast the jobs of
a) a nurse and a journalist,
b) a teacher and an actor.

- 8 Fill in the correct word from the list below:

work, job, duty, task, drudgery, labour, shift

- The policeman was on when he saw the mugger attack a passerby.
- She is always very exhausted after
- He was upset because he had lost his
- My father works a six-hour at the factory every day.

- The secretary was given the of sorting out all the files.
- The convict was sentenced to ten years' hard
- Servants in Victorian times lived a life of

- 9 Find the odd word out.

- typist, clerk, dictator, secretary
- pay rise, bonus, increase, inflation
- singer, columnist, reporter, journalist
- vet, surgeon, paediatrician, doctor
- wages, salary, costs, income

Follow-up Activities

- Read the text of Part 2 again and make notes under the following headings, then talk about the job of a weather forecaster.
Qualifications Time of broadcast Problems
Daily routine Reason the job is stressful
eg. *To be a weather forecaster on CNN you have to ...*
- What career would you choose to follow and why? Discuss with your partner.

GRAMMAR CHECK

Complete the sentences using the words in bold. Use two to five words.

- Two of my three sisters are vegetarians.
whom I have three sisters, vegetarians.
- I received five birthday cards; three of them were from my family.
which I received five birthday cards my family.
- I bought a very fast car.
which The car very fast.
- If your house has been burgled, you should call the police.
whose People should call the police.
- My Dutch pen-friend lives in the Hague.
who My pen-friend, in the Hague.
- That man stole my purse!
who That's stole my purse!
- Paris is the city where he first met his wife.
which Paris is the city his wife.
- The house where I was born is very old.
in The house is very old.
- I play tennis with John - he always beats me.
who John,, always beats me.
- I couldn't afford a holiday this year, which was a pity.
that It was a pity a holiday this year.



READING TASK: PART 3

You are going to read a magazine article about Audrey Hepburn. Seven sentences have been removed from the article. Choose from the sentences (A-H) the one which fits each gap (16-21). There is one extra sentence which you do not need to use. There is an example at the beginning (0).

Audrey Hepburn

Dream of your ideal wardrobe. Think ballet **pumps**, little dresses and narrow black trousers. Dream further of black polo necks, simple raincoats, full skirts gathered at the waist ... and suddenly you're thinking of Audrey Hepburn. From the moment she burst onto the screen, her elf-like face and ballerina-thin figure became the **envy** of a new generation of women, fed up with the curvaceous blondes who went before her.

Audrey not only looked like a girl's girl, she dressed like one. Her natural fashion sense and passion for clothes turned her into the last word in chic.

0 **C** Designers nowadays, are **plundering** Hepburn's movies for **inspiration**, reviving everything from black trousers worn with shiny loafers, to superbly tailored suits with boxy jackets and calf-length skirts. In the original 1954 film, *Sabrina*, Hepburn was dressed for the role (and for the rest of her life) by the French designer Hubert de Givenchy, who made the most of her tiny size 8 figure with **clinging** black evening dresses. Audrey looked so breathtakingly beautiful that she became an A-list star.

16 In the film she played a princess who, fed up with the **royal protocol**, runs away with a **commoner** (Gregory Peck) to dance on canal boats and **skip** through the back streets of Rome in frilly skirts. The film was a **god-send** to Hollywood costume designer Edith Head, who won an Oscar for her efforts.

17 Head used flat shoes, gathered cotton skirts and plain blouses with the sleeves rolled up to try and make Audrey look **dowdy**. However, if Head was trying to make Audrey plain, she failed. After *Roman Holiday* women rushed out to buy full skirts, tailored blouses and wide belts.

By the time Head and Hepburn were ready to begin work on *Sabrina*, Hepburn realised she was a star and wanted a bigger say about what she wore. She decided that she wanted the 26 year-old Givenchy to work with her in the film.

18 The bare-shouldered evening dress he designed for Hepburn became one of the most famous dresses ever worn by Audrey, and was copied around the world.

Despite the success of *Sabrina* and the fact that Audrey became a life-long friend and **follower**, Givenchy did not work on an Audrey Hepburn film again until she starred in what is probably the best fashion film ever made, the 1957 musical *Funny Face*. **19** For this film, Givenchy designed Audrey's fashionable wardrobe while Head dressed her in the bookshop clothes. The wardrobe took months to design and make. Audrey loved to try things on. **20**

After the success of *Funny Face* the names Hepburn and Givenchy were **cast in stone**. **21**

Hepburn's fashion sense was effortless and elegant. It will remain forever timeless. Although she died in 1993 at the age of 63, her style lives on.

WARM-UP ACTIVITIES

- ◆ Think of as many words as possible related to **casual** and **formal** clothes. Which style do you like most and why?
 - ◆ Can you name any famous fashion designers?
- 👉 First read the T/F statements then listen to the text of Part 3 and answer them.
- 1 Audrey Hepburn was as thin as an elf.
 - 2 Audrey loved clothes.
 - 3 Givenchy was a film director.
 - 4 Audrey was a size 18.
 - 5 *Sabrina* was a success.
 - 6 Head made Audrey look plain.
 - 7 *Funny Face* was a musical.
 - 8 Audrey's fashion sense was elegant.
 - 9 Audrey's style is going out of fashion.
 - 10 Audrey died at the age of 93.

- A** In 1954 the young Audrey Hepburn starred in her first big film, *Roman Holiday*.
- B** In *Funny Face* Audrey was cast again in a Cinderella role.
- C** Today her style is as much in tune with the times as it was then.
- D** Other notable outfits designed by Givenchy for the film included a perfectly fitted black suit with a tiny hat and a magnificently embroidered evening dress.
- E** While Head found it easy to make Audrey look like a princess, she found it much more difficult to make her look ordinary.
- F** At fittings, she would put on the whole outfit, from underwear to hat and gloves, and dance, walk and sit until she was sure the clothes worked perfectly.
- G** Givenchy's clothes were revolutionary for the era, simple yet feminine and beautifully tailored.
- H** The pair worked together again on *Breakfast at Tiffany's* in 1961, turning Audrey's character Holly Golightly into a decadent creature in figure-hugging silk dresses dripping with jewels.



VOCABULARY EXERCISES

1 Look at the following words in bold in the text and try to explain them:

pumps, envy, plundering, inspiration, clinging, royal protocol, commoner, skip, godsend, dowdy, follower, cast in stone

2 Fill in the appropriate word(s) from the list below. Use the word(s) only once.

elf-like, to make, flat, rolled-up, to burst onto, curvaceous, in chic, to become, say, life-long

- | | |
|---------------------|------------------------|
| 1 blondes | 6 a bigger |
| 2 the most of | 7 the last word |
| 3 sleeves | 8 a(n) friend |
| 4 the screen | 9 an A-list star |
| 5 shoes | 10 a(n) face |

3 For each item of clothing listed, decide whether it is **formal** or **casual** and say on which occasion you would wear them.

taxedo, blue jeans, denim jacket, waistcoat, tailored suit, evening gown, shorts, T-shirt, leather mini-skirt, boxy jacket, cocktail dress, dinner jacket, corduroy trousers, silk dress, cardigan, loafers, jumper

eg. A taxedo is a formal item of clothing and can be worn in a wedding.

4 Match the **patterns** with the names.

striped, plain, abstract, tartan, star-patterned, argyle, pin-striped, paisley, wavy, polka dot, checked, floral



5 Match the words in the list below with the pictures. Some items may be used more than once.

flat shoes, bare shouldered frilly dress, clinging dress, sleeveless figure hugging dress, checked jacket, braces, striped shirt, bow-tie, evening suit, high-heeled shoes, tailored suit, paisley tie, embroidered jacket, handbag

6 Complete the text using the words below. Use each word only once.

formal, tie, casual, floral dress, sunglasses, woollen jumpers, chic, belt, gloves, styles



In these two pictures, the 1) of clothing are very different. In the first picture, the couple are wearing quite 2) clothes, as if they are going to a party. The man is wearing a suit and 3), with a leather 4) round his waist, and the woman is wearing a 5) They look very 6) In the second picture, the clothes worn are much more 7) and relaxed. The couple are both wearing 8) and 9) to keep their hands warm. As the sun is shining, they are wearing 10) to protect their eyes and cut down the glare.

- 7 Look at the pictures and describe these people's clothes.



- 8 Fill in the correct particle(s).

- The bomb **went** at 10 pm, killing three people. (**exploded**)
- Before signing the contract, I want to **go** the details with my lawyer. (**examine**)
- There are enough drinks to **go** (**supply everyone with one**)
- Simon **has gone** the flu. (**become ill**)
- Does this shirt **go** these trousers? (**match**)
- Sally is a good swimmer. She should **go** next year's swimming gala. (**take part in**)
- If you make an agreement, you shouldn't **go** your promise. (**break**)
- I'm glad I **went** that promotion at work. (**made an effort to get**)

- 9 Fill in the correct word from the list below:

haute couture, styles, fabrics, catwalks, trends, collection, fashion shows, models

Once a year each fashion house presents its spring 1) to an eager public. At 2) in Paris and Milan, top 3) parade down the 4) and show off the latest 5) These shows do not dictate what the world will wear, but they are influential in determining the season's fashion 6) Clothing manufacturers see the shows and imitate the colours and the 7) of the garments that the models wear. Everyone wants to be stylish and the spring shows help people choose the clothes they will buy. Whether showing "prêt-à-porter" or expensive 8), the great fashion houses influence our tastes.



- 10 Fill in the correct word from the list below:

try on, fit, match, dress, wear, suit, go with, put on

- I need a pair of shoes to this outfit.
- You should that dress before you buy it.
- Employees are expected to smart clothes to the office.
- This hat does not the suit I've just bought.
- It's getting cold; why don't you a jumper?
- The colour blue doesn't me at all.
- Guests at the hotel must for dinner every night.
- This skirt doesn't me any more; it's much too big.

Follow - up ACTIVITIES

- Read the text of Part 3 again and make notes about Audrey Hepburn under the following headings, then talk about her life. Underline useful phrases from the text to make your talk more interesting. eg. "natural fashion sense", "last word in chic" etc
Her appearance ♦ Her clothes ♦ Major films ♦ People who influenced her ♦ When she died
- What would be in your ideal wardrobe?
- Find a picture of a model and describe the clothes he/she is wearing.

GRAMMAR CHECK

Complete the sentences using the words in bold. Use two to five words.

- John has more money than Susan.
as Susan doesn't John.
- If you practise, you will get better.
the The more will get.
- Where would you prefer to go for supper?
rather Where would you supper?
- Jim and I bought three shirts each.
many I bought Jim.
- This route is quicker than that one.
so That route this one.
- We finished in half the time they took.
twice It took them it took us to finish.
- I would rather play tennis than squash.
to I would than squash.
- This is the fastest he can run.
any He can't this.
- I didn't expect it to cost so much.
than It cost expected.
- That design is not as good as this one.
than This design one.

WARM - UP ACTIVITIES

- ◆ Think of as many words as possible related to the theme "vehicles".
- ◆ Look at the pictures. What kind of vehicles are they? What kind of people usually drive these vehicles? What adjectives would you use to describe these vehicles?
- ◆ Here are six features of a car. Number them in order of importance. Then explain what made you decide which comes first and which comes last.
 - speed
 - nice colour
 - economical on petrol
 - easy to park
 - lots of luggage space
 - leather seats

👂 Listen to the text of Part 4 and match the features of the cars (A) with their functions (B).

A

- 1 a new suspension system
- 2 a totally flat floor
- 3 a side airbag
- 4 a device in the engine
- 5 folding front seats



B

- a for more interior space
- b to reduce noise
- c to form a bed
- d for a comfortable ride
- e for fewer injuries



READING TASK: PART 4

You are going to read some information about cars. For questions 22-35 choose from the cars (A-E). Some of the cars may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning (0).

Which car(s) would you recommend for someone who:

wants a vehicle that maximises its internal space?

0	E
---	---

wants to drive on rough ground?

22	
----	--

puts emphasis on safety features?

23	
----	--

24	
----	--

wants a vehicle that is new to the European market?

25	
----	--

wants to take advantage of sunny weather?

26	
----	--

wants a quiet car?

27	
----	--

28	
----	--

wants to sleep in their vehicle?

29	
----	--

wants a vehicle which has retained its traditional appearance?

30	
----	--

is interested in reducing fuel costs?

31	
----	--

32	
----	--

wants a vehicle for short shopping expeditions?

33	
----	--

wants to transport a lot of luggage?

34	
----	--

wants to transport a large number of people comfortably?

35	
----	--

Best Cars of the Year

4-Wheel Drive

A

The latest 4-wheel drive combines the best features of an off-road vehicle with the **styling** and smooth drive of a sports car. The new **suspension system ensures** a comfortable ride, no matter how bad driving conditions are. The 4-seater model has divided **rear** seats that fold down for increased **storage** space. The two front seats can be folded back to form a bed. The new features of this model make it a much better buy than last year's, and the improved fuel performance of 12.6 kilometres per litre makes it far more economical to run.

V850

B

The V850, the Swedish car maker VARB's top-selling model, comes with a unique feature: a side **airbag**. After extensive **crash tests**, technicians estimate that the side airbag will reduce personal injuries in a crash by 25 per cent. The company has also changed the style of the **interior**, with leather replacing the older style **fabric**. What hasn't changed is the classic style of this vehicle, which has remained essentially the same for the past twenty years.

P

C

P, the Malaysian automobile **manufacturer**, is bringing its new line of cars to **continental** Europe for the first time at the Paris Auto Show. P cars were introduced in the UK in 1989 and some 70,000 are already on the road. Malaysia, like the UK, is a right-hand drive country. The cars selling in Britain, called the 400-series, are a line of mid-size family cars with Mitsubishi technology. The engine is light and very economical on petrol. Features the car offers include generously **padded** seats

with good back **support** and a device to reduce engine noise for peaceful **motoring**.

The F.P. Range

D

The F.P. range of super minicars has been expanded to include 3 new versions, the P.C., the P.S. and the P90. All have powerful engines with a top speed of 170 kph and feature fog lights. If the weather is on the bright side, the roof folds down electronically. The F.P. range is being **marketed** as easy-to-drive city cars and is available in a variety of bright colours. **Power-steering** is useful for fitting into tight corners in the city. However, for long journeys the lack of space might be an **inconvenience**.

Space Gear

E

MM has responded to the public demand for **multi-purpose** vehicles, with a range of exciting new models including the Space Runner, Space Wagon, and L300. Now with the Space Gear (L400), MM goes a step further, offering a vehicle that combines the **versatility** and practicality of a van with the performance and comfort of a top-of-the-range car. The Space Gear comfortably seats up to seven adults, with seats that can be **positioned** in a variety of ways. Notable in the Space Gear's design is a "semi-cabover", with the front of the passenger **compartment** situated over the engine. This allows for greater protection in a crash and very little wind noise. The front engine plan also allows for a totally flat floor, which makes the most of the interior space.



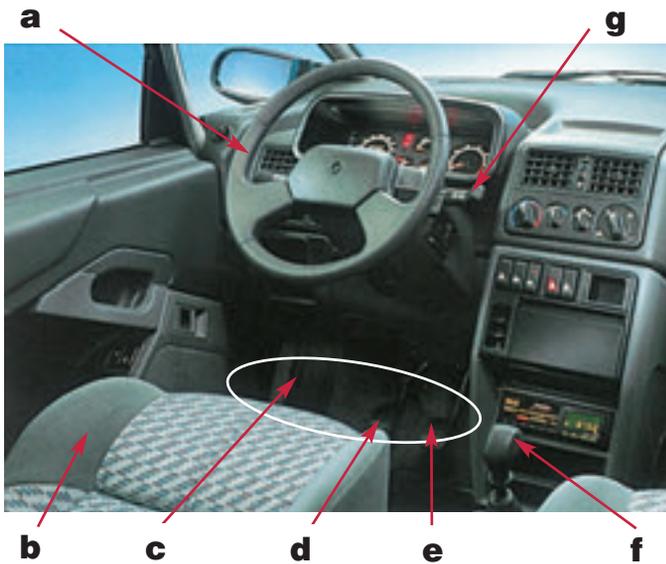
VOCABULARY EXERCISES

1 Look at the following words in bold in the text and try to explain them:

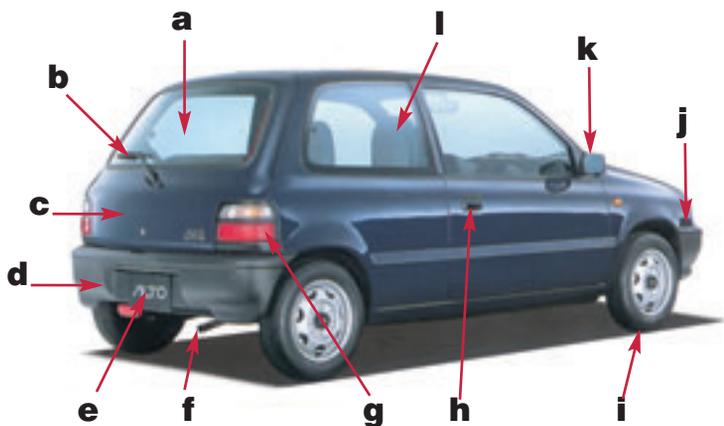
styling, suspension system, ensures, rear, storage, airbag, crash tests, interior, fabric, manufacturer, continental, padded, support, motoring, marketed, power-steering, inconvenience, multi-purpose, versatility, positioned, compartment

2 Match the words with the letters in the drawing.

- a. seat, brake, accelerator, steering wheel, dashboard, clutch, gear-stick



- b. tyre, bumper, rear windscreen, door handle, boot, headrest, windscreen wiper, indicator, exhaust pipe, wing mirror, number plate, rear lights



3 Match the following types of cars with the features. Some features might be used more than once.

sports car, family car, jeep, mini car, van, estate car, limousine, electric car

prestigious, expensive, fast, safe, two-seater, trendy, reliable, economical, easy to park, manoeuvrable, environmentally friendly, storage space, luxurious, comfortable, stylish, easy to drive

4 Fill in the correct word(s) from the list below:

top of the range, easy to drive, style, fog lights, top speed, off-road, seats, fuel performance, model, back support, vehicle, right-hand drive

The New Star FT 4 x 4

Right up at the 1) is the new star 4-wheel drive jeep. This 2) is an excellent 3) vehicle for those who like driving on rough terrain. One of its special features is power-steering, which makes it very 4) It 5) up to 6 people and each seat contains a special 6) for a very comfortable ride.

The manufacturers have stuck with the 7) of the preceding FS 4x4 model but this new 8) will have 9) for driving in poor weather conditions. Its new improved engine enables the car to reach a(n) 10) of 200 kph and the improved 11) of 13.4 kilometres per litre makes it much more economical to run.

As the FT 4x4 is aimed mainly at the UK market, it is only available with 12), but it is hoped that it will be one of the best selling cars of 1996.

Follow - up ACTIVITIES

- ◆ Read the text of Part 4 again and make brief notes about the special features of each car.
4 wheel drive e.g. new suspension system ◆ V850 ◆ P ◆ F.P. Range ◆ Space Gear
- ◆ Imagine you are a car salesman. Choose one of the cars and, using the notes you made before and the expressions below, try to persuade your partner to buy it. (If I were you, I'd ..., I suggest In your position, I'd ... I strongly/highly recommend ..., etc)
- ◆ Which car of those mentioned in the text would you recommend for: A family of 6 with a dog? A businessman? A middle-aged man? Your own family? Why?

PART 2 Think of the word which best fits in each space. Write only one word.

Why is it that **0**) ...when... you look around the streets all the young people seem to **1**) wearing the same clothes? Why does every single one of them appear to have **2**) their hair cut - or not cut - at the same hairdresser's? Just watch a few music videos and you will begin to understand **3**) it all works. Popular music seems to **4**) become the most important means of self-definition **5**) young people. Whether they prefer heavy metal, grunge **6**) pop, the musicians they see on TV soon become their role models. They not **7**) want to hear the sound, they want to become the sound as well, and the most obvious way to do this is to copy the musician's style. The result is long, straggly hair which **8**) shaved at the sides, multiple earrings, baggy shirts and trousers and trainers as big **9**) shoe boxes. Comfort is not essential **10**) Big shoes may be easier to slip out of **11**) to actually walk in, but if you want to keep **12**) with the trends you wear them anyway. Peer pressure is another influence. To most young people, dressing to **13**) like their friends seems to be the surest way to be accepted. Unfortunately, the first victim of "fashion victimisation" is individuality. While style should ideally be a way of showing people **14**) you really are, following the trends means that you end up **15**) - or seeming to be - exactly like everyone else.

PART 4 Read the text. Some lines are correct and some have a word which should not be there. If a line is correct, put a tick (✓) in the space provided. If a line has a word which should not be there, write it in the space provided.

My first job

- 0** My first job was delivering newspapers in a small city.
00 My route wasn't very far from where I lived in, so it
1 was too easy to finish the job quickly every day. Having said that,
2 I don't mean to imply that it was always been easy.
3 Delivering papers during the winter was especially challenging.
4 As it was dangerous to cycle on snowy ice roads, I have had to walk through
5 the deep snow - many of the subscribers didn't clear the snow from their garden
6 paths. To make the matters worse, cold winds would turn my face
7 and fingers blue in a matter of minutes. On Sundays,
8 the papers were very thick; the full bag it weighed heavily
9 on my ten-year-old shoulder. Collecting money every one week
10 from my customers was a chore I didn't particularly enjoy.
11 On the other hand, I usually received a small tip from most of the people,
12 and if I didn't collect the paper money, my boss wouldn't have pay me at all.
13 The house I hated collecting from was one that had a large, vicious dog there.
14 Although its owner would be hold it by its collar, I was always afraid when
15 I looked at its pointed teeth. This is something about my first job I'll never forget.

0	✓	<input type="checkbox"/> 0 <input type="checkbox"/>
00	<i>in</i>	<input type="checkbox"/> 00 <input type="checkbox"/>
1		<input type="checkbox"/> 1 <input type="checkbox"/>
2		<input type="checkbox"/> 2 <input type="checkbox"/>
3		<input type="checkbox"/> 3 <input type="checkbox"/>
4		<input type="checkbox"/> 4 <input type="checkbox"/>
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13		<input type="checkbox"/> 13 <input type="checkbox"/>
14		<input type="checkbox"/> 14 <input type="checkbox"/>
15		<input type="checkbox"/> 15 <input type="checkbox"/>

PREPOSITIONS

Fill in the correct preposition, then choose any five of them and make sentences using them.

(1) an outlook life; (2) to fill sth; (3) to be crowded people; (4) to punish sb sth; (5) an approach sb/sth; (6) to care sb/sth; (7) to take care sb/sth; (8) to persist sth; (9) to insist sth; (10) to be obsessed sth/sb; (11) a connection sth and sth else; (12) chance; (13) to be suspicious sth/sb; (14) to gaze sth/sb; (15) to be based sth; (16) one's surprise; (17) the cause sth; (18) to be vital sth; (19) to result sth (= be the consequence of); (20) to result sth (= cause); (21) the result sth; (22) to arrive (a small place); (23) to arrive (a town); (24) to rely sb/sth; (25) to cope sb/sth; (26) to depend sb/sth; (27) to dream sth (= imagine); (28) to dream sth; (29) to think sth; (30) to be envious sth/sb; (31) to try clothes



PART 1

You will hear people talking in eight different situations. For questions 1 - 8, choose the best answer, **A**, **B** or **C**.

1 Listen to this man talking on the telephone. Who is he phoning?

- A** a food factory manager
- B** a technical supplier
- C** an engineer

	1
--	----------

2 You overhear these two women chatting. Why didn't Sue buy a blouse?

- A** The shop was closed.
- B** She couldn't find one.
- C** She didn't need one.

	2
--	----------

3 Listen to this couple ordering a meal. What does the man order?

- A** rissoles and rice
- B** fish and chips
- C** lasagne and salad

	3
--	----------

4 You hear this radio news report about escaped prisoners. What is said about the missing prisoner?

- A** He is violent.
- B** He is ill.
- C** He is armed.

	4
--	----------

5 You are in a hotel reception area when you hear this conversation. What does the couple decide to book?

- A** a twin-bedded room on the first floor
- B** a double room on the ground floor
- C** a twin-bedded room on the ground floor

	5
--	----------

6 Listen to these two teachers arranging their language classes. How many classes will Laura teach on Thursday?

- A** one class
- B** two classes
- C** three classes

	6
--	----------

7 You will hear a man talking to a policeman after seeing the house opposite him being burgled. What did the younger boy do?

- A** He handed things to the girl.
- B** He rode off on the older boy's bike.
- C** He climbed through the window.

	7
--	----------

8 Listen to this businessman and his secretary arranging a meeting. Which day of the week will the meeting be?

- A** Tuesday
- B** Wednesday
- C** Thursday

	8
--	----------

PART 1 Giving Personal Information

- How often do you go to the theatre/cinema?
- What do you like watching on TV?
- What is your favourite form of entertainment?

PART 2 Talking about the pictures in relation to yourself



Look at pictures A and B.

- Compare and contrast the two means of transport in the pictures.
- Which of the two means of transport do you prefer? Why?
- Which means of transport is more environmentally friendly? Why?
- How can the air pollution caused by vehicles be reduced?



Look at pictures C and D.

- Compare and contrast the people in the pictures.
- How different are their lifestyles?
- Do you think one type of lifestyle shown is more stressful than the other? Why/Why not?
- Which type of lifestyle would you most like to lead? Why?



Describing

PEOPLE, PLACES, OBJECTS, EVENTS

Look at these pictures. Which picture shows an event taking place? Can you name any annual events that take place in your country? Would you like to visit the place in picture 2? Why?/Why not? Describe the people in picture 3.



- There are various kinds of descriptive writing, such as descriptions of people, places, objects, events, festivals and ceremonies.
- A descriptive composition should include an interesting introduction, a main body which develops the theme and a good ending.
- You should organise your ideas into paragraphs. Each paragraph starts with a topic sentence (a topic sentence is a key sentence which tells us what the paragraph is about).
- Write well-developed paragraphs – not just one sentence but a number of sentences. The paragraphs should be linked together with a variety of linking words.
- Before you start writing your composition, you should first make a plan. Below are plans for all types of descriptive writing.

Paragraph Plans for Descriptions

	Introduction	Main Body			Conclusion
people	Paragraph 1 name of the person, time you met/saw him/her	Paragraph 2 physical appearance	Paragraph 3 personality characteristics and justification	Paragraph 4 any activities he/she takes part in, hobbies & interests	Final Paragraph comments & feelings about the person
places	Paragraph 1 name & location of the place, reasons for choosing the place	Paragraphs 2 - 3 particular details of the place (sights to see, how to spend your free time there)			Final Paragraph feelings and final thoughts about the place/ recommendations
objects	Paragraph 1 time & place the object was lost	Paragraph 2 size, shape, origin, material, texture, uses/function, special features			Final Paragraph time & place you can be contacted

Note: Descriptions of objects are included in a letter or report to a lost property office when describing items which have been lost.

festivals, ceremonies, events	Paragraph 1 name, time, place of event, reason(s) for celebrating (what, when, where, why)	Paragraph 2 preparations (decorations, rehearsals, etc.)	Paragraphs 3 - 4 description of the actual event (costumes, food, activities, etc.)	Final Paragraph feelings, comments, final thoughts
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Describing People

When describing a person you should give the reader an overall picture of his/her **physical appearance, personality** and **behaviour**. When you describe physical appearance, bear in mind that you should give details in the following order: **height, build, age, facial features, hair, clothes**, moving from the most general adjectives to the most specific ones. e.g. *Helen is a short, slim woman. She's got an oval face, brown eyes and a small nose. Her shoulder-length hair is tied back in a pony-tail. She is usually well dressed and wears classic suits.* When you describe character and behaviour you should support your description with examples

as well as give a balanced combination of good and bad qualities. e.g. *She is ambitious; she wants to become a lawyer.* Remember to use mild language when you describe negative qualities. Instead of saying: *He is lazy*, you can say: *He has/shows/displays a tendency to be lazy* or *He can be lazy at times*. In order to make your essay more interesting, try to avoid simplistic adjectives such as *good* and *nice*. Use more interesting adjectives such as *generous pleasant* and *attractive*. **Note:** When you describe somebody who is no longer alive, past tenses must be used. e.g. *He was a generous person; he used to give money to the poor.*

1 Read the following model and choose from the box the most appropriate topic sentence to fill in the gaps. Then, underline the adjectives which describe physical appearance and circle the ones which describe character. Finally, re-read the model and complete the notes in the spidergram.

Kim is a person I greatly admire ♦ Kim Basinger is certainly attractive ♦ Kim rarely stays home to relax ♦ Although I've never met her, I have read a lot about her in newspapers and magazines and have an idea of what her personality is like.

Introduction
Who she is, where I met/saw her:
Kim Basinger — in the film *No Mercy*

Appearance / Clothes
quite tall,
.....

Conclusion
Comments and feelings about the person:
I admire her ...

Character
demanding,
.....
.....

Activities/Hobbies/Interests
exercising,
.....

Kim Basinger

MODEL

The Person I Admire Most

Ever since I first saw the actress Kim Basinger in the 1987 film *No Mercy*, she has been my favourite film star. In that film, typically, she played the girlfriend of a gangster.

1) She is quite tall, slender, and in her late thirties. Her blue eyes, her small upturned nose and her large sensuous mouth give her a very photogenic face. Her hair is long, blond and wavy, though in some films she has it straightened. When she is not working, Kim prefers wearing casual, comfortable clothes.

2) Some critics have stated that being a big star has “gone to her head”, pointing out her tendency to be very demanding and her insistence on perfection. Other critics claim that although she may seem quick-tempered, she is really a kind person. Who wouldn't yell a little after spending hours getting one's hair and make-up done? Film crews that complain about her behaviour are simply jealous of her.

3) She spends a lot of time exercising. In her spare time, she attends Hollywood parties and charity events with her actor husband, Alec Baldwin.

4) She seems to have it all: brains, beauty, fame, money and a happy family life. I can't wait for her next film!

2 The following adjectives describe people's physical appearance. List them as in the example:

tall, medium build, medium height, formal, almond-shaped, oval, straight, trendy, long, smart, attractive, shabby, hooked, short, round, muscular, curly, fair, slender, crooked, freckled, hazel, shoulder-length, well-built, lined, fashionable, wavy, overweight, square, plump, balding, casual, round-shouldered, well-dressed, full-length, fit, stylish

- e.g. Height** tall
- Build** medium build
- Face** oval
- Eyes** almond-shaped
- Nose** straight
- Hair** long
- Clothes** formal

3 The following words describe people's physical appearance. Choose the most appropriate one to complete the sentences:

slanted, spotty, neat, receding, freckles, scar, mole, tanned, spiky, skinny

- 1 Helen is; she needs to put on some weight.
- 2 Cindy's appearance is; her clothes and make-up are perfect and her hair is never out of place.
- 3 Ron is a middle-aged man who is beginning to lose hair from the top of his forehead — he has a hairline.
- 4 The cut above Joe's right eye left a mark when it healed and now he has a
- 5 Carol spends her days on the beach and her skin is
- 6 Marcia is a teenager with a complexion; she uses special creams to get rid of her spots.
- 7 The pop singer has short, hair which stands up on the top of his head.
- 8 She was born with a small dark on her cheek.
- 9 The little girl has light hair, fair skin and lots of on her face.
- 10 The Chinese have eyes.

4 Look at pictures A and B. Fill in the blanks using the words in the list.

slim, stylish, overweight, casual, comfortable, blond

Picture A: Mr and Mrs Wilkins are pensioners who still lead a very active life. Mr Wilkins is slightly **1)**, has grey hair and wears glasses. He's usually dressed in **2)** clothes and trainers. Mrs Wilkins is **3)** and has short **4)** hair. She likes to wear **5)** clothes which are also **6)**

bun, grey, dinner jacket, evening dress, forties, bow tie, blond, smartly

Picture B: Richard and Mary are a couple in their **1)** Richard has black hair which is beginning to go **2)** Mary has **3)** hair, which she puts up in a **4)** When they go out, they often dress up **5)** He wears a **6)** with a black **7)** and she wears a(n) **8)**



5 The following adjectives describe people's personality characteristics:

honest, fussy, lively, foolish, aggressive, observant, bossy, reserved

Choose the most appropriate ones to fill in the sentences.

- 1 Mary tends to be at times; she says silly things which do not make sense.
- 2 Gregory is very; he always notices when his girlfriend is wearing a new dress.
- 3 The manager is quite; he dictates strict orders to the employees in a rude manner.
- 4 She can be rather; she does not like to show her feelings or emotions.
- 5 John is a(n) accountant; he would never steal from any of his clients.
- 6 Ann is a(n) person who is always in good spirits and full of enthusiasm.
- 7 Sam is often when he plays with other children; he frequently argues and fights with them.
- 8 Mr Jones is a(n) customer; he is hard to please and wants everything to be perfect.



6 Decide which adjectives describe a positive or negative quality. Then, make sentences justifying these qualities.

e.g. Sam can be rather a **dull** person; sometimes he has nothing interesting to say.
boring, outgoing, frank, greedy, moody, mean, cheerful, polite, rude, easygoing, intelligent, stubborn

- 7** a) Read the model below and underline all the adjectives and phrases which describe personality; also underline the justification given. b) Answer these questions: Which paragraph gives information about the person's everyday activities? In which paragraph does the writer express his feelings about his grandfather? What kind of tenses are used here and why? Then make a spidergram with brief notes similar to the one on page 25.



MODEL

I remember visiting my grandfather Ruskin when I was a small child. We lived in the same neighbourhood, so I had the chance to see him quite often.

My grandfather was of average height and had a solid build owing to the years he spent as a construction worker. His face was not too wrinkled but his complexion was ruddy. I really liked his glasses, which made him look wise. His beard and moustache always tickled my cheek when he kissed me. He often kept his white hair covered with a straw hat that protected him from the sun. He was usually casually dressed and he disliked wearing a suit and tie.

Grandfather Ruskin had a good sense of humour; he told jokes and smiled a lot. When I was a child, he was always patient with me. He never scolded me, even when I was noisy or made a mess. He was

a persuasive person. It was his style to reason with people and they usually came around to his point of view. In difficult times he was a tower of strength for his family, providing support and encouragement.

He always kept himself busy. In his spare time he would go fishing with his friend Bill, work in his garden, and repair small items in his workshop.

Now that my grandfather has passed away, I miss chatting with him and laughing at his clever humour. But I will always remember his quiet wisdom, his affectionate touch, and his love of life.

Describing Places

- When describing a place you should give the reader a good idea of the location as well as the surrounding attractions. If you want to describe a place in the style of a travel magazine, you should try to be persuasive in order to explain why that particular place is worth visiting.
- Remember to use your senses (*sight, hearing, smell, taste, touch*) when giving details of a place. Static and moving verbs/phrases should be included in the description, e.g. Static verb/phrase: *The campsite is next to the lake.* Moving verb/phrase: *The river winds past the field.*

- 8** Read the following phrases which include the use of the senses. Identify which sense is used for each sentence as in the example:

- 1 ... the fresh aroma of roses *...smell...*
- 2 ... the loud crying of the seagulls... ..
- 3 ... waves crashing on the beach
- 4 ... the feeling of smooth sand
- 5 ... the painful sting of a bee
- 6 ... the smoky scent of meat being grilled
- 7 ... the sour taste of lemons
- 8 ... the rich flavour of chocolate cake
- 9 ... the brightness of the blinding sun
- 10 ... the delightful fragrance of pine trees
- 11 ... the musty smell of old books
- 12 ... overpowering paint fumes
- 13 ... the salty taste of seawater
- 14 ... the silvery light of the moon
- 15 ... the glittering sunlight on the waves
- 16 ... the shrill sound of a siren
- 17 ... the rumble of thunder
- 18 ... the softness of velvet
- 19 ... the bitter flavour of coffee

- 20 ... the soothing melodies of a concert
- 21 ... the delicious aroma of baked bread
- 22 ... the smoothness of marble
- 23 ... the whispering wind
- 24 ... the dirty façade of an old building
- 25 ... the stench of a fish market
- 26 ... the odour of cigarette smoke

- 9** Underline the static verbs/phrases and circle the moving verbs/phrases as in the examples:

- 1) A motorway runs through the town. 2) There are pine trees as far as the eye can see. 3) The river flows through the valley. 4) On both sides of the house there are flowers. 5) The path winds around the castle. 6) At the edge of the cliff there are bushes. 7) To the rear of the building there is a car park. 8) At the bottom of the hill there is a stream. 9) The park is surrounded by trees. 10) The footpath skirts around the field. 11) The stream curves towards the river. 12) The village is set among high hills. 13) Behind the villa there is a beautiful garden. 14) The church is situated between a school and a shop. 15) There is a barn in the middle of the field.

Style

Style differs according to the purpose of the text. Style can be formal or informal. Before writing, you must think of who is going to read your text and for what reason. When speaking to a friend, you do not speak in the same way as when you speak to a stranger. Similarly, in writing you use

formal language when you write a text for a serious magazine or newspaper. Informal language is used when your text is addressed to a friend, or appears in a light-hearted magazine/newspaper (e.g. school magazine). We also write in a personal style to have a persuasive effect on the reader.

Characteristics of Formal and Informal Style

Formal Style	impersonal style, use of passive voice, complex sentences, well-developed paragraphs, use of participles, non-colloquial English; short forms are acceptable only in quotes
Informal Style	personal style, use of colloquial English (idioms and idiomatic expressions), use of short forms

- 10** Read the three models and underline the phrases which suggest the use of the five senses. Then, circle the moving and static verbs/phrases mentioned. Which model is the most/least formal? Give your reasons. Which model is taken from the “travel” section of a light-hearted newspaper or magazine? Which is part of a letter to a friend? Which is taken from a promotional brochure issued by the Department of Tourism? Give a paragraph plan for each model.

MODEL 1



Next time you want to go somewhere different why not try Canada, a country world-famous for its wild natural beauty?

Jasper National Park in Alberta, Western Canada is a good example of the breathtaking scenery that can be found all over the country.

A fast-flowing river crashes its way in a froth of white water through the valley, its roar echoing for miles around. The river is perfect for white-water rafting and is surrounded on either side by towering green pine trees, majestic in their beauty. A rocky mountain provides an impressive background to the thick clusters of pine trees, so dense that they appear to blanket the ground.

Canada is the place to visit and will suit all holidaymakers, from those in search of adventure to those simply searching for a taste of unspoilt nature.

MODEL 2



... Greetings from sunny Jamaica! I'm sitting in my hotel room at the moment, enjoying a cold tropical fruit drink after a day on the beach. I got mildly sunburnt today, but it's nothing serious — I'll just spend more time under the shady palm trees tomorrow. I really needed this holiday as I've been so stressed out at work lately.

I'm staying at the Half Moon Hotel. It's quite luxurious. The service is excellent, and it's right on the beach. And what a beach — it's like being in paradise! The sand is white and very soft and the water is a lovely blue-green colour. There's also a small wooden hut, which is a great place for watching the sunset from.

Time is really flying. There are so many fun things to do! On Monday, I hired a small sailboat and sailed around the bay. The next day I went jet-skiing, and I'm going sailing again on Thursday.

Anyway, I'll end this letter here. I've got to get some sleep — tomorrow's going to be another fun-filled day! This is such a beautiful place, I just don't want to leave! ...

MODEL 3

No tour of the great capitals of Europe is complete without a stay in London, the vibrant capital of England. Situated in the southeast of the country, London is famous for its cultural and social diversity.

London is home to races and traditions from around the world. One can listen to the lively music or taste the exotic food of a hundred nations without leaving the city limits. The city's architecture is best seen from one of London's famous open-topped red double-decker buses. These tours proceed along the River Thames, passing by the Houses of Parliament, Big Ben and Buckingham Palace. London also has some of the best art galleries in the world, including the Tate and National galleries, the former housing an impressive collection of Turner paintings.

London by night is an even more enchanting experience, with every streetlight glowing in the misty evening air. Numerous pubs, clubs, restaurants and theatres await the eager visitor.

London is a city which offers a wealth of attractions. Samuel Johnson once said “When a man is tired of London, he is tired of life”, a statement which is still true today.



11 Read models 1, 2 and 3 again, then answer the T/F statements.

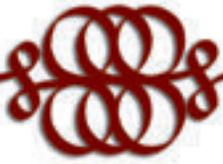
- | | |
|---|---|
| 1 Most paragraphs have only one sentence. <input type="checkbox"/> | 7 Each paragraph starts a new topic. <input type="checkbox"/> |
| 2 The models consist of at least 3 paragraphs. <input type="checkbox"/> | 8 The final paragraph in the first model includes a recommendation. <input type="checkbox"/> |
| 3 The style in the second model is formal. <input type="checkbox"/> | 9 The first paragraph in the second model expresses the writer's feelings about the place. <input type="checkbox"/> |
| 4 The style in the first model is informal. <input type="checkbox"/> | 10 Short forms are acceptable in model 3. <input type="checkbox"/> |
| 5 The style in the third model is formal. <input type="checkbox"/> | |
| 6 Short forms are acceptable in model 2. <input type="checkbox"/> | |

Writing Instructions

- When writing instructions (e.g. how to prepare a dish), you should give the reader detailed information in the right chronological order. Sentences should be short, clear and simple. Each stage of instructions is usually placed on a new line.
- Sub-headings can be used to describe the various stages. Alternatively, we can number each piece of information. To link one piece of information with another

- you can use sequence words such as: **first, then, next, as soon as, after that, but** and **until**, or expressions such as: **make sure, wait, remember, be careful, do not, you should**. e.g. *First peel and chop the onions. Then, crack the eggs into a bowl.*
- You should use the imperative when writing instructions. e.g. *Put the cake in the oven at 180 °C.*

12 Read the two models and underline the sequence words. Then, answer these questions: What verb form is used to write instructions? Which model includes sub-headings and why? Do the two models follow a chronological order?



MODEL A

Sponge Cake

Ingredients 6 egg yolks
 ½ cup milk
 1½ cup sugar
 1½ cup plain flour
 6 egg whites
 strawberries
 thinned store-bought icing
 ½ teaspoon cream of tartar

1. Beat egg yolks for about 5 minutes. Add milk and mix. Gradually beat in 1 cup of sugar.
2. Sprinkle ½ cup flour over yolk mixture; fold in till combined. Repeat with remaining flour, ½ cup at a time.
3. Beat egg whites and cream of tartar till soft peaks form. Gradually add the remaining sugar.
4. Fold 1 cup of the



beaten egg white mixture into the yolk mixture; fold yolk mixture into remaining white mixture. Pour into an ungreased 10-inch cake tin.

5. Bake for 1 hour till cake springs back. Immediately turn cake over and cool thoroughly. Loosen sides of cake from tin and remove.

6. Finally pour over thinned icing and pile strawberries on top.

Oven 160 °C.



MODEL B

How to operate a Dishwasher

Preparation

- First, rinse the dirty items.
- Then put them in the dishwasher. You should place the dishes and glasses in the appropriate areas.
- Remember to fill the compartment on the inside of the dishwasher door with the right amount of dishwashing powder.
- Then, close the compartment lid.
- Finally, close the door of the dishwasher. Make sure the door is securely closed.

Operating instructions

- After you have selected the appropriate programme, activate the machine by pressing the “on” button.
- While the machine is on, do not attempt to open the door until the programme has finished.
- When the machine has stopped, let it cool down for fifteen minutes before removing the clean dishes.
- Finally, to open the door, first push the handle up, then pull.



Describing Objects

- When describing an object you should give the reader a clear picture of it, including details of its **size, shape, origin, material, texture,** and **uses** as well as any **special features**. When using adjectives you should bear in mind the following order: opinion, size/weight, age, shape, colour, country of origin, material **noun**. Remember that when a description of an object is included in a letter, particular details and special features can all be included in one paragraph.

- 13** List the adjectives as in the example: square, entertaining, modern, huge, leather, ancient, immense, yellow, Austrian, Japanese, cotton, luxurious, Swiss, glass, minute, colourful, spherical, glorious, violet, crystal, brass

Opinion	Size/Weight	Age	Shape	Colour	Origin	Material
nice	light	new	round	white	British	straw

- 14** Read the following letter and put the adjectives into the correct order.

MODEL

Dear Sir,

I am writing this letter regarding an item which was lost during a recent stay at your hotel. On 7 May I checked into the Hotel Paradise for a two-night stay. Upon returning home, I realised that my watch was missing.

It is a **1)** (Swiss, small) watch with a **2)** (round, white) face and **3)** (Roman, elegant, black) numerals. It is made by Van Cleef and Arpels of Switzerland. The band is made of **4)** (yellow, shiny) gold with about eighty **5)** (white, small) diamonds surrounding its **6)** (crystal, smooth) face. It has been valued at \$5,000. The underside of the band is engraved with "love John, 12.8.92", which I hope will help you to identify it.

I would be very grateful if you could contact me as soon as possible in the event of my watch being found.

Yours faithfully,
Celia Smith



Describing Events, Festivals and Ceremonies

- When writing about a festival or ceremony you should give the reader a clear picture of the event, along with descriptions of the atmosphere, the people involved and their feelings.
- Festivals are annual events. Therefore, when describing a festival, the present tense should be used. The passive voice should also be used to describe the preparations that take place. e.g. *At Christmas, trees are decorated with ornaments and lights are hung in the streets.* When describing a past event, e.g. a wedding you have attended, past tenses should be used because the event being described happened in the past.
- A variety of descriptive adjectives and adverbs should be included. Remember to use your senses (sight, hearing, taste, etc.) to describe the atmosphere. e.g. *The delicious smell of roast turkey filled the warm kitchen.*

- Participants drank wine made grapes.
- Children decorate eggs colourful stickers.
- They dress the baby white clothes for the christening.
- The guests throw rice and flowers as the newlyweds make their way the aisle of the church.
- Guests offer congratulations the bride and groom.
- People put presents the Christmas tree.
- The crowd watches the military parade awe.
- Easter, people cook special dishes.
- She flavoured the roast spices.

- 16** List the following adjectives as in the example:
glittering, colourful, sizzling, scented, tasty, fragrant, laughing, shining, dark, bitter, booming, loud, sweet, delicious, clanging, aromatic, spicy, salty, bright

SIGHT	HEARING	TASTE	SMELL
glittering	sizzling	tasty	scented

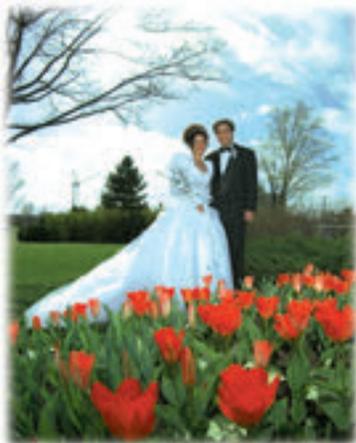
- 15** Fill in the correct prepositions. Then, rewrite the sentences using the passive voice.

e.g. *They celebrate the festival in May.*
The festival is celebrated in May.

17 Read the following account of a wedding and fill in the correct word derived from the words in brackets. Then, make the paragraph plan which has been used.

MODEL

No one could ever have looked as beautiful as my sister did on her wedding day last summer. Her **1)** (**rose**) cheeks, together with her soft smile, lit up the old stone village church. She looked **2)** (**glory**) in her beautiful wedding dress. **3)** (**excite**) family members and friends were present to witness and celebrate the happy event.



The wedding took place after months of frantic **4)** (**prepare**). The church had to be booked in advance, as well as the **5)** (**luxury**) hotel where the reception was held. The making of the wedding gown took weeks, as there were many alterations to be made. Then there were flowers to be ordered, cars to be booked, menus to be planned, and a band to be chosen for the reception.

On the big day, everything went perfectly. The bride looked beautiful, the groom handsome. The service was very **6)** (**move**) and I know I was not the only one to shed a tear when my sister said, "I do". We emerged from the church and the **7)** (**profession**) photographer snapped photos of the **8)** (**beam**) newlyweds and guests. The reception was also **9)** (**success**): delicious food, bubbly champagne and loud music kept us **10)** (**happy**) dancing well into the early hours of the morning.

There was an overall feeling of happiness among the tired guests as the glowing new couple departed for their honeymoon.

18 Read the following model and underline the examples of passive voice. Then, write the paragraph plan which has been used.

MODEL

We celebrate Christmas on December 25. Christmas honours the birth of Jesus Christ and is celebrated by Christians all over the world.

In England, preparations for Christmas begin in November, when shop windows are decorated with Christmas ornaments such as colourful streamers, silver tinsel and golden bells.

Christmas lists are written to Santa Claus by children. Finishing touches are put on Christmas cakes and puddings. A Christmas tree is decorated with ornaments, bulbs and a star at the top. Glittering lights are hung in the streets and on the trees, and wreaths are placed on city buildings and doorways.

On Christmas morning, the tearing of wrapping paper is heard as gifts are exchanged, opened and admired. If it is a "white" Christmas, fresh snow covers the town and snowmen are made. As the turkey is sizzling in the oven, its delicious aroma fills the house. Later, turkey, sausages, bacon, stuffing and potatoes are served for dinner. The family, dressed in their best clothes, sit down to enjoy a delicious meal which puts a smile on everyone's face. In the evening, families relax and enjoy the gifts they have received.

The warm feeling of Christmas spirit fills the home as the children play happily with their new toys and the adults relax. This is the time when family members feel closest to each other, after sharing a day of love and joy.



19 Go through the following topics and identify what kind of description each one is. Give the paragraph plan that should be used for each one, then write any two of them. Write in the appropriate style using 120 - 180 words.

- 1 Your teacher has asked you to write a composition describing somebody you respect and admire.
- 2 You recently visited a holiday resort where you left your sunglasses with their case. Write a letter to the hotel manager describing the missing items.
- 3 A cookery magazine is having a competition for the best recipe. Write a description explaining how to make your favourite dish.
- 4 Your teacher has asked you to write a composition describing a religious ceremony in your country. Write a composition on this topic.
- 5 Your teacher has asked you to write a composition describing an unusual person you have met.
- 6 A travel magazine is running a competition for young readers asking them to describe a winter resort in their country. Write a description for the competition.
- 7 Your teacher has asked you to write a composition describing a festival in your country. Write a composition on this topic.



Unit 2

WARM - UP ACTIVITIES

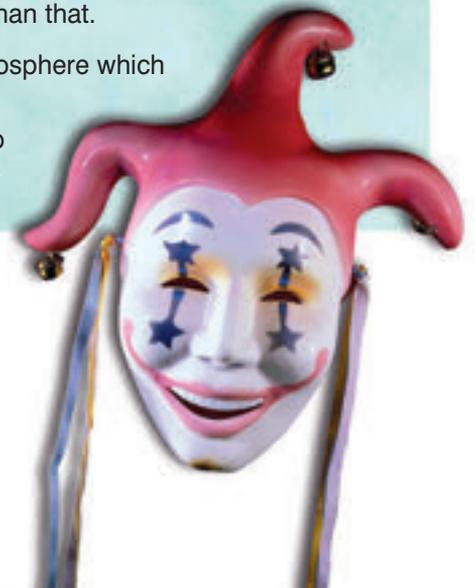
- ◆ Look at the pictures. Do you know where this place is? What is it famous for?
 - ◆ State three facts you know about Venice.
 - 🌀 Read the following sentences, then listen to the text of Part 1 and underline the correct word.
- 1 February in Venice is carnival time. Revellers flit through the **alleys/valleys**.
 - 2 People go to work by **boat/bus**.
 - 3 The Rio di San Luca is a **channel/canal** which was drained.
 - 4 "Paradise" is the largest oil **painting/drawing** in the world.
 - 5 The water in Murano is full of **salt/arsenic**.
 - 6 In Burano the houses are **painted/ruined**.
 - 7 Nightlife in Venice is reputed to be **dull/fun**.



READING TASK: PART 1

You are going to read a newspaper article about Venice. Choose a sentence from the list **A-H** which best summarises each part (**1-6**) of the article. There is one extra sentence which you do not need to use. There is an example at the beginning (**0**).

- A** You can escape from the crowds and witness the creation of beautiful objects - but beware of the water!
- B** Everyday life takes place on and near the water.
- C** Emptied canals have revealed layers of history - and caused a great tragedy.
- D** This is not a city for the faint-hearted, as there are dangers around every corner.
- E** Going further afield, you can find beautiful scenery and a peaceful atmosphere.
- F** It may seem to be exclusively a place of magical excitement, but there is more to it than that.
- G** Darkness creates an intriguing atmosphere which can only be experienced in Venice.
- H** From viewing great masterpieces to catching glimpses of café life, there is no end of things to see and do.



Winter in Venice

0 F

February in Venice is carnival season, where things are far from what they seem, and it is impossible to distinguish between the performers and the spectators. **Revellers flit** through the alleys, and ghostly masks hang from the ceilings and walls of tiny shops. It is easy to get caught up in the crowds of people who have flocked to Venice for the carnival, to munch on *fritelle*, small doughnuts made only during carnival season, and to forget that there is more to Venice than just entertainment.

1

Venice is a working, modern city, not a museum and certainly not a **theme park**. Rubbish collectors moor their dust carts at **jetties** every morning as people **emerge** from their houses to buy groceries from floating shops. They go to work by boat and walk along the **waterfront** eating ice-cream on Sundays.

2

One place to find the real city is in the black mud of the Rio di San Luca, a canal which was drained over a year ago. An archaeological **rubbish dump** has been revealed, made up of the remains of centuries of ordinary Venetians' lives. Among other things, ancient chicken bones, shopping trolleys and coins from Byzantine, Ottoman and Napoleonic times have been uncovered. **Regrettably** the destruction of La Fenice, the city's glorious opera house, was partly caused by the fact that several nearby canals had been drained. Because they were dry, firefighters had no water to pump onto the blaze.

3

Of course, the real Venice is not just

humdrum daily life or the **remnants** of history. Its churches house some of Europe's finest art, including Tintoretto's "Paradise" which is the largest oil painting in the world. For many visitors there is just too much to take in - too many works of art tucked away in too many churches. Crowds are thickest in Piazza San Marco, where children caught up in the excitement **queue** to have their faces painted, and tourists and revellers alike gather in the Café Florian, making it seem like a curiosity shop into which passers-by peer.

4

Should the crowds become too much for you, it is easy to escape to one of Venice's **outlying** islands, which are barely visible across the lagoon in the chilly winter mist. After the cemetery island of San Michele you come to Murano, where glass is still being made. It is blown, rolled and twisted in ways that have not changed since the 13th century. Fine Murano glass is found in museums everywhere, but the workshops where it is made are filling the surrounding water with arsenic, meaning that the lagoon is becoming severely polluted. But apart from the traditional July dip in the Adriatic after the fiesta del Rendetore fireworks, and the occasional hapless visitor who slips on slimy steps, no one swims in the lagoon.

5

Beyond Murano lies Burano, where the houses are painted in powder blue, brick red and every colour in between. The slow tolling of the monastery bell on neighbouring Torcello across the water somehow emphasises the **tranquility** of the outlying islands, creating an atmosphere which is in **stark contrast** to the sometimes **overwhelming** noise and crowds of Venice itself.

6

Nightlife in Venice is reputed to be dull, but after dark it is one of the most thrilling cities on earth. If you're lucky a thick fog will roll in. Stone walls begin to drip; you hear snatches of conversations, and footsteps and voices echo from shadowy alleys. It is certainly a fascinating experience, one that is unique to this beautiful, multi-faceted city.



VOCABULARY EXERCISES

1 Look at the following words in bold in the text and try to explain them:

revellers, flit, theme park, jetties, emerge, waterfront, rubbish dump, regrettably, humdrum, remnants, queue, outlying, tranquility, stark contrast, overwhelming

2 Fill in the gaps with the appropriate word(s) from the list below:

flocked, munched, moor, glorious, blaze, tucked away, gather, lagoon, hapless, chilly

- The was so intense that the factory was completely destroyed. (**large fire**)
- At the Cannes festival, onlookers outside the theatre to watch the stars arrive. (**come together in a group**)
- Many people have to the beaches this year as it is so hot. (**gone in large numbers**)
- The harbour has enough space to twenty small boats. (**tie up**)
- I have always dreamt of being on a tropical island and swimming in a beautiful blue (**area of seawater enclosed by a reef or rocks**)
- Yesterday was a day so we went for a picnic in the countryside. (**exceptionally beautiful**)
- I was so hungry I my way through three packets of biscuits. (**ate steadily and noisily**)
- The motorist had four accidents in one month. (**unlucky, unfortunate**)
- It was a winter's day so we put on warm clothes before going out. (**cold**)
- We found a wonderful restaurant in the back streets of the old city. (**hidden**)

3 Fill in the appropriate word(s) from the list below. Use the word(s) only once.

opera, ghostly, shadowy, carnival, remnants, thick, to create, shopping, multi-faceted, a glimpse, snatches, works, oil, slimy, severely, tolling

- | | |
|------------------------|-----------------------------|
| 1 the of history | 9 house |
| 2 trolleys | 10 fog |
| 3 an atmosphere | 11 to catch of sth/sb |
| 4 season | 12 steps |
| 5 masks | 13 alleys |
| 6 a(n) painting | 14 the of the bell |
| 7 of art | 15 of conversation |
| 8 a(n) city | 16 polluted |



4 Underline the correct word.

Probably the most beautiful city in the world, Paris has been called the City of Light for good reason.

At night the city glistens like a jewel, creating a 1) **thrilling/frightening** atmosphere. During the day the glorious architecture takes one's breath away. Chic shops, beautiful parks, 2) **high/impressive** avenues - it's almost too much to take in.

No one can say that Paris is a 3) **humdrum/unique** city since it is full of fascinating attractions. The Louvre 4) **hosts/houses** some of the greatest art in the world and that famous symbol of Paris, the Eiffel Tower, gives a 5) **breathless/breathtaking**, panoramic view of the city. If the crowds and noise of the avenues become too 6) **overwhelming/strong**, you can escape to Versailles. A more extravagant display of wealth cannot be found anywhere.

For 7) **delight/entertainment**, there are thousands of clubs and discos, and of course famous 8) **locations/attractions** like the Moulin Rouge. A trip to Paris must include a 9) **sampling/trial** of French cuisine with its rich sauces, creamy cheeses and excellent wines.

This 10) **multi-faceted/two-faced** city is a place that you will never forget.

5 Fill in the correct word from the lists below:

a. peered, peeping, discern, stare, gazed

- We could just the outline of the plane through the clouds.
- Ann at the gulls while lying on the beach.
- He at the paper as he couldn't find his glasses.
- She caught John through the keyhole.
- It's rude to at people.

b. crunch, munch, chew, lick, lap, suck

- 1 to peanuts; 2 to some gum; 3 cats milk; 4 to an ice-cream; 5 to an apple; 6 babies their thumbs

- 6 Fill in the correct word derived from the words in bold then compare and contrast the two places.



If you are planning to travel to an exotic 1) (**east**) country, Hong Kong is the best place to visit. A holiday there would be 2) (**absolute**) fascinating but 3) (**exhaust**) at the same time. There are thousands of shops open twenty-four hours a day, plus lots of 4) (see) to see, like 5)

..... (**tradition**) Chinese temples and statues. While you are there, make sure to take advantage of the many restaurants and try a 6) (**select**) of their special dishes.

For an active and 7) (**adventure**) winter-sports holiday, the perfect destination is Switzerland. Try any of the many ski-resorts in the Alps where you can ski all day long. Many ski resorts have a 8) (**repute**) for après-ski 9) (**entertain**), so don't expect to be 10) (**bore**) at night. If, however, you would find a relaxing evening more 11) (**suit**), spend the evening in front of a roaring log fire. All ski resorts have shops providing 12) (**need**), equipment and luxury goods, so you will be able to buy everything you need. You are sure to return home fit and refreshed.

- 7 Complete the sentences using the words in bold. Use two to five words.

- The tour company compensated us for the delay by giving us free meal vouchers.
made The tour company by giving us free meal vouchers.
- Johnny invented a story to entertain his little sister.
made Johnny to entertain his little sister.
- The newlyweds are said to be perfect for each other.
made The newlyweds are said each other.

- It was difficult to discern the ship in the distance because of the fog.
make It was difficult in the distance because of the fog.
- The robbers escaped with £10,000 from the bank.
made The robbers £10,000 from the bank.

Follow - up ACTIVITIES

- In pairs ask and answer questions based on the text of Part 1.
- Read the text of Part 1 again. Then, by looking at the brief notes, tell the class about your visit to Venice.

Carnival: February, crowded

Everyday people: rubbish collectors, shoppers

Rio di San Luca canal: now drained, full of "rubbish" and ancient coins

Churches: full of art, "Paradise"

Murano: glass-blowing, polluted lagoon

Burano: colourful houses, tranquil

At night: not much to do, strange noises and atmosphere

- A young people's magazine is running a competition asking for a description of a place to visit. Write your composition in 120-180 words.

GRAMMAR CHECK

Complete the sentences using the words in bold. Use two to five words.

- John can't stand his son speaking to him like that.
spoken John can't stand by his son.
- The police made him confess to his crimes.
was He his crimes.
- The hairdryer blew up as she was doing my hair.
done As I the hairdryer blew up.
- A machine sorts the letters.
sorted The letters a machine.
- It is reported that the police arrested the thieves.
have The police the thieves.
- She will have to type these letters urgently.
be These letters urgently.
- He didn't let her use the fax machine.
was She the fax machine.
- The editor is selecting the news items now.
being The news items by the editor now.
- People say that he left the country.
said He the country.
- When did the police discover the crime?
was When by the police?



WARM - UP ACTIVITIES

- ◆ Look at the pictures. How do the people feel?
- ◆ What makes people happy? Put the factors in order of importance.

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> lots of friends | <input type="checkbox"/> wealth |
| <input type="checkbox"/> a satisfying job | <input type="checkbox"/> travel |
| <input type="checkbox"/> a nice house | <input type="checkbox"/> good health |
| <input type="checkbox"/> a close family | <input type="checkbox"/> hobbies |

- 🌀 Read the following summary and underline the correct information by guessing. Then listen to the text of Part 2 and find out if your guess was correct.

While the causes of depression are quite well understood, those of happiness remain a **1) root/mystery**. A recent **2) study/discovery** has found that happy people are less prone to **3) accidents/disease**. Research has shown that happiness is caused by two **4) same/different** chemicals. This, however, doesn't explain why only some people are always **5) sad/happy**. Many people believe that happiness comes from a life without **6) disturbing/troublesome** events. However, professor Csikszentimihalyi believes that happiness is achieved by keeping your brain **7) relaxed/busy**, and that **8) inactivity/challenge** leads to an unhappy life.

READING TASK: PART 2

You are going to read an article about happiness. For questions 7-13, choose the answer (A, B, C or D) which you think fits best according to the text.

"Happiness is not having what you want but wanting what you have," according to James Stewart. Although scientists now understand the roots of **depression** more clearly than they used to, happiness still remains a mystery. Recently, however, some interesting discoveries have been made.

Those who say they are happy, for example, tend to be less self-centred, less **hostile** and **abusive**, and are less prone to disease and general ill health. Interestingly, the **affluent** are not notably happier than their less-well-off counterparts, and seemingly, no particular time of life is **significantly** happier than any other. Even though some people see life as a tragedy, when questioned, most people said they were generally happy - painting a much rosier picture regarding people's general **moods** and dispositions.

Research has shown that people have two basic reward centres in their **brains** that are stimulated by two different chemicals which cause happiness. The first, dopamine, is triggered by activities like exercise, relaxation and the quieter pleasures. The second **comprises** a set of adrenaline-type chemicals which are triggered by exciting or frightening activities. Dopamine provokes a response of **passive** happiness, while the second set of chemicals provokes a **high-energy** state of happiness, the feeling one might get from public speaking or mountain climbing.

While understanding the chemical **process** behind happiness is important, it does not explain why only some people are consistently happy. The answer may lie in people's perceptions of happiness.

One of the reasons we have such a problem with happiness is that many confuse it with a life untouched by anxiety, rage, **doubt** and sadness. The belief that happiness means that nothing ever goes wrong is naive; in order to be happy, we must know not how to avoid disturbing events, but how to deal with them.

The key to coping with life's unpleasant **aspects**, while remaining content, comes from an everyday practice which Mihaly Csikszentimihalyi calls "the flow". He describes "the flow" as the state one is in when doing something completely absorbing. It comes when one is pushed right up to the limit of one's ability, but not beyond it. "People can get a feeling of flow from dangerous sports like mountain climbing or driving fast," he says "but it can also come from something relaxing like painting or reading a good book." The point is that it's an activity you do for the pleasure of doing it. You are not looking for **praise** or **reward**. What is important, is to keep your brain busy if you want to be happy. The professor explains, "If you leave someone on their own with nothing specific to do, most of their thoughts will be worries." People tend to think about all the things they want and haven't got rather than how good their life is. It seems the key to happiness lies in having an active and **challenging** lifestyle.

The scientific study of happiness will help us understand how to build a world that improves human **well-being** and self esteem, and how to get the most satisfaction from their **goals** and circumstances.

7

Studies have shown that happiness

- A is positively influenced by wealth.
- B is not influenced by wealth.
- C is negatively influenced by wealth.
- D does not influence wealth.

8

Dopamine is produced by

- A recreational activity.
- B fright.
- C high-energy activity.
- D pleasure.

9

A common misconception about happiness is that

- A rich people are happier.
- B happy people perceive things differently.
- C happiness implies never having problems.
- D happiness stems from being naive.

10

In reality, consistent happiness lies in

- A not feeling anxious.
- B being able to handle problems.
- C not having problems.
- D not confusing our feelings.

11

What does “it” in line 37 refer to?

- A people
- B a dangerous sport
- C “the flow”
- D research

12

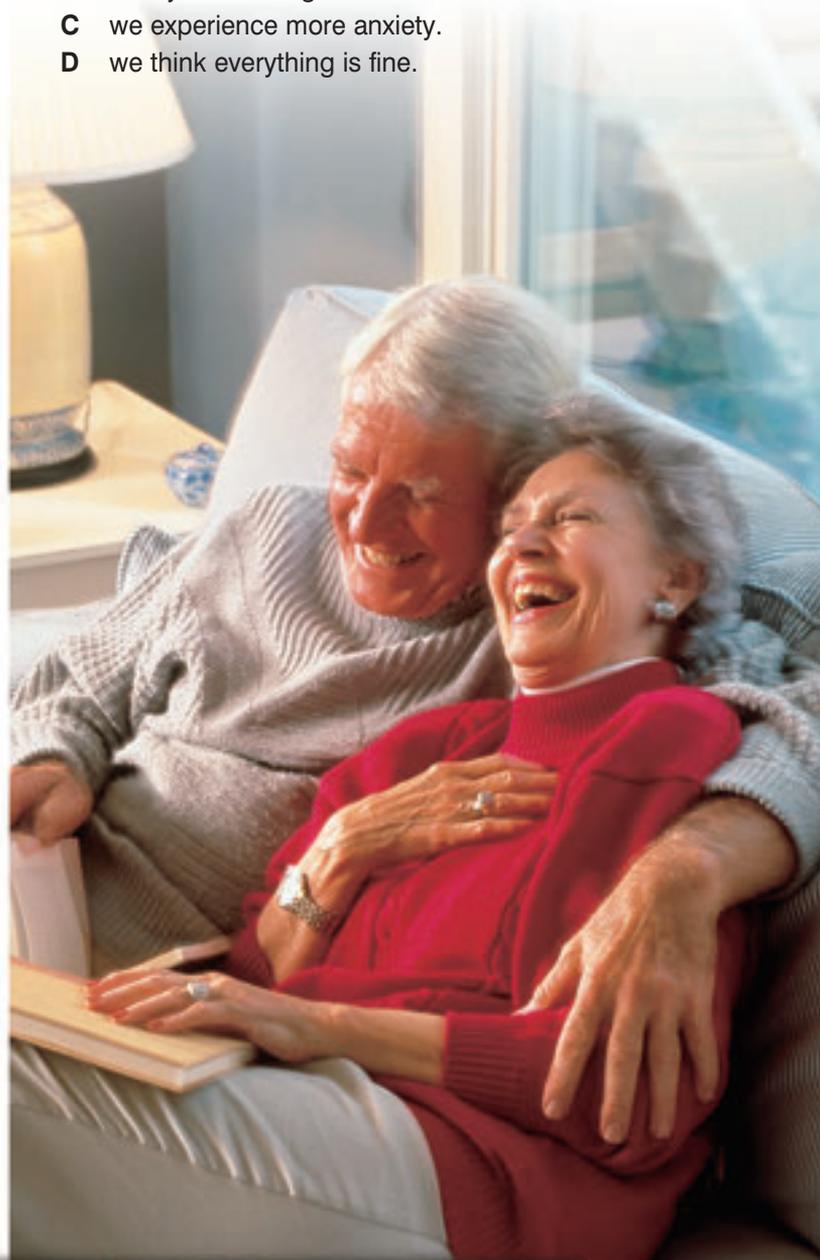
According to Csikszentmihalyi, “the flow” is triggered by

- A external reward.
- B doing nothing.
- C challenging others.
- D activities done for personal pleasure.

13

When we are inactive

- A we don't get what we want.
- B we try to challenge ourselves.
- C we experience more anxiety.
- D we think everything is fine.



VOCABULARY EXERCISES

1 Look at the following words in bold in the text and try to explain them:

depression, hostile, abusive, affluent, significantly, moods, brains, comprises, passive, high-energy, process, doubt, aspects, praise, reward, challenging, well-being, goals

2 Fill in the appropriate word(s) from the list below:

counterpart, disposition, stimulate, trigger, rage, provoked, consistently, perception, naive, absorbing

- 1 My sister is well-liked because she has a very happy (**nature**)
- 2 A child's of the world is very different from that of an adult. (**understanding**)
- 3 She was filled with when she found out about the cruelty inflicted on the laboratory animals. (**anger**)
- 4 The Israeli Foreign Minister and his Egyptian met for renewed discussions concerning peace. (**person with the same role**)
- 5 Jane finds painting completely; it helps her to relax and forget her troubles. (**engrossing**)
- 6 Interesting pictures help discussion in the classroom. (**encourage**)
- 7 Different activities different chemical reactions in the brain. (**activate**)
- 8 The hijacking an inquiry into airport security. (**caused**)
- 9 It would be of you to believe everything he says. (**foolish**)
- 10 He lies to his parents. (**all the time**)

3 Fill in the appropriate word(s) from the list below. Use the words only once.

to paint, the roots, to see, public, pushed up, disturbing, to keep, to make, the key, reward, untouched, prone to



- 1 of depression
- 2 a rosier picture
- 3 your brain busy
- 4 to be disease
- 5 life as a tragedy
- 6 a discovery
- 7 centre
- 8 to happiness
- 9 speaking
- 10 events
- 11 a life by anxiety
- 12 to be to the limits



4 Read the following list of adjectives and decide which describe positive moods and which describe negative moods. Think of occasions when you experience such feelings.

delighted, overjoyed, anxious, content(ed), dissatisfied, jolly, miserable, glad, mournful, fed up, merry, carefree, sorrowful, pleased, depressed, heartbroken, joyful, cheerful, happy, blue, discontent(ed), bored, moody, good tempered, in low spirits, bad-tempered

5 Fill in the correct word from the list below:

self-centred, self-confident, self-controlled, self-esteem, selfish

- 1 Bianca is very When she's on a diet - she doesn't let herself eat any chocolate or biscuits!
- 2 Mike's has been very low ever since he was fired from his job.
- 3 Tommy is rather; he refuses to let other children play with his toys.
- 4 My brother is extremely; he believes he is the best in everything he does.
- 5 Jackie is the most person I know; she cares about no one's problems but her own.



6 Choose the correct item.

- 1 Apart from slight deafness, he hasn't got any serious
A diseases B sicknesses C illnesses D ailments
- 2 This area is in minerals.
A well-off B rich C affluent D wealthy
- 3 I enjoy working with her; she has a pleasant
A temperature B temper C mood D disposition
- 4 Children should their parents' opinions.
A esteem B respect C admire D cherish
- 5 Her marks are good - she always gets A's and B's.
A consistently B steadily C regularly D properly
- 6 Their is to help save endangered species from extinction.
A design B prize C goal D destination

- 7 Fill in the correct idiom from the list below:
mixed feelings, cheer up, on cloud nine,
no hard feelings, in high spirits

- 1 My sister is still after her wedding last month. (**extremely happy**)
- 2 "I'm sorry I called you a liar, Jane." "That's okay," (**no feelings of bitterness**)
- 3 All the children are as it's the first day of the summer holidays. (**happy, lively**)
- 4 Jenny had about going to university; she was both excited and nervous. (**conflicting emotions**)
- 5 ".....! Things aren't as bad as they seem!" (**don't look so sad**)

- 8 Complete the sentences using the words in bold. Use two to five words.

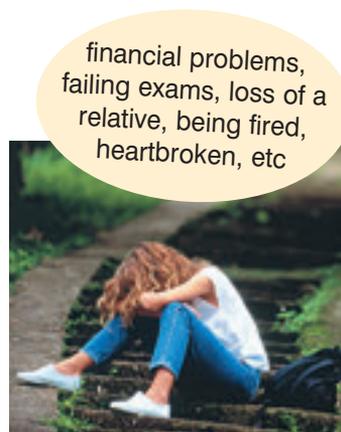
- 1 The teacher got angry with the noisy class.
temper The teacher the noisy class.
- 2 They suddenly started to laugh after hearing the joke.
burst They after hearing the joke.
- 3 Paul started crying when Ann ate his ice-cream.
tears Paul when Ann ate his ice-cream.
- 4 I can't wait for the concert tonight.
looking I the concert tonight.
- 5 I can't stand his bad behaviour any more.
fed I his bad behaviour.
- 6 He was very happy after being told the good news.
mood He was after being told the good news.
- 7 I can't stand that music any more. Turn it off!
enough I have Turn it off!
- 8 The coach had to shout to make himself heard.
raise The coach had to make himself heard.

- 9 What would make you feel a) furious, b) angry, c) in low spirits, d) overjoyed, e) bored, f) stressed? What would you do in each case?

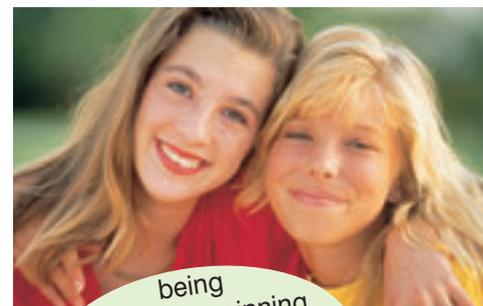


eg. Seeing someone hurt an animal would definitely make me furious. I'd shout at him.

- 10 Look at the following pictures, then using the notes and the useful expressions below compare and contrast the pictures.



financial problems,
failing exams, loss of a
relative, being fired,
heartbroken, etc



being
on holiday, winning
a competition, passing
their tests, celebrating,
etc

Useful expressions: they are probably ..., she could be ..., maybe they are ..., it looks like/as if ..., they seem to ..., whereas ..., on the other hand..., alternatively, etc
eg. *The woman in the first picture looks very depressed. Maybe she has lost her job.*

Follow - up ACTIVITIES

- ◆ Try to remember an occasion that made you extremely happy/unhappy. Tell your partner.
- ◆ Make notes from the text of Part 2 under the following headings, then, using the expressions below, give a one-minute talk on happiness.

Features ◆ Research ◆ How people perceive happiness ◆ What to do to be happy

Useful expressions: research has found, surprisingly, what we need to do is ...

Start like this: Ladies and gentlemen, I'm here today to talk about ...

GRAMMAR CHECK

Cross out the unnecessary word. Some sentences are correct.

- 1 The dog ~~is~~ was running in the park.
- 2 Both of these boys have the same name.
- 3 The bags are too heavy for me to lift them.
- 4 I went to hospital as my nose it wouldn't stop bleeding.
- 5 I really don't know the boy who he is in red.
- 6 Many people visit France at this time of year.
- 7 The shelf is too high for me to reach it.
- 8 The boy he asked his father to buy him a bike.
- 9 All the children in our street go to the same school.
- 10 My father, who he is a doctor, works in a clinic.



READING TASK: PART 3

You are going to read a magazine article about football. Eight sentences have been removed from the article. Choose from the sentences **A-I** the one which fits each gap (14-20). There is one extra sentence which you do not need to use. There is an example at the beginning (0).

Football Makes History

The late Bill Shankly, one-time manager of Liverpool, insisted that football wasn't a matter of life and death - it was more important than that. Looking back at the history of football matches one would tend to agree with him. The history of football, in particular the World Cup, is marked by fights, bad sporting behaviour and even murder. **0** **H**

The year was 1914 and World War I had **transformed** much of Western Europe into a **mass** of **battlefields** and **trenches**. The area between the two sides at war was known as "**no-man's-land**" because if a soldier left a trench and walked into this area, he would be shot by the enemy. **14** The soldiers put down their weapons, met in the middle and played a game of football. The Scottish Seaforth Highlanders **were positioned** on the Franco-Belgian border with the enemy, the 9th Royal Saxon Infantry opposite. They were preparing to celebrate Christmas day. Next to the trenches they had put up simple trees decorated with candles.

15 The Germans did not return the gunfire. The Scots in turn stopped shooting and silence followed. Then the sound of German soldiers singing *Silent Night* could be heard.

16 At midnight, silence fell until the next morning when a few of the Saxon Infantry **wandered** into "no-man's-land". The Scots responded and went out to meet them. One report states that cigarettes, watches, rings

and tins of meat were exchanged and photos of loved ones were shown.

17 An **unorthodox** match of football followed. Goal posts were marked with caps and teams were established. Finally the men shook hands and went back to their trenches and to war.

Since then there have been other matches that have made history. Unfortunately, many have done so for the wrong reasons. South American players and supporters have often committed acts of violence. After Uruguay beat Argentina to win the first World Cup in 1930, Argentines **stoned** the Uruguayan Consulate in Buenos Aires until the police began shooting at them. **18**

Another example is the tragic death of 39 Italian supporters who died in the **riot** at the Heysel Stadium when Liverpool were playing Juventus in the final of the 1985 European Cup. Players too often **display** extremely unsporting behaviour.

19 In 1962 an Italian player's nose was broken by Chile's Leonel Sanchez, and twenty years later a French player lost two teeth after being hit by the West German goalkeeper.

Accusations of **cheating** or "fixing" the score have also been made. Andres Escobar scored an own goal when Colombia lost 2-4 to the USA in 1994.

20 It was said that Colombian **drug barons** had bet a lot of money on Colombia losing.

WARM - UP ACTIVITIES

- ◆ Think of as many words as possible related to the theme "football".
- ◆ Look at the pictures. Do you like this sport? Why/Why not?
- ◆ In what ways is football violent? Talk about any violent incidents you have seen or heard about.

👂 Read the following T/F statements, then listen to the text of Part 3 and answer them.

- 1 Bill Shankly played for Liverpool.
- 2 In no-man's-land soldiers were in danger.
- 3 The soldiers had forgotten it was Christmas.
- 4 The Germans sang "Silent Night".
- 5 The war continued after the match.
- 6 Uruguay beat Argentina in 1930.
- 7 Police shot supporters at Heysel stadium.
- 8 Escobar scored an own goal.

- A** The World Cup also provides us with two examples of this.
- B** A few of the British soldiers started singing too, and slowly soldiers up and down both lines began to join in.
- C** Football has been invaluable in crossing cultural boundaries throughout the years.
- D** Later, when Escobar returned to his home town in Colombia, he was shot twelve times and died.
- E** Then a Scotsman produced a football and kicked it to one of the Germans.
- F** However, one Christmas day, that changed.
- G** One extreme incident took place in 1969 when Honduras and El Salvador went to war after a World Cup game, and 2,000 people died in the fighting.
- H** However, one particular incident showed how football can also cross national frontiers and unite people at a time of great disunity.
- I** The Highlanders reacted to this with gunfire, as they feared it was a trap.



VOCABULARY EXERCISES

1 Look at the following words in bold in the text and try to explain them:

transformed, mass, battlefields, trenches, "no-man's-land", were positioned, wandered, unorthodox, stoned, riot, display, cheating, drug barons

2 Match each sport with the equipment used. Some equipment may be used more than once. Can you think of any other?



- | | |
|---|---|
| archery, tennis, badminton, cycling, golf, swimming, baseball, rowing, boxing | goggles, club, oar, bat, ball, puck, stick, racket, net, boat, shuttlecock, bicycle, arrow, helmet, bow, target, gloves |
|---|---|

3 Fill in the appropriate word(s) from the list below. Use the word(s) only once.

one report, to shake, fell, to make, to display, a matter, since, to return, to establish, to score, to commit, crossing

- | | |
|-----------------------------|------------------------------|
| 1 the gunfire | 7 acts of violence |
| 2 silence | 8 history |
| 3 a team | 9 a goal |
| 4 of life or death | 10 then |
| 5 hands | 11 states |
| 6 cultural boundaries | 12 unsporting behaviour |

4 First explain the words in the list, then decide which of them are **field events**, and which are **track events**.

hurdles, shot-put, discus, relay, javelin, high-jump, sprint, pole-vault, long distance



5 Fill in the appropriate word(s) from the list below:

goal posts, match, game, player, supporters, beat, win, Final, score, toss a coin, manager, lines, kick, team, goalkeeper

Football is a 1) that is popular worldwide. At the beginning of a 2) the referee must 3) to see which 4) will kick off. The object is to 5) as many goals as possible. A goal is scored when a 6) manages to 7) the ball past the 8) and between the 9) If a player kicks the ball over the 10) then the ball goes to the other team. To 11) the other team and 12) the game, a team must score more than their opponents. The team 13) advises the team on how to perform in order to please the 14) and perhaps eventually reach the Cup 15)

6 Fill in the correct word from the lists below:

a. beat, win, gain, defeated

- In football, you score goals to points.
- We need to play better to the game.
- We them three-nil.
- Despite their high hopes, the team was by their opponents.

b. boundary, border, limit, threshold

- The young actress was on the of success.
- They crossed the between France and Spain.
- He reached the of his patience and lost his temper.
- His book crosses the between fact and fiction.

c. congregation, spectators, fans, staff, audience, mob

- When Elvis Presley died, his were very upset.
- During the service, the rose to sing.
- The company's all received a holiday bonus.
- The was silent, waiting for the concert to start.
- The police struggled to control the rioting
- There weren't many at the tennis match.

- 7 Match each sport with the place it is played. Then say which one you like most and why.

football	course	car-racing	court
golf	pool	tennis	gymnasium
basketball	court	volleyball	court
swimming	pitch	skating	rink
boxing	ring	athletics	track/course

- 8 Find the odd word out. What should replace them?

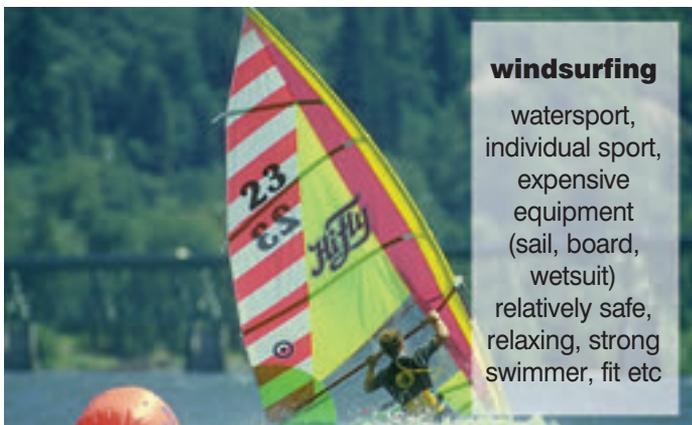
- goal keeper, goal post, terrain, linesman
- racket, court, net, referee
- basket, pitch, shoot, rebound
- running, hurdles, path, race
- diving board, bath, swimming suit, goggles

- 9 Look at the cues and the useful expressions below, then compare and contrast the two sports.



rugby

played on a pitch, team sport, inexpensive equipment (ball, boots), dangerous, violent, injury risk, powerful, fit, competitive etc



windsurfing

watersport, individual sport, expensive equipment (sail, board, wetsuit) relatively safe, relaxing, strong swimmer, fit etc

Useful expressions: both, however, also, although, moreover, compared to, in order to, on the contrary, while, but, whereas, in addition, as well, both ... and, not only ... but also etc
eg. *Rugby is a team sport whereas windsurfing is an individual sport.*

Now in pairs compare and contrast a) boxing and tennis and b) waterpolo and car racing.

- 10 Replace the words in bold with the appropriate phrasal verb from the list below:

looks back on, look after, looked down on, look into, look round, look it up, looked up to, look through

- Could you **take care of** my children please?
- If you don't know the meaning of a word, you should **find it** in the dictionary.
- Why don't you **have a look at** our holiday brochures?
- Before buying a house, you should **inspect** it first.
- He has always **admired** his father.
- The policeman promised he would **investigate** the matter.
- He **remembers** his childhood with fondness.
- She had always **felt superior to** her younger brother.

Follow - up ACTIVITIES

- ◆ What can be done to stop football hooliganism?
- ◆ Are there any other sports which involve violence or cruelty?
- ◆ You were a soldier in the Scottish Highlanders. Make notes based on the text of Part 3 under the following headings and re-tell the story.
When/Where ◆ Armies involved ◆ How it began
◆ Gifts exchanged ◆ The game ◆ After the game

GRAMMAR CHECK

Cross out the unnecessary word. Some sentences are correct.

- The Smiths are moving to Spain next month. ✓
- Don't take that bag - it's the mine.
- Tim served time in the prison last year for drunken driving.
- We were late for the work today as there was a bus strike.
- The Queen Ann will visit Brussels next month.
- My grandmother is going to visit the Vatican.
- Next week I'm going on the holiday - I can't wait!
- Have you ever been to the Bridge of Sighs?
- I travelled to Scotland by the plane.
- He goes to bed late at the night.
- Germany and England were at the war from 1939- 45.
- I saw Sarah the last week while I was out shopping.
- More should be done to make life easier for the disabled.
- After work we went for a coffee in the Pete's Café.
- I saw Jane walking down the High Street looking at the shop windows.

WARM - UP ACTIVITIES

- ◆ Look at the pictures. What crimes are being committed?
 - ◆ Suggest some possible causes of crime and ways of preventing it.
- ↻ First read the following sentences, then listen to the text of Part 4 and tick the factors mentioned.

- 1 Programmes showing violence and crime should be banned.
- 2 Valuable items should be labelled.
- 3 Children should be taught that crime is bad.
- 4 We should punish children if they steal.
- 5 Criminals should be fired from work.
- 6 Neighbourhood watch schemes should be organised.
- 7 Everyone should get a gun.
- 8 Burglars should be locked up in prison.
- 9 Criminals should be punished with longer prison sentences.



READING TASK: PART 4

You are going to read some statements about crime prevention. For questions 21-35 choose from the statements A-E. Some of the statements may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning (0).

Which statement or statements:

suggests installing an alarm?

0 A

place responsibility on the government?

21 22 23

blames unemployment?

24

suggests harsher punishments?

25

say that people are responsible for solving the problems?

26 27 28

suggest teaching children about crime?

29 30

blames television?

31

stresses preventing crimes?

32

suggests that citizens should be better organised?

33

disapproves of personal weapons?

34

says a bigger police force is needed?

35



Crime

Statement

A

Although I am a police officer, I certainly don't believe that crime control is entirely the responsibility of the police force. I am **convinced** that **prevention** is the key to success and that all of us must work together to prevent crime. Not giving criminals the opportunity is the first step. Make your homes **burglar-proof** by always locking up, installing an alarm system and putting identification numbers on your valuable items. Make sure your garden and drive are lit up at night, and report any **suspicious** behaviour immediately. The more unattractive you make your home to burglars, the less likely it is that a crime will take place. The police are here to help you, but you have to help us as well.

Statement

B

As a parent, I believe that young people are the key to crime prevention. Television and films make crime look exciting and romantic, and even modern music **glamorises** crime. Of course we can't control everything our children watch or listen to - it would just make them more **rebellious** if we tried to. The only way to fight these influences is through education. We must teach young people - both in school and at home - what the realities of a life of crime are, and how becoming involved in crime can ruin a young person's life. We must also show them by our own behaviour that crime is wrong. A parent who cheats on his or her taxes, for example, cannot expect a child to see criminal activity as something to be avoided.

Statement

C

I know that a lot of the young people in our area are becoming involved in crime, and that a lot of people blame television, the influence of parents and so on. But if you look at the statistics, you will find that most of these young criminals are school-leavers who cannot find jobs. These are young people who are more than willing to lead **decent**, productive lives given the opportunity. But it is exactly this opportunity which is lacking. If the leaders of our country would spend more money on developing job-training and **job-placement** programmes for our young people, I believe that crime would decrease dramatically. Of course, education plays a role as well, but I do believe that if young people had a proper occupation they would not be attracted to a life of crime.

Statement

D

Since it's pretty evident that the government is not going to put more money into crime prevention, it seems obvious that **inhabitants** are going to have to do something themselves. Improving the organisation of the Neighbourhood Watch

programme would be a good place to start. Cars have been broken into right in front of houses where people were supposed to be on duty. This obviously shouldn't be happening. What we need is proper training so that we can police our own neighbourhood. Not that I'm suggesting we **arm** ourselves - more guns lead to more violence in my view - but we do need to be more **aware** and have a systematic approach to crime prevention if we want to reduce the **crime rate**.

Statement

E

People keep saying that crime is our responsibility - that if we protect our houses and teach our children properly we can solve the problem. But what about the criminals who are already out there? There obviously aren't enough police to prevent all the crimes that are going on - and of course we'd be better off if there were more of them - but why are so many known criminals out there committing crimes in the first place? If they were kept locked up longer and given longer prison sentences in the first place, this city would be a much safer place to live. I don't support the return of the **death penalty**, but I do believe that criminals should be punished severely and not just set free to continue committing crimes. Of course I realise that prisons are already overcrowded and expensive to run, but surely it's a false economy to release prisoners who are obviously not ready or willing to obey the law because more crime will be expensive for the **taxpayer** too.



VOCABULARY EXERCISES

1 Look at the following words in bold in the text and try to explain them:

convinced, prevention, burglar-proof, suspicious, glamorises, rebellious, decent, job-placement, inhabitants, arm, aware, crime rate, death penalty, taxpayer

2 Fill in the appropriate word(s) from the list below. Use the word(s) only once.

to reduce, to lead, plays, the key, to become, police, to cheat, given, to ruin, better, to commit, to obey, on duty, crime, death, a much

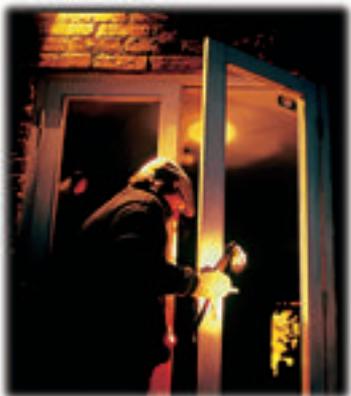
- | | |
|---------------------------|--------------------------|
| 1 on one's taxes | 9 education a role |
| 2 to success | 10 a person's life |
| 3 decent lives | 11 the crime rate |
| 4 a crime | 12 to be off |
| 5 the law | 13 prevention |
| 6 involved in crime | 14 safer place |
| 7 to be | 15 force |
| 8 the opportunity | 16 penalty |

3 Fill in the correct word from the list below:

trial, magistrates, bail, charged, accused, evidence, innocence, pleaded, detained, custody

The man 1) of kidnapping the wealthy heiress Christine Moore appeared yesterday before 2) and was formally 3) with the crime. He 4) not guilty but was denied 5) The man, James Clarke, 27, will be 6) in police 7) until his 8), which is expected to begin in September. Mr Clarke claimed in a statement yesterday that he did not kidnap Miss Moore and that there was no 9) to support the charge, adding that he was confident that his 10) would be made clear.

4 Underline the correct word.



- Burglars **broke in/broke into** and stole all our jewellery.
- The escaped prisoner **evaded/assaulted** capture for 3 months until they found his hideout.
- They say that Robin Hood **robbed/intruded** the rich and gave to the poor.
- The gang held up the bank and **robbed/stole** £5 million.
- The terrorists decided to **kidnap/slaughter** all the hostages if their demands were refused.

- Three youths **mugged/shoplifted** the old man in the street and took his wallet and watch.
- He tore the clothes off the girl and **trapped/raped** her.
- He was arrested while trying to **smuggle/forge** drugs into the country.

5 Read the following newspaper headlines and decide what type of crime is being referred to.

terrorism, tax evasion, kidnapping, mugging, burglary, arson, drunken driving, armed robbery, murder, vandalism, theft, assault

1 FACTORY DESTROYED IN SUSPICIOUS BLAZE.	2 Child run over by drunk driver.
3 Passenger held hostage for 10 hours in night of terror.	4 THREE INJURED IN BANK HOLD UP.
5 Millionaire ordered to pay £5 million in back taxes.	6 Pensioner attacked and robbed in broad daylight.
7 HOSTAGE RETURNED AS RANSOM PAID.	8 Man slain in Hyde Park.
9 Men escape with family heirlooms.	10 YOUTHS DESTROY TOWN HALL.
11 TEENS BEATEN UP AT ROCK CONCERT.	12 28 CARS STOLEN OVER WEEKEND.

6 For each crime mentioned in Exercise 5 decide what the punishment should be.

community service, life imprisonment, a long prison sentence, a fine, a warning, a ban on driving, a short prison sentence, a suspended sentence e.g. arson → a long prison sentence

Follow - up ACTIVITIES

- Read the text of Part 4 again and list the causes of and solutions to crime.
Causes (lack of security...) Solutions (lock up ...)
- Use the list above and the expressions below to give a one-minute talk about crime prevention.
Expressions: In my view/opinion, I firmly believe, My advice would be, We'd better (not), We should ...
eg. I firmly believe that burglars break into our houses because of lack of security. etc.

PART 1 For questions 1 - 15, read the text below and decide which word A, B, C or D best fits each space. Mark your answers in the answer boxes provided.

As the twenty-first century **0**) ...**C**..., it seems that more and more people are leading increasingly hectic and stressful lives. This leaves little, if any, time for **1**) activities. All too often, it appears that any interest that we may have in sporting activities will **2**) when our lifestyle becomes more stressful, but many people **3**) to realise that a few hours put aside to enjoy a sport each week can actually **4**) stress levels. Another **5**) that is associated with **6**) a sport is a general improvement in health. This, in turn, can lead to weight **7**), due to the fact that fat is **8**) when our heartbeat **9**) above a certain level. However, as with everything, there are certain drawbacks to taking **10**) in a sport, the main one being that it can **11**) to serious injury. The main reasons for this are that we have not taken the time to warm up properly or that we are not properly supervised in our chosen sport. In addition, it is very easy to **12**) the heart if exercise is suddenly taken up after not having participated in any form of **13**) activity for a long period of time. Taking all this into account, sporting activities can be extremely beneficial to our health provided they are **14**) out with care and under correct supervision and are not **15**) to an extreme.

- 0** A arrives B appears C approaches D reaches
- 1** A free B leisure C spare D blank
- 2** A leave B disappear C flee D depart
- 3** A overlook B miss C fail D forget
- 4** A reduce B remove C shorten D break down
- 5** A benefit B profit C favour D help
- 6** A copying B acting C doing D performing
- 7** A removal B damage C loss D lost
- 8** A burnt B vanished C left D taken
- 9** A arises B raises C rises D progresses
- 10** A time B part C place D action
- 11** A end up B result C give D lead
- 12** A break B exhaust C sprain D strain
- 13** A mental B physical C natural D stressful
- 14** A carried B worked C done D run
- 15** A dragged B led C taken D forced

0	A	B	C	D
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D

PREPOSITIONS

Fill in the correct preposition, then choose any five of them and make sentences.

(1) to beware sth/sb; (2) to distinguishsth and sth else; (3)boat; (4) to be coveredsth; (5) to be compared sb/sth; (6) to dependsth/sb; (7) to be satisfiedsth/sb; (8) to be pronesth; (9) to aid sbsth; (10) to be influencedsb/sth; (11) to insiststh; (12) to persiststh; (13) to agreesbsth; (14)turn; (15)midnight; (16)the morning; (17)noon; (18)night; (19)the night; (20)the afternoon; (21) to shootsb; (22) to accuse sbsth; (23) to bet moneysth; (24) to provide sbsth; (25) to blame sbsth; (26) to blame sthsb; (27) to put the blamesb; (28) to disapprovesb/sth; (29) the keysth; (30) to be suspicioussb/sth; (31) to become involvedsth; (32) a lacksth; (33) to spend moneysth; (34) to beduty; (35) to be awaresth/sb



PART 2

You will hear a talk given by a policeman to a group of parents. For questions 9 - 18, fill in the missing information.

Bogus callers gain entry by first

 9

and then

 10

People easily believe representatives of

 11

Other callers may pretend to

 12

The front door should be fitted with

 13

Official callers must first

 14

If in doubt, you can

 15

A bogus caller could be working with another through

 16

As an added security measure some companies use a

 17

You can also judge callers by

 18

PART 3

Problem solving • decision making • planning
• prioritising • speculation on given picture prompts etc

Look at the pictures below and decide where you would go on holiday. Discuss with your partner what you would take with you, and what you could do or see there.



Athens, Greece



Alaska



Jamaica



China



Rome, Italy

PART 4

Discussing in pairs topics related to the theme of Part 3

- Where would your ideal holiday destination be?
- What would you need to take with you?
- Where do you normally go on holiday?
- What do you like doing there?



WRITING A NARRATIVE

(STORIES - FACTUAL REPORTS)

DARING RESCUE

1

An incredible rescue took place on Thursday at 3 pm on the rooftop of the Meridian Hotel after a fire started on the fifth floor. Hundreds of guests were rescued by soldiers as the blaze quickly spread to the upper floors of the hotel ...

Where is the first extract taken from? What is it about?
Who wrote it? Have you ever read pieces of writing like this before? What were they about? Where is the second extract taken from? Who wrote it? What is its connection to the first extract?

Which extract is written in a formal / informal style?

2 We were hovering over the Meridian Hotel at about 3 pm, looking at the sight below. Black smoke filled the air and we could hardly see what was happening. As we got closer, we couldn't believe that so many people were waiting desperately for our help ...

- Narrative writing includes **stories** and **factual reports**.
- Narratives describe a sequence of events. To describe these events in chronological order, we use a variety of past tenses like Past Simple, Past Continuous, Past Perfect, etc along with appropriate sequence words such as:

First	No sooner ... than
At first	Hardly ... when
Then/Next	Immediately
After/Before (that)	Since
During/Meanwhile	While
Finally	Until
As soon as	By the time
The moment that	As

Stories

- **A story** can be written either in the first person or in the third person. When the story is written in the first person, the writer is part of the story and expresses his own personal feelings and experiences. When the story is written in the third person, the writer is not directly involved in the story but a clear picture of the feelings and experiences of the people involved is given.

- Stories include Reported or Direct Speech; the use of short forms is acceptable since it is informal writing.
- When writing a story, bear in mind that it must be exciting, strange or funny in order to hold the reader's interest. Some important factors that determine successful narrative writing are: a) a good beginning, b) a good ending, c) an interesting plot, d) a combination of short and long sentences, e) quotes from the people involved, f) moving back or forward in time and g) creating mystery/suspense. **Note:** In the FCE exam the opening sentence, the last sentence of the story or a sentence which must be included in your story may be given.

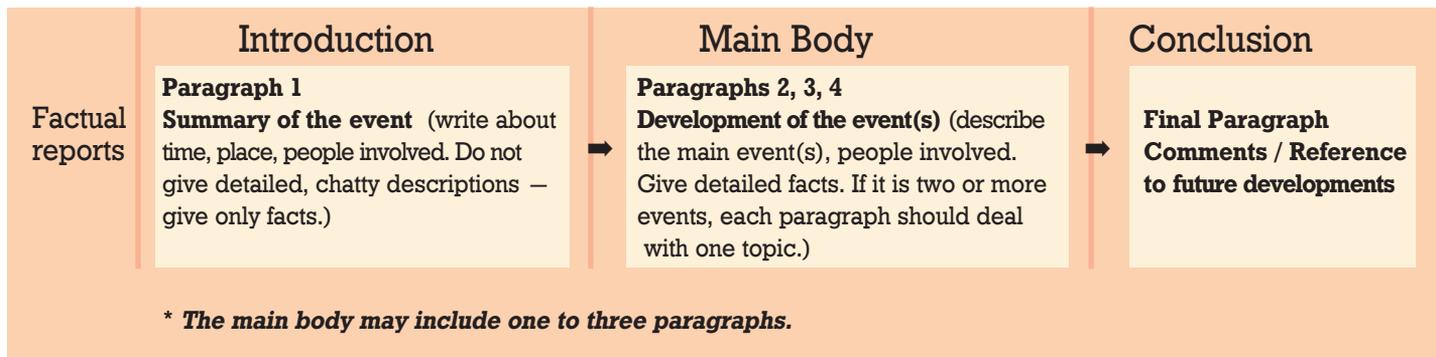
Factual Reports

- **A factual report** is a different kind of narrative writing. It is normally formal writing; therefore, it is written in impersonal style. A factual report does not include the writer's feelings, but only facts. Use of the passive voice and reporting verbs such as *suggest*, *add*, *complain*, etc. is frequent. The events are described by using past tenses (Past Perfect, Past Continuous, Past Simple). Short forms are not acceptable unless Direct Speech (quotes from the people involved in the event) is used.

Paragraph Plans for Narratives

	Introduction	Main Body *		Conclusion
Stories	Paragraph 1 Set the scene: who - where - when (describe the weather, time, atmosphere, people involved, possible feelings, etc.)	Paragraph 2 Before the main event(s) (describe incidents leading up to the main event)	Paragraphs 3 - 4 The main event(s) (describe the main event(s), people involved, give more details, etc.)	Final Paragraph End the story (refer to moods, consequences, people's reactions, feelings, comments)

* The main body may include one to three paragraphs.



Style in Narratives

Informal style for stories	Formal style for factual reports
<ul style="list-style-type: none"> • Personal style • Use of Direct Speech to enliven the narration. • Detailed and chatty descriptions (wide use of adjectives) • Colloquial English (use of idioms and idiomatic expressions; short forms are acceptable) 	<ul style="list-style-type: none"> • Impersonal style • Frequent use of Passive Voice/Direct and Reported Speech, (short forms are acceptable only in quotes) • Only facts, not chatty descriptions • Complex sentence structure, well-developed paragraphs, high level of vocabulary, non-colloquial English

1 Read the two models and write the paragraph plan with brief notes for each. Then re-read the models and decide which model includes:

- | | | |
|------------------------------------|---------------------|--|
| 1 the writer's feelings | 5 a personal style | 9 colloquial English and idiomatic expressions |
| 2 an impersonal style | 6 only facts | 10 future developments |
| 3 detailed and chatty descriptions | 7 quotes | |
| 4 examples of the Passive Voice | 8 personal feelings | |

MODEL A

Residents of Dinnead were evacuated from the town yesterday as major flooding continued.

Torrential rain caused a nearby river to swell and, as a result, many areas were flooded. The rain started to fall early on Sunday morning and by noon on Monday the small river Dinn had burst its banks and turned into a raging torrent.

As the water rose to dangerous levels, many families were airlifted to safety by Emergency Services. Only a few minor injuries were reported. However, the majority of homes have been damaged beyond repair; houses on the river bank were completely destroyed.

The rain is expected to continue for the next two days, but reports say that fine weather is forecast for the weekend. Meanwhile, emergency housing is being provided for the victims in the neighbouring town of Weardale.

Dinnead's mayor, Tom Farell, stated, "The town's emergency services acted quickly and efficiently. Thus, injuries were limited and there were no fatalities." Mayor Farell and the town planning commission are currently discussing the construction of a dam to prevent further incidents of flooding.

MODEL B

I first noticed the rising water level of the river Dinn on Sunday afternoon when I took my dog for a walk. By evening, the rain had got really heavy and I could see the river flowing faster and faster.

When I woke up early on Monday, the river sounded like it had become really wild and I began to worry that it might burst its banks. I did the housework all morning. Then, at about 12.30, I suddenly heard a crashing sound.

I looked out of the window and saw that the river had become a raging torrent, knocking down trees and sweeping away any obstacles in its path.

Almost immediately the water surrounded my house. Then I heard an Emergency Services helicopter flying overhead. I dashed out onto the balcony and waved frantically. Next, they lowered a rescue line and a man from the helicopter shouted "Hold on tight!" as they pulled me up into the helicopter. Then they took me along with a whole load of people from Dinnead to an emergency shelter in the neighbouring town of Weardale.

It was the most frightening experience of my life. I was relieved to be rescued but devastated to see that the flood had nearly destroyed my home.



2 Fill in the gaps with the appropriate adjectives. Remember that when describing the atmosphere of a place you should use your senses as well.

Traffic jam

suffocating, screeching, furious, honking

I was stuck in a traffic jam and **1)** horns could be heard all around me. **2)** drivers shouted at each other as **3)** brakes made cars come to an abrupt halt. **4)** fumes filled the air ...

Library

dusty, whispering, rustling

The sound of **1)** pages and **2)** voices was the only thing that could be heard in the library. **3)** books lined the shelves ...

Peaceful beach

sparkling, soaring, blinding, crashing

1) waves hit the shore as we stood gazing at the **2)** sea. **3)** seagulls were flying past the **4)** sun ...

3 Write short paragraphs to describe the atmosphere in the places below, using the following phrases:

- **hospital emergency room:** bright lights, hard-working doctors, nervous patients, rushing nurses, antiseptic smell, anxious relatives
- **office:** ringing phones, cheerful secretaries, clicking keyboards, shuffling paper, busy employees, blinking computer screens
- **construction site:** dust-filled air, sweaty workers, rumbling bulldozers, pounding drills, deafening noise
- **parade:** marching band, cheering crowd, pounding drums, floating balloons
- **castle:** isolated setting, medieval architecture, musty smell, dark passageways, candle-lit rooms
- **forest:** peaceful surroundings, fresh air, scent of fragrant pine trees, towering trees, chirping birds

4 In pairs put the following paragraphs in the correct order. Then, give the paragraph plan of the story.

A. The moment that we first saw the fish, it was ten metres away — a magnificent blue shark. Initially, excitement filled the boat, and I felt like a hero. But not for long. No sooner had I pulled the beast in closer than the line snapped and the fish disappeared from sight. I was left with a fishing rod that suddenly felt very light.

B. We set off and soon we were two miles out at sea. Next, everyone cast their lines and soon they were reeling in fish every twenty minutes. After a few hours I was the only person who hadn't caught a fish and I felt a bit disappointed. But suddenly, my fishing rod began to bend violently, and the line raced away from the boat.

C. On a sunny, cloudless morning, I was eagerly walking to the harbour where I had booked a fishing trip. By the time I arrived, twelve impatient passengers were waiting for me while the captain and his deck-hand were trying to fix the buzzing motor on the old boat.

D. Immediately the boat fell quiet and there was disappointment on everyone's face but I was happy. After all, the fish had survived and I'd had the most exciting afternoon of my life.

E. I gripped the rod tightly, amazed at the creature's power. Then, the captain quickly shouted to the deck-hand "Tie him to the chair, secure him to the boat!" I struggled with the fish for nearly an hour. My muscles ached but encouragement from the others gave me strength. At last, slowly but surely, I began to reel the fish in closer.

- To make the beginning of a story interesting, start your first paragraph with a dramatic, unusual situation or Direct Speech. Final paragraphs should leave the reader with a lasting impression.

5 Read the following beginnings and endings of stories. Then decide which are good and which are bad, giving reasons.

Beginnings

- “Look out! I can’t stop!” I yelled as I hurtled down the mountain. I was wrong though: I stopped very quickly when I hit a big black pine tree. I felt a moment of pain as my leg twisted underneath me and almost immediately I lost consciousness.
- There was a lot of fighting in the streets last year. There was tension between the different races in my city. I was afraid to go outside. The police had to break up many riots and protest marches.
- Drawing on my last ounce of strength, I lifted my tired feet to take the final steps to the summit of Mount Everest. The thin air was making me dizzy, and every inch of my body ached from the exertion, but the euphoria I felt at that moment was indescribable: I had done it!

Endings

- Well, that’s my story. I betrayed my best friend. I have regretted it ever since. I can’t stop thinking about it. John never forgave me. I can never forgive myself either.
- When I’m alone in my cool, comfortable study I often think back on my trip to Africa. Remembering the hot, dusty winds, my sore, sunburnt skin and the death of my unfortunate comrade sometimes makes me wonder if it was all worth it. But then I ask how I would feel if I hadn’t done it and realise that it was all worthwhile.
- James and Charlotte raised their glasses and took their first sip of the cool champagne that room service had supplied. A secret smile crossed Charlotte’s lips as James gazed lovingly at her. They had been through a lot together but in a few seconds James would be dead. This was to be his last drink, his last smile and for her – the last laugh.

6 Match the beginnings with the endings, then decide which beginnings and endings are *factual reports* and which are *stories*. Give reasons.

BEGINNINGS	ENDINGS
<p>1 I went for my usual evening walk by the waterfront even though dark clouds hung low in the sky. A cool wind shook the trees as I saw the first flash of lightning and heard the rumbling of thunder.</p>	<p>A Coming away from the courtroom, Bill felt a weight lifting from his shoulders. At last it was all over, McMullen would be behind bars and he could get on with his life. As McMullen was being led away, he had looked over at Bill and whispered, “You’ll pay for this!”</p>
<p>2 “Hurray!” I wanted to shout but I didn’t have the strength or the breath. After months of planning, weeks of travel and days of walking, I had made it to Spain on foot. As I looked around the Spanish town where I had stopped to rest, I felt intense joy and satisfaction.</p>	<p>B A spokesman said today that structural engineers had overlooked the effects of high winds when choosing the windows. All windows will immediately be replaced with others specially designed to resist air pressure at high altitudes.</p>
<p>3 The newly constructed Hancock skyscraper is already in need of serious repairs. On Monday, pedestrians scattered in terror when huge panes of glass began falling from the building.</p>	<p>C During the violent thunderstorm, I feared that the lightning would strike the small tree I had taken shelter under. I was incredibly relieved when the Emergency Services rescued me and my frightening ordeal was finally over.</p>
<p>4 Bill woke up with an appalling headache. He put his hand to his head and realised his hair was thick with dried blood. What on earth had happened? He got out of bed and struggled over to the window. He was drawing the curtains when an icy voice came from behind him, “I wouldn’t do that if I were you.”</p>	<p>D It was an experience I would never forget and within days of my arrival in Spain I was planning my next walk – from France to Hungary. Nothing could stop me now!</p>

7 Fill in the gaps with the linking words from the list below to complete the story.

as soon as, finally, by the time, meanwhile, until, the moment, first, then, as

1), the taxi which was to take us to the airport was late. 2) it broke down on the way. 3) we got to the airport, all the other passengers had checked in. 4) that we arrived we rushed to the check-in area to get rid of our suitcases. 5), the other passengers had boarded the plane. 6) we were trying to find the departure lounge we heard the final call for the last remaining passengers. We began running and didn't stop 7) we reached the gate. 8) we arrived, we made ourselves known to the ground staff but they told us we were too late and we panicked. 9), after some negotiations, we were permitted to board the plane.

8 Put the events in chronological order. Then, use the linking words from the box to join the sentences.

- A** He reached her. She was beginning to drown.
B He managed to pull her back to the shore and save her.
C He saw that she was in trouble. He dived in to save her.
D Fred was sunbathing on the beach. He saw a woman waving at him.
E He thought she was just being friendly.

finally	then
when	immediately
at first	by the time

9 First read the factual report below. Then write a story in 120 - 180 words, based on the picture and the factual reports. The story must end with the words : "I'm so relieved to be safe. I hope that I never have to experience anything like that again."**Four Die in Basement Blaze**

Police and emergency rescue workers are still clearing debris from a fire which destroyed an apartment block in central London yesterday. Hundreds of people were evacuated from the building; many were taken to hospital and one family died in the blaze.

According to eyewitnesses, the fire broke out at 3 am in a basement flat, but it was some time before rescue teams arrived. Police blame the delay on the fact that the building was not equipped with smoke alarms. Firemen helped to evacuate 200 residents; fifty were sent to hospital and a four-member family did not survive the blaze.

Experts believe that the fire may have been started by a cigarette which had not been properly extinguished. Investigations are still continuing but it is believed that an elderly man in the basement flat may

have fallen asleep while smoking.

"This is a tragedy which could have been averted," a police expert said. "If smoke alarms had been installed, the family would

still be alive today." The deceased have been identified as the Jones family and circumstances surrounding their death are not being considered suspicious.

**10 Read the main body of the stories below, then write the first and last paragraphs.****a.**

... Getting up onto the first branch was the toughest part – after that the branches were closer together. As I slowly climbed to the top of the tree, I remember feeling a tremendous sense of success. "I'm going to make it!" I cried out.

As soon as I'd said it, I felt a branch snap beneath one of my feet. Immediately, I lost my balance and crashed to the bottom of the tree. The moment I hit the ground, I felt an unbearable pain shoot through my leg. I started screaming really loudly, and my mother ran to me from inside the house. My father carried me to the car and we immediately set off for the hospital. By the time I reached the hospital, my leg was bruised, red and swollen. I was in agony ...

b.

... The first day was everything we had hoped for. We met our fellow sailors, the professional crew, and learnt the basics of sailing.

On the second day, the Captain fell ill and could neither sail the boat nor teach his new recruits. However, the other crew members took over and we continued on our way.

On the third day disaster struck. The captain's mysterious disease had spread to the rest of the seamen. This meant that we had to take over completely. With only three days' sailing experience, our task was to get the boat back to port ...

11 Read the first and last paragraphs of the following stories, then write the missing paragraphs of the main body.

a.
 One never knows how fate is going to affect us. Will today be a joy or a disaster? Last Monday was a disaster. I was waiting for the bus in the falling snow when it happened.

 Fortunately, there were no fatalities; most of the injuries were minor but a few people were taken to hospital. I was happy to be in one piece but I felt rather shaken up by the entire incident.

b.
 "Take me to the train station and hurry up!" Passengers are often rude to taxi drivers in New York City, so I didn't pay much attention. But when I looked in my rear view mirror and saw a pistol in the shoulder holster under the man's jacket, I knew something was up.

 When we arrived at the station, he leapt out of the car, clutching his black leather bag. After the man had left, I thought about whether or not to call the police to report him. I decided that the best thing to do would be to keep my mouth shut, and went back to work.

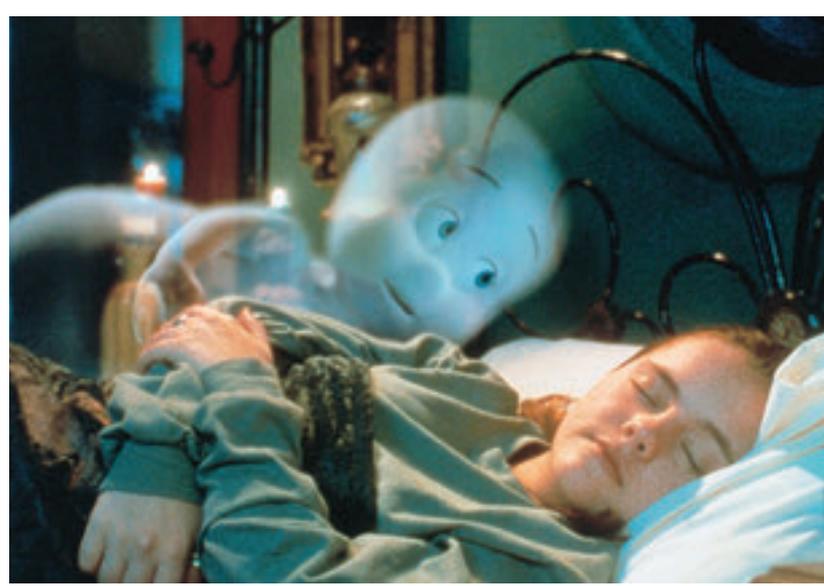
12 First review the theory, then mark the following statements T/F.

- 1 A story can only be written in the first person.
- 2 Stories are normally written in an informal style.
- 3 Stories may include Reported or Direct Speech.
- 4 Past Simple, Past Continuous, and Past Perfect are all tenses which should be used when writing narratives.
- 5 When writing a story, it is not important to hold the reader's interest.
- 6 A factual report is written in an impersonal style.
- 7 A factual report includes chatty descriptions as well as facts.
- 8 Passive Voice and Direct Speech are often used in factual reports.
- 9 News reports should include only facts, not chatty descriptions.

- 10 Sequence words such as "next/while/finally" should be used when writing narratives.
- 11 Short forms are acceptable in quotes when writing a factual report.
- 12 The Past Continuous/Past Perfect are used to describe the background of a story.
- 13 Events should not be put in chronological order in reports.
- 14 To set the scene in a story, we may use quotes from the people involved to create a dramatic effect.
- 15 Each new topic introduces a new paragraph.
- 16 The length of all paragraphs in stories is the same.
- 17 The beginning of a factual report is a brief summary of the event.

13 Read the following topics and identify what kind of narrative each is. Give the paragraph plan for each, then write any two of them. Write in the appropriate style, using 120-180 words.

- 1 You work for a newspaper as a reporter. Write a news report about a robbery at the Bowland Bank which took place yesterday.
- 2 A magazine is holding a short story competition. This sentence must be included in the story: "By the time I got there it was too late." Write your story for the competition.
- 3 You work as a journalist for a newspaper. Write a news report about a serious car accident which took place on a main road yesterday.
- 4 Write a short story about a strange dream you had.





Unit 3

WARM - UP ACTIVITIES

- ◆ Look at the pictures. Do you like these animals? Why/why not? Think of as many words as possible related to the theme “rats”.
- ◆ State three facts about rats. e.g. *They are rodents.*

👉 First read the following summary, then listen to the text of Part 1 and fill in the missing information.

Michael Dansel has studied rats for **1)** years. He believes that rats are the most intelligent mammals after man and the **2)** Rats discovered that vitamin K can be used as an antidote. At three months rats can give birth to as many as **3)** offspring. Fifty years of human life is the equivalent of **4)** years for the rat so they evolve quickly. The modern urban rat now has a liking for **5)**, which it digests and uses for energy. This is bad news because rats can eat through **6)** cables. Rubbish on the streets from the fast food culture has given rats a plentiful food supply. There are up to **7)** rats in Paris and some **8)** in London. Poison manufacturers are testing a new product that takes **9)** to **10)** days to kill a rat. This bypasses the rat’s defence mechanism. The rat does not relate its illness to eating the poison.



READING TASK: PART 1

You are going to read a magazine article about rats. Choose the most suitable heading from the list **A-I** for each part (**1-7**) of the article. There is one extra heading which you do not need to use. There is an example at the beginning (**0**).

- A** Expensive new tastes.
- B** Fast-food industry fuels population rise.
- C** Delayed-action poison tricks rats.
- D** The rat’s diet helps neutralise poison.
- E** Rat poison found in fast-food.
- F** More intelligent than people first thought.
- G** Information travels fast underground.
- H** Frightening ability to reproduce.
- I** Suspicious of anything new.



Rats

Something very clever is stirring in the darkness

0 F

According to French scientists, rats are much cleverer than we thought. **Attempts** to reduce the rat population have consistently failed, and environmental experts have explained this fact by **claiming** that rats have developed a resistance to poisons. According to scientists who met in Lyons to discuss research into rat intelligence, it now seems that the rat is clever enough to outsmart humans.

1

“Rats have an ability to communicate their thoughts,” says Michael Dansel, who has studied rats for 20 years. Dansel believes that rats are the most intelligent **mammals** after man and the chimpanzee. He says that the rats’ ability **to adapt** suggests a very **sophisticated** nervous system. For example, when a new rat poison was placed in a Paris **sewer**, the news travelled so effectively through the rat population that within a few hours not a single rat would touch it, no matter where in the sewer network it was put.

2

When earlier poisons were used, rats simply developed a resistance to them. But scientists have now found that rats have a more sophisticated means of defence. Faced with new and more powerful poisons, the rats quickly discovered what human chemists have known for only a few **decades**: that vitamin K can be used as an **antidote**. Now, they protect themselves by **consuming** substances containing vitamin K.

3

One of the most troubling discoveries is that rats are able to pass knowledge

down through generations extremely quickly. At three months they can give birth to as many as 14 offspring at once. In a good year one pair and its offspring might produce 1,000 descendants, all with an extraordinary ability to learn from their parents. 50 years of human life is the **equivalent** of 7,000 years for the rat. And in 7,000 years, man can learn a lot too.

4

According to Michael Rampaud, rats have an **exceptional** ability **to transmit** a strong mistrust of new **substances** to their offspring. “A rat is very shy of anything new placed in its territory,” he explains. “The first time it encounters a new substance it may eat only a very small quantity; in the case of a poison, enough to cause sickness but not enough to kill it. If this happens, then the rat will avoid the poison and refuse to let others near it.”

5

One of the rat’s best survival techniques is its ability **to alter** its diet. The modern urban rat now has a liking for plastic, which it has learned to digest and use for energy – something it was unable to do a few decades ago. This is very bad news for businesses because rats can easily eat through telephone cables, destroying electronic networks and causing hundreds of thousands of dollars worth of damage.

6

These new insights into the wild rat come at a time when their population is increasing in Europe. Several **mild** winters have allowed rats to breed all year round, and rubbish on the streets from the fast-food culture has given them a plentiful food supply. It is **estimated**

that there are up to six million rats in Paris and some ten million in London.

7

To fight this population explosion, poison manufacturers are trying out a new product that takes three to four days to kill a rat. Tests show that it **bypasses** the rat’s defence **mechanism** because the animal does not relate its illness to eating the poison and so it does not spread the message to other members of the colony. The Eurorat may have been outsmarted ... at least for the moment.



VOCABULARY EXERCISES

1 Look at the following words in bold in the text and try to explain them:

stirring, attempts, claiming, mammals, to adapt, sophisticated, sewer, decades, antidote, consuming, equivalent, exceptional, to transmit, substances, to alter, mild, estimated, bypasses, mechanism

2 Fill in the gaps with the appropriate word(s) from the list below:

fuel, neutralise, consistently, outsmart, offspring, encountered, urban, digest, insight, breed

- 1 Hopefully a new pollution-free substance will be found to our cars. (**provide power for**)
- 2 She studied hard and managed to pass her exams. (**steadily**)
- 3 Some people like a(n) environment but I prefer the countryside. (**city/town**)
- 4 The six-month course gave us a(n) into marketing. (**awareness of**)
- 5 The chess player managed to his opponent and win the match. (**be more cunning than**)
- 6 The doctor had to find an antidote quickly to the poison. (**take away the effect of**)
- 7 A cat's are called kittens. (**young**)
- 8 An apple is easier for the body to than a hamburger. (**break down in the stomach**)
- 9 Rabbits tend to in great numbers. (**reproduce**)
- 10 Cockroaches were just one of the problems we when we moved house. (**met with**)



4 Choose the correct item.

- 1 When John saw a centipede on the wall, he to sleep in the room.
A refused B denied C turned down D rejected
- 2 Ford is one of the biggest car in the world.
A producers B manufacturers C creators D designers
- 3 The army invaded the neighbouring country's
A territory B region C site D district
- 4 They plan to the ship from the sea-bed tomorrow.
A rise B raise C uplift D arise
- 5 Children to changing situations easily.
A adhere B adopt C adapt D acquire

5 Fill in the correct word from the list below:

like, unlike, have a liking for, alike, unlikely

- 1 Locusts leaves.
- 2 other insects, bees produce honey.
- 3 Cockroaches are rats in that they are difficult to get rid of.
- 4 It is that people will ever stop keeping bees for their honey.
- 5 Rats and ants are in that they live in colonies.

6 Fill in the correct idiom from the list below:

one man's meat is another man's poison - looked like a drowned rat - smelt a rat - rat race

- 1 Joan when she got caught in a downpour without an umbrella. (**got soaking wet**)
- 2 The detective; he didn't believe the suspect's statement. (**was suspicious**)
- 3 After thirty years in business, Tom wanted to get out of the and retire to the country. (**competitive way of life**)
- 4 Some people enjoy violent sports while others hate them - (**people's tastes are not always the same**)

3 Fill in the appropriate word(s) from the list below. Use the word(s) only once.

food, to pass, a means, to have, round, survival, to give, nervous, to spread, members, to cause, explosion

- | | |
|-----------------------------|------------------------|
| 1 techniques | 7 population |
| 2 damage | 8 system |
| 3 a resistance to sth | 9 the message |
| 4 knowledge down | 10 supply |
| 5 of defence | 11 birth to |
| 6 all year | 12 of the colony |

7 Fill in the correct word derived from the words in brackets.

The 1) **(define)** of a pest is any type of insect or animal that is so 2) **(number)** that it becomes a problem to humans. In the home, pests such as rats, cockroaches, termites and fleas can be very 3) **(annoy)**, and their 4) **(resist)** to poisons makes them difficult to get rid of. For farmers, locusts are one of the most 5) **(destroy)** pests in 6) **(exist)**. They are extremely fast breeders, and their 7) **(able)** to consume leaves quickly means that they can wipe out entire crops within hours. Scientists are working on the 8) **(develop)** of an 9) **(effect)** means of controlling this menace, but so far a completely success-ful 10) **(solve)** has not been found.



8 Underline the correct item, then list the similarities and differences between the two types of insect. Finally, cover the text and compare and contrast the two pictures.



Ants and bees are both 1) **types/variations** of insects, but they are very different in 2) **terms/case** of the way humans look at them. Honey bees have been kept for thousands of years for their honey, while ants have always been 3) **estimated/regarded** as a nuisance, although they are known for their medicinal properties. Something that ants and bees have 4) **alike/in common** is the fact that they live in 5) **communities/colonies**, which consist of a fertile queen, males and infertile female workers. As for their appearance, all bees have 6) **wings/feathers**, whereas only queen and male ants do. However, in both 7) **kinds/species** the workers perform a wide variety of 8) **tasks/labour**. Another similarity they have is the fact that both male ants and bees die after mating with the queen.

9 Complete the sentences using the words in bold. Use two to five words.

- They tried to save his life but they couldn't. **attempts** Their failed.
- Paula is due to have the baby tomorrow. **give** Paula is due tomorrow.
- I like eating chocolate. **liking** I chocolate.
- This painting is very valuable. **worth** This painting money.
- Can you tell everyone that they have Monday off? **message** Can you ... that everyone has Monday off?

Follow-up Activities

◆ Read the text of Part 1 again and make notes under the following headings, then talk about rats.

- rats' intelligence
- how rats avoid being poisoned
- size of a rat's family
- their new diet
- why big business doesn't like rats
- the current solution

GRAMMAR CHECK

Complete the sentences using the words in bold. Use two to five words.

- Perhaps they went to England. **gone** They to England.
- Surely the Lockhearts aren't still on holiday! **be** The Lockhearts on holiday!
- We are sure that they've passed the exam. **must** They the exam.
- You shouldn't have bought so much food. **need** You so much food.
- As it was a holiday he didn't get up early. **need** He up early as it was a holiday.
- It's forbidden to eat in here. **not** You in here.
- Perhaps we will see her tonight. **may** We tonight.
- I'm sure he wasn't at school last week. **been** He at school last week.
- Perhaps he was at the cinema last night. **have** He at the cinema last night.
- Students are not expected to wear uniforms. **have** Students uniforms.



WARM - UP ACTIVITIES

- ◆ Look at the pictures and guess what the text is about.
 - ◆ What qualities would parents like to see in their children? Put these qualities in order of importance, giving your reasons.
- 👉 Read the following T/F statements, then listen to the text of Part 2 and answer them.
- 1 All over the world parents value the same qualities.
 - 2 North Americans value respect most.
 - 3 The Swiss value imagination.
 - 4 Swedes value good manners.
 - 5 The French value conscientiousness at work most.
 - 6 The British don't value conscientiousness at work.

READING TASK: PART 2

You are going to read an extract from a magazine article. For questions 8-14, choose the answer (A, B, C or D) which you think fits best according to the text.

The qualities we prize in our children

A recent international study has shown some surprising and **apparently** contradictory results on the question of the priorities parents around the world have when raising their children. While the **survey** showed that some virtues are **universally** prized, interesting **regional** and national trends **emerge** when parents are asked to rate the importance of various qualities they wish to instil in their children.

Parents around the world seem to agree that good manners, a sense of responsibility and respect for others are important qualities to teach their children. But while West Europeans give all three qualities more or less equal importance, East Europeans and North Americans rate a sense of responsibility as by far the most important, and relegate respect for others to fourth place.

Interestingly, a sense of imagination **ranked** the lowest priority worldwide, although West Europeans gave the quality of flexible thinking twice the importance any other group did. The Italians stress the virtue of **cultivating** their **youngsters'** imagination more than most others surveyed, with the exception of Switzerland. The supposedly staid Swiss prize imaginative youth.

Etiquette-minded Belgians, Spaniards and Greeks placed the highest premium on politeness, while the Danes and Swedes put good manners lowest on the list. The newly-**capitalist** Eastern bloc countries also rated good manners as **relatively** unimportant, perhaps because they are being **confronted** with commercial ²³ competition for the first time. Together with the Swiss and the Turks, on the other hand, they prized the ability to communicate with others.

The virtues of tolerance and respect for others were most highly regarded in Scandinavia, France, Britain, Switzerland, the Netherlands and Spain. This was not the case in Greece and the former Eastern bloc nations, which rated these as being of lesser importance.

Germans, Austrians and Swedes esteem personal independence, but the **industrious** French hold the quality of conscientiousness at work more dear than any other European nationals. The **responses** in the **industrialized** nations of Sweden and Britain showed, perhaps bewilderingly, that nationals of those countries gave little importance to conscientiousness at work.

Polite Belgians answered that for them, obedience is among their paramount values; this sentiment is shared to a lesser degree by the British, Greeks and Irish. The Italians, according to their questionnaires, ranked this very low.

When **rearing** their children, the Greeks, Turks and Irish are alone in their emphasis on instilling strong religious beliefs.

One of the primary difficulties the researchers faced was translating the questions as perfectly as possible in order not to distort the result. "Imagination", for example, can be translated into Dutch as "conceitedness"; perhaps this explains why the Dutch appeared to give imagination a low priority.

Also, some qualities are so ingrained in certain cultures that they are taken for granted, while others are given great emphasis because they are felt to be lacking in a particular society.

8

The survey shows that

- A some values are general and others vary.
- B no patterns emerged.
- C different nations contradict each other.
- D there are no clear results.

9

For the North Americans, a sense of responsibility is

- A more important than it is for East Europeans.
- B more important than respect for others.
- C as important as it is for West Europeans.
- D as important as respect for others.

10

A sense of imagination is

- A most important to the Italians.
- B most important to the Swiss.
- C important to all except the Swiss.
- D equally important to the Italians and the Swiss.

11

Politeness is less important in the Eastern bloc because

- A they enjoy confrontation.
- B they are competitive people.
- C they are still getting used to capitalism.
- D they are relatively uncommunicative.

12

"They" in line 23 refers to

- A commercial competitors.
- B the Swiss and Turks.
- C good manners.
- D Eastern bloc countries.

13

Although their societies are industrialized, the British and Swedes

- A are not conscious of it.
- B are bewildered by industry.
- C do not think hard work important.
- D do not think their nationality important.

14

The research was difficult because

- A the researchers made so many mistakes.
- B the results were distorted.
- C no one knew how to translate certain words.
- D it had to be conducted in so many languages.



VOCABULARY EXERCISES

1 Look at the following words in bold in the text and try to explain them:

apparently, survey, universally, regional, emerge, ranked, cultivating, youngsters, etiquette-minded, capitalist, relatively, confronted, industrious, responses, industrialized, rearing

2 Fill in the appropriate word(s) from the list below: **contradictory, indifference, instil, relegate, staid, bewilderingly, paramount, distort, ingrained, priority**



- 1 Parents should try to good values in their children. (**establish**)
- 2 Jane couldn't operate her new computer because the instructions were technical. (**confusingly**)
- 3 Tabloid newspapers often the truth to make a story more interesting. (**alter**)
- 4 The Football Association is threatening to Liverpool from the first to the second division. (**demote**)
- 5 He'll never change his habits – they've become too deeply (**fixed**)
- 6 My request for information was treated with bored (**lack of interest**)
- 7 Governments should give top to housing the homeless. (**importance**)
- 8 I spent the summer with a very aunt and nearly went mad with boredom. (**unexciting, dull**)
- 9 The witness's statement and the suspect's were – someone was obviously lying. (**different**)
- 10 Trust and honesty are in close relationships. (**very important**)

3 Fill in the appropriate word(s) from the list below. Use the word(s) only once.

low, to cultivate, to rate, exception, good, to distort, flexible, to give, a sense, to take, to raise, virtue, highly

- | | |
|-----------------------------|-----------------------------------|
| 1 one's children | 8 the results |
| 2 manners | 9 one's imagination |
| 3 thinking | 10 little importance to sth |
| 4 to stress the of sth | 11 sth/sb for granted |
| 5 the importance of | 12 a priority |
| 6 of responsibility | 13 regarded |
| 7 with the of | |



4 Look at the qualities below and list them according to whether you think they are **positive** or **negative**.

obedience, conceitedness, a sense of responsibility, honesty, vanity, tolerance, a sense of imagination, respect for others, independence, aggressiveness, politeness, selfishness, stubbornness, ambition, optimism, pessimism, loyalty, compassion, impatience, greed, generosity, conscientiousness

5 Explain the following idioms then decide which express **positive** qualities and which express **negative** qualities.

heart of stone, rotten apple, as good as gold, lame duck, to have one's heart in the right place, heart of gold, pain in the neck, wolf in sheep's clothing, to have a level head, wouldn't hurt a fly

6 Fill in the correct word from the list below:

stubborn, responsible, respectful, imaginative, selfish, polite, impatient, conceited, tolerant, ambitious, snob, trouble-maker, industrious

- 1 Brian is always so; he hates waiting.
- 2 Tom is very; he is the most well-mannered person I know.
- 3 Julie is a bit of a and constantly disrupts the class.
- 4 Dave tends to be with his belongings, and won't lend them to anyone.
- 5 Mr Brown is a very worker who works late at the office almost every night.
- 6 Martha is so; she will never change her mind.
- 7 Nicholas is extremely of children and never loses his temper with them.
- 8 She is a bit of a; she tends to look down on people.
- 9 Ben is very; he's always coming up with new ideas.
- 10 Catherine is very – she can be trusted to look after the children on her own.
- 11 Daniel is of his elders and always gives older people his seat on the bus.
- 12 Lucy is a(n) girl; she wants to own her own company before she is 25.
- 13 Jo is a bit; she thinks she's really clever.

7 Make sentences illustrating the following characteristics:

generous, pessimistic, greedy, aggressive, obedient, selfless, faithful, dishonest

e.g. Ann is very **generous** and likes to share her things with others.

8 Fill in the correct word derived from the words in brackets.

As your children move towards 1) (**depend**), it is important to make sure that they understand what decent values are. To prevent children from becoming 2) (**spoil**) and 3) (**greed**) you should not indulge them too much. To make sure that they grow up well 4) (**manner**) they should be taught to be polite from an early age. Children should be scolded for bad 5) (**behave**), which will be an 6) (**effect**) way of helping them to distinguish right from wrong. You need to reward your children when they do things well to give them a sense of 7) (**proud**) but you must be careful not to overdo it or they may become 8) (**conceit**). You should try to make your children 9) (**tolerate**) and 10) (**respect**) of other people's beliefs by exposing them to different races and cultures. Parents should try to place great 11) (**important**) on setting a good example to their children, because children's behaviour is often an 12) (**imitate**) of that of their parents.

9 Using ideas from the text of Exercise 8, discuss what parents can do to instil the qualities of **obedience, politeness and respect for others** in their children. What can parents do to prevent their children becoming **vain, selfish and conceited**?

Follow-up Activities

◆ Look at the qualities each nation values. Then talk about their differences and similarities using the expressions below.

Neither ... nor, However, whereas, on (the) one hand/on the other hand, on the contrary, Similarly, In the same way, both ... and, etc

Belgium: politeness, obedience

Greece: politeness, obedience, religious belief

Spain: politeness, tolerance, respect

Ireland: obedience, religious belief

Britain: obedience, tolerance, respect

Switzerland: imagination, tolerance, respect

Italy: imagination

France: conscientiousness at work, tolerance, respect

Sweden: good manners, independence

Denmark: good manners

Turkey: ability to communicate, religious belief

eg. **Both the Greeks and the Irish value religious belief. Similarly the Turks value religious belief as an important quality to be instilled in children.**

GRAMMAR CHECK

Complete the sentences using the words in bold. Use two to five words.

- She started playing volleyball six months ago. **been** She six months.
- He hasn't got his driving licence yet. **still** He driving licence.
- When did she resign from her job? **since** How long from her job?
- I haven't seen Mark for two years. **time** The last two years ago.
- He hasn't been on an aeroplane before. **first** It's the on an aeroplane.
- He waited until six o'clock before he went out. **go** He six o'clock.
- I used to play in the garden when I was little. **would** When I was little garden.
- Peter and Dorothy got married eight years ago. **been** Peter and Dorothy eight years.
- I've never seen such an ugly house before. **ever** It's the seen.
- He started working here three weeks ago. **been** He three weeks.





WARM - UP ACTIVITIES

- ◆ Look at the pictures and the title. What do you know about the topic?
- ◆ Think of as many words as possible related to “the Internet”.

🌀 First read the following summary, then listen to the text of Part 3 and fill in the missing information.

- a. RM supplies information systems, 1) and services to schools, 2) and universities.
- b. Some individuals jam local 3) circuits. This costs phone companies a lot of 4)
- c. Margaret Thatcher warned against abuse of the Internet by corrupt 5) and 6) individuals.
- d. Children can have access to offensive 7) on the Internet.
- e. RM has restricted 8) to unsuitable information and monitors 9)
- f. It is inevitable that there will be 10) to any system. The benefits, however, may outweigh the disadvantages.

READING TASK: PART 3

You are going to read a magazine article about the Internet. Eight paragraphs have been removed from the article. Choose from the paragraphs **A-I** the one which fits each gap (**15-21**). There is one extra paragraph which you do not need to use. There is an example at the beginning (**0**).

The Internet

If you think of all the information people have been given about the increasing use of the Internet system, you could be forgiven for thinking that youngsters all over the world are using it. But you would be wrong.

0 D

A **specialist** company called Research Machines (RM) **develops** and supplies information systems, software and services to junior and secondary schools, colleges and universities.

15

Although schools can be expected to use the Internet responsibly, some **individuals** cannot. This can have disastrous results. Internet users communicate with one another by using telephone circuits, and, like RM, most Internet systems **charge** a standard fee with no time charges. This could lead to heavy Internet users taking advantage of this standard fee, and spending hours on the **net**. This **jams** local telephone circuits and may **prevent** ordinary bill-paying telephone users from making calls, even in **emergencies**.

16

Not only do Internet users jam telephone circuits and **create** inconvenience and possible danger to telephone users, but they also cost the telephone companies a great deal of money.

17

The problem is that while it is costing the telephone companies money, it is quite legal. Telephone companies claim that Internet users are abusing their networks and this is fast turning into war. But it is a war that will have to be fought on an international scale.

18

At an international **conference** in Salt Lake City, former British Prime Minister Margaret Thatcher warned that the Internet might be abused by corrupt governments and evil individuals.

19

Margaret Thatcher also expressed concern at the harm that is being caused to children who have access to offensive information on the Internet. RM, in the meantime, has restricted access to any information it feels may be unsuitable, and monitors newsgroups to **assess** whether their programmes are likely to cause offence.

20

Of course it is inevitable that there will be drawbacks to something as powerful as an international communications system. But with RM, the benefits that young people stand to **gain** will certainly be to their advantage.

21

A

This has already happened during snowstorms on the east coast of America. It has become a nightmare for telephone companies, who are campaigning to have the Internet system regulated by laws.

B

She went on to say, "You must remember that the glories of science are morally neutral. They are just as easy for you to use for good as for a tyrannical dictator to use against his own people."

C

Now, thanks to the Internet, anyone can offer such services; there is no advantage in owning the telephone lines. Worse, the Internet is already starting to embrace more traditional telephone services.

D

It isn't as though they wouldn't want to, given the opportunity, but there isn't the time or the money in many junior schools to let them. Although computers are now used widely in schools, most lack the funds and teachers with enough technical expertise to be able to successfully install or operate an Internet system.

E

The companies frequently have to replace and install expensive new circuits. This is a result of the fact that Internet users are continually overloading their systems.

F

Another international battle is looming on the horizon. This time it is going to be over what is allowed to be transmitted on the Internet.

G

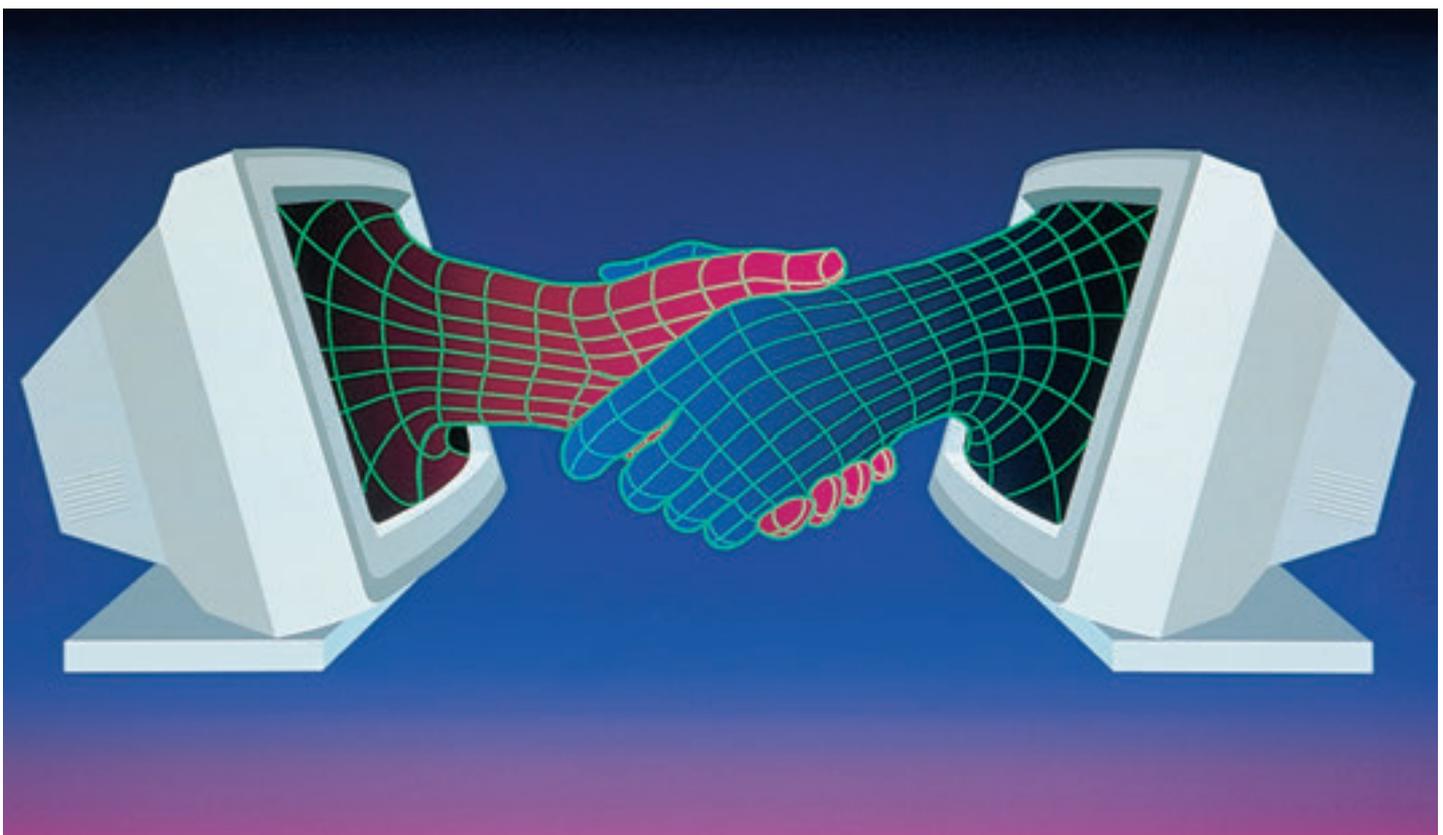
It specialises in the British education system and offers some very comprehensive packages. RM sets a fixed annual fee and this means that users have the advantage of spending a longer time on the Internet without continually having to worry about the cost.

H

Of 15,000 news groups, RM has banned around 8,000. This attitude is a far cry from the irresponsible one being demonstrated by a number of people on the open Internet.

I

Additional knowledge of computers can enhance their chances of employment and the sharing of knowledge and ideas can only be a good thing. However, encouraging responsible use is the way forward.



VOCABULARY EXERCISES

1 Look at the following words in bold in the text and try to explain them:

specialist, develops, individuals, charge, net, jams, prevent, emergencies, create, conference, assess, gain

2 Fill in the appropriate word(s) from the list below:

operate, software, install, circuits, overload, transmit, comprehensive packages, users, screen, Internet

Learning to 1) a computer is not as difficult as many people think. Computers can be expensive to buy, but you can often get 2) containing all the equipment you need at a discount from big companies. Some companies will even 3) the system for you. Your system will also include various kinds of 4) such as word-processing and game programmes, all stored on disks. When you put the disk into the computer, the programme or information can be displayed on the 5) Many computer 6) go on the 7) This is a system that links computers, making it possible to 8) information from one system to another in a different place via the telephone. This can cause problems, because addicts who use their computers all the time can 9) the phone 10) , meaning that other people cannot make ordinary phone calls.



3 Fill in the correct word from the list below:

fee, cost, funds, fine, account, charge, bill, payment

- 1 John wondered what the doctor would him for the operation.
- 2 I received a(n) for illegal parking yesterday.
- 3 As soon as the school has sufficient, they will build a new gym.
- 4 This jumper me a lot of money.
- 5 Embarrassingly, we nearly left the restaurant without paying the
- 6 The instructor's for driving lessons is £10.00 per hour.
- 7 He wouldn't accept a cheque as
- 8 I have had a(n) at that bank for years.



4 Fill in the correct word(s) from the list below. Then compare your country's education system to that of Britain.

nursery, graduate, kindergarten, post-graduate, private school, state school, primary school, secondary

In Britain, some children start their education by going to a 1) or 2) school when they are 2 or 3 years old. They must go to school from the age of 5, when they usually enter the 3) system by attending 4) until they are 11 years old. Then they go on to a 5) school, which they can leave when they reach 16. Before leaving, students sit their GCSE examinations in 8 or 9 subjects. If they want to go on to study at university, they stay at school for 2 more years and then do A-level examinations in 3 or 4 subjects. Some parents decide to pay for their children's education and send them to a 6) At university a student studies for his degree for 3 or 4 years and, if successful, he will 7) with either a Bachelor of Arts or a Bachelor of Science degree. Finally, a student can choose to do a 8) course and study for a Masters degree or a Ph. D. (doctorate).

5 Fill in the correct word(s) from the list below. Use the word(s) only once.

advantage, access, regulated, to lack, to charge, circuits, scale, to create, looming, communications, to cause, to express



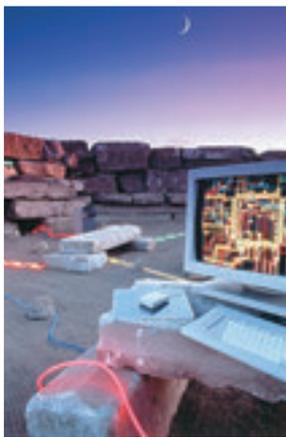
- 1 telephone
- 2 to have to sth
- 3 by laws
- 4 a fee
- 5 on an international
- 6 system
- 7 inconvenience
- 8 offence
- 9 the funds
- 10 a battle is on the horizon
- 11 concern
- 12 to be to sb's


 6 Find the odd word out.

- vocals, mouse, keyboard, disk drive
- network, system, disk, circuit
- internet, modem, radio, telephone
- software, disk, video, programme
- overload, jam, clog, destroy


 7 Choose the correct item.

- Our pilot had to make a(n) landing in a field.
A urgency B emergency C trouble D crisis
- Jane the 100% commitment needed to become a professional sportswoman.
A misses B loses C lacks D fails
- Unfortunately, some material can be found on the Internet.
A offensive B defensive C insulting D abusive
- It would be to throw your money into the fire.
A sensitive B senseless C sensible D insensible


 8 Look at the notes and the useful expressions below, then talk about the advantages and disadvantages of having a computer. You can use your own ideas as well.

Advantages

- make life easier
- learn a lot
- gain work skills
- fast, accurate work
- helps keep accounts
- access to a lot of information

Disadvantages

- bad for your eyes
- make you unsociable
- access to offensive information
- expensive to buy/maintain
- invasion of privacy
- games keep you from schoolwork

Useful expressions: although, despite, not only ... but also, in addition, on the other hand, however, also, both etc

eg. *Computers make your life easier. However, they can make you unsociable.*


 9 Fill in the correct word from the list below:

outweigh, outsmart, outgrown, outlived, outsell

- The escaped criminal managed to the police and flee the country.
- The disadvantages of his plan far the advantages.
- We must make every effort to our competitors and increase our profits.
- My grandfather my grandmother by six months.
- Jo's baby has all the clothes we bought him.

Follow-up Activities

◆ What developments in technology do you think computers will bring in the future?

◆ Read the text of Part 3 again and make notes, then discuss the advantages and disadvantages of the Internet. Use the expressions below.

I think, I believe, I disagree, However, I have to admit ..., On the other hand ..., One advantage is, Another advantage is, Moreover, Furthermore, etc
eg. A: *I believe that computers are very useful in schools.*

B: *On the other hand, students can have access to harmful information.*

GRAMMAR CHECK

Complete the sentences using the words in bold. Use two to five words.

- Although he hasn't got much money, he's generous.
despite He's generous money.
- He left late because the weather was bad.
due He left late weather.
- He organised the reception and informed the guests.
in addition He informed the guests the reception.
- She is over 80 but she's still very active.
although She is still over 80.
- She sent the invitations and booked the hall.
send Not the invitations but she also booked the hall.
- She took a computer course to get a better job.
view She took a computer course a better job.
- Sam enjoys active sports; Tom prefers reading.
whereas Sam enjoys active sports, reading.
- People say Sarah is a fast typist and Sally is, too.
both People say that fast typists.
- He's a nice person but he's got terrible manners.
spite He's a nice person.... terrible manners.

WARM - UP ACTIVITIES

- ◆ Look at the pictures. Do you like funfairs? Do you have funfairs like this in your country?
 - ◆ Look at the headings of the text of Part 4 and try to guess what each attraction involves.
- ↻ First read the following summary, then listen to the text of Part 4 and fill in the missing information.

Attraction A whizzes round at **1)** miles per hour. You must be over **2)** years of age to go on it.

Attraction B is a **3)** house. A team of professional **4)** perform stunts.

Attraction C has got walls either transparent or covered with **5)** The record exit time is 22 minutes.

Attraction D is made of inflatable **6)** Children can swing off the **7)** and jump on the bouncy **8)**

Attraction E requires brains and physical **9)** The losers get showered in icy **10)**

Attraction F gives you views of the city. You can hire **11)** to see even better.

Attraction G is **12)** on Saturday from 6 to 7 pm.

Attraction H reaches a speed of **13)** miles per hour. It's as comfortable as your favourite **14)**



READING TASK: PART 4

You are going to read some information about different attractions at a funfair. For questions **22-35**, choose from the attractions **A-H**. Some of the attractions may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning (**0**).

Which attraction or attractions:

had the most visitors last year?

0

will mix you up?

22

is only for people over fourteen years old?

23

has recently arrived in Europe?

24

provides fun for children only?

25

tests your sense of direction?

26

has a special offer on Saturdays?

27

last for thirty minutes?

28

29

are traditionally found at funfairs?

30

31

will frighten you?

32

33

take groups of four people?

34

35



Funfair Attractions

Whoppie Whizzer

A

This **thrilling** ride, which is guaranteed to have you holding onto your seats in fear, attracted more visitors than any other single attraction last year. The ride starts with a few gentle **spins** that gradually increase in speed, so that after thirty seconds you're whizzing round at 15 miles per hour! Suitable for anyone over 14 years of age, this ride is open throughout the season. It's one you certainly don't want to miss, so make sure you have a go early on in the day to avoid disappointment.

Spooksville

B

This is a **haunted** house with a difference - come and visit if you dare! As you walk around this ghostly palace, our resident spooks will **literally** reach out and grab you! A hired team of professional actors perform stunts to try and scare you **senseless**, and be warned - they will! Still, you have to judge for yourselves, so bring all the family along to this attraction. Enter alone at your own risk!

Aladdin's Magic Maze

C

Our Magic Maze is Europe's biggest, as you will realise as soon as you try to find your way out! The walls of our **corridors** are either transparent or covered with mirrors so that when you start walking through, it can be pretty confusing - we're still waiting for someone to beat the record exit time of twenty-two minutes. If you think you can do it, come along and try! Afterwards, why not relax with a drink and something to eat in Aladdin's Restaurant where a variety of refreshments are available. As the genie would say, "Your wish is our command!"

Pirate Ship

D

This huge pirate ship has been specially designed just for kids - it's made of inflatable plastic so they can't hurt themselves! During our thirty-minute sessions they can climb through the **portholes** and up the mast, swing off the sails and jump up and down on its bouncy deck in perfect safety. Around the ship is the Slippery Scales swimming pool which they can splash around in - its new wave-machine will make them believe they're really at sea! Teams of qualified **attendants supervise** their activities so parents can relax and enjoy themselves too!

Aquaspeed

E

Our magnificent water park provides entertainment with a difference because you have to compete in teams! Groups of four **negotiate** a mile-long stretch of water and there are various tasks to complete during the thirty-minute trip. The successful team will need brain power as well as physical strength

because the tasks don't just rely on **muscle**. More importantly, the losers **end up** being **showered** with ice-cold water! If you do come first, you receive free tickets for our prize draw so this is the ultimate attraction for those of you who think you've got what it takes!

Megawheel

F

Traditionally, no funfair is complete without a big wheel and our Megawheel will take you higher than you've ever dreamed! You not only have a wonderful view over the city and out across the sea but you can also see the whole of the game park too, so you can look out for your family and friends - with a pair of binoculars which you can hire before you get on! The elderly and the very young alike will enjoy this attraction, as well as the romantic among you - the view is **spectacular** on a starry night with a gentle breeze blowing on your face.

Dodgems

G

For those of you who still feel that traditional is best, our "dodgem" cars are a must. They are built to ensure your utmost safety so you can **bang** and crash to your heart's content - and for half-price on Saturday 6 - 7 pm when we have our happy hour! You can ride on your own or in a group of up to four people - the choice is yours! You'll find the dodgems right in the centre of the park, so there's no excuse for missing them.

Rock 'n' Roll Rideaway

H

America's longest, bumpiest, craziest roller-coaster has finally reached Europe and will open at our park this June. Two miles of mountainous **track** take you on a stomach-spinning ride with near-vertical rises and falls. Along its fastest **stretch** the train reaches speeds of up to 60 miles per hour. We also ensure the enjoyment of your ride by providing specially-designed seats which are as comfortable as your favourite armchair at home! However, it's not an afternoon snooze you'll be having on our "Rock 'n' Roll Rideaway". Come and experience the best rollercoaster Europe can offer!



VOCABULARY EXERCISES

1 Look at the following words in bold in the text and try to explain them:

thrilling, spins, haunted, literally, senseless, corridors, portholes, attendants, supervise, negotiate, muscle, end up, showered, spectacular, bang, track, stretch

2 Fill in the correct word from the list below:

swinging, snooze, grabbed, mast, bouncy, whizzing

- The pirate went up the to see if there were any ships coming. (**wood or metal pole used to support a ship's sails**)
- Grandpa always has a after eating lunch. (**short sleep**)
- Cars were along the motorway in the hot August sunshine heading for the countryside. (**moving very fast**)
- The thief her bag and disappeared before she understood what was going on. (**grasped roughly**)
- Most children adore jumping up and down on the surface of a trampoline. (**moving up and down**)
- The children laughed at the sight of the monkeys from tree to tree. (**moving while holding on with the hands**)

3 Fill in the correct word(s) from the list below. Use the word(s) only once.

inflatable, risk, to find, to make, starry, stomach-spinning, pair of, brain, to judge, to beat, to perform, wonderful view

- | | |
|----------------------|-----------------------------|
| 1 a(n) ride | 7 at your own |
| 2 your way out | 8 a(n) night |
| 3 for yourself | 9 the record |
| 4 power | 10 plastic |
| 5 stunts | 11 a(n) binoculars |
| 6 sure | 12 a(n) over the city |

4 Complete the sentences using the words in bold. Use two to five words.

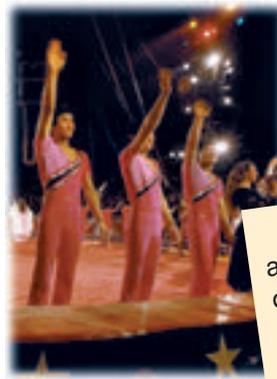
- He found some old photos in the bottom of a drawer.
came He photos in the bottom of a drawer.
- A satisfying job with good pay is hard to find these days.
come A satisfying job with good pay these days.
- Jane was taken ill with a bad cold.
came Jane bad cold.

- If this business deal were to succeed, we'd be delighted.
come If this business deal, we'd be delighted.
- The truth will be revealed at the public enquiry.
come The truth public enquiry.
- We tried to get her to regain consciousness after she fainted.
come We tried to after she fainted.
- He'll be persuaded into my way of thinking.
come He'll my way of thinking.

5 Choose the correct item.

- This china is so delicate it is when held to the light.
A translucent B opaque C frosted D transparent
- "The best way to your friends is to have a party," she said.
A cheer B entertain C have fun D celebrate
- Children are supervised while swimming in the pool by qualified
- The clowns in the parade the onlookers with confetti.
A sprayed B splashed C drizzled D showered
- He decided to enter the haunted house all

6 Match the places of entertainment in the first box with the activities in the second box, then add some more activities. Finally, discuss which form of entertainment you enjoy the most and why.



nightclub, leisure centre, circus, amusement arcade, cinema, funfair, youth club

meet other teenagers for social activities, see a film, play video games or pool, take a roller-coaster ride, play a game of squash, see the flying trapeze artists, dance

Follow-up Activities

- Which funfair attraction would you prefer to go on? Why?
- Which attraction would you recommend for: an adult, a five-year old, a teenager? Why?
- Write a letter to a friend describing a recent visit to a funfair. Write your letter in 120-180 words.

PART 2 Think of the word which best fits in each space. Write only one word.

Through the centuries, people have continued to develop faster and **0)** ...more... efficient ways of communicating. These various methods have developed to the **1)** that we can communicate with people anywhere in the world at the **2)** of a button.

In the past, fires or beacons lit on hilltops **3)** used to warn or signal to others. Pigeons, which can **4)** depended on to return to their place of origin, were trained to carry messages, and human messengers, **5)** on foot or on horseback, allowed people to **6)** in touch with loved ones - or enemies - **7)** were far away. Surprisingly, one of the most reliable **8)** of communication is also one of the oldest. The postal system, which has existed **9)** the 7th century B.C., was originally a Chinese creation based **10)** a system of messengers and couriers. As travel and commerce expanded, so **11)** the postal system, and advances in transport and technology, **12)** as the telegraph and aeroplanes, were utilised.

In this century, the rate of development has increased dramatically, especially with the introduction of the telephone. This has not **13)** enabled us to speak to each **14)** in our houses or offices, but has also led to the development of a new generation of communication technology. The fax, the mobile phone and the Internet are all dependent on the telephone system and allow us to communicate instantly, **15)** we may be.

PART 4 Read the text. Some lines are correct and some have a word which should not be there. If a line is correct, put a tick (✓) in the space provided. If a line has a word which should not be there, write it in the space provided.

A Trip to the Funfair

- 0 We have had been planning for a long time to go to
- 00 the funfair for my brother's birthday, so on the big
- 1 day we all piled up into the car and set off. The traffic
- 2 was so much bad that day that it took us nearly two hours
- 3 to get there. Then we discovered that half the people
- 4 in town had been had the same idea. The place was so packed
- 5 that you could no hardly move. My brother wanted to go
- 6 on the roller coaster, so we joined the queue - which it seemed
- 7 to be about a mile long - and waited for our turn.
- 8 By far the time we got to the front of the queue, my sister
- 9 was complaining that she was so afraid to go on the ride,
- 10 and even my brother looked a bit apprehensive. Just then
- 11 a man announced that there was a technical problem
- 12 and the ride was made closed. With a sigh of relief
- 13 we went to get something to eat, had a go on
- 14 the bumper cars, played a few of games - my brother
- 15 won a huge teddy bear - and then we went to home.

0	have	<input type="checkbox"/> 0 <input type="checkbox"/>
00	✓	<input type="checkbox"/> 00 <input type="checkbox"/>
1		<input type="checkbox"/> 1 <input type="checkbox"/>
2		<input type="checkbox"/> 2 <input type="checkbox"/>
3		<input type="checkbox"/> 3 <input type="checkbox"/>
4		<input type="checkbox"/> 4 <input type="checkbox"/>
5		<input type="checkbox"/> 5 <input type="checkbox"/>
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12		<input type="checkbox"/> 12 <input type="checkbox"/>
13		<input type="checkbox"/> 13 <input type="checkbox"/>
14		<input type="checkbox"/> 14 <input type="checkbox"/>
15		<input type="checkbox"/> 15 <input type="checkbox"/>

PREPOSITIONS

Fill in the correct preposition, then choose any five of them and make sentences using them.

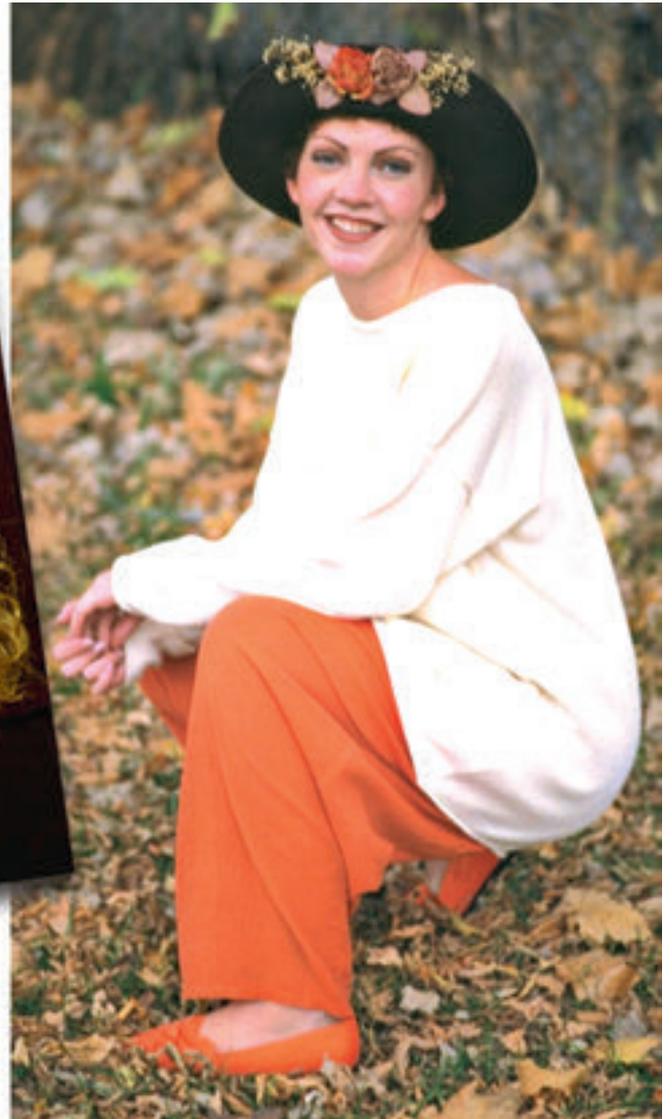
- (1) to be suspicious sth/sb; (2) to give birth sb; (3) to be equivalent sth; (4) to be shy sth/sb; (5) to have a liking sth/sb; (6) to be worthy sth; (7) an insight sth; (8) to relate sth sth else; (9) to agree sb sth; (10) to instil sth sb; (11) to be confronted sth; (12) to communicate sb; (13) to lack sth; (14) to think sth; (15) to forgive sb sth; (16) to take advantage sb/sth; (17) to have access sb/sth; (18) to worry sth/sb; (19) to be suitable sb/sth; (20) one's own risk; (21) to be sea; (22) to rely sb/sth; (23) an excuse sth; (24) to excuse sb doing sth



PART 3

You will hear five people talking about appearance. For questions **19 - 23**, choose from the list **A - F** which statement applies to which speaker. Use the letters only once. There is one extra letter which you do not need to use.

- | | | |
|---|-----------|----|
| A This speaker sees clothes as part of their personality. | Speaker 1 | 19 |
| B This speaker is not impressed by people's appearance. | Speaker 2 | 20 |
| C This speaker follows the judgement of others. | Speaker 3 | 21 |
| D This speaker thinks the world is ruled by fashion. | Speaker 4 | 22 |
| E This speaker appreciates people's appearance. | Speaker 5 | 23 |
| F This speaker thinks people can be judged on appearances. | | |



PART 1 Giving Personal Information

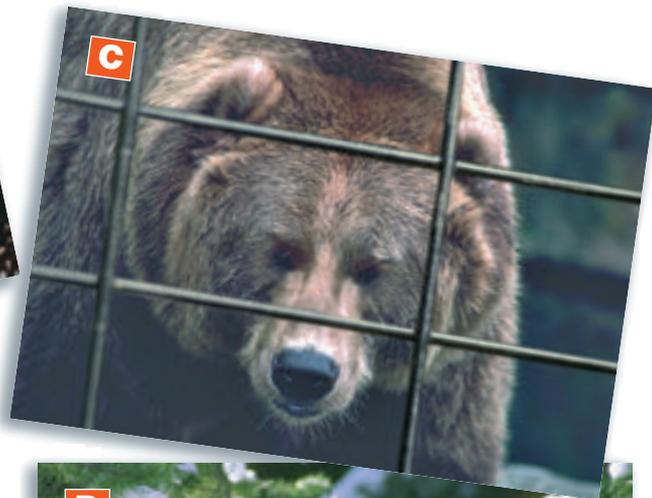
- Where do you live?
- Do you like living there? Why/Why not?
- Do your friends live nearby?

PART 2 Talking about the pictures in relation to yourself



Look at pictures A and B.

- Compare and contrast the forms of entertainment in the pictures.
- How do you spend your free time?
- How do people entertain themselves in your country?
- What does your favourite form of entertainment offer you?



Look at pictures C and D.

- Compare and contrast the two pictures.
- Would you prefer to see an animal in captivity or in its natural habitat? Why?
- Which animal do you think leads a happier life? Why?
- Can keeping animals in captivity ever be beneficial? Why/Why not?





Letters

FORMAL, INFORMAL, TRANSACTIONAL

Read the extracts and answer the questions.

Where are the extracts taken from? What is the purpose of each letter? How do they differ? Which extracts are examples of formal letters? How is the reader addressed in a formal letter? What are the closing remarks for formal letters? What is the salutation in a friendly letter? How would you end extracts 1, 2 and 3? How would you begin the extracts 4 and 5?

1 Dear Mr Miller,

I received your kind invitation to the reception. Unfortunately, owing to other commitments, I will be unable to attend ...

2 Dear Ralph,

I just got your invitation to the company's event. I'm afraid I can't make it because I've already made plans which I can't change ...

3 Dear Sirs,

I am writing to complain about the poor quality of the items which I received from your company. I have no other alternative but to cancel the order which I placed earlier this week ...

4 ... thus, I recommend that you accept this advice on the matter. I am sure that the suggestion offered is the best solution. Please let me know if this was helpful.

*Yours sincerely,
Lee Jones*

5 ... I would appreciate a reply at your earliest convenience. I look forward to meeting you to discuss employment opportunities.

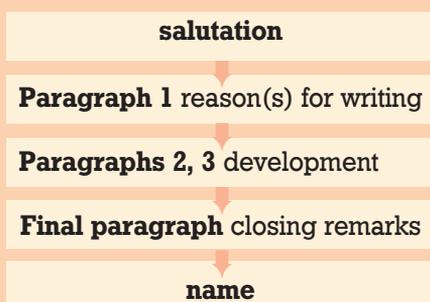
*Yours faithfully,
Nicole Porter*

- **Letters** are divided into two categories, formal and informal. There are various types of formal and informal letters, for example: letters asking for or giving information, letters asking for or offering advice, letters of invitation, letters accepting or refusing an invitation, letters of complaint, letters of apology, letters expressing thanks/regrets/congratulations, letters giving or asking for directions, letters of application, narrative/descriptive letters, transactional letters, letters telling the news etc.
- It is important to think about the person who you are writing to before you begin writing a letter. If the wrong style is used, the letter will look impolite, silly or odd. For example, if you used formal language to write to a close friend, the letter would look odd, or if you used informal language to write a letter to a company, the letter would look impolite.
- **There are certain characteristics which allow us to distinguish between formal and informal letters. These are:**
 - ▲ The salutation (e.g. Dear Sir/Madam, Dear Bill)
 - ▲ The style or language (e.g. use of formal language for formal letters, or the use of slang and idioms for informal letters)
 - ▲ The closing remarks (e.g. Yours faithfully, Lucy Cohen / Yours sincerely, Lucy Cohen / Love, Lucy)

Note:

1. In formal letters your address and the date as well as the recipient's address are included in the letter. When you do not know the name of the recipient, you should include their title in the address. e.g. The Director of Studies, St Michael's School, 15 Pine St., London. You should begin the letter with *Dear Sir/Madam*, and end with *Yours faithfully, Peter Jones*. When the name of the recipient is known, their name and title should be included in their address, e.g. Mr Witkins, Accounts Manager, Rockdell Financial Services, 15 Stockdale Ave., London. The letter should begin with *Dear Mr Witkins*, and end with *Yours sincerely, John Smith*.
2. In semi-formal and informal letters the recipient's address is not included in the letter. In a semi-formal letter showing respect for the recipient with whom you are on friendly terms, begin the letter with *Dear Mr/Mrs Smith* and end with *Love/Regards/Best Wishes/Yours, Anna*.
3. In an informal letter, begin with *Dear John* and end with *Love/Regards/Best wishes/Yours, Mike*.
4. Remember that it is not necessary to write addresses in the FCE Exam.

Paragraph Plan for Letters



Style in formal and informal letters

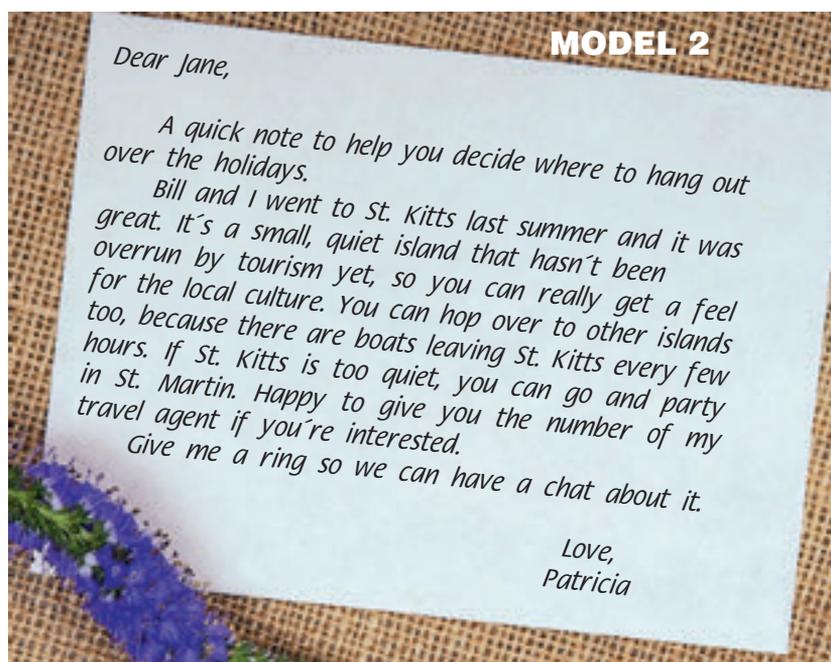
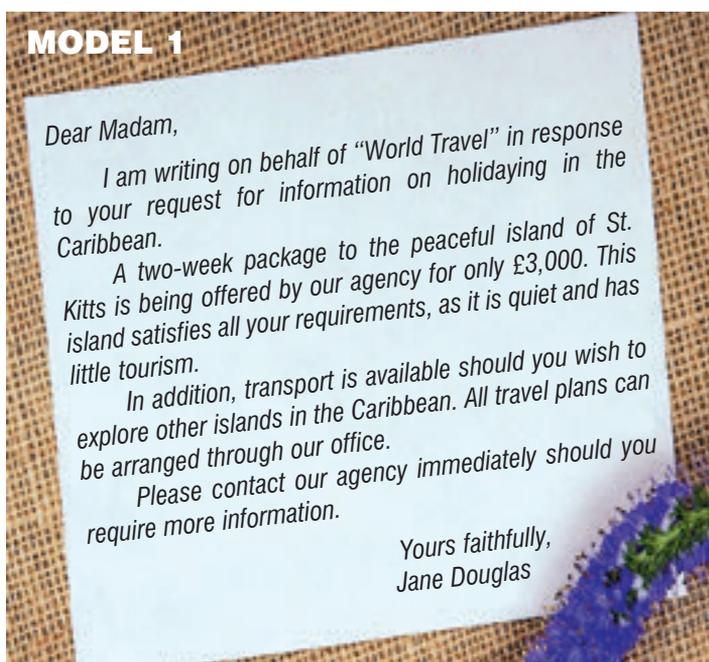
Formal letters	Informal letters
<p>Greeting: Dear Sir/Madam / Mr Dobbins,</p> <ul style="list-style-type: none"> • impersonal style • complex sentence structure – frequent use of Passive Voice – single word verbs – non-colloquial English – formal language • each paragraph develops one specific topic • only facts, infrequent use of descriptive adjectives • no use of short forms <p>Name: Yours faithfully / Yours sincerely, Steven Hill</p>	<p>Greeting: Dear Julie,</p> <ul style="list-style-type: none"> • personal, short, zappy style • use of slang or colloquial English – use of idioms/phrasal verbs • pronouns are often omitted • chatty, wide use of descriptive adjectives • use of short forms <p>Name: Best wishes / Love / Yours / Regards, Steve</p>

1 Put an **F** for formal and an **I** for informal language. Give reasons.

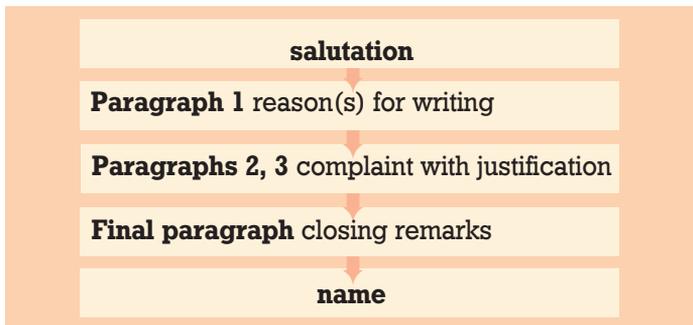
- | | | | |
|--|-------|--|-------|
| 1 In reply to your query about ... | ..... | 11 Pop in for a chat some time soon ... | ..... |
| 2 I trust that this is the information you require ... | ..... | 12 You've been very helpful ... | ..... |
| 3 Hope this information helps you ... | ..... | 13 Well, I must leave now ... | ..... |
| 4 I would like to express my dissatisfaction with the item I purchased ... | ..... | 14 By the way, I've got to tell you ... | ..... |
| 5 I'm afraid I won't be able to make it on Friday ... | ..... | 15 I regret to inform you that ... | ..... |
| 6 Why don't you come and visit us ... | ..... | 16 It is with great happiness that I congratulate you on your engagement ... | ..... |
| 7 I'm looking forward to hearing from you ... | ..... | 17 Please accept my sincere apology ... | ..... |
| 8 I look forward to meeting you. | ..... | 18 Write back soon! | ..... |
| 9 I am writing with regard to the advertisement ... | ..... | 19 Keep in touch. | ..... |
| 10 How about getting together next Friday instead? | ..... | 20 You are cordially invited to attend ... | ..... |

2 Read the two models and find out which model:

- | | | |
|----------------------------|---|-----------------------------|
| 1 uses an impersonal style | 4 uses examples of the Passive voice | 7 uses short forms |
| 2 includes only facts | 5 includes examples of colloquial English | 8 uses a short, zappy style |
| 3 omits pronouns | 6 includes formal language | |



Paragraph plan for letters of complaint



- The purpose of a **letter of complaint** is to complain about a specific problem. The style is normally formal and the letter should be written with a dignified tone. The reason for the complaint is stated in the first sentence. The language used depends upon whether you want to complain in a mild or strong manner. e.g. **MILD** - *I am writing to complain about a fridge I purchased from your shop last June.* **STRONG** - *I was shocked by the inferior quality of the fridge which was sold to me at your shop last June.* Linking words are used to give reason(s) for a complaint. e.g. **Even though** *the control switch is at its highest setting, the freezer does not keep food frozen.* A suggestion or request (which can be mild or strong) is included in the conclusion. e.g. **MILD** - *I hope this matter will be resolved.* **STRONG** - *I insist that you replace the item at once.*

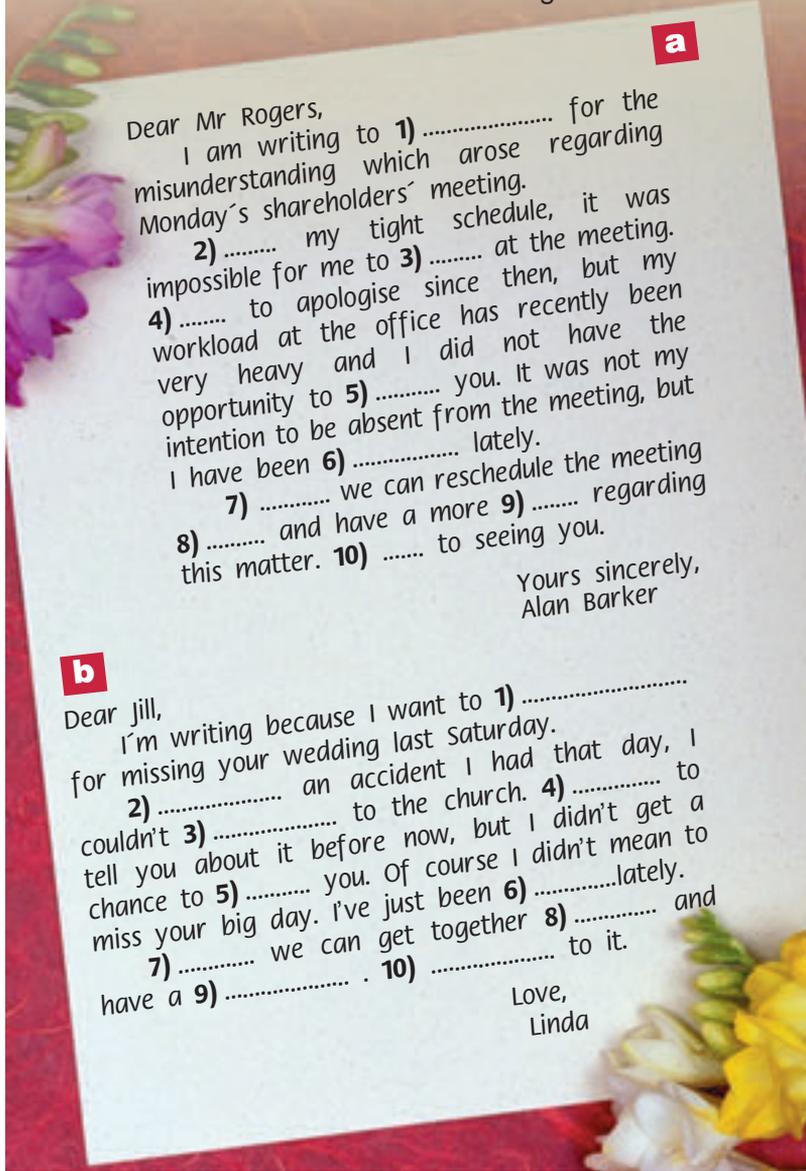
3 Read the following letter of complaint and number the paragraphs in the right order. Then, find the topic of each paragraph. Is it a mild or strong complaint? Justify your answer. Add a salutation and a name.

- A** Furthermore, when I ordered the items over the phone, I was told that if I was not satisfied, I could return the clothes and receive a refund.
- B** I am writing to express my strong dissatisfaction with the quality of the clothes I ordered from your catalogue last month.
- C** I insist that you refund my money at once. I trust the matter will receive your immediate attention.
- D** When I received the merchandise, the trousers were not linen, as advertised in the catalogue, but were made of an inferior fabric. This is unacceptable. Moreover, the blouse had a small hole under the collar.
- E** Although I have already sent back the items with a letter requesting that my money be returned, I have not yet received a reply from you.

Letters of apology

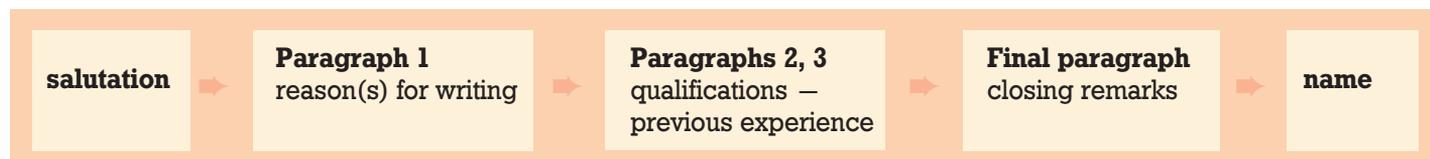
4 Read the letters of apology (a and b) and fill in the gaps with one of the phrases below. Then, make the plan for each model.

- | | |
|---|--|
| 1 say how sorry I am / apologise | 6 under great pressure / so stressed out |
| 2 Because of / Due to | 7 Hope / I hope |
| 3 be in attendance / make it | 8 real soon / in the near future |
| 4 I have been intending / I've been meaning | 9 cordial discussion / pleasant chat |
| 5 get in touch with / contact | 10 I look forward / I'm looking forward |



- 5** Write a letter to Eagle Airways complaining about the bad food and service you received during one of their flights.
- 6** Write a letter of apology to a friend who lent you some money. Apologise for not returning it on time.

Paragraph plan for letters of application



7 Put the following in the right order, then rewrite the letter in paragraphs adding a salutation and your name.

- A** I am a graduate of the Baron School of Tourism and my degree is in Hotel Management.
- B** I have enclosed my C.V. and would be glad to supply any further information required.
- C** I believe that I have the proper qualifications and experience for the position of Hotel Manager at your resort.
- D** While at school I was the manager of the student-run restaurant. I assisted in the management of a twelve-member staff and kept records of the finances.
- E** I am writing in response to your advertisement in Sunday's edition of *The Times*. I would like to apply for the position of Hotel Manager.
- F** I look forward to meeting you to discuss employment opportunities at The Sunshine Resort.
- G** I have previous experience with Golden Sun Hotel as Assistant Manager. My responsibilities included supervising staff, responding to guests' needs and keeping financial records.

8 First match the beginnings with the endings. Then, identify the style and type of letter, e.g. letter of complaint, letter of invitation, etc. Finally, list appropriate language for each type of letter.

BEGINNINGS	ENDINGS
1 I am writing to enquire about the details of becoming a member of the Environmental Awareness Club.	A Anyway, everything worked out in the end. I can't wait to take you for a spin.
2 Thanks for the invitation to your barbecue. My wife and I would love to come.	B We would be honoured if you could attend the party. Mr and Mrs Stern would enjoy seeing you again.
3 I'm writing to ask for your advice about a problem that has been troubling me for some time ...	C Since your treatment was ineffective and I am still in pain, I demand a full refund.
4 I'm sorry about missing Tuesday's meeting.	D Please tell me what you think I should do. I know your advice will help me.
5 You are invited to attend an anniversary celebration in honour of Mr and Mrs Douglas Stern.	E How about rescheduling the meeting for Monday at 3.00? Let me say again how sorry I am.
6 I'd like to thank you for the thoughtful gift. It was kind of you to remember me.	F I look forward to receiving further information about the club.
7 I am writing to express my strong dissatisfaction with the treatment I received at your clinic on July 5th.	G Let me know if you want us to bring anything to the barbecue. My wife makes delicious chocolate cake.
8 I wanted to write and tell you about my new car. You won't believe how I ended up buying it.	H Thanks again. I really appreciate what you did.

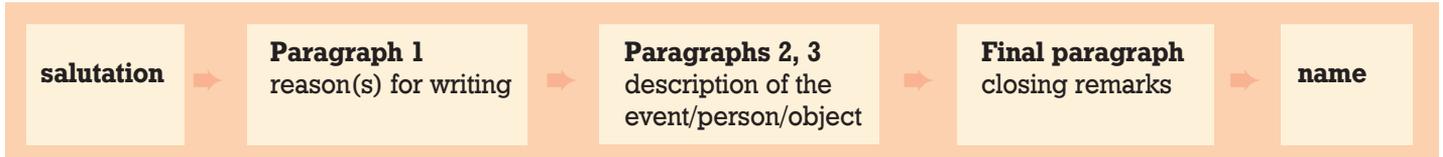
9 You have seen an advertisement in *The Weekly Times*. Write a letter applying for the position of tourist guide.

Narrative - Descriptive letters

Descriptive and/or narrative techniques can be used when writing a letter. For example, you may need to write to the Lost Property Office of a hotel describing a briefcase which you have lost. In this situation, you must write in a formal style and give a complete description of the item you are

looking for, using descriptive techniques. Or you may need to write to a friend describing your summer holidays. Then you must write in an informal style using narrative techniques (where you went, when, how you spent your time there, any particular incidents, etc.)

Paragraph plan for narrative - descriptive letters



10 Read the following letter and put the paragraphs in the right order. Then, read the model again and find the topic of each paragraph. Finally, make the plan.

Dear Steve,

A At first, I thought the dog was a wolf. It was large, black and white and had strange piercing green eyes. My heart started beating quickly and I felt I was in danger. I started walking faster. When I got to the end of the street and looked back, the dog was nowhere to be seen.

B It was quite late and there was no one else about. I was nearing the end of the lane, when suddenly I began to feel uneasy, as if I was being followed. Then, I heard the sound of heavy breathing behind me. As you can imagine, I was terrified! I turned, and to my surprise there was a dog behind me.

C Anyway, I wanted to share this story with you because I remember you told me about a similar experience you had on Baxter's Lane. Write back and tell me what you think!

D I just had to write to tell you about a strange experience I had the other night while I was walking home along Baxter's Lane.

Best wishes,
Phil



11 Identify the type and style of each letter, then write the salutations, opening sentences and closing remarks for each of them.

<p>a ... The course fee for the photography class is £70, and it includes use of the photography equipment ...</p>	<p>d ... We'd be delighted if you could all make it to the wedding reception at the Clarence Hotel ...</p>
<p>b ... After you pass the cinema on Prince Street, continue on until you come to the crossroads. Then, turn right on to Maple Road, and my house is on the left, number 25 ...</p>	<p>e ... Passing the university entrance exam was hard work. Therefore, it is not a wise decision to interrupt your studies to engage in less important pursuits. ...</p>
<p>c ... I didn't mean to be rude to you and I'm sorry if I hurt your feelings. I had just returned from my mother's house, where we'd had an argument and I was in an awful mood ...</p>	<p>f ... Mike and I can't wait to come to the baby's christening reception on the 19th and celebrate the happy occasion with you ...</p>

Transactional letters

- A formal or informal style can be used when writing **transactional letters**. They require a reply which may be based on advertisements, other writing input, letters, etc. For example, a letter which is asking for further information about a summer camp based on an advertisement is a transactional letter. (You are required to write a transactional letter in Paper 2, Part 1 in the FCE examination.)

12 Read the following advertisement and the two answers, then decide which model is good and which is bad, giving reasons for your answer. Finally, give the paragraph plan for model B.

TRADE YOUR OLD CAR FOR A NEW ONE



We will purchase your **old car** and offer you a significant discount on a **new one**!

For more information write to:
Auto Exchange Inc., P.O. Box 256,
5897, Emerson St., Manchester

What sort of cars are accepted? German makes? How old?

Is my choice of new cars limited in any way?

Notes: - description of my car: year / make / model
- photos / maintenance records required?
- description of car wanted: make / model

When writing a transactional letter:

- Choose an appropriate style (formal or informal).
- Include all the factual information provided in the rubric, using your own words.
- Check that each paragraph has a topic.

MODEL A

Dear Sir/Madam,

Can you tell me more about your auto exchange programme? I read your advertisement in *The Observer* on the 26th April. I'm interested in the auto exchange scheme and I'd be grateful if you could send me more details. I have some questions I'd like you to answer.

I want to exchange my car for a new Honda. Do you have Japanese cars?

My car is a 1986 red Opel. It has only done 130,000 kilometres and it's in good condition. I'd also like to ask what sort of car is accepted. How old does my car have to be? I'd be happy to send photos and maintenance records of my car if this would help you.

I'm looking forward to your reply. Thanks in advance for your help and advice.

Yours,
Carl

MODEL B

Dear Sir/Madam,

I am writing with regard to your advertisement in *The Observer* on April 26. Any further information you could send me about your auto exchange scheme would be greatly appreciated. However, I would be grateful if you could answer a few questions I have.

I am interested in exchanging my car and purchasing a new Honda Civic. I would like to enquire as to exactly what kind of car is required. Do you accept cars that are more than ten years old? Does your company accept all makes, including German cars?

I have a 1986 red Opel Ascona. It is in good condition, and has covered 130,000 kilometres. Can I choose any make or am I limited to the same make, i.e., Opel? I would be more than glad to send photographs and service records, which give a clear picture of the condition of the car, if this would be of assistance.

Thank you for your kind attention. Please reply at your earliest convenience.

Yours faithfully,
Carl Briggs

13 Match these phrases with the types of letters. Give more opening phrases and endings for each type of letter.

- 1 I am writing to inquire about ...
- 2 I am writing to apply for ...
- 3 I am writing to complain about ...
- 4 I am writing to inform you ...
- 5 I'd love to come ... but I can't make it.
- 6 I am writing to accept your kind ...
- 7 I'm writing to invite you to ...
- 8 I'm writing to apologise for ...

- a letter of complaint
- b letter of apology
- c letter of application
- d letter of invitation
- e letter refusing an invitation
- f letter asking for information
- g letter giving information
- h letter accepting an invitation

14 Read the advertisement and the notes. Then, write a letter to the Grange Health Spa to complain about the inadequacy of the services offered while you were a guest there. Include all the information given.

THE GRANGE HEALTH SPA



Set in the scenic countryside of the Lake District, The Grange offers a full range of health and diet programmes, each one specially formulated to suit the needs of each guest. The use of all modern facilities including swimming pool, sauna, jacuzzi, and gymnasium are available 24 hours a day.

£150 for a 2-day stay in a luxury suite, call 9527406
Price is all-inclusive

all guests ate the same food

had to pay for some things

tiny room, no view

15 Read the instructions below and write a reply including all the information given.

Your friend is thinking of taking a summer course to learn how to sail. He wants your opinion, as you took the course last summer. Write to him using the information in the advert and the notes you made. Write a letter of between 120 and 180 words in an appropriate style. Do not write addresses.

SUMMER SAILING PROGRAMME

Learn how to guide a sailboat



Two-month course · Low fee
All equipment provided
Small classes
Instruction in the classroom and at sea

Contact Mr Lewis at: 56 Tinmouth St., Southampton

June and July best months

3 mornings a week
4-hour sessions

qualified, experienced instructors

small sailboats, life jackets

£120

only 5 students per class

16 Match the beginnings with the endings. Decide which are formal and which are informal. Give reasons. Then, identify the types of letters, e.g. letter of complaint, letter of invitation, etc. Finally, list appropriate language for each type of letter.

e.g. **Beginning** *We would be honoured if you could attend our son's wedding* } **Formal Invitation**
Ending *Please indicate whether you will be able to attend.*

BEGINNINGS	ENDINGS
1 I wish to express my dissatisfaction to you in the strongest terms. Never before have I had to wait four months for the delivery of a new appliance.	A I regret any inconvenience this may have caused. I hope you will accept my most sincere apologies.
2 Thanks for the invitation to your graduation party. You should be very proud of yourself.	B Anyway, good luck in your new position. I know you certainly deserve it!
3 Congratulations on your new job! I'm so happy for you. I know that it's just what you wanted.	C I want to cancel my order and I insist that my money be refunded at once. I no longer wish to do business with your company.
4 I am writing in reference to your advertisement in yesterday's <i>Daily News</i> for the position of personnel manager.	D I'm really sorry I can't be there on your graduation day, but I'll be thinking of you.
5 I am writing with regard to the documents which were unfortunately sent to you after the deadline. I must apologise profusely for this careless mistake.	E I am including my CV which lists my educational background and work experience. I am available for an interview at your earliest convenience.

17 Read the following questions and identify the type and style of each letter. Then write any two of them. Write your answer in the appropriate style, using 120-180 words. Do not include addresses.

1. You have just returned from an exotic safari in Africa. Write a letter to your friend telling him/her about it.

2. You have recently received a letter from your cousin. Write a reply accepting his invitation to go skiing for the weekend.

How about going to Loon Mountain this weekend? I hear the skiing there is fantastic! Let me know soon if you can come...

3. This is part of a letter you have received from a friend who lives in Germany. Write a reply giving him the appropriate information.

I'll be visiting your city next month from the 5th to the 12th. Can you find out which universities offer courses in Business Administration? When I arrive I would like to visit them and start the application process.

4. You have seen an advertisement in *The Sunday Times* on May 10th. Write a letter applying for the position of Junior Reporter.

5. Your teenage son is having discipline problems at school. Write a letter to the school counsellor asking for her advice on the matter.

6. Roadworks have been in progress for several weeks outside your house, causing frequent traffic jams and excessive noise. Write a letter complaining about the situation to the local authority.





Unit 4

WARM - UP ACTIVITIES

- ◆ What do you know about the pyramids? State three facts.
- ◆ Say six words you would expect to see in the text.
- 🔄 Read the following summary and underline the correct item. Then listen to the text of Part 1 to find out if your choices were correct.

The Egyptian pyramids are the best-known **1) archaeological/historical** monuments in the world. The Greeks believed the first pyramid was a **2) memorial/gift** to King Khufu's **3) wife/daughter**. In medieval times, they were seen as **4) townhouses/storehouses** for **5) grain/grass**. Arab philosophers saw the pyramids as storehouses for scientific and medical **6) books/wisdom**. One theory says the pyramids were built as a road sign for **7) alien/human** beings. The pyramids were also said to be a means of predicting the **8) apocalypse/weather**. Egyptologists discovered that the **9) room/tomb** holding the deceased **10) body/mummy** is only one part of the Pyramid. The pyramids' construction is amazing. Building ramps and copper and stone **11) tools/statues** show how simple the available technology was. To build the Great Pyramid at Giza, over two **12) thousand/million** blocks were moved. Men working on the Pyramids probably did it as a form of **13) paid labour/taxation**, not out of **14) family/religious** duty or as slaves. Some were even appointed as **15) architects/accountants**.



READING TASK: PART 1

You are going to read a magazine article about pyramids. Choose the most suitable heading from the list **A-H** for each part (**1-6**) of the article. There is one extra heading which you do not need to use. There is an example at the beginning (**0**).

- A** Preserving royal corpses.
- B** A definite answer.
- C** Ancient explanations and biblical connections.
- D** Evolution of the pyramid.
- E** An ever-popular mystery.
- F** Foreseeing the future.
- G** Simple tools for an amazing achievement.
- H** Not slaves after all.



The Egyptian Pyramids

0 E

The Egyptian pyramids are the best known archaeological monuments in the world, due partly to their **distinctive** and **instantly** recognisable design. The fact that the original reason for their **construction** is a mystery only adds to their popularity. Over the ages they have captured worldwide attention and with it, a multitude of speculative theories, from the mundane to the fantastic.

1

Speculation over the **origin** of these “grand mountains of stone” started with the Greeks. They believed that the first pyramid was constructed as a memorial to the wicked King Khufu’s daughter – a princess who had led a very sad and difficult life. During medieval times, the pyramids were explained in relation to biblical texts. Thus, according to tradition, they were believed to be large **storehouses** for grain, built in preparation for the famine that was predicted in the Bible. Along the same lines, Arab philosophers saw these pyramids as warehouses for Egyptian scientific and medical **wisdom** that would otherwise have disappeared during the Great Flood.

2

More modern theories suggest that the role of the pyramids could be that of a mechanism for predicting the future or even as a **road sign** for **alien** beings. The former is a theory devised by Charles Piazzi Smyth, who **converted** the dimensions of the pyramids’ corridors and **chambers** into numbers which corresponded to calendar dates. These dates were then used to predict significant events of the future. The **latter** stems from the more astrological and scientific study of Erich Von Daniken and Graham Hancock. They attributed the

building of the pyramids to super-intelligent aliens as a means of predicting the apocalypse. This theory, however, underestimates the ability and achievements of man.

3

Despite all of these theoretical contrasts, the actual archaeological **evidence** behind the evolution of the pyramids, and their means of construction are beyond doubt. Egyptologists have been researching these questions for over a century and have produced conclusive proof. They discovered that the tomb holding the deceased body is only one part of the pyramid, which in fact also includes parts constructed for the funeral and the afterlife of the Pharaoh.

4

In addition, they have traced the **entire** history of the pyramids’ construction. Their evolution began with the small, rectangular, **mud-brick** tombs favoured by the First and Second Dynasties, moving on to the stone step-pyramid of the Third Dynasty. The Fourth Dynasty saw a great **advance** both in size and construction techniques, evidence of which we can see today in the Giza plateau. After this **era**, during the Fifth and Sixth Dynasties, the pyramids were built on a much smaller scale, showing a great reduction in skill. The age of Tutankhamun brought an end to the construction of pyramids.

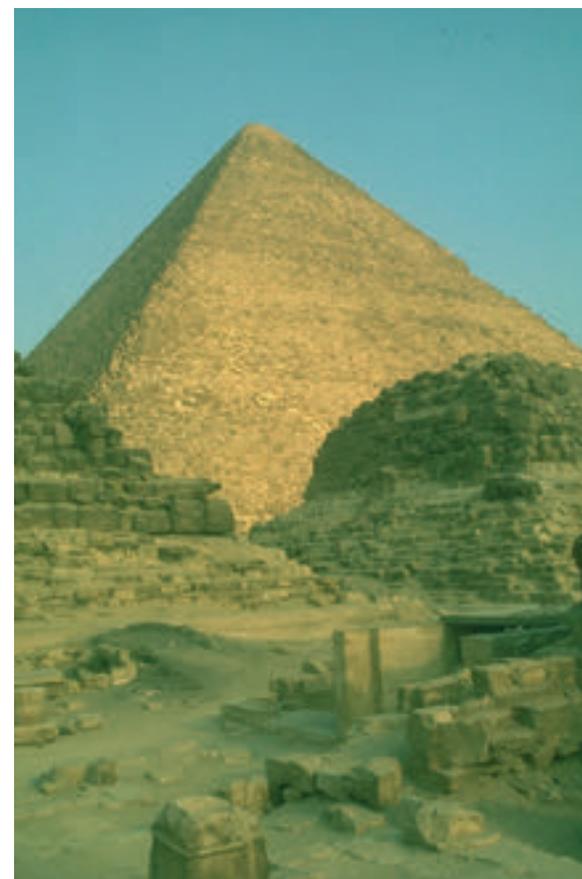
5

Apart from the theory concerning the building of the pyramids by aliens, it is widely agreed that the pyramids’ construction is an amazing human achievement. Evidence from the archaeological sites of workmen’s villages and stone quarries shows the

organisation of the **workforces** involved, and this alone must have taken careful planning and military-style co-ordination. Added to this, the traces of building ramps and copper and stone tools found by the researchers emphasize the simple technology that was available at that time, and thus the amazing size and design of the pyramids. In the case of the Great Pyramid of King Khufu at Giza, more than two million blocks were moved.

6

In contrast to popular opinion, it is now believed that the men working on the pyramids actually did so as a form of taxation and not under the master’s whip or out of religious duty, as was previously thought. Some were even appointed as architects, skilled stone-workers and co-ordinators, and were thus respected as such.



VOCABULARY EXERCISES

1 Look at the following words in bold in the text and try to explain them:

distinctive, instantly, construction, speculation, origin, storehouses, wisdom, road sign, alien, converted, chambers, latter, evidence, entire, mud-brick, advance, era, workforces

2 Fill in the correct word(s) from the list below:

grain, evolution, famine, devised, multitude, mundane, attributed, wicked, traced, memorial

- 1 Louis Braille a system which enables blind people to read. (**invented**)
- 2 Many people don't believe in the of man from apes. (**gradual development**)
- 3 There are a lot of people willing to use others for their own benefit. (**morally bad**)
- 4 They put a(n) in the town square to honour those who died in the war. (**commemorative monument**)
- 5 A great attended the Easter parade; the streets were packed all along its route. (**large crowd**)
- 6 Mary was tired of her job, and decided to look for something more exciting. (**uninteresting**)
- 7 The police the murderer to his hiding place on the mountain. (**tracked down**)
- 8 There are three types of in this bread: corn, wheat and barley. (**cereal**)
- 9 If there is no rain for two consecutive years, there will probably be a(n) (**shortage of food**)
- 10 This painting has been to Picasso. (**credited**)

3 Fill in the appropriate word(s) from the list below. Use the word(s) only once.

appointed, significant, to lead, speculative, doubt, to capture, to underestimate, widely, master's, to bring, deceased, to foresee, skilled, archaeological

- | | |
|------------------------|------------------------|
| 1 the future | 8 stone workers |
| 2 theories | 9 a(n) event |
| 3 attention | 10 the ability |
| 4 an end to sth | 11 a(n) body |
| 5 a sad life | 12 agreed |
| 6 beyond | 13 as architects |
| 7 under the whip | 14 a(n) monument |



4 Fill in the correct word derived from the words in brackets.

Stonehenge, the 1) (**locate**) of which is Salisbury Plain in England, is a prehistoric monument. Its 2) (**construct**) took place in about 1800 BC and is 3) (**doubt**) an amazing human 4) (**achieve**). It consists of two circles of huge stones, some of which weigh up to 50 tons. What makes Stonehenge all the more 5) (**impress**) is the fact that some of the stones 6) (**original**) came from Pembrokeshire, which is over 200 miles away. 7) (**transport**) of these stones would have been carried out using manual labour, since very little 8) (**technology**) advancement had taken place at the time. Stonehenge is 9) (**certain**) one of the most important archaeological monuments in England, yet 10) (**archaeology**) are still not sure exactly why it was built.

5 Complete the sentences using the words in bold. Use two to five words.

- 1 I don't like him, but I can tolerate him.
up I don't like him, but him.
- 2 It took the operator over an hour to connect me.
put It took the operator over an hour you.
- 3 John gave his opinion, but nobody agreed with him.
put John, but nobody agreed with him.
- 4 Luckily, the fire brigade extinguished the fire quickly.
put Luckily, the fire brigade quickly.
- 5 If we could forget our differences, we'd be good friends.
put If we could, we'd be good friends.
- 6 If you postpone going to the dentist, your toothache will get worse.
put If you dentist, your toothache will get worse.
- 7 I tried to explain my ideas, but he didn't understand.
put I tried, but he didn't understand.



- 6 Underline the correct item, then cover the text and compare and contrast the Taj Mahal and the Parthenon.



The Taj Mahal in Agra, northern India, and the Parthenon in Athens, Greece, are two of the most beautiful 1) **dwelling/monuments** in the world today, and are visited by thousands of people every year. The Taj Mahal is a relatively new construction 2) **compared/opposed** to the Parthenon. The Taj Mahal was built in 1631, 3) **whereas/still** the Parthenon dates back to 447 BC. Another difference between the two is the reason they were built. The Taj Mahal was built by the emperor Shah-Jahan in 4) **memory/commemoration** of his favourite wife, while the Parthenon is actually a 5) **temple/church** dedicated to the goddess Athena, where the ancient Greeks would come to worship. One similarity between the two buildings is that they both consist entirely 6) **from/of** marble.

- 7 Using the cues below compare and contrast the pictures.



	The Kremlin	The Colosseum
Location	Moscow, Russia	Rome, Italy
Built	12th century AD	80 AD
Building Material	red bricks	stone blocks
Shape	minaret-shaped towers, high walls	circular amphitheatre
Purpose	houses central government offices	arena for gladiators, etc

- 8 Fill in the correct word from the lists below:

a. ceremony, custom, tradition, habit

- 1 It is a Japanese to bow when you meet people.

- 2 You should get into the of brushing your teeth.
3 After the wedding they threw a huge party.
4 By, people give and receive presents at Christmas.

b. culture, civilisation, monument

- 1 Nelson's Column is a famous in Trafalgar Square.
2 The Aztec reached its height under the ruler Montezuma II.
3 The thing I like best about Italian is the Italians' love of opera.

Follow - up ACTIVITIES

- ◆ Which of the theories mentioned in the text of Part 1 do you believe? Do you know of any other theories?
- ◆ The Pyramids are one of the Seven Wonders of the Ancient World. Do you know any of the others?
- ◆ Read the text of Part 1 again and make notes under the headings below, then present a one-minute TV talk on the Pyramids.

Theories ◆ History of Construction ◆ The workers

Start like this: Hello. Today's theme is the Pyramids.

GRAMMAR CHECK

Cross out the unnecessary word. Some sentences are correct.

- 1 I asked my mother for some money because I didn't have any. ✓
- 2 Her work is very poor; she lacks of concentration.
- 3 The executives discussed about the problems they were having in a meeting.
- 4 Graham approached towards me, smiling.
- 5 The teacher answered to all the pupils' questions.
- 6 You must obey to your parents.
- 7 I expect you to be ready by eight o'clock this evening.
- 8 He didn't speak English so we couldn't understand him.
- 9 As the Queen entered into the room everybody rose.
- 10 I'm very short of time today, so I can't stay long.
- 11 James asked Lucy to marry with him.
- 12 Students must stop from talking before the exam begins.
- 13 The old man asked for me the time but I didn't have a watch.
- 14 We set off at 3.00 and reached to London by 6.00.
- 15 He woke up early in the morning yesterday.



WARM - UP ACTIVITIES

- ◆ Look at the pictures. What is the relationship between these people?
- ◆ In your opinion, what makes a close friendship? Put the following in order of importance.

- helping in times of crisis
- knowing someone a long time
- seeing someone regularly
- sharing secrets
- buying each other presents
- enjoying the same hobbies

- ◆ Do you think men and women want different things from friendship?

👂 Read the following T/F statements, then listen to the text of Part 2 and answer them.

- 1 Nigel and the writer met when they were 17.
- 2 Nigel and the writer had an argument.
- 3 Men are often too busy to see friends.
- 4 Women talk more to their friends.
- 5 Women break up their husbands' friendships.
- 6 It's hard to work with friends.

READING TASK: PART 2

You are going to read an article about friendship. For questions 7-13, choose the answer (A, B, C or D) which you think fits best according to the text.

Nigel was one of my best friends. In the seventeen years we've known each other, we've done the sort of things that **mates** do. We've gone out for drinks together, played in a number of sad rock bands together. We've got a history, as they say.

When a personal disaster of catastrophic **proportions** left me out on the streets with a couple of cardboard boxes and a rucksack, it was Nigel who supplied a sofa and a **well-stocked** fridge. And when I got married, it was Nigel's **plum-coloured** Rover P5 Coupé that was waiting, engine purring, outside the **registry office**.

However, it came as something of a shock when I realised that I hadn't actually seen Nigel for nearly six months. What had gone wrong? It's not as if we'd fallen out. We still worked and lived in the same town. We had simply fallen victim to something that afflicts millions of men in their late twenties and thirties. They start **misplacing** their friends.

Once you and your mates were **inseparable**. Now there never seems to be enough time to cram everything in. There's work, a home, kids even. In reality, it's getting to the point where it's not so much a question of meeting up, more a question of having a reunion. It's been so long since you got together it's actually becoming embarrassing.

The **irony** is that you'll continue to insist that these men, whom you hardly ever see, are your closest friends in the world, even though in every **meaningful** sense they now barely qualify as acquaintances.²⁴ You probably have a closer relationship with the man who collects your ticket at the railway station.

Men seem to need a practical reason to spend time together. Psychologist Dr Malcolm George says, "As men, we very much form our friendships around doing something **mutually**. But the problem is that the maintenance is dependent on doing the thing. When the demands of career and family **kick in**, those relationships get **squeezed out**."

Dr George believes that there is an essential difference in the nature of male and female friendship. Men have a more limited expectation of their friendships, partly because the man-woman relationship is still looked upon as the vehicle for emotional fulfilment. Men's relationships with other men are regarded as having no real emotional content. They serve a function — playing in the football team or whatever. Women actually expect to share their emotional life with their friends — that's the difference.

It seems as though your partner may determine the friends you keep. This may be because people tend to make new acquaintances at work and it's very hard to convert those work friends into family friends. When men launch into a relationship and lose contact with their friends, they make bigger demands on their partner by expecting her to supply all the friendship that's missing.

Most women want men to keep their friends - as long as they can express themselves within these friendships and talk problems over. After all, men's inability to express their feelings is one of the things that makes relationships flounder.

7

When disaster struck, Nigel

- A bought his friend a fridge.
- B provided a sofa for his friend's flat.
- C allowed his friend to stay with him.
- D helped his friend with his boxes and rucksack.

8

Why did the author stop seeing Nigel?

- A They fell out.
- B Nigel moved away.
- C Other aspects of their lives took over.
- D The author got married.

9

Millions of men in their thirties

- A don't know where to find their friends.
- B have disagreements with their friends.
- C lose touch with their friends.
- D are no longer interested in friendship.

10

Who does "they" in line 24 refer to?

- A people without qualifications
- B the writer's relations
- C men in general
- D people the writer almost never sees

11

Men form friendships that

- A they maintain by spending time together.
- B can be maintained if there is a common activity.
- C aren't dependent on career and family demands.
- D are mutually satisfying.

12

Men don't expect a lot from their male friendships because

- A their relationships with women help them with their feelings.
- B they are not very emotional.
- C they gain happiness from looking after their vehicles.
- D football is more important than relationships.

13

A minority of women want

- A men to stay on good terms with their mates.
- B men to speak to their friends on an emotional level.
- C men to break off their friendships.
- D men to express their feelings to save their relationships.



VOCABULARY EXERCISES

- 1 Look at the following words in bold in the text and try to explain them:

mates, proportions, well-stocked, plum-coloured, registry office, misplacing, inseparable, irony, meaningful, mutually, kick in, squeezed out

- 2 Fill in the appropriate word from the list below:

maintenance, launch, flounder, fulfilment, purred, cram, afflicts, reunion, convert, qualify

- Solar panels sunlight into electricity. (**change**)
- Trying to both school and a job in is very difficult – I never have any free time. (**fit**)
- His business began to when he lost several of his clients. (**run into difficulties**)
- Breast cancer is a disease that lots of women every year. (**affects badly**)
- The police force is responsible for the of law and order. (**upkeep**)
- A career should offer you as well as a good salary. (**satisfaction**)
- The engine of the Prime Minister's car as his chauffeur waited for him outside the French Embassy. (**made a soft, continuous sound**)
- You shouldn't into things without giving them some thought first. (**throw**)
- Joe doesn't as a friend any more. (**count**)
- After graduating we promised to have a(n) every five years. (**organised meeting**)

- 3 Fill in the appropriate word(s) from the list below. Use the word(s) only once.

to form, to cram, victim, to make, well-stocked, friends, purring, to serve, to play, to talk, emotional, to get to, to lose, to go out

- | | |
|--------------------------|--------------------------|
| 1 in a band | 8 everything in |
| 2 to fall to sth | 9 fridge |
| 3 closest | 10 a function |
| 4 a friendship | 11 contact with |
| 5 the of an engine | 12 for drinks |
| 6 ... new acquaintances | 13 problems over |
| 7 fulfilment | 14 the point where |

- 4 Try to explain the following idioms then make sentences using them.

bosom buddies, friends in high places, fair-weather friend, make friends, a friend in need is a friend indeed



- 5 Fill in the correct word from the list below:

acquaintance, companion, compatriot, associate, mate, partner

- Ikuko is a(n) of Hiro; they are both Japanese.
- My brother is looking for a flat- to share the rent with.
- Mr Tomkins is nothing more than a(n); I've only met him once or twice.
- As she was lonely, the old lady placed an advert in the newspaper for a(n)
- I have a tennis with whom I play every week.
- Mr Smith has gone to lunch with a business who works in the same firm.

- 6 Choose the correct item.

- Being an engineer involves doing very work.
A qualified B experienced C trained D skilled
- The rock star made a(n) appearance to sign copies of his new record.
A private B personal C personnel D own
- She her trust in him when she found out he was having an affair.
A missed B lost C mislaid D misused
- Most people only have a few very friends.
A warm B friendly C near D close
- It's important for people in a relationship to be able to their feelings with each other.
A share B allocate C distribute D divide
- My brother plays in a West Indian steel
A team B group C band D gang

- 7 Fill in the correct particle(s).

- Martha **fell** her best friend last week and they haven't spoken since. (**quarrelled**)
- He couldn't think of anywhere better to go, so Simon just **fell** their plans. (**accepted**)

- 3 Our plans for a summer holiday **fell** because we had too much work. (**didn't take place**)
- 4 The guards **fell** the convict's disguise so he managed to escape. (**were taken in by**)
- 5 Since they raised their fees, membership of the club has drastically **fallen** (**decreased**)
- 6 The hungry children **fell** the delicious meal that their mother had prepared. (**attacked**)
- 7 James **had fallen** his schoolwork while he was sick. (**failed to keep up with**)
- 8 Sarah and Peter's relationship **fell** when they found they could not agree on anything. (**ended**)

- 8 **Fill in the correct word derived from the words in brackets.**



Friendship is one of the most 1) (**reward**) experiences in life. Many people 2) (**strong**) believe that it is more important than romantic love. 3) (**doubt**) a life without friends would be filled with feelings of 4) (**lonely**) and 5) (**isolate**). We would be deprived of all the 6) (**warm**) and 7) (**intimate**) that come from sharing a close 8) (**relation**) with someone. The feelings of 9) (**secure**) and trust that stem from our friendships can also help us 10) (**consider**) when dealing with other aspects of our life. A real friend will always be 11) (**faith**) and 12) (**trust**). It will be someone to whom you can tell your deepest most 13) (**person**) thoughts in complete 14) (**confide**).

- 9 **Think of as many words as possible related to the following relationships:**

friendship, work, family

eg. **work**: associate, workmate, etc



- 10 **Complete the sentences using the words in bold. Use two to five words.**

- 1 None of us expected that she would be sacked.
shock Her being sacked us.
- 2 As he was walking home he was mugged.
victim As he was walking home a mugger.
- 3 The film was so confusing that after a while I couldn't understand what was happening.
point The film was so confusing that it I couldn't understand what was happening.
- 4 Everyone thinks of him as the best pupil in the class.
regards Everyone the best pupil in the class.
- 5 I haven't spoken to my old classmates for ages.
contact I my old classmates.

Follow - up Activities

- ◆ **Why is friendship important to you? Have you ever fallen out with a friend? How did it happen?**
- ◆ **Imagine you are Nigel. Read the text of Part 2 again and complete the notes under the following headings, then talk about your friendship with the writer.**

How long we've known each other ◆ Things we used to do ◆ Times I've helped him ◆ How we lost touch

GRAMMAR CHECK

Complete the sentences using the words in bold. Use two to five words.

- 1 "I'm sorry I'm late," he said.
being He late.
- 2 "You never do the washing-up, Sam," said Rebecca.
complained Rebecca the washing-up.
- 3 "Yes, this dress is very nice," said Lucy to me.
agreed Lucy very nice.
- 4 "You took my favourite shirt, Tim," said David.
taking David favourite shirt.
- 5 "Don't be late again or you'll be fired," he said to her.
not He late again or she'd be fired.
- 6 "Go ahead, take part in the contest," he said to her.
encouraged He in the contest.
- 7 "Please, please don't leave me alone," she cried.
not She her alone.
- 8 "You should go and see a doctor," he said to her.
advised He and see a doctor.
- 9 "OK, it was me. I ate the cake," she said.
having She the cake.
- 10 "Let's go to the cinema," he said.
going He cinema.



WARM - UP ACTIVITIES

- ◆ Look at the pictures and the title, then guess what the text is about.
 - ◆ Think of as many words as possible related to the theme “unemployment”.
 - ◆ What do you think the main causes of unemployment are?
- 👉 Read the following T/F statements, then listen to the text of Part 3 and answer them.
- 1 Advanced technology and international competition are destroying jobs.
 - 2 Productivity has increased over the past ten years.
 - 3 In Belgium, unemployment has quadrupled over the past twenty years.
 - 4 New technology needs skilled workers.
 - 5 Legal immigration is bad for the economy.
 - 6 Governments are spending more on training programmes.

READING TASK: PART 3

You are going to read a magazine article about unemployment. Eight paragraphs have been removed from the article. Choose from the paragraphs **A-I** the one which fits each gap (14-20). There is one extra paragraph which you do not need to use. There is an example at the beginning (0).

Leaving Workers in the Lurch

The **growth** of the **global** economy is leaving millions of workers behind. **Inequality**, unemployment and **poverty** are all signs of this. **Rapid** technological change and **heightened** international competition are damaging the job markets of the major **industrialised** countries.

0 F

This is not how things were supposed to work. The failure of capitalism to distribute **wealth** fairly **poses** a challenge not just to politicians, but to economists as well. Despite a continuing boom in international trade and finance over the past decade, productivity has decreased, while inequality in the United States and unemployment in Europe have increased.

14

Another case is Germany, where the **rate** was below 1 per cent; today it is approaching 10 per cent. In Belgium, the unemployment rate has quadrupled over the past 20 years.

15

One of these puts the blame on developing countries, or rather our relationship with them. Historically, developing countries provided the industrial world with **raw materials** in exchange for manufactured goods.

16

Some economists assert that technology must be responsible for these changes. According to this school of thought, the introduction of new technology such as computers creates a surplus of unskilled **labour**. At the same time, the new

technology creates a demand for skilled workers who know how to run it.

17

A final explanation is **immigration**. The legal immigration of **skilled** workers actually helps the economy as it **supplies** talents that are needed, creates businesses and jobs, and raises output.

18

It seems that **retraining** workers would be the key to solving the problem of unemployment and unequal pay, but the trouble is that while more training programmes are needed, there is less and less money available to fund them. Governments are being forced to cut back on their spending in order to compensate for **reduced** production and income.

19

The starting point for any positive **policy** would be to make it each nation's **goal** to improve the lives of its citizens. This means that economic policies should be **structured** so that working people can earn a living wage.

20



- A** In Western Europe, the unemployment figures are frightening. In France, the average unemployment rate between 1969 and 1973 was 2.5 per cent; today it is over 11 per cent.
- B** However, the number of people it takes to operate a computer is far lower than the number needed to assemble a car, for example. This again means that there is less and less for workers to do.
- C** One major solution to the problem is the development of technology. This is creating new businesses, and therefore new jobs, at a startling rate in several of the more developed countries.
- D** Even the former Soviet Union is being forced to change its public spending policies as it tries to adjust to a capitalist economy. So although training programmes and the creation of new jobs are the obvious solutions, the money is not available to fund them.
- E** Of course, each country has unique problems for which the right mixture of solutions will have to be found. These efforts will be more effective if they are pursued as part of an international effort. Without such co-operation, some countries will prosper at the expense of their neighbours.
- F** At the same time, various pressures are limiting governments' ability to respond to the crisis. Just when workers need help most, the state is failing them.
- G** Nowadays over 50 per cent of such goods, from clothing to consumer electronics, are produced by these countries. The reason for this is that labour is cheaper in developing countries, with the result that workers in developed countries have less and less to do.
- H** On the other hand, the pool of unskilled labour has also increased, forcing down wages. The immigrants' presence has also created an environment which is conducive to crimes of hate, as is already evident in parts of Western Europe.
- I** The Europeans have created a lost generation of workers and are now suffering from it in terms of increased crime, drug abuse, violence against immigrants, and the increasing popularity of extremist political groups. The big question is why it is happening. Three basic explanations of the problem have been suggested.



VOCABULARY EXERCISES

1 Look at the following words in bold in the text and try to explain them:

growth, global, inequality, poverty, rapid, heightened, industrialised, wealth, poses, rate, raw materials, labour, immigration, skilled, supplies, retraining, reduced, policy, goal, structured

2 Fill in the appropriate word(s) from the list below:

assemble, quadruple, boom, trade, in the lurch, assert, surplus, output, fund, conducive

- The ice-cream company experienced a(n) in sales during the hot summer. (**period of sudden growth**)
- Europe produces too much grain and sends some of the to developing countries. (**excess**)
- He found an extra job in order to his studies abroad. (**pay for**)
- Industrial in the shipping industry has fallen steadily in the last decade. (**production**)
- His job in the factory is to radio parts and then pack them in boxes. (**fit together**)
- The calm atmosphere in our office is to inventive work. (**helpful**)
- If he hopes for promotion, he will have to himself more. (**have confidence in**)
- We will need to the number of people on the job if we want to have the order ready by Friday. (**multiply by four**)
- Christmas always causes an increase in (**commerce**)
- I can't believe he would leave me like this — just when I need his help the most! (**in a difficult situation**)

3 Underline the correct word.

- John receives a weekly **wage/profit** of £150 while Ann prefers to be paid her **income/salary** in full at the end of every month.
- Sue has a **temporary/partial** job just for the summer. Tom, on the other hand, is a **monthly/full time** worker and is a **permanent/annual** employee of J&J Construction.
- Although his monthly **earnings/profits** are not very high he gets **salaries/perks** like a company car.
- Her **expenditure/betting** on stocks and shares is high but she hopes to **invest/gain** a huge **income/profit** from them.
- I am planning to do an advanced training course so

that I can **win/gain** more experience and get a better job that will increase my **profits/annual income**.

- He put in a lot of extra hard **job/work** when the factory was going through a bad period in order to **win/receive** admiration from his employers.



4 Fill in the appropriate word(s) from the list below. Use the word(s) only once.

job, to earn, boom, to raise, to pose, figures, manufactured, to decrease, raw, unskilled, to cut back on, developing

- | | |
|-----------------------|-------------------------|
| 1 materials | 7 a(n) in trade |
| 2 productivity | 8 countries |
| 3 a challenge | 9 markets |
| 4 output | 10 labour |
| 5 unemployment | 11 goods |
| 6 a living wage | 12 their spending |

5 Match the idioms with the definitions.

- All work and no play makes Jack a dull boy
- A bad workman always blames his tools
- no pain no gain
- to make a living
- work like a beaver
- to do sb else's dirty work
- the donkey work

a. an irresponsible worker who refuses to take the responsibility when something goes wrong

b. to earn money from doing some form of work

c. the hard, often boring or tiring part of a job

d. if you don't push yourself, you will not get any benefits

e. to work very eagerly and quickly

f. a person who spends all his time working will become uninteresting

g. to do something someone else doesn't want to do or can't face

6 Fill in the correct particle(s).

- The policeman started to **run** the robber. (**chase**)
- The trains often **run** schedule. (**arrive late**)
- Our car **runs** unleaded petrol. (**is powered by**)
- Oh no! We've **run** milk! (**used up all**)

- 7 Discuss why people a) apply for, b) resign from, c) are fired from, d) are promoted to, e) retire from a job.
eg. People might **resign from** a job because of low wages.

- 8 Fill in the correct word(s) from the list below:
curriculum vitae, night shifts, impression, flexitime, pay and conditions, interview, shift-work, clock in and out, qualifications, child care

When applying for a job, it is extremely important to create the right **1)** Your prospective employer will already have read your **2)** – information about your experience and **3)** – and decided to invite you to a(n) **4)** if you appear suitable.

During this meeting you should try to speak clearly and confidently as this will impress the interviewer. If your job involves **5)**, you will be informed of the different times you'll begin work each day. Some jobs, such as lorry driving, may also involve working **6)**, so you will have to adjust your sleeping patterns. Other jobs offer the opportunity to work **7)** and are particularly suitable for people with other responsibilities such as **8)** You will probably have to use a card to **9)** so that a record of your hours can be kept.

Finally, it is very important to ask any questions about **10)**, so that there are no misunderstandings once you start your new job.

- 9 Fill in the correct words derived from the words in bold.

Sadly, losing one's job and becoming **1)** (**employ**) is a common occurrence for many people these days. As a result, the queues at local job centres have **2)** (**gradual**) lengthened, as people on unemployment benefit seek new employment. People usually end up on the dole because they have been made redundant – their **3)** (**employ**) decided that their services were no longer required. Alternatively, they may have been given the sack for doing something wrong at work. In both cases, the



unemployed person can claim social security, which is money from the **4)** (**govern**) that helps cover the cost of **5)** (**day**) living – food, heating bills and rent. However, social security cannot be claimed if a person has resigned, in other words, left his or her job by **6)** (**choose**).

Follow - up ACTIVITIES

- ◆ Look at the notes below, then imagine you are the Prime Minister of your country and give a one-minute talk about the causes of and solutions to unemployment.
Causes: cheap labour in developing countries - workers demand high wages - computers need a small number of operators - continued strikes - unskilled labour pushes down wages
Solutions: retraining workers - compulsory military service - banning trade unions - job creation schemes - lower the retirement age to 50 - three days' work instead of five
- ◆ Every year more and more people are out of work. What can be done to solve the problem of unemployment? Write a composition on this topic, in 120-180 words.

GRAMMAR CHECK

Complete the sentences using the words in bold. Use two to five words.

- 1 Many people are cutting back on their spending because they're afraid of being made redundant.
fear Many people are cutting back on their spending redundant.
- 2 Fifty workers were made redundant to save money.
that Fifty workers were made redundant saved.
- 3 The factory ordered some more raw materials because there was an increase in demand.
order The factory ordered some more raw materials the increased demand.
- 4 We must invest in new technology; then we won't fall behind other countries.
avoid We must invest in new technology other countries.
- 5 People set up a pension to provide for their future.
view People set up a pension for their future.
- 6 A rising unemployment rate means the government cannot reduce taxes.
prevent A rising unemployment rate will taxes.



WARM - up ACTIVITIES

- ◆ Name various types of museums and discuss what you can see in them.
 - ◆ Look at the pictures and the five headings. Guess what things each museum might contain.
- 👉 Read the summary, then listen to the text of Part 4 and fill in the missing information.

The Graham Sutherland Gallery contains a lot of 1) and prints. Exhibitions include paintings,



2), crafts, photography and children's 3)

The Museum of the Welsh Woollen Industry

is located in Dre Fach Felindre, a wool producing area. Visitors can watch demonstrations of spinning, 4)..... and dyeing.

The National Museum and Gallery houses, the Evolution of Wales 5)..... which takes you on a spectacular 6)..... million year journey.

The Roman Legionary Museum shows the history of Caerleon and the daily life of its garrison. The exhibition closes in 7)..... weeks.

The Welsh Industrial and Maritime Museum is in the heart of Cardiff's docklands. Visitors can take a mini railway 8)..... round the exhibits.

READING Task: PART 4

You are going to read some information about different museums in Wales. For questions 21-35, choose from the museums (A-E). Some of the museums may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning (0).

Which place or places:

sells things?

0

B

do you have to pay to enter?

21

22

caters for children?

23

is located near water?

24

has an exhibition that will be finishing very soon?

25

covers the longest period of history?

26

came into existence more than ten years ago?

27

can you see machinery working at?

28

29

is cheaper if you arrange to go with other people?

30

includes a train ride?

31

has a display of military life in the past?

32

has displays for short periods of time?

33

has had work specifically done for it?

34

contains works depicting local scenes?

35

Museums in Wales

Graham Sutherland Gallery

A

This gallery was created over a decade ago as a direct result of Sutherland's wish to present a group of his Pembrokeshire **works** to the region as **a token** of his recognition of the inspiration he had received. Sutherland, one of the most famous twentieth-century British artists, strongly believed that work done in a certain area is best seen in that area. The gallery **houses** a large collection of the artist's work, including pictures especially painted for it, nearly 1000 drawings and prints, and works of applied art. The programme of exhibitions includes **contemporary** paintings and **sculpture, crafts**, photography and children's work. There are also events, visits and lectures. The gallery can only be **accessed** by motorway, five miles east of Haverford West and twenty-five miles west of Carmarthen. Follow the signs from the A40 south to Rhos. Further information on talks, admission fees, and other facilities can be obtained by calling the gallery.

Museum of the Welsh Woollen Industry

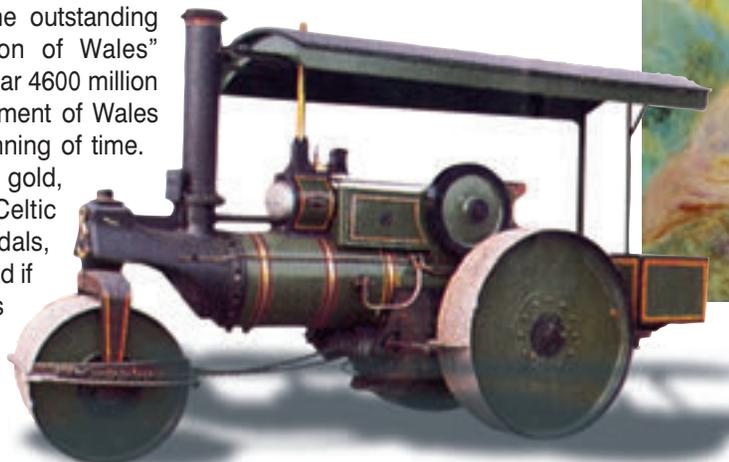
B

Located at Dre Fach Felindre, one of the most important wool producing areas in Wales, the museum serves two functions. It illustrates the history of the industry and acts as a shop window for the present Welsh wool industry through its craft workshops. Contemporary products can be purchased at the museum. The museum **mounts** working historical exhibits and offers visitors regular demonstrations of the **spinning, weaving** and **dyeing** processes that turn **fleece** into fabric. Visitors are able to watch the machinery in action. They are also able to follow factory **trails** around the town to discover how the industry developed and how vital it was to the community.

National Museum and Gallery

C

This museum is sure to have something to spark your interest. It is unique among British museums and galleries in its range of art and science displays. The Art Galleries provide magnificent **settings** for works by some of the world's most famous artists, including the Impressionists in the outstanding Davies Collection. The "Evolution of Wales" exhibition takes you on a spectacular 4600 million year journey, **tracing** the development of Wales and the world from the very beginning of time. There are displays of Bronze Age gold, early Christian monuments, Celtic treasures, silver, coins and medals, ceramics, **fossils** and **minerals**. And if that's not enough there are always exciting temporary exhibitions.



Roman Legionary Museum

D

The **fortress** at Isca was one of the three principal military bases in Roman Britain. The town still bears the marks of its illustrious Roman past, and the remains of the theatre can be explored. The museum illustrates both the history of Roman Caerleon and the daily life of its **garrison**. The Second Augustan Legion displays show all aspects of a soldier's life - including his arms, his religious beliefs and even his death. Also on display are early Roman finds from the base at Usk. To enjoy this magnificent exhibition you'll need to hurry because it all comes to a close in under a fortnight. Group bookings are **discounted** provided **prior** notice is given.

Welsh Industrial and Maritime Museum

E

This museum is located right in the heart of Cardiff's famous docklands and it illustrates the story of Wales' industrial and **maritime** past. The purpose-built galleries contain working examples of the machines which drove the coal-mines and iron-works of Wales. Equally important are the open air displays on the four-acre site. Visitors can take a mini-railway tour around a range of exhibits relating to industrial Wales, including examples of the ships, trains and other vehicles that brought raw materials to the Docks or **transported** them to markets overseas. Special activities are available for our younger visitors in the holiday periods. The museum, which stands on the **waterfront**, will satisfy everyone's desire to learn more about industry and transport.



VOCABULARY EXERCISES

1 Look at the following words in bold in the text and try to explain them:

works, token, houses, contemporary, sculpture, crafts, accessed, located, mounts, spinning, weaving, dyeing, fleece, trails, settings, tracing, fossils, minerals, fortress, garrison, discounted, prior, maritime, transported, waterfront

2 Fill in the appropriate word(s) from the list. Use the word(s) only once.

outstanding, open-air, admission, to satisfy, to receive, to spark, aspects, to be, to obtain, illustrates, historical

- | | |
|-----------------------|------------------------------------|
| 1 exhibits | 7 of life |
| 2 inspiration | 8 information |
| 3 displays | 9 on display |
| 4 one's desire | 10 the museum the history of |
| 5 your interest | 11 collection |
| 6 fees | |

3 Fill in the correct word derived from the words in brackets.

1) (*visit*) to Madame Tussaud's wax museum are sure to be impressed by the amazing 2) (*vary*) of waxwork models to be found there. The 3) (*exhibit*) contains models of 4) (*fame*) people, some of them bearing such a strong 5) (*resemble*) to the real people that one almost gets the feeling that they are alive! There are 6) (*history*) and 7) (*religion*) figures - Napoleon rubs shoulders with the Pope - as well as models of the British 8) (*monarch*). Madame Tussaud's is one of the top tourist 9) (*attract*) in London and definitely makes for a 10) (*memory*) experience.



4 Fill in the words from the list below:

sewed, stitched, embroidered, knitted, woven

- My grandmother me a woolly jumper.
- The castle was full of tapestries.
- He had a hole in his trousers so she it up.
- The cut on Bob's forehead was by the doctor.
- This jacket has wool into the fabric.

5 Find the odd word out.

- silver, fossil, gold, bronze
- painting, portrait, statue, drawing
- carved, sculpted, woven shaped
- industry, exhibit, show, display
- contemporary, ancient, modern, recent



6 Name the person

who: a) paints, b) sculpts, c) entertains, d) sings, e) composes, f) writes, g) weaves, h) draws, i) makes pottery, j) makes wooden objects, k) plays in an orchestra, l) writes poetry, m) takes photos, n) appears on the stage.

What does each person create/make?

eg. *paints*: artist - *painting*

Follow - up ACTIVITIES

◆ Read the text of Part 4 again and complete the table below with information about the five museums. Then work in pairs. Your partner telephones one of the museums where you work and asks for information. Then swap roles.

	Location	Exhibits	Other Events
A			
B			
C			
D			
E			

e.g. A: Good morning, ... museum. Can I help you?

B: Yes please. Where exactly is the museum?

◆ Which museum in the text of Part 4 sounds most/least interesting to you? Why?

PART 2 Think of the word which best fits in each space. Write only one word.

Although all major life changes, even positive ones **0)** ...such... as getting married or moving house, are difficult to cope with, perhaps none is **1)** traumatic than unexpectedly losing your job. While people are in work, they constantly complain **2)** stress, lack of freedom and **3)** on. When, however, they find themselves without employment they suddenly realise **4)** lucky they were to have a monthly pay packet to depend **5)** Money isn't the main problem either. To a certain extent we all define **6)** by what we do. A job, no **7)** how menial, gives us a feeling of self-respect, while providing a dependable structure for our day. Many people who lose their jobs find themselves wondering who they are and **8)** the purpose of their life is. This is, of **9)**, an illogical reaction since you are still the same person you **10)** while employed. It's best not to **11)** your dismissal personally because companies all **12)**, the world are making drastic labour-cuts. Therefore, if you happen to be one of **13)** employees dismissed, it is probably not **14)** of your personality or the quality of your work. Also, keep in **15)**, that when you succeed in finding suitable work, your self-confidence will get an enormous boost. A positive attitude is the key to coping with this very difficult and increasingly common problem.

PART 3 Complete the sentences using the words in bold. Use two to five words.

- 1 Do you think I could borrow the video for the weekend?
mind Would the video for the weekend?
- 2 I found it difficult to hear what the speaker was saying.
make I could what the speaker was saying.
- 3 Just after he left he realised he had left the documents behind.
than No he realised he had left the documents behind.
- 4 People believe that the politician acted in the public interest.
believed The politician in the public interest.
- 5 Now that my wife is unemployed we'll have to tighten our belts.
out Now that my wife we'll have to tighten our belts.
- 6 He usually takes a nap after work.
habit He is a nap after work.
- 7 They didn't let the children go on the school trip because they behaved badly.
been If the children't hadn't behaved badly, they go on the school trip.
- 8 "You'd better break the news to her gently," she said to me.
to She the news to her gently.
- 9 The house needs to be redecorated before they move in.
up The house needs before they move in.
- 10 The car's oil filter needs changing regularly.
changed The car's oil filter regularly.

PREPOSITIONS

Fill in the correct preposition, then use any five of them and make sentences using them.

(1) to add sth; (2) relation to; (3) to convert sth sth else; (4) to stem sth; (5) to attribute sth/sb; (6) as a means sth; (7) to begin; (8) an advance sth; (9) a reduction sth; (10) to supply sb sth; (11) to cram sth sth; (12) to be dependent sb/sth; (13) to believe sb/sth; (14) a difference sth; (15) to launch a relationship; (16) to lose contact sb; (17) to be touch sb; (18) a demand sth; (19) to demand sb; (20) to put the blame sb/sth; (21) to blame sb sth; (22) in exchange sth; (23) to be responsible sth/sb; (24) the key sth; (25) to operate sb; (but: to operate a machine etc); (26) to adjust sth; (27) the expense of; (28) to suffer sth; (29) in terms; (30) to be vital sth/sb; (31) to be display



PART 4

You will hear a radio discussion between an interviewer, a family psychologist, Wendy Fletcher and Joanne Clark (a mother).

Answer questions 24 - 30 by writing

I (for Interviewer)

W (for Wendy Fletcher)

and **J** (for Joanne Clark)

in the boxes provided.

- | | | | |
|-----------|--|--|-----------|
| 24 | Who says that it is alright for older women to have children? | | 24 |
| 25 | Who points out that there are risks in having babies later? | | 25 |
| 26 | Who suggests that older mothers might not be capable of fulfilling their role? | | 26 |
| 27 | Who feels that following tradition does not necessarily make a good parent? | | 27 |
| 28 | Who feels that an older mother can be more patient? | | 28 |
| 29 | Who finds that older mothers are sometimes ignored by younger ones? | | 29 |
| 30 | Who has no regrets? | | 30 |



PART 3

Problem solving • decision making • planning
• prioritising • speculation on given picture
prompts etc

Imagine aliens are to visit planet Earth in 3000 AD. You are going to bury a “time capsule” to let them know what our world is like today. Look at the items in the picture, then with your partner decide which of these you would put in the time capsule giving reasons. You may add more items if you like.

**PART 4**

Discussing in pairs topics related to the theme of Part 3

- Do you enjoy studying history? Why/Why not?
- Why is the study of history important?
- What do you think people in the future will learn about life today?
- How different do you think life will be 500 years from now?

Argumentative

Look at picture A.

The old and the young should live under the same roof. What is your opinion? Do you agree or disagree? Give reasons to support your opinion.

Look at picture B.

Give three arguments for and three arguments against mothers working. Are you against or in favour of mothers in the workforce?

Look at picture C.

What is the positive role of the press from a political, educational, economic, and social point of view? Can you think of any opposite points of view?



- An **argumentative composition** is a piece of formal writing. There are various types of argumentative compositions such as: outlining the advantages and disadvantages of a certain question, giving your opinion on a subject, providing solutions to problems and discursive essays.
- You should start a new paragraph for each new point you make. Each paragraph should start with a key sentence (a key sentence is a sentence which summarises the

paragraph). You should provide examples and reasons to justify your points of view.

- Using quotations, whether writing the exact words spoken or paraphrasing, is a way of making your argumentative composition more interesting.
e.g. *“There is enough in the world for everyone’s need, but not enough for everyone’s greed.” Frank Buchman*
- Before writing your composition, you should first make a plan. Plans for argumentative essays are given below.

Paragraph Plans for Argumentative Essays

	Introduction	Main Body		Conclusion
Advantages/ Disadvantages	Paragraph 1 state topic	Paragraph 2 → advantages/ arguments for	Paragraph 3 → disadvantages/ arguments against	Final Paragraph → Give a balanced consideration or your opinion without using personal words or expressions
Expressing opinions	Paragraph 1 state opinion	Paragraph 2 → argument 1 & reason	Paragraph 3 * → argument 2 & reason	Final Paragraph → restate opinion using different words
Providing solutions	Paragraph 1 state the problem	Paragraph 2 → suggestion 1 & reason	Paragraph 3 → suggestion 2 & reason	Final Paragraph → summarise opinion or give best suggestion and reason
Discursive essays	Paragraph 1 state topic	Paragraph 2 → one point of view (e.g. political)	Paragraph 3 → another point of view (e.g. economic)	Final Paragraph → give your own opinion based on the points already mentioned

* When writing an argumentative essay expressing opinion, you may include the opposite point of view (other people’s opinion) in a separate paragraph before the conclusion.

Useful Tips for Argumentative Essays

- ▲ use formal style — do not include colloquial English
- ▲ do not use short forms
- ▲ write well-developed paragraphs
- ▲ avoid strong feelings (**don't say:** everybody hates..., or it is absurd to believe...)
- ▲ use generalisations (e.g. children assume/regard), but do not use overgeneralisations (e.g. all children assume that ...)
- ▲ do not use strong personal expressions (e.g. I know) — use milder language (e.g. In my view, it seems to me that, in my opinion, I tend to believe, etc.)
- ▲ use linking words (e.g. even though, on the other hand, yet, etc.)
- ▲ use sequencing (e.g. first, then, finally, etc.)
- ▲ make reference to other sources (e.g. Police officials believe that ...)
- ▲ give examples — not personal thoughts (e.g. excessive intake of alcohol can damage the liver)
- ▲ do not refer blindly to statistics unless you are certain of a source (**don't say:** “According to statistics, my statement about students is precise.” Which statistics?)
- ▲ avoid clichéd introductions — write something more original (**don't write:** “Since the old days.” When? Too vague)
- ▲ use quotations or paraphrasing of quotations

1 Read the two models and give reasons why model A is good and model B is bad, writing brief notes as in the example. Then, re-read the good model and a) underline the linking words, b) give the paragraph plan writing brief notes about the for and against arguments.

use of linking words

MODEL A

Competition – Productive or Destructive?

Competition has long been the driving force behind improvements in areas such as world trade and sports performance. However, much can be said against the desire to come first. As Bernard Hunt, a British journalist said, “Winning is a drug. Once you have experienced it, you cannot do without it”.

The main disadvantage of competition is that it can encourage dishonesty. This is illustrated by the large numbers of athletes who are disqualified from events every year for having taken harmful drugs to improve their performance. Politicians have also been known to be untruthful when they want to win an election so much that they will lie to get votes. In industry, the competition to produce more goods at cheaper prices is so great that it can lead companies to open factories in poor countries where they can exploit employees by making them work long hours for low wages.

On the other hand, competition in sport means that athletes have to make the greatest effort they can, which is an exciting thing to watch. Because of competition in the political arena, politicians are encouraged to make visible improvements to the country in an effort to gain voters’ support, which in the end benefits everyone. Finally, competition in industry tends to lead to lower prices, which is undoubtedly beneficial for consumers.

To conclude, competition has both good and bad points. Although it can result in dishonesty and exploitation, its benefits outweigh its drawbacks and have a positive effect on many aspects of our lives. Moreover, the competitive spirit is always with us, and is difficult to control, however hard one tries.



MODEL B

Competition – Productive or Destructive?

In some ways competition is good. In some ways competition is bad. It's good when it makes things better, such as business and sports. It's bad when it hurts people.

Competition is bad if it makes people not tell the truth, e.g. politicians. I hate politicians that don't tell the truth! I hate them! All athletes who are too competitive take drugs to make them run faster, etc. Someone I know was thrown off the track team at school for taking such drugs. The whole world knows that this is bad for their bodies. Factories try to compete too much when they pay lousy wages to poor people in poor countries.

Competition is good because athletes want to get better at sports and politicians try to make their countries better and factory products get cheaper.

So you see, competition has its good and its bad side but statistics prove that competition is more beneficial and harmful.

blind use of statistics

First and Last Paragraph Techniques

• In order to grab the readers' attention and make them want to continue reading, the first paragraph may:

- ▲ state an opinion, e.g. *I believe that by the year 2000, every home will have a computer ...*
- ▲ make reference to a strange scene or situation, e.g. *A watch-style monitor will soon allow everyone to keep in touch with ...*
- ▲ address the reader directly, e.g. *Has it ever occurred to you that computers will one day organise your life?*
- ▲ start with a quotation or rhetorical question (question to which no answer is expected), e.g. *Do you feel threatened by computers?*
- ▲ start with a problem that needs a solution, e.g.

As time passes, our lives will be controlled by computers ...

• The last paragraph may:

- ▲ state a personal opinion, e.g. *In my view ..., I believe ...*
- ▲ give the reader something to consider, e.g. *Life would be more convenient if everyone had access to the Internet ...*
- ▲ summarise the composition, e.g. *To sum up ...*
- ▲ end with a quotation or a rhetorical question, e.g. *"Progress is a comfortable disease." or What does the future hold for us?*

2 Match the first paragraphs in column A with the last paragraphs in column B. Which techniques are used for the first/last paragraphs? Which plans should be used for each topic? Write a title for each topic.

A FIRST PARAGRAPHS	LAST PARAGRAPHS B
<ol style="list-style-type: none"> 1 When students are having discipline problems at school, I strongly believe that the parents are to blame. Children who are not well-disciplined at home do not behave properly at school. 2 Can you imagine what life would be like if you hardly ever left your home? Technology is advancing at an alarming rate. Personal computers, CD ROMS, virtual reality, the Internet, and fax machines now make it possible for people to work and play from the comfort of their homes. 3 The sight of a building on fire being left to burn or a robber stealing and getting away with his crime is enough to scare any honest citizen. Such events would occur frequently if we were not provided with protection by firemen and policemen, whom we all too often take for granted. 4 Landfills around the country are almost filled to capacity. Some have already closed, and plans for constructing new ones are underway. Meanwhile, in some areas, rubbish piles up on the streets, creating an unsightly and unhygienic mess. 	<ol style="list-style-type: none"> a These people provide the community with essential services. In my view, they should be well paid, even if that means an increase in taxes. Things would be very different if we could not rely on the protection of the fire and police departments on a daily basis. b Imagine the consequences if new landfill sites are not found. It is clear that the government must start to deal with this matter before it reaches the crisis point, or this could turn into a terrible problem for everyone. c Although technology has helped and will continue to help mankind, it risks isolating people from their environment. This point was well put by Max Frisch when he said, "Technology: the knack of so arranging the world that we need not experience it." d In conclusion, the best solution to the problem is to inform parents about the situation and offer them suggestions on disciplining their children at home. Thus, the child's behaviour will eventually improve at school as well.

3 Match the quotations from the first column with the composition topics from the second column.

QUOTATIONS	TOPICS
<ol style="list-style-type: none"> 1 "You have to have some order in a disordered world." 2 "People these days are thinking less and drinking more." 3 "Fashion is made to become unfashionable." 4 "Rush hour! That hour when the traffic is almost at a stand-still." 5 "Running for money doesn't make you run fast. It makes you run first." 6 "Power corrupts but absolute power corrupts absolutely." 	<ol style="list-style-type: none"> a What are the advantages and disadvantages of holding a position of power? b All young people should try to be fashionable, whatever the cost. Discuss. c As crime rates rise, law enforcement becomes more and more difficult. How can a policeman's job be made easier? d To what extent has sports sponsorship taken away the thrill of winning from athletes? e Alcoholism is rising. What effect does this have on society, and what can be done about it? f What can be done to reduce traffic congestion in large towns and cities?

Giving Advantages and Disadvantages

When giving arguments for and against a topic you should present both sides in a fair way by discussing them objectively in equal detail. Start your composition by making a general statement about the topic, then give the advantages and disadvantages in two separate paragraphs. Remember to start a new paragraph for each new topic and to make a plan before writing your composition. Finally, end your composition with a well-balanced consideration of the

points discussed. It is possible to state an opinion without using strong, emotional or personal expressions. (Do not use words such as: *I know, I believe*, etc. Use words such as: *It seems that..., It can be seen that ...*, etc.) If you believe that the advantages outweigh the disadvantages, write them just before the final paragraph so that it will be easier for you to lead the reader to the conclusion.

Useful Phrases for Writing Argumentative Essays

To list points: one major advantage/disadvantage of, a further advantage, one point of view in favour of/against, in the first place, first of all, to start with, secondly, thirdly, finally, last but not least, etc.

To add more points to the same topic: what is more, furthermore, also, in addition to, besides, apart from this/that, not to mention the fact that, etc.

To make contrasting points: on the other hand, however, in spite of, while, nevertheless, despite, even though, although, it can be argued that, one can argue that, etc.

To conclude: to sum up, all in all, all things considered, in conclusion, on the whole, taking everything into account, above all, as was previously stated, etc.

4 Read the model and give the paragraph plan, writing brief notes about the for and against arguments. Then, underline all the linking words in the text and try to replace them with other similar ones.

MODEL

Working Mothers Have Positive Effects on the Family

Nowadays, more and more women work outside the home, causing many people to wonder whether this is a positive change. Germaine Greer, the Australian feminist, said, "Most women still need a room of their own and the only way to find it may be outside their own homes." If this is true, can it be done without having a negative effect on the family?

One point in favour of mothers working is that their children often learn to be independent from an early age, which can only help them in the future. Also, in many families, the man's salary alone is not enough to cover all household expenses. Thus, the need for extra income arises, and the woman has to work. Moreover, working outside the home gives a woman a sense of her own personal identity and self-confidence. A woman who stays at home will always be known as "John's wife" and not as a person in her own right.

On the other hand, child care is expensive. Therefore, a large proportion of the money a working mother earns will be spent on

childcare. What is more, if both parents are out working all day, they only see their children for a few hours in the evening. This can have a negative effect, as children may start to see their parents as strangers. Finally, a working mother usually has to look after both the children and home in her spare time, so she is actually doing two jobs instead of one, which can be very tiring. She may also miss out on important events in her children's lives, such as their first steps and first words.

To sum up, there are many arguments both for and against mothers working. Every family is different and what is good for one family may not necessarily be good for another. Taking everything into account, it should be left to the individual mother to decide whether working or not is something that she wants to do.



5 Give points for and against tourism. Then, using these points and the useful phrases above, write sentences based on the topic. Finally, give a paragraph plan and write a composition about the advantages and disadvantages of tourism for your teacher.



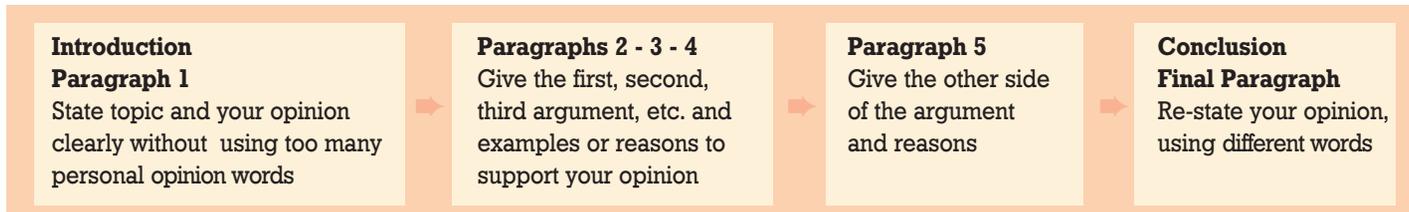
Advantages / Disadvantages of Tourism

Expressing Opinions

This type of argumentative composition uses personal expressions, unlike the for and against composition, which does not include them. Your personal opinion should be expressed in the introduction and again in the conclusion, using phrases such as “In my opinion”, “I believe”, “I think”, “I strongly believe”, and

“In my view”. You should support your opinion by including examples and reasons for what you have said. When expressing the other side of the argument, you may include it in a separate paragraph. End your composition by restating your opinion.

Paragraph Plan for Expressing Opinions



Useful Phrases for Writing Opinion Essays

To list points: In the first place, first of all, to start with, in the first place, etc.

To add more points: what is more, another major reason, also, furthermore, moreover, in addition to, besides, apart from this, not to mention the fact that, etc.

To introduce conflicting viewpoints: It is argued that, people argue that, opponents of this view say, there are people who oppose, etc.

To express opinion: I believe, In my opinion, I think, In my view, I strongly believe, etc.

6 Read the following model and circle the linking words. Then, underline the reasons given to support each point raised.

Your teacher has asked you to write a composition giving your opinion on whether cigarette advertising should be banned.

MODEL

Cigarette advertising is a popular topic for discussion, as an increasing number of people believe that it is immoral and should be banned. I support this view for a variety of reasons.

In the first place, cigarette advertising should be stopped because an unhealthy product is being promoted. According to many medical reports, tobacco is a major cause of lung cancer and is sometimes responsible for heart disease. What is more, smoking can have harmful effects on non-smokers: when in the presence of smokers, they have no choice but to breathe in second-hand smoke.

Another major reason for banning cigarette advertising is the fact that it targets young people. Cigarette adverts show young, beautiful, successful people smoking and having fun. This is an image which is appealing to teenagers. In other words, they become attracted to this glamorous representation of smoking, which leads to them taking up the habit. Furthermore, the average teenager does not consider the harmful effects of smoking or the fact that it is addictive.

In their defence, however, tobacco companies argue that since their products are legally sold they have the right to communicate information about them, in other words, advertising. They also argue that their advertisements are not intended to cause people to start smoking, but rather are an attempt to cause smokers to switch brands. They strongly deny that they target young people in their adverts, stating that all the models whose photographs they use are adults.

In conclusion, I believe that cigarette companies are only interested in making money, as their advertising campaigns are unethical and aimed at teenagers. It is not good to promote an unhealthy product, so in my opinion, cigarette advertising should be banned.



7 Read the model above and answer the T/F statements.

- | | |
|---|--|
| 1. Each paragraph has a topic sentence. <input type="checkbox"/> | 4. The writer disagrees with the idea of banning cigarette advertising. <input type="checkbox"/> |
| 2. The writer gives only one side of the argument. <input type="checkbox"/> | 5. The writer gives his opinion in the fourth paragraph. <input type="checkbox"/> |
| 3. In the conclusion the writer gives a balanced consideration of the topic. <input type="checkbox"/> | 6. The writer supports his view by giving examples. <input type="checkbox"/> |

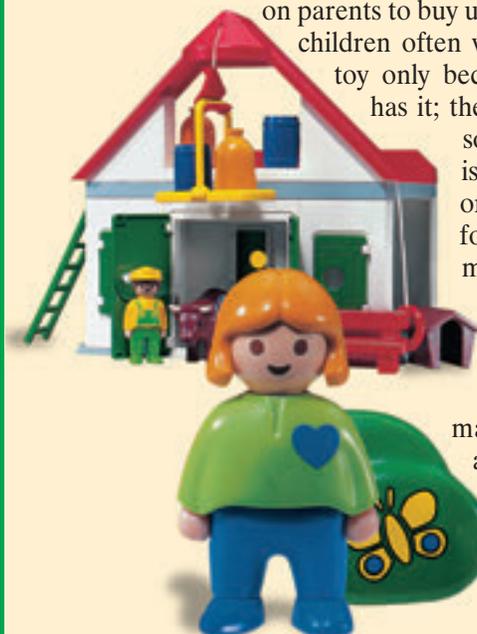
- 8** Read the following sentences about children choosing their own toys. Then, give the paragraph plan and write an essay giving your opinion on this topic. Use appropriate style, as well as the “useful phrases” from page 104.

Reasons why children should choose their own toys

Parents usually buy big expensive toys; children would prefer something simpler and perhaps home-made; they may appreciate it more; choosing their own toys makes children feel happy, more responsible and grown-up; they will not play with an uninteresting toy which someone else has chosen for them; older children who save their pocket money have the right to spend it on whatever they like, which helps to teach them about money.

The other side of the argument

Children are easily influenced by television commercials, which can put pressure on parents to buy unsuitable toys; children often want a certain toy only because a friend



has it; they may choose something that is too expensive or not suitable for their age; many toys are dangerous for young children; some are made of toxic and flammable materials; very young children do not have the maturity to

choose an appropriate toy for themselves.

Providing Solutions to Problems

First, state the problem and the reason why it has arisen. You should mention that there are several possible solutions and then go through each suggestion in turn, including any expected results or consequences. The concluding paragraph should summarise the writer's opinion or give the best suggestion and explain why this is the case.

- 9** Read the model and point out how each suggestion is justified. Then, give the paragraph plan.

What can be done to encourage people to take more exercise?

MODEL

It can generally be said that people today do not take enough exercise, a fact which accounts for an alarming increase in the number of heart attacks among young men and women. The fact that many people today lead busy lives means they have little time for leisure activities.

What clearly needs to be done is to encourage people to take more exercise by emphasising the health benefits that it can bring, as well as the risks that we face by not taking any exercise. Doctors can play an effective role in persuading people to change their habits by encouraging them to exercise.

Another suggestion is that sports centres open earlier, close later and offer weekend activities. In this way, it would be easier for people to fit an exercise programme into their busy schedules.

Finally, companies should sponsor sports teams and hold regular sports events in an effort to persuade employees to exercise. As a result, they will not consider exercise an exhausting chore, but a way of making the most of their leisure time. However, if these measures are to have any effect, people must change their lifestyles.

All things considered, exercise should be an important part of everyone's weekly routine. If followed, the suggestions above should result in an improvement in the general health of the population.



- 10** Read the model above and answer the T/F statements.

- 1 In the introduction, the writer gives his opinion.
- 2 All paragraphs include a suggestion.
- 3 The writer supports his view by giving reasons.
- 4 Each paragraph has a topic sentence.
- 5 In the conclusion, the writer gives his/her best suggestion.
- 6 The writer uses linking words to connect his/her ideas.

Discursive Essays

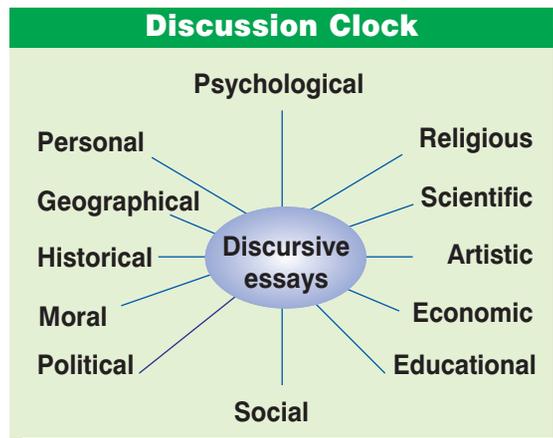
A discursive essay should discuss a subject as broadly as possible without losing direction or flow. You should state various viewpoints and discuss them, including opposite opinions. Each viewpoint should start a new paragraph. Each paragraph should include a topic sentence, personal opinion and an opposite opinion. The paragraphs and the opposite

view-points within the paragraphs should be linked together with appropriate linking words. Some of the following aspects should be included: *psychological, religious, scientific, artistic, economic, educational, social, political, moral, historical, geographical, personal*.

Paragraph Plan for Discursive Essays

<p>Introduction: Make a general statement about the topic explaining the past/current situation</p>	<p>Main Body: Write various points of view in separate paragraphs. In each paragraph you should include the opposite point of view.</p>	<p>Conclusion: End by giving your own opinion on the subject</p>
--	--	---

11 Read the model and the discussion clock to find which aspects are included in the composition. Then, underline the opposite points of view. Finally, think of any other aspects concerning the free press.



MODEL

The Role of the Free Press

Newspapers and magazines play an important role in today's society and are capable of influencing people's lives in many ways. However, does the free press offer a valuable service, or is it, as American

journalist, Edward Egglestone said, "organised gossip"?

unacceptable interpretation of the word "free".

As far as politics are concerned, the free press is important as it often reveals the truth behind all the speeches and accusations. Unfortunately, most newspapers tend to favour a particular political party, meaning that their articles are not objective.

From an educational point of view, newspapers and magazines are an important source of up-to-date information and in-depth articles, reporting on both local and international events. They can be an invaluable part of a child's education and often expand an adult's knowledge as well. Opponents of this view say that newspapers do not always give correct information and facts are often falsely reported. Thus, they are not always appropriate learning material for students.

On the whole, I believe that the existence of the free press is valuable to our society, as long as its power is used wisely and objectively in an effort to inform the public, rather than mislead it.

On a personal level, the media can be very entertaining and informative. Reading about the lifestyles of the rich and famous is amusing and can help us forget our own problems. However, journalists frequently intrude on the privacy of celebrities, following them and photographing them in their most intimate moments. This is surely an

12 Read the following points concerning capital punishment. Then, make the paragraph plan. Finally, write a discursive essay, keeping in mind the discussion clock. Give opposite opinions for each viewpoint.

"Write a composition discussing the various viewpoints on the effectiveness of capital punishment."

- moral/religious:** In the Ten Commandments it states "Thou shall not kill"; therefore the death penalty is immoral.
 - If a person takes somebody's life, then that person should consequently lose his right to life.
- psychological:** Citizens in countries which have the death penalty may be impressed with the state's strong stand against violent criminals.
 - Citizens may think "life is cheap" if the state is killing prisoners.
- social:** The death penalty would work as a deterrent to potential criminals.
 - In countries where the death penalty is used, the murder rate has not decreased.

- 13** Read the following model and correct the mistakes, then give the paragraph plan. Finally, list the advantages and disadvantages of using credit cards.

MODEL

“Charge it!” is a cry now heard all over the countries of the industrialised world. The use of credit cards **had become** widespread, but along **to** the convenience **come** some risk.

First of all, the advantages of using credit cards **is** considerable. Reducing the amount of cash one **need** to carry also reduces the chance **to lose** a **lots** of money in case of theft. **However**, purchases can be made even though the cardholder may be temporarily short of cash. Also important is the fact that with credit cards, shopping by **the** telephone is now possible. Customers can order products or services without **leave** their homes.

Although, credit cards can ... misused. For example, people often **spends** more than they ought to; it is such ... temptation to over-use your credit card! Moreover, the credit card company gives the customer the option of making a “minimum payment” on unpaid **month** bills. This is a major drawback because it encourages users to pay off their bills slowly. It does not take long for people to sink into **depth** if they **used** their credit cards **unwise**.

In conclusion, the credit card is an important, practical tool in the trend towards a “cashless society”, but people must be aware **in** the dangers posed **from** the use of this method of payment.



- 14** First, review the theory on argumentative essays, then mark the following statements T/F.

- 1 Always justify your point of view.
- 2 When making a new point, begin a new paragraph.
- 3 Never use quotations when writing argumentative essays.
- 4 You may include strong personal words and expressions as well as short forms in your for and against essay.
- 5 In a discursive essay you should discuss one aspect and its opposing point of view in the same paragraph.
- 6 When providing a solution to a problem, give only a suggestion – reasons why your suggestion would be a good idea are not necessary.
- 7 You may present the opposite point of view when expressing your opinion.
- 8 In the conclusion of an essay giving arguments for/against a topic, only a well-balanced consideration should be given.
- 9 Argumentative compositions may be written in a formal or informal style.
- 10 Linking words should be included in your essay.

- 15** Read the following questions and identify what kind of argumentative composition each is. Discuss the plan of each, then write any two of them. Write in the appropriate style using 120 - 180 words.

- 1 Your teacher has asked you to write a composition expressing your opinion about old and young family members living together in the same house.
- 2 Your teacher has asked you to write a composition on the question: “Do you think that life in the future will be better or worse?” Write a composition giving your opinion on this subject.
- 3 Your teacher has asked you to write a composition giving arguments for and against eating fast food. Write a composition on this subject.
- 4 Your teacher has asked you to write a composition discussing the various aspects of killing animals for the sake of trade and food. Write an essay on this topic.
- 5 Every year, many countries lose large areas of precious forest due to fires. What can be done to prevent forest fires? Write an essay on this topic.
- 6 Your teacher has asked you to write a composition giving the advantages and disadvantages of camping holidays. Write an essay on this topic.
- 7 Your teacher has asked you to write a composition giving arguments for and against computer games for children. Write an essay on this subject.
- 8 Many cities have a problem with “petty crime” such as pickpocketing, purse-snatching and shoplifting. What can be done to prevent petty crime? Write a composition on this subject.



Unit 5

WARM - UP ACTIVITIES

- ◆ Think of as many words as possible related to the theme "shopping".
 - ◆ What are the people in the pictures doing?
 - ◆ Do you enjoy shopping? Why/Why not?
 - ◆ What do you think a "shopaholic" is?
- 👉 Try to guess if the following statements are True or False, then listen to the text of Part 1 and find out if your guesses were correct.

- 1 Everyone loves shopping.
- 2 Shopaholics cannot stop shopping.
- 3 Shopaholics are happy.
- 4 Women are more likely to be shopaholics.
- 5 Credit cards are easy to get.
- 6 Shopaholics cannot be helped.
- 7 There are laws to stop banks issuing credit cards.



READING TASK: PART 1

You are going to read an article about shopping. Choose the most suitable heading from the list (A-I) for each part (1-7) of the article. There is one extra heading which you do not need to use. There is an example at the beginning (0).

- A** Short-lived enjoyment.
- B** Shopping - a problem for most of us.
- C** The dangers of credit.
- D** Not the same for everyone.
- E** Shop your way to happiness?
- F** It's not so obvious.
- G** The only answer.
- H** The basic problem.
- I** Blaming the banks.



When Shopping is a Problem

0

D

For a lot of people, shopping is a chore, something **tedious**, yet necessary – like housework. For others, shopping is fun and relaxing, a **release** from the world of work. For a **minority**, however, shopping can be as dangerous as consuming too much alcohol or abusing drugs. For these “**shopaholics**”, a trip to a department store can become a way of fuelling an **addiction**.

1

How does this happen and why? Psychologists believe that the “shopaholic” **views** spending money as a form of **escapism** and a means of achieving happiness. The real problem starts, however, when the constant need to buy new things starts interfering with a person’s life. People who become addicted to the excitement of shopping believe that buying something new will make their lives happier and more fulfilling.

2

People frequently become shopaholics because their lives are emotionally empty. It is often a sign of chronic depression. People fill their lives with “things” because they can’t face their own unhappiness. Shopping then becomes a form of therapy. According to experts, women are particularly prone to this sort of behaviour. This may be because so much advertising is targeted at women. Magazine and television advertising aimed at them as career women, wives and mothers, puts women under a lot of pressure to buy.

3

Buying your way out of an emotional crisis is not a healthy option, though. Spending

can get out of control. People get caught in a vicious circle in which the “high” of spending money is soon replaced by disappointment, and finally depression, as the **debts** pile up. New things quickly lose their attraction and then the desire to shop and spend starts all over again.

4

The **widespread** use of credit cards has led to a marked increase in the number of shopaholics. According to experts, the banks have made credit cards too easy to obtain, with the result that more and more people are using them. Using a credit card gives one the illusion that no money is being spent. People can go on for years, spending **vast** sums every month on credit without realising it.

5

Unfortunately, many shopaholics don’t realise that they have a problem until it is too late. They end up either with huge overdrafts or in court, **filing** for **bankruptcy**. Unlike a dependency on alcohol or drugs, an addiction to shopping and spending money is less easy to detect but, as with other forms of addiction, the “shopaholic” is also in need of professional help.

6

The professionals who deal with these “shopaholics” have accused banks of adding to these people’s problems, but there are no laws to prevent banks from giving out credit cards. Although

doctors have attempted to persuade governments to introduce controls over credit companies and banks, few governments will interfere with them as long as they are profitable.

7

It seems, then, that the solution to the problem lies with the therapists who specialise in this **disorder**, and with the patients themselves. Getting to the **root** of the shopaholic’s depression and helping the shopaholic to face up to and cope with the real problems that trigger their shopping **mania** is the only practical approach. Buying yet another new dress is not the answer.



VOCABULARY EXERCISES

1 Look at the following words in bold in the text and try to explain them:

tedious, release, minority, "shopaholics",
addiction, views, escapism, debts, widespread,
vast, filing, bankruptcy, disorder, root, mania

2 Fill in the correct word(s) from the list below:

chore, interferes with, prone to, targeted, pile up,
illusion, overdraft, triggered

- 1 Having to work every night his studies.
(gets in the way of)
- 2 She never reuses plastic bags from the supermarket,
she just lets them in the cupboard.
(gather over time)
- 3 That advert on television really my
desire to buy an ice-cream. **(stimulated)**
- 4 I like buying clothes, but shopping for food is just a(n)
..... **(boring task)**
- 5 Shops often charge 99p for things to create the
..... that they cost much less than a pound.
(false idea)
- 6 That shopping spree last week has left me with a huge
..... **(debt to the bank)**
- 7 At Christmas there are many advertisements for
products at children. **(aimed)**
- 8 He's spending half his wages on
clothes as soon as he gets paid. **(got a tendency to)**

3 Fill in the correct word(s) from the list below.
Use the word(s) only once.



widespread, to
fuel, the solution
to, to get to,
empty, the
debts, a form,
to give, to start
all, to get out,
buying, to go
on, chronic,
vicious

- | | |
|----------------------------|-------------------------|
| 1 an addiction | 8 a(n) depression |
| 2 .....of control | 9 the root of sth |
| 3 the illusion | 10 pile up |
| 4 of escapism | 11 over again |
| 5 an emotionally life | 12 the problem |
| 6 a(n) circle | 13 your way out |
| 7 for years | 14 the use |



4 Find the odd word out.

- 1 kiosk, stall, booth, department store
- 2 market, bid, auction, sale
- 3 shop-assistant, manager, cashier, customer
- 4 money, bill, cheque, cash
- 5 debt, overdraft, account, loan

5 Fill in the correct word(s) from the list below:

in stock, discount, shopping list, in cash, refund,
retailer, by cheque, tag, deposit, window shopping

Before you go out to buy some new clothes it's a good idea to go 1) first, in order to find out which shops are worth visiting. This will also help you if you are bargain hunting and don't want to spend a lot of money. Write a(n) 2) to make sure you get everything you need. A small shop may have more unusual goods and offer a more personal service. If they don't have exactly what you want 3), they could order it from the wholesaler. The 4) could give you a 5) if you buy in bulk and pay 6) or 7) For something expensive you could leave a 8) to reserve it until you can afford it. Alternatively, you can wait until the sales, when it will definitely be cheaper. When you decide what to buy, the cashier will look at the price 9) and then give you a receipt from the cash register. Should you have a problem with the goods, the shop owner should 10) your money.



- 6 Match the shops with what one could find there. Then say what else you can find in these shops.

fishmonger, chemist, delicatessen, boutique, tuck shop, department store, newsagent, stationery shop, locksmith, optician, ironmonger, greengrocer

aspirin, lettuce, sandwiches, ham, envelopes, china, octopus, buckets, contact lenses, sheets, scarves, cod, biscuits, melons, ladders, paper clips, olives, toothpaste, blouses, padlocks, TV guides, keys, postcards, sun glasses

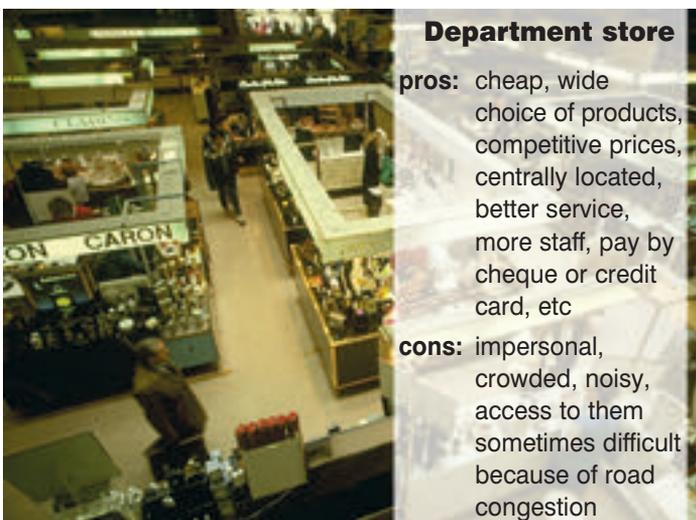
- 7 Using the notes below and the useful expressions compare and contrast the two types of shops in the pictures.



Corner shop

pros: convenient, close to your house, open long hours, Sunday opening, friendly atmosphere, etc

cons: expensive, limited range of goods, limited choice of brands, etc



Department store

pros: cheap, wide choice of products, competitive prices, centrally located, better service, more staff, pay by cheque or credit card, etc

cons: impersonal, crowded, noisy, access to them sometimes difficult because of road congestion

Useful expressions: whereas, also, but, in addition, on the other hand, however, also, too, as well, etc

eg. Department stores can provide their customers with a great variety of products, **whereas** corner shops have a very limited range of goods.

- 8 Choose the correct item.

- The necklace is not for sale; it's
A invaluable B priceless C worthless D valuable
- Mr Simms had a huge at the bank.
A overdraft B bankruptcy C debt D loan
- I got this half price in the January
A bids B auctions C sales D offers
- This table was a real
A bargain B offer C profit D reduction
- You can buy this now and pay for it in instalments.
A in advance B in cash C on credit D by cheque

Follow-up Activities

- ◆ Read the text of Part 1 and list the causes of shopaholism, then suggest ways to overcome it. Imagine you are a psychiatrist. Using the notes you have made, give advice to a shopaholic. Use the expressions below.

If I were you, I'd ..., I'd advise you (not) to ..., I strongly recommend (+ ing) ..., Try to ...

Causes: shopping a form of escapism, etc

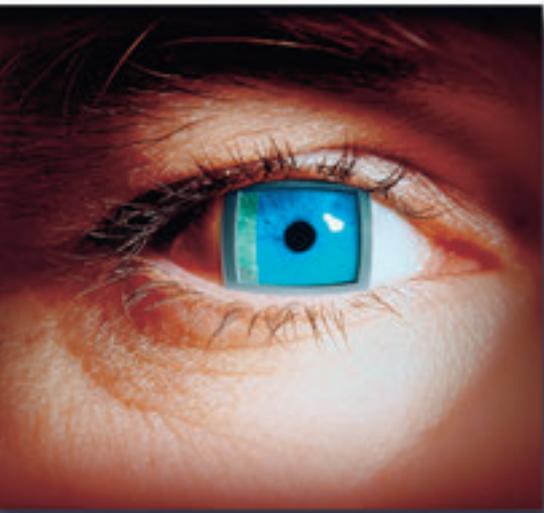
Advice: find other interests, etc

eg. If I were you, I'd try to understand that buying things won't make you happy.

GRAMMAR CHECK

Complete the sentences using the words in bold. Use two to five words.

- You should give up smoking.
were If I give up smoking.
- If you don't do any exercise, you won't get fit.
unless You won't get fit exercise.
- The traffic was bad, so I was late.
have If the traffic hadn't been bad, late.
- If you work hard, you'll get a pay rise.
provided You'll get a pay rise hard.
- I'd go out tonight, but I haven't got any money.
had If I go out tonight.
- He won't go swimming - he's afraid of water.
were If he, he would go swimming.
- He was reading the map so he crashed the car.
not Had the map, he wouldn't have crashed the car.
- You'd better start studying for the exams.
were If start studying for the exams.
- We can't go out because it is raining.
provided We can go out raining.
- He wasn't concentrating; he made lots of mistakes.
not If he'd been concentrating, he many mistakes.



WARM - UP ACTIVITIES

- ◆ Look at the pictures. What is the article about?
- ◆ What do you like watching on TV? Tick the boxes.

- | | |
|---|---|
| <input type="checkbox"/> films | <input type="checkbox"/> quiz shows |
| <input type="checkbox"/> drama | <input type="checkbox"/> comedy |
| <input type="checkbox"/> chat shows | <input type="checkbox"/> news |
| <input type="checkbox"/> cartoons | <input type="checkbox"/> documentaries |
| <input type="checkbox"/> sport | <input type="checkbox"/> music videos |
| <input type="checkbox"/> religious programmes | <input type="checkbox"/> other programmes |

- 👉 Read the following summary, then listen to the text of Part 2 and fill in the blanks.

A global TV channel is possible, but the **1)** of people in various countries need to be considered. In the former USSR, 87% of people wanted more full-length **2)** In the Middle East, people wanted more home-produced **3)** Where programming is left to TV controllers, audiences are happy. Jung believes that global TV will be restricted to a limited number of channels. In Asia, people look for **4)**, while Europeans reject **5)** programmes. Surveys carried out in Europe have found that channels such as Eurosport are tempting viewers. Global TV will strengthen the position of English as the language for media. It may, however, undermine other languages.

READING TASK: PART 2

You are going to read an extract from an article about global television. For questions **8 - 14** choose the answer (**A, B, C** or **D**) which you think fits best according to the text.

A **global** television channel which will **appeal** to the **entire** world population is possible, according to research from a German institute. The author of the research, Dr Helmut Jung, chief executive officer of the Mölln-based Sample Institut, says that in order to make it work, the **tastes** of people in various countries need to be taken into consideration.

While a possible global television channel is an ideal, in practice people in different countries have different programme preferences. In the former USSR, eighty-seven per cent of the people who took part in the research wanted to see more **full-length films**, compared with a global average of sixty per cent. In the Middle East, eighty-one per cent of people wanted more home-produced news, as did seventy-nine per cent in Asia. Only about half the **respondents** from Western Europe, North America and Japan felt they needed more **domestically** produced news.

In places where programming is left to television controllers rather than political or religious officials, television audiences are generally happy. Jung **identified** regions where many people were unhappy with programming schedules, including Central Europe, the former USSR and Latin America, as having state-run television, whereas regions such as Western Europe and North America, which have independent programming, got a clean bill of health.

Despite his **confidence** that global television will eventually arrive, Jung thinks there is a more realistic alternative for the near future, **namely** "Multicultural Regional TV" or MRTV. Speaking recently in New York, Jung said, "I'm convinced that the concept of global television is basically promising and that the process of **globalisation** will continue and will first of all happen in the area of **media** and telecommunications. But I'm also convinced that the idea of global television will be restricted to a limited number of channels and to specific types of programmes. The **options** for the next twenty or thirty years will be more in the area of **regional** television."

Jung also said that global television's time had not yet come. It would have to **omit** certain programmes due to unpopularity in certain regions which other people might want to see. **Viewers** still prefer home-produced news, and cultural differences remain. For example, Asian audiences look for education, while Latin Americans and Europeans generally reject violent programmes.

Jung's research has been supported by **surveys** in Europe which found that pan-European channels such as Eurosport were **tempting** more people to watch television. The presence of international channels, for example, increased the average number of hours of television watched by wealthier people in Austria, Germany and Switzerland by fifteen per cent and in southern Europe by three per cent.

It remains to be seen what implications the globalisation of television will have. It is certain to strengthen the position of English as the top language for media in the world, and may undermine the **status** of the languages of more economically disadvantaged cultures. But despite increasing internationalism, national differences remain.

8

Jung feels that global television could be possible if

- A everybody's opinion is taken into account.
- B only popular programmes are considered.
- C various studies were carried out.
- D each country is considered individually.

9

According to research, people in the former USSR

- A didn't watch the news because they weren't interested in current affairs.
- B were happy with their programme schedules.
- C preferred to watch a film than to play a sport.
- D thought that the number of films shown on their national television stations was inadequate.

10

Some Japanese viewers felt that

- A their news programmes were not good enough.
- B they didn't have enough news programmes.
- C they didn't have enough Japanese news programmes.
- D they wanted news programmes like western European ones.

11

According to Jung's survey, TV viewers across the world were happy

- A when schedules were completely unregulated.
- B when TV controllers wrote the programmes.
- C when TV controllers decided on schedules.
- D when most programmes had a political or religious content.

12

How does Jung feel about global TV?

- A He is positive about it.
- B He is negative about it.



13

What is Jung's prediction about the future?

- A Everyone will watch the same TV programmes.
- B Global TV is impossible because of differing tastes.
- C MRTV is more likely to succeed in the long run.
- D MRTV is the most probable short-term development.

14

The advent of global TV could mean that minority languages

- A will become economically disadvantaged.
- B will become more internationally accepted.
- C will be overwhelmed by English.
- D will highlight national differences.



VOCABULARY EXERCISES

1 Look at the following words in bold in the text and try to explain them:

global, appeal, entire, tastes, full-length films, respondents, domestically, identified, confidence, namely, globalisation, media, options, regional, omit, viewers, surveys, tempting, status

2 Fill in the correct word(s) from the list below:

undermined, respondent, schedule, concept, taken into account, restricted, support, implication, tempt, govern

- 1 The of the new law is that less violence will be shown on TV. (**meaning**)
- 2 The discovery of untrue news reports the reputation of the channel. (**weakened**)
- 3 Will you me in my campaign for election? (**help**)
- 4 The number of programmes related to education are (**limited**)
- 5 The first said that he watched more news programmes than soap operas. (**person who answered**)
- 6 Health and fitness programmes are quite a new in television programming. (**idea**)
- 7 The evening was changed after people complained that films were shown too late. (**plan**)
- 8 Viewing figures what programmes are shown on TV – if they're not high enough, programmes are cancelled. (**rule**)
- 9 Viewers' preferences should always be when TV programmes are planned. (**considered**)
- 10 Most advertisements try to people to buy the product they are promoting. (**attract**)



3 Fill in the correct word(s) from the list below. Use the word(s) only once.

officer, full-length, part in, home-produced, to make, clean bill, officials, the time, to take, to strengthen, cultural, violent, long, current

- | | |
|----------------------------|------------------------------|
| 1 programmes | 8 a(n) of health |
| 2 sth work | 9 in the run |
| 3 differences | 10 a(n) film |
| 4 to take sth | 11 has come |
| 5 affairs | 12 the position of sth |
| 6 news | 13 chief executive |
| 7 into consideration | 14 political |



4 Fill in the correct word from the lists below:

a. station, canal, channel

- 1 As soon as the documentary ended, she changed and began watching a comedy.
- 2 The ship sailed down the to reach the inland port.
- 3 My favourite radio plays lots of good pop and rock songs.

b. newscaster, announcer, commentator, forecaster

- 1 Teddy Jones is a well-known on sports programmes.
- 2 The announced that a plane had crashed into the Atlantic.
- 3 When the film finished, the informed the viewers what programmes would be showing for the rest of the evening.
- 4 The weather said that it would rain the next day.

5 Match the programme types with a suitable definition, then suggest a title for each of them.

1 series	a. a film based on life in the west of America
2 talk show	b. a short programme made up of brightly coloured animated drawings for children
3 sitcom	c. ongoing programme about the day-to-day lives of a group of people
4 drama	d. story told over more than one programme
5 film	e. a comedy series based on characters in a funny situation
6 documentary	f. a game programme to test one's knowledge
7 western	g. play for TV, radio or theatre
8 cartoon	h. programme in which famous people are invited to talk informally
9 soap opera	i. a complete story in one showing
10 quiz show	j. programme which gives factual information about a subject

- 6 List the following words under the correct type of media (TV, newspaper, radio). Some words fit into more than one group. Can you think of any other words related to the media?

disc jockey, newsflash, editorial, column, black and white, station, colour, obituaries, crosswords, channel, short wave, video jockey, classified ads, advertisements, plays, viewers, readers, listeners

- 7 Fill in the correct word(s) from the list below:

remote control, satellite, set, broadcast, aerial, media, schedule, viewers, programmes, channels

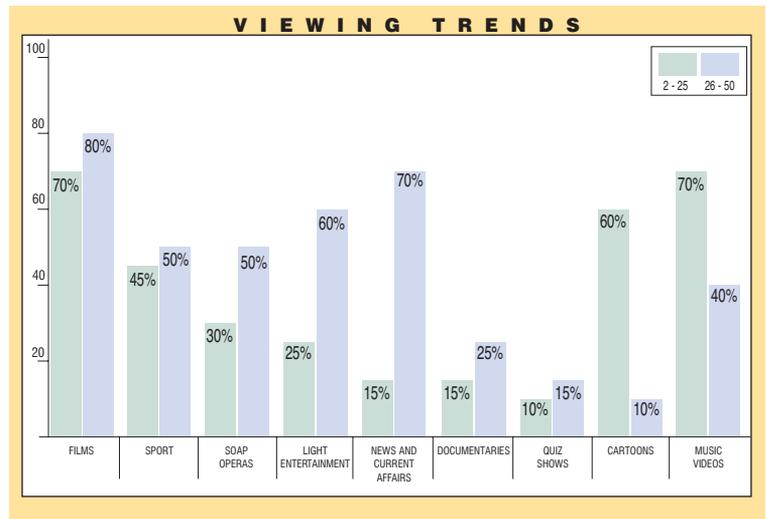


Television is one of the most popular forms of 1) If you glance at the television 2) in any newspaper, you will find a great variety of 3) which transmit a good selection of entertaining 4) But this just isn't enough. People want to get more channels than their ordinary 5) can pick up. For this reason, more and more paying customers are having 6) dishes installed so that they can receive a greater number of channels which 7) the latest film releases and news reports. Virtually every home has at least one television 8) You don't even have to get up to change channels anymore; 9) just sit back and use the 10)

Follow - up ACTIVITIES

- ◆ You work for a TV channel and have been asked to carry out a survey into the types of TV programmes people prefer. Look at the following diagram which describes the popularity of different types of TV programmes and compare and contrast viewing figures. Then, write a report in 120-180 words analysing the results of the survey. Use the outline below.

Useful expressions: by far the largest, per cent, a minority, a small number, substantial, majority, large proportion, a significant number, is shown, is indicated, is illustrated



eg. A **large majority of** people aged 26 - 50 watch films on TV. This **is indicated** by the fact that 80% of people aged 26 - 50 watch films on TV. Also, **a large proportion of** people aged 2 - 25 watch films on TV. This **is shown** by the fact that 70% of people aged 2 - 25 watch films on TV.

- Outline:**
- par 1: state purpose and content of your report
 - par 2 - 4: summarise your information under suitable headings
 - par 5: make suggestions

GRAMMAR CHECK

Complete the sentences using the words in bold. Use two to five words.

- 1 It's a shame you failed the exam.
had If only the exam.
- 2 It's a pity we can't go on holiday this year.
could I wish this year.
- 3 If the sun comes out, we can go to the park.
would I wish the sun, we could go to the park then.
- 4 It's a shame I wasn't there.
been I wish there.
- 5 He got fired because he was late for work.
had If only he work, he wouldn't have been fired.
- 6 I can't come because I haven't got enough money.
could I wish but I haven't got enough money.
- 7 It's a pity we didn't go to see that play.
gone I wish that play.
- 8 We arrived late and missed the flight.
earlier If only, we wouldn't have missed the flight.

READING TASK: PART 3

You are going to read a magazine article about global warming. Eight paragraphs have been removed from the article. Choose from paragraphs **A-I** the one which fits each gap (**15-21**). There is one extra paragraph which you do not need to use. There is an example at the beginning (**0**).

What's up with the weather?

The world climate is in chaos. Freak weather conditions have been so common recently that even the most hardbitten **cynics** suspect that something odd is going on.

0 F

In December 1995, climatologists from the United Nations' Intergovernmental **Panel** on Climate Change (IPCC) all agreed that global warming is an **undeniable** fact.

15

Optimists **foresee** milder winters and **record harvests** for farmers. They believe that the severity of storms will reduce due to the **stabilising** of differences between the equator and the **poles**.

16

In a warmer world, **extremes** of wet and dry will intensify. In very dry regions where there is little water anyway, an increase in temperatures would worsen **droughts** and increase desertification – especially in the interiors of **continents** where rainfall will become very rare. In areas where high levels of rainfall are normal, such as in coastal and mountainous regions, increased water **vapour**, and hence fiercer rainfall, should be expected.

17

As a result of this, insurance companies are panicking. Many are trying to persuade governments to **regulate** emissions of **greenhouse gases**.

18

Professor Parry, a member of the IPCC, states that there really isn't very much we can do to stop global warming

happening. "Even if we could dramatically reduce industrial emissions, the atmosphere would continue to heat up for another 50 years - because the oceans act like a **vast** storage heater, holding on to heat and delaying the warming of the air about us."

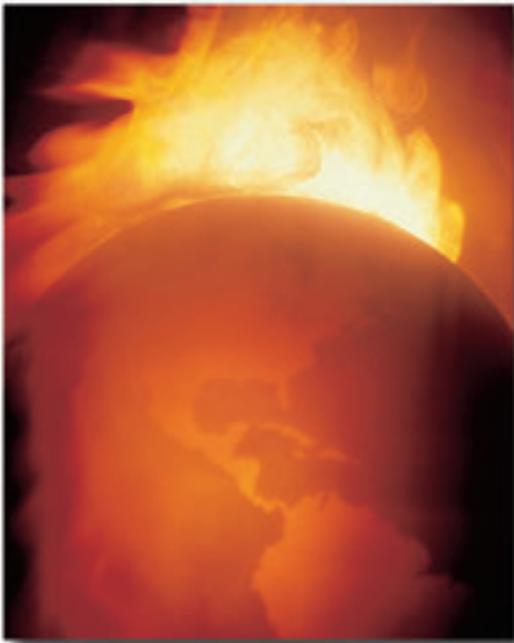
19

Some scientists, however, fear that the Flood Barrier may be overwhelmed because the geological structure of Britain means that the south east of England is actually **tilting** into the sea. This, with the rising sea levels, means that the high-tide level of the River Thames in central London is set to rise by a rate of 75 centimetres a century.

20

The rest of us won't get off lightly though. Warmer weather is likely to increase the amount of **algae** in **reservoirs** and lakes. This will make water treatment and **purification** more difficult and there will probably be an increase in stomach-and **intestine-related** illnesses. Fierce storms could also bring about health problems.

21



WARM - UP ACTIVITIES

- ◆ Look at the pictures and the title. Can you predict what the article is about?
- ◆ Have you ever heard of the greenhouse effect and global warming? What do you know about them?

👉 First read the following summary and underline the correct words by guessing. Then, listen to the text of Part 3 and find out if your guesses were correct.

The world climate is in **1) trouble/chaos**. Global warming is an undeniable **2) fact/event**. Optimists foresee **3) colder/milder** winters. In very dry areas, a rise in temperature would worsen **4) rainfall/droughts**. Insurance companies want governments to regulate emissions of greenhouse **5) chemicals/gases**. The oceans act like a storage **6) heater/tank**. The south east of **7) England/France** is tilting into the sea. Warmer weather could mean more algae in reservoirs and **8) canals/lakes**. This could lead to **9) stomach/brain** related illnesses. Fierce storms could lead to **10) mental/health** problems.



A

It seems as though these serious and urgent predictions are already coming true. Recently, Hurricane Andrew cost American insurance companies \$16.5 billion and insurers worldwide have concluded that the greenhouse effect could bankrupt them.

B

World temperatures are forecast to rise by 1.8 to 6.3°C by the year 2100 but no one is certain what its eventual effects will be. Consequently, a number of theories have been developed.

C

Most scientists' fears are focused on the heavily populated south coast of England. Increased coastal development means that flooding would be catastrophic. The value of the coastal land between Bognor Regis and Bournemouth was recently estimated at £5,745 million.

D

In old urban areas, most storm drainage systems are combined with the sewage system. "Flash flood" storms are therefore likely to send waves of untreated sewage into the watercourse. "We have to face the fact" - says Professor Parry - "that climate change is inevitable - and possibly it will be very unpleasant."

E

The most innovative country in this respect is Spain. In the last three years it has been at the forefront in promoting the use of alternative energy forms - including tidal and hydro-electric power.

F

On New Year's Day of this year, for example, Mexico City had its first snowfall in twenty years; monsoons in India, Bangladesh and Nepal stranded nearly two million people in June, and last year's Caribbean storms were the worst for sixty years. Scientists are now convinced that the world's climate has been changed by mankind.

G

Pessimists on the other hand predict a rise in sea levels of 15 to 96 centimetres - meaning that many low-lying islands like those in the Pacific and Caribbean will be totally submerged.

H

At the 1992 Earth Summit in Rio, nations promised to cut their carbon dioxide emissions drastically by the year 2000, although the only country that looks on target is Sweden. The other nations seem to be counting on solutions like solar power to come to the rescue.

I

In Britain, the threat of flooding is being taken very seriously. The Thames Flood Barrier was built to protect London from the rising sea level.



VOCABULARY EXERCISES

1 Look at the following words in bold in the text and try to explain them:

cynics, panel, undeniable, foresee, record, harvests, stabilising, poles, extremes, droughts, continents, vapour, regulate, greenhouse gases, vast, tilting, algae, reservoirs, purification, intestine-related

2 Fill in the appropriate word(s) from the list below:

desertification, odd, freak, severity, intensify, coastal, emissions, overwhelmed, equator, solar, watercourse, tidal wave, innovative, monsoon



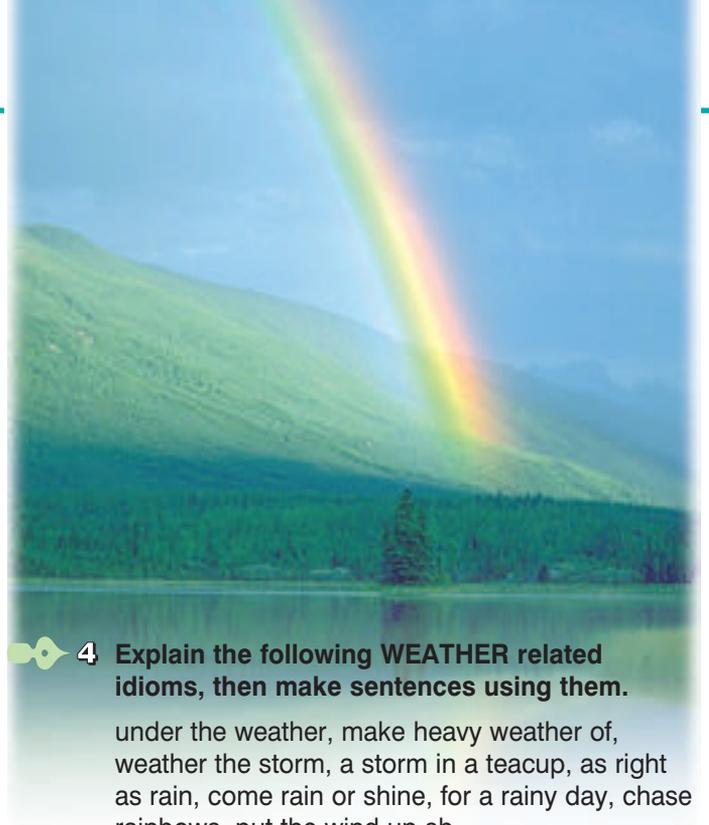
- 1 The of the winter caused many farmers to lose their crops. (**harshness**)
- 2 The storm began to so we had to run for cover. (**become stronger**)
- 3 It was demanded that industry should reduce its of greenhouse gases into the atmosphere. (**release**)
- 4 Singapore is only 1° north of the (**imaginary line round the centre of the earth**)
- 5 is taking place in Northern

Africa due to lack of rainfall. (**a change of land into desert**)

- 6 In India the often brings very bad flooding. (**period of heavy rain**)
- 7 A tidal wave completely flooded the area and left many people homeless. (**seashore**)
- 8 It was that she was wearing a fur coat on such a warm day. (**strange**)
- 9 The storm was so strong that the filled almost immediately. (**drainage channel for water**)
- 10 He is a very chef who is always thinking up new recipes. (**original**)
- 11 The dam burst and many villages below were with flood water. (**not able to cope**)
- 12 Due to weather conditions, we had snow in May. (**extremely unusual**)
- 13 Following the earthquake there was a(n) that destroyed the whole village. (**massive wave**)
- 14 In hot countries it's economical to heat water using power. (**sun**)

3 Find the odd word out.

- | | |
|-----------------------------------|-----------------------------------|
| 1 monsoon, rain, drought, drizzle | 4 hot, boiling, scorching, chilly |
| 2 breeze, shower, wind, draught | 5 sunny, clear, fine, overcast |
| 3 smoke, mist, fog, vapour | 6 hail, snow, lightning, sleet |



4 Explain the following WEATHER related idioms, then make sentences using them.

under the weather, make heavy weather of, weather the storm, a storm in a teacup, as right as rain, come rain or shine, for a rainy day, chase rainbows, put the wind up sb

5 Fill in the appropriate word(s) from the list below. Use the word(s) only once.

Flood Barrier, drainage, industrial, mountainous, water, predictions, to face, bankrupt, global, geological, high-tide, target, hard-bitten, urban, heavily, to regulate

- | | |
|------------------------|-----------------------|
| 1 populated | 9 systems |
| 2 will come true | 10 the fact |
| 3 warming | 11 regions |
| 4 areas | 12 level |
| 5 to be on | 13 to go |
| 6 structure | 14 purification |
| 7 cynics | 15 The Thames |
| 8 emissions | 16 conditions |

6 Fill in the correct word from the lists below:

a. stranded, lost, missing, stray

- 1 Jenny realised she must have her purse when she couldn't find it in her bag.
- 2 There were thousands of tourists at the airport due to bad weather.
- 3 A major problem in the city is the number of dogs and cats on the streets.
- 4 I wanted to play chess last night, but I couldn't because four pieces were

b. submerge, sink, dive, dip

- 1 Just your toe in the water to see how warm it is.
- 2 Let's climb the rocks and into the water.
- 3 Heavy rains may several parts of the motorway.
- 4 If you throw a stone into the sea, it will

- 7 Complete the table using the words from the list below. You may add more words if you like.

boiling, rain, fog, drizzle, storm, ice, heatwave, smog, blizzard, downpour, sunshine, gust, freezing, flood, sleet, dry, torrential rain, chilly, breeze, snowdrift, frost, snowflake, gale, hurricane, warm, hail, draught, drought, cyclone, monsoon

Hot weather	
Cold weather	
Misty weather	
Windy weather	
Wet weather	

- 8 Using the notes from Ex. 7 compare and contrast the two pictures in terms of weather. Use the expressions below.



Useful expressions: whereas, however, while, although, on the contrary, on the other hand, is likely to be low/high in ..., it's probably ..., you might get ... etc

eg. **Although** the weather in the first picture is **sunny**, it is really **freezing** in the second picture.

- 9 Choose the correct item.

- I'll help my father the wheat on the farm.
A harvest B pick C produce D stock
- Our garden was in a complete after the storm.
A chaos B disorder C mess D havoc
- There are often accidents when there is thick as people don't drive carefully enough.
A mist B vapour C steam D fog
- The of exhaust gases from cars pollute the city.
A outings B outlets C emissions D omissions
- The helicopter couldn't take off due to winds.
A wild B furious C savage D strong

Follow-up Activities

- How can the weather affect our moods? What kind of weather do you prefer? Why?
- Read the text of Part 3 again and using the notes below talk about global warming. Start like this: *Welcome to "Our Planet Today". This evening the subject is global warming.*

Optimists' Views	milder winters, record harvests
Pessimists' Views	a rise in sea levels, islands will be submerged
Problems of global warming	droughts, desertification, the Thames may overflow, fiercer rainfall in high areas, increase in algae, health problems, storms
Solutions	governments regulate emissions of greenhouse gases, reduce industrial emissions, use alternative energy sources eg. solar / tidal / hydro-electric power etc

GRAMMAR CHECK

Cross out the unnecessary word. Some sentences are correct.

- I'd rather go out tonight than ~~to~~ stay at home.
- It's about time you have had your hair cut.
- If only I had been learnt to drive earlier.
- Suppose he caught you stealing, what would you do?
- If I were you, I would have go home now.
- He behaves as if he has owned the place.
- I'd rather play football than to basketball.
- If you have won a million pounds, what would you buy?
- It's high time we had a holiday.
- You had better not to shout in the library.
- He behaves as if he were the best player in the world.
- I would rather you drive the car.
- I'd rather you had not to stayed out so late.
- If only I hadn't drunk so much last night!
- It's time we had talked about it.

WARM - up ACTIVITIES

- ◆ Do you enjoy camping? Why/ Why not? What facilities would you expect to find on a campsite? What are the advantages/disadvantages of camping?
- ◆ Think of as many words as possible related to the theme "camping".

First read the following summary, then listen to the text of Part 4 and fill in the missing information.

- A. **The Snowdon Site** has a 1) area for children and offers 2) treks. The site is open from 3) to September.
- B. **The Shimmering Sands Site** is two 4) from the beach. There are pubs, 5) and discos. Facilities include a play area, electricity and a modern 6) block.
- C. **The Windermere Site** has strict rules about 7) Tents and 8) are welcome.
- D. **Kiddies Camping Ground** offers walks in the 9) and pony 10) Tents, bedding and 11) are provided.
- E. **The Sanctuary Camp** is for sick or 12) animals. The day is spent helping cats, 13), horses, 14), cows and pigs.



READING TASK: PART 4

You are going to read some information about different campsites. For questions 22-35, choose from the list of campsites (A-E). Some of the campsites may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning (0).

Which site or sites would you recommend for someone who:

likes mountainous scenes?

0	A
---	---

needs childcare facilities?

22	
----	--

23	
----	--

needs a good rest?

24	
----	--

25	
----	--

doesn't mind paying a lot of money for a good meal?

26	
----	--

might want to play video games?

27	
----	--

likes helping out?

28	
----	--

enjoys riding?

29	
----	--

30	
----	--

doesn't mind leaving their animals at home?

31	
----	--

wants to go camping in winter?

32	
----	--

33	
----	--

wants to take electrical appliances with them?

34	
----	--

doesn't want to take a sleeping bag with them?

35	
----	--



Go Camping

The Snowdon Site

A

Nestling at the foot of the highest mountain in Wales is one of the most picturesque campsites in the world. You can pitch a tent or bring your caravan as this site **caters for** both. The **charges** for staying here are very reasonable. There is a shop which sells just about everything you might need and a good restaurant on site, but be warned - the prices are very high, so make sure you take essential items with you. There's a good play area for children, although it's not **supervised**. The site offers pony treks in the mountains on Wednesdays, Fridays and Saturdays. For an extra charge, you have the opportunity to go on a day excursion and see the spectacular scenery of North Wales. All modern amenities are available, the cost of which is included in the **ground charge**. The Snowdon campsite is open from April to September and is very popular so you'll definitely need to make a reservation if you want to stay there.

The Shimmering Sands Site

B

The Shimmering Sands camping site is situated **literally** two minutes' walk from the golden beach of Paignton on England's south coast. It's a traditional family campsite and an ideal place to take the children, but it often attracts young people as well. Spend the whole day at the beach (provided the British weather doesn't let you down), or at the **amusement arcade** which is open until midnight. Pubs, clubs and discos take care of the evenings, so there's always something to do. Camping facilities include a well-supervised play area for young children, electricity and a modern **shower block**. This site is for tents only. Shimmering Sands is open all year round but you must make **reservations** for July and August.

The Windermere Site

C

Set in the middle of the Lake District, the Windermere campsite is the ideal place to relax and enjoy the peace and quiet that the area is famous for. The site has strict rules about **noise levels**. The scenery makes it the perfect place to go for long walks. This site is not, however, the place for people who need lots of facilities. The **amenities** of Windermere campsite are very basic, which probably explains why this site is fairly inexpensive. Tents and caravans are both welcome. The site is closed from October to March. Reservations aren't necessary.

Kiddies Camping Ground

D

This novel campsite is perfect for both children and their parents. The kids have a great time while their parents stay at home and have a break. Kiddies Camping Ground is situated near the New Forest, and the variety of activities for the youngsters is **hard to beat**. Games, sports of all kinds, walks in

the forest and pony rides are just some of the activities laid on. The children are all carefully supervised by experienced adults. Tents, bedding, and meals are all provided and are included in the charge, which is quite high, but for a week or two of peace at home it's worth it! Kiddies Camping Ground is only open from June to August.

The Sanctuary Camp

E

This is a camping ground with a difference. It's called the **Sanctuary**, because that's exactly what it is; a sanctuary for sick or injured animals. The **founders** of the sanctuary came up with the idea when they started to get so many animals that they needed extra help and money to feed and house them all. The Sanctuary consists of the house and farmyard and three large fields. The owners have built some amenities in the largest field and opened it as a campsite. The other two fields are reserved for the animals. If you like animals and don't mind hard work, then this is the holiday for you. Days are spent helping cats, dogs, horses, donkeys, cows, pigs - in fact, just about every animal you can think of - recover from their illnesses or injuries. The money charged for the holiday goes towards the sanctuary fund. The site is open all year round, but reservations must be made. And by the way, no pets are allowed!



VOCABULARY EXERCISES

1 Look at the following words in bold in the text and try to explain them:

nestling, caters for, charges, supervised, ground charge, literally, amusement arcade, shower block, reservations, noise levels, amenities, hard to beat, sanctuary, founders

2 Fill in the blanks with the word(s) from the list below:

tent, pitch, pegs, sleeping bag, ground mat, stove, the great outdoors, rucksack, site, torch

For many people, camping in 1) is a wonderful experience. However, it's important to make sure you pack all the necessary items in your 2) before you set off, as there probably won't be any facilities nearby. Your 3) will provide you with shelter from the elements, while a 4) will keep you warm and cosy at night, and a 5) will provide a comfortable surface to sleep on. Don't forget to take a 6) with you because you probably won't have an electricity supply. When you arrive at the 7), be sure to 8) your tent in a sheltered position. Secure the tent to the ground with 9) - a mallet is good for knocking them in. Finally, light your 10) and settle down to drink a well-earned mug of tea while breathing in the lovely fresh air and enjoying the peace of the countryside.

3 Fill in the blanks with the correct word(s) from the list below. Use each word only once.

strict, pony, variety, to have, amusement, play, foot, to enjoy, extra, reservation, situated, included

- | | |
|----------------------------|------------------------------|
| 1 to be near | 7 treks |
| 2 a break | 8 the peace and quiet |
| 3 a(n) arcade | 9 a(n) charge |
| 4 the of the mountain | 10 make a(n) |
| 5 well-supervised ... area | 11 rules |
| 6 a(n) of activities | 12 to be in the charge |

4 Match the types of holiday with the useful equipment and give your reasons.

skiing holiday, camping holiday, safari holiday, mountaineering holiday, sailing holiday, fishing holiday, sightseeing holiday

goggles, camera, ski boots, binoculars, map, net, camping stove, life jacket, rope, fishing rod, compass, climbing boots, hook, jeep, tent, ski jacket, guidebook

5 Look at the notes and the useful expressions below and compare and contrast the two types of holiday.

hotel

luxurious, comforts, expensive, relaxing, most facilities provided, variety of activities, harder to meet people, wide range of entertainment, etc



campsite

outdoor life, discomfort, cheap, special equipment, basic facilities (eg. shared toilets and showers), friendly atmosphere, close to nature etc



Useful expressions: while, but, also, and, however, on (the) one hand, on the other hand, another (dis)advantage of, in addition, as well, compared to, not only ... but, etc

eg. *Staying in a hotel can be relaxing because everything is done for you while if you stay at a campsite you have to do everything yourself.*

6 Look at the following places one can go on holiday, then talk about them. Which would be your most and least favourite? Give your reasons.

campsite, self-catering apartment, youth hostel, holiday camp, guesthouse, time-share apartment, hotel, bed and breakfast

Follow - up ACTIVITIES

♦ Read the text of Part 4 again and complete the table. Then choose a campsite and describe it.

	situated	activities	rules	facilities	caravan/ tent	open
A						
B						
C						
D						
E						

eg. *The Shimmering Sands site is situated on the south coast of England. One really good feature is that it is close to the beach. etc.*

PART 4 Read the text. Some lines are correct and some have a word which should not be there. If a line is correct, put a tick (✓) in the space provided. If a line has a word which should not be there, write it in the space provided.

A Camping Experience

- 0 Two weeks ago, my friend Cathy and I
- 00 decided to go for camping at the seaside.
- 1 We packed our equipment into our rucksacks and
- 2 set us off. When we arrived, we began to unpack
- 3 our rucksacks. But, to my horror, I discovered
- 4 I'd left behind the tent pegs at home. However,
- 5 Cathy managed to solve out our problem by
- 6 suggesting we to make pegs from small pieces
- 7 of the wood. This took ages to do, but our problem
- 8 was been solved – for the time being. There was more
- 9 trouble to follow. While we were walking
- 10 along of the seashore, looking out for seashells,
- 11 I trod on a broken bottle which it badly cut
- 12 my foot. I had no idea what to do about it,
- 13 but again Cathy came up to the rescue,
- 14 tied my foot up and helped me back to the campsite.
- 15 I was so much glad Cathy was on holiday with me!

0	✓	0
00	for	00
1		1
2		2
3		3
4		4
5		5
6		6
7		7
8		8
9		9
10		10
11		11
12		12
13		13
14		14
15		15

PART 5 Complete the following text with the correct derivative of the word in bold.

Saving the Environment

People are becoming (0) ... worried about the (1) ... of the environment, (2) ... the burning of fossil fuel, which contributes to (3) ... warming. Indeed, if the Earth was to warm by as little as 2°C, many parts of the world would become (4) ... due to flooding. There would also be massive (5) ... problems as farmers tried to feed the growing (6) ... in a changing climate. (7) ... agree that urgent measures have to be taken to prevent a world-wide catastrophe. They have drawn up a list of (8) ... which have been issued to (9) ... in the hope that they will bring about the (10) ... that are urgently needed.

- INCREASE
- POLLUTE
- PARTICULAR
- GLOBE
- INHABITABLE
- AGRICULTURE
- POPULATE
- SCIENCE
- RECOMMEND
- GOVERN
- DISCUSS

0	increasingly	0
1		1
2		2
3		3
4		4
5		5
6		6
7		7
8		8
9		9
10		10

PREPOSITIONS

Fill in the correct prepositions, then choose any five of them and make sentences using them.

- (1) to interfere ... sth; (2) to be addicted ... sth; (3) to fill sth ... sth else; (4) to be prone ... sth; (5) to be targeted ... sth; (6) to aim ... sb/sth; (7) to put sb ... pressure; (8) to get sth ... control; (9) to buy ... credit; (10) to pay ... cash; (11) ... cheque; (12) to be ... need ... sb/sth; (13) to prevent sb ... doing sth; (14) to specialise ... sth; (15) to cope ... sb/sth; (16) to appeal ... sb; (17) to take ... consideration; (18) to be ... practice; (19) to take part ... sth; (20) to be compared ... sth/sb; (21) to be restricted ... sth; (22) to account ... sth; (23) to decide ... sth; (24) to increase ... sth; (25) to be combined ... sth; (26) to count ... sb/sth; (27) to cater ... sth; (28) to be popular ... sb

PART 1

You will hear people talking in eight different situations. For questions 1 - 8, choose the best answer, **A**, **B** or **C**.

1 Listen to these two friends talking. Why did the girl see Barry?

- A** She wanted to talk to him.
- B** She wanted to borrow something.
- C** He had telephoned her.

	1
--	----------

2 You hear this girl talking to her friend on the telephone. What do they decide to do for the evening?

- A** stay at home
- B** walk on the beach
- C** go to a pub

	2
--	----------

3 You hear this conversation in a shop. What does the woman decide to do about the lamp?

- A** take the money instead
- B** exchange it for something else
- C** keep it

	3
--	----------

4 You are in a hospital when you hear this conversation. Who is the doctor talking to?

- A** a parent
- B** a nurse
- C** another doctor

	4
--	----------

5 Listen to this radio advertisement. What is being advertised?

- A** a home finance service
- B** an accommodation service
- C** a home improvement service

	5
--	----------

6 Listen to this mother and daughter talking. What is Lucy looking for?

- A** her shoes
- B** her clothes
- C** her books

	6
--	----------

7 Listen to this conversation. What has one of the speakers forgotten to do?

- A** buy some candles
- B** buy a pie
- C** buy a cake

	7
--	----------

8 Listen to this woman talking on the phone. What is she complaining about?

- A** a tap
- B** a light switch
- C** the kitchen sink

	8
--	----------

PART 1

Giving Personal Information

- What's your favourite subject at school?
- Do you enjoy school? Why/Why not?
- What do you want to do when you finish school?

PART 2

Talking about the pictures in relation to yourself



Look at pictures A and B.

- What do these pictures represent?
- Is enough being done to protect the planet? Why/Why not?
- What can we do to reduce pollution?
- Do you think the earth will be more polluted or less polluted in fifty years' time? Why?



Look at pictures C and D.

- Compare and contrast these two pictures.
- What do you spend your money on?
- Do you spend a lot of money when you go shopping? Why/Why not?
- Do you think it is important to save money? Why?



Reports



Chemical Blast Threatens Town

At 7.40 pm yesterday, an explosion ripped through a chemical factory in Widfield. Residents from the surrounding area were evacuated by the emergency services.

Location

Situated in the town of Widfield, the chemical factory is easily accessible to local employees. However, residents are affected by harmful emissions, not to mention the fact that their lives would be in great danger in the event of an accident.

Safety Precautions

The factory is inspected every six months to ensure that safety measures are being followed. But despite these precautions, human error could cause a fatal accident.

What style is used in these extracts? Who wrote these reports? Why? What tenses are used in each report? Find a subject or a main heading for the first report.

- **Reports** are pieces of factual writing which are usually based on some type of research. There are various types of reports such as: survey reports, reports assessing good and bad points of something, travel/holiday reports, news reports, witness statements, etc.
- Sub-headings and a subject or main heading are necessary when writing a survey report, a report assessing good and bad points or a travel report. The sub-headings should be used to indicate the beginning of each new section.
- Sub-headings are not used when writing news reports. News reports must be clearly laid out and have a suitable heading.
- A formal and impersonal style is normally used for all types of reports except for witness statements, and travel reports which are usually less formal. Do not forget that formal style includes:
 - ◆ impersonal - not colloquial or chatty language
 - ◆ only facts - not insignificant details
 - ◆ use of reporting verbs and passive voice. [*short forms are acceptable only in quotes*]
- Witness statements must be clearly laid out and need not have a headline or sub-headings. The style can be informal.
- It is important to know what type of report you have been asked to write. This will ensure that the proper layout and style are used.

Paragraph Plans for Writing Reports

	Introduction	Main Body	Conclusion
Survey Reports	Paragraph 1 state purpose and content of your report or summarise the most important results of the survey	Paragraphs 2 - 3 - 4 → summarise your information under suitable sub-headings	Final Paragraph → make recommendations/suggestions or end with a general conclusion
• formal style with sub-headings and subject or main heading			
Assessing Good and Bad Points	Paragraph 1 state purpose and content of your report	Paragraphs 2 - 3 - 4 → summarise each point, giving both positive and negative aspects	Final Paragraph → general assessment and recommendation
• formal style with sub-headings and subject or main heading			
Witness Statements	Paragraph 1 set the scene — (time, place, people involved in the incident)	Paragraphs 2 - 3 → description of the main events and people involved, hypothesis and evidence	Final Paragraph → final results of the incident
• informal style without sub-headings			
News Reports	Paragraph 1 summary of the event — time, place, people involved	Paragraphs 2 - 3 - 4 → description of the main events and people involved — give detailed facts	Final Paragraph → comments, reference to future developments
• formal style with a heading but without sub-headings			

Writing Survey Reports

- When the results of a survey are reported, the figures gathered should be recorded in the form of **percentages** or **proportions**.
 - Expressions such as “one in four” or “six out of ten” can be used to give proportions. These can be written more precisely by using the form of percentages (16%, 92%, etc). “The majority, a minority, a significant number, a large proportion, by far, the largest proportion, a small number,” are all less accurate expressions, but when used are more likely to hold the reader’s attention.
 - Facts and figures that are included in a report can be generalised by: a) **presenting the facts and then making a generalisation**, e.g. *Only 10% of the population is now unemployed. This indicates/implies/shows/illustrates that more people are working and able to support themselves.* b) **making a generalisation and then presenting the facts**, e.g. *More people are working and are able to support themselves. This is demonstrated/explained/ implied/illustrated by the fact that only 10% of the population is now unemployed.*
 - Present tenses are used in survey reports. When writing a report analysing a survey, reported speech as well as more formal language should be used. Common verbs used to report are *say* and *tell*. Verbs that are more interesting such as *claim*, *mention* and *refuse* should also be used.
- Note:** The writer’s name, the recipient’s name and the subject of the report should all be contained in the report.

- 1** Look at the results of the survey below and fill in the gaps in the first box with the following words or phrases which express facts: *per cent, a small number, substantial, minority, large proportion, a significant number*. Then, match the facts from the first box with the generalisations from the second box to make up part of a survey report about transport.

	AGE	 CAR	 BUS	 TRAIN	 BICYCLE	 WALK
 MEN	18 - 25	9%	20%	28%	33%	10%
	26 - 50	32%	18%	40%	8%	2%
	51+	43%	15%	33%	1%	8%
 WOMEN	18 - 25	3%	36%	27%	21%	13%
	26 - 50	21%	13%	49%	3%	14%
	51+	36%	18%	44%	--	2%

FACTS

- A of men over the age of 51 travel to work by car.
- of men and women aged 18-25 drive to work.
- Only two of men aged 26-50 walk to work.
- of 26-50 year olds travel to work by train.
- A number of young men cycle to work.
- A of men aged 51 and over travel to work by bicycle.

GENERALISATIONS

- This indicates that the train is a very popular means of transport.
- This shows that younger men and women do not earn enough to own a car.
- This shows that men of the older generation prefer a more comfortable way of travelling to work.
- This suggests that many older men can afford to commute by car.
- This demonstrates that young men cannot afford to commute by car.
- This implies that men in the second age group prefer a faster and more convenient way of travelling to work.

2 Match the generalisations with the facts.

GENERALISATIONS	FACTS
1 The majority of hotels are of a high standard with good facilities.	A This is indicated by the fact that only 15% of holiday-makers visit museums.
2 The video market is harming ticket sales at the cinemas.	B This is shown by the fact that 90% have air-conditioned rooms with TV and a private bathroom.
3 Many people prefer drinking coffee to tea.	C This is demonstrated by the fact that cinema attendance has decreased by 40% in the last year.
4 Most men prefer team sports.	D This is illustrated by the fact that four out of five people drink coffee every day.
5 Few people go on holiday to see the sights.	E This is implied by the fact that eight out of ten men watch football or basketball regularly.

3 Read the following generalisations and complete the sentences by writing appropriate facts.

- 1 Jeans are still the most popular item of clothing for teenagers. This is indicated by ...
- 2 Few people prefer living in the city. This is demonstrated by ...
- 3 Many families do not consider television to be a luxury item. This is shown by ...
- 4 Few people prefer eating at home to eating in restaurants. This is implied by ...
- 5 Most people do not go on winter holidays. This is illustrated by ...

- When writing a report analysing the results of a survey or assessing good and bad points, you should use impersonal, objective language.

4 Make the style of the following sentences more impersonal using the word given as in the example:

e.g. The staff of the local pool teaches kids to swim. (instruction). The staff at the local swimming pool provides instruction for children.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1 I carried out this survey to ...
..... (conducted) 2 I wrote this report to look into the results of ...
..... (analyse) 3 My results show that (indicate) 4 The airport mini-bus will bring tourists to the hotel.
..... (transported) | <ol style="list-style-type: none"> 5 I think the food at the new restaurant is excellent.
..... (recommended) 6 I think that you should make reservations before going to the restaurant. (suggested) 7 The information centre gives you a map of the city.
..... (obtained) 8 You can buy tickets at the box office. (purchased) |
|--|---|

5 First review the theory of reports, then mark the following statements T/F.

- | | |
|---|---|
| <ol style="list-style-type: none"> 1 Reports are fictional writing. <input type="checkbox"/> 2 News reports appear in newspapers. <input type="checkbox"/> 3 Facts and generalisations are used in news reports. <input type="checkbox"/> 4 Survey reports can be written only in formal style. <input type="checkbox"/> 5 Witness statements are written only in formal style. <input type="checkbox"/> 6 News reports include only facts. <input type="checkbox"/> 7 Impersonal language is used in formal style. <input type="checkbox"/> 8 Survey reports should have a heading and sub-headings. <input type="checkbox"/> 9 Survey reports include only generalisations. <input type="checkbox"/> | <ol style="list-style-type: none"> 10 Passive Voice is mainly used in formal style. <input type="checkbox"/> 11 News reports do not follow any paragraph plan. <input type="checkbox"/> 12 Witness statements should always have headings and sub-headings. <input type="checkbox"/> 13 Quotes are not used in survey reports. <input type="checkbox"/> 14 News reports have only headings but not sub-headings. <input type="checkbox"/> 15 Short forms are acceptable in factual reports only in quotes. <input type="checkbox"/> |
|---|---|

Useful language for survey reports

To introduce: The aim/purpose of this report, The reason for this report, This report was written/carried out, etc.

To generalise: Overall, Generally speaking, On the whole, As a rule, As a general rule, etc.

To refer to a fact: The fact of the matter is that, The fact is that, As expected, In reality, In practice, etc.

To introduce other people's opinions: People often claim/argue, There are people who believe/consider, etc.

To conclude/summarise: Taking everything into account/consideration, To conclude, To sum up, etc.

6 Your boss has asked you to conduct a survey about reading habits.

a. Underline the facts and circle the generalisations in model A.

b. Read the two models and decide which one:

1 is good

2 is formal

3 uses short forms

4 includes facts and generalisations

5 includes irrelevant details

6 is more impersonal

7 uses the Passive Voice

8 is more objective

9 does not include sub-headings

MODEL B



Books

I carried out this survey on books by asking people on the street about the books they read. I found out a lot and here are my findings:

Firstly, I learned that men read horror stories, while women like romances. I don't like romances myself, but that's not the point here. Neither men nor women like factual books very much. Many people, including me, enjoy eating apples while they read. Women read more mysteries than men, and in general, read more books than men each month.

Furthermore, most people borrow their books from libraries rather than buy them. Many more people are members of book clubs now than ten years ago. I used to be in a book club. Are you in one?

To sum up, men and women read different kinds of books. Women read more than men. Both men and women borrow a lot of books from libraries so I think maybe bookshops should close down or reduce their prices.

MODEL A

To: Mr Brown

From: Wendy McEwan

Subject: Reading habits

Introduction

The aim of this report is to analyse the result of a recent survey into people's reading habits. In this survey, people on the street were asked what type of books they read, how often, and where they got their books from.

Types of books

The most popular type of book for men is thrillers, while for women it is romance. This is shown by the fact that 46% of men read horror books and 53% of women read romances. A minority of both sexes read factual books; only two in ten men and one in ten women read this type of book. A third of the women surveyed read mysteries, while only a quarter of the men read them.

Number of Books Read

The most enthusiastic readers are those who read romances. A significant number of them read more than five books a month. Amongst the mystery fans, women read more than men. This is demonstrated by the fact that seven out of ten women read more than three books a month, while only 20% of men read more than two.

Source

By far the largest proportion of books are borrowed from a library. Book clubs are becoming more popular. This is exemplified by the fact that membership of these clubs has increased by 10% over the past ten years.

Conclusion

In conclusion, this survey indicates that men and women have different reading tastes. Women also tend to read more than men. However, neither men nor women buy many of the books they read, choosing to borrow them instead.

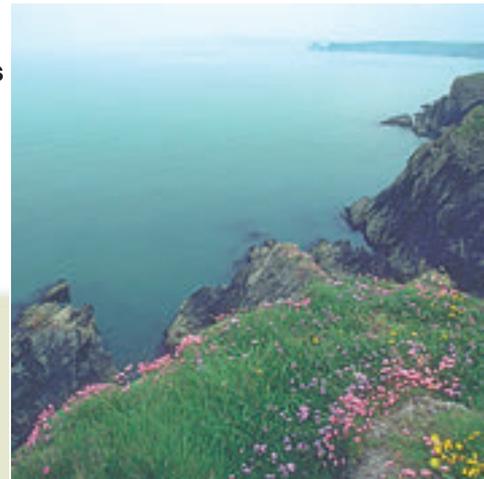
Assessing Good and Bad Points

- When you write a report assessing the good and bad points of something, you should comment on both the positive and negative aspects. Examples of this kind of report are hotel, restaurant, and holiday resort assessments.
- Appropriate linking words should be used to connect the positive and negative aspects of each section, e.g. *Parking can easily be found **despite the fact that** the hotel is near the centre.* Present tenses are used in this kind of report. However, past tenses are used for travel and holiday reports. You should make a paragraph plan before writing a report.

Useful language for writing reports assessing good and bad points

- To introduce:** As requested, This report was carried out/written, The purpose/aim of this report, etc.
To express reality: The fact of the matter is that, Actually, In practice, etc.
To make contrasting points: However, Although, Despite, But, While, Even though, etc.
To express the difference between appearance and reality: It may seem, On the surface, Apparently, etc.
To conclude/summarise: On the whole, In conclusion, To conclude, To sum up, etc.

7 Compare the two models below. What tenses are used? Who has written model A? Who has written model B? Which report includes only facts? Which report includes detailed descriptions? What is the writer's purpose in model A? In model B? What is the style in model A? In model B? Underline the linking words used in both models and fill in sub-headings in model B. List the good and bad points mentioned in the models. Give the paragraph plan for each report.



MODEL A

To: Ms Rider (manager)
 From: Mr Joyce
 Subject: Beaumont Catering Company

Introduction
 This report was carried out to assess the possibility of Beaumont Catering being employed to cater for our annual awards ceremony dinner on 3rd July this year.

Background
 Beaumont Catering is a family-run business and is in fact entering its twenty-fifth successful year. Based in London, with a staff of 180, it is the largest company of its kind in the U.K. Using its own air service, it is even able to deliver food to functions being held as far away as Somerset and the Midlands.

Features
 The company offers a varied menu, although it specialises in French cuisine and therefore is not always suitable for less formal functions. Their delivery service will bring tables and chairs (although not if using the air service), tableclothes, napkins, crockery, cutlery, table decorations, flowers, and, of course, the food and wine required for the meal. However, they do not offer a bar service, which could be inconvenient. Waiters are also supplied for the evening.

Recommendation
 On the whole, it is not recommended that Beaumont Catering be hired to cater for our awards dinner. Although they have an excellent reputation, it is felt that a bar service will be necessary for this type of social function.

MODEL B

Joe Townsend writes about his recent trip

.....

I had been looking forward to my school trip for weeks. My class were going on an adventure holiday in Wales. I could not wait to try activities like rock climbing and sailing, although I was nervous about horse riding!

.....

The journey from London to Wales was dreadful because of the heavy traffic. However, as soon as we crossed the Severn Bridge into Wales there were no hold-ups and I sat back and enjoyed the fantastic scenery.

.....

Finally we arrived and were shown to our accommodation. My heart sank when I saw the dormitory with rows of iron beds. Nevertheless, there was no time to get upset as we had to go on a tour of the centre.

.....

The next day we started our sailing lessons, which were a lot of fun, but exhausting! Lunch, which was rather tasteless, was followed by a long exhilarating walk. In the evening we sat around a fire singing songs.

.....

By the end of the two weeks I felt worn out, but very happy. I had tried so many different sports and other activities! In fact, I would recommend such a holiday to anyone!

Witness Statements

- A witness statement gives essential information to the police about an incident. It is written in chronological order and in the first person, as it describes what happened from the point of view of a witness or somebody involved in the incident. A statement should include facts, hypotheses and relevant details such as **location** (e.g. *I was outside the supermarket*) and **descriptions** (e.g. *The man was about twenty-five years old and he had a beard*).
- If the person making the statement wants to say what they think happened, then a hypothesis can be used. e.g. *He was probably worried about being late because he started to run*.
- Formal language does not necessarily have to be used in witness statements - short forms are acceptable. e.g. *They'd just arrived*.

Useful language for witness statements: I noticed, I could hear, I saw, It could have been, I think, It is probable, etc.

8 Match the evidence with the hypothesis.

EVIDENCE	HYPOTHESIS
1 The man had been hanging around outside the shop for weeks,	A the bank manager couldn't have defended himself.
2 As the mugger had a tattoo of a spider on his left forearm,	B he must have seen me withdraw some money.
3 As the man attacked me ten minutes after I'd been to the bank,	C so he may have been one of the robbers.
4 Because the robber had a gun,	D so he couldn't have been hurt in the accident.
5 The man got up and walked away,	E I'm sure I would recognise him.

9 Read the following evidence and complete the sentences by writing appropriate hypotheses.

- | | |
|--|--|
| 1 There were no fingerprints found on the door, so..... | 5 It was 3 am when the alarm went off, therefore,..... |
| 2 Since he was covered in blood, | 6 Since they disappeared extremely quickly, |
| 3 After hearing the shots I saw a man run down the street; therefore, | 7 There was blood running from the victim's nose, so ... |
| 4 I know I had my wallet when I entered the restaurant, but it was gone when I tried to pay the bill, so | 8 As I could smell alcohol on his breath, |

10 Read this witness statement. Underline the evidence and circle the hypotheses.

As I was walking along Green Avenue on Saturday evening I witnessed a car hit a young cyclist. It must have been 7 o'clock because I heard the church bell ring.

I noticed a red car racing around the corner. The driver must have been drunk as he was swerving all over the road. He must have been going at least 50 Kph since he kept overtaking all the other cars; the speed limit is only 30 Kph on this road. I don't think the driver saw the child, because he didn't even slow down. Then I heard a crash which must have been the car hitting the boy.

The car finally stopped when the driver saw what had happened and I ran over to see what I could do to help. Since the boy couldn't move his neck I thought it was broken. I put my jacket over him to keep him warm until the ambulance arrived. According to the medical attendants, the boy wasn't seriously injured.



News reports

- Narrative techniques are used in writing news reports. Narrative techniques are presented in Unit 2 pages 50, 51.

- 11** Read this news report and put the jumbled paragraphs in order. Then, state the topic of each paragraph and give the paragraph plan.

MODEL

Rioting in Bracknell Continues



- At daybreak on Monday morning, prisoners gathered on the roof and, using a loud hailer, said that they would not surrender until demands for better conditions were met. These include upgraded facilities and an end to overcrowding, a problem affecting an increasing number of British prisons.
- The trouble began shortly after eight o'clock when several prisoners locked themselves into the canteen after the evening meal had been served. Within hours, the rioting had spread to other sections of the prison, and by Sunday morning prisoners had complete control over the prison. Prison wardens were forced to retreat to the outer section of the prison building and described the situation inside the prison as "complete anarchy".
- As rioting enters its third day, prison authorities are still refusing to negotiate with prisoners, saying, "While prisoners are still in control of the prison there is no question of any negotiation taking place. We will not be subjected to this kind of blackmail". Prisoners seem equally determined to stand their ground and the situation looks set to continue until their demands are met.
- Prison staff in Berkshire were on full alert yesterday after riots broke out in Bracknell prison on Saturday night.

- 12** Read models A and B, then a) state which is a news report and which is a witness statement, b) state the topic of each paragraph and give the paragraph plan for each model, c) decide which model:

- | | |
|-----------------------------|--|
| 1 is more formal style | 5 uses the Passive Voice more frequently |
| 2 uses short forms | 6 contains evidence and hypotheses |
| 3 contains personal opinion | 7 includes personal style |
| 4 contains only facts | |

MODEL A

Oil Tanker Grounded



A supertanker owned by the Global Petroleum Company ran aground off the coast of Scotland in the early hours of yesterday morning. Stormy conditions were said to be the cause of the incident, but an investigation is to begin to determine whether this is the case.

The tanker ran aground off the northeast coast of Scotland at 3.15 am yesterday morning and within hours oil began leaking from one of its storage compartments which was ripped open on impact. The accident created an oil spill 12 miles wide and caused an estimated £12 million worth of damage. Coastguard vessels arrived at the scene at 4 am and have been working since then to try to limit the amount of damage done by the oil. The work is being made difficult by continuing high waves and strong winds, which are making it difficult to get close to the tanker.

The next 24 hours will be the critical period, after which time conditions should improve and allow the coastguard to make an accurate assessment of the situation. Dan Fellows, a spokesman for Greenpeace, said, "The damage will be catastrophic. Something must be done to prevent this happening again."

MODEL B

I was in charge of the *Apollo* at the time of the accident as the Captain had retired for the night. The sea was rough and I frequently checked our location. Around 3 am I was watching the navigational equipment when suddenly the ship hit something.

By the tremendous force of the collision, I thought we'd hit some big rocks or run aground. According to my calculations, we were in deep waters. So the navigational equipment could have been giving incorrect readings. Since the ship began tilting to one side, water must have started coming on board. By this time, Captain Clark was at my side. Then we noticed tons of crude oil leaking into the ocean, and we realised that the containers must have ripped open upon impact. The Captain immediately contacted the coastguard.

The alarms sounded and the entire crew got into lifeboats. The coastguard arrived to rescue us and to evaluate the situation. More coastguard vessels were called to try and stop the oil spill from spreading too far.

13 Read the following report and fill in an appropriate heading and sub-headings.

MODEL A

To: Mr Maverick (Director of Studies)
 From: Alice Greenhow (Teacher)
 Subject:

.....
 This report was written to describe and assess the suitability of the Scooby Doo Fun Fair, Scarseville as the location of the school's annual day trip.

.....
 The fair is close to the motorway, which would make it easily accessible by coach. However, if we choose to travel by train, the nearest station is over three miles away and the local bus service is unreliable.

.....
 Scooby Doo offers group discounts, including free entrance for adults who are accompanied by more than five children under the age of sixteen. If all thirty-five students go with four teachers, the overall cost will be £350 or £10 per student. The entrance fee includes one free ice-cream per child.

.....
 All the rides are free, although this means there are normally long queues for the most popular attractions. There are plenty of clean toilets situated in convenient places around the fair. There are also numerous fast-food restaurants and snack bars which are reasonably priced.

.....
 Taking everything into account, I would recommend the Scooby Doo Fun Fair for our school day trip, as it offers decent facilities at a reasonable price. But we should seriously consider hiring a coach for the day.

15 Identify what kind of reports the following topics are. Choose the appropriate headings/subjects or sub-headings for each topic. Then, write the plans which should be followed. Finally, write any three of them in the appropriate style, using 120-180 words.

- 1 You work for a lifestyle magazine and have recently carried out a survey into how people spend their leisure time. Write a report analysing the survey.
- 2 You observed a violent argument between two men in your neighbourhood. You must now write a report for the police describing what you witnessed.
- 3 You work for a school magazine and have been asked to carry out a survey into people's eating habits. Write a report analysing the survey.

14 First correct this news report, then write the witness statement about what happened from the point of view of Mrs Brown, a resident of Hanworth.



MODEL B

Search Continues for Escaped Convict

Residents of Hanworth, E. Sussex, **are** warned not to leave **from** their homes last night as the hunt for an escaped convict from nearby Beddston Prison continued.

The prisoner, a convicted murderer, escaped from the prison early yesterday morning while he **is** being transferred to Lewes **on** trial. Using a knife he had concealed **at** his trousers, the man threatened the police officers **guarded** him and **ties** them up before **escaped** in the direction of Hanworth. Police immediately alerted the residents of Hanworth, **which** were advised to stay in their houses and **locked** their doors. Shops and the local school **was closed** at midday, and will remain closed until the convict **will be** caught. A description of the convict has been issued by police. He is **at** his mid-thirties, 5' 11", with dark brown **hairs**, brown eyes and a beard.

Philip Chilton, officer in charge of the search, yesterday **warning** the public not to approach the man **on** any circumstances, saying "He **was** extremely dangerous. **Some** member of the public who thinks they have seen him should contact their local police department immediately and should not attempt to approach him".

Police **is** confident that the man will be caught within the next twenty-four hours.

- 4 You have recently visited a new ski resort. The owners are interested in what guests think of their service and facilities. Write a report describing the resort, the treatment you received from the staff and how you think their services could be improved.
- 5 You work for an entertainment magazine and have recently carried out a survey into the types of music people prefer. Write a report analysing the results of the survey.



Unit 6

WARM - UP ACTIVITIES

- ◆ Look at the pictures. What do you think is happening?
 - ◆ What can be done to prevent terrorism? Discuss the ideas below.
- harsher punishment
 - agree to terrorists' demands
 - more security at airports
 - reintroduce the death penalty
 - limit freedom of speech
- 🌀 Read the following T/F statements, then listen to the text of Part 1 and answer them.

- 1 The future of terrorism is extremely alarming.
- 2 People panic about the possibility of water supplies being poisoned.
- 3 "Suicide terrorism" has risen dramatically.
- 4 Biological warfare is not a frightening prospect.
- 5 Chemical weapons are easy to get hold of.
- 6 Train staff cannot be trained to recognise unusual smells.
- 7 Terrorism aims to intimidate the public.



READING TASK: PART 1

You are going to read a magazine article about terrorism. Choose from the list **A-H** the sentence which best summarises each part (1-6) of the article. There is one extra heading which you do not need to use. There is an example at the beginning (0).

- A** People focus their attention on unlikely targets.
- B** Terrorists can afford to make weapons capable of large-scale devastation.
- C** If we let ourselves be frightened then the terrorists have won.
- D** Terrorism is becoming more menacing than ever before.
- E** There has been an increase in the number of terrorists willing to give up their lives for their cause.
- F** Experts are confident that they have minimised the risks.
- G** Anti-terrorist arrangements must remain top-secret.
- H** Chemicals can spread rapidly through modern structures.

“Super-Terrorism”

0 D

Terrorism has always been a serious issue, but the days when it involved **small-scale** bombing and assassinations could be over. The future of terrorism is far more alarming.

1

Fears of serious terrorism are wrongly centred. People always panic about the possibility of terrorists getting hold of nuclear weapons, but in fact the technology is very difficult **to access**. Another worry people often have concerns the possibility of our water supplies being poisoned. This is also implausible, as anti-bacterial filter systems in reservoirs have been carefully designed to make poisons ineffective. The real threats are cheaper, more direct, and far more effective. The advancement of technology perfectly suits the purposes of terrorism: why bother trying to create your own nuclear weapons, for example, when you can **blow up** a nuclear power station instead? After all, it has been conveniently put there for you by the government.

2

One major factor that has made terrorism so much more effective has been the alarming rise in “suicide terrorism” cases, such as the Hamas bombings in Israel, opening up endless possibilities for terrorists. One scenario has them hijacking a passenger jet and crashing it into a nuclear power plant - a prospect so alarming that the designers of one nuclear plant in America actually crashed a light aircraft into their own **reactor** to see how well it could withstand the impact. The damage was **minimal**, but nobody has ever tried the experiment in a Boeing 737 travelling at 600 mph! It is certainly a terrifying possibility because, while a fission reactor cannot explode like a bomb, it can experience what is known as “meltdown”. This is when the

highly **radioactive** core melts under intense heat and burns through the ground and into the water table below, causing widespread nuclear contamination.

3

Biological warfare is another frightening prospect, especially as biological weapons are cheap to make, and therefore attractive to terrorist organisations. The effects are potentially devastating. One detailed American study looked at the test case of a small boat spraying anthrax spores into a light south-easterly **breeze** from the southern tip of Manhattan island. Anthrax is an airborne disease which is almost always **fatal** to humans. The report states “If only half the target personnel are **exposed**: if only half of those develop **pulmonary** anthrax: if only half the cases result in death, more than 600,000 deaths would occur.” The terrorists could also be long gone by the time the anthrax symptoms were identified in the victims.

4

Chemical weapons are also cheap, and easy to get hold of. Once again technology has potentially aided the terrorists: air conditioning systems could provide the perfect way of distributing dangerous gas extremely quickly through a building. A mock chemical attack by the security services on the air conditioning systems of the White House and Capitol Hill in the late 1970's proved alarmingly successful. Had it been real, the President and the entire congress would have been killed. Gas has already been used in a terrorist attack. In 1995 religious fanatics released **deadly** sarin gas in the Tokyo subway. Twelve people died and more than 5,500 were injured, suffering temporary or even permanent blindness.

5

How can incidents like this be avoided? “We have carried out intensive work over

the last few years to install surveillance equipment in our stations,” said a London Underground **spokesman**. “We also carefully train staff to recognise unusual smells and to **evacuate** stations speedily.” Likewise, nuclear specialists say that power stations are extremely well protected against terrorists, containing emergency systems which immediately shut down power at the first sign of trouble.

6

Terrorism works by acting directly on the public through intimidation. What makes it so interesting to us is the fact that, unlike many political activities, we are directly affected by it. Unfortunately, there is very little we can do about it except place our faith in the government, and hope that the measures taken to prevent terrorism are successful. But if we allow ourselves to be intimidated by it, then it has already worked.



VOCABULARY EXERCISES

1 Look at the following words in bold in the text and try to explain them:

small-scale, to access, blow up, reactor, minimal, radioactive, breeze, fatal, exposed, pulmonary, deadly, spokesman, evacuate

2 Fill in the correct word(s) from the list below:

intimidated, entrusted with, issue, implausible, prospect, impact, devastating, ensued, surveillance, contamination, potentially, core

- The of a nuclear reactor is extremely radioactive. (**centre**)
- The bombing had a(n) effect on the whole city. (**extremely damaging**)
- The terrorists didn't even a warning to the public before the bomb went off. (**give out**)
- The government refused to be by the terrorists' threats. (**scared**)
- The bomb squad was the task of defusing the bomb. (**given responsibility for**)
- The witness's statement was, so the police didn't bring it up in court. (**difficult to believe**)
- The suspect was under by the police. (**observation**)

8 The assassination of the President has had an enormous on the country's economy. (**effect**)

9 Nuclear war is a terrifying (**possibility**)

10 The of the water supply meant that all water had to be boiled before use. (**pollution**)

11 An explosion in an indoor shopping centre would be deadly for hundreds of people. (**possibly**)

12 Panic when the bomb went off. (**followed**)

3 Fill in the word(s) from the list below. Use the word(s) only once.

anthrax, to withstand, sign, detailed, surveillance, to minimise, to result, power station, minimal, intense, deadly, to focus, airborne, to get

- | | |
|------------------------------|----------------------------|
| 1 a (n) study | 8 in death |
| 2 damage | 9 spores |
| 3 a nuclear | 10 gas |
| 4 the impact | 11 heat |
| 5 a(n) disease | 12 one's attention on |
| 6 the risks | 13 hold of |
| 7 the first of trouble | 14 equipment |



4 Find the odd word out.

- plot, conspiracy, scheme, hijack
- killed, hurt, injured, wounded
- poison, purification, toxin, venom
- pacifist, executioner, hit man, assassin
- bomb, mine, grenade, gun
- evacuate, empty, abandon, fill

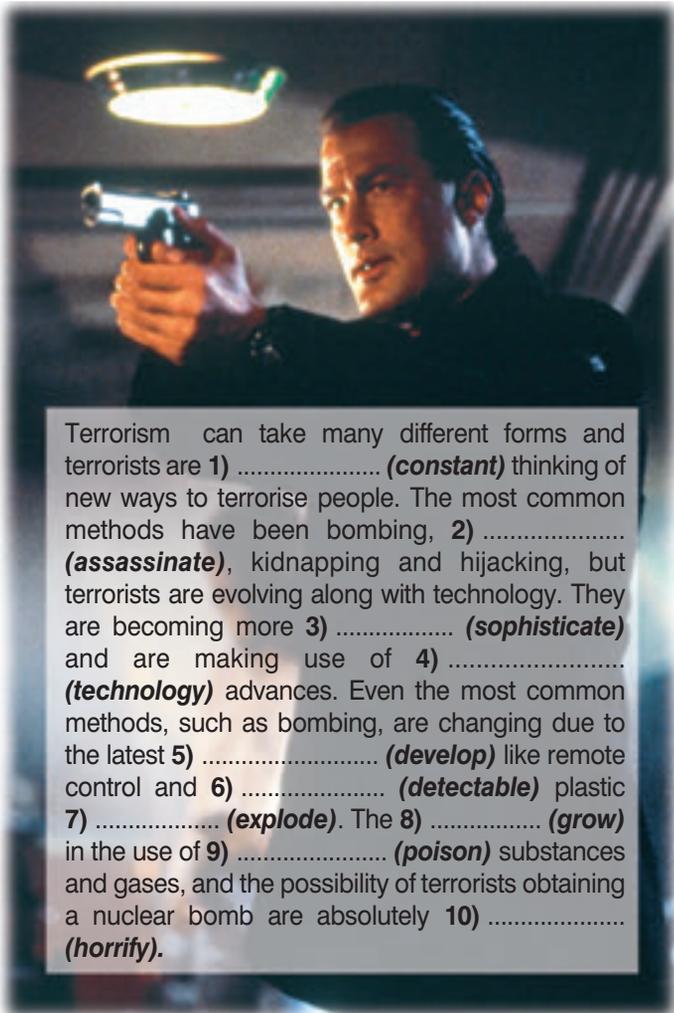
5 Match the forms of terrorism with the relevant vocabulary.

- | | |
|----------------------|---|
| 1 bombing | a. hostages, seize control, ultimatum |
| 2 assassination | b. detonator, suicide bomber, to defuse |
| 3 kidnapping | c. disease, virus, epidemic |
| 4 hijacking | d. rifle, hit man, bodyguard |
| 5 chemical attack | e. ransom, hide-out, abduct |
| 6 biological warfare | f. poisonous gas, toxic fumes |

6 Underline the correct word, then list all the actions against terrorism.

The 1) **rise/turn-up** in terrorism and its use of advanced methods means that new 2) **measures/measurements** against terrorism have to be 3) **adopted/adjusted**. This can be a problem because if governments 4) **depose/impose** very strict controls, the rights of every 5) **tenant/citizen** are restricted as a result. One obvious course of action is longer prison 6) **sentences/fines** for convicted terrorists. But it is doubtful whether this will really discourage terrorists, because they are usually 7) **determined/convinced** to 8) **make/commit** their crime whatever the punishment is. Another 9) **possibility/aspect** is to increase security and 10) **surveillance/invigilation** in public places such as airports, official buildings, shopping centres and stations.

- 7 Fill in the correct word derived from the words in brackets.



Terrorism can take many different forms and terrorists are 1) (**constant**) thinking of new ways to terrorise people. The most common methods have been bombing, 2) (**assassinate**), kidnapping and hijacking, but terrorists are evolving along with technology. They are becoming more 3) (**sophisticate**) and are making use of 4) (**technology**) advances. Even the most common methods, such as bombing, are changing due to the latest 5) (**develop**) like remote control and 6) (**detectable**) plastic 7) (**explode**). The 8) (**grow**) in the use of 9) (**poison**) substances and gases, and the possibility of terrorists obtaining a nuclear bomb are absolutely 10) (**horrify**).

- 8 Circle the word connected with **fear** to complete each expression correctly.

- Ever since her attacker escaped from prison, she's been **living in fear/apprehension** of her life!
- Terror of terrors/Horror of horrors**, they're opening a disco next door!
- Johnny is an impossible child to control; he's a **holy dread/terror!**
- I haven't studied at all, so I **dread/fear to think** what will happen in tomorrow's exams.
- "You're not going to the school dance with *him*, are you?" "**No panic/fear!**"
- The rumours of war led to a shortage of tinned foods due to **panic/alarm buying**.
- If the terrorists really have the deadly gas, there is certainly **cause for alarm/terror**.
- When the ship began to sink, all the passengers were **fear-/panic-** stricken.

Follow - up ACTIVITIES

- ◆ Read the text of Part 1 then answer the following comprehension questions.

- What forms of terrorism are mentioned in the text?
- What mistaken fears are mentioned in the text?
- Which are the real fears as far as terrorism is concerned?
- What measures are taken to avoid terrorist attacks?
- Why should we not allow ourselves to be intimidated by terrorists?

- ◆ Read the following headlines and decide what form of terrorism each headline describes, then choose one of the headlines and talk about it as if you were a witness.

1 PRESIDENT KILLED AT PEACE CONFERENCE.

2 THOUSANDS SUFFOCATE IN ATTACK ON TOKYO'S UNDERGROUND

3 OUTBREAK OF KILLER VIRUS - WHO IS TO BLAME?

4 EXPLOSION DESTROYS SHOPPING CENTRE.

5 £1 M RANSOM FOR BUSINESSMAN'S SON.

6 180 HOSTAGES IN AIRLINE DRAMA.

GRAMMAR CHECK

Cross out the unnecessary word. Some sentences are correct.

- He ~~has~~ fell asleep during the film last night.
- She has been lived here for ten years.
- As long as you will behave yourself, you can go out.
- She is being writing a letter to her sister.
- Ann was used to eat a big breakfast every morning.
- He made every effort to pass his exams.
- They have had been married for 25 years.
- My brother is walks to work every day.
- She isn't been fond of cheese or milk.
- Jane was being born in Plymouth.
- Do you know what time does the train arrives?
- After you shall have given birth to your baby, you'll need to do some exercise.
- They are going to Las Vegas for their honeymoon.
- She has left two hours ago.
- The film will begins at 10.00 o'clock.



WARM - UP ACTIVITIES

- ◆ Look at the pictures. What do you think is happening? What is the text about?
 - ◆ Do you take any exercise? Why/Why not?
- 👉 Read the following summary, then listen to the text of Part 2 and underline the correct item.

Qigong is a form of **1) oriental/mental** gymnastics. It involves standing in a series of **2) places/postures** for up to **3) half an hour/two hours** a day. It is a way of reducing **4) weight/stress**. Qigong means training your **5) energy/body**. It is based on the idea that **6) illness/death** and psychological problems are caused when energy is blocked. Qigong can alleviate allergies, asthma and insomnia. It can also treat **7) depression/obesity**. Recently, Qigong has been used in the treatment of serious conditions. A French **8) air stewardess/hairdresser** was told she had cancer, but Qigong made her feel better. Later, doctors could find no traces of cancer. Even if Qigong does not cure you, it can **9) improve/ prolong** your life.

READING TASK: PART 2

You are going to read an article about a type of therapy. For questions 7-13, choose the answer (A, B, C or D) which you think fits best according to the text.

If the very idea of a fitness routine leaves you feeling exhausted and you **shiver** at the thought of jogging round the park in the winter wind, then Qigong might be just the form of exercise you are looking for.

This new **gentle** form of **oriental** gymnastics is composed of a system of meditative exercises which involve standing in a series of **postures** for up to half an hour a day, or combining simple movements with breathing exercises. Although this type of exercise does not build muscles, it is quickly growing in popularity as it is considered to be a good way of reducing stress, stimulating the **circulation** and strengthening the body's immune system.

Qigong, literally translated, means training your energy, and has been compared to acupuncture without needles. According to Chinese beliefs, *qi* is vital energy which circulates within the human body and throughout nature. *Qi* is thought to flow along a system of bodily channels, similar to the way that sap flows through a tree. Consequently, Qigong is based on the hypothesis that illness and psychological problems are caused when the natural energy flow is blocked or **deficient**. Qigong directs energy to the trouble spot, and can be used to alleviate allergies, asthma, hypertension, insomnia and rheumatism. This method has also been shown to be successful in treating **obesity**; one patient who weighed 230 kg was able to lose 70 kg. Another Dutch patient weighed 168 kg when her father took her to a Qigong practitioner two years ago. "I was very sceptical," she says. "I'd tried so many diets, but I always put weight back on again." Once she started the Qigong routine her weight began to drop, despite only minor **modifications** to her diet. In six months she lost 50 kilos. "It's not difficult at all. Since I started doing the exercises I haven't been so hungry and I've had more energy, so I'm more active."

Chinese practitioners have found it difficult to persuade the western mind of the powers of Qigong. But although conventional medicine cannot explain it, governments keen to cut rising healthcare costs are endorsing it. In Germany, for example, Qigong is available on the national healthcare system, and many doctors are prescribing it for aches, **swellings** and allergies. Many patients who have suffered from allergies for years have found that, since starting Qigong, they haven't been ill at all, or only suffer from very slight allergic reactions.

In Europe, for the most part, it has been used to treat relatively minor conditions, but recently Qigong has achieved dramatic results with more serious conditions. In one case a French air stewardess was told by her doctor that she only had a few months to live because she had cancer. Conventional treatment, including chemotherapy, had been unsuccessful. It made her so ill that she nearly died. After starting Qigong,⁴¹ however, the patient immediately began to feel better. Subsequently, the doctors could find no further **traces** of the disease and the patient was able to return to work. While this may sound like a miracle, one should point out that Qigong may not necessarily cure everyone, as it depends on how much you exercise and on the individual's psychological **motivation**. Nevertheless, even if it does not cure you, it has the potential to prolong your life.

7

Qigong is perfect for those who

- A do not like vigorous exercise.
- B enjoy jogging.
- C are exhausted.
- D do not enjoy routines.

8

Qigong

- A is a type of body building.
- B helps the body fight disease more effectively.
- C is a form of acupuncture.
- D is like aerobics.

9

Qi is believed to be

- A the training of energy.
- B a channel in the body.
- C the life-force.
- D the circulatory system.

10

Some governments approve Qigong because

- A they are keen on it.
- B it is cheap.
- C they have been persuaded that it works.
- D it is better than conventional methods.

11

In Europe, Qigong has mainly been used

- A for serious conditions.
- B for those who can't afford private treatment.
- C for easily treated ailments.
- D for those with allergic reactions to drugs.

12

What does "it" in line 41 refer to?

- A cancer
- B Qigong
- C the established way of treatment
- D limited life expectancy

13

According to the conclusion of the passage, Qigong

- A will definitely make you live longer.
- B will only cure you if you believe in it.
- C has miraculous effects.
- D is ineffective.



VOCABULARY EXERCISES

1 Look at the following words in bold in the text and try to explain them:

shiver, gentle, oriental, postures, circulation, deficient, obesity, modifications, swellings, traces, motivation

2 Fill in the correct word(s) from the list below:

stimulates, immune system, acupuncture, ailments, sap, insomnia, endorse, subsequently, vigorous, miraculous

- The doctor suggested that she start taking vitamins to help strengthen her (**cells which fight infection**)
- On Saturdays the children get together for a(n) game of football. (**energetic**)
- Everyone thought the patient was going to die, but he made a(n) recovery. (**amazing**)
- He started taking sleeping tablets because he was suffering from (**not being able to sleep**)
- Massage reduces stress, eliminates toxins and the circulation. (**encourages**)
- The world champion was asked to the company's new protein supplement for athletes. (**publicly give approval to**)
- On rubber plantations, workers collect to make into rubber products. (**liquid from trees**)



8helped to relieve my pain.

(**Chinese treatment using needles**)

9 The G.P. couldn't help Mrs Jones, and sent her to a specialist. (**afterwards**)

10 As people get older,

they suffer from more such as arthritis and rheumatism. (**illnesses**)

3 Fill in the correct word(s) from the list below. Use the words only once.

to grow, to achieve, to feel, to prolong, healthcare, to stimulate, meditative, to cut, to strengthen, to build, conventional, to alleviate, to sound

- | | |
|-------------------------|-----------------------------------|
| 1 exhausted | 8 dramatic results |
| 2 muscles | 9 in popularity |
| 3 medicine | 10 the body's immune system |
| 4 your life | 11 exercises |
| 5 the circulation | 12 rising costs |
| 6 allergies | 13 like a miracle |
| 7 costs | |



4 Which of the treatments and procedures below, relate to **conventional** and which to **alternative medicine**?

herbalism, radiotherapy, chemotherapy, injections, aromatherapy, steroid creams, blood tests, meditation, tooth extraction, homeopathy, acupuncture, X-ray, surgery, yoga, transplants

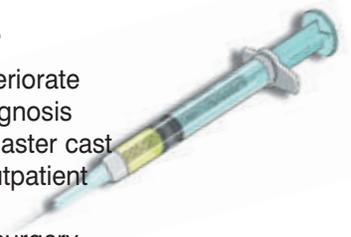
5 Match the medical people with what they might say ...

- | | |
|-----------------------------|-------------------|
| a dentist | g chiropodist |
| b optician | h psychiatrist |
| c physiotherapist | i midwife |
| d general practitioner (GP) | j acupuncturist |
| e hypnotist | k plastic surgeon |
| f dietician | l vet |

- "Take two sleeping tablets before you go to bed. That'll help your insomnia."
- "Exactly why do you think you're Napoleon?"
- "Which is the last line on the chart that you can read?"
- "Mix this medicine in with Fido's feed twice a day and take him for long walks."
- "If you follow this programme for three weeks, you should lose six kilos."
- "These exercises will help rebuild the thigh muscle and you should be able to kick a ball again in two weeks."
- "When we take the bandages off, the scars will be invisible."
- "Open wide!"
- "These breathing exercises will help you relax and should speed the delivery."
- "When I click my fingers, you'll wake up and never want another cigarette again!"
- "Oh! This ingrowing toenail must be really painful."
- "I'll be inserting these needles around the arthritic area to help relieve the pain."

6 Find the odd word out.

- relieve, lessen, alleviate, deteriorate
- treatment, therapy, cure, diagnosis
- bandage, dressing, tablet, plaster cast
- specialist, patient, invalid, outpatient
- pill, injection, tablet, capsule
- clinic, hospital, ambulance, surgery



- 7 Fill in the correct word derived from the words in bold, then cover the text and talk about the two types of medicine.



Virtually the only thing that conventional and alternative medicine have in common is the fact that

they are both ways of treating ailments. However, the methods of 1) (**treat**) are completely 2) (**differ**). For example, conventional medicine treats allergies, infections, insomnia etc by using antibiotics or 3) (**vary**) drugs, while alternative medicine concentrates not just on these symptoms, but on the body as a whole, becoming 4) (**health**). This is done by training the body's energy to trouble spots using a system of 5) (**meditate**) exercises, as opposed to 6) (**simple**) taking a course of pills. Conventional medicine is, however, more 7) (**suit**) for dealing with broken bones and 8) (**correct**) surgery, such as 9) (**straight**) a broken nose or 10) (**build**) a shattered leg.

- 8 Fill in the missing words related to medicine and health. The first letter is given to help you.

- The doctors decided to give him a liver t..... after they had d..... cancer.
- When Philip woke up with a h....., a high temperature and a r.....nose, he knew he must have the f.....
- Emma had a high temperature and was covered in little red s....., but her mother didn't know if she had m..... or c..... - p.....
- A common disease in children is m....., with the s..... of a swollen neck and a high temperature.
- A lot of research is being done to find a c..... for AIDS which is a f..... disease.
- If a person is bitten by a mad dog, he should see a doctor immediately to have an injection against r.....
- During the spring many people suffer from an a..... called hayfever which causes itchy eyes and s.....

- 9 Underline the correct item.

- The dog was (**coughing**, **sniffing**, **panting**, **wheezing**) loudly after a long walk.
- The best cure for (**hiccups**, **chokes**, **sighs**, **laughter**) is to drink a glass of water.
- By the time the climbers reached the summit, they were (**panting**, **sighing**, **snorting**, **gasping**) for breath.

Follow - up ACTIVITIES

- Do you know anything about other forms of alternative medicine? Do you believe they work?
- Read the text of Part 2 again, then look at the notes below and talk about the benefits of Qigong.

Exercises	General benefits	Problems treated by Qigong
meditative, stand in postures for ½ hour a day, simple movements, breathing exercises	reduces stress, improves circulation, strengthens immune system	allergies, asthma, insomnia, rheumatism, obesity

- Look at the notes again. You were treated using Qigong. Talk about your experience using the following expressions: I suffer from ..., The doctor suggested Qigong ..., I felt much better ..., I would recommend it to ... etc

GRAMMAR CHECK

Cross out the unnecessary word. Some sentences are correct.

- He's much ~~more~~ better at tennis than I am.
- We paid half as much as we'd expected for the meal.
- Tom is working more harder and harder in order to get promoted.
- I'd sooner go out other than stay at home.
- If we stay the longer, we won't be able to get home.
- Can't you walk any more faster? We're going to be late.
- It was the most useful advice I've ever had.
- No one is as lazy as like June is.
- His new novel is as similar to his last one.
- He's several inches more taller than I am.
- I don't make as much money as does Peter.
- A tall and muscular man stood at the door of the disco.
- I'm not very much like to my brother.
- He drives a same car like mine.
- Her handwriting looks many like her sister's.



WARM - UP ACTIVITIES

- ◆ Look at the pictures and the title. Can you predict what the text is about?
 - ◆ Think of as many words as possible related to the theme “dwelling”.
 - ◆ Would you consider living under the ground? What would be the advantages/disadvantages of this?
 - ◆ Where do you think cities of the future will be built?
- 👉 First read the following summary, then listen to the text of Part 3 and fill in the missing information.

Living underground could be the answer to today’s **1)** problems. Houses underground are less expensive to **2)** A study by Bath University found that underground houses saved **3)** of heating costs. However, Christianity associates underground places with **4)** Workers in an underground factory experienced anxiety, **5)** and hostility. Scientists in the Shimizu Corporation developed systems that mix light, **6)**, breezes and **7)** from outside. Many buildings, where windows are unnecessary, such as cinemas, **8)** and ware-houses could be submerged. This would save **9)** and make cities far more **10)**

READING TASK: PART 3

You are going to read an article about a different approach to building. Eight paragraphs have been removed from the article. Choose from the paragraphs **A-I** the one which fits each gap (**14-20**). There is one extra paragraph which you do not need to use. There is an example at the beginning (**0**).

Going Underground

The idea of living underground is not the sort of thing that would **appeal to** most people these days. But it could be the answer to many of today’s **overpopulation** problems.

0 **C**

Houses underground are less noisy, less expensive to heat and far less destructive to our **fragile** environment. All that **marks** the position of an underground house is a door in the grass. You’d hardly know it was there.

14

“Some people think we’re mad,” says Rodney Jones, “but we wanted something more original than a three bed-roomed box. We liked the idea that the building would not disturb the country-side or the wildlife, and that our fuel bills would be low.”

It is certainly true that bills are lower in underground dwellings: a study carried out by Bath University found that underground houses saved 75% of the heating costs of an equivalent dwelling above ground. It raises an interesting question: with statistics like that, why don’t more people live underground?

15

Christianity in particular has always equated the **subterranean** with evil. Even in today’s society, the word “underground” is applied to the criminal and socially unacceptable.

16

This can lead to other problems. A study of people working in an underground factory in Minnesota showed that they **experienced** higher levels of anxiety, **depression** and hostility compared to those in above-

ground settings. What can be done about this? The Japanese have some solutions in mind for their planned “Geotropolis” project.

17

Giant caverns will be excavated in the **mud-stone** rock 50 metres below the surface and linked by high speed railways to create a supercity 100 kilometres across.

18

In addition, scientists at Japan’s Shimizu Corporation have developed “space creation systems” for the city, that mix light, sounds, breezes and aromas from the outside world.

19

Places where windows are unnecessary, like cinemas, supermarkets and warehouses could all be **submerged**. It would save space, and make cities far more attractive.

20

Regulations will also have to be imposed, **forcing** developers to consider long-term environmental impact, rather than **short-term** financial gain. But as the population expands, there may soon be nowhere else to go but down!



A

The Geotropolis project obviously involves extremely high technology. But on a less advanced level, there are hundreds of buildings in our society today that do not need to be above ground.

B

Geotropolis will be an underground extension to Tokyo. Work on it is due to start within the next ten years.

C

With land prices rising and the planet becoming more crowded, underground accommodation could provide the perfect solution. It has advantages over living above ground too.

D

The idea of living underground is old fashioned and unpopular. Underground houses are permanently damp and cold, and there is no way of lighting them.

E

Such houses are still rare, but they are becoming more popular. In the Devon countryside in Britain, Rodney Jones and his partner, artist Shannon Ridd, are converting a subterranean water tank into their dream home.

F

To combat the problems of depression associated with living underground, rotating prisms in skylights will follow the sun above Geotropolis and reflect light down a huge shaft onto underground gardens, giving people the illusion that they are above ground.

G

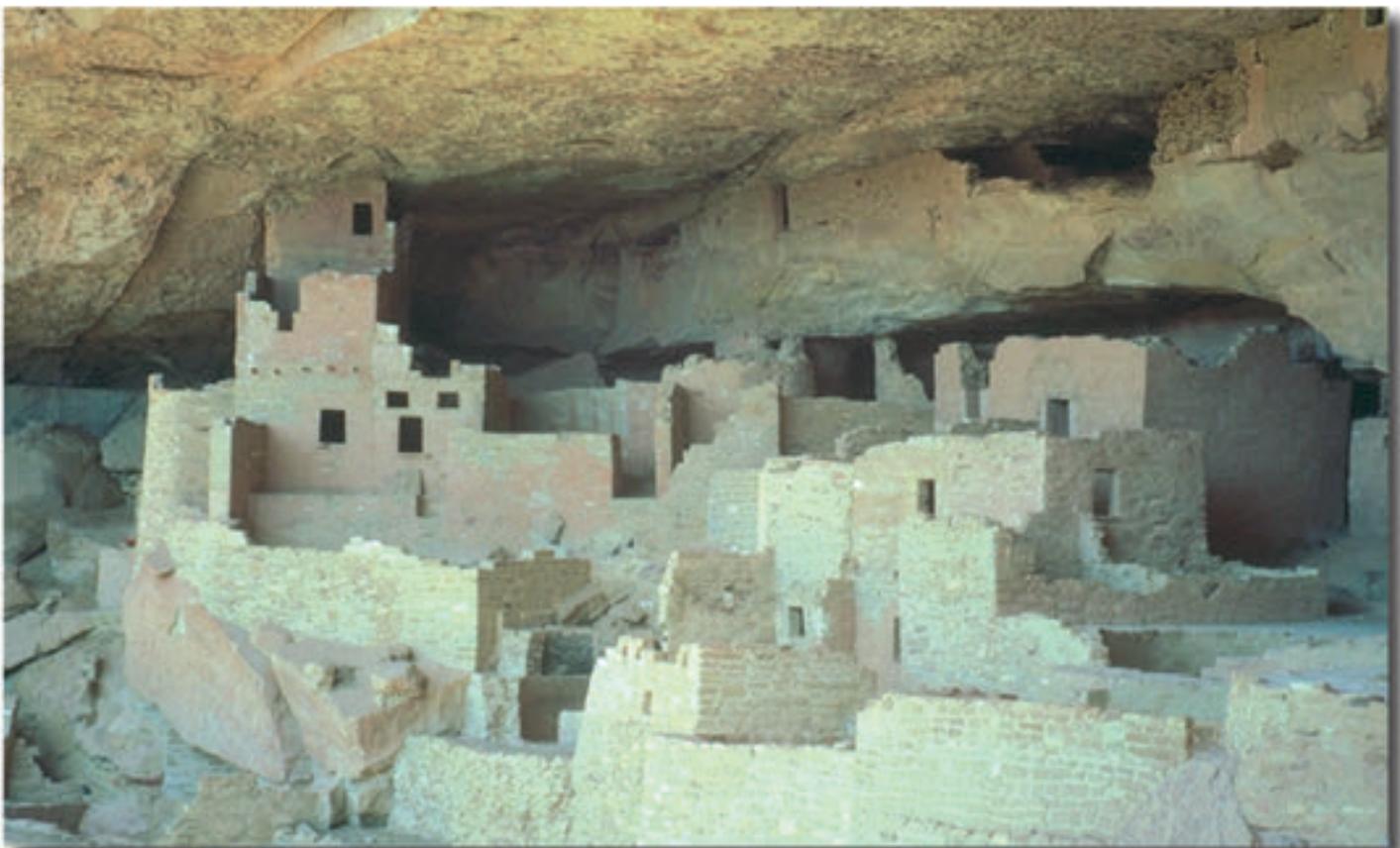
If underground building is going to catch on, it will require a change in culture. Architects, notorious show-offs, will have to learn to hide their buildings instead of parading them!

H

There are practical reasons as well. People are used to having reference points in everyday life, such as the sun, ground, sky and horizon. In an underground space, the lack of these things can make people feel dizzy and disorientated.

I

The reasons for this can be put down to traditional associations. For centuries, underground structures like catacombs and dungeons have been places of enslavement, incarceration and burial.



VOCABULARY EXERCISES

- 1 Look at the following words in bold in the text and try to explain them:

appeal to, overpopulation, fragile, marks, subterranean, experienced, depression, mud-stone, submerged, forcing, short-term

- 2 Fill in the correct word from the list below:

hostility, rotating, incarceration, shaft, equate, dizzy, combat, cavern, excavate, imposed

- Many people believe that a ban on smoking should be in public places. (**enforced**)
- Jack moved house because of his neighbours'; they were always damaging his property. (**total unfriendliness**)
- You can't happiness with material wealth. (**consider to be the same**)
- Sarah had a special security system installed to burglars. (**fight**)
- The hostage was remarkably unaffected by his in a terrorist camp. (**imprisonment**)
- As he was walking in the country, he fell down a disused mine (**vertical passage**)
- When the explorer reached the, he was amazed to see such a large underground lake. (**huge cave**)
- My brother has gone to Egypt to help a recently discovered burial site. (**dig out**)
- The noise of the helicopter blades was deafening. (**going round and round**)
- The children felt after riding on the roundabout. (**off balance**)

- 3 Fill in the correct word(s) from the list below. Use the word(s) only once.

a study, fragile, low, long-term, to disturb, above, to mark, expands, to raise, high speed, financial, regulations

- | | |
|-------------------------|-------------------------|
| 1 railways | 7 the population |
| 2 the countryside | 8 impact |
| 3 gain | 9 ground |
| 4 fuel bills | 10 to be imposed |
| 5 a question | 11 carried out by |
| 6 environment | 12 the position |

- 4 Fill in the correct word from the lists below:

a. premises, owners, tenant, landlord, flat, lodgers

There are two main alternatives to owning one's own home, the most popular of which is to rent a house or 1)



In this case the 2), usually pays a monthly rent to the 3) who, if the building is a block of flats, often lives on the 4) Alternatively, some 5) of houses choose to take in 6) to cut household costs.

b. refuge, inhabitants, barracks

While the troops were stationed abroad during the war, the soldiers stayed in 1) Often, 2) of the area would come to seek 3) because their houses had been bombed and they had nowhere to live.

c. reside, dwellers, shelter, housing

A 1) was opened yesterday for the pavement 2) of the city of Sao Paulo in Brazil, who will be free to 3) there until 4) is found for them.

- 5 Choose the correct item.

- Police had told everyone not to anything in case evidence was destroyed.
A annoy B disturb C bother D confuse
- Because of the smog, authorities a total ban on all cars entering the city centre.
A imposed B forced C set D assigned
- have risen sharply since last year because of the high rate of inflation.
A Tags B Charges C Prices D Amounts
- That stretch of road is a(n) accident black spot.
A obvious B scandalous C famous D notorious
- The smell of that perfume has always had strong for me; it reminds me of my mum.
A links B associations C unions D connections
- The exploration of space has led to the development of extremely technology.
A promoted B advanced C super D outstanding
- The magician was a master of and could fool any audience.
A illusion B hallucination C delusion D miracle

- 6 Look at the pictures and the notes, then compare and contrast the two types of dwellings. You can use your own ideas.



difficult to socialise with people, traditional, historical, cold, damp, haunted, spacious, picturesque grounds, expensive to maintain, impressive, isolated, fresh air, relaxed lifestyle etc



close contact with others, modern, close to city centre, small, all modern conveniences, lack of privacy, no garden, near public transport, crime-ridden area, noisy, high rent, stressful lifestyle, etc

Useful expressions: however, one (dis)advantage, also, because, ... than, so, therefore, while, it might be, etc.

eg. *One advantage of living in a city flat is that it is close to the city centre. However, it can also be very noisy.* etc.

- 7 Complete the sentences using the words in bold. Use two to five words.

- Jane looks like her mother.
takes Jane her mother.
- Before the plane left the runway we had to fasten our seatbelts.
took Before the plane we had to fasten our seatbelts.

- This dress will have to be made smaller at the waist.
taken This dress will have the waist.
- I was surprised when I noticed she had dyed her hair.
taken I when I noticed she had dyed her hair.
- My brother is planning to start learning judo.
take My brother is judo.
- The international firm took control of several smaller companies.
took The international firm several smaller companies.
- He liked her from the first moment he saw her.
took He from the first moment he saw her.

Follow - up ACTIVITIES

- ◆ Read the text of Part 3 again and make notes under the following headings. Then use the expressions below as well as your notes to talk about living underground.

Advantages ◆ **Disadvantages** ◆ **Solutions**

Useful expressions: On one hand ..., on the other hand..., Despite the fact that ..., Although ..., Let's take into account the fact that ...

- ◆ What other changes do you think will happen in the future? Think about these areas:
transport, food, education, the family

GRAMMAR CHECK

Cross out the unnecessary word. Some sentences are correct.

- They went out to look for ~~a~~ furniture for their new flat.
- He paid £5,000 for a damage caused to the car.
- We had a good weather on Sunday.
- What a wonderful news!
- I wanted to say goodbye to Keith but I didn't get a chance.
- A progress has been made on the construction of the new motorway.
- It won't be hard to find an accommodation in Paris.
- Could you do me a favour?
- Police have found an evidence that he committed the crime.
- Next week I have to go to a conference in Lyons.
- He had a heavy luggage to carry.
- We went to a lovely restaurant for dinner last night.
- There was a heavy traffic on the roads.
- Ben got into a trouble for not doing his homework.
- Mr Smith will be back in a while.

WARM - UP ACTIVITIES

- ◆ Think of as many words related to the theme “vessels” as possible. What things might you find in a sunken ship?
- ◆ Look at the pictures. What do you think happened? What can cause a shipwreck?
- ◆ Have you heard of the Titanic? What do you know about it?

First read the following summary then listen to the text of Part 4 and fill in the missing information.

- **The Lusitania** sank on 7 1) 1915. All the 2) passengers were drowned. 124 of the dead were 3)
- **The Titanic** sank in 4) Only 700 passengers 5) An exhibition in 1987 showed 6) and artifacts taken from the wreck.
- **The U.S.S. Indianapolis** was torpedoed by a Japanese 7) Of the 1,199 crew 850 swam free, but when help came 8) hours later, only 316 remained.
- On 22 October 1707 **the HMS Association** and three other ships sank. The full crews of all four ships—over 9) men—drowned. The ship was carrying 10)
- **The USS Thresher**, a nuclear submarine, sailed on 9 April 11) from New Hampshire. On the second day, in 12) feet of water, disaster struck.



READING TASK: PART 4

You are going to read some information about sunken vessels. For questions 21-35, choose from the types (A-E). Some of the types may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning (0).

Which vessel(s) :

sank on its way to Liverpool?

0	A
---	---

were destroyed by submarines?

21		22	
----	--	----	--

sank carrying gold coins or jewellery?

23		24	
----	--	----	--

ran onto rocks and subsequently sank?

25	
----	--

didn't provide enough lifeboats?

26	
----	--

had its crew rescued over eighty hours after it sank?

27	
----	--

would, according to its builders, never sink?

28	
----	--

experienced two great explosions?

29		30	
----	--	----	--

sank in less than three hours?

31		32	
----	--	----	--

lost all their crew members?

33		34		35	
----	--	----	--	----	--



Sunken Vessels

Lusitania

A

Nine months into World War I, the 32,000-ton RMS Lusitania was sunk, to world-wide **outrage**. On 7 May 1915, en route to Liverpool, the liner was **torpedoed** by a U-boat off the south-west coast of Ireland, and sank in just 18 minutes. All her 1,200 passengers were drowned. At that time, it was considered unthinkable that an **unarmed** ship should be the victim of such an unprovoked attack. One hundred and twenty four of those drowned were Americans which was a major factor in the U.S.'s decision to enter the war two years later. In 1993, Robert Ballard used a mini-sub and three **remote-controlled** camera vehicles to survey and film the wreck under powerful lights. Ballard concluded that the reason the Lusitania sank so quickly was that after the torpedo struck, there was a second, huge explosion caused by coal dust and oxygen being set on fire.

Titanic

B

The sinking of the Titanic on its **maiden voyage** from Liverpool to New York City in 1912 is considered one of the worst **maritime** disasters ever. Although the ship had been pronounced unsinkable, it took less than three hours to go under after striking an iceberg. Only about 700 of the estimated 2200 people aboard survived due to an insufficient number of lifeboats. In July 1986, US researchers used the Alvin 3-person **submersible** to explore the sunken Titanic and take pictures. An exhibition was held in Paris in September the following year showing jewels and other **artifacts** taken from the wreck.

U.S.S. Indianapolis

C

The U.S.S. Indianapolis was a U.S. heavy cruiser which delivered one of the **detonators** for the nuclear bombs dropped on Japan in 1945. Since it had helped cause such terrible destruction, some people believed that the **fate** of the ship and its crew was "God's punishment". On 29 July, just a week before the **obliteration** of Hiroshima, the Indianapolis became the last warship to be sunk in World War II, when she was torpedoed by a Japanese submarine while returning to San Francisco. U.S. Navy officers had been expecting no more Japanese **naval** aggression. Of the 1,199 crew members, 850 swam free - only to be left in the water for more than three days. When they were finally spotted by an aircraft, 84 hours later, only 316 remained.

HMS Association

D

The worst peacetime disaster in the Royal Navy's history occurred on 22 October 1707, when HMS Association, the **flagship** of Admiral Sir Cloudisley Shovell, and three other vessels of his **fleet**, broke up and disappeared beneath the waves after running on to the Bishop and Clerks rocks off the

Scilly Isles. The full crews of all four ships - over 800 men in total, including the admiral, drowned. The Association had been returning from the Mediterranean carrying a **consignment** of gold coins. The **hoard** represents a fortune today, and there have been many successful dives to the Association's last resting place to recover the **loot**.

U.S.S. Thresher

E

The sinking of one of the first true nuclear attack submarines, the U.S.S. Thresher, is a mystery to this day. Thresher sailed from New Hampshire on 9 April 1963, with 129 people on board, including 13 civilians. It was during the second day of sea trials in 8,500 feet of water, when Thresher was 240 miles east of Cape Cod, that disaster struck. At 7.47 am during a slow dive to deep water, Thresher signalled that she had reached 400 feet and was "checking for leaks". At 9.13 am, she said that she was "experiencing minor difficulty". Four minutes later, **incomprehensible** transmissions came over on her escort's hydroplane, followed by two explosions and the sound of the sub breaking up. Investigations showed that the Thresher had **sprung a major leak**, and that the sub had clearly **imploded** under tremendous pressure on her way to the bottom. But whether the U.S. Navy has re-examined the wreck, or formed any conclusion as to the cause of the incident, nobody knows.



VOCABULARY EXERCISES

1 Look at the following words in bold in the text and try to explain them:

outrage, torpedoed, unarmed, remote-controlled, maiden voyage, maritime, submersible, artifacts, detonators, fate, obliteration, naval, flagship, fleet, consignment, hoard, loot, incomprehensible, sprung a leak, imploded

2 Match the types of boats with their purpose. Can you think of any more?

- | | | |
|------------------|---------------|--------------|
| a warship | f ferry | k submarine |
| b liner | g rowing boat | l cargo ship |
| c tanker | h canoe | m yacht |
| d tug | i trawler | |
| e paddle-steamer | j hydrofoil | |

- a large old-fashioned boat now used for river pleasure trips
- a very large ship for ocean voyages
- a one or two-man craft for paddling along a river/lake
- a large boat with a motor or sails for racing or pleasure
- a ship for military purposes
- a vessel which can dive to great depths, used for either military or exploratory purposes
- a small wooden boat moved using oars used for pleasure
- a large ship for transporting goods
- a large vessel for transporting oil and other liquids
- a medium-sized vessel carrying passengers and vehicles
- a small powerful boat for pulling larger vessels
- a high-speed passenger boat which skims across the surface of the water on ski-like legs
- a deep sea fishing-boat which drops fishing nets

3 Fill in the correct word(s): to experience, sea, to run on to, major, unprovoked, heavy, to check, maiden, disaster, deep, to set on, crew

- | | |
|----------------------|---------------------|
| 1 a(n) attack | 7 trials |
| 2 fire | 8 a(n) factor |
| 3 sea | 9 members |
| 4 a(n) cruiser | 10 for leaks |
| 5 .....the rocks | 11 difficulty |
| 6 water | 12 voyage |

4 Find the odd word out.

- captain, manager, deckhand, navigator
- harbour, dock, port, runway
- yacht, engine room, cabin, deck
- boiler room, cabin, attic, bridge
- captain, admiral, sergeant, skipper

5 Fill in the correct word(s) from the list below:

adrift, rescue team, survivors, wreck, sinking, flare, life-jackets, drowned, emergency rations, spotted

The alarm was raised to warn that the boat was 1) shortly after 9 pm. It happened fast, but the crew managed to give out the 2) quickly, and so only three people 3)



The 4) got into the lifeboats and the crew let off a(n) 5) to try and attract attention, but nobody saw it. They were 6) for three days, before being 7) by a helicopter crew who sent a(n) 8) out to get them. Luckily, the lifeboats contained 9) so nobody really suffered. The cause of the accident is still not known, but divers hope to examine the 10) later on this week, to work out what really happened.

6 Underline the correct item.

Boats are an exciting way to travel. At the start of the journey, the passengers 1) **embark/disembark**. Then the 2) **anchor/ alarm** is raised, allowing the ship to leave the 3) **home/port**. A boat may stop at several places 4) **adrift/en route** before reaching its final 5) **destiny/destination**. Boats use 6) **radar/ code** to find their way around on the ocean. If an accident happens and the ship sinks, passengers get into the 7) **canoes/lifeboats** to save themselves from drowning. Meanwhile, the ship's 8) **crew/staff** send out a 9) **sign/signal** to show other ships that they are in trouble. Sea travel is generally considered very safe and great fun provided you don't get 10) **seasick/ill**.

Follow - up ACTIVITIES

- ◆ Would you like to dive to a sunken ship? Why/ Why not?
- ◆ Imagine you are a survivor of the sinking of the Titanic. Make notes about the voyage, using the text and your own ideas, then tell your story.

Your name:	Destination:
Age:	What happened:
Ship's name:	How I survived:
Date:	How I feel now:

- ◆ Using the notes above write a factual report about the sinking of the Titanic.



PART 2 Think of the word which best fits in each space. Write only one word.

In theory, any ship sunk in **0)** ...open... waters is fair game for salvors, but salvage claims often end **1)** in court, usually leading to long and complicated cases. When they can, salvors establish a claim **2)** the owners or insurers of a sunken ship, working **3)** a deal in which the profits from **4)** is salvaged are shared.

In U.K. waters, however, the rules are different. Here the salvors do not **5)** priority. The original owners of the items recovered have a year and a day to prove that they own them. After this, the items become the property of the Crown, **6)** may then decide to give them to the salvor as payment. Items of historical importance **7)** usually given to museums and the salvor receives compensation **8)** his or her work.

Another law about salvaging in Britain concerns war graves. Ships sunk while on military service are designated as war graves, and nobody is allowed to touch them **9)** law. The **10)** exception to this is the "Edinburgh", which **11)**, and still is, an official war grave. It was impossible to stop the ship **12)** salvaged, because the gold **13)** board belonged to the Russians. However, great care was **14)** not to disturb the remains of the 57 crew members, and the ship has not **15)** touched since.

PART 3 Complete the sentences using the words in bold. Use two to five words.

- Clothes that are no longer fashionable are sold at bargain prices.
fashion Clothes that are sold at bargain prices.
- Her father doesn't like her staying out late.
of Her father doesn't out late.
- Take some more money; you may need it.
case Take some more money it.
- She spent Christmas on her own as her husband had to work.
by She as her husband had to work.
- The traffic moved so slowly that it would have been quicker to walk.
move So that it would have been quicker to walk.
- The headteacher made the boy wait outside her office.
was The boy outside the headteacher's office.
- We had a good time at the wedding.
ourselves We at the wedding.
- I would never tolerate such rude behaviour.
up I would never rude behaviour.
- You had better ask for legal advice on this matter.
were If ask for legal advice on this matter.
- She doesn't mind if she is asked to work overtime.
being She to work overtime.

PREPOSITIONS

Fill in the correct preposition, then choose any five of them and make sentences using them.

(1) to focus sth/sb; (2) a rise sth; (3) to result sth; (4) to set fire; (5) to shiver cold; (6) to be composed sth; (7) the way to; (8) similar sb/sth; (9) to base sth sth; (10) to suffer sth; (11) to depend sb/sth; (12) to protect sb sth; (13) to be board; (14) to compare sth sth else



PART 2

You'll hear a computer artist giving a talk about pictures of missing people. For questions 9 - 18, complete the notes which summarise what the speaker says.

Missing people are often found after someone

	9
--	---

Photographs of children are not reliable because

	10
--	----

A computer artist needs a clear photo of

	11
--	----

and of

	12
--	----

From the photos the computer artist identifies

	13
--	----

The child's face appears

	14
--	----

Family likenesses are not so easily seen in

	15
--	----

The face is aged on the screen according to

	16
--	----

The computer can produce a picture of the

	17
--	----

Sometimes success is prevented due to the child's

	18
--	----

PART 3

Problem solving • decision making • planning
• prioritising • speculation on given picture
prompts etc

The pictures below suggest various forms of conventional and alternative treatment. Discuss with your partner which form of treatment you would recommend to somebody suffering from: a) a broken leg, b) backache, c) allergies, d) asthma, e) insomnia, f) flu, g) stress, h) headache, i) cough. You can suggest other forms of treatment as well.



PART 4

Discussing in pairs topics related to the theme of Part 3

- What are the advantages and disadvantages of alternative therapies?
- Would you ever consider trying an alternative method of treatment?
- What other types of alternative therapy do you know of?
- Do you think that alternative therapies will become more or less widely used in the future?

Articles

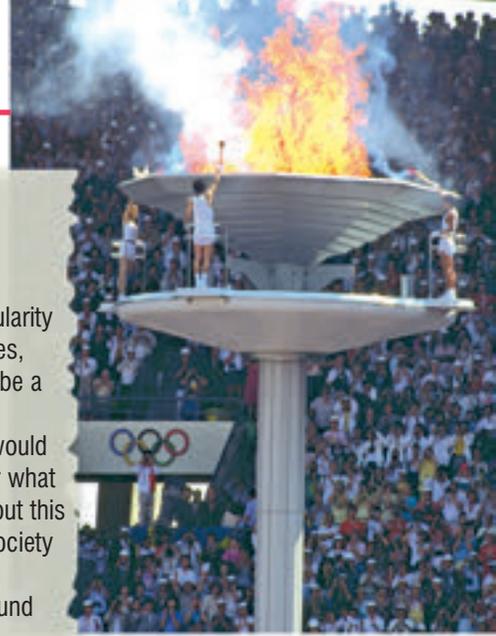
1 CONFLICT CREATOR OR PEACEMAKER?

You have, of course, watched the Olympics on TV in the past. It is fun to see athletes from all over the world competing for gold. We take it for

granted that the Olympics will take place every four years. But have you ever imagined what effect the cancellation of the games might have?

2 PEACE SYMBOL OR ETHNIC RIVALRY?

Despite the growing popularity of the modern Olympic Games, and the fact that it seems to be a solidly established, although relatively recent tradition, it would seem worthwhile to consider what the world would be like without this famous competition. Does society truly benefit from the coming together of athletes from around the world every four years?



Read the extracts.

Which extract uses more formal language? Which article includes impersonal style and which includes personal style? What do the two articles have in common? Are the words in the headlines included in the extracts? What type of publication are these extracts taken from?

- Articles are pieces of writing which appear in newspapers and magazines. They are written either in a formal or informal style depending on what type of publication they appear in or the type of article itself. For example, a humorous article is a lighthearted piece of writing and it could be written in informal language.
- Addressing the reader is acceptable in a less formal article (e.g. *Do you believe ...*); however, in a formal article this is not acceptable. An impersonal style is used in formal articles (e.g. *It is widely believed that ...*).
- Each new point starts a new paragraph. All paragraphs should be connected with linking words.
- The style, whether formal or informal, should be kept the same in both the headlines and throughout the article. School magazines and popular newspapers are normally lighthearted, therefore the style used should be informal.
- Before writing an article, identify its type. Writing techniques are provided in previous units and you can refer to these. For instance, if you are asked to write an article in which you must provide *solutions to the problem of noise pollution*, you should first identify it as an argumentative essay and then refer to Unit 4 to find the appropriate argumentative techniques and paragraph plans. If you have to write an article about a news event, refer to narrative techniques in Unit 2 and news reports in Unit 5.

Writing Newspaper Headlines

- A headline is always included in a newspaper article. The purpose of a headline is to sum up the general

point of the article and to catch the reader's attention. Remember that a headline is brief and is like writing a note or memo. For this reason, auxiliaries, articles and some prepositions are omitted. It is a good idea to use words or phrases in the headlines which attract the reader's interest. When writing a headline, use tenses such as Present Simple, Past Simple and infinitive forms. The headline should give the reader an idea of the style (i.e. the level of formality). Less formal articles often use vocabulary that is **descriptive** (e.g. blaze), **emotional** (e.g. tragic) or **slang** (e.g. kids).

1 Read the following headlines and decide which article from the list below they should be used for.

- A gardening magazine has asked its readers to write an article on the subject: "How I turned my ugly garden into an impressive masterpiece."
- A local newspaper has asked citizens to contribute their opinion on the topic: "Do you think the council should provide a free school bus service for students?"
- An educational magazine has invited readers to discuss the question: "Will having separate schools for boys and girls help or harm the learning process?"
- An international newspaper has asked its readers to write an article discussing the advantages and disadvantages of having one European currency.
- A childcare magazine has invited readers to express their opinion on the question: "Should children be made to earn their pocket money?"

Argumentative Techniques for Writing Articles

First and Last Paragraph Techniques

- **The first paragraph may:**

- ▲ state a strong, firm opinion, e.g. *There is no doubt that French women are well-dressed.*
- ▲ make reference to a strange scene or situation, e.g. *Imagine being trapped in a lift on the thirtieth floor...*
- ▲ address the reader directly (in less formal articles), e.g. *Can you imagine if ...? Would you ever ...?*
- ▲ start with a quotation, e.g. *"Music is a medicine that's pleasant to take"* or a rhetorical question (a rhetorical question is a question which needs no reply), e.g. *Should the citizens vote for such a dishonest person?* (no answer is expected)
- ▲ start with a problem which needs a solution, e.g. *The problem of traffic congestion is one that ...*

- **The last paragraph may:**

- ▲ state a personal opinion, e.g. *In my view ..., As far as I'm concerned ..., In my opinion ...,* etc.
- ▲ give the reader something to consider, e.g. *Things would be different if ...*
- ▲ summarise the article, e.g. *As was previously stated ..., In conclusion, All in all ...* etc.
- ▲ end with a quotation, e.g. *"The car has become an article of dress without which we feel uncertain, unclad and incomplete."*

2 Match the first with the last paragraphs. What style and which techniques are used for the first/last paragraphs? What paragraph plans should be used for each topic? Suggest a title for each topic.

FIRST PARAGRAPHS	LAST PARAGRAPHS
<p>1 Governments all over the world have started to deal with the problem of excess waste in recent years and it is clear that we must all play a part in protecting the environment.</p>	<p>A To sum up, the generation gap has always given rise to myths and misconceptions. Change is a continuous process, and one generation's concerns will always differ from those of the next generation. What is needed is an understanding of why these changes take place, and a willingness to accept them as a natural part of life.</p>
<p>2 The physically-handicapped are, in my opinion, discriminated against in some, if not all societies. These are people who, like you and me, need to work in order to survive and in some cases support a family.</p>	<p>B There are difficulties involved in employing a handicapped person. However, I strongly believe that these individuals should be given a chance to obtain work.</p>
<p>3 Nowadays, hunting has developed into a prestigious sport, much to the disapproval of many animal rights activists. As G. B. Shaw once said, "When a man wants to murder a tiger, he calls it sport; when a tiger wants to murder him, he calls it ferocity."</p>	<p>C Total equality does not seem too distant a prospect to achieve. As an American journalist pointed out, "If a woman is sufficiently ambitious, determined and gifted, there is practically nothing she can't do."</p>
<p>4 Members of the older generation often say that their children are becoming lazier and less self-sufficient. Can there be any possible justification for these remarks? If so, what is responsible for turning us into a nation of lazy citizens?</p>	<p>D In conclusion, the best solution to the problem lies with the individual. It is up to every one of us to start taking responsibility for how our rubbish is disposed of. Our actions now will affect the state of the environment in the future.</p>
<p>5 Do you think that there are limitations on what women can achieve in comparison to men? Some say the differences are due to biological factors. However, others argue that socialisation plays a larger role.</p>	<p>E I believe dangers have always existed in society, and this "new threat" of hooliganism is simply a sign that people are just as violent and unpredictable as they have always been.</p>
<p>6 Imagine that you are peacefully watching a football match, when suddenly bottles and other objects start to fly over your head.</p>	<p>F All points considered, the intensive hunting of a certain breed of animal can often greatly upset the balance of nature.</p>

- 3** Read the following article and fill in the missing linking words from the list below. State what these words are used for, e.g. *moreover*: to add more points on a topic, etc. Finally, give the paragraph plan.

to sum up, a major advantage of, however, despite, moreover

Model

Necessary Convenience or Unnecessary Risk?



Today an increasing number of people travel frequently by air. Airports are becoming larger and more numerous. **1)**, some people argue that air travel is unsafe. It is true that travelling by plane has both advantages and disadvantages.

2) aeroplanes is that they are quick and convenient. As there is a lot of competition between airline companies, flights tend to be cheap and planes comfortable with many in-flight services.

3), inexpensive flights mean that people can travel farther and encounter different cultures and new experiences.

Nevertheless, air travel does have its drawbacks. If you travel 30,000 feet above the ground you will not enjoy the scenery and culture of the country you are passing over. What is more, planes are an easy target for terrorists as it is almost impossible to guard completely against this kind of attack, however tight security is.

4), while air travel has improved international understanding and communication, it still carries some risks. **5)** these disadvantages, air travel remains one of the most convenient ways of travelling.

- 4** Read the main body of the article and give the paragraph plan. Then write the first and the last paragraphs.

Model

Environmental nightmare or necessary luxury?

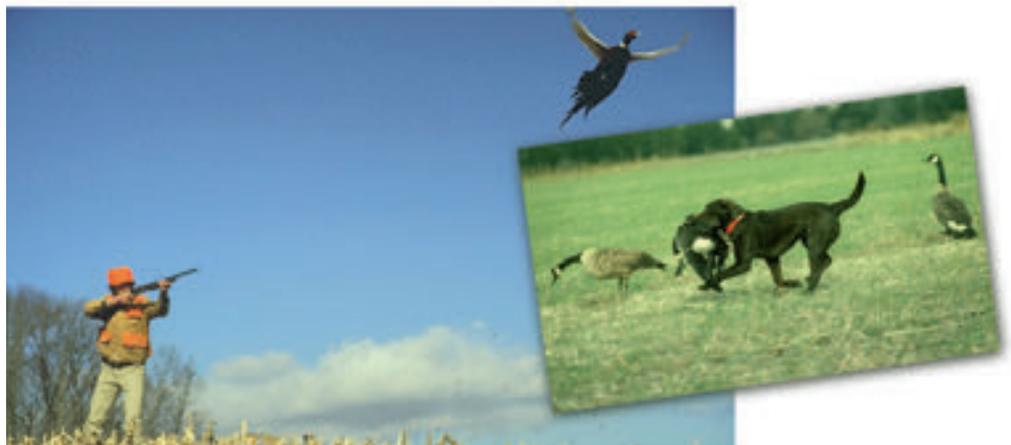
The most persuasive argument in favour of cars is undoubtedly that they are convenient, enabling one to travel at one's ease without having to waste time waiting for public transport. They are probably one of the most comfortable ways of travelling and give owners a greater sense of freedom: they know that they have the means to travel wherever they wish, whenever they wish.



On the other hand, it has been proved that cars are the main cause of environmental pollution in large towns and cities due to the fact that they give off toxic fumes such as carbon monoxide. What is more, as many people travel to work alone by car, there are too many cars on the roads, causing congestion in and around city centres. Another negative aspect is the cost of

running a car. Petrol and spare parts are often extremely expensive, leading to high maintenance costs.

- 5** A local nature magazine has asked its readers to write an article entitled: "Should the sport of hunting be completely banned?" Find an appropriate headline and write a short article for the magazine on this topic.



Descriptive/Narrative Techniques for Writing Articles

We use descriptive/narrative techniques to write articles about places and news reports (factual reports) (see Units 1, 2 and 5).

- 6** Read the model below and put the jumbled paragraphs in the correct order. Then, say what the purpose of each paragraph is. Finally, give the paragraph plan of the model.

- 7** Read the model below and say what the purpose of each paragraph is. Then underline the words where the senses are used to describe the place.

Model

Discover enticing Agra



A Watch the sun set over the white marble domes. Enticing, spicy smells lead you to an authentic Indian restaurant. Walk through the busy Indian market where street sellers shout out to you and snake charmers play their hypnotic tunes.

B Among its remarkable monuments are the fort built in

1566 and the palace of Jahangiri Mahal, not to mention its most famous building, the Taj Mahal, which is considered to be one of the most beautiful and elegant buildings in the world.

C The historic city of Agra, in northern India, is the ideal destination for those on a voyage of discovery this summer. It was built in the 16th century on the right bank of the winding river Jumna and remained the capital of India until 1658.

D If you are looking for a true taste of Asia, then Agra is definitely the place for you.

Model

Explore exotic Bangkok



The lively city of Bangkok is situated on the Chao Phraya River, fifteen miles from the Gulf of Thailand. Bangkok, the capital of Thailand, was founded in the 18th century on the remains of an ancient fort and is now the leading cultural and economic centre of the country. It is a perfect place for those who love sightseeing and experiencing different cultures.

There are many magnificent buildings in the city, including the Royal Palace and a number of temples such as the Temple of the Dawn. The Chapel of the Emerald Buddha is a breathtaking sight as well.

The best way to travel around Bangkok is by boat. The many canals lap gently against floating markets where the fragrant aroma of roasting bananas fills the air. A trip to the Weekend Market cannot be missed, especially the animal section, where dogs bark, birds sing and even snakes hiss at you.

You cannot think of Thailand without thinking of orchids. It has all the beauty and fascination of the most exquisite flowers in the world.

Writing News Articles

- When writing a newspaper report, bear in mind that the introduction and the conclusion should attract the readers' attention.
- Give a brief summary of the event in the introduction, as well as the time, place and people involved.
- In the conclusion, include any comments or quotes from the people involved in or related to the event. You may also mention any plans for the future resulting from the event.

- 8** Turn these sentences into headlines.

- | | |
|---|--|
| <p>1 The local fire department will give demonstrations about fire prevention tips to school children.</p> <p>2 Refugees will receive temporary housing and medical care from the government.</p> <p>3 A local farmer is suing a neighbouring factory after discovering that it has contaminated the local water supply.</p> <p>4 Residents in Newtown are suffering due to a shortage of water.</p> <p>5 After the recent ferry disaster, authorities are investigating the mysterious disappearance of the ferry's captain.</p> | <p>6 Fire officials tried to determine the cause of an explosion which destroyed five flats.</p> <p>7 An elderly woman did not receive proper medical care in a public nursing home, which resulted in her death.</p> <p>8 A sailor drowned when the ship he was working on sank during a violent storm.</p> <p>9 Valuable artwork was stolen from the Museum of Modern Art.</p> <p>10 Grandparents are applying to adopt their grandchildren.</p> |
|---|--|

9 Match the beginnings of these news articles with the endings. Suggest appropriate headlines and give the paragraph plan for each. Next, answer the following questions: What style is used in each? In what magazines or newspapers could they appear? Which include dramatic language? Which include formal language?

BEGINNINGS	ENDINGS
<p>1 Drivers returning yesterday from the May Day bank holiday weekend found themselves facing traffic jams up to eight miles long on many London-bound roads in the Southeast.</p>	<p>A The farmers are determined not to back down. Buzz Handcastle, the president of the Farmers' Association, said, "Come hell or high water, we will stand our ground." There seems to be no way to find agreement between the two sides. Traffic will again be diverted onto the B10 until a settlement is reached.</p>
<p>2 Six British holidaymakers died in a coach crash in France early yesterday morning while on the way back from a night out at a local nightclub.</p>	<p>B A spokesman for the transport department said that the delays were "unavoidable" and that "all possible measures" had been taken by transport authorities to prevent traffic congestion. "Unfortunately," he said, "it seems that this just wasn't enough."</p>
<p>3 Farmers, angry at the Department of Agriculture's refusal to give in on the issue of government loans, plan to block the A23 Blackwell-Aldington road for yet another day. Deadlocked negotiations yesterday will mean heavy traffic today, the third day running of road chaos.</p>	<p>C "I can't believe it. How could this have happened?" sobbed one lucky passenger who escaped with minor cuts and bruises. Italian authorities have vowed to leave no stone unturned in their search for the cause of the tragedy.</p>
<p>4 A black cloud of sadness has come over the sunny Italian resort of San Luca. Two tourists lost their lives yesterday in a deadly motorboat crash while travelling to the chic holiday resort.</p>	<p>D The French authorities have yet to determine who was to blame for the crash, but relatives of the victims claim that the coach was not fitted with any safety features. Wendy Fulham, 52, whose daughter was injured in the crash, said, "I'm determined to find out who's responsible."</p>

10 Read the model below and fill in the gaps with the following linking words: immediately, by the time, before, while, first, meanwhile



Terrorist Attack

Suntown Shopping Centre was evacuated early yesterday morning, shortly **1)** a bomb exploded in the basement, destroying most of the building. Luckily, thousands of shoppers were evacuated in time and only one injury was reported.

The alarm was **2)** raised by plumber Gary Reeves at 10.30 am. **3)** carrying out a routine maintenance check, Mr Reeves saw a suspicious package in the basement, and the police were **4)** informed. Unfortunately, **5)** the bomb squad arrived, it was too late to defuse the bomb, which exploded at 10.45 am.

While terrorist activity is evidently the cause of the explosion, the identity of the bombers has yet to be discovered. No warnings were issued prior to the explosion, and responsibility for the incident has not been claimed. Police are currently investigating possible motives for the bombing.

Detective Wilson announced today that security measures are being tightened by police to prevent such incidents from occurring in the future. "Security guards will be posted at the shopping centre on a 24-hour basis," he said. "This investigation will not end until those responsible for the bombing are caught."

6), plans for the reconstruction of the shopping centre are under way.

- 11** Read the two models. Which model could be included in a local newspaper or magazine? Which model is more formal? Which article reports only the facts?

Model A

SAFE RETURN OF KIDNAP VICTIM

Charlotte Tibbs, the wife of politician Gilbert Tibbs, was safely returned yesterday after having been held hostage for six days by the terrorist group P. I. F.

Mrs Tibbs was abducted last Friday morning as she was leaving her home to go to her office in Cheltenham. Later the same day her husband received a telephone call from a member of P.I.F. demanding £500,000 for her release. Mr Tibbs was informed that the money was to be handed over in cash at the Bristol docks at 6 am yesterday.

In the following days the police kept the docks under close surveillance in preparation for the hand-over. Mr Tibbs went to the docks as requested yesterday morning and delivered the money in a briefcase. As promised, his wife was safely returned to him. However, as soon as Mr and Mrs Tibbs had driven away, the police sealed off the area, effectively trapping the kidnapers within the docks. After a short while the terrorists decided to give themselves up and subsequently dropped their weapons before being arrested.

In a press statement yesterday, Mr Tibbs thanked the police for their "brave and faultless work". He also voiced his hopes that this incident would deter terrorists from contemplating such actions in the future.

Model B

BRAVE RESCUE OF POLITICIAN'S WIFE

Following her terrifying six-day ordeal at the hands of the deadly terrorist group P. I. F., kidnap victim Charlotte Tibbs, 45, the wife of Tory candidate for Cheltenham, Gilbert Tibbs, 59, was freed yesterday in an amazing rescue.

Charlotte was snatched from her doorstep last Friday before being taken away and imprisoned. Her husband later received the chilling news that if he wanted his wife returned alive, he would have to go down to the Bristol docks and pay the ruthless terrorists a staggering half a million pounds.

Tibbs drove down to the docks for the handover at dawn yesterday with the cash in a black leather briefcase. Eventually the heavily armed kidnapers appeared with their hostage who they freed after checking the money. However, as soon as the couple were out of the way, the police expertly surrounded the terrorists, leaving them with no choice but to surrender before being handcuffed and taken down to the station.

We spoke to the relieved couple from the safety of their luxury townhouse in Cheltenham yesterday, when Tibbs admitted that he had been amazed at the bravery of the police. He also added, "Let this serve as a warning to any criminal group who ever consider getting their evil way in this outrageous manner again."



- 12** First review the theory, then mark the following statements T/F.

- 1 The style of an article depends on the type of publication it is intended for or the topic of the article.
- 2 The first paragraph of a news article includes a brief summary of the event.
- 3 Formal articles should not be addressed directly to the reader.
- 4 An article should not begin with a quotation.
- 5 An article dealing with a problem starts with a paragraph stating the problem.
- 6 The final paragraph of a news report doesn't include future developments.
- 7 It is good to end articles with a quotation.

- 13** Identify what types of articles the following topics are. Write appropriate headlines and give the paragraph plan for each topic. Then write questions 1, 2, and 3 in the appropriate style, using 120-180 words.

- 1 An environmental magazine for teenagers has invited its readers to submit an article offering solutions to the problem of forest fires. Write a short article on this subject.
- 2 A local newspaper has invited its young readers to contribute an article discussing the advantages and disadvantages of working abroad. Write a short article for the newspaper on this subject.
- 3 A school magazine has invited readers to express their opinion on the question "What can be done to prevent young people from leaving school early?" Write a short article for the magazine.



Unit 7

WARM - up ACTIVITIES

- ◆ Look at the pictures and the title. What do you think high-tech pollution is?
- ◆ What are the major causes of pollution in general?
- ◆ Suggest six words you would expect to find in the article.

👉 Fill in the missing information in the following summary by guessing. Then listen to the text of Part 1 and find out if your guesses were correct.

In recent years the **1)** of high-tech garbage has become a big concern. Anyone who has bought a computer knows it is **2)** as soon as you get it home. Computers have an average lifespan of **3)** years. In Germany, 1.5 million tons of **4)** appliances are discarded yearly. A German firm was charged with dumping **5)** waste containing the substance PCB used in TVs and computers as insulation. Even simple things like computer **6)** are hard to recycle as they cannot be burnt. Perhaps in the future we will not **7)**, but hire electrical items. The answer lies in intelligent **8)** The manufacturer Loewe has developed a green **9)** containing little plastic. This TV is expected to last up to **10)** years, twice as long as other TVs.



READING TASK: PART 1

You are going to read a newspaper article about high-tech pollution. Choose the most suitable heading from the list **A-I** for each part (**1-7**) of the article. There is one extra heading which you do not need to use. There is an example at the beginning (**0**).

A	A slow and expensive process.
B	A fairly short lifetime.
C	Longer-lasting technology.
D	All TV parts are recycled.
E	Trying to determine what they're made of.
F	An idea packed with problems.
G	Hurrying to purchase new technology.
H	Who is responsible?
I	Discarding toxic parts - and breaking the rules.



The Era of High-Tech Pollution

0 G

Implausible as it sounds, the recycling of high tech garbage is becoming a big concern. In the last few decades we've been like children in a toy shop, rushing to get our hands on the latest electronic **gadgets**. Manufacturers have **obligingly** brought out new toys faster than we can buy them. And of course the more we buy, the more we end up throwing away.

1

The speed of turnover is frustratingly high. Anyone who has ever bought a computer will be aware of the fact that a PC is out of date as soon as you buy it. But while frustration is transient, the toys on the **scrap-heap** are not. Computers have an average lifespan of five years, and the speed of development, combined with plummeting prices, is reducing this further. If a computer has a fault, it is more economical to throw it away and buy another than to mend it.

2

This trend isn't **confined** to computers either. Germany, Europe's richest nation, discards 1.5 million tons of electrical **appliances** every year. Only about 100,000 units are recycled. The vast majority are incinerated or thrown on the tip. And this, Germans are learning to their cost, causes serious problems. One of the country's major recycling firms has been charged with dumping toxic waste containing the substance PCB, once widely used in TVs and computers as **insulation**. Since 1985 its production has been illegal, and **disposal** is **governed** by strict rules. But the rules are not being followed.

3

Klaus Brodersen of Erlangen University is trying to produce a definite classification

of what chemicals should and should not be allowed in the production of high tech equipment. But it is an **uphill struggle**. It costs up to £7,000 to analyse a single **component**, and so far Brodersen has examined only 200 of the 100,000 most common.

4

Even such seemingly simple things as computer casings are **bafflingly** recycle-proof. Siemens Nixdorf, which runs a very expensive recycling programme for its old equipment, says there are more than 100 different plastics in its computer **casings**. Few records were kept while they were being made and no one knows precisely what went into each model. The only certainty is that all the casings contain **bromine**, a kind of toxic flame retardant. It is almost impossible to recycle such plastic and just as difficult to incinerate it. If you do manage to burn it, you produce dioxins, which are also extremely toxic.

5

So what is to be done about electronic waste? Eco-visionaries propose a future in which appliances, not bought but **leased**, remain the manufacturer's responsibility to the bitter end. This would be a tricky practice, though. Who would take back the equipment – the dealer, manufacturer or importer? What if the firm has gone out of business? Who is going to **monitor** the manufacturers and ensure that the goods aren't just **shipped** to countries with laxer regulations? And, of course, in the long run it's a lot more expensive to hire a TV or computer than it is to buy one.

6

The Swiss have addressed the problem by making a charge at the time of purchase to cover all disposal costs. In Germany, where such a system is on the

books but has yet to come into force, there is chaos. Some firms collect without charge, others make you pay, some accept all goods, others just their own – and many refuse to have anything to do with it. **Municipal** authorities are just as disorganised.

7

The answer to all these problems lies in intelligent construction, with an emphasis not only on economy but also on ease of disposal. Increasing the life-expectancy of products would also alleviate the problems. The manufacturer Loewe has developed a green TV which contains just 39 grams of plastic as opposed to the standard 6.7 kilos and 50 grams of toxic materials against 5 kilos. It is expected to last up to 30 years, twice as long as other TVs. Companies like this are showing the way forward, and it is to be hoped that others will soon follow.



VOCABULARY EXERCISES



1 Look at the following words in bold in the text and try to explain them:

gadgets, obligingly, scrap-heap, confined, appliances, insulation, disposal, governed, uphill struggle, component, bafflingly, casings, bromine, leased, monitor, shipped, municipal

2 Fill in the correct word(s) from the list below:

implausible, transient, turnover, plummeted, lax, discard, incinerate, dumped, alleviate, flame retardant

- 1 Working in the factory was so boring that there was a high of staff. **(rate of change)**
- 2 The new factory will some of the area's unemployment problems. **(ease)**
- 3 All new soft furnishings must be treated with a to comply with safety regulations. **(fire-proof substance)**
- 4 When CDs became cheap enough record sales **(fell rapidly)**
- 5 The government has decided to tighten up the laws concerning careless driving. **(loose)**
- 6 His theory was completely so nobody took him seriously. **(unbelievable)**
- 7 Some rubbish gives off toxic fumes when you it. **(burn)**
- 8 John's bad moods are; they never last more than a few minutes. **(temporary)**
- 9 Children often their toys when they get bored with them. **(throw away)**
- 10 Toxic waste in the sea is a major threat to the environment. **(disposed of)**

3 Fill in the word(s) from the list below. Use the word(s) only once.

average, long, to go, high-tech, short, to follow, strict, uphill, expectancy, toxic, to come, fault, municipal, to run

- | | |
|-------------------------|-----------------------|
| 1 a(n) lifetime | 8 a(n) struggle |
| 2 the rules | 9 into force |
| 3 out of business | 10 in the run |
| 4 life-..... | 11 to have a(n) |
| 5 .....pollution | 12 rules |
| 6 a(n) life-span | 13 a programme |
| 7 waste | 14 authorities |

4 Match the types of pollution with their effects.

- | | |
|----------------------------------|------------------------------|
| 1 acid rain | a. skin cancer |
| 2 traffic congestion | b. respiratory problems |
| 3 water contamination | c. carbon monoxide given off |
| 4 destruction of the ozone layer | d. stomach-related diseases |
| 5 air pollution | e. forests dying |

5 Find the odd word out.

- 1 dump, disregard, dispose, discard
- 2 waste, garbage, litter, pollution
- 3 recycle, reuse, redo, reprocess
- 4 unlikely, implausible, improbable, irrelevant
- 5 toxin, poison, venom, garbage

6 Fill in the correct word(s) from the list below:

aerosol, exhaust, ozone-friendly, recycling centre, public transport, boycott, waste, dispose, unleaded, influence



Pollution is getting worse, and it is up to us, the public, to solve the problem. You can start by taking your unwanted 1) to a(n) 2), instead of just throwing it away. You also need to properly 3) of any rubbish which cannot be recycled. A good way to 4) big companies is to 5) any products which are harmful to the environment. This forces the companies to change their method of production. If you buy a(n) 6) spray, for example, always make sure it is a(n) 7) one. Also, if you do drive a car, try and get one which takes 8) petrol because the 9) fumes given off are less harmful to the environment. If you are travelling in the city, don't use the car, but take 10) instead. It's much more environmentally friendly, and often faster as well.

7 Complete the following text with the correct word derived from the words in brackets.

An international panel of 1) (**science**) has 2) (**recent**) claimed that 3) (**globe**) warming will cause temperatures to rise 4 degrees by 2100. 4) (**environment**) groups 5) (**immediate**) warned that this could have 6) (**potential**) devastating results and called for 7) (**urge**) action. The most likely effects of global warming are that sea levels will rise, leading to many islands becoming submerged. Dry regions will probably get drier, which will 8) (**serious**) increase the threat of famine, and weather patterns will change 9) (**complete**) unless 10) (**govern**) take co-ordinated action.



8 Look at the following pictures and notes below, then, in pairs, discuss what the problems are and how they can be solved.



Problems: oil slicks, noise, smog, congestion, gas emissions, acid rain, careless disposal of waste, unpleasant smells, unnecessary packaging, dumping oil/toxic waste, etc

Solutions: coastguard surveillance, radar systems, filters, fines, laws on use of horns, catalytic converters, unleaded petrol, better public transport, ban on careless disposal of rubbish, biodegradable packaging, improved waste disposal systems, etc

eg. *One of the problems caused by cars is noise. This can be avoided if laws on the use of horns are enforced, and exhaust pipes are in good condition.*

9 Fill in the missing particle.

- 1 Stop teasing me – you're starting to **wear** my patience. (**make sb lose**)
- 2 After the operation, it took a few hours for the anaesthetic to **wear** (**lose effect**)
- 3 When father got home from work, he was **worn** (**very tired**)
- 4 Tell me everything that happened – don't **hold** any information. (**leave out on purpose**)
- 5 **Hold** a minute, I'll just go and get what you want. (**wait**)
- 6 I hope the rain will **hold** until after the game. (**not start**)
- 7 After the shipwreck, the sailors **held** for three days without food or water. (**survived**)
- 8 The robbers **held** the bank. (**used a gun to rob**)

Follow - up ACTIVITIES

- ◆ What is being done in your town/city to prevent pollution? Could more be done?
- ◆ Read the text of Part 1 again and underline the problems and solutions involved in disposing of high-tech items. Then talk about them using the expressions below.

Useful expressions: Technology is a good thing but ..., For example ..., In addition ..., To make matters worse ..., There are solutions such as ..., Manufacturers should ..., etc

GRAMMAR CHECK

Cross out the unnecessary word. Some sentences are correct.

- 1 All ~~what~~ I told him to do was be quiet.
- 2 Since that you've got some time I'd like a little help.
- 3 I don't understand what they're trying to say.
- 4 They criticise everything what we do.
- 5 The one thing that bothers me is noise.
- 6 She hadn't bought much food so that there wasn't enough for everyone.
- 7 What we'd like to do it is to go on holiday.
- 8 In spite of the fact he had studied, he failed the test.
- 9 What he tried to do it was a failure.
- 10 Only when did she left, was he able to work.
- 11 He can't swim and neither can his wife.
- 12 Little did he not know that Ann had got married.
- 13 Were I be you, I'd quit.
- 14 No sooner had he left than that the phone rang.
- 15 Only if do you have a key can you get into the room.



WARM - UP ACTIVITIES

- ◆ Look at the pictures. Would you like to live on a small island? Why/Why not?
- ◆ The article is about a family who moved to a remote island. Why do you think they wanted to move?
- 🌀 First read the false summary and spot the mistakes by guessing. Then listen to the text of Part 2 and find out if your guesses were correct. Can you think of a title for the text?

The Sirrs sold their farm in Yorkshire to move to the Welsh island of Graemsay. The family viewed the property in September. The deal was astonishing — the “estate” comprised a post office, six villas and a private sandy beach. On the first trip, the Sirrs met many of the island’s tourists and were given a warm meal. The move has brought new challenges to the family. Rob and Jill have started a cattle farm. The only thing they miss is going to the zoo. The children are the only pupils at the school and take advantage of the school’s free facilities. The family consider themselves lucky.

READING TASK: PART 2

You are going to read an article about a family who moved to an island. For questions 8-14, choose the answer (A, B, C or D) which you think fits best according to the text.

Many people long to escape from the **hustle and bustle** of modern life. But few people would actually give up a warm comfortable home to move to a remote island in the middle of the North Sea. The Sirrs family, however, decided to do exactly that. Unhappy with their busy lifestyles they sold their 400 year-old cottage in Yorkshire to move to the tiny Scottish island of Graemsay.

Incredibly, for less than the price of a **modest** semi-detached house, it was possible to buy half of the island. Attracted **initially** by the low price, Rob and Jill contacted the agent concerned and discovered that “the **estate**” advertised actually comprised a post office, six houses and a private sandy beach - all for £60,000.

Interested, the young couple and their three children decided to go and have a look. Knowing that the island would look its best in the summer, they chose **to view** the property in December. They didn’t want to be under any **illusions**. Despite a seasonal chill, the weather was clear and the sea calm. The island looked more beautiful than they could ever have imagined. While they left their children playing on the beach, the Sirrs looked around and realised that the deal was even more astonishing than they had first thought. The six-bedroom house came with a farm and 300 acres of land.

Once on the island the Sirrs tried to imagine what life could be like for them. They were anxious to meet their neighbours as soon as possible. However, they had no need to worry. On that first trip they met up to half of the sixty or so island inhabitants and were given a warm welcome! The couple were **thrilled** that the people of Graemsay were so friendly. Many of them urged the couple to complete the 26 transaction as soon as possible. Within two weeks of their visit, the Sirrs’ bid of £55,000 was accepted.

The move has brought new challenges to the family. Rob and Jill have started a sheep farm and renovated the cottages to rent out as holiday homes. They insist that the only thing they miss about their previous life is going to the cinema. If anything, moving to the remote island has brought the family closer together.

Before they moved, the Sirrs thought long and hard about bringing their children up in such a remote place. But the children are young enough to **adjust** and seem happier in the new environment.

They are content with their own **company** and make their own entertainment. Although they are the only pupils at the local school, they receive lots of attention and are able to take advantage of the school’s modern facilities.

Since the move, the family have been visited by many friends who are **envious** of their beautiful surroundings. The family consider themselves lucky. For very little cost, they have all the **benefits** of a beautiful place to live. They also hope that by improving their property they can, in future, give something back to the island.

8

Why did the Sirrs family move to the island?

- A They had always wanted to live on an island.
- B It was a chance to escape.
- C They hated Yorkshire.
- D Their children were unhappy at school.

9

They decided to visit the property in December because

- A it was the only time of year they could travel.
- B the weather was unusually good.
- C they wanted to spend Christmas in Scotland.
- D they wanted to see what the place was like at the worst time of the year.

10

When they first visited the island, the Sirrs

- A were a little shy and felt isolated.
- B could not imagine what their neighbours would be like.
- C wanted to get to know the island people.
- D were anxious about meeting the island people.

11

Which best describes the Sirrs' feelings before the move?

- A excited but apprehensive
- B nervous and worried
- C happy and calm
- D sad but resigned

12

What does "them" (line 26) refer to?

- A The Sirrs.
- B Their children.
- C Their next door neighbours.
- D The people of the island.

13

Their neighbours

- A told them to buy the property before someone else got it.
- B urged them to bid a higher price.
- C told them that £55,000 was acceptable.
- D urged them to complete the sale of their house in Yorkshire.

14

One advantage mentioned of being the only students is

- A peace and quiet.
- B little financial cost.
- C greater use of school resources.
- D fewer discipline problems.



VOCABULARY EXERCISES



1 Look at the following words in bold in the text and try to explain them:

hustle and bustle, modest, initially, estate, to view, illusions, thrilled, adjust, company, envious, benefits

2 Fill in the correct word from the list below:

concerned, remote, comprises, bid, deal, resources, renovate, content, prompted, inhabitant

- 1 He has been a(n) of the village for over sixty years. (**resident**)
- 2 Bill's was the highest at the auction so he got the painting. (**offer**)
- 3 He only spoke to two or three people a week because his house was so (**isolated**)
- 4 He is not with his salary and is trying to find a better job. (**satisfied**)
- 5 The fell through when they couldn't agree on a price. (**business agreement**)
- 6 Their house looks so run down that they have decided to it this summer. (**redecorate**)
- 7 Oil are in danger of running out over the next century. (**supplies**)
- 8 Being offered a job in Chicago was what Alan to move to America. (**caused**)
- 9 A football team eleven players. (**is composed of**)
- 10 People are becoming more and more about the state of the environment. (**worried**)

3 Fill in the appropriate word(s) from the list. Use the word(s) only once.

to start, warm, modern, to have, best, busy, to bring, to think, to receive, hustle, illusions, seasonal, to consider

- | | |
|------------------------|---------------------------|
| 1 the and bustle | 8 lots of attention |
| 2 to look its | 9 to give a(n) |
| 3 new challenges | welcome |
| 4 lifestyles | 10 chill |
| 5 facilities | 11 a sheep farm |
| 6 to be under | 12 long and hard |
| 7 a look | 13 myself lucky |

4 Underline the correct word.

- 1 He suffered from the **mirage/delusion** that he was more important than he really was.
- 2 By the use of an optical **hallucination/illusion** the magician tricked the audience.

- 3 In the desert they thought they saw an oasis, but it was really just a **mirage/delusion**.
- 4 When the patient was given some anaesthetic, he had a(n) **hallucination/illusion** that he was flying through space.
- 5 He was very proud when he won first **prize/award** in the chess competition.
- 6 The police decided to offer a £50,000 **award/reward** for any information leading to the capture of the kidnappers.
- 7 He wondered if he would **prize/benefit** from accepting the new job.
- 8 The court decided to **award/benefit** him £10,000.

5 Find the odd word out.

- 1 farmhouse, barn, valley, stable
- 2 field, acre, land, grounds
- 3 cowshed, cottage, hen-house, pigpen
- 4 fence, hedge, gate, wall
- 5 calm, quiet, bustle, tranquil

6 Complete the sentences using the words in bold. Use two to five words.

- 1 The waiter added up the bill. **worked** The waiter the bill.
- 2 He started a new novel two months ago. **working** He new novel for two months.
- 3 All this exercise has made me develop an appetite. **work** All this exercise an appetite.
- 4 Don't worry, everything will be alright in the end. **work** Don't worry, the end.

7 Decide which adjectives describe a city and which describe the country. Give reasons.

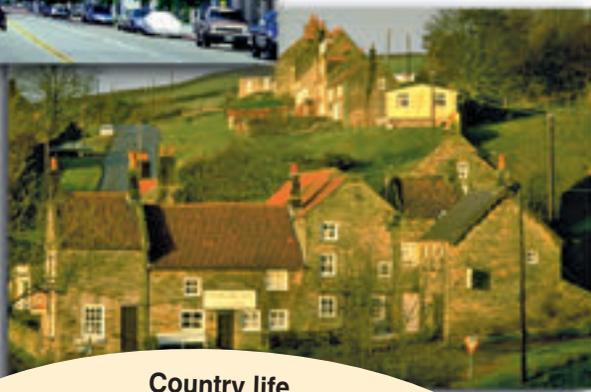
polluted, scenic, crowded, relaxed, noisy, quiet, peaceful, lively, picturesque, healthy, natural, dirty, entertaining, busy, slow, modern, remote, stressful



- ⑧ Look at the notes and the useful expressions, then compare and contrast the two pictures.



City life
 high pollution levels, noise, traffic jams, easy to find a job, open-minded people, good public transport system, many schools, hectic lifestyle, lots of entertainment facilities, high crime rate, unfriendly people, many hospitals, small houses, stressful, etc



Country life
 healthy, picturesque surroundings, poor entertainment, monotonous, poor public transport system, relaxing, friendly people, intruding people, low crime rate, low pollution levels, few schools/hospitals, larger houses, isolated, no variety of jobs, etc

Useful expressions: although, unfortunately, whereas it is, both, compared to, generally, on the contrary, different to, however, too, also, in comparison to, etc

eg. *Life in the city is very **different to** life in the country. Life in the city is more stressful **in comparison to** life in the country, etc.*

- ⑨ More and more young people are leaving their villages for towns and cities. Why is this happening? What should be done to encourage them to stay? Look at the notes, then discuss the problems and the solutions in pairs. You may add your own ideas.

Problems: not enough jobs, not much entertainment, not enough education opportunities, not enough doctors, hospitals or equipment, etc

Solutions: set up new businesses, build new leisure centres/ cinemas etc, set up new hospitals in the area, improve transport, set up local education centres, etc

Follow-up Activities

- ◆ You live in a village and you want to move to the city. Your friend tries to persuade you to stay in the village. Using the ideas in Exs. 8 and 9 act out the dialogue.
 eg. *A: I do hate this monotonous lifestyle of the village.
 B: Yes, but just think how stressful city life is.*
- ◆ Read the text of Part 2 again and underline the points for and against. Then, imagine you are one of the Sirrs' children. Talk about living on the island using the expressions below:
 At first I felt ..., What I like best is ..., I enjoy ..., On the other hand ..., I miss ..., One good/bad thing is ...
Good points e.g. more attention at school
Bad points e.g. few children to play with
- ◆ More and more young people are leaving their villages for cities. Write a composition for your teacher in 120 - 180 words suggesting reasons why they should stay in their villages .

GRAMMAR CHECK

Complete the sentences using the words in bold. Use two to five words.

- 1 He has paid a professional to train his dog for him. **trained** He by a professional.
- 2 His nose was broken in a fight. **got** He in a fight.
- 3 She hired a famous photographer to take her son's picture. **had** She by a famous photographer.
- 4 We'll ask him to rewrite this contract. **have** We this contract rewritten.
- 5 He will ask someone at the garage to respray his car. **have** He at the garage.
- 6 The hairdresser is dyeing Ann's hair. **dyed** Ann by the hairdresser.
- 7 Someone stole her bag in the street. **got** She in the street.
- 8 We arranged for someone to water our plants while we were away. **watered** We while we were away.
- 9 Is there some way this can be done more quickly? **have** Is there some way we more quickly?
- 10 Someone broke into our neighbour's house before they came back. **broken** Our neighbours into before they came back.

WARM - UP ACTIVITIES

- ◆ Look at the pictures. Could you find gardens like this in your country? What would you expect to find there?
 - ◆ In what ways are plants and flowers important to us?
- ↪ First underline the correct item by guessing, then listen to the text of Part 3 and find out if your guesses were correct.

Kew Gardens is a botanical garden and plant **research/sales** centre. **500/5,000** people work at Kew. They start work at ten **past/to** eight. Matthew Ford is trying to save the Plymouth pear, the **tallest/rarest** tree in Britain. Growing **orchids/fruit** is vital to conserve species under threat. Some plant hunters go abroad, dig up rare species and **post/smuggle** them back home to sell. Gatekeeper and **ticket/staff** officer Jackie Howard says everyone at Kew is friendly, whether they are **labourers/cleaners** or experts. Kew Gardens will always be special for lovers of **animals/plants** and gardens.



READING TASK: PART 3

You are going to read a magazine article about Kew Gardens. Eight paragraphs have been removed from the article. Choose from the paragraphs **A-I** the one which fits each gap (**15-21**). There is one extra paragraph which you do not need to use. There is an example at the beginning (**0**).

Kew Gardens

Kew Gardens is the world's finest **botanical** garden and plant research centre.

0

D

500 people are employed at Kew Gardens, from scientists doing the latest medical research, to weather-beaten **maintenance men, digging** the **flowerbeds**. For student Sarah Wilson, training for the Kew Diploma in Horticulture, it's a long working day. "We start work at ten to eight in the morning with watering as the first job of the day. People think you can do it all by machine nowadays but every plant has different needs. Then it's sweeping up the dead leaves, pruning and top-dressing until the public starts to arrive."

15

"I knew I couldn't get better training anywhere else. This is the leading botanical centre in the world and it has people in every country where plants are in danger."

16

"All life **ultimately** depends on plants, and we don't know what's in them all or what we may be losing if a species is allowed to die out," says Matthew.

17

His work has been **instrumental** in saving the British lady's slipper orchid, and he is currently hoping to do the same with the Plymouth pear, the **rarest** tree in Britain.

The inside of the orchid house is a world of delicate lushness. John Sitch cares for the exotic pink and purple blooms here with a mixture of botanical **expertise** and tender loving care.

18

Growing orchids is vital to conserve species which are under threat, both from farmers and developers who are destroying their tropical homes, and from **plant hunters** who travel abroad, dig up rare and valuable species, and smuggle them back home to sell.

19

"I'm quite hopeful," says Elaine, "and I feel that if we find something, it will probably be a mixture rather than a single chemical."

20

"Some plants have valuable chemicals we can't make **artificially**. And it's not just tropical **rainforest specimens** we need, as many people think. Right now I'm working on a chemical from a European species, so it's vital to protect our own plants, too."

21

As **gatekeeper** and ticket officer Jackie Howard says, "Everyone who works here is friendly, whether they are **labourers** or high-powered experts." Perhaps that, as much as its long history and international **prestige**, explains why Kew will always be a special place for lovers of plants and gardens.

A

This is where scientific officer Matthew Ford fits into the picture. He is working as part of a team to identify, propagate and re-establish colonies of endangered plants in Britain and abroad.

B

Educating the public about the way in which all life depends on plants is certainly one of Kew's most valuable functions. And the approachable attitude of the staff is what makes this possible.

C

"Many plants contain life-saving products. I view all living things as interrelated, and if we lose one species it has a huge effect on all the others."

D

It grows more than 40,000 different kinds of plants, grows one in eight of all the flowering plants in creation, and researches and protects over six million other species.

E

She points out that there aren't as many AIDS researchers using plants as people might think. Many pharmaceutical companies prefer to use synthetic materials but it is important to work with real plants as well.

F

However, Kew has come under serious financial strain lately. This has caused the loss of over 200 jobs.

G

With 900,000 people visiting Kew every year, Sarah and the staff are kept on their toes. But she is quick to point out that Kew is more than just a public pleasure park.

H

Kew Gardens plays a medical role as well. Elaine Porter and her colleagues in the Jodrell Laboratory spend the working day researching plants which may combat the effects of the HIV virus and AIDS.

I

He has been working at Kew since leaving school at 17 but insists he still has a lot to learn about plants. Although there are 5000 different species of orchids being cultivated here, new discoveries are still being made.



VOCABULARY EXERCISES

- 1 Look at the following words in bold in the text and try to explain them:

botanical, maintenance men, digging, flowerbeds, ultimately, instrumental, rarest, expertise, plant hunters, artificially, rainforest, specimens, gatekeeper, labourers, prestige

- 2 Fill in the correct word from the list below:

prune, species, interrelate, dying out, combat, smuggle, blooms, top-dressing, cultivates, conserve

- When planting new flowers, is very important for keeping the soil moist and protecting the roots. (**a protective layer of earth**)
- Watering plants regularly will help dryness. (**resist**)
- Ferns are one of the oldest of plant . (**types**)
- Many valuable plants will be in danger of if they are not protected. (**becoming extinct**)
- It is illegal to plants into a country. (**secretly bring**)
- This bush has that resemble yellow bells. (**flowers**)
- We visited a nursery that plants which can survive with little water. (**grows**)
- He decided to the shrubs around the house because they were blocking the view. (**trim**)
- Children should be taught that animals and plants (**act together**)
- We must make an effort to certain plants which are in danger of disappearing. (**preserve**)

- 3 Fill in the correct word(s) from the list below. Use the word(s) only once.

threat, weather, long, plant research, endangered, high-powered, pleasure, care, to be kept, life-saving, delicate, financial

- | | |
|-----------------------|-----------------------|
| 1 centre | 7 plants |
| 2 tender loving | 8 on their toes |
| 3 history | 9 species under |
| 4 strain | 10 experts |
| 5 lushness | 11 products |
| 6 -beaten | 12 park |

- 4 Find the odd word out.

- twig, branch, seed, trunk
- oak, pine, plane, tulip
- rose, orchid, lily, redwood
- soil, earth, spade, compost
- branch, bud, petal, seedpod



- 5 Fill in the correct word from the lists below:

a. skin, peel, rind, shell, peelings

- 1 peanut, 2 banana, 3 bacon, 4 potato, 5 lemon

b. to hoe, to prune, to mow, to plough, to dig, to rake

- 1 a field, 2 leaves, 3 weeds, 4 a hole, 5 a rosebush, 6 the lawn

c. clippers, hose, spade, saw, trowel

- 1 to dig with a, 2 to prune with, 3 to cut off a branch with a, 4 to plant with a, 5 to water with a

- 6 Fill in the correct word derived from the words in brackets.

Plants and flowers are not only 1), (**beauty**) they are also 2) (**use**) both to humans and animals. Many 3) (**value**) substances can be 4) (**find**) in even the most common plants. A chemical which fights 5) (**cancer**) growths is derived from the yew plant, and 6) (**research**) are doing 7) (**experiment**) tests on a 8) (**vary**) of plants which may combat the AIDS virus. Of course, plants do not only have 9) (**medicine**) uses. Apart from providing food, the 10) (**produce**) of oxygen is another important role that plants play. For this reason, it is vital that we protect 11) (**danger**) species of plants and ensure the 12) (**survive**) of our forests and woodlands.



7 Fill in the correct word from the list below:

rake, fertilisers, conventional, prey, organically, pruning, herbicide, nature, sprayed, pesticides

Nowadays, people, who are more environmentally aware, are buying 1) grown produce. Organic farming differs from 2) methods in that no chemicals are 3) on the crops. Instead of using a(n) 4) to kill weeds, farmers remove unwanted plants with a hoe and 5) away leaves by hand. Organic farmers look to 6) to protect crops from insects and other pests - introducing crop-friendly animals and insects which actually 7) on the insects causing the problem. This is a much healthier alternative to using 8)



Similarly, animal manure, compost and even sea-weed is used instead of chemical 9) to improve soil texture and stimulate healthy crop growth. This kind of farming is very intensive and all the 10), digging and watering is done by hand. This is why naturally grown vegetables and fruit are more expensive to buy. You are paying for the farmer's expertise and care.

8 Fill in the correct plant-related idiom from the list below:

thorn in my side, beat around the bush, through the grapevine, lead you up the garden path, coming up roses, pushing up the daisies, gilding the lily, as fresh as a daisy, like a weed, a bed of roses

- Even though she had been working most of the night, she looked (**not at all tired**)
- You can't expect life to be; things are bound to go wrong at times. (**easy and pleasant**)
- That man has become a real - I wish he'd stop bothering me! (**source of annoyance**)
- The last time I saw old Mr Smith was fifteen years ago; he must be by now. (**dead**)
- John didn't tell me he was getting married - I heard it (**from gossip**)
- He's not to be trusted, so don't let him (**deceive you**)
- With his business having become such a success, everything seems to be (**going very well**)
- David is growing He'll be two metres tall before long. (**extremely quickly**)
- There's no need for you to wear make-up. You're so pretty already that you would just be (**attempting to improve sth already attractive**)
- Please don't - just tell me what you want. (**avoid the main issue**)

9 Look at the pictures and match the words.

stem, bud, leaf, petal, stamen



Follow-up Activities

- Underline any botanical words in the text. Then close your books and say as many words as you can remember.
- What do you think "to have green fingers" means?
- Choose one of the people mentioned in the text. Read the text of Part 3 again and make notes under the following headings.

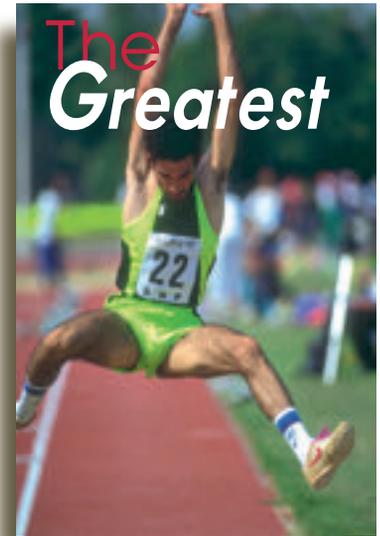
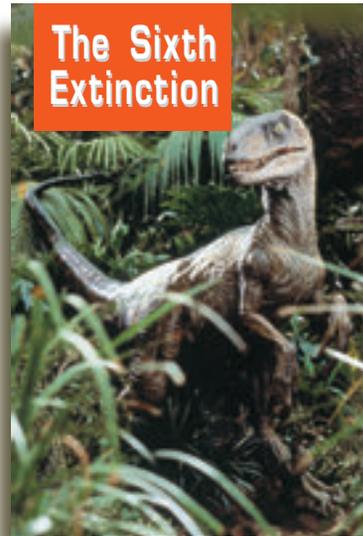
NAME ♦ PRESENT ACTIVITY ♦ DAILY WORK

Work in pairs. Ask your partner about his/her job. Then change roles.

GRAMMAR CHECK

Cross out the unnecessary word. Some sentences are correct.

- My father relaxes himself by sitting in an armchair.
- As I told you in ourselves yesterday's phone conversation, I do not agree.
- She doesn't feel herself these days.
- I overslept this morning and didn't have time to shave myself.
- Margaret made her son's birthday cake herself.
- Seeing my boss angry made me feel myself uncomfortable.
- The children are old enough to take care of themselves.
- Little Cathy is trying to dress herself.
- Jenny did her homework herself.
- He likes to wake himself up late in the morning.



READING TASK: PART 4

You are going to read some information about different books. For questions 22-35, choose from the books (A-F). Some of the books may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning (0).

◆ Look at the book titles and covers and try to guess what each book is about.

◆ What kind of books do you like reading? Why?

👉 First read the following sentences then listen to the text of Part 4 and fill in the missing information.

- *The Greatest* is an informative book compiled with the help of Daley Thompson who is a prime 1)
- *Rare Beasts* talks about the history of domesticated breeds of animals some of which were selected to be used for food and others for 2) and shoes.
- *Grooming, Gossip and the Evolution of Language* illustrates Dunbar's points, one of which is that primate brain size varies in proportion to the size of their social 3)
- *A Man on the Moon* talks about the 1969 Apollo trip to the 4)
- *The Evil that Men Do* explores the origins of 5) and evil.
- *The Sixth Extinction* focuses on how humans are wrecking the 6)

Which book(s) :

warns us against possible global destruction?

0 F

is good for arguing about?

22

would make horrifying reading?

23

24

includes information about people famous for their kindness?

25

suggests ways in which we can save our environment?

26

gives the history of changing species?

27

is about a great journey?

28

illustrates how our social behaviour has been formed?

29

describes acts of great kindness?

30

was written with the help of a top sportsman?

31

highlights how we are destroying the world?

32

has been based on studies of apes?

33

include illustrations?

34

35

Book Reviews

The Greatest by Daley Thompson, Steward Binns & Tom Lewis

A

This well-written and informative book may well **spark off** many discussions as to who the world's greatest sports star is. It was **compiled** with the help of Daley Thompson, himself a **prime** athlete who holds four world records and is a **master** of ten different sporting events. One **feature** of this book is Daley's choice of the highest-ranking names since 1900. This includes photographs, biographical details and statistics, as well as many lesser-known facts and even a points-rating system for making your own **assessment**. Whether you **favour** Daley himself, or one of the **countless** others such as Bobby Moore or Lester Piggott, who are included in this informative book, it is a highly entertaining and **enlightening** read.

Rare Beasts by Lawrence Alderson

B

This beautifully illustrated book details the history of **domesticated** breeds of animals. When completely wild animals **roamed** the earth, people began the process of selecting animals that they needed. Some were for food while others (such as sheep and cattle) also provided clothes and shoes. As society developed and people began moving between continents such as Europe and Asia, new breeds of animals **evolved**. At the beginning of this century there were 230 breeds of cattle in western Europe alone. But by 1988, only thirty breeds of cattle were left in large numbers, seventy were **extinct**, fifty-three **endangered** and the rest greatly reduced. This book celebrates the survivors with photographs of them taken in an **immaculate** farmyard. Now all of us can enjoy these beautiful animals.

Grooming, Gossip, and the Evolution of Language by Robin Dunbar

C

Psychology professor Robin Dunbar wrote this wonderfully original book, which illustrates the link between early **primate** behaviour, such as **hair-grooming**, and one of our everyday social interactions – gossiping. Professor Dunbar reinforces his theory with a mass of evidence from fields such as sociology and anatomy. One of Dunbar's points is that primate brain size varies in proportion to the size of their social group and suggests that efficient human social groups should number less than 150 people. All in all, this book offers a wealth of **thought-provoking**, entertaining reading.

A Man on the Moon by Andrew Chaikin

D

This fascinating book contains the most thorough examination of man's greatest adventure yet – the 1969 Apollo trip to the

moon. Chaikin spent years interviewing every surviving astronaut and many other important people who were involved in the twelve-year programme to put a man on the moon. This book is a combination of biography and adventure. The life of each astronaut is followed from childhood to the surface of the moon and beyond. The author has attempted to discover how the experience of visiting another world has changed them. As **gripping** as this book is, it lacks an analysis of what the Apollo mission was for or what **legacy** the mission left. As a story of human achievement, though, it succeeds brilliantly.

The Evil That Men Do by Brian Masters

E

Brian Masters, the **acclaimed** author of serial killer Dennis Nilsen's biography, explores the origins of good and evil in this excellent book. It makes quite depressing reading as he outlines some of man's most outrageously evil acts. His description of the Holocaust is particularly **graphic** and the book in general must have been extremely difficult to write. However, the last section is more **uplifting**, describing the lives of several of the world's acclaimed "saints" such as Grand Duchess Ella of Russia and Audrey Hepburn. This change of theme may leave you with the thought that people are still basically good at heart.

The Sixth Extinction by Richard Leakey & Roger Lewin

F

This work is based on fact and probability, regarding the future of the world as we know it. It clearly points out how humans are carelessly wrecking the earth and how this continuing disregard could eventually lead to what the authors call a sixth extinction.

Apparently there have already been five extinctions (the most recent being the disappearance of the dinosaurs) but, in Leakey's opinion, a possible sixth extinction will be **devastating**. However, he does point out that this can be prevented if we take more care of our environment. The clear explanations and interesting facts offered in this book make it stand out against some of the more **mundane** environmental offerings we have seen recently.



VOCABULARY EXERCISES

1 Look at the following words in bold in the text and try to explain them:

spark off, compiled, prime, master, feature, assessment, favour, countless, enlightening, domesticated, roamed, evolved, extinct, endangered, immaculate, primate, hair-grooming, thought-provoking, gripping, legacy, acclaimed, graphic, uplifting, devastating, mundane

2 Fill in the correct word(s) from the list below. Use the word(s) only once.

sparks off, human, brain, heart, to hold, to wreck, acclaimed, mass, primate, social, domesticated, points-rating, evil, breeds

- | | | | |
|-----------------|----------------|--------------|------------------|
| 1 | behaviour | 8 | acts |
| 2 | a world record | 9 a(n) | of evidence |
| 3 a(n) | system | 10 | groups |
| 4 | the earth | 11 | achievement |
| 5 | breeds | 12 it .. | many discussions |
| 6 good at | | 13 the | author |
| 7 | size | 14 the | of cattle |

3 Match the various types of writing with their definitions, then give an example of any five of them.

1 romance	a. story told in pictures and dialogue
2 chronicle	b. educational book
3 thriller	c. story about space or the future
4 biography	d. love story
5 cartoon strip	e. exciting suspense story
6 autobiography	f. non-fiction record of events as they happened
7 article	g. the author's account of his own life
8 textbook	h. funny story
9 science fiction	i. account of someone's life written by someone else
10 comedy	j. information about sth in a newspaper

eg. *Romeo and Juliet* is a romance.

4 Underline the correct word.

- The **imaginative/mundane** plot of the story draws you into another world.
- The book was so full of **suspense/depression** that it was impossible to put down.
- The controversial plot makes for **inspiring/thought-provoking** reading.
- The novel tells a(n) **exciting/thorough** tale of a spy in Russia during the Cold War.

- The **satisfying/spine-chilling** ending to this story will leave you unable to sleep for weeks.
- The book was so **intricate/predictable** that after reading twenty pages I knew how it would end.
- This book is written in a very **convincing/implausible** way – it could almost be non-fiction.
- I would recommend that book to anyone – it's definitely **detailed/well worth** reading.
- It's a very **original/conventional** book – I've never read anything like it before.
- I couldn't finish the book because the **graphic/cautious** descriptions were too much to bear.
- The book was extremely **tragic/entertaining**; I couldn't stop laughing the whole way through.
- There is nothing interesting about his book; it's just another **informative/mundane** waste of ink and paper.

5 Fill in the correct word from the lists below:

a. paperback, binding, hardback

Books are available in two types of 1) Cheaper versions are in 2), but the 3) versions tend to last longer.

b. index, contents, chapters

The 1) page of a book tells you the titles of the different 2) But if you want to find a specific word in the book, you can look it up in the 3)

c. epilogue, foreword, prologue

A(n) 1) tells the reader about the events that took place leading up to the story in a book, while the 2) tells the reader what happened afterwards. A(n) 3) introduces the book, and is often written by somebody other than the author.

d. publisher, editor, author

The 1) decided not to bring out the book when the 2) refused to make the changes which the 3) had asked him to make.

Follow - up ACTIVITIES

♦ Read the text of Part 4 again. While reading underline the adjectives and verb phrases used to describe each book. Then, using these expressions, choose a book and recommend it to your partner.

eg. You really should read *The Evil that Men Do*. It's an excellent book. It explores the origins of good and evil. However, it's depressing ... etc

PART 1 For questions 1 - 15, read the text below and decide which word A, B, C or D best fits each space. Mark your answers in the answer boxes provided.



Last Summer, air pollution in Paris reached dangerous **0)** on six separate occasions. As a result, the government have recently decided that public transport in French cities will be **1)** on days when pollution becomes a **2)** to people's health, in a(n) **3)** to encourage people to leave their cars at home.

The Mayor of Paris said that he had several other ideas to reduce the pollution problem, such as free parking on the **4)** of the city on hot, still days when exhaust fumes tend to accumulate. He has also **5)** a \$6 million plan for 56 km of bicycle tracks, new pedestrianised **6)** and a new tram **7)** for southern Paris. His most popular measure **8)** becoming mayor last May has been to **9)** traffic from several streets on Sundays.

Every summer, air quality is at its **10)** in Paris during holiday weekends, especially one weekend in July when the **11)** of the population leave by car for their summer holidays. **12)** then improve for the summer, but deteriorate again when most residents return at the end of August.

The free transport **13)** is part of the response to a new environmental regulation which says that local authorities must guarantee **14)** air. If it is **15)** seriously, locals can look forward to a cleaner Paris in the future.

- | | | | |
|-----------------------|------------------------|---------------------|---------------------|
| 0 A levels | B positions | C degrees | D standards |
| 1 A open | B loose | C off | D free |
| 2 A risk | B terror | C threat | D damage |
| 3 A try | B pursuit | C trial | D effort |
| 4 A outskirts | B areas | C suburbs | D provinces |
| 5 A exclaimed | B announced | C stated | D put in |
| 6 A rails | B zones | C crossings | D tracks |
| 7 A line | B lane | C series | D path |
| 8 A as | B from | C since | D while |
| 9 A discharge | B expel | C restrict | D ban |
| 10 A top | B limits | C full | D worst |
| 11 A lots | B majority | C most | D plenty |
| 12 A Occasions | B Opportunities | C Conditions | D Situations |
| 13 A measure | B action | C answer | D move |
| 14 A saved | B secure | C new | D safe |
| 15 A taken | B thought | C held | D formed |

0	A	B	C	D
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D

PREPOSITIONS

Fill in the correct preposition, then choose any five of them and make sentences using them.

(1) to be packed sth; (2) to be aware sth; (3) to combine sth sth; (4) to be confined sth; (5) to charge sb sth; (6) to exchange (money) sth; (7) to come force; (8) to put emphasis sth; (9) to be opposed sth/sb; (10) to worry sb/sth; (11) to be thrilled sth/sb; (12) to insist sth; (13) to be content sth/sb; (14) to take advantage sth/sb; (15) to be danger; (16) to depend sth/sb; (17) to care sth/sb; (18) to take care sth/sb; (19) to be threat; (20) to protect sth/sb sth/sb else; (21) to have an effect sth/sb; (22) to be included sth; (23) to provide sb sth; (24) to provide sth sb; (25) in proportion sth; (26) to be involved sth; (27) to be good sth; (28) to be based sth



PART 3

You will hear five people talking about leaving school. For questions 19 - 23, decide which of the statements A - F applies to each speaker. Use the letters only once. There is one extra letter which you do not need to use.

A This speaker believes leaving school was part of a natural progression.

Speaker 1

	19
--	-----------

Speaker 2

	20
--	-----------

B This speaker's life improved straightaway after leaving school.

Speaker 3

	21
--	-----------

C This speaker believes school wasn't a realistic preparation for working life.

Speaker 4

	22
--	-----------

Speaker 5

	23
--	-----------

D This speaker feels bitter about leaving school.

E This speaker believes school was a waste of time.

F This speaker had immediate success after leaving school.



PART 4

You will hear part of a local radio programme in which a hospital administrator, Janine Robertson, talks about psychiatric hospitals. Answer questions 24 - 30 by writing **T** (for true) or **F** (for false) in the boxes provided.



24 Psychiatric hospitals have been closing down for many years.

 24

25 Asylums were built as safe places to escape to.

 25

26 Patients didn't want to leave the asylums.

 26

27 Doctors changed their minds about mental illness.

 27

28 The new drugs worked in the same way as antibiotics.

 28

29 Janine Robertson says it's wrong to punish a criminal.

 29

30 The present government has welcomed the changes in ideas.

 30

PART 1

Giving Personal Information

- Do you take regular exercise?
- What is your favourite sport?
- Do you prefer to watch or play sport?

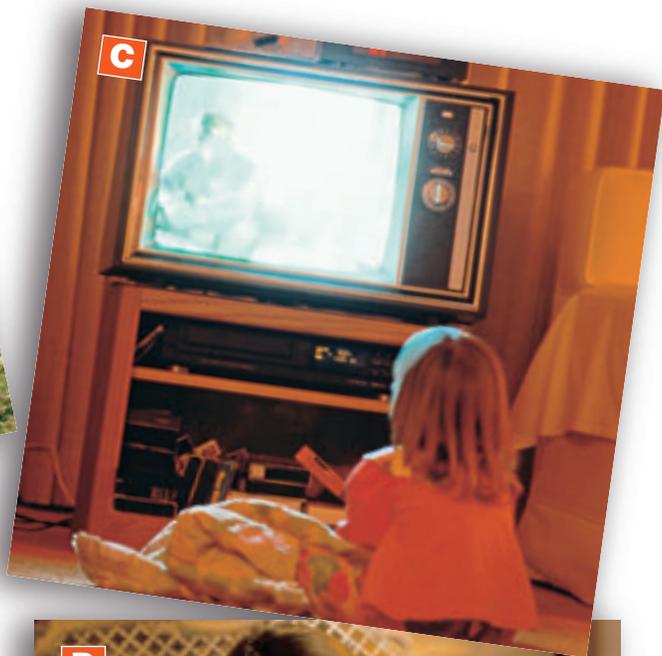
PART 2

Talking about the pictures in relation to yourself



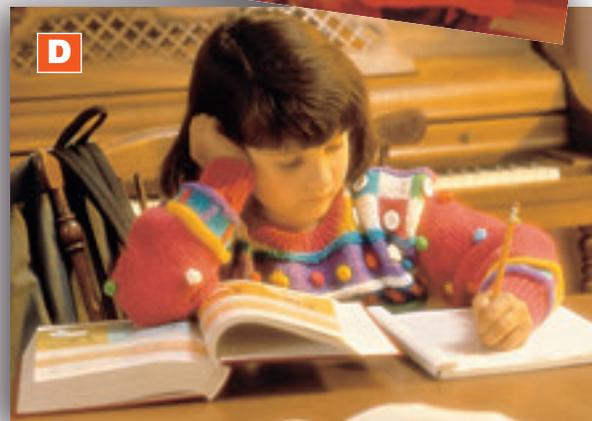
Look at pictures A and B.

- Compare and contrast the two pictures.
- Do you do anything to help protect the environment? Why/Why not?
- What can we do as individuals to protect our environment?
- Are you optimistic or pessimistic about the future of our planet? Why?



Look at pictures C and D.

- Compare and contrast the two pictures.
- Do you prefer to watch TV or read? Why?
- Which activity do you think is more beneficial to young people?
- What can be done to encourage young people to read more?



PART 3

Problem solving • decision making • planning
• prioritising • speculation on given picture prompts etc

Look at the plan of a garden below. In pairs decide where you would put: a climbing frame, a vegetable garden, flower beds, a picnic table, a pond. Give reasons.

**PART 4**

Discussing in pairs topics related to the theme of Part 3

- What are the benefits of having a garden?
- What features would your perfect garden include?
- What would you do in your perfect garden?



Reviews

Look at this scene from a film.

What type of film is it (e.g. adventure, thriller, comedy)? Where do you think the film is set? Who are the main characters? What do you think the plot is? Where would you find a short description of a film? What makes a film / book enjoyable? What is your favourite film / book? Why would you recommend it?

- A review is a short description of a film, book, theatrical performance, etc. The plot's main points along with the writer's remarks and recommendation of the film, book or performance are included in a review.
- It is important that you consider the tenses that should be used for each paragraph. The description of the plot should be written in present tenses. Note that paragraphs should consist of more than one sentence. A new paragraph is needed when a new topic is presented. When forming the conclusion of a review, include your recommendation or viewpoint. Support and justify your comments or beliefs with arguments or reasons.
- A formal or informal style can be used when writing a review, depending on the publication.

Paragraph plan for a review



When writing a review consider :

- where the story is set (place, time)
- what kind of story it is (adventure, western, thriller, etc.)
- the acting/direction/production (well acted/directed, etc.)
- the plot (entertaining/boring? What makes it enjoyable/dull?)/the script (well/badly written?)
- whether you would recommend the film/book to your readers or not and why

Useful language for writing reviews

<p>BACKGROUND</p> <p>This well-written and informative book may well spark off many discussions, This fascinating book contains the most thorough examination of ..., This wonderfully original book illustrates ..., The film/story is set in ..., This is the first novel written by ..., This novel was written about ..., The film stars/The film is directed by ..., The film/book tells the story of ..., It is a love story/ thriller ... , The author explores the origins of ..., This work is based on ..., It clearly points out how ...</p>	<p>GENERAL COMMENTS</p> <p>As gripping as this book is, it lacks ..., It makes quite depressing reading as ..., The description of...is particularly graphic, The book must have been extremely difficult to write, The last scenes/chapters are more uplifting, It was rather long/confusing/unbelievable, It is a high-action drama, The cast is excellent/weak, The script is dull/exciting, etc, a tragic/thrilling end, It will keep you on the edge of your seat, It is beautifully/poorly written, It is a classic study of jealousy/war, etc.</p>
<p>MAIN POINTS OF PLOT</p> <p>The story concerns ..., The plot revolves around/centres on ..., The tale begins ..., After a series of unbelievable coincidences..., The film reaches a breathtaking climax ..., The plot has an unexpected twist to it..., The plot is rather unconvincing ..., etc.</p>	<p>RECOMMENDATIONS</p> <p>The interesting facts offered in this book make it stand out, Don't miss it, It will change the way you think about ..., It is well worth seeing ..., It is a classic/masterpiece of its kind, This book offers a wealth of thought-provoking/ entertaining reading, It succeeds brilliantly in..., It is a highly entertaining read, Now all of us can enjoy this ..., etc.</p>

1 Read the review below and spot the topic of each paragraph. Then answer the following questions:

- Where is the film set?
- What kind of film is it?
- Who are the stars of the film?
- What is the plot of the film?
- Is the film recommended?

Braveheart

Braveheart is a historical film set in Scotland in the 14th century. Mel Gibson plays the title role and directs this three-hour epic about William Wallace, the man who led the Scots in their fight against the English.

After his wife is executed by an English Lord, Wallace rallies the villagers and they drive out the English soldiers. Support for Wallace grows and he soon comes to the notice of the English King Edward, played by Patrick McGoohan. Edward sends his daughter-in-law to negotiate with Wallace, but the King is well-known for double-crossing his enemies.

Although the film is rather long, the script is exciting and full of high-action scenes. The cast is excellent, especially McGoohan as the evil King and of course, Mel Gibson is perfectly heroic in the starring role. The story will keep you on the edge of your seat right up to the tragic end.

Braveheart is bound to be a box office hit. It is well worth seeing, as it has action, excitement and even romance. You will also fall in love with the beautiful Scottish scenery.



2 Read the review below and put the paragraphs in the correct order. Then say which tenses are used to describe the plot of the story. Finally, state the purpose of each paragraph.

Lord of the Flies by William Golding

The book is very well written and will hold you in suspense to the very last page. It is a brilliant study of society and the forces that can destroy it.

I thoroughly recommend *Lord of the Flies*, as it is a masterpiece of its kind that shows the reality of how fragile our civilisation actually is.

Lord of the Flies is set on a Pacific Island during a war. The book tells the story of a group of boys who survive a plane crash on the island which is deserted. It is an adventure story with a deep message.

The tale begins when the boys gather together and elect a leader called Ralph. Another boy, Jack, becomes the head of the hunters and a dangerous rivalry grows between the two boys. At the same time; the group is afraid of the Beast, a creature they believe lives on the island. The story reaches a breathtaking climax as war breaks out amongst the

boys and we realise that the Beast is actually the hidden evil in them.



3 Bearing in mind that there are certain phrases which can be used in reviews, decide whether the following phrases should be used in a book or a film review.

the script is well written, it is brilliantly directed, a must-see, a dull read, the starring role is played by, the film is set in, the special effects are impressive, a strong cast including, the author has attempted to discover

4 Write a review about a film you have recently seen for an entertainment magazine.

Grammar Reference Section

Unit 1

Infinitive / -ing form

The infinitive without to is used:

- after **modal verbs** (can, could, shall, etc) e.g. *I **can't** talk to you now. We **shall** travel to Spain.*
- after **had better/would rather** e.g. *I'd **better** take a taxi.*
- after **make/let/see/hear/feel** in the active e.g. *She **didn't let** me **go** out. but: be made/be heard/be seen + to -inf She **was made to work** overtime.*

The -ing form is used:

- after **advise, allow, encourage, permit, require** e.g. *Doctors **advise leading** a healthy life. but: He **advised me to lead** a healthy life.*
- after **spend/waste (time/money)** etc e.g. *He **spends** ten hours a day **working** on his computer.*
- after certain verbs (**admit, appreciate, avoid, consider, deny, excuse, fancy, like, love, mind, miss, object to, prevent, resist, risk, suggest** etc) e.g. *He **admitted (to) committing** the crime.*
- after certain expressions (**I'm busy, I look forward to, it's (not) worth, can't help, there's no point (in), have difficulty (in)** etc) e.g. *She's **looking forward to seeing** us.*

Note:

- **regret + to -inf** (= be sorry to) e.g. *I **regret to tell** you that you failed the test.*
regret + -ing form (= have second thoughts about sth already done) e.g. *I **regret yelling** at my mother.*
- **forget + to -inf** (= forget to do sth) e.g. *He **forgot to call** the plumber.*
forget + -ing form (= forget a past event) e.g. *I'll never **forget being** awarded the first prize.*
- **try + to -inf** (= attempt) e.g. ***Try to be** here on time.*
try + -ing form (= do sth as an experiment) e.g. *Why don't you **try adding** some salt to the soup?*
- **remember + to -inf** (= remember to do sth) e.g. *Please **remember to collect** the laundry.*
remember + -ing form (= recall a past event) e.g. *I don't **remember meeting** him before.*

relatives

- **who/that** (relative pronoun) is used for people e.g. *The woman **who** is sitting over there is my mum.*
- **whose** (relative pronoun) is used for people and things to show possession e.g. *That's the boy **whose** nose was bleeding.*
- **whom/that** (relative pronoun) is used for people as the object of the verb of the relative clause e.g. *The woman **whom** you met yesterday was John's wife.*

- **which** (relative pronoun) is used for things e.g. *The books **which** are on the desk are mine.*
- **where** (relative adverb) is used to talk about places e.g. *That's the town **where** she was born.*
- **whom, which, whose** can be used in expressions of quantity with **of** e.g. *She's got four colleagues; two of them are Italian. She's got four colleagues, **two of whom** are Italian.*
- we do not normally use prepositions before relative pronouns.
*The office **in which** she works is centrally located. (formal - not usual)*
*The office **which** she works **in** is centrally located. (usual)*
*The office she works **in** is centrally located. (more usual)*

Comparative and Superlative degrees of adjectives / adverbs

- Adjectives of one syllable add **-(e)r / -(e)st** to form their comparative and superlative forms. e.g. *small - smaller (than) - the smallest (of/in), close - closer (than) - the closest (of/in)*
Note that single consonants at the end of the word double before adding **-er/-est**. e.g. *big - bigger (than) - the biggest (of/in)*
- Adjectives of two syllables ending in **-ly, -y, -w** also add **-er / -est**. e.g. *tiny - tinier (than) - the tiniest (of/in)*
- Adjectives of two or more syllables take **more/most**. e.g. *helpful - more helpful (than) - the most helpful (of/in)*
- Adverbs having the same form as their adjectives add **-er/-est** e.g. *hard - harder - the hardest*
- two syllable or compound adverbs take **more/most** e.g. *effectively - more effectively - the most effectively*

Irregular Forms

good - better - best	many/a lot of - more - most
bad - worse - worst	little - less - least
much - more - most	far-farther/further- farthest/furthest

Types of Comparisons

- **as ... (positive degree) ... as**
e.g. *She's **as beautiful as** her sister.*
not so/as ... (positive degree) ... as
e.g. *She is **not as sweet as** Beth.*
- **twice/three times etc/half as ... (positive degree) ... as**
e.g. *She's got **twice as much money as** I have.*
- **the + comparative ..., the + comparative**
e.g. ***The sooner, the better.***
- **would prefer + to -inf + rather than + inf without to**
e.g. *I'd **prefer to stay in rather than go** out.*
- **would rather/sooner + inf without to + than + inf without to** e.g. *I'd **rather play tennis than watch.***

Special Points

- **very + adj/adv of positive degree.** e.g. *He is very practical. It is very early.*
- **even/much/far/a bit + adj/adv of comparative degree.** e.g. *It is even/much/far/a bit hotter than it was on Monday.*
- **most + adj/adv of positive degree = very.** e.g. *She is most helpful with the customers.*
- **any + adj/adv of comparative degree (used in negations and questions).** e.g. *Is he working any harder?*

Unit 2

The passive (to be + past participle)

- The passive voice is formed with the verb “to be” in the appropriate tense + the past participle of the main verb.
Present Simple: *Books are stored in the library.*
Present Continuous: *Our house is being painted at the moment.*
Past Simple: *The book was published last month.*
Past Continuous: *She was being looked after by relatives last time I spoke to her.*
Present Perfect: *They haven't been accepted for the course yet.*
Past Perfect: *She had been expelled from school.*
Future Simple: *He will be shown how to do it when he starts.*
Future Perfect: *The hotel will have been built by the end of the year.*
Modal Verb: *She should be nominated for Vice-President.*
- The passive is used when the agent is unknown, unimportant or obvious from the context. e.g. *The fire was put out within hours. (by firefighters - obvious agent)* It is also used when the action is more important than the agent. e.g. *She was nominated for three Oscar Awards.*
- The verbs **believe, expect, feel, hope, know, report, say, think** etc have both personal and impersonal constructions in the passive voice. e.g. *He is said to be a fair man. (personal construction)* *It is said that he is a fair man. (impersonal construction)*

Repetition of the subject or the object

- Subject pronouns normally come before a verb in statements to identify the person or thing they refer to. e.g. *She's at work.* Their use is obligatory in English. e.g. *Ann isn't at work so she must be at home.* But we can't say: *Ann isn't at work so ~~she~~ must be at home.* Similarly we do not repeat the subject in relative clauses when the relative pronoun is used as the subject of the sentence. *It was John who ~~he~~ left last.*

- **Object pronouns** are used to replace nouns when these are used in object positions. e.g. *If you call Ian, tell him to be back on time.* **Object pronouns** are not used in **enough/too ... to** constructions after the infinitive. e.g. *The box is too light for me to carry ~~it~~.*

Definite article (The)

The is used before:

- **nouns which are unique** (*the moon*)
- **names of cinemas** (*the Opera*), **hotels** (*the Hilton*), **theatres** (*the Palladium*), **museums** (*the Louvre*), **newspapers/magazines** (*the European* but: *Newsweek*), **ships** (*the Titanic*), **galleries** (*the Tate Gallery*)
- **names of rivers** (*the Thames*), **seas** (*the Black Sea*), **groups of islands/states** (*the USA*), **mountain ranges** (*the Alps*), **deserts** (*the Negev Desert*), **oceans** (*the Atlantic*), **canals** (*the Suez Canal*), **names or nouns with “of”** (*the Queen of Spain*)
- **musical instruments** (*the piano*), **dances** (*the samba*)
- **names of families** (*the Browns*), **nationalities ending in -sh, -ch or -ese** (*the Welsh*). Other plural nationalities are used with or without “the” (*the Australians* or *Australians*)
- **titles** (*the King, the Professor* but: *King Philip III*)
- **adjectives used as plural nouns** (*the rich, the poor, the blind* etc) and **the superlative degree of adjectives/adverbs** (*the most successful*)
- **historical references/events** (*the French revolution* but: *World War II*)
- **only, last, first (used as adjectives)** e.g. *He was the last person to leave.*
- **morning, afternoon, evening, night, holiday** (*in the morning* but: *at night, at noon, at midnight, by day/night, at 5 o'clock, on holiday* etc)

The is omitted before:

- **proper nouns** e.g. *Mary is my best friend.*
- **names of sports** (*polo*), **games** (*chess*), **activities** (*horse riding*), **days** (*Monday*), **months** (*July*), **holidays** (*Christmas*), **colours** (*red*), **drinks** (*Coke*), **meals** (*lunch*)
- **names of countries** (*Spain* but: *the Netherlands, the Vatican*), **cities** (*Paris* but: *the Hague*), **streets** (*Regent Street* but: *the High Street, the Strand, etc*), **squares** (*Trafalgar Square*), **bridges** (*Tower Bridge*, but: *the Golden Gate Bridge*), **parks** (*Hyde Park*), **stations** (*Victoria Station*), **individual mountains** (*Mount Etna*), **islands** (*Malta*), **lakes** (*Lake Victoria*), **continents** (*Asia*)
- **possessive adjectives** e.g. *This is her bag.*
- **pubs, restaurants, shops, banks and hotels which have the name of their founder and end in -s or 's.** (*Tim's Café* but: *The Flying Dragon*)

- **bed, church, college, court, hospital, prison, school, university** when we refer to the purpose for which they exist. *Tom goes to **school** every weekday.*
Note: work (= place of work) never takes “the” e.g. *He goes **to work** on foot.*
- **home, father, mother** when we talk about our own home or parents. ***Father** has come back **home**.*
- **means of transport:** *by bus/by car/by train/by plane etc* (but: *in the car, on the bus/train etc*)

Unit 3

Modals

- **Must** is used in affirmative logical assumptions. e.g. *I'm sure she has been promoted → She **must have been** promoted.*
- **Can't** is used in negative logical assumptions. e.g. *I'm sure she hasn't reached Plymouth yet. → She **can't have reached** Plymouth yet.*
- **May/Might** is used to express possibility. e.g. *Perhaps he left early. → He **may/might** have left early.*
- **Didn't need to/didn't have to** are used to express that something was not necessary in the past ; we may not know if the action happened or not. e.g. *She **didn't need to** fill in an application form. (it wasn't necessary for her to do it, and we don't know if she did it or not)*
- **Needn't + perfect infinitive** is used when we know that something happened in the past although it was not necessary. e.g. *You **needn't have taken** so much luggage with you. (You did although it was not necessary).*
- **Mustn't** expresses prohibition e.g. *You **mustn't** smoke in the patients' ward.*
- **Needn't/don't have to/don't need to** express lack of necessity. e.g. *You **needn't** do the cleaning. I'll do it tomorrow.*

Tenses

Present Simple is used for:

- permanent situations or states e.g. *He **lives** in Brussels.*
- permanent truths or laws of nature e.g. *Water **freezes** at 0°C.*
- repeated/habitual actions especially with **always, usually** etc e.g. *He **always** visits us on Mondays.*
- timetables/programmes with a future meaning e.g. *The bus **leaves** at 5.00 pm.*
- reviews/sports commentaries/dramatic narrative e.g. *Gibson **acts** superbly in “Braveheart”.*

Time expressions used with Present Simple: **every day/ week/month/year, usually, sometimes, always, rarely, never, often, on Monday, in the morning, evening, etc**

Present Continuous (to be + verb -ing) is used for:

- temporary situations e.g. *She **is staying** in a hotel at the moment.*
- frequently repeated actions with **always, constantly** expressing annoyance or criticism e.g. *You **are always** telling me lies.*
- actions happening at or around the moment of speaking e.g. *They **are looking** for a house in the suburbs.*
- fixed arrangements in the near future e.g. *I'm **seeing** my dentist tomorrow.*

Time expressions used with Present Continuous: **now, at the moment, at present, nowadays, today, tonight, always, still, etc**

Present Perfect (have + past participle) is used for:

- recently completed actions e.g. *She **has finished** typing the letters.*
- complete past actions connected to the present with stated or unstated time reference e.g. *He **has just called**. She **has lost** some weight recently.*
- putting emphasis on number e.g. *He **has inspected** three hotels so far.*

Present Perfect Continuous (have + been + verb -ing) is used for:

- actions which started in the past and continuing up to the present e.g. *He **has been doing** his homework for two hours.*
- past actions of certain duration having visible results or effects in the present e.g. *He **has been digging** in the garden. His clothes are covered in dirt.*
- expressing anger, irritation, annoyance, explanation or criticism e.g. *Someone **has been wearing** my dress. (annoyance)*
- putting emphasis on duration e.g. *She **has been swimming** since 10 o'clock.*

Time expressions used with Present Perfect and Present Perfect Continuous: **just, ever, never, already, yet** (negations & questions), **always, how long, so far, recently, since** (= from a starting point in the past), **for** (= over a period of time), **today, this week/month, etc**

Past Simple (verb + ed) is used for:

- past actions which happened one immediately after the other e.g. *He **put on** his coat, **took** his bag and **left**.*
- complete actions or events which happened at a stated past time e.g. *She **left** for Paris **last Monday**.*
- past habits or states e.g. *He **used to have/had** breakfast before going to work.*
- complete past actions not connected to the present with a stated or implied time reference e.g. *Shakespeare **wrote** very nice sonnets.*

Time expressions used with Past Simple: **yesterday, last week/month etc, (how long) ago, then, just, now, when, in 1991, etc**

Past Continuous (was/were + verb -ing) is used for:

- actions in the middle of happening at a stated past time e.g. *She **was working** that time yesterday.*
- a past action in progress interrupted by another past action. The longer action is in the Past Continuous, the shorter action is in the Past Simple. e.g. *She **was cooking** dinner when someone knocked on the door.*
- two or more simultaneous past actions of certain duration e.g. *She **was sleeping** while he **was taking** a bath.*
- background description to events in a description e.g. *She **was looking** around wondering where she was.*

Time expressions used with Past Continuous: **while, when, as, the moment that, etc**

Past Perfect (had + past participle) is used for:

- a past action which occurred before another action or before a stated past time e.g. *He **had done** most of the work by the end of the week.*
- complete past actions which had visible results in the past e.g. *She was crying because she **had failed** her test.*

Time expressions used with Past Perfect: **for, since, already, after, just, never, yet, before, by, by the time, etc**

Past Perfect Continuous (had been + verb -ing) is used for:

- actions continuing over a period up to a specific time in the past e.g. *He **had been sleeping** for two hours before the phone rang.*
- past actions of certain duration which had visible results in the past e.g. *His eyes were red because he **had been crying** for hours.*

Time expressions used with Past Perfect Continuous: **for, since**

Future Simple (will + verb) is used for:

- decisions taken at the moment of speaking (on-the-spot decisions) e.g. *It's raining. **I'll go** and bring the clothes in.*
- hopes, fears, threats, offers, promises, warnings, predictions, requests, comments, etc with expect, hope, believe, I'm sure, I'm afraid, probably, especially etc e.g. *I'm sure he **won't phone** us.*
- actions or predictions which may or may not happen in the future e.g. *She **will probably** move to Bath.*
- actions which we cannot control and will inevitably happen e.g. *She **will have** her baby in August.*
- things we are not yet sure about or we haven't decided to do yet e.g. *Maybe **I'll search** for a bigger flat.*

Be Going to is used for:

- an action intended to be performed in the near future e.g. *I **'m going to** fly to Tokyo next Monday.*
- planned actions or intentions e.g. *Now that she has moved into a bigger flat, she **'s going to buy** new furniture.*
- evidence that sth will definitely happen in the near future e.g. *There are lots of clouds in the sky. **It's going to** rain.*

Future Continuous (will be + verb -ing) is used for:

- actions in progress at a stated future time e.g. *He **will be staying** with us this winter.*
- actions which are the result of a routine (instead of Present Continuous) e.g. *He **will be driving** to work tomorrow as usual.*
- asking politely about people's arrangements to see if they can do sth for us or because we want to offer to do sth for them. e.g. ***Will you be going to** the supermarket today? Can you buy me some things?*

Future Perfect (will have + past participle) is used for:

- an action finished before a stated future time e.g. *They **will have completed** the construction of the road by July.* (Note: **by** or **not ... until/till** are used with Future Perfect. **Until/till** are normally used with Future Perfect only in negations. e.g. *She **will have moved** house by next Monday. (not: ~~until~~). She **won't have finished** packing until Friday.)*

Time expressions used with Future Perfect: **before, by, by then, by the time, until** (used only in negations with this tense)

Future Perfect Continuous (will have been + verb -ing) is used:

- to express the duration of an action up to a certain time in the future e.g. *He **will have been working** as a teacher for ten years by this time next month.*

Time expressions used with Future Perfect Continuous: **by, for**

Linking words expressing concession - emphasis - contrast - addition - reason

Concession is expressed by:

- **although/even though/though + clause** e.g. ***Although** he is rich, he is very mean.*
- **despite/in spite of + noun/-ing form** e.g. ***Despite his being rich,** he is very mean.*
- **despite /in spite of the fact + that clause** e.g. ***Despite the fact that** he's rich, he's very mean.*
- **however + clause** e.g. *He's rich, **however,** he is mean.*
- **while/whereas/but/yet + clause** e.g. *He's qualified; **yet** he can't find a job.*

Emphasis is expressed by:

- **besides, not only this but ... also, as well, what is more, in fact, as a matter of fact, actually, not only that, etc.,** e.g. *She's **not only** kind to children **but also** patient with them.*

Contrast is expressed by:

- **but, not ... but, although, whereas, despite, even if, even though, on the other hand, in contrast, however, (and)yet, at the same time** e.g. *Jim doesn't like spaghetti, **however**, he likes lasagne.*

Addition is expressed by:

- **and, both ... and, not only ... but also, as well, too, moreover, in addition to, furthermore, further, also, not to mention the fact that, besides** e.g. *He's efficient **and** hard working.*

Reason is expressed by:

- **as, because, for, the reason for** etc. e.g. *As he couldn't read properly, he had to use his glasses. **because of/**due to + noun/-ing form or the fact that ...* e.g. ***Due to heavy rain** the plane didn't depart.*

Unit 4

Misuse of Prepositions

There are certain verbs which take no preposition after them but a direct object instead. e.g. *He reached London.* (not: *He reached ~~in~~ London.*) but we say: *He **arrived in/got to** London. She entered the room without knocking on the door.* (not: *She entered ~~into~~ the room ...*) but we say: *He **entered into** their conversation.* (here **enter into** has got a different meaning to **enter a room**.)

Study the following examples:

- lack something
*He **lacks the devotion** needed to study medicine.*
- be lacking in something
*The story was interesting but it **was lacking in suspense**.*
- discuss something (with someone)
*I **discussed my idea with my partner**.*
- approach someone/something
*As you **approach the city** the Olympic stadium will be the first thing you see.*
*Adam **approached me** with a huge grin on his face.*
- answer someone/something
*Why don't you **answer him**?*
*Could you please **answer the door**?*

- obey someone/something
*Soldiers must **obey their superiors**.*
*Travellers should **obey the law** of the country they're visiting.*
- be ready for something
***Are you ready for your exam** tomorrow?*
- be ready to do something
*We **weren't ready to start painting**.*
- be ready by/at (... + o'clock)
*Dinner will **be ready by six o'clock**.*
- be short of something
*I **was short of cash** so I asked Tom to lend me some money.*
- marry someone
*Two days before the wedding, she decided not to **marry Ben**.*
- ask someone about something
*Sally **asked me about my childhood**.*
- ask someone for something
*The child **asked his father for a glass of milk**.*
- ask someone something
*She **asked me my name**.*

Reported Speech

Reported Speech is the exact meaning of what someone said but not the exact words. When we report someone's words, we interpret what we hear or read, so we use appropriate reporting verbs like the following:

- accuse sb of + -ing form** e.g. *"You destroyed the phone box."*
⇒ *He **accused me of destroying** the phone box.*
- apologise for + -ing form** e.g. *"I'm sorry I broke the window."*
⇒ *He **apologised for breaking** the window.*
- advise sb + to -inf** e.g. *"You ought to phone the embassy."*
⇒ *He **advised me to phone** the embassy.*
- agree + to -inf** e.g. *"OK. I'll do the cleaning."* ⇒ *He **agreed to do** the cleaning.*
- agree + that - clause** e.g. *"Yes, it will work."* ⇒ *He **agreed that** it would work.*
- beg sb + to -inf** e.g. *"Please, don't harm her!"* ⇒ *He **begged them not to harm** her.*
- complain + that - clause** e.g. *"The food is horrible."* ⇒ *He **complained that** the food was horrible.*
- complain to sb about + ing form** e.g. *"You're always late!"*
⇒ *He **complained to me about my always being** late.*
- encourage sb + to -inf** e.g. *"Try it again."* ⇒ *He **encouraged her to try** it again.*
- suggest + -ing form** e.g. *"Let's go to Spain for our holidays."*
⇒ *He **suggested going** to Spain for our holidays.*
- warn sb + to -inf** e.g. *"Don't drink the water."* ⇒ *He **warned me not to drink** the water.*
- offer + to -inf** e.g. *"Would you like me to speak to her?"* ⇒ *He **offered to speak** to her.*
- promise + to -inf** e.g. *"I'll definitely pay the money back."*
⇒ *He **promised to pay** the money back.*

promise + that-clause e.g. "I'll never be rude to your friends again." ⇒ He **promised that** he would never be rude to my friends again.

threaten + to-inf e.g. "I'll punish you if you do that again." ⇒ He **threatened to punish** me if I did that again.

remind sb + to -inf e.g. "Remember to phone me when you arrive." ⇒ He **reminded me to phone** him when I arrived.

deny + -ing form e.g. "No, I didn't take the money." ⇒ He **denied taking/having taken** the money.

deny + that-clause e.g. "I didn't tell her!" ⇒ He **denied that** he had told her.

Note: tenses normally change as follows when the reporting verb is in a Past tense.

"She **works** hard," he said. ⇒ He said she **worked** hard.

"She **is working** hard," he said. ⇒ He said she **was working** hard.

"She **worked** hard," he said. ⇒ He said she **had worked** hard.

"She **was working** hard," he said. ⇒ He said she **had been working** hard.

"She **will work** hard," he said. ⇒ He said she **would work** hard.

"She **will be working** hard," he said. ⇒ He said she **would be working** hard.

"She **has worked** hard," he said. ⇒ He said she **had worked** hard.

"She **has been working** hard," he said. ⇒ He said she **had been working** hard.

Punctuation in Direct Speech

We capitalise the first word of the quoted sentence. The full stop, the question mark, the exclamation mark and the comma come outside the inverted commas only when "he said/asked" precedes the quoted sentence. e.g. "He has just checked out," she said. She said, "He had just checked out." "He," she said, "has just checked out." We do not use a comma after the question mark. e.g. "May I use your phone?" he asked. but: He asked, "May I use your phone?"

- When the subject is a pronoun, it comes before the reporting verb (said, asked etc) but when the subject is a noun, it often comes after "said", "asked", etc at the end or in the middle of the quoted sentence. e.g. "She left you a message" he said. "She left you a message," said George. "She," said George, "left you a message." but: He/George said, "she left you a message." (NOT: ~~Said George,~~ "she left you a message.")
- Each time the speaker changes, we normally start a new paragraph.

Clauses of Purpose

Purpose is expressed with:

- **to/in order to/so as to + inf** e.g. He is training **to be** a pilot.
- **so that + can/will** (present/future reference) e.g. She'll get up early **so that** she **can** catch the first bus home.

- **so that + could/would** (past reference) e.g. He told the police about the intruder **so that** they **could** carry out an investigation.
- **with a view to/with the aim of + -ing form** e.g. Jane bought a typewriter **with a view to writing** her own book.
- **for + noun/-ing form** e.g. This gadget is used **for opening** tins.
- **in case + Present** (present/future reference) e.g. You should have a check-up **in case** there **is** something wrong with you.
- **in case + Past** (past reference) e.g. He sent him another invitation **in case** he **hadn't** received the first one.

Negative purpose is expressed with:

- **so as not/in order not + to -inf** e.g. We'll leave early **so as not to miss** the ferry.
- **so that + can't/won't** (present/future reference) e.g. We'll go by train **so that** we **won't** get stuck in a traffic jam.
- **so that + couldn't/wouldn't** (past reference) e.g. She took some water **so that** she **wouldn't** get thirsty.
- **for fear (that) + might/should** e.g. She tightened her belt **for fear (that)** her trousers **might** fall down.
- **for (that) fear of sth/doing sth** e.g. She put her jewellery in the safe **for fear of having it stolen**.
- **prevent + noun/pronoun + (from) + -ing form** e.g. She shut the gate to **prevent dogs (from) wandering** into the garden.
- **avoid + -ing form** e.g. She took a key to **avoid being** locked out.

Unit 5

Conditionals

There are three types of conditional sentences.

- **Type 1** (real present) expresses something true or likely to happen in the present or future

If + any present form (hypothesis) - Future/ Imperative/Present Simple (main clause)

If I see him, I'll tell him to call you.

- **Type 2** (unreal present) expresses something untrue in the present. It is also used to give advice.

If + Past Simple or Continuous (hypothesis) - would/could/might + bare inf (main clause)

If I were you, I would apologise. ("were" can be used in all persons instead of "was" in Type 2 conditionals)

- **Type 3** (unreal past) expresses an imaginary situation contrary to facts in the past. It is also used to express regret or criticism.

If + Past Perfect (hypothesis) - would/could/might + have + past participle (main clause)

If he **had come** on time, we **wouldn't have missed** the flight.

Note: Conditionals are usually introduced by "if". Other expressions are: unless (= if not), providing, provided (that), as long as, on condition (that), but for + -ing form/noun, otherwise, or else, what if, supposing, even if, only if e.g. You can leave **provided** you finish your work.

Will/Would are not normally used in if-clauses. e.g. If they ~~will~~ phone, tell them John has left.

If can be omitted in if-clauses. In this case **should** (conditionals type 1), **were** (conditionals type 2) and **had** (conditionals type 3) come before the subject.

If he **should call**, ask him to leave a message. ⇒ **Should** he call, ask him to leave a message.

If I **were her**, I **wouldn't go**. ⇒ **Were** I her, I **wouldn't go**.

If I **had had** the time, I **would have gone** shopping. ⇒ **Had** I had the time, I **would have gone** shopping.

Wishes

- **wish/If only + past simple/past continuous** (to say that we would like something to be different in the present) e.g. **I wish/If only I knew** how to play the piano. (but I don't)
- **wish/If only + past perfect** (to express regret that something happened or did not happen in the past) e.g. **I wish/If only I had passed** my A-levels. (but I didn't)
- **wish/If only + would** (for a polite imperative and to express our desire for a change in a situation or someone's behaviour) e.g. **I wish/If only you would pay** more attention. **I wish/If only it would stop** raining.
- After the subject pronouns **I** and **we** we use **could** instead of **would**. e.g. **I wish I could** buy a house in the countryside. (NOT: ~~I wish I would buy a house in the countryside.~~)
Note: We can use **were** instead of **was** after wish or if only. e.g. **I wish Tom were/was** more efficient.

Unreal Past - had better/would rather

The **Past Simple** can be used to talk about imaginary, unreal or improbable situations in the present and the **Past Perfect** can be used to talk about imaginary, unreal or improbable situations in the past. This is called Unreal Past. Unreal Past is used as follows:

Past Simple to refer to the (unreal) present:

- **Type 2 Conditionals** e.g. If I **were** you, I'd ask for help.
- **wish/If only** e.g. I wish he **were** more patient with children.
- **I'd rather/sooner sb ...** e.g. **I'd rather** he **studied** more.

- **Suppose/Supposing** e.g. **Suppose** you **were asked** to stay back, what would you do?
- **as if/as though** e.g. He behaves **as if** he **were** the boss.
- **It's (about/high) time ...** e.g. **It's time** we left.

Past Perfect to refer to the (unreal) past:

- **Type 3 Conditionals** e.g. If I **had been** more careful, I **wouldn't have had** the accident.
- **wish/If only** e.g. **If only I hadn't told** lies to my mum.
- **I'd rather/sooner sb ...** e.g. **I'd rather** he **hadn't spent** so much money yesterday.
- **Suppose/Supposing** e.g. **Suppose** he **had seen** you, what would you have done?
- **as if/as though** e.g. They looked at each other **as if they had met** before.

had better = should

- **I had better + present bare infinitive** (for present/future reference) e.g. You'd **better take** an aspirin.
- **It would have been better if + Past Perfect** (for past reference) e.g. **It would have been better** if you **had told** them the truth.

would rather = I'd prefer

- When the subject of **would rather** is also the subject of the following verb we use **I'd rather + Present bare infinitive** (for present/future reference) or **I'd rather + Perfect bare infinitive** (for past reference) e.g. **I'd rather leave now. I'd rather have admitted** taking the money.
- When the subject of **would rather** is different from the subject of the following verb we use: **I'd rather sb + Past Simple** (for present/future reference) or **I'd rather sb + Past Perfect** (for past reference) e.g. **I'd rather you put on** the green dress tonight. **I'd rather you had called** me earlier.

Note:

- **prefer + gerund/noun + to + gerund/noun** (general preference). e.g. I prefer **swimming to skiing**.
- **prefer + full infinitive + rather than + bare infinitive** (general preference) e.g. I prefer **to dress casually rather than dress formally**.
- **would prefer + full infinitive + rather than + bare infinitive** (specific preference) e.g. **I'd prefer to go hiking rather than go horse riding**.
- **would rather + bare infinitive + than + bare infinitive** e.g. **I'd rather read than watch** TV.

Unit 6

Countable / Uncountable nouns

Countable nouns are those that can be counted (*1 pen, 2 pens etc*).

Uncountable nouns are those that can't be counted (*paper, bread etc*).

Uncountable nouns take a singular verb and are not used with **a/an**. These are:

- **mass nouns** (e.g. *beer, blood, bread, butter, flour, air etc*)
- **subjects of study** (e.g. *physics, history, maths etc*)
- **languages** (e.g. *French, English, Spanish etc*)
- **sports** (e.g. *basketball, billiards, darts etc*)
- **diseases** (e.g. *chickenpox, measles, mumps, flu etc*)
- **natural phenomena** (e.g. *fog, hail, snow etc*)
- certain nouns: **accommodation, advice, anger, applause, assistance, behaviour, business, chaos, countryside, courage, damage, dirt, education, evidence, furniture, homework, housework, information, intelligence, knowledge, luck, music, news, peace, progress, seaside, shopping, traffic, trouble, truth, wealth, weather, work etc.**
- collective nouns: **baggage, crockery, cutlery, furniture, jewellery, luggage, machinery, money, rubbish, stationery etc.**

Unit 7

What - That

- **What** (= the thing that) is used as subject or object in noun clauses. e.g. *What he said made no sense at all.*
What is not used with **all, everything** etc. e.g. *All what he suggested was of no help.* (Note: instead of **what** we can use **that** in this case. *All (that) he suggested was of no help.*)
- **That** cannot be omitted at the beginning of a sentence. *That is all he said.*
- **That** cannot be omitted in expressions such as: **in spite of/despite the fact that, on account of/due to/owing to the fact that**, etc e.g. *In spite of the fact that it was raining heavily, she went out.*

Inversion

We can invert the subject and the auxiliary verb in the sentence to give emphasis. If there is no auxiliary verb, we use **do/does** (for Present Simple), or **did** (for Past Simple) in the interrogative. This happens:

- after certain expressions when they are placed at the beginning of a sentence. These are: **Barely, Hardly (ever) ... when, In no way, In/Under no circumstances, Little, Never (before), Nor/Neither, No sooner ... than, Not even once, Not only ... but also, Not since, Not till/until, Nowhere, Only by, Only in this way, On no account, On no occasion, Only then, Rarely, Scarcely (ever) ... when, Seldom etc.** e.g. *Under no circumstances should you answer the phone.* Only after, only by, only if, only when, not since, not till/until used at the beginning cause inversion of the subject and the auxiliary verb in the main clause. **Only when they had left, did he start cleaning the house.**
- in conditionals when **should, were, had** (Past Perfect) are placed at the beginning of the sentence. Note that "if" is omitted. **Should you come early, we'll go to the cinema.** (*If you should come, ... - Type 1*), **Were I you, I would see a lawyer.** (*If I were you, ... - Type 2*), **Had he been invited, he would have come.** (*If he had been invited, ... Type 3*)
- after **as, neither/nor, so** to express agreement. "He likes fish." **"So does his wife."** ("So" is used to agree with an affirmative sentence) "She doesn't like cartoons." **"Neither/Nor do I."** ("Neither/Nor" are used to agree with a negative statement).

Causative Form (have sth done)

- We use **have + object + past participle** to say that we arrange for someone to do something for us. *He asked the gardener to mow the lawn. He had the lawn mown.* (*He didn't do it himself. The gardener did it.*)
Present Simple *He services cars.* → *He has cars serviced.*
Present Continuous *He is servicing a car.* → *He is having a car serviced.*
Past Simple *He serviced a car.* → *He had a car serviced.*
Past Continuous *He was servicing a car.* → *He was having a car serviced.*
Future Simple *He will service a car.* → *He will have a car serviced.*
Future Continuous *He will be servicing a car.* → *He will be having a car serviced.*
Present Perfect *He has serviced a car.* → *He has had a car serviced.*
Present Perfect Continuous *He has been servicing a car.* → *He has been having a car serviced.*
Past Perfect *He had serviced a car.* → *He had had a car serviced.*
Past Perfect Continuous *He had been servicing a car.* → *He had been having a car serviced.*
Infinitive *He can service cars.* → *He can have cars serviced.*
-ing form *He likes servicing cars.* → *He likes having cars serviced.*

- The verb “to have”, used in the causative, forms its negations and questions with **do/does** (Present Simple) or **did** (Past Simple). She **didn't have** the dress shortened. **Did he have** the parcels delivered?
- The causative form can be used instead of the passive to refer to accidents and misfortunes. He **had** his leg broken in the accident. (= His leg was broken in the accident.)
- **Make/Have + object + bare infinitive** are used to express that someone causes someone else to do something, but their meaning is slightly different. He **made Ann sign** the contract. (He insisted that Ann should sign the contract). He **had Ann sign** the contract. (He asked Ann to sign the contract.)
- **Get + object + to -inf** shows that someone persuades someone else to do something. e.g. He **got Steve to move** the furniture. (He persuaded Steve to move the furniture)

Reflexive - Emphatic Pronouns

- Reflexive pronouns are used after certain verbs (**behave, burn, cut, enjoy, hurt, kill, look at** etc) when the subject and the object of the verb are the same. e.g. *Did the children behave **themselves**?* They can also be used after **be, feel, look, seem** to describe emotions or states. e.g. *He doesn't **look himself** these days.* Certain verbs (wash, share, dress, undress, meet, rest, relax, stand up, get up, sit down, wake up etc) do not normally take a reflexive pronoun. e.g. *She stood up.* (NOT: ~~She stood herself up.~~) **Wash** and **dress** can be used with a reflexive pronoun to talk about young children or animals. e.g. *The dog is **washing himself**.*
- **Emphatic pronouns** have the same form as reflexive pronouns but a different meaning. They give emphasis to the noun, or the fact that a certain person performs an action. e.g. *He **himself** painted the walls.*

Revision

S E C T I O N



A

Words often confused

Read the sentences below and decide which answer A, B, C or D best fits each blank.

- 1 They decided that the height of the fence should be 3 metres.
A big B maximum C complete D tall
- 2 The bank the customer a fee of £100.
A paid B borrowed C charged D rented
- 3 She didn't hear what they said.
A even B despite C otherwise D besides
- 4 He has been successful his career.
A by B along C down D throughout
- 5 Mediterranean countries are visited by millions of every summer.
A spectators B onlookers C witnesses D tourists
- 6 I will see you ten minutes.
A from B over C in D at
- 7 I decided to pay the yearly and become a member.
A ticket B fare C subscription D price
- 8 I bought this for you.
A exactly B really C actually D especially
- 9 I strongly her views on the subject.
A oppose B pursue C argue D fight
- 10 Prices were by 20% in the sale.
A disposed B declined C lessened D reduced
- 11 She went out it was pouring.
A regardless B in spite C no matter D even though
- 12 They decided to meet and discuss a range of issues.
A wide B plentiful C lasting D great
- 13 Petra looked very in her new hat and coat.
A new B current C present D trendy
- 14 He knew a visit to his parents was, but he still didn't go and see them.
A late B behind C delayed D overdue
- 15 Don't forget to the application form before sending it.
A take on B fill out C give out D pass by
- 16 He realised it was his fault.
A partly B roughly C approximately D loosely
- 17 He is the character in the film.
A major B greater C main D higher
- 18 She always to the discussions by giving her opinion.
A gives B demands C produces D contributes
- 19 Huge gathered to see the parade.
A crowds B fans C observers D watchers
- 20 To Jim's great, his new book became a best-seller.
A taste B love C delight D like
- 21 Her impressed the audience.
A practice B performance C action D procedure
- 22 She had a(n) to go to England.
A attempt B possibility C opportunity D time
- 23 This job many skills.
A asks B requires C expects D requests
- 24 Mrs Barter is in regular with her son by telephone.
A talk B discussion C conversation D communication
- 25 Even though the colour her, she never wears it.
A joins B agrees C suits D fits
- 26 It is to tip waiters in North America.
A usual B ordinary C regular D characteristic
- 27 The secretary told me to on before she connected me to the manager.
A keep B call C hold D pass
- 28 She always makes a impression on people.
A lasting B constant C fixed D eternal
- 29 Make sure you are in paying the credit card bills.
A distinct B precise C exact D punctual
- 30 His was friendly and confident at the same time.
A state B manner C form D mood
- 31 The shop owner after the customer because he had forgotten to take his change.
A took B ran C walked D jogged
- 32 We all went to the game to our local basketball team.
A assist B support C aid D provide
- 33 I found my book under a of clothes.
A piece B pile C group D tip
- 34 He agreed to the job provided accommodation was included.
A get off B take on C make out D set about
- 35 He was asked to the new equipment to the students.
A demonstrate B execute C conduct D carry out
- 36 Catherine always wanted to visit her country.
A original B native C birth D local

- 37 His new poetry collection will be in the winter.
A showing **B** presenting **C** appearing **D** exhibiting
- 38 Could you please on the door before coming in?
A bang **B** hit **C** ring **D** knock
- 39 You won't come to any if you take the necessary precautions.
A harm **B** burn **C** damage **D** crash
- 40 They decided to the deadline.
A proceed **B** travel **C** extend **D** continue
- 41 The four-day will be held in a central hotel.
A situation **B** incident **C** event **D** year
- 42 It takes a lot of to develop any skill.
A rehearsal **B** practice **C** performance **D** show
- 43 I think I will this photograph. I really like it!
A enlarge **B** settle **C** increase **D** form
- 44 She tried to her sister out of the water.
A bring **B** hold **C** grasp **D** pull
- 45 John was so to his job that he often worked all through the night.
A willing **B** devoted **C** promising **D** eager
- 46 Her primary was to win the game.
A objective **B** means **C** cause **D** end
- 47 The check-in is located between Terminals 1 and 2.
A place **B** area **C** territory **D** region
- 48 She had to her promise.
A win **B** reach **C** fulfil **D** acquire
- 49 Fortunately, none of the soldiers was badly in the battle.
A wounded **B** ruined **C** damaged **D** harmed
- 50 The dolphin is known to be a very friendly
A reptile **B** amphibian **C** mammal **D** insect
- 51 Frieda was desperate to escape the of her everyday life.
A tasks **B** drudgery **C** shifts **D** labour
- 52 She bought a yellow bag to her shoes.
A fit **B** wear **C** suit **D** match
- 53 For ten minutes the student in disbelief at the exam paper in front of him.
A peered **B** peeped **C** stared **D** gazed
- 54 Be certain to your food well before swallowing it.
A munch **B** crunch **C** suck **D** chew
- 55 The secretary was very by not answering when her boss started shouting at her.
A self-centred **B** self-controlled **C** self-evident **D** selfish
- 56 If your baby shows any sign of, you should call the doctor immediately.
A disease **B** sickness **C** complaint **D** ailment
- 57 When I look my life, I realise how many mistakes I've made.
A up to **B** round **C** back on **D** down on
- 58 "I'm afraid I have to your kind offer of dinner on Saturday", Jan told Chris.
A miss **B** turn down **C** deny **D** object
- 59 The tribe lives in a remote mountain in South America.
A region **B** neighbourhood **C** territory **D** site
- 60 Patrick knows that if any problems he must call his parents immediately.
A raise **B** uplift **C** rise **D** arise
- 61 The staff were told that they would have to very quickly to the changes being made.
A adopt **B** adhere **C** acquire **D** adapt
- 62 Find out about the of the course before you enrol on it.
A account **B** fee **C** fund **D** cost
- 63 In the event of a(n), push the button.
A emergency **B** trouble **C** crisis **D** urgency
- 64 There was a of evidence so the judge let the woman go free.
A failure **B** loss **C** miss **D** lack
- 65 Sheila became and famous when she was just twenty-one.
A well-off **B** profitable **C** affluent **D** rich
- 66 I'm in the for a Chinese meal. What about you?
A disposition **B** mood **C** mind **D** temperature
- 67 If the bridge had been built, it wouldn't have fallen down.
A regularly **B** consistently **C** steadily **D** properly
- 68 Success depends on setting your own and following them.
A destinations **B** designs **C** goals **D** prizes
- 69 The criminals were caught as they tried to cross the into another country.
A border **B** boundary **C** limit **D** threshold
- 70 The stood up to cheer the children at the end of the school play.
A viewers **B** followers **C** audience **D** congregation
- 71 Just as the tennis players walked onto the, it started to rain.
A pitch **B** ring **C** course **D** court

- 72 Harry had to learn to himself against the biggest boy in the class.
A abuse **B** offend **C** defend **D** insult
- 73 Martha was an extremely girl and never panicked even in times of trouble.
A insensible **B** senseless **C** sensible **D** sensitive
- 74 This particular make of computer has succeeded in all the others on the market.
A outselling **B** outliving **C** outgrowing **D** outsmarting
- 75 The two boys were arrested for paint on the town monument.
A spraying **B** showering **C** sprawling **D** drizzling
- 76 Julie Peters was the first woman to make a voyage across the Pacific Ocean in a dingy.
A lonely **B** alone **C** solo **D** lonesome
- 77 He recognised the woman as an old of his mother's.
A mate **B** partner **C** acquaintance **D** compatriot
- 78 The most valuable diamonds have always been cut and polished by craftsmen.
A trained **B** skilled **C** qualified **D** educated
- 79 When the plane crashed, all belongings had to be left behind when the passengers made their escape.
A personal **B** personnel **C** private **D** won
- 80 "The documents have been but are definitely somewhere in the office", said the secretary.
A misused **B** mislaid **C** lost **D** missed
- 81 She was considered a and loving mother.
A close **B** near **C** friendly **D** warm
- 82 At the demonstration, the students shouted and leaflets to passers-by.
A distributed **B** allocated **C** divided **D** shared
- 83 What a lovely jumper. Did you it yourself?
A stitch **B** sew **C** knit **D** sow
- 84 The outside the station sells only newspapers and magazines.
A booth **B** department store **C** kiosk **D** counter
- 85 The shop will give you a ten per cent if you buy goods over £100.
A market **B** discount **C** sale **D** auction
- 86 Police are investigating the theft of a(n) painting from the museum yesterday.
A invaluable **B** priceless **C** worthless **D** valueless
- 87 Paul was considered a(n) student with a bright future ahead of him.
A super **B** outstanding **C** promoted **D** advanced
- 88 The two sisters had tastes in both music and clothes.
A like **B** related **C** similar **D** same
- 89 The millionaire offered a(n) to anyone with information about his kidnapped daughter.
A award **B** reward **C** earn **D** benefit
- 90 My favourite glass ornament fell to the floor and into hundreds of tiny pieces.
A thrown **B** slammed **C** crashed **D** smashed
- 91 All food should be well before freezing.
A wrapped **B** packed **C** covered **D** folded
- 92 The psychiatrist told her patient to start thinking about his life.
A genuinely **B** truly **C** really **D** positively
- 93 On such a happy as a wedding, people tend to drink champagne.
A event **B** occasion **C** situation **D** moment
- 94 James applied for a bank so that he could start his own business.
A debt **B** loan **C** credit **D** mortgage
- 95 At the moment the supermarket has a special on all its fresh fish products.
A gain **B** profit **C** bargain **D** offer
- 96 Mrs Jones paid by as she didn't have enough money with her.
A cash **B** credit **C** advance **D** cheque
- 97 Bill Jones will always be remembered as the best sports in the business.
A reporter **B** commentator **C** forecaster **D** newscaster
- 98 Jenny decided to her toe into the sea before going in for a swim.
A dive **B** sink **C** dip **D** submerge
- 99 The farmers took their fresh to market by horse and cart.
A stock **B** pick **C** harvest **D** produce
- 100 "Your bedroom is a complete If you don't tidy it, you won't watch television", said the boy's mother.
A havoc **B** mess **C** disorder **D** chaos

B Key-Word Transformation Sentences

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Study the example.

- 0 Engineering doesn't interest Mark.
interested Mark is **not interested in** engineering.
- 1 Children under the age of ten are not allowed to use the lift.
must The lift
..... by children under the age of ten.
- 2 Sarah is too young to drive a car.
not Sarah drive a car.
- 3 I wonder how he learnt to play the piano so well.
like I
..... know how he learnt to play the piano so well.
- 4 We are totally convinced that the local basketball team will win.
chance In our opinion, there
..... the local basketball team losing.
- 5 The library is quite near the post office.
far The library the post office.
- 6 It is too cold for me to go sunbathing.
not It for me to go sunbathing.
- 7 "Should I include my address?" I asked the receptionist.
supposed I asked the receptionist
..... include my address.
- 8 Coach Fowler advised Tom to train harder.
would "If train harder,"
coach Fowler said to Tom.
- 9 Because of the high prices I don't want to buy a new computer.
rather Because of the high prices
..... buy a new computer.
- 10 The music awards will be given out at 8.00 pm.
place The music award-giving ceremony
..... at 8.00 pm.
- 11 The modern art gallery on the east bank is better than this one.
good This gallery
..... the one on the east bank.
- 12 I'd really like to come to your graduation party but I'll be on a business trip then.
wish I to your
graduation party, but I'll be on a business trip then.
- 13 People say that eating too much meat is unhealthy.
said Eating too much meat
..... unhealthy.
- 14 "Have you tried Italian food before, Yoko?" Mary asked.
she Mary asked
..... Italian food before.
- 15 There wasn't much paint left in the tin.
amount Only
paint was left in the tin.
- 16 Ruth was awarded a music scholarship but she didn't accept it because she wanted to study medicine.
turned Ruth was awarded a music scholarship but she
.....
because she wanted to study medicine.
- 17 Mr Tunnels told his assistant, "It wasn't necessary to cancel my flight to Vienna".
have Mr Tunnels told his assistant, "You
..... my flight to Vienna."
- 18 The doctor advised Ann to take some vitamins.
you "I thinksome vitamins,"
the doctor said to Ann.
- 19 I'm sorry I upset you at the party.
wish I you at the party.
- 20 "It's not my responsibility to provide information", the park attendant replied.
for "I
information," the park attendant replied.
- 21 Nobody seems to want to help with the dishes.
interested There doesn't seem to be
..... with the dishes.
- 22 They say that castle was built in the fourteenth century by a Welsh duke.
said That castle is
in the fourteenth century by a Welsh duke.
- 23 The unexpected delay of the flight was caused by severe winds.
have If there hadn't been severe winds, the flight
..... delayed unexpectedly.
- 24 The main train station is near the city centre.
far The city centre
..... the main train station.
- 25 She's always found chemistry very easy.
good She's always chemistry.
- 26 "You've destroyed my rose garden, Mat," said Mrs Pond.
accused Mrs Pond
..... her rose garden.
- 27 I totally disagree with the manager.
total I am with the manager.
- 28 Nobody apart from my grandmother believed I would become famous one day.
person My grandmother
believed I would become famous one day.
- 29 Pam and Alex would have attended the conference if they hadn't been so busy.
busy Pam and Alex were
..... the conference.
- 30 There are very few cars on the market faster than this.
one This is
..... cars on the market.
- 31 Wanda is a great person to be with despite her immature behaviour.
though Wanda is a great person to be with,
..... immaturity.
- 32 The fridge is practically empty; we need to do some shopping.
hardly There
the fridge; we need to do some shopping.

- 33 Most pupils couldn't solve the equation.
solution Most pupils were unable equation.
- 34 Someone is coming to repair the roof on Monday.
repaired We are going on Monday.
- 35 It's over five months since I last visited Elizabeth.
visited I for over five months.
- 36 Your essay won't be accepted unless it is typed.
only Your essay it is typed.
- 37 Getting more sleep would be good for you.
get It would do you more sleep.
- 38 English literature was my favourite subject at college.
liked English literature was the at college.
- 39 My sister had never travelled abroad before.
time It my sister had travelled abroad.
- 40 My brothers spent the whole evening quarrelling about football.
but My brothers about football the whole evening.
- 41 Mr Brown is interested in knowing more about medieval art.
like Mr Brown more about medieval art.
- 42 "I'm afraid this article has many spelling errors."
there "I'm afraid many spelling errors in this article."
- 43 Mrs Winston never takes any notice of my instructions.
attention Mrs Winston never my instructions.
- 44 Maybe Pamela forgot that we had a meeting after lunch.
might Pamela that we had a meeting after lunch.
- 45 They organize special events very efficiently.
efficient They're very special events.
- 46 "Let's go on a picnic" said Jenny.
suggested Jenny a picnic.
- 47 Michael had not been to an opera before.
visit It to an opera.
- 48 There were more supermarkets in our neighbourhood in 1995 than in 1990.
as There were in our neighbourhood in 1990 as in 1995.
- 49 I was walking down the street when someone thought I was Mr Ramston.
me I was walking down the street when someone Mr Ramston.
- 50 Even though she can't play the piano herself, Mrs Grand is very keen that her daughter should.
unable Despite the piano herself, Mrs Grand is very keen that her daughter should.
- 51 It was a wise decision to give them a ring or they wouldn't have known what to do.
we They wouldn't have known what to do them a ring.
- 52 Mr and Mrs White got married in 1956.
since Mr and Mrs White 1956.
- 53 Andrew draws charcoal sketches extremely well.
good Andrew is very charcoal sketches.
- 54 The council has already discussed the problem of air pollution.
discussion The council has already the problem of air pollution.
- 55 The manager won't tolerate his inefficient performance.
up The manager won't performing inefficiently.
- 56 Our parents made us sleep early on Monday.
let Our parents late on Monday.
- 57 I'll pack some jumpers because it might be cold in Stockholm.
case I'll pack some jumpers in Stockholm
- 58 Gloria hasn't been on a boat for many years.
ages It's on a boat.
- 59 It wouldn't be a good idea to stay up late before the exam.
better You late before the exam.
- 60 She couldn't do the crossword puzzle because it was too difficult.
was The crossword puzzle her to do.
- 61 "Those jeans are not mine", said Mary.
belong "Those jeans ", said Mary.
- 62 Nobody I know speaks Italian as fluently as Kurt.
than Kurt speaks Italian I know.
- 63 It's two years since Francis Forbs started writing his new book.
writing Francis Forbs his new book for two years.
- 64 The lake was too shallow for her to dive into.
enough The lake for her to dive into.
- 65 "Why haven't I ever tried Chinese food before?" wondered Sam.
he Sam wondered Chinese food before.
- 66 Clive was unable to find a plumber to repair the pipes.
succeed Clive a plumber to repair the pipes.
- 67 The leather sofa costs £100 less because it is on offer this month.
reduced The leather sofa £100 because it is on offer this month.
- 68 "If I were you, Ann, I'd call the police!" said Penny.
advised Penny the police.
- 69 Mrs Astington told me she couldn't connect me to the staff manager because he was having a meeting.
put Mrs Astington told me she couldn't the staff manager because he was having a meeting.

- 70 If he had woken up fifteen minutes later he would have missed his flight.
in He woke up..... his flight.
- 71 My tutor thought that it wasn't worth me taking an intensive course.
point My tutor thought there taking an intensive course.
- 72 I'm sorry but I won't be able to help you with the preparations for the party.
impossible I'm sorry but it me to help you with the preparations for the party.
- 73 We wouldn't have been able to translate that article without Steve's help.
helped We wouldn't have been able to translate that article us.
- 74 Our maths teacher thinks that he is a genius at geometry.
be Our maths teacher believes a genius at geometry.
- 75 Because of the craft fair, visitors weren't allowed to use the car park for free.
let Because of the craft fair, the police wouldn't the car park for free.
- 76 "Did you invite Doreen to your garden party?" Janet asked me.
invited Janet wanted to know to my garden party.
- 77 We postponed the meeting because the chairman was in hospital.
put The meeting because the chairman was in hospital.
- 78 "Can I please borrow your CD player, Moira?" asked Alan.
lend Alan asked Moira her CD player.
- 79 All our guests enjoyed themselves at our anniversary party.
fun Every at our anniversary party.
- 80 Julia is bound to become a great ballerina.
doubt Julia a great ballerina.
- 81 The car wasn't fast enough to win the rally.
slow The car to win the rally.
- 82 His strength came to an end before he finished the marathon.
gave His so he couldn't finish the marathon.
- 83 If my best friend lived nearer, I could visit her more often.
away My best friend lives to visit her more often.
- 84 Everyone was at the party, with the exception of John.
apart Everyone, was at the party.
- 85 When Mary saw her new teacher she immediately liked her.
took Mary as soon as she saw her.
- 86 If we don't start saving some money we won't be able to survive.
get We won't have if we don't start saving.
- 87 If only I were able to go on holiday for a few days.
wish I on holiday for a few days.
- 88 The children like to cut out pictures from books and stick them on the walls.
habit The children are out pictures from books and sticking them on the walls.
- 89 You'll have to reduce the amount of food you eat or you'll never lose weight.
down If you don't you'll never lose weight.
- 90 You can't always depend on Jane to do her work properly.
counted Jane can't to do her work properly.
- 91 The director can't finish the film due to lack of money.
short The director has so he can't finish the film.
- 92 Can you lower the volume. I'm trying to sleep!
down Can you I'm trying to sleep!
- 93 I'm glad it wasn't necessary for you to go to hospital.
need I'm glad you to hospital.
- 94 The problem isn't always solved by putting criminals in prison.
bars Putting criminals solve the problem.
- 95 I see that the shoes I bought you last month are already too small.
out I see that you the shoes I bought you last month.
- 96 The book Mrs Christie published was a best-seller.
out Mrs Christie which was a best-seller.
- 97 On Wednesday evening there will be a special performance.
place The special performance on Wednesday evening.
- 98 If you want, you can stay at my house for the weekend.
put I can the weekend if you want.
- 99 A nurse helped the woman regain consciousness after she fainted.
round After the woman fainted, she by a nurse.
- 100 Why don't you start acting like an adult and take some responsibility?
grow Why don't you some responsibility?

C Error Correction Texts

Read the texts below and look carefully at each line. Some of the lines are correct and some have a word that should not be there. If a line is correct, put a tick (✓) next to it. If a line has a word which should not be there, cross the word out (X). There are two examples at the beginning (0 and 00).

1 Tea Leaves

- (0) There are 3,000 varieties of tea in the world. Interestingly, ✓
(00) all of them ~~had~~ come from one tropical plant. Processing
(1) the harvested tea leaves turns them into either green, black
(2) or oolong tea. Westerners prefer in drinking black tea: tea
(3) in its most processed form. Green tea, the oldest form, it is
(4) the least processed and is favoured the more in Japan and
(5) China. All three forms however, have more various health
(6) producing chemicals. Studies have shown that of
(7) individuals who daily drink black tea, suffer less from some
(8) heart disease. Other studies show that tea gives a
(9) protection from cancer, high blood pressure and
(10) cholesterol. Applying green tea has also been found to be
(11) 90% effective in preventing sunburns. In the future, if tea is
(12) expected to be an ingredient in sunscreens. Tooth decay
(13) it can also be prevented as well, because tea contains
(14) fluoride. So, by drinking 4 to 5 cups of tea every day could
(15) be a benefit to everyone by increasing our body's
resistance to diseases.

2 Arguing is Worse for Her than for Him

- (0) Rows have a greater effect on ~~the~~ women than on
(00) men and this has been proved scientifically! In a recent
(1) experimental study, 60 couples were wired upon to machines
(2) that measured blood pressure and your heart rate. The couples
(3) were then asked to talk to each other about things which
(4) they would make them argue. As the argument went on
(5) and got worse, the men's blood pressure and heart rate
(6) didn't change while the women's got increased. However, the
(7) results were the other way round in the next experiment
(8) that took place. This time, the couples were both told that
(9) their conversation would have be recorded and that they would
(10) be tested on their ability to debate with well. Apparently,
(11) in this second experiment the men had high blood
(12) pressure and the very faster heart rate. Women, on
(13) the other hand, while appeared to remain calm.
(14) Researchers have yet to decide what the results of this
(15) study imply. Perhaps that what is implied is that women
are better debaters than men. Or maybe that men
simply suffer from "stage fright".

3 The Battle of the Uniforms

- (0) In Japan, the majority of secondary school students wear ✓
(00) ~~the~~ir uniforms. As expected, some students like wearing
(1) uniforms, while others do not have. In a recent government
(2) report however, it was reported that uniforms are to
(3) becoming more popular. The reason for this increase in
(4) popularity, is that the normally boring uniforms they are
(5) growing more fashionable. These new, improved uniforms
(6) are used to attract students to a particular secondary school.
(7) Some students had said they liked these modern uniforms
(8) very much because they were more comfortable. In addition,
(9) they however said they didn't have to spend a lot of time
(10) each morning for deciding what to wear. On the other
(11) hand, some students complained about that the new
(12) uniforms were far too expensive and that any kind of
(13) uniform can limits one's individuality. In the end, it seems
(14) quite more unfortunate that the appearance of a uniform
(15) could influence a student to must choose one secondary
school over another.

4 Modern Mealtimes

- (0) Because everyone in my family is always so busy, ✓
(00) it is very ~~much~~ hard for us to sit down together at
(1) mealtimes. Weekdays, the breakfast tends to be people
(2) running around the kitchen grabbing whatever Mum has
(3) been managed to put on the table. She always puts out
(4) cereal and milk, but none of us seem to have time to sit
(5) down for to eat! Usually, we just manage a piece of toast as
(6) we should head for the door. My sisters and I have
(7) lunch in the school cafeteria everyday, while Dad eats
(8) whatever his secretary orders for. Mum says he should
(9) take a lunch from home as it would be more cheaper and
(10) more nutritional. However, Dad says it makes him to feel
(11) like a schoolboy to carry his lunch to work. Mum complains
(12) that we don't eat properly and that her one family always had
(13) meals together. I guess that is being why she insists that
(14) we all be to home at six o'clock for dinner. I really enjoy
(15) these family get-togethers when we all sit around the
table and discuss the highlights of our day.

D Composition Discussion

A You see this notice in a weekly magazine.

HIGH TECHNOLOGY

We are looking for articles regarding the following question:

Are computers a blessing or a curse?

Write an article giving your opinion. The best article will be published in the magazine and the writer will receive £300.

Write your article for the magazine.

- 1 What kind of article would you write?
 - 2 Who is going to read your article?
 - 3 What paragraph plan would you follow?
 - 4 Would you use formal or informal style? Why?
 - 5 Would it be necessary to state your opinion in both the first and final paragraphs?
 - 6 What phrases would you use to state your opinion?
 - 7 What linking words / phrases would you use to: list points; add more points; introduce conflicting viewpoints?
 - 8 Would you use examples and / or reasons to support your view?
 - 9 Would you use topic sentences? If yes, in which paragraphs?
 - 10 Which techniques would you use in the first and last paragraphs to attract the readers' attention and make them want to continue reading?
 - 11 Which of the following arguments could you use in your article? Tick (✓)
- A** Computers have proved to be an efficient tool in the learning process.
- B** Having a mobile phone can be very expensive.
- C** Computers are extremely valuable in one's workplace.
- D** Studying to become a doctor requires a great deal of time and money.
- E** Many problems have been caused because of the wide use of computers in the workplace.

B This is part of a letter you receive from a pen friend.

My sister is visiting your country this year for her first holiday abroad and she wants to know about any interesting sights to visit and the typical local dishes she should try. What suggestions would you make?

Write a letter giving your friend the relevant information.

- 1 Who is going to read your letter?
 - 2 What style of language should you use?
 - 3 Why are you writing this letter?
 - 4 How should you begin and end your letter? Choose A to C.
- A** Dear friend, **B** Dear Sir / Madam,
- Yours sincerely, Yours faithfully
Your full name Your full name
- C** Dear + your friend's name,
- Take care,
your name
- 5 If a friend of yours visited your country, what sights would you suggest they visit? What dishes would you suggest they try?
 - 6 Which of the following phrases would you use? Tick (✓)
- A** Have you thought about...
- B** I need your advice...
- C** You should definitely visit...
- D** It's a good idea (to)...
- E** I'm really sorry about...
- F** If I were you, I would...
- G** Why don't you...
- H** I hope you can help me...
- 7 Which of the following phrases could you include in your letter? Tick (✓)
- A** Make sure you enjoy a cup of freshy - ground coffee at one of the lovely squares.
- B** The local bazaar is one of the most interesting places to visit.

- C The best book shop in town is *Pages*.
- D You should visit the old harbour.
- E The city is located on the east coast of the island.
- F Have dinner at a traditional fish tavern.
- G The most famous attraction is the Roman temple.
- H It's a good idea to take a boat trip down the canal.

C Your teacher has asked you to write a story for your school magazine. The story must end with the words "Terrified and still shaking, they could hardly believe they were alive."

Write your story

- 1 What kind of composition is it?
- 2 Who is going to read it?
- 3 Would you write it in the first person or third person?
- 4 Which paragraph plan would you follow?
- 5 Which of the following could your story **not** be about?

Tick (✓)

- A a train accident
- B an enjoyable holiday
- C a nasty experience

- 6 What should the last sentence of your story be?
- 7 Which of the following writing techniques would you use?

Tick (✓)

- A direct speech
- B passive voice
- C non-colloquial English
- D idioms and idiomatic expressions
- E detailed and chatty descriptions
- F impersonal style
- G short forms
- H quotations

- 8 What tenses would you use? Why?
- 9 Which of the following words could you use to describe the sequence of events in your story? First; Although; Then; Next; However; After; As soon as; Despite; Nevertheless; Meanwhile; Immediately; To sum up.

D You have been doing a class project on the preservation of the natural environment. Your teacher has asked you to write a composition about the following statement. "Everybody can help preserve the natural environment in their own town/city".

Write your composition suggesting ways to improve the natural environment in your town/city.

- 1 What kind of composition is it?
- 2 Who is going to read your composition?
- 3 What style would you use?
- 4 In which paragraph should you state the problem and the reason why it has arisen.
- 5 In which paragraph(s) should you include your suggestions?
- 6 Should you justify your suggestions?
- 7 Which paragraphs should begin with a topic sentence?
- 8 Which of the following topic sentences could you use in the composition? Tick (✓)
 - A What clearly needs to be done is to fine people who throw their rubbish in the streets.
 - B Another suggestion would be to encourage people to use their cars.
 - C Secondly, everyone should take responsibility for household rubbish and recycling.
- 9 Would you use linking words/phrases?
- 10 Would you use a quotation or rhetorical question? If yes, in which paragraph(s) would you use them?

E You recently attended an art exhibition which you greatly enjoyed. You have just seen a newspaper report about the event which you feel is untrue. Read the newspaper report below, together with your own comments. Then write to the editor of the newspaper, correcting the errors and explaining why you think the art exhibition should be held again next year.

Annual Art Exhibition Organizers Fail

The Gladstone Annual Art Exhibition of local artists, held last month, was a badly organised and **dull** event. The exhibition should have been open every day for a month from 10 am to 8 pm, but because of "technical problems" it was open **Tuesday to Sunday** from 11 am to 5 pm.

Most works of art were not done **by local** artists and the items on sale were extremely expensive.

The entrance fee was £10.00 and there were no **special prices** for children and students.

Although the exhibition may be an excellent idea there is certainly room for improvement if it is held every year.

attended by more than 10,000 people

not fair, only the first week it wasn't open every day

not true, all paintings, photographs, sculptures, pictures, etc done by local artists

special prices at the weekends

- 1 What kind of letter should you write?
- 2 What is the reason for writing?
- 3 Who is going to read your letter?
- 4 Would you use formal or informal style?
- 5 Should you include all the information and comments provided in the rubric?
- 6 Which paragraph plan should you follow?
- 7 What tenses should you use to describe the event you attended?
- 8 In which paragraph should you state why you think the exhibition should be held again next year?
- 9 What salutations would you use to begin and end your letter?

F You work for a local sports magazine. Your boss has asked you to assess a newly-opened fitness club in your area, to see if it is suitable for people of all ages. Write your report describing the centre's facilities, equipment, opening hours and subscription fees, commenting on its particular good and bad points.

- 1 What kind of report is this?
 - 2 What is the aim of this report?
 - 3 Who is going to read it?
 - 4 Should you use formal or informal style?
 - 5 Which of the following must you include in your report? Tick (✓)
- | | |
|--|--------------------------|
| A Size of the sports centre | <input type="checkbox"/> |
| B Location of sports centre | <input type="checkbox"/> |
| C Shop interior | <input type="checkbox"/> |
| D Membership fees | <input type="checkbox"/> |
| E Opening hours | <input type="checkbox"/> |
| F The manager's name and address | <input type="checkbox"/> |
| G Positive and negative aspects of the sports centre | <input type="checkbox"/> |
| H Room service | <input type="checkbox"/> |
- 6 What paragraph plan should you use?
 - 7 Which of the following sub-headings would you use? Tick (✓)
- | | |
|---------------------|--------------------------|
| A Atmosphere | <input type="checkbox"/> |
| B Opening hours | <input type="checkbox"/> |
| C Facilities | <input type="checkbox"/> |
| D Features | <input type="checkbox"/> |
| E Equipment | <input type="checkbox"/> |
| F Subscription fees | <input type="checkbox"/> |
- 8 In which paragraph should you include your recommendation?

- 9 Should you include both negative and positive aspects? Why?
- 10 Would you use present or past tenses?
- 11 What linking words/phrases would you use to: express reality; make contrasting points; express the difference between appearance and reality; conclude?

G You went on a five-day Sunshine Tours holiday to Gladingstone. Unfortunately you were very disappointed with the holiday and did not enjoy it because of the lack of facilities and the poor services. Write a letter to the manager of Sunshine Tours complaining about the holiday and asking for your money back.

- 1 What is the reason for writing this letter?
- 2 Who is going to read your letter?
- 3 Do you know the person you are writing to?
- 4 What style should you use?
- 5 Would you use a mild tone or a strong tone? Why?
- 6 Which paragraph plan should you use?
- 7 Should you support your complaints?
- 8 Which of the following opening and closing remarks would you use? Why?

A Dear Mr Brown,
I am writing to apply for the position of ...

I look forward to hearing from you.

Yours faithfully
Your full name

B Dear Sir / Madam,
I am writing to express my strong dissatisfaction with...

I believe that I am entitled to a refund...

Yours faithfully
Your full name

- 9 Which of the following complaints would you include in your letter? Tick (✓)
- | | |
|--|--------------------------|
| A Breakfast not included in price although stated in advertisement | <input type="checkbox"/> |
| B Restaurant had very few fish dishes | <input type="checkbox"/> |
| C No room service | <input type="checkbox"/> |

D Composition Discussion

- D Hotel staff extremely unhelpful
- E Atmosphere
- F Discounts for Students
- G Had to pay extra for tour guide

H You recently entered a short story competition. You have just received this letter from the organisers of the competition, on which you have made some notes.

Congratulations! You have won first prize in our competition: a FREE week for two people in Dublin.

This includes:

- free train tickets
- accomodation and meals for both you and your friend
- free tickets to see the famous show "Riverdance"

Please do not hesitate to contact us if you have any questions or requests. Looking forward to hearing from you.

Yours sincerely,
Megan Wilson
Competition Organiser

Notes:

- someone meet us at train station?
- all meals?
- do we need to dress formally?

Read the questions you have made and write a letter to the organisers asking them for information about the week in Dublin.

- 1 What kind of letter is this?
- 2 What is the reason for writing?
- 3 Who is going to read your letter?
- 4 Do you know this person at all?
- 5 What style should you use?
- 6 What paragraph plan should you follow?

- 7 What should you bear in mind when writing a transactional letter?
- 8 How should you begin and end the letter? Choose A to C.

A Dear Sir,

Yours faithfully,
Your full name

B Dear Ms Wilson,

Yours sincerely,
Your full name

C Dear Competition Organiser,

Regards,
Your name

- 9 Which of the following opening and closing remarks would you use in your letter? Tick (✓)

Opening Remarks	Closing Remarks
A Thank you for your kind invitation... <input type="checkbox"/>	A Thank you in advance for your kind co-operation... <input type="checkbox"/>
B I am writing to request some advice concerning... <input type="checkbox"/>	B Once again, congratulations... <input type="checkbox"/>
C I would greatly appreciate it if you could provide me with some information on... <input type="checkbox"/>	C I hope to have been of some assistance to you... <input type="checkbox"/>

- 10 Which of the following structures would you use to request information politely? Tick (✓)
- A Indirect questions
 - B Modals
 - D Passive voice
 - E Relative clauses

Speaking Test 1

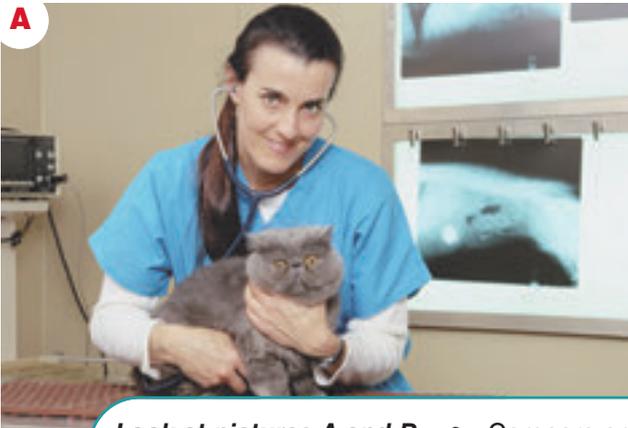
PART 1

Giving Personal Information

- What do you do in your free time?
- What sort of music do you listen to?
- Do you prefer to go to concerts or listen to music at home?

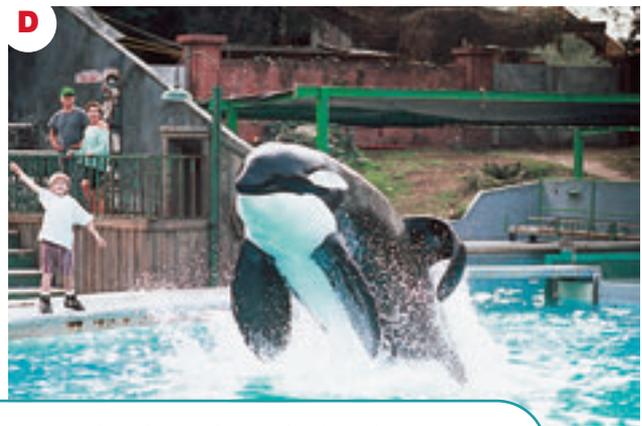
PART 2

Talking about the pictures.



Look at pictures A and B.

- Compare and contrast the jobs shown in the pictures.
- What qualities does a person need for these jobs?
- Would you like to do either of these jobs? Why/why not?
- Why do some people choose to do dangerous jobs?



Look at pictures C and D.

- Compare and contrast the situations shown in the pictures.
- What is the most suitable environment for an animal to live in?
- How cruel is it to keep a pet?
- What can we do to help endangered species?

PART 3

You have been given the opportunity to attend a series of discussions about various topics. Discuss with your partner, which two you would choose to go to, giving your reasons why.



PART 4

Discussing themes related to Part 3

- What skills do we learn at school which help us in our everyday life?
- If you could change the school curriculum what lessons would you include and what other changes would you make?
- Do you think that wearing a school uniform should be compulsory?
- Now that so many people communicate in English, how important is it to learn other foreign languages?

Speaking Test 2

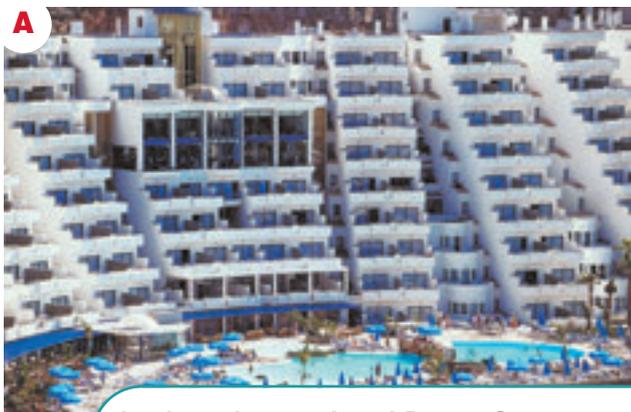
PART 1

Giving Personal Information

- What do you enjoy about living where you do?
- What kinds of entertainment are there in your area?
- Describe your family.

PART 2

Talking about the pictures.



Look at pictures A and B.

- Compare and contrast the settings shown in the pictures.
- In which place would you prefer to spend a holiday? Why?
- What activities would you be able to do in these places?
- What factors make an enjoyable holiday?



Look at pictures C and D.

- Compare and contrast the place of entertainment shown in the pictures.
- What are the differences in these forms of entertainment?
- Which one would you prefer to attend? Why?
- Do you believe that children are too easily influenced by the films they watch?

PART 3

The local council has decided to improve the lives of the residents in the place where you live. Decide with your partner what you would choose to build on the land so that all the residents benefit in some way.



PART 4

Discussing themes related to Part 3

- Is it better to live in the city or country? Why?
- In what ways would you improve the area where you live?
- How could you teach people about the benefits of keeping the environment clean?
- What do you think our planet will be like in one hundred years' time?

Speaking Test 3

PART 1

Giving Personal Information

- What are your favourite subjects at school?
- What sort of jobs do you want to do when you leave school?
- What type of books do you enjoy reading?

PART 2

Talking about the pictures.



Look at pictures A and B.

- Compare and contrast the different ways of travelling.
- Which one would you prefer if you were going to make a journey round the world? Why?
- How do you think people will travel in 100 years' time?
- Should so much money be spent on space exploration?



Look at pictures C and D.

- Compare and contrast the two settings.
- Which place would you prefer to live in? Why?
- What changes need to be made to large towns in order to improve the lives of the people living in them?
- Would you ever consider living in another country?

PART 3

You are about to go on an expedition to the jungle. Discuss with your partner which three items shown below would be absolutely necessary to take with you and the reasons why.



PART 4

Discussing themes related to Part 3

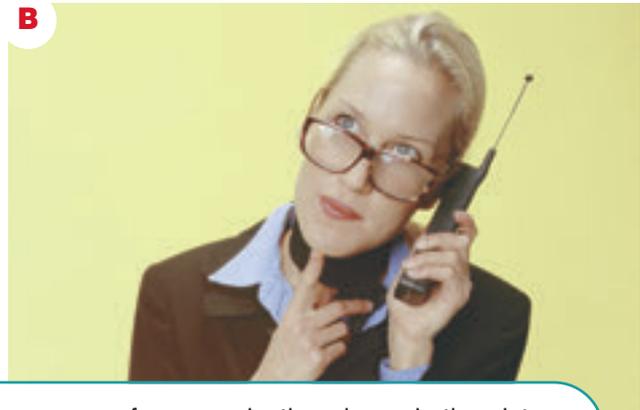
- Would you ever go on such an expedition? Why? Why not?
- In what other ways do people choose to experience adventure?
- What type of holidays do you think people will be having in a hundred years' time?
- Do you think it will ever be necessary to build underwater cities? Why? Why not?

Speaking Test 4

PART 1 Giving Personal Information

- What type of holiday do you enjoy taking?
- What would you like to change about your house?
- What ambitions do you have for the future?

PART 2 Talking about the pictures.



- Look at pictures A and B.**
- Compare and contrast the means of communication shown in the pictures.
 - Which method of communication do you prefer and why?
 - What other means of communication do people use these days? How effective are they?
 - How important is it to write letters or is this just a thing of the past?



- Look at pictures C and D.**
- Compare and contrast the different hobbies shown in the pictures.
 - Which would you prefer to do? Why?
 - How important is it for us to have leisure activities in our lives?
 - Do you believe that the hobbies we choose to do are a reflection of our character?

PART 3

You have been asked by a friend to advise them on the best way to lose weight. Discuss with your partner which method you would recommend, giving your reasons. Also say which one you definitely would not recommend and the reasons why.



PART 4

Discussing themes related to Part 3

- How necessary is it for people to take care of their health?
- In what ways are people influenced as to the way they look?
- Is it wrong to be a victim of fashion?
- Do you judge people by their appearance or by their behaviour?

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