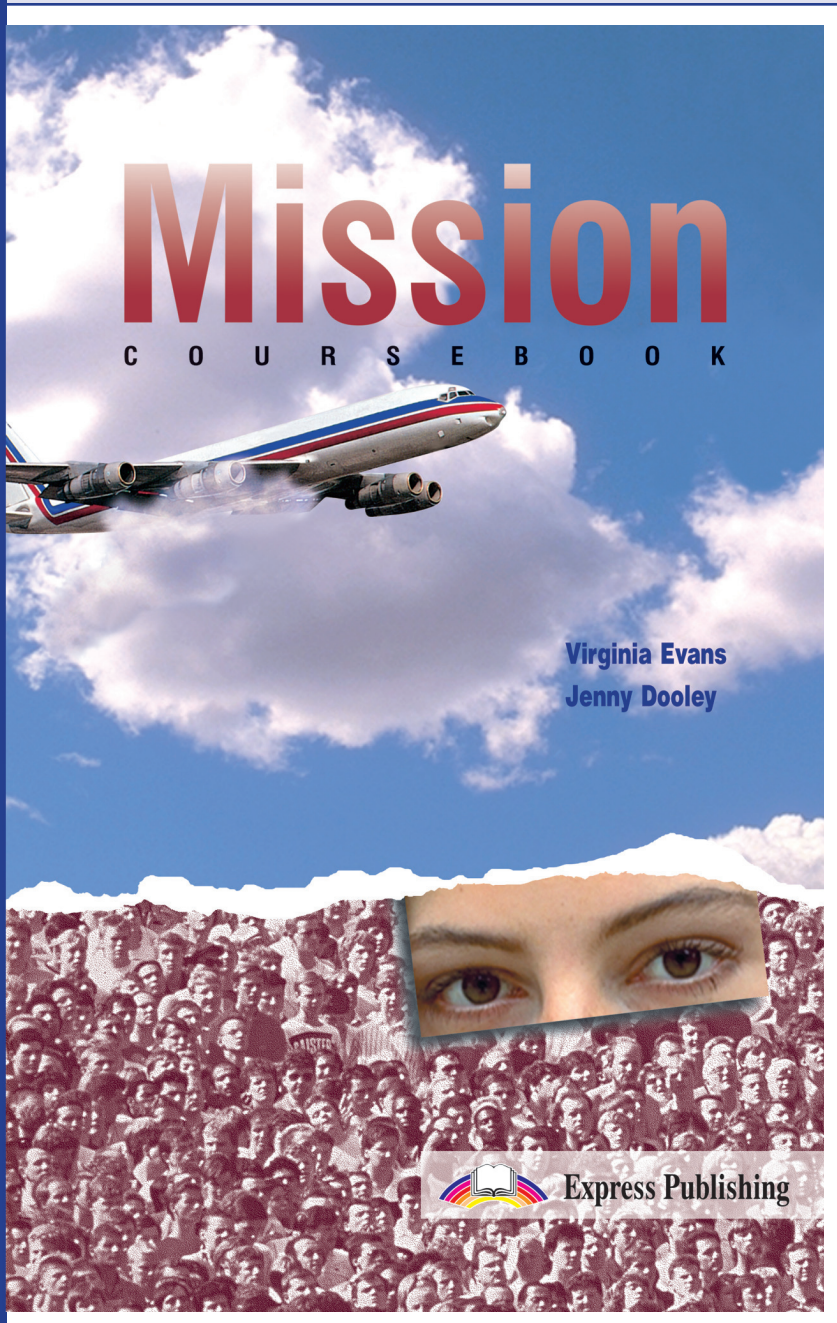


TEACHER'S BOOK



2



Express Publishing



Express Publishing

Mission 2

Teacher's Book

Virginia Evans - Jenny Dooley



Express Publishing

Published by Express Publishing

Liberty House, Greenham Business Park, Newbury, Berkshire RG19 6HW

Tel: (0044) 1635 817 363 – Fax: (0044) 1635 817 463

e-mail: inquiries@expresspublishing.co.uk

<http://www.expresspublishing.co.uk>

© Virginia Evans - Jenny Dooley, 2000

First edition 1996

New edition 2005

Third impression 2013

Made in EU

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form, or by any means, electronic, photocopying or otherwise, without the prior written permission of the Publishers. Tests may be reproduced without permission for classroom use only.

This book is not meant to be changed in any way.

ISBN 978-1-84216-873-8

Note: There are three photocopiable assessment tests in two versions. Each test is provided with a marking scheme based on a total of 20 marks.

Contents

Unit 1	Part 1	5	Unit 5	Part 1	74
	Part 2	6		Part 2	76
	Part 3	8		Part 3	78
	Part 4	10		Part 4	80
	Exam Focus	12		Exam Focus	82
Unit 2	Part 1	21	Unit 6	Part 1	90
	Part 2	22		Part 2	92
	Part 3	24		Part 3	93
	Part 4	27		Part 4	95
	Exam Focus	28		Exam Focus	96
Unit 3	Part 1	35	Unit 7	Part 1	102
	Part 2	36		Part 2	103
	Part 3	38		Part 3	105
	Part 4	39		Part 4	107
	Exam Focus	41		Exam Focus	108
Unit 4	Part 1	53	Revision of Writing Techniques	111	
	Part 2	54	Revision Section (pp. 190 - 208)	113	
	Part 3	56	Tests and Keys		
	Part 4	57	Test 1 A/B	123	
	Exam Focus	60	Test 2 A/B	135	
			Test 3 A/B	147	

Unit 1

Part 1

➤ **Warm-up Activities: Part 1 (p. 6)**

• **(Suggested answer)**

I think the article is about pets and people, and the reason people keep pets.

• **(Suggested answer)**

I don't have a dog or cat because my flat is very small. I've got a canary though. I think that people keep pets for company.

• **Warm-up Listening Activity**

- | | |
|-------------|--------------|
| 1 old | 6 cat |
| 2 prisoners | 7 dog |
| 3 doctor | 8 fish |
| 4 rabbits | 9 withdrawn |
| 5 soldiers | 10 backaches |

➤ **Reading Task: Part 1 (pp. 6 - 7)**

- | | | | |
|-----|-----|-----|-----|
| 1 C | 3 D | 5 B | 7 H |
| 2 G | 4 I | 6 A | |

➤ **Vocabulary Exercises: Part 1 (pp. 8 - 9)**

- 1** **withdrawn** - very quiet and shy
mentally disturbed - suffering from an illness of the mind or the brain
radical - different, innovative
persisted - continued to exist
recruited - brought together to help
comforted - made (them) feel better
traumatised - psychologically or emotionally damaged
battle-scarred - injured in battle
conclusive - showing that something is certainly true
dental treatment - medical attention given to the teeth
cuddling - embracing to show affection
approachable - easy to talk to
fulfil - to satisfy
dispel - to get rid of or remove
tension - feeling of stress

- 2** 1 reverence 6 rekindled
 2 trend 7 grounds
 3 compassion 8 current
 4 vital 9 perceived
 5 stimulate 10 spearhead

- 3** a 1 upset 3 trouble/bother
 2 disturb/bother 4 bother
 b 1 hurt 3 injured
 2 wounded 4 damaged

4 *(Ss should be encouraged to memorise these text related expressions and collocations. T checks in the next lesson.)*

- | | | |
|-------------|--------------|--------------|
| 1 to become | 5 disease | 9 to stroke |
| 2 to treat | 6 to lower | 10 survival |
| 3 mentally | 7 to undergo | 11 to reduce |
| 4 therapy | 8 to fulfil | 12 to dispel |

- 5** 1 up 3 up 5 in
 2 out/off 4 aside 6 about

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

7 *(T should explain the words in the list before Ss do Ex. 7 giving more examples if necessary. e.g. **herbivores**: A goat is a herbivore. A sheep is a herbivore too. What do they eat? Grass. These animals are called herbivores.)*

herbivores: animals eating plants
carnivores: animals eating meat
omnivores: animals eating both plants and meat
mammals: animals that give birth to live babies and feed their young on milk from the breast
reptiles: cold-blooded animals that have skin covered with scales and that lay eggs

- herbivores**: goldfish, cow, squirrel, goat, sheep
insects: fly, wasp, beetle
mammals: lion, tiger, panther, wolf, bear, monkey, whale, cow, jaguar, fox, puma, squirrel, goat, sheep
cats: lion, tiger, panther, jaguar, puma
reptiles: crocodile, snake, lizard, tortoise
fish: salmon, goldfish
birds: hawk, sparrow, pigeon, eagle
carnivores: crocodile, lion, tiger, panther, wolf, snake, hawk, frog, lizard, jaguar, fox, eagle, puma
omnivores: monkey, sparrow, tortoise, wasp, goldfish, bear, whale, fly, pigeon, beetle
amphibians: frog

- 8** 1 wouldn't hurt a fly
 2 as stubborn as a mule
 3 the black sheep of the family
 4 eats like a horse
 5 stir up a hornet's nest

9 (Suggested answer)

It's nice to have a dog as a pet. It's a friendly animal, which not only shows obedience to its owner but it is also faithful. A monkey, on the other hand, is expensive to keep and is a rather messy animal. It needs lots of space. It's very intelligent, though, and can be taught simple tasks. A dog can be taught simple tasks as well. Dogs often become very protective of their owners. A dog needs walking every morning and evening which might be inconvenient for someone who works, especially the morning walk. I'd prefer a dog because dogs are man's best friends.

- 10** 1 ... filled his house with/his house filled with ...
 2 ... take care of my cat ...
 3 ... by chance that ...
 4 ... trend towards (people) taking ...
 5 ... to his surprise ...

➤ Follow-up Activities: Part 1 (p. 9)

- **(Suggested answers)**
- heal traumatised people, lower blood pressure, reduce anxiety, lower heart rate, help relaxation, reduce minor illnesses, dispel tension
- (*T goes through the table with Ss and discusses the notes, then Ss work in closed pairs. T goes round the class and checks, then has some pairs report to the class.*)

SA: Well, I think there are a lot more advantages than disadvantages to having a pet. First and foremost they teach people to care for other creatures. In addition, they give children a sense of responsibility.

SB: Yes, but I should point out that it can be very expensive to keep a pet, and they can take up a lot of your time.

SA: I admit you're right, but I still think it's worth it. You know that people with pets suffer from fewer health problems than people without pets?

SB: Yes. But pets can also be unhygienic. It really depends on whether you like animals or not, but I wouldn't choose to keep pets. They can also get jealous of your children, and even attack them, etc.

(The first two cassettes of Mission: FCE 2 are available containing all reading texts. T should encourage Ss to listen to the tape at home as a follow-up activity to each part. T should demonstrate to Ss how to use the tape i.e., listen to tape following the lines, then read the text aloud paying attention to fluency and pronunciation. T should check Ss' ability to read aloud in the next lesson. It is extremely important that this activity should not be skipped and T should emphasise the need for correct pronunciation and for the Ss to become fluent.)

➤ Grammar Check: Part 1 (p. 9)

2 to	5 to	8 to	11 ✓	14 to
3 to	6 ✓	9 ✓	12 to	15 ✓
4 ✓	7 to	10 ✓	13 to	

Part 2**➤ Warm-up Activities: Part 2 (p. 10)**• **(Suggested answer)**

The first picture is of a weather forecaster and the second picture is of a satellite orbiting the earth. The satellite is probably being used to make weather predictions.

• **(Suggested answer)**

forecast, sun, dry, raining, satellite, report, prediction, clouds, hail, hot, cold, wind, ozone, sleet, thunder, lightning, temperature, etc.

• **(Suggested answer)**

farmers, people going on holiday, people having an outdoor party/barbecue, sportsmen, gardeners, emergency services, people who cycle to work, athletes, captains, pilots, etc. These people have to be well informed of the weather because their job or their activities are directly affected by it.

• **Warm-up Listening Activity**

1 F	3 F	5 T	7 T
2 T	4 F	6 T	8 F

➤ Reading Task: Part 2 (pp. 10 - 11)

8 C (Ln 2 -4)	12 D (Ln 27 - 29)
9 B (Ln 10)	13 C (Ln 32)
10 B (Ln 14 -16)	14 B (Ln 38)
11 A (Ln 22 - 23)	15 D (Ln 47 - 49)

➤ Vocabulary Exercises: Part 2 (pp. 12 - 13)

- 1 satellite pictures** – photographs taken by a device in space
data – information, esp numerical/factual
gathering – collecting together
images – pictures
allocated – given to sb (as their share)
alter – to change
be adapted – to be changed to suit certain conditions
complication – sth which makes a situation more difficult
live – not pre-recorded

nerve-racking – worrying
aspect – feature
occurrence – incident
obsession – very strong interest/preoccupation
mortifying – making one feel ashamed and embarrassed
hayfever – an allergy to pollen
intensity – degree or strength of sth

- 2** 1 forecasters 4 report 7 screened
 2 broadcast 5 script 8 daily
 3 viewer 6 bulletins

3 (Ss should be encouraged to memorise these text related expressions and collocations. T checks in the next lesson.)

- 1 the time 6 highly
 2 hayfever 7 talking
 3 live 8 to collect
 4 to tune into/to read 9 ultra-violet
 5 to read/to tune into

- 4** 1 stressful 5 political
 2 excitement 6 enthusiastic
 3 broadcasting 7 willing
 4 Investigative

- 5** 1 ... take it for granted ...
 2 ... at a loss for words ...
 3 ... (in exactly) the same way ...
 4 ... lend me a hand ...
 5 ... had kept his word ...
 6 ... is obsessed with ...
 7 ... can (really) rely on ...
 8 ... to cope with the kids ...

- 6** 1 e 3 d 5 i 7 f 9 b
 2 j 4 c 6 h 8 a 10 g

(Suggested answers)

A **surgeon** needs to have a steady hand and medical knowledge in order to operate safely on people.

A **jockey** needs to be fit and to have stamina because riding racehorses can be physically demanding. He needs to love horses because he'll spend most of his time with them.

A **teacher** needs patience and an ability to explain things in order to be able to make his pupils understand what they are being taught.

A **chauffeur** needs to have a clean driving record to prove that he is a good driver, and patience because he will spend a lot of time driving or waiting in the car for his boss.

A **chef** needs to be able to cook well for obvious reasons, and to have sharp taste-buds in order to check that the food tastes the way it should.

An **architect** needs technical expertise to ensure that his drawings are accurate, and a flair for design in order to be able to design original buildings.

A **diplomat** needs to be able to speak other languages and to be tactful and eloquent in order to create good relations with other countries.

An **accountant** needs to be good with numbers because his job involves doing a lot of sums.

A **clown** needs to be comical and to love children because he will have to entertain them.

7 (Suggested answer)

An industrial maintenance worker's job is tiring **whereas** an executive's is more demanding. An executive **not only** has a high salary **but** he **also** has perks such as a company car. An industrial maintenance worker does not need university qualifications. An executive **however**, needs university qualifications. An industrial maintenance worker does a high-risk job. **Moreover**, he may have to do either night shifts or split shifts. An executive needs to have management skills **as well as** good social skills, etc.

(T elicits from Ss pros and cons of the four professions and writes them on the board. Then Ss look at the notes and compare and contrast the professions.)

NURSE

Pros: helps people, works with other professionals and the public, etc.

Cons: long hours, stress, night shifts, exposed to diseases, has to deal with difficult patients, etc.

JOURNALIST

Pros: meets many people, creative, travels a lot, stays up-to-date on news events, etc.

Cons: works long hours, stress, has to meet strict deadlines, may risk life in war zones, etc.

TEACHER

Pros: decent salary, regular schedule, works with (young) people, etc.

Cons: has to deal with discipline problems in classroom, awkward shifts, gets bored teaching the same material year after year, etc.

ACTOR

Pros: famous, creative, travels a lot to shoot films, glamorous lifestyle, invited to great parties, can make a lot of money, etc.

Cons: no personal life, attends many auditions, performs the same play again and again, etc.

- 8** 1 duty 4 shift 7 drudgery
 2 work 5 task/job
 3 job 6 labour

- 9** 1 dictator 3 singer 5 costs
 2 inflation 4 vet

➤ **Follow-up Activities: Part 2 (p. 13)**

- (T writes the notes on the board eliciting them from Ss, then he/she invites Ss to talk about a weather forecaster's job.)

Qualifications: highly-qualified meteorologist
Daily routine: early morning arrival at the TV studio, collect latest data from NMO, translate terminology and maps, plan final broadcast, story board
Time of broadcast: after the news
Reason the job is stressful: live broadcast, anything could go wrong, may make inaccurate forecast
Problems: not much time available, material to be adapted to the time available

(Suggested answer)

... be a highly qualified meteorologist, which means having a university degree and a post-graduate qualification. The daily routine is very intense; you have to be at the studio early, and collect the latest data from the NMO. You then have to put all this information into easily-understood form for the final broadcast. There is not much time available to do all

this, and as the broadcast goes out live it can be rather stressful: if a mistake is made, it will be seen by the whole country!

- (Ss work in closed pairs. T checks round the class then, asks some pairs to report to the class.)

(Suggested answers)

- SA:** I'd like to become a teacher.
SB: Really? Why is that?
SA: Well, I find it interesting to be with children and educate them.
SB: But students are usually noisy. I'd prefer to become a clown.
SA: I don't believe it. Why?
SB: I think it's great to make people laugh. There's so much stress and depression in our lives that having some fun does matter a lot, etc.

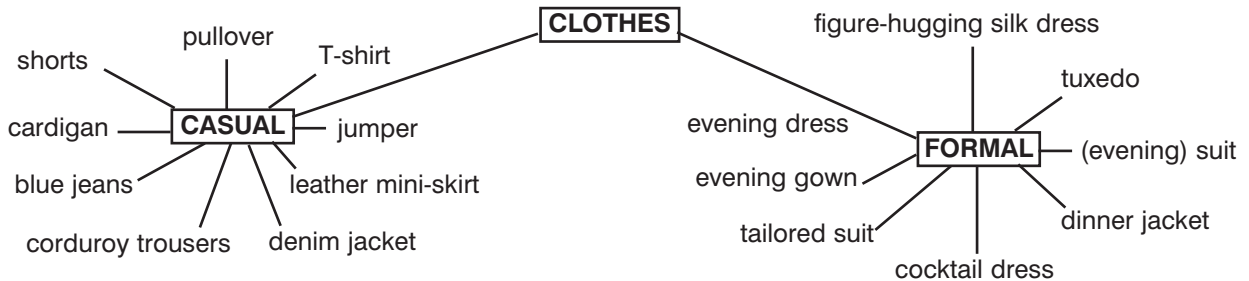
➤ **Grammar Check: Part 2 (p. 13)**

- 1 ... two of whom are ...
- 2 ... three of which were from ...
- 3 ... which I bought is ...
- 4 ... whose houses have been burgled ...
- 5 ... who is Dutch, lives ...
- 6 ... the man who ...
- 7 ... in which he first met ...
- 8 ... (which) I was born in/in which I was born ...
- 9 ... who I play tennis with ...
- 10 ... that I couldn't afford ...

Part 3

➤ **Warm-up Activities: Part 3 (p. 14)**

- (T draws the following spidergram on the board and elicits relevant vocabulary from Ss.)



- **(Suggested answer)**
 Chanel, Givency, Valentino, Gucci, Ricci, Gaultier, Armani, etc.

• **Warm-up Listening Activity**

- 1 F 2 T 3 F 4 F 5 T 6 F 7 T 8 T 9 F 10 F

➤ **Reading Task: Part 3 (pp. 14 - 15)**

16 A 17 E 18 G 19 B 20 F 21 H

➤ **Vocabulary Exercises: Part 3 (pp. 16 - 17)**

- 1 pumps** – women's slip-on shoes with a low heel and no strap
envy – jealousy
plundering – (fig) using as a source
inspiration – new ideas
clinging – close-fitting
royal protocol – traditional rules by which the nobility are expected to act
commoner – a person not of noble blood
skip – to move quickly and lightly
godsend – good turn of fortune
dowdy – not fashionable, usually dull
follower – admirer
cast in stone – established forever

- 2** (*Ss should be encouraged to memorise these text related collocations and expressions. T checks in the next lesson.*)

1 curvaceous	6 say
2 to make	7 in chic
3 rolled-up	8 life-long
4 to burst onto	9 to become
5 flat	10 elf-like

3 FORMAL

tuxedo
 waistcoat
 tailored suit
 evening gown
 business suit
 boxy jacket
 cocktail dress
 dinner jacket
 silk dress

CASUAL

blue jeans
 denim jacket
 shorts
 T-shirt
 leather mini-skirt
 corduroy trousers
 cardigan
 loafers
 jumper

(Suggested answers)

You would wear a tuxedo/evening gown/cocktail dress/silk dress/waistcoat/dinner jacket for a formal occasion such as a wedding or a dinner party.

You would wear a tailored suit/business suit/boxy jacket for a business meeting or a smart lunch.

You would wear blue jeans/a denim jacket/shorts/a T-shirt/a leather mini-skirt/corduroy trousers/a cardigan/loafers/a jumper for everyday occasions such as going shopping, meeting friends, etc.

- 4** a star-pattereded g floral
 b polka-dot h tartan
 c striped i argyle
 d pin-striped j wavy
 e checked k abstract
 f paisley l plain

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

- 6** 1 styles 6 chic
 2 formal 7 casual
 3 tie 8 woollen jumpers
 4 belt 9 gloves
 5 floral dress 10 sunglasses

7 (Suggested answer)

The first picture is of two girls. They are dressed in casual summer clothes. They look as though they might be students. One of the girls in the first picture is wearing a striped top, shorts and loafers, and is carrying a rucksack. The other girl is wearing a frilly blouse, jeans and boots.

The second picture is of a couple shopping. They look quite chic and formal. The man is wearing a blazer, and the woman is wearing a tailored suit with a white collar. She is carrying a bag, and it looks as if they've been shopping.

- 8** 1 off 5 with
 2 over 6 in for
 3 round 7 back on
 4 down with 8 for

- 9** 1 collection 5 styles
 2 fashion shows 6 trends
 3 models 7 fabrics
 4 catwalks 8 haute couture

- 10** 1 go with/match 5 put on
 2 try on 6 suit
 3 wear 7 dress
 4 match/go with 8 fit

➤ **Follow-up Activities: Part 3 (p. 17)**

- (T elicits answers from Ss and writes them on the board in table form. Then Ss, looking at the notes, talk about Audrey Hepburn.)

Her appearance: elf-like face, slim figure (size 8)

Her clothes: simple but elegant, ballet pumps, polo-necks, full skirts, cotton shirts, plain blouses

Major films: *Sabrina, Funny Face, Roman Holiday, Breakfast at Tiffany's*

People who influenced her: Givenchy, Head

When she died: in 1993-her style lives on, her fashion sense will remain timeless/influential

(Suggested answer)

Audrey Hepburn had a natural fashion sense, and it can be said that she was the last word in chic. She had an elf-like face and a slim figure. She first became famous when she starred in *Roman Holiday* in the early 1950's. Her clothes for the film were designed by Edith Head and included cotton skirts, plain blouses, frilly skirts and flat shoes. After this, Hepburn starred in three more films, with clothes designed by the world famous Hubert de Givenchy.

Her style was always simple yet elegant. She went on to do a lot of work for charity, and died in 1993, aged 63. Her fashion sense will remain timeless.

- **(Suggested answer)**

My ideal wardrobe would be a mixture of smart and casual clothes. I think it is important to have a suit for weddings and special occasions, but most of the time I prefer to wear casual clothes such as jeans and baggy sweatshirts. For semi-smart occasions, it would be good to have a blazer or a sports jacket.

➤ **Grammar Check: Part 3 (p. 17)**

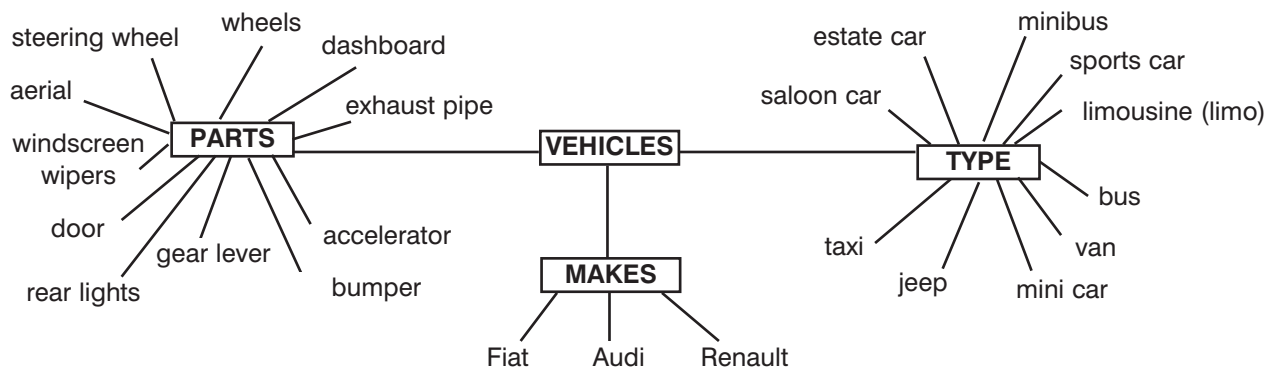
- 1 ... have as much money as ...
- 2 ... you practise, the better you ...
- 3 ... rather go for ...
- 4 ... as many shirts as ...
- 5 ... is not so quick as ...
- 6 ... twice as long as ... /... twice the time (that) ...
- 7 ... prefer to play tennis rather ...
- 8 ... run any faster than ...
- 9 ... (much) more than I ...
- 10 ... is better than that ...

Part 4

➤ **Warm-up Activities: Part 4 (p. 18)**

- **(Suggested answer)**

(T draws the following spidergram on the board and asks Ss to think of words related to the theme 'vehicles'.)



- **(Suggested answer)**

The first one is a jeep, the second one is a saloon car and the third one is a minibus. These kinds of vehicles can be driven by most people. The jeep might be suitable for somebody who lives in the countryside. The saloon car is for someone who has got a big family. The minibus might be suitable for someone who's got a big family.

Adjectives: off-road, robust, spacious, comfortable, practical, fast, reliable, expensive, trendy, etc.

- **(Suggested answer)**

speed, economical on petrol, easy to park, lots of luggage space, nice colour, leather seats.

For me, speed is more important because I'm always in a hurry.

Leather seats are not so important because I don't want a luxurious car, but a reliable one.

• **Warm-up Listening Activity**

1 d 2 a 3 e 4 b 5 c

➤ **Reading Task: Part 4 (pp. 18 - 19)**

22	A	30	B
23/24	B, E in any order	31/32	A, C in any order
25	C		
26	D	33	D
27/28	C, E in any order	34	A
29	A	35	E

➤ **Vocabulary Exercises: Part 4 (p. 20)**

- 1 styling** – appearance; design
suspension system – the system of springs etc by which a vehicle is supported on its wheels
ensures – makes sure or guarantees
rear – back
storage – the space available for storing something
airbag – cushion that automatically inflates with air in a crash to protect the driver
crash tests – controlled car crashes carried out to detect flaws and assist in the design of safer cars
interior – the inner part; inside
fabric – cloth
manufacturer – firm that makes goods on a large scale using machinery
continental – (of Europe) not including Britain
padded – filled with a soft material to increase comfort
support – force of holding sth in a comfortable position
motoring – relating to cars or driving
marketed – advertised for sale
power-steering – a feature of a car that enables the driver to change its direction much more easily
inconvenience – trouble, difficulty or discomfort
multi-purpose – able to be used in many different ways
versatility – having many uses
positioned – placed or arranged in a particular way or spot
compartment – divided section of a larger area

- 2 a**
- | | |
|------------------|---------------|
| a steering wheel | e accelerator |
| b seat | f gear-stick |
| c clutch | g dashboard |
| d brake | |
- b**
- | | |
|--------------------|---------------|
| a rear windscreen | g rear lights |
| b windscreen wiper | h door handle |
| c boot | i tyre |
| d bumper | j indicator |
| e number plate | k wing mirror |
| f exhaust pipe | l headrest |

3 (Ss go through the two lists while T explains any unknown words. After Ss have done the exercise, they check their answers with the T, then T asks Ss to talk about the features of each type of car. Ss can use more adjectives describing the features of each car if they wish.)

(Suggested answers)

sports car: two-seater, expensive, fast
family car: safe, comfortable, stylish
jeep: trendy, manoeuvrable, reliable
mini car: economical, environmentally friendly, manoeuvrable, sporty, easy to park
van: storage space, comfortable
estate car: storage space, comfortable
limousine: expensive, prestigious, luxurious, stylish
electric car: environmentally friendly, safe, reliable, easy to drive

- 4**
- | | |
|--------------------|---------------------|
| 1 top of the range | 7 style |
| 2 model | 8 vehicle |
| 3 off-road | 9 fog lights |
| 4 easy to drive | 10 top speed |
| 5 seats | 11 fuel performance |
| 6 back support | 12 right-hand drive |

➤ **Follow-up Activities: Part 4 (p. 20)**

- (As Ss list the features of each car T writes them on the board. Then T asks Ss to talk about each car.)

V850: air bag, leather seats
P: light engine, economical, padded seats, quiet engine
F.P. Range: top speed 170 kmph, fog lights, folding roof, power-steering
Space Gear: seats up to seven, little wind noise, more interior space

- (Ss work in closed pairs while T checks round the class. Then T asks some pair to report to the class.)

(Suggested answer)

If I were you, I'd buy from the F.P. Range. I strongly recommend it, because of the high speed and special folding roof, etc.

- (Suggested answers)**

For a family of six with a dog I'd recommend the Space Gear. It seats seven adults and has plenty of room for a dog on the floor. For a **businessman** I'd recommend an F.P. car. It is a fast car that can easily be driven in the city. There's not much space, but a businessman would only have a small briefcase. For a **middle-aged man** I'd suggest the V850. It is classically styled in leather and is safe.

For **my own family** I'd suggest a 4-wheel drive. The seats make a bed, which would be useful because we often go away for weekends. Also, it's economical to run.

Exam Focus – Use of English (p. 21)

(**Part 2** is a modified open-cloze consisting of 15 blanks to be filled in with one word each. Emphasis is placed on grammar and vocabulary. Ss read the text once to get the gist of the text, then re-read and fill in the missing words. Ss read the text once more to see if the text makes sense and check for spelling mistakes.)

➤ Part 2

1 be	6 or	11 than
2 had	7 only	12 up
3 how	8 is	13 look
4 have	9 as	14 who
5 among/for	10 either	15 being

➤ Part 4

(**Part 4** is a text containing errors. Some lines are correct whereas others contain an extra and unnecessary word which must be identified. Ss should read through the text to get an understanding of its general meaning. Then Ss read the text again carefully line by line to identify the unnecessary word (e.g. article, participle, conjunction, preposition, tense, etc.) Ss tick any correct lines and write the unnecessary words in the corresponding space. Ss read the text once more to see if their answers are correct.)

1 too	6 the	11 ✓
2 been	7 ✓	12 have
3 ✓	8 it	13 there
4 have	9 one	14 be
5 ✓	10 ✓	15 ✓

➤ Prepositions

(This exercise will always be assigned as HW. T checks the answers and in the next lesson he/she checks the exercise usually with closed books.)

e.g. T: Close your books. An outlook life.

S1: an outlook **on** life

T: to fill sth

S2: to fill **with** sth

1 on	12 by	23 in
2 with	13 of	24 on
3 with	14 at	25 with
4 for	15 on	26 on
5 to	16 to	27 of
6 for/about	17 of	28 about
7 of	18 to/for	29 of/about/up
8 in	19 from	30 of
9 on	20 in	31 on
10 with/by	21 of	
11 between	22 at	

Exam Focus – Listening (Part 1) (p. 22)

(**Part 1** focuses on understanding main points, location, roles, function, attitude, feelings, opinions, intentions etc. It consists of eight short unrelated extracts of about 30 seconds each, followed by three option multiple choice questions. While listening for the first time, Ss 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, Ss check their answers.)

Part 1	1 B	3 B	5 A	7 C
	2 C	4 A	6 C	8 B

Part 1

You'll hear people talking in eight different situations. For Questions 1 to 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

Man: Look, it just doesn't work. It's been installed for three weeks now ...

(PAUSE) ... but that fault's been checked ...

(PAUSE) ... then why is it cutting the pastry too short? ...

(PAUSE) ... they **do** know how to use it ...

(PAUSE) ... I don't see why it should cost any more ...

(PAUSE) ... well, that's his job, he's your man, not mine. Look you charged us well over the odds for that machine. It's up to you to see it works – make us another, change your man, I don't know, just get it right, or I'll refer the matter to my solicitor.

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.

Woman 1: For heaven's sake! I'm not taking Sue shopping again! We've been trailing up and down the High Street all afternoon looking for a yellow blouse.

Woman 2: That doesn't sound like such a difficult mission.

Woman 1: I told her about the shop – you know – but she said it had closed down. Well, anyway, she didn't even want to try. I've seen blouses till I've got spots before my eyes! Then Madam remembers she's got one in her wardrobe and she suddenly desperately needs some new make-up – to go with the yellow blouse of course.

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

Man: Yes – we'll have lasagne. That right, dear?

Woman: Yes, please, dear.

Man: And – er – fish and chips.

Waitress: It'll be ten or fifteen minutes for the fish – it's not cooked, you see.

Man: Oh – better not then, eh dear? You're a bit pushed, aren't you?

Woman: Mmm – rather.

Man: So – make that a rissoles and rice.

Woman: Check for onions, love, remember.

Man: Yes – are there any onions in the rissoles?

Waitress: Yes. There are.

Man: Well, we'd better stick with what we started with then – and risk being a bit late.

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.

Newsreader: Three prisoners escaped from Dartmoor yesterday – the second escape this month. Two were recovered by police in the village of Brown Tor, ten miles away. One of them is still at large. The men had smuggled a gun into the prison and used this to force guards to open doors. The two recovered prisoners were spotted in Brown Tor when one of the men suffered an epileptic fit. Police say that the third man is aggressive and should not be approached. There is to be an enquiry next week into this latest spate of escapes from prisons.

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

Receptionist: Did you just want one room for yourselves?

Man: Yes – facing the sea if possible.

Receptionist: Right. Room 4 – that's a twin-bedded room on the first floor.

Woman: Sounds perfect. Next week – Thursday to Saturday?

Receptionist: Oh – just a minute – I think that one's booked for Saturday. But we've got a double room on the ground floor – it's a bit small though ...

Woman: Mmm – double – it's a bit hot at the moment – two beds are better.

Receptionist: Or we've got a twin-bedded room on the ground floor – but it doesn't face the sea.

Man: No – I'll tell you what. Let's have the room we want – and we'll come Wednesday to Friday.

Receptionist: Right – I'll book number 4 for you.

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

Anne: Laura, can you cover for me on Thursday? I've got a health check. It's two classes.

Laura: What are they?

Anne: There's Intermediate – from six till eight.

Laura: Mmm – I've got Advanced – four-thirty to six.

Anne: Could you? Is it too much?

Laura: No – that's O.K. I **did** have Beginners then but Judy's taking them for a video session with hers.

Anne: There's another one – Advanced – eight till ten.

Laura: Yes – O.K. I'll stay for that.

Anne: Thanks.

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.

Man: Then all three went round the side of the house. The older boy stood in the corner – at the kitchen window. He opened it a bit – don't know how. The girl picked the smaller boy up and he got

onto the big lad's shoulders and he put him through – so he could go and open the door. Then – I saw them outside ...

Policeman: How much later was this?

Man: Oh, only moments – two or three minutes at the most. The girl was taking bags from the younger boy. The older boy took the bags, put two on the back and chucked the small one in front of him and rode off. I was really shocked – I mean, the little one can't have been more than nine.

- 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

Secretary: Oh, Mr Gonzales wants to come and talk to you next week about sending a group.

Boss: Oh, he's over here, is he?

Secretary: Till next Friday. When shall I tell him to come?

Boss: Er – what about Tuesday?

Secretary: Yes – you could. After you get back from Tunbridge Wells.

Boss: Oh – I've got that, have I? I won't be on top form after that.

Secretary: No – perhaps not. There's Wednesday.

Boss: I had wanted to play golf that day, but never mind.

Secretary: Well, how about Thursday? You're free all day. Although it'd be better to fit in earlier – in case he wants to call back before he leaves.

Boss: Yes – you're right. We'll keep it the way it is, I'll just miss my golf ...

Exam Focus – Speaking: (p. 23)

➤ Part 1

(Part 1 lasts about four minutes and has to do with socialising and giving personal information. Ss should be able to talk about themselves for about two minutes.)

➤ Part 2

(Part 2 lasts about four minutes and focuses on exchanging personal and factual information based on given visual prompts. Ss are given two colour photographs each and they have to talk about them in relation to themselves without being interrupted or helped by the T. They are also asked to comment briefly on each other's pictures.)

Pictures A and B (Suggested answers)

- While **Picture A** is of a road filled with lots of people on bicycles, **Picture B** is of a bus and other traffic on a road. Both pictures show means of transport.
- I prefer to travel by bus because it's a faster way of travelling than by bicycle, and it's less tiring.
- Bicycles are more environmentally friendly because they don't give off exhaust fumes like buses.
- People should be encouraged to use public transport more instead of going everywhere by car, or to walk if they only have to go a short distance. The government should ban all vehicles that don't use unleaded fuel, because vehicles that use leaded fuel are the ones that cause the most pollution.

Pictures C and D (Suggested answers)

- **Picture C** shows inhabitants of an African country dressed in traditional clothes working in a field. **Picture D** shows people dressed in modern clothes sitting and working at a desk in an office. In both pictures the people are working.
- These people's lifestyles are very different. The people in **picture C** probably spend all day doing physical work and live in very basic houses without many amenities, while the people in **picture D** probably earn quite a lot of money and live in comfortable, modern houses.
- I think that both of the types of lifestyles shown are quite stressful. The only difference is that the people in each picture have to worry about different things. The people in **picture C** probably worry about having enough food to eat, and the people in **picture D** probably worry about meeting deadlines and other work-related problems.
- I would like to live the lifestyle of the people in **picture D** because I think it would be more comfortable. Also, the lifestyle of the people in **picture C** would seem strange and foreign so I would find it very difficult to get used to.

Exam Focus – Writing (p. 24)

(Note that pictures at the beginning of each writing section serve as a warm up activity for T to elicit the relevant theory before proceeding to give in-depth analysis on the theory.)

Describing people, places, objects, events

(It is important that Ss memorise all paragraph plans. T checks in the next lesson. The same applies to all writing sections of this book.)

(Suggested answer)

- Picture 1 shows an event taking place.
 - Annual events which take place in my country are: Carnival, Easter, Christmas and the Annual Wine Festival.
 - Yes, I would, because it looks like a peaceful place with fresh air, far away from the stress of the city. You could either go on long walks or fishing.
- or** No, I wouldn't. I don't generally like quiet places. I prefer crowded, lively places which are full of life since I am a sociable person and like meeting people.
- The people in picture 3 could be pensioners. The man is tall and well-built. He seems to be in his 60's. He has got a rosy complexion and a long beard. He is wearing a white shirt, black waistcoat and braces. The woman is of medium height and a bit plump. She seems to be in her 60's. She has got a pale complexion, greyish-white hair, and is wearing glasses. She is also wearing a white blouse, a colourful scarf and a red skirt.

- 1**
- 1 Kim Basinger is certainly attractive.
 - 2 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.
 - 3 Kim rarely stays home to relax.
 - 4 Kim is a person I greatly admire.
- **Adjectives describing physical appearance:** quite tall, slender, blue (eyes), small, upturned, large, sensuous, photogenic, long, blond, wavy, attractive
 - **Adjectives describing character:** demanding, quick-tempered, kind, angry, jealous, happy

Appearance/Clothes

... attractive, slender, in her late thirties, blue eyes, small upturned nose, large sensuous mouth, photogenic face, long blond wavy hair, casual comfortable clothes

Character

... being a big star 'has gone to her head,' insistence on perfection, quick-tempered, kind, yells a little, angry behaviour

Activities, Hobbies, Interests

... attends Hollywood parties and charity events

Conclusion

... brains, beauty, fame, money, happy family life

2 Height – tall, medium height, short

Build – medium build, muscular, slender, well-built, overweight, plump, round-shouldered, fit

Face – oval, attractive, round, freckled, lined, square

Eyes – almond-shaped, hazel

Nose – straight, long, hooked, crooked

Hair – long, straight, short, curly, fair, shoulder-length, wavy, balding

Clothes – formal, trendy, smart, shabby, fashionable, casual, well-dressed, full-length, stylish

- 3**
- | | | |
|------------|----------|-------------|
| 1 skinny | 5 tanned | 9 freckles |
| 2 neat | 6 spotty | 10 slanting |
| 3 receding | 7 spiky | |
| 4 scar | 8 mole | |

4 Picture A

- | | |
|--------------|-----------------------|
| 1 overweight | 4 blond |
| 2 casual | 5 comfortable/stylish |
| 3 slim | 6 stylish/comfortable |

Picture B

- | | |
|-----------|-----------------|
| 1 forties | 5 smartly |
| 2 grey | 6 dinner jacket |
| 3 blond | 7 bow-tie |
| 4 bun | 8 evening dress |

- 5**
- | | |
|-------------|--------------|
| 1 foolish | 5 honest |
| 2 observant | 6 lively |
| 3 bossy | 7 aggressive |
| 4 reserved | 8 fussy |

- 6** **positive:** outgoing, frank, cheerful, polite, easygoing, intelligent
negative: dull, boring, greedy, moody, rude, mean, stubborn

(Suggested answers)

- 1 He can be **boring**; he tells us the same old stories every time we meet him.
- 2 Susan is really **outgoing**; she likes talking to people and gets on with everyone she meets.
- 3 My sister is **frank**; she always gives me her honest opinion.
- 4 John tends to be **greedy**; even though he won the lottery, he keeps gambling.
- 5 Sarah can be **moody**; one minute she's happy and the next she's storming off in a huff.
- 6 My neighbour tends to be **mean**; sometimes he leaves his dog out in the rain.
- 7 Mrs White is always **cheerful**; she always smiles and nothing ever seems to get her down.
- 8 Your children are very **polite**; they always say 'please' and 'thank you'.

- 9 James tends to be **rude**; he makes impolite remarks and behaves inappropriately.
- 10 I'm very **easygoing**; I'm easily pleased and I get along with most people.
- 11 He is very **intelligent**; he has a very high IQ and can solve complicated mathematical problems in his head.
- 12 Brian is **stubborn**; he always insists on having things his own way.

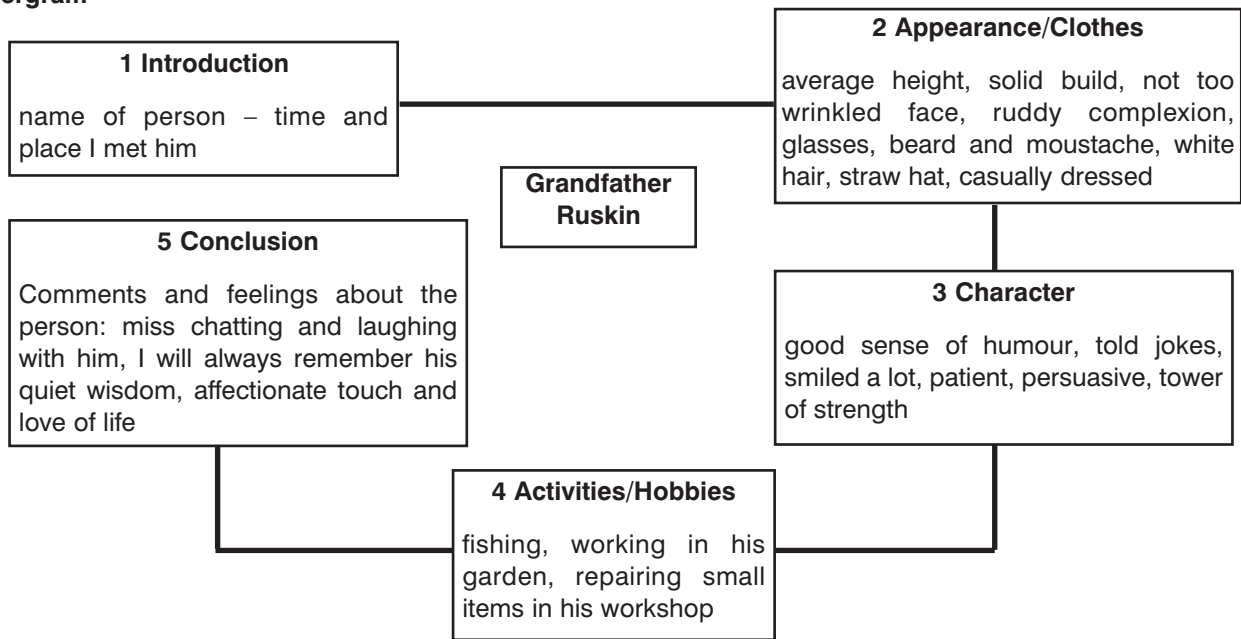
(Then T gives students the following list of adjectives on board and Ss decide which describe positive/negative qualities.)

Positive: curious, helpful, pleasant, sociable, witty, amusing, reliable, sensible, optimistic

Negative: selfish, vain, pessimistic, naive, unreliable, dishonest

- 7 a Adjectives and phrases which describe personality with justification given:** **good sense of humour:** he told jokes and smiled a lot; **patient:** never scolded; **persuasive:** it was his style to reason with people; **a tower of strength:** providing support and encouragement; quiet wisdom; affectionate; love of life
- b**
- **Paragraph 4** gives information about the person's everyday activities.
 - The writer expresses his feelings about his grandfather in the last paragraph.
 - Past tenses are used here because the writer is writing about someone who is dead.

Spidergram



- | | | | |
|----------|-----------|------------|------------|
| 8 | 2 hearing | 11 smell | 20 hearing |
| | 3 hearing | 12 smell | 21 smell |
| | 4 touch | 13 taste | 22 touch |
| | 5 touch | 14 sight | 23 hearing |
| | 6 smell | 15 sight | 24 sight |
| | 7 taste | 16 hearing | 25 smell |
| | 8 taste | 17 hearing | 26 smell |
| | 9 sight | 18 touch | |
| | 10 smell | 19 taste | |

- | | | | |
|----------|----------|-----------|-----------|
| 9 | 1 moving | 6 static | 11 moving |
| | 2 static | 7 static | 12 static |
| | 3 moving | 8 static | 13 static |
| | 4 static | 9 static | 14 static |
| | 5 moving | 10 moving | 15 static |

10 Phrases which suggest the use of the five senses:

Model 1: breathtaking scenery; fast-flowing river crashes; river's roar echoing; towering green pine trees; majestic in their beauty; impressive background; pine trees blanket the ground

(**Note:** To add interest to your writing, moving verbs/phrases can be used to describe static features. e.g. The track **winds up** the hillside.)

Model 2: cold tropical fruit drink; white, soft sand; blue-green colour of the water; watching the sunset
Model 3: listen to lively music; taste the exotic food; street light glowing in the misty evening air

Moving Verbs/Phrases

- fast-flowing river crashes (Model 1)
- these tours proceed along the River Thames passing ... (Model 3)

Static Verbs/Phrases

- the river is surrounded on either side by (Model 1)
- towering green pine trees (Model 1)
- thick rows of pine trees blanket the ground (Model 1)
- the hotel is right on the beach (Model 2)
- situated in the south-east of ... (Model 3)

Model 3 is the **most formal** of all three models. It is written in an impersonal style; sentences are complex, paragraphs are well-developed with a variety of participles (e.g. situated). No short forms or non-colloquial English are used.

Model 2 is the **least formal** of all three models. It is written in a very informal style with lots of idioms and idiomatic expressions (e.g. it's nothing serious, I've been so stressed out at work, etc.). Short forms are also used (e.g. There's also).

Model 1 is probably taken from the **'travel' section** of a light-hearted newspaper or magazine. It is written in a less formal style than the third model but it is not as informal as the second model. The reader is directly addressed, so that this piece of writing can have a persuasive effect on the reader.

Model 2 is obviously part of a **letter to a friend** because it is written in a very personal style. Use of colloquial English and short forms is widespread. The sentences are simple, and there are a lot of chatty details.

Model 3 is probably taken from a **promotional brochure** issued by the Department of Tourism. It is written in a strictly impersonal style, with a persuasive tone. Complex sentences and well-developed paragraphs and use of non-colloquial English make it a formal piece of writing, which could be found in a serious newspaper.

Paragraph Plans

- **Model 1**
Introduction: name and location of the place, reason for choosing the place
paragraphs 2, 3: particular details of the place
Conclusion: recommendations about the place

- **Model 2**
Introduction: greetings/location of place, reasons for choosing place
paragraphs 2, 3: description of place, how to spend free time
Conclusion: feelings and final thoughts about the place
- **Model 3**
Introduction: name and location of place, reason for choosing the place
paragraphs 2, 3: details of the place, how to spend free time there
Conclusion: recommendation about the place

(Note the final paragraph in each model. Model 1 ends with a recommendation, Model 2 ends with the writer's final thoughts about Jamaica, and Model 3 ends with a quotation as well as a recommendation.)

- 11**
- | | | |
|----|---|---|
| 1 | F | (Well developed paragraphs have more than one sentence.) |
| 2 | T | |
| 3 | F | (The style in Model 2 is informal.) |
| 4 | F | (The style in Model 1 is formal. It is simply less formal than the style in Model 3.) |
| 5 | T | |
| 6 | T | |
| 7 | T | |
| 8 | T | |
| 9 | F | (The first paragraph in the second model included greetings, location of the place and reasons for choosing the place.) |
| 10 | F | (Short forms are not acceptable in Model 3 because it is a formal article.) |

- 12 Sequence words in Model A:** Immediately, Finally
Sequence words in Model B: First, Then, Then, Finally, After, Next, Finally
- Imperative form is used when writing instructions.
 - Model B includes sub-headings because it describes different stages.
 - Yes, they do.

- 13 Opinion:** entertaining, luxurious, glorious
Size/Weight: huge, immense, minute
Age: modern, ancient
Shape: square, spherical
Colour: yellow, colourful, violet
Origin: Austrian, Japanese, Swiss
Material: leather, cotton, glass, crystal, brass

14 (T asks Ss where they could find this piece of writing. Answer: In a letter describing an item you have lost.)

- | | |
|-------------------------|-------------------|
| 1 small, Swiss | 4 shiny, yellow |
| 2 round, white | 5 small, white |
| 3 elegant, black, Roman | 6 smooth, crystal |

15 1 from 4 down 7 in
2 with 5 to 8 At
3 in 6 under 9 with

(T explains how to form Passive Voice. The object of the active verb becomes the subject in the new sentence. The active verb changes into a passive form and the subject of the active verb becomes the agent which is either introduced with 'by' or is omitted.)

- 1 Wine, made from grapes, was drunk by the participants.
- 2 Eggs are decorated with colourful stickers by children.
- 3 The baby is dressed in white clothes for the christening.
- 4 Rice and flowers are thrown by the guests as the newlyweds make their way down the aisle of the church.
- 5 Congratulations are offered to the bride and groom by the guests.
- 6 Presents are put under the Christmas tree.
- 7 The military parade is watched by the crowd in awe.
- 8 Special dishes are cooked at Easter.
- 9 The roast was flavoured with spices.

16 **Sight:** colourful, shining, dark, bright
Hearing: laughing, booming, loud, clanging
Taste: bitter, delicious, spicy, salty, sweet
Smell: fragrant, aromatic

17 1 rosy 6 moving
2 glorious 7 professional
3 Excited 8 beaming
4 preparations 9 successful
5 luxurious 10 happily

Paragraph plan:

Introduction: name, time, place of event, reason for celebrating (what, when, where, why)

paragraph 2: preparations

paragraph 3: description of the actual event

Final paragraph: feelings and comments

18 Examples of Passive Voice:

... and **is celebrated** by Christians all over the world ...
... shop windows **are decorated** with Christmas ornaments ...
... 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 ...
... glittering lights **are hung** in the streets ...
... wreaths **are placed** on city buildings ...
... the tearing of wrapping paper **is heard** as gifts **are exchanged, opened and admired** ...
... snowmen **are made** ...
... potatoes **are served** for dinner ...

Paragraph plan:

Introduction: name, time, place of event, reason for celebrating (what, when, where, why)

paragraph 2: preparations

paragraph 3: description of the actual event

Final paragraph: feelings

19 1 person 4 ceremony 7 festival
2 object 5 person
3 instructions 6 place

1 Paragraph Plan (describing a person)

Introduction: name, time you met/saw him/her
(Grandfather William; first memories – child)

Paragraph 2: physical appearance
(quite tall; muscular build; rugged face; thick white hair; piercing grey eyes)

Paragraph 3: personality characteristics
(tough; decisive; tough-struggled for many years; fiery Irish temper – gets very angry when something bothers him; full of fun-plays violin when in a good mood)

Paragraph 4: activities, hobbies, interests
(gardening; repairing things)

Conclusion: comments, feelings about the person
(inspiration to me; I admire him; gives me good advice)

(Suggested answer)

A person who I respect, admire and love is my grandfather William. My first memories of him are associated with laughter, fun and endless stories that would always captivate my brother and me.

He's quite tall and his build is muscular from having worked hard all his life. He's nearing seventy-eight now but he's still got the energy of a young man. Grandfather's rugged face and thick white hair give him the air of a notorious pirate. His most outstanding

feature is surely his eyes. They are piercing, grey, full of life and seem to look right through you.

Having migrated to Australia from Ireland, he struggled for many years to make a new life for himself and his family. This made him tough, decisive and assertive. He's got a fiery Irish temper; when something is bothering him he gets very angry. He's also full of fun – when he's in a good mood he'll even play his violin for us.

Now he's a pensioner, or course, but he's always involved in things. You'll usually find him in the garden or with a tool in his hand repairing something around the house.

He's a real inspiration to me. 'Keep working and fighting until you accomplish your goals', that's what he taught me. I really admire him. He came to Australia with nothing and now I'm the Director of the company he set up.

2 Paragraph Plan (describing an object)

Introduction: reason for writing, time and place item was lost

(lost sunglasses and case; 26 August; Sunny Days Resort)

Paragraph 2: description of object

(glasses: beautiful, lightweight, brown, plastic frames; oval-shaped, golden-coloured plastic lenses

case: old, black, leather, initials (BJM) on it)

Conclusion: time and place to be contacted, closing remarks

[(0731) 950310; 9 am – 5 pm daily; I look forward to hearing from you.]

(Suggested answer)

Dear Sir,

I am writing to you to report the loss of my sunglasses and case. I lost them while staying at the Sunny Days Resort last month. Unfortunately, when I was packing up to leave at the end of my stay, I neglected to include these items, which I believe must have fallen under the bed. Your records will show that I was in room 314 until 26 August.

They are Ray-Ban sunglasses with a beautiful, brown, lightweight, plastic frame. The lenses are oval-shaped, have a deep, golden colour and are plastic. The glasses were in an old black leather case, which has my initials (BJM) on it.

I would appreciate it if you could contact me on (0731) 950310 between the hours of 9 am – 5 pm daily, should you find the glasses and case.

Yours faithfully,
Benjamin J. McGillicuddy

3 Omelette (Giving instructions)

Serves 4, Ingredients: 1 large onion, 6 eggs, pepper, 2 tbsp olive oil, salt, pepper

- 1 First, chop the onion into small pieces. Then heat the olive oil in a frying pan and fry the onion over a moderate heat, stirring constantly for about 6 minutes.
- 2 Meanwhile, whisk all the eggs together in a bowl, adding one teaspoon of salt and pepper, according to taste.
- 3 Next, increase the heat in the frying pan and add the eggs. Fry the mixture for a further two minutes.
- 4 Wait until the bottom starts to become brown, then turn it over using a spatula.
- 5 Finally, fry the omelette for another 3 minutes and the omelette will be ready to serve.

4 Paragraph Plan (describing a ceremony)

Introduction: name-when-where-why

(baptism; when baby is about three months old; in church; to present the child to God and God's people.)

Paragraph 2: preparations

(long gown is bought for baby; meeting with minister takes place to arrange the baptism time; relatives are informed of the time the baptism is to take place.)

Paragraph 3: clothes/food/activities

('Sunday best'; baby in long white gown; a small reception with tea and buns)

Conclusion: feelings/thoughts/final comments

(quiet and dignified ceremony; parents present their child; becomes a member of the church; nice time for the community)

(Suggested answer)

In the church I belong to in my country, babies are baptised at about three months old. The baptism takes place in church during the normal Sunday worship service. The purpose of baptism is to present the child to God and to God's people. The water represents the washing away of sin.

Before the baptism, preparations must be made. A long white gown is bought for the baby. The parents meet with the minister to arrange the time of the baptism. Once this is done, friends and relatives are informed of the date of the coming event.

At church, people wear their 'Sunday best.' The baby's white gown falls almost to the floor as he or she is held by one of the parents. The minister asks the parents the baby's name, and then sprinkles water on the baby's forehead, saying '[name of

child], I baptise you in the name of the Father, the Son, and the Holy Spirit.' After the service, a reception is sometimes held for friends and family. Ham and cheese buns are usually served, with tea to drink. Everyone wants to see the new baby.

A baptism is a beautiful ceremony in my church; it is solemn and dignified. The way the parents present their child to God is moving. The other members enjoy seeing a new addition to the 'flock.'

5 Paragraph Plan (describing a person)

Introduction: name of person, time you met/ saw him/her

(Billy; homeless; met six months ago)

Paragraph 2: physical appearance

(six feet tall; very skinny; about sixty-five years old; dirty grey beard; blue eyes; handsome man; clothes are filthy and ragged)

Paragraph 3: personality characteristics and justification

(friendly – talks about his life; good sense of humour – jokes about himself; animated – gestures a lot; intelligent – knowledge of music)

Paragraph 4: activities, interests, hobbies

(music, talks about singers)

Conclusion: Comments/feelings about the person

(learned not to judge people by the way they look)

(Suggested answer)

The most unusual person I have ever met is a homeless person who sleeps under the porch of an abandoned house near my school. I met him about six months ago. His name is Billy, but everyone calls him 'Old Billy'. I met him while walking to school one day.

Old Billy is more than six feet tall and very skinny. He is about sixty-five years old. He never shaves, so he has a dirty grey beard that reaches halfway down his chest. Surprisingly, his blue eyes twinkle and it is obvious that he was once a handsome man. His clothes are filthy and ragged, as he never changes them.

I've spoken to Old Billy several times. He is really a friendly chap, and he enjoys talking about his life. He has a good sense of humour, and likes to make jokes about himself when telling stories. Old Billy is very animated. He gestures a lot with his hands and his whole body, and never fails to make me laugh.

Old Billy is intelligent. He certainly has a lot of knowledge about music, and loves to discuss classical music. He speaks about Pavarotti and Callas as if they were personal friends.

From knowing Old Billy, I've learned not to judge people by the way they look. Old Billy looks like a stray dog, but his wit and kindness shine through his untidy appearance.

6 Paragraph Plan (describing a place)

Introduction: name and location of place, reasons for choosing the place

(Mt. Bulla; Australia; popular winter resort)

Paragraphs 2-3: details of place-sights, spending free time

(winding road; pine trees; fresh air; snow; traditionally-built hotels; restaurant; cafeteria; disco; skiing; ski shows; relax by fireplace)

Conclusion: comments, feelings about the place

(ski-lover's paradise; fabulous resort; beautiful area; fun skiing with friends)

(Suggested answer)

Mount Bulla is one of the most popular winter resorts in Australia. It is about a six or seven-hour drive from the city. The resort itself is on the side of the mountain about one thousand metres up.

The drive up is breathtaking. As you go up the winding road, the pine trees surround you and you can smell how fresh and clear the air is. Snow has usually fallen and the ground is covered in a white blanket. The actual resort is made up of three traditionally-built hotels. Each one has a luxurious restaurant and a cosy cafeteria. The largest of the three has a disco.

Just above the hotels is the ski-lift which takes you to the top of the slopes. There are also skiing instructors who teach beginners. Quite often there are special shows put on by professional skiers, which are fascinating to watch.

After skiing all day you can relax in front of the fireplace in your room or in the hotel's huge and comfortable lounge area.

You must like skiing to enjoy your stay as Mount Bulla is a ski-lover's paradise. You will always enjoy yourself when you go there because the resort is fabulous, the area is beautiful and skiing there is great.

7 Paragraph Plan

Introduction: name, time, place, reason for celebrating

(Rio Carnival; August; before Lent)

Paragraph 2: preparations

(musicians and bands practise; outfits designed and sewn; stalls constructed; floats built and decorated)

Paragraph 3: description of actual event

(parade; colourful floats; bright costumes; crowded streets; samba music)

Conclusion: feelings, comments, thoughts

(joyful; spectacular; dancing)

(Suggested answer)

The Rio Carnival is a famous festival which takes place every year before Lent.

Preparations start months before. The many people involved, the majority of whom are volunteers, work endless hours organising and preparing the event. Musicians and bands practise, outfits are designed and sewn, stalls are constructed, and floats for the parade are built and decorated.

The carnival lasts about a week. Thousands of people come to see the colourful floats and bright costumes. All the streets surrounding the parade route are crowded with people who have come to enjoy the samba music. Bands are scattered all around the carnival area. Impressive fireworks displays are staged in the evenings, filling the spectators with awe.

The Rio Carnival is really exciting. The atmosphere is joyful. Local inhabitants and tourists alike enjoy this spectacular occasion. Everyone has a great time dancing in Rio's streets.

Unit 2

Part 1

➤ **Warm-up Activities: Part 1 (p. 32)**

(Suggested answers)

- This place is in Italy. It's Venice and it's famous for its gondolas and its carnival.

(Suggested answers)

Venice is built on water.
There are gondolas.
There's a carnival held there every year.

• **Warm-up Listening Activity**

- | | | |
|----------|------------|--------|
| 1 alleys | 4 painting | 7 dull |
| 2 boat | 5 arsenic | |
| 3 canal | 6 painted | |

➤ **Reading Task: Part 1 (pp. 32 - 33)**

- | | | | | | |
|-----|-----|-----|-----|-----|-----|
| 1 B | 2 C | 3 H | 4 A | 5 E | 6 G |
|-----|-----|-----|-----|-----|-----|

➤ **Vocabulary Exercises: Part 1 (pp. 34 - 35)**

- 1** **revellers** – people enjoying themselves in a noisy way
flit – to move quickly from one place to another
theme park – an entertainment park with rides, etc.
jetties – wooden platforms built out into a river, canal etc. for boats to moor at
emerge – to appear, become visible
waterfront – area beside water
rubbish dump – a place where rubbish has been disposed of
regrettably – sadly
humdrum – dull, unexciting or ordinary
remnants – small parts of pieces remaining
queue – line of people waiting for sth/to do sth
outlying – situated away from the centre of sth
tranquility – calm, undisturbed condition
stark contrast – complete and obvious difference
overwhelming – too much to cope with

- 2**
- | | |
|-----------|----------------|
| 1 blaze | 6 glorious |
| 2 gather | 7 munched |
| 3 flocked | 8 hapless |
| 4 moor | 9 chilly |
| 5 lagoon | 10 tucked away |

3 *(Ss should be encouraged to memorise these text related collocations and expressions. T checks in the next lesson.)*

- | | |
|-----------------|--------------|
| 1 remnants | 9 opera |
| 2 shopping | 10 thick |
| 3 to create | 11 a glimpse |
| 4 carnival | 12 slimy |
| 5 ghostly | 13 shadowy |
| 6 oil | 14 tolling |
| 7 works | 15 snatches |
| 8 multi-faceted | 16 severely |

- 4**
- | | |
|----------------|------------------|
| 1 thrilling | 6 overwhelming |
| 2 impressive | 7 entertainment |
| 3 humdrum | 8 attractions |
| 4 houses | 9 sampling |
| 5 breathtaking | 10 multi-faceted |

(Note that Ex. 4 can be used as a model for Ss when they will be asked to write a descriptive composition in 'Follow-up Activities' section.)

- 5 a** 1 discern 3 peered 5 stare
2 gazed 4 peeping

peer – to look closely as if you can't see well

peep – to look quickly and slyly

discern – to see with difficulty

stare – to look rudely

gaze – to look at sth/sb for a long time

- b** 1 crunch 3 lap 5 munch
2 chew 4 lick 6 suck

- 6** 1 eastern 7 adventurous
2 absolutely 8 reputation
3 exhausting 9 entertainment
4 sights 10 bored
5 traditional 11 suitable
6 selection 12 necessities

- 7** 1 ... made up for the delay ...
2 ... made up a story ...
3 ... to be made for ...
4 ... to make out the ship ...
5 ... made away/off with ...

➤ **Follow-up Activities: Part 1 (p. 35)**

(Suggested questions)

When is carnival season in Venice? Who painted 'Paradise'? How do people in Venice go to work? How is glass made? What is the Rio di San Luca?

(Suggested answer)

I visited Venice last February at carnival time. It was really crowded. During the day you can see people travelling to work by boat and shopping from floating shops. Venice is full of canals, one of which, the Rio di San Luca, is now drained. Lots of rubbish and even old coins have been found there. I visited many churches because I love art, and I even saw 'Paradise', that huge painting by Tintoretto. In Murano we saw a glass-blowing demonstration, but the lagoon smelt awful so we didn't swim. On a day-trip to Burano I took photos of the painted houses. It was really peaceful.

Back in Venice, there aren't many clubs or discos, but we walked round the city. It's a fascinating place to visit.

➤ **Grammar Check: Part 1 (p. 35)**

- 1 ... being spoken to like that ...
- 2 ... was made to confess (to) ...
- 3 ... was having my hair done ...
- 4 ... are sorted by ...
- 5 ... are reported to have arrested ...
- 6 ... will have to be typed ...
- 7 ... wasn't allowed to use ...
- 8 ... are being selected ...
- 9 ... is said to have left ...
- 10 ... was the crime discovered ...

Part 2

➤ **Warm-up Activities: Part 2 (p. 36)**

(Suggested answer)

The people in all three pictures look extremely happy. No matter what age they are they seem to be enjoying their lives.

(Suggested answer)

good health, a close family, a satisfying job, lots of friends, hobbies, a nice house, travel, wealth.

• **Warm-up Listening Activity**

- | | | |
|-----------|--------------|--------------|
| 1 mystery | 4 different | 7 busy |
| 2 study | 5 happy | 8 inactivity |
| 3 disease | 6 disturbing | |

➤ **Reading Task: Part 2 (pp. 36 - 37)**

- | | |
|-------------------|-------------------|
| 7 B (Ln 8 - 9) | 11 C (Ln 36) |
| 8 A (Ln 16 - 17) | 12 D (Ln 38 - 39) |
| 9 C (Ln 26 - 28) | 13 C (Ln 41 - 43) |
| 10 B (Ln 29 - 30) | |

➤ **Vocabulary Exercises: Part 2 (pp. 38 - 39)**

- 1 depression** – feeling of misery
hostile – unfriendly
abusive – aggressive towards others
affluent – wealthy
significantly – enough to be easily noticeable
moods – states of mind (happy, sad, etc)
brains – organs in head used for thought, memory and feeling
passive – not active
comprises – consists of
high-energy – stimulating
process – system by which sth works
doubt – uncertainty

aspects – features
praise – stated admiration
reward – sth given to sb as praise for sth they have done
challenging – difficult but possible
well-being – state of being content and happy
goals – targets

- 2**
- | | |
|---------------|-----------------|
| 1 disposition | 6 stimulate |
| 2 perception | 7 trigger |
| 3 rage | 8 provoked |
| 4 counterpart | 9 naive |
| 5 absorbing | 10 consistently |

3 (Ss should be encouraged to memorise these text related collocations and expressions. T checks in the next lesson.)

- | | | |
|-------------|-----------|---------------|
| 1 the roots | 5 to see | 9 public |
| 2 to paint | 6 to make | 10 disturbing |
| 3 to keep | 7 reward | 11 untouched |
| 4 prone to | 8 the key | 12 pushed up |

4 (If Ss have difficulty, T can help them by eliciting or explaining the meaning of each adjective in the list.)

positive: delighted, overjoyed, content(ed), jolly, glad, merry, carefree, pleased, joyful, cheerful, happy, good-tempered
 (Note: **content** = happy; not wanting more;
contented = satisfied; showing or feeling content)

negative: anxious, dissatisfied, miserable, mournful, fed up, sorrowful, depressed, heartbroken, blue, discontent(ed), bored, moody, in low spirits, bad-tempered

(Suggested occasions when those feelings are experienced)

- Before an exam/test/interview – anxious
- End of a relationship – heartbroken, moody, bad-tempered
- Nothing to do – fed up, bored
- Failing an exam/test – depressed, low, miserable, blue, in low spirits
- Not getting a pay rise – dissatisfied, discontent(ed)
- After someone’s death – mournful, sorrowful
- The birth of a baby – delighted, overjoyed
- After a good meal – content(ed)
- Socialising with friends – jolly, merry
- Passing an exam/test – happy, pleased, glad
- On holiday – carefree, joyful, cheerful, good-tempered

(As an extension T can ask Ss to rate the adjectives of Ex. 5 from the weakest one to the strongest one. e.g. merry, jolly, pleased, glad, cheerful, happy, content(ed), delighted, overjoyed ...)

- 5**
- | | |
|-------------------|------------------|
| 1 self-controlled | 4 self-confident |
| 2 self-esteem | 5 self-centred |
| 3 selfish | |

- 6** 1 D 2 B 3 D 4 B 5 A 6 C

- 7**
- | | |
|--------------------|------------------|
| 1 on cloud nine | 4 mixed feelings |
| 2 no hard feelings | 5 Cheer up |
| 3 in high spirits | |

- 8**
- 1 ... lost his/her temper with ...
 - 2 ... burst out laughing/burst into laughter ...
 - 3 ... burst into tears ...
 - 4 ... am looking forward to ...
 - 5 ... am (really) fed up with ...
 - 6 ... in a very good mood ...
 - 7 ... had enough of that music ...
 - 8 ... to raise his voice ...

9 (Suggested answers)

- a **furious** – when I see someone treated unfairly simply because of their nationality or skin colour. In this case I’d protest strongly.
- b **angry** – when I see people dropping litter. In this case I’d start complaining strongly.
- c **in low spirits** – when I’m far away from the people I love. In this case I’d call them.
- d **overjoyed** – when I have my first baby. In this case, I’d sing all day long.
- e **bored** – when I have nothing to do. In this case I’d listen to some music.
- f **stressed** – when there’s not enough time to get my work done. In this case, I’d try to relax and then go on with my work

10 (Before Ss do Ex. 10 T elicits various reasons for sb being depressed or happy and writes them on the board.)

(Notes for the Teacher)

other reasons for sb being depressed: received bad news, lonely, her pet dog was hit by a car, her flat was burgled, she had a car accident and hurt sb, she might be lost, she might have been evicted from her flat, etc.

other reasons for sb being happy: heard a joke, school may have just ended for the year, has been accepted into university, just won the lottery, found a great flat, got excellent exam results, has been given a nice present, etc.

(Suggested answer)

In the first picture there's a woman on her own. It looks as if she is having problems. She may be crying. In the second picture there are two women. They look extremely happy in contrast to the girl in the first picture who looks depressed. The woman in the first picture may be facing financial problems and be feeling desperate. She could also have broken off with her fiancé and that is making her feel awful. The women in the second picture are probably on holiday so they are having a really nice time. Alternatively, they could have won a competition and are now celebrating, etc.

➤ **Follow-up Activities: Part 2 (p. 39)**

• **(Suggested answer)**

A time when I was very happy was when I managed to pass my university entrance exams. It was a mixture of happiness and relief as a lot of tension builds up while waiting for the results. The nearer the day of the results came, the more anxiety I felt, until the envelope containing the results arrived. After opening the envelope the feelings of happiness, joy and relief I felt were indescribable after working so hard for so many months.

- (T writes the notes on the board eliciting them from Ss then he/she asks Ss to give a one-minute talk on 'happiness'.)

Features: healthier/more friendly, less self-centred/ hostile/abusive

Research: 2 basic happiness centres in brain:

- dopamine chemical – passive happiness
- adrenaline-type chemicals – high-energy state of happiness

How people perceive happiness: happiness confused with anxiety, rage, doubt, sadness

What to do to be happy: know how to deal with disturbing events, do sth for the pleasure of doing it, keep your brain busy – active and challenging lifestyle, make a world that improves well-being and self-esteem, get more satisfaction from your goals/circumstances.

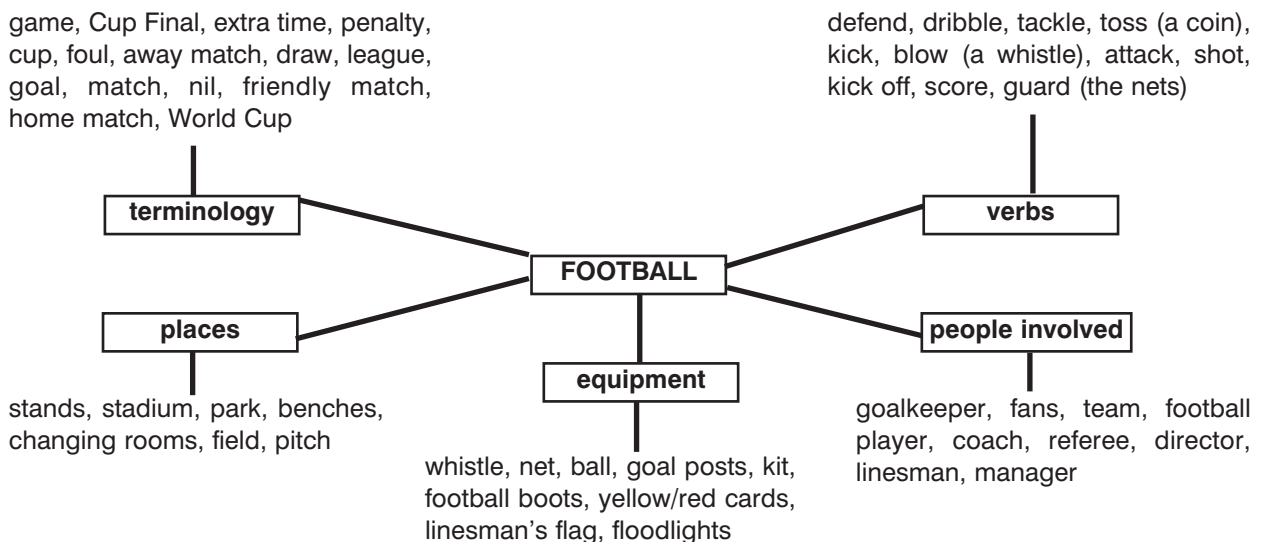
➤ **Grammar Check: Part 2 (p. 39)**

2 ✓	5 he	8 he
3 them	6 ✓	9 ✓
4 it	7 it	10 he

Part 3

➤ **Warm-up Activities: Part 3 (p. 40)**

- (T draws on the board the following spidergram and writes down some words related to the topic (football), then T asks Ss to come up with words related to each aspect of the sport.)



• (Suggested answer)

I don't like football because I think it's a rather violent sport.

• (Suggested answer)

Hooligans often run onto the pitch or throw things at the players. They fight with the fans of the other teams. On TV, I've seen stadiums set on fire and seats ripped up.

• Warm-up Listening Activity

- | | | | |
|-----|-----|-----|-----|
| 1 F | 3 F | 5 T | 7 F |
| 2 T | 4 T | 6 T | 8 T |

➤ Reading Task: Part 3 (pp. 38 - 39)

- | | | | |
|------|------|------|------|
| 14 F | 16 B | 18 G | 20 D |
| 15 I | 17 E | 19 A | |

➤ Vocabulary Exercises: Part 3 (pp. 42 - 43)

- 1 transformed** – completely changed
mass – large area or amount of sth
battlefields – areas where fighting occurs
trenches – ditches dug to protect soldiers during wartime
no-man's land – area between fighting sides in battle
were positioned – were placed
wandered – walked, usu without a destination in mind
unorthodox – not expected, not normal
stoned – threw stones at sth/sb
riot – event when a crowd becomes violent and out of control
display – show
cheating – breaking rules
drug barons – the heads of illegal drug-dealing businesses

- 2** (T should explain any unknown vocabulary before Ss do the exercise. After Ss have done the exercise, T asks them to close their books and remember as much equipment for each sport as possible.)

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

- 3** (Ss should be encouraged to memorise these text related collocations and expressions. T checks in the next lesson.)

- | | |
|----------------|---------------|
| 1 to return | 7 to commit |
| 2 fell | 8 to make |
| 3 to establish | 9 to score |
| 4 a matter | 10 since |
| 5 to shake | 11 one report |
| 6 crossing | 12 to display |

- 4** (T should explain what each event is if necessary in the Ss' mother tongue.)

track events: (events which involve running; events that take place on the track) hurdles, relay, sprint, long distance
field events: (events that take place off the track) shot-put, discus, javelin, high-jump, pole-vault

- hurdles** – race in which runners must leap over obstacles
relay – race involving teams of four runners in which a baton is passed
sprint – short race in which athletes run as fast as possible during the entire race
long distance – any foot race of 5,000m or longer
shot-put – event in which a heavy metal ball is thrown with one hand as far as possible from a position against the neck
discus – event in which a flat, round object is thrown as far as possible
javelin – event in which a spear-like object is thrown as far as possible
high-jump – event in which athletes leap over a bar, the height of which is progressively raised
pole-vault – event in which a long pole is used to leap over a high bar, the height of which is progressively raised

- 5**
- | | |
|---------------|---------------|
| 1 game | 9 goalposts |
| 2 match | 10 lines |
| 3 toss a coin | 11 beat |
| 4 team | 12 win |
| 5 score | 13 manager |
| 6 player | 14 supporters |
| 7 kick | 15 Final |
| 8 goalkeeper | |

- 6**
- | | | |
|----------------------|------------|--------------|
| a 1 gain | 3 beat | |
| 2 win | 4 defeated | |
| b 1 threshold | 3 limit | |
| 2 border | 4 boundary | |
| c 1 fans | 3 staff | 5 mob |
| 2 congregation | 4 audience | 6 spectators |

- a**
- 1 **gain** = to obtain, get
 - 2 **win** = to be the victor in a game
 - 3 **beat** = to defeat
 - 4 **defeat** = to beat
- b**
- 1 **threshold** = exact spot where one enters a place; (fig) point of beginning sth
 - 2 **border** = division between countries
 - 3 **limit** = end
 - 4 **boundary** = dividing line
- c**
- 1 **fan** = sb who admires a performer, team etc very much
 - 2 **congregation** = group of people who attend a church
 - 3 **staff** = people who work in a place
 - 4 **audience** = people who attend a performance
 - 5 **mob** = uncontrolled crowd of people
 - 6 **spectator** = person who watches a sporting event

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

Well, I like football a lot because it's a competitive sport which involves hard training. It offers lots of excitement. However, sometimes it causes violence. Also, footballers can hurt themselves while playing.

- 8**
- 1 terrain → pitch
 - 2 referee → umpire
 - 3 pitch → court
 - 4 path → track
 - 5 bath → pool

9 (Suggested answer)

Rugby is played on a pitch while windsurfing is a water sport. Rugby is a more dangerous sport than windsurfing. The equipment needed in order to play rugby is fairly inexpensive whereas expensive equipment is needed for windsurfing. Rugby is both a violent and dangerous sport. Moreover, one risks getting injured while playing. On the contrary, windsurfing is a relatively safe sport. Of course one has to be a strong swimmer or one could drown, etc.

(Before Ss compare the other sports T elicits ideas from Ss and writes them on the board, then Ss work in closed pairs. T checks round the class, then asks some pairs to report to the class.)

Boxing: ring, violent, dangerous, technical, high injury risk, too competitive, etc.

Tennis: court, safe, rather expensive equipment, technical, safe, etc.

Waterpolo: watersport, team sport, competitive, safe, etc.

Car racing: individual sport, expensive equipment, high injury risk, demanding, etc.

- 10**
- | | |
|----------------|------------------|
| 1 look after | 5 looked up to |
| 2 look it up | 6 look into |
| 3 look through | 7 looks back on |
| 4 look round | 8 looked down on |

➤ **Follow-up Activities: Part 3 (p. 43)**

(Suggested answers)

- All spectators should have a membership card. If fans act badly, their card would be taken away. Prison sentences might deter hooligans. Also, the police should search fans more carefully.
- boxing, bull-fighting, hunting, etc.

(T writes the headings on the board and completes the table eliciting answers from Ss. Ss, then, work on their own. T invites some Ss to report to the class.)

When/Where: First World War/Franco-Belgian border
Armies involved: Scottish Seaforth Highlanders, 9th German Royal Saxon Infantry

How it began: shooting stopped, everyone sang
Gifts exchanged: cigarettes, meat tins, watches, rings, photos shown

The game: football

After the game: back to war

I remember that day as clearly as if it were yesterday. It was late on Christmas Eve, and we'd stopped shooting. Some of the Germans started singing 'Silent Night' and we joined in. Then silence fell, until the next morning when some of the German 9th Royal Saxon Infantry came out of their trenches and wandered into no mans land. We showed each other pictures, and offered each other cigarettes and things. Then we played a game of football. We knew we would have to go back to war afterwards, but for that one day we were friends. It was a very moving day, and I will never forget it.

➤ **Grammar Check: Part 3 (p. 43)**

2 the	6 ✓	10 the	14 the
3 the	7 the	11 the	15 ✓
4 the	8 ✓	12 the	
5 The	9 the	13 ✓	

Part 4

➤ **Warm-up Activities: Part 4 (p. 44)**

(Suggested answers)

- The first picture shows an attempted murder or assault scene. The second one shows robbery or kidnapping and the last one shows pickpocketing
- **Causes:** unemployment, boredom, rich-poor divide, lack of security, etc.
Ways of Preventing Crime: better locks, don't keep cash in the house, don't tell people you're away, better street-lighting, don't walk alone in dangerous streets, tell sb where you are, carry an alarm, etc.

• **Warm-up Listening Activity**

2, 3, 6, 9

➤ **Reading Task: Part 4 (pp. 44 - 45)**

21/22/23	C, D, E in any order	31 B
24	C	32 A
25	E	33 D
26/27/28	A, C, D in any order	34 D
29/30	B, C in any order	35 E

➤ **Vocabulary Exercises: Part 4 (p. 46)**

- 1** **convinced** – sure
prevention – act of stopping sth from happening
burglar-proof – protected from burglars
suspicious – thinking that sth is wrong
glamorises – makes sth seem exciting
rebellious – not behaving the way one is told
decent – good
job-placement – of programme scheme that helps people find jobs
inhabitants – residents
arm – to carry weapons
aware – alert
crime rate – number of crimes being committed
death penalty – punishment by which sb is put to death for crimes committed
taxpayer – person who pays taxes

2 (Ss should memorise these text related collocations and expressions. T checks in the next lesson.)

1 to cheat	9 plays
2 the key	10 to ruin
3 to lead	11 to reduce
4 to commit	12 better
5 to obey	13 crime
6 to become	14 a much
7 on duty	15 police
8 given	16 death

- 3**
- | | |
|---------------|--------------|
| 1 accused | 6 detained |
| 2 magistrates | 7 custody |
| 3 charged | 8 trial |
| 4 pleaded | 9 evidence |
| 5 bail | 10 innocence |

4 (T explains the words in bold if Ss have difficulty doing Ex. 4.)

1 broke in	4 stole	7 raped
2 evaded	5 slaughter	8 smuggle
3 robbed	6 mugged	

- 5**
- | | |
|-------------------|--------------|
| 1 arson | 7 kidnapping |
| 2 drunken driving | 8 murder |
| 3 terrorism | 9 burglary |
| 4 armed robbery | 10 vandalism |
| 5 tax evasion | 11 assault |
| 6 mugging | 12 theft |

6 (Suggested answers)

- arson** – community service/a long prison sentence
- drunken driving** – a ban on driving and a fine
- terrorism** – life imprisonment/a long prison sentence
- armed robbery** – a long prison sentence
- tax evasion** – a fine/a short prison sentence/ community service
- mugging** – a short prison sentence/community service
- kidnapping** – a long prison sentence
- murder** – life imprisonment
- burglary** – a short/long prison sentence
- vandalism** – community service/a fine/a warning
- assault** – a short/long prison sentence
- theft** – a short prison sentence

➤ Follow-up Activities: Part 4 (p. 46)

- **houses not secure** → lock up, install alarm, label valuables, light up house and garden, start neighbourhood watch schemes
TV/films/music glamorise crime → educate children, set a good example
unemployment → job training schemes
criminals set free too early → longer sentences

• (Suggested answer)

In my opinion a lot of crime is caused through lack of security. **My advice would be** to lock up carefully and install an alarm. **Always** label your valuables. **I would** also light up the garden at night. TV and films glamorise crime. **If I were you**, I'd educate my children to tell right from wrong and I would **always** set a good example. A lot of crimes are committed by unemployed youngsters. The government **really should** set up job training schemes. **I firmly believe** that neighbourhood watch schemes help prevent crimes. Finally, it is said that criminals are set free too early. **In my view**, prisoners should be taught to be responsible citizens before they are released.

Exam Focus – Use of English (p. 47)

(Part 1 is a modified cloze text containing 15 gaps followed by 15 four-option multiple choice questions. Ss read through the text to get an understanding of its general meaning. Then Ss read the text a second time trying to find the answer. Keep in mind that some choices are meant to be misleading. Ss should read a third time to check if their choices make sense.)

➤ Part 1

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

➤ Prepositions

1 of	10 by	19 in/on	28 of
2 between	11 on	20 in	29 to
3 by	12 in	21 at	30 of
4 with/in/by	13 with, on	22 of	31 in
5 with/to	14 in	23 on	32 of
6 on	15 at	24 with	33 on
7 with/by	16 in	25 for	34 on/off
8 to	17 at	26 on	35 of
9 in	18 at	27 on	

Exam Focus – Listening (p. 48)

(Part 2 is a monologue or text involving interacting speakers. It lasts about 3 minutes. Ss listen the first time and fill in any gaps they can. Ss listen again filling in the rest and checking their answers to see if they make sense.)

- 9 lying/telling a lie
- 10 being asked/invited/allowed in
- 11 household facilities/services – home/main services
- 12 sell things
- 13 a chain
- 14 prove their identity
- 15 phone their company/check their reason
- 16 the telephone
- 17 password system
- 18 their clothing

Part 2

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

Speaker: All of us have had enough of burglary. Now I am here today to tell you how you can help us, your neighbourhood and yourselves in the campaign against burglary. Burglars carry out their crimes behind your back, while you're out, in the night and directly in front of you. Now today we're concerned with this last group – those who pretend to have a reason to call at your house, but are really after your money or goods.

We call them bogus callers. Now these types get you to co-operate with them simply by getting you to invite them in. And to get you to do that they have to convince you that they have a legitimate reason to be allowed into your home. What they say is not true – they depend on you believing a story and then letting them in to carry out their so-called 'job.' Now we are all connected to various authorities and institutions – as part of our daily lives. We can't possibly know in advance all the reasons why someone should need to communicate or co-operate with us – and this is what the bogus caller exploits.

The most common, and the most credible reason, is the service call. Every household knows that gas, water and telephone facilities need attention and that people from the respective companies will read meters, check the safety and workings of the service and so on.

Another ideal opportunity to convince you to open up your door is to offer that tempting object

that you've always wanted, at a bargain price. Best of all, something that needs to be demonstrated – inside, of course.

Put a chain on your front door – keep it on – carry out **all** communications with it secured until you have decided to open the door fully.

Nobody must be allowed in under the guise of any official service until you are satisfied that their call is genuine. They should have some means of authorised identification – from whoever they represent. Before anything else, get them to show you this. If they can't – don't let them in. Still don't until you're satisfied as to their purpose. If it's a genuine caller, he or she won't mind waiting while you call the company. If not, then a telephone call might have saved you from a rather nasty surprise.

Now these days it is even possible for bogus callers to have a cohort at the end of that line, who answers and falsely assures you that the caller is genuine. This is rather an extreme case, but it's as well to be aware of the latest tricks. Some companies know this, so they have introduced a password system. You know a particular word – for example 'Homeserve' or 'Linkup' – and their service person or representative does too. You ask them to say it – and if it corresponds – you let them in. Ask any company whose services you use if they have this system.

You can also check by looking at what the caller is wearing. Some official callers will wear a uniform – with the company's logo on it. If someone comes dressed in a way you don't think seems right, then trust your own judgement and don't let them in.

Remember – it's **your** home. If you are suspicious, call the police. Don't become a victim.

Exam Focus – Speaking (p. 49)

➤ Part 3

(In Part 3 Ss are examined in pairs. They are given visual prompts which generate a discussion and they talk with one another. Ss look carefully at the visual prompts concentrating on relevant details. The conversation should not be dominated by one student. Ss have to talk only about the task the interviewer has given them. This part lasts about 3 minutes.)

(Suggested answers)

SA: I would choose to go to Jamaica if I could because it looks like a tropical paradise.

SB: I would rather go to Rome because I'd like to visit the Colosseum and see the Sistine Chapel.

SA: I'd prefer to spend my days lying on the beach and swimming in the sea, and generally being lazy.

SB: I disagree. I like to keep active when I go on holiday, otherwise I get bored very quickly. I enjoy seeing the sights and visiting different places.

SA: In Jamaica I would get a suntan and perhaps learn to scuba-dive or sail if it wasn't too difficult.

SB: I would definitely go on a guided tour of Rome if I went there, and I would also go to look at all the designer shops there.

SA: I wouldn't need to take many things to Jamaica with me, just a few pairs of shorts and t-shirts.

SB: Don't forget that you'd need a swimming costume as well! I would take clothes that are quite smart to Rome because everyone there is so well-dressed.

SA: You would also need to take a camera so you could take lots of pictures, wouldn't you?

SB: Yes, that's right, and so would you!

➤ Part 4

(In Part 4 Ss talk with one another about matters related to the theme of Part 3. Ss should listen to their partner's answers and respond accordingly. It is important to remember that when one partner is speaking, he/she should not be interrupted by the other. Part 4 lasts about 4 minutes.)

(Suggested answers)

- **SA:** My ideal holiday destination would be somewhere hot and sunny, like the Seychelles or Thailand.

SB: Mine would be somewhere with a lot of things to see and do, like Greece.

SA: Yes, Greece would be exciting to visit, but I'd prefer to go somewhere more exotic.

- **SA:** I wouldn't need to take much with me except light clothes and a bathing costume.

SB: You'd also need a hat and lots of suntan lotion so as not to get burnt in the hot sun.

SA: Yes, you're right. You wouldn't need to take many things with you either, would you?

SB: No, just comfortable clothes to wear, really.

- **SA:** I usually go on holiday in my own country, to the village where my grandparents live.

SB: So do I. I usually stay at my aunts and uncle's house in and spend the whole summer there.

- **SA:** In my grandparents' village there are lots of things to do and see, like looking after the animals or exploring the countryside.
SB: Yes, it's the same in my village. There are lots of new places to see every time I go there.
SA: Isn't there a beach for you to go swimming?
SB: Yes, there is. We spend most of our time there, actually.

Exam Focus – Writing (p. 50)

Writing Narratives

The first extract is taken from a newspaper article. It is about a fire at a hotel and the rescue of the guests. It must have been written by a journalist. I've read pieces of writing like this before. They were about fires, accidents, earthquakes, floods, etc. This kind of writing appears in newspapers and is normally written in a formal style.

The second extract is taken from a person's narration. It must have been written by one of the soldiers who rescued the guests. They both talk about the same event. The first extract is written in a formal style, the second in an informal one.

1 (Suggested answer)

Model A

Paragraph Plan

Introduction: summary of the event (time, place, people involved)

(major floods; inhabitants evacuated from their houses; yesterday; town of Dinnead)

Paragraphs 2 – 4: Development of the events (description of the event, people involved)

(rain started to fall; on Monday, River Dinn burst its banks; turned into a raging torrent)

Paragraph 3:

(families airlifted by Emergency Services; homes damaged)

Paragraph 4:

(emergency housing being provided for victims)

Conclusion: Comments/Reference to future developments

(Comments by mayor; the construction of a dam under discussion)

Model B

Paragraph Plan

Introduction: set the scene – who, where, when

(Sunday afternoon; rainy; rising water level of river)

Paragraph 2: before the main event

(river becoming wild; heard a crashing sound)

Paragraphs 3 – 4: the main event, detailed description

(water surrounding house; helicopter coming; rescued and taken to shelter)

Conclusion: moods, comments, feelings

(frightening experience; relieved to be rescued; devastated to see the destruction)

1 Model B	5 Model B	9 Model B
2 Model A	6 Model A	10 Model A
3 Model B	7 Model A, B	
4 Model A	8 Model B	

2 Traffic jam

1 honking	3 screeching
2 Furious	4 Suffocating

Library

1 rustling	2 whispering	3 Dusty
------------	--------------	---------

Peaceful beach

1 Crashing	3 Soaring
2 sparkling	4 blinding

- 3** *(Ss should discuss Ex. 3 in class, then are assigned it as written HW. T is advised to get two good Ss to read their short paragraphs aloud in the next lesson.)*

(Suggested answers)

Hospital emergency room: The **bright lights** illuminated the scene **as hard-working doctors** tried to reassure **nervous patients**. **Rushing nurses** filled the corridors outside, and a strong **antiseptic smell** filled the air. **Anxious relatives** could be heard complaining about waiting for so long ...

Office: The office was full of activity. **Ringling phones** were answered by **cheerful secretaries**. The sounds of **clicking keyboards** and **shuffling paper** filled the air. **Busy employees** sat in front of **blinking computer screens** ...

Construction site: Through the **dust-filled air**, **sweaty workers** could be seen moving between **rumbling bulldozers**. The sound of **pounding drills** could barely be heard above the **deafening noise** ...

Parade: The **marching band** passed slowly through the **cheering crowd** to the steady beat of the **pounding drums**. The sky above the parade was filled with **floating balloons** ...

Castle: Because of its **isolated setting** the castle received few visitors despite its stunning **medieval architecture**. Many believe that it was haunted because of the atmosphere created by the **musty smell** in the **dark passageways** and gloomy **candlelit rooms ...**

Forest: The **peaceful surroundings** were wonderfully relaxing and the **fresh air** carried the **scent of fragrant pine trees**. As I sat under the **towering trees**, only the **chirping birds** broke the silence.

4 C, B, E, A, D

Paragraph Plan

Introduction: set the scene

(sunny morning; harbour; fishing trip)

Main body:

paragraph 2 – events leading up to the main event
(passengers fishing; finally rod bends violently)

paragraphs 3, 4 – the main event
(battle with the fish; fish escapes)

Conclusion: describe mood, reactions and feelings
(Disappointed; but happy and excited)

- 5 *(T should emphasise to Ss that a good beginning and ending is essential for an interesting story. The first paragraph should include a dramatic, unusual situation or Direct Speech. Final paragraphs should leave the reader with a lasting impression. Before doing Ex. 5, T should give Ss examples of beginnings and endings which include these points. T can use **suggested beginnings and endings** to illustrate these points. T, either reads aloud the samples or makes photocopied transparencies. Then Ss do Ex. 5.)*

(Suggested beginnings and endings)

Dramatic: Beginning

A numb feeling gripped Miranda as she unwillingly boarded the plane. She slowly took her seat and stared bleakly out of the window. As the plane took off and the city below receded into the distance, the tears started to flow and it seemed as if they would never stop.

Unusual situation: Beginning

The sailors were just starting to raise the ramp. 'Stop!' I cried, breathless after running across the pier. The man in charge waited impatiently while I scrambled up the wooden ramp, my ticket and suitcase in hand. It wasn't until the ship had sailed out of the harbour that I realised that the vessel was bound for Siberia, not Miami Beach!

Direct Speech: Beginning

Barbara snapped her suitcase shut and took a last look round her bedroom. She picked up the bulky case and struggled downstairs with it. Her mother and father were in the kitchen, sitting at the table in stony silence.

'That's it then, I'm ready,' she said.

'Don't think you're getting a lift anywhere,' said Dad, tight-lipped. 'This was your decision and from now on you are on your own.'

Leave the reader with a lasting impression: Ending

Barbara settled herself on the veranda, with a long cool drink in her hand. The sun was setting over the bay, and she was calmed by the sound of the waves lapping on the shore. 'It was all worth it,' she thought, smiling quietly to herself.

Beginnings

- 1 good; because it catches the reader's attention by describing an unusual situation. Direct Speech is used.
- 2 bad; because it lacks drama and style. Sentences are short and it sounds poor as the beginning of a story.
- 3 good; because it is both dramatic and unusual. Feelings and senses are well used to make the reader interested in what will happen next.

Endings

- 1 bad; because it does not flow. Sentences are short and lack originality.
- 2 good; because it contains description of feelings, it flows well, rounding the story off.
- 3 good; because the ending leaves the reader with a lasting impression.

- 6
- 1 C - story (personal, informal style; it includes the writer's feelings, chatty descriptions, colloquial English)
 - 2 D - story (personal, informal style, short forms, colloquial English, includes writer's feelings, use of Direct Speech)
 - 3 B - factual report (impersonal style, use of Passive Voice, reporting verbs in reported speech, only facts, complex sentence structure, high level of vocabulary, non-colloquial English)
 - 4 A - story (informal, personal style, writer's feelings included, colloquial English, chatty description, use of Direct Speech, short forms)

7 (Note that Ex. 7 is to be used as a structural exercise. Ss should not use this text as a model composition.)

- | | |
|---------------|--------------|
| 1 First | 6 As |
| 2 Then | 7 until |
| 3 By the time | 8 As soon as |
| 4 The moment | 9 Finally |
| 5 Meanwhile | |

8 B, E, C, A, B

(Suggested paragraph)

Fred was sunbathing on the beach **when** he saw a woman waving at him. **At first** he thought she was just being friendly. **Then** he saw that she was in trouble. **Immediately** he dived in to save her. **By the time** he reached her, she was beginning to drown. **Finally**, he managed to pull her back to the shore and save her.

9 (Suggested story)

The fire broke out in a basement flat just below me at 3 am. I live on the ground floor of the apartment block in central London. I could smell smoke from somewhere when I woke up at around quarter past three.

I ran to the door and saw the whole hallway in flames. I panicked and ran back into the living room where I escaped by jumping out of the window.

It took a long time before the fire brigade arrived. The police said that this was due to the fact that the flats didn't have any smoke alarms.

The building seemed to go up in flames very quickly. Within a few minutes it had spread to the upper floors. It was horrible. I could hear people who were trapped in their flats screaming. One family on the fifth floor were all killed. It's tragic. Another fifty people have been sent to hospital.

I was told that it might have started when an elderly man in a basement flat fell asleep while smoking.

All this could have been averted. The four members of the Jones family might have been alive today if smoke alarms had been installed.

It's just been like hell. I'm so relieved to be safe. I hope that I never have to experience anything like this again.

10 (Suggested paragraphs)

a I loved everything about our new house, everything except for the huge old tree at the bottom of the garden. From the day we arrived I felt that it was challenging me, daring me to climb it. So I accepted the challenge ...

... My mother was angry with me for climbing the tree, but she didn't say anything. My father, though, understood exactly why I'd done it. As he laid me on the bed he said, 'I'm proud of you, son, but next time you fall out of a tree, make sure it's a small one!'

b Having been left a magnificent twenty metre yacht by our uncle, we were only too keen to learn how to sail it. We therefore decided to take advantage of Captain Pike's offer to turn us into experienced sailors ...

... After a few minutes of panic, we put everything we had learnt to good use. We managed to turn the yacht around and head back to port. It might only have been three days, but we'd already become hardened sailors.

11 (Suggested paragraphs)

a An old double-decker bus came round the corner. The driver was having difficulties, but I got on the bus anyway. Suddenly the bus turned wildly to the left, straight towards a low bridge. Everyone held their breath as the sound of tearing metal rang through the air. The bottom half of the bus crashed into a wall beyond the bridge; the top half lay on the road behind us.

Then I heard sirens. 'Everyone stay calm, help is on the way,' the driver called. Ambulances arrived to help the injured and police cars came to take control of the situation. Stunned motorists got out of their cars and on-lookers gasped in disbelief.

b I also noticed he was clutching a black bag from which I could see some bank notes sticking out. He was really jumpy and kept glancing out of the rear window. He suddenly snapped his bag open and pulled out a couple of notes. The man leaned forward and thrust one of them at me. It was a hundred dollar bill! 'Get me to the station in eight minutes and there's another hundred in it for you,' he said. I thought he must have been a bank robber so, scared to death, I drove him to the station. We made it in seven minutes.

12 1 F (A story can be written in the first or third person.)

2 T

3 T

4 T

5 F (It is important to keep the reader's interest, otherwise he/she will not continue reading your story.)

- 6 T
- 7 F (A factual report includes only facts.)
- 8 T
- 9 T
- 10 T
- 11 T
- 12 T
- 13 F (Events should be put in chronological order in news reports.)
- 14 T
- 15 T
- 16 F (The length of each paragraph may vary, according to what you want to express.)
- 17 T

- 13** 1 factual report 3 factual report
 2 story 4 story

(Suggested answer)

1 Paragraph Plan

Introduction: summary of the event (time, place, people involved)

(armed bank robbers entered Bowland Bank; made off with large sums of money; 3:00 pm; Chesterton)

Paragraphs 2 - 3: development of the event(s) (description of the main event(s), people involved)

(bank about to close; four masked bandits burst in; demanded all cash; armed with semi-automatic pistols; took money and got away in a car parked outside)

(police arrived, but were too late; no description of the car; police interviewed witnesses and bystanders)

Conclusion: comments/reference to future developments

(optimistic investigators; comments by police spokesman; police already making progress)

(Suggested answer)

Robbers Snatch £2 million

Armed bank robbers entered the Bowland Bank in Chesterton yesterday at 3:00 pm. The bank was filled with customers at the time, but there was no security guard on duty. The robbers left with £2 million.

The bank was just about to close when four masked bandits entered the bank, demanding all the cash in the cashier's drawers and in the vault. The men were armed with semi-automatic pistols and ordered customers to lie on the floor. They filled their sacks with money, then made a clean getaway, speeding off in a car which was parked outside. Police quickly arrived but the bandits had already got away.

No description of the getaway vehicle has been given but police have been interviewing witnesses and bystanders who were outside the bank at the time of the robbery.

Fortunately, no one was injured in the incident. Investigators are optimistic and report that they are already making progress on the case. Police spokesman Arnold O'Donahue stated at a news conference this morning: 'We've got some firm leads in this case, and we expect to make arrests soon.' The daring daylight theft has shocked the citizens of this quiet community.

(Suggested answer)

2 Paragraph Plan

Introduction: set the scene – who, where, when
(some time in the past; needed job after 2 months of unemployment)

Paragraph 2: before the main event; incidents leading up to main event

(scoured newspapers; no good jobs found for 2 weeks; one day, good job ad seen in paper; little time left to get to interview)

Paragraph 3: the main event; give more details
(quickly got ready to go; drove quickly to city centre; arrived at building)

Conclusion: consequences, feelings
(arrived too late, job filled, then saw that Personnel Manager was old school chum; joyful embrace)

(Suggested answer)

By the Time I Got There, It Was Too Late

I had been an unemployed salesman for over two months. It was tough having my wife support me and pay the bills. I was desperately in need of a job. It wasn't my fault that the company I'd been working at for twelve years had gone bankrupt.

Everyday for the last couple of weeks I would buy a few newspapers, spread them open on the kitchen table and scour them. Unfortunately for me, the jobs available were either underpaid or the travelling involved wasn't worth it. So one day I bought the usual papers and, having made myself a cup of coffee, and trying to be optimistic, I started to read through the 'help wanted' adverts. It must have been my lucky day, because no sooner had I begun than my eye fell on a most interesting post. I quickly looked at the calendar on the kitchen wall, glanced at my watch and realised I had just under an hour to get to the interviews.

I ran to the bathroom, shaved, dressed, and ran out the front door, only to remember I'd forgotten to take my curriculum vitae. Having got it, I got in my

car and sped towards the city centre. I could be there in fifteen minutes. 'Where were all these drivers going to?' I wondered. I'd begun to break out in a sweat, realising that I might be missing out on this opportunity. Thirty-five minutes later, after having parked, at last, I was rushing up the stairs to the third floor of the building.

By the time I got there, it was too late. The secretary told me the interviews were completed and someone had just been hired! I started to feel hopelessness setting in. At that point, the Personnel Manager's door opened and two men came out. I was astonished to see that the Manager turned out to be a long-lost friend from my schooldays.

Disappointment quickly turned to joy as we warmly embraced.

(Suggested answer)

3 Paragraph Plan

Introduction: summary of event – time, place, people involved

(yesterday afternoon; M25 motorway; family and several people involved)

Paragraphs 2, 3, 4

Development of Event: describe event, people involved, detailed facts

(2:15 pm; worst storm; reduced visibility; Ford Fiesta overtakes lorry; wind blows lorry over; crushes car; second car collides with lorry; emergency services arrive; driver of second car and lorry driver are taken to hospital; four passengers in the first car die)

Conclusion: comments, reference to future developments

(police remind motorists to drive more carefully; Chief of Police comments that the tragedy could have been prevented)

(Suggested answer)

Car Crash Kills Four

A serious multiple-vehicle collision on the M25 yesterday claimed the lives of a family of four. Several others were injured in the crash.

The accident occurred at 2:15 pm as torrential rains fell. Visibility had been reduced to fifteen feet during the area's worst storm in twenty years.

A Ford Fiesta was overtaking a lorry when the wind blew the lorry over. A second car failed to stop in time and collided with the lorry.

Emergency Services were at the scene of the accident within twenty minutes. The driver of the second car had to be cut out of the wreckage. She and the lorry driver were taken to the nearest hospital. It took firemen over two hours to remove

the four passengers in the car beneath the overturned lorry. All four members of the family were killed in the crash.

Police are reminding motorists to drive carefully in bad weather conditions. 'This was a tragedy which could have been prevented,' commented Richard Hail, Chief of Police. 'We urge citizens to drive within the speed limit, especially in bad weather conditions.'

(Suggested answer)

4 Paragraph Plan

Introduction: set the scene – who, were, when, possible feelings

(sleeping in my bed; thunderstorm)

Paragraph 2: Before the main event – describe what led up to the main event

(had a strange dream; a ghost visited me; heard an eerie voice)

Paragraph 3: the main event – describe main events, more details

(the ghost's story)

Conclusion: end the story – feelings, consequences

(woke up; found wet patch on the floor)

(Suggested answer)

Strange Dream

I've never liked storms; the crash of the thunder and the sudden flashes of lightning make me want to crawl under my bedsheets and stay there until it all blows over. That's exactly where I was last Saturday night when the thunderstorm hit. After fifteen minutes or so, I began to fall asleep.

At midnight, after an especially loud clap of thunder, I began to dream. In my dream, I saw rain streaming down the outsides of my bedroom windows. Suddenly, my heart leapt into my mouth as I saw a ghost leaning over me! Wide-eyed with terror, I held my breath, too frightened to move. After a few moments, I managed to croak out the words, 'What do you w-w-want?'

The little ghost (although he was the first ghost I'd ever seen, he seemed to be a rather small one) sat on the end of my bed and began to speak. He told me about how boring it was to be dead, how his casket leaked every time it rained, and how the other ghosts could play quite cruel jokes on him. I began to like the little fellow in spite of myself.

After what seemed like an hour or so, Basil (for that was his name) politely said farewell and floated out of my window without even opening it first.

At that point, I woke up and looked around my room, glad that the strange dream was over. But what was the wet patch at the foot of my bed?

- 6** 1 looked like a drowned rat
2 smelt a rat
3 rat race
4 one man's meat is another man's poison

- 7** 1 definition 6 existence
2 numerous 7 ability
3 annoying 8 development
4 resistance 9 effective
5 destructive 10 solution

- 8** 1 types 5 colonies
2 terms 6 wings
3 regarded 7 species
4 in common 8 tasks

Similarities – both are types of insects and live in colonies; their colonies consist of a fertile queen, infertile female workers and males; workers perform a wide variety of tasks; males of both species die after mating with the queen.

Differences – bees are kept for honey; ants are known for medicinal properties; all bees have wings whereas only queen and male ants have them.

- 9** 1 ... attempts to save his life ...
2 ... to give birth ...
3 ... have a liking for ...
4 ... is worth a lot of ...
5 ... spread the message ...

➤ **Follow-up Activities: Part 1 (p. 59)**

(T elicits notes from Ss and writes them on the board. Ss then talk about rats looking at the table.)

rat's intelligence – most intelligent mammal after man and chimpanzee

how rats avoid being poisoned – warn each other about a new poison, taste a little bit of food in order to test it, rats found vitamin K to be an antidote to poison

size of a rat's family – one pair gives birth to 14 offspring – in a year one pair and its offspring can produce 1,000 descendants

their new diet – plastic rubbish from fast food industry

why big business doesn't like rats – rats destroy telephone cables thus causing expensive damage

the current solution – new product that bypasses a rat's defence mechanism so the rat can't warn other members of colony of the poison

➤ **Grammar Check: Part 1 (p. 59)**

- 1 ... may/might have gone ...
2 ... can't still be ...
3 ... must have passed ...
4 ... need not have bought ...
5 ... didn't need to get ...
6 ... must not eat ...
7 ... may see her ...
8 ... can't have been ...
9 ... may/might have been ...
10 ... don't have to wear ...

Part 2

➤ **Warm-up Activities: Part 2 (p. 60)**

(Suggested answer)

The text may be about children, babies, etc.

- *(T elicits from Ss various qualities and writes them on the board, helping Ss if they can't think of any qualities.)*

(Suggested answer)

obedience, respect, politeness, hard-working, imagination etc.

I think that obedience should come first because it is important for children to obey their parents. Next I would put politeness, because children should be taught manners from an early age. Then I would say that the qualities of respect and being hard-working are important because these help children with their careers when they grow up. I also think that imagination is important because it will help a child at school and in its private life.

- **Warm-up Listening Activity**

1 F 2 F 3 T 4 F 5 T 6 T

➤ **Reading Task: Part 2 (pp. 60 - 61)**

- 8 A (Ln 4 - 6) 12 D (Ln 21)
9 B (Ln 10 - 12) 13 C (Ln 34 - 36)
10 B (Ln 17 - 18) 14 D (Ln 43 - 44)
11 C (Ln 21 - 24)

➤ **Vocabulary Exercises: Part 2 (pp. 62 - 63)**

- 1 apparently** – seemingly
survey – act of questioning many people in order to find similarities/differences in behaviour or opinion
universally – all over the world
regional – local

emerge – to come out
ranked – held a particular position on a scale
cultivating – encouraging sth to grow
youngsters – young people
etiquette-minded – placing importance on manners
capitalist – person who supports the system of running a country based on making the most profit possible
relatively – comparatively
confronted – faced
industrious – hard-working
responses – answers
industrialized – (of countries) with a high level of industry
rearing – raising

- 2**
- | | |
|-----------------|-----------------|
| 1 instil | 6 indifference |
| 2 bewilderingly | 7 priority |
| 3 distort | 8 staid |
| 4 relegate | 9 contradictory |
| 5 ingrained | 10 paramount |

- 3** (*Ss should be encouraged to memorise these text related collocations and expressions. T checks in the next lesson.*)

- | | |
|-------------|----------------|
| 1 to raise | 8 to distort |
| 2 good | 9 to cultivate |
| 3 flexible | 10 to give |
| 4 virtue | 11 to take |
| 5 to rate | 12 low |
| 6 a sense | 13 highly |
| 7 exception | |

- 4** (*T goes through the list and elicits/explains the meaning of each item asking Ss to give examples using the word(s) given.*)

Positive: obedience, a sense of responsibility, honesty, tolerance, a sense of imagination, respect for others, independence, politeness, ambition, optimism, loyalty, compassion, generosity, conscientiousness

Negative: conceitedness, vanity, aggressiveness, selfishness, stubbornness, pessimism, impatience, greed

- 5 heart of stone** – of sb who shows no compassion. Negative
rotten apple – a bad influence on others. Negative
as good as gold – very well-behaved. Positive
lame duck – sb who is weak and unable to do anything by himself. Negative
to have one's heart in the right place – to mean well. Positive
heart of gold – of sb with a very kind nature. Positive

pain in the neck – sb who is troublesome/a nuisance. Negative

wolf in sheep's clothing – sb with evil intentions who seems harmless. Negative

to have a level head – to be calm, sensible. Positive

wouldn't hurt a fly – of sb who is harmless. Positive

- 6**
- | | |
|-----------------|----------------|
| 1 impatient | 8 snob |
| 2 polite | 9 imaginative |
| 3 trouble-maker | 10 responsible |
| 4 selfish | 11 respectful |
| 5 industrious | 12 ambitious |
| 6 stubborn | 13 conceited |
| 7 tolerant | |

7 (Suggested answers)

Doug is very **pessimistic**, he always thinks the worst is going to happen.

Sam is very **greedy** and always wants more than his fair share of everything.

Peter is sometimes **aggressive** when playing with other children, and often gets into fights.

Jane is very **obedient** and always does as she's told.

Paul is very **selfless**; he thinks more of others' needs than of his own.

Ann is **faithful** to her beliefs; she will never change them.

Tom is rather **dishonest**; don't trust him in business affairs.

- 8**
- | | |
|----------------|---------------|
| 1 independence | 7 pride |
| 2 spoilt | 8 conceited |
| 3 greedy | 9 tolerant |
| 4 mannered | 10 respectful |
| 5 behaviour | 11 importance |
| 6 effective | 12 imitation |

9 (Suggested answer)

Parents can instil the quality of obedience in their children by teaching them to do what they are told from an early age, and politeness by teaching them good manners. Parents can teach their children to respect others by setting a good example themselves. To prevent their children from becoming vain and conceited they should not praise them too much on their appearance, and should teach them to share their belongings with others so that they don't become selfish.

➤ **Follow-up Activities: Part 2 (p. 63)**

(Suggested answers)

Neither the Danes nor the British value religious belief. However, the Greeks value it highly.

The British and the French value tolerance, etc.

➤ **Grammar Check: Part 2 (p. 63)**

- 1 ... has been playing volleyball for ...
- 2 ... still hasn't got his ...
- 3 ... is it since she resigned ...
- 4 ... time I saw Mark was ...
- 5 ... first time he's been ...
- 6 ... didn't go out until ...
- 7 ... I would play in the ...
- 8 ... have been married for ...
- 9 ... ugliest house I've ever ...
- 10 ... has been working here for ...

Part 3➤ **Warm-up Activities: Part 3 (p. 64)**• **(Suggested answer)**

I don't know very much about the Internet, except that it's a communications system.

• **(Suggested answer)**

software, communication, computer, telephone circuits, keyboard, screen, disk, information, software, net, etc.

• **Warm-up Listening Activity**

- | | | |
|---|---------------|--------------|
| a | 1 software | 2 colleges |
| b | 3 telephone | 4 money |
| c | 5 governments | 6 evil |
| d | 7 information | |
| e | 8 access | 9 newsgroups |
| f | 10 drawbacks | |

➤ **Reading Task: Part 3 (pp. 64 - 65)**

- | | | | |
|------|------|------|------|
| 15 G | 17 E | 19 B | 21 I |
| 16 A | 18 F | 20 H | |

➤ **Vocabulary Exercises: Part 3 (pp. 66 - 67)**

- 1 specialist** – expert
- develops** – creates, improves
- individuals** – single humans
- charge** – price asked for goods/services
- net** – the Internet; a system in which computer users can communicate with each other across the world
- jams** – overloads so much that sth stops working
- prevent** – to stop sth happening
- emergencies** – serious events, which usually involve dangerous situations or accidents
- create** – to make sth come into existence

conference – an official event where large numbers of people meet to discuss sth

assess – to decide on the value of sth

gain – to obtain sth advantageous

- 2** 1 operate 6 users
- 2 comprehensive packages 7 Internet
- 3 install 8 transmit
- 4 software 9 overload
- 5 screen 10 circuits

3 (*T should first explain the words in the list then Ss do the exercise.*)

- | | | | |
|----------|---------|--------|-----------|
| 1 charge | 3 funds | 5 bill | 7 payment |
| 2 fine | 4 cost | 6 fee | 8 account |

- 4** 1 kindergarten 5 secondary
- 2 nursery 6 private school
- 3 state school 7 graduate
- 4 primary school 8 post-graduate

Note:

kindergarten/nursery school – school for young children

state school – school where tuition fees are paid by the government

primary school – school that a child attends from the age of 5 to the age of 11

secondary school – school that a child attends after primary school usually from the age of 11/12 to 16/18

private school – school where tuition fees are paid by the parents (also **public school**) long-established traditional schools in Britain like Eton, Rugby, etc.

5 (*Ss should be encouraged to memorise these text related collocations and expressions. T checks in the next lesson.*)

- | | |
|------------------|---------------|
| 1 circuits | 7 to create |
| 2 access | 8 to cause |
| 3 regulated | 9 to lack |
| 4 to charge | 10 looming |
| 5 scale | 11 to express |
| 6 communications | 12 advantage |

- 6** 1 vocals 3 radio 5 destroy
- 2 disk 4 video

(*After Ss have done Ex. 6 T elicits/explains the meaning of each word.*)

- 1 **vocals** – the singing in a song
- mouse** – hand-held instrument used to operate a computer
- keyboard** – set of keys used to write on a computer

- disk drive** – device used for reading information stored on disks
- 2 **network** – system of computers which are linked together
system – set of connected items that work together
disk – item on which computer information is stored
circuit – a closed system of wires through which information/electricity flows
- 3 **internet** – International Network system for computer users
modem – device which allows computer signals to travel down a telephone line
radio – device used to communicate using a network of lines
- 4 **software** – computer programmes
disk – item on which computer information is stored
video – recording of moving pictures and sound that can be watched on TV
programme – instructions for making a computer carry out an operation
- 5 **overload** – to put more information that can be held
jam – to (cause to) stop functioning
clog – to block or fill with sth
destroy – to damage beyond repair

7 1 B 2 C 3 A 4 B

8 (Suggested answer)

- **Although** you can learn a lot from computers, they can be bad for your eyes.
- **Despite the fact** that you gain skills, computers can make you unsociable.
- **Not only** can your work be done faster and more accurately, you can also learn a lot.
- Computers give us access to a lot of information, **and** they make life easier.
- Computers give us access to a lot of information; **on the other hand** you can gain access to harmful/offensive information.
- You can do fast, accurate work on computers; **in addition**, they can help you keep accounts.

9 1 outsmart 3 outsell 5 outgrown
2 outweigh 4 outlived

➤ Follow-up Activities: Part 3 (p. 67)

(Suggested answers)

- In the future, more and more jobs will be done by computers rather than by people. Computers

will also become even more sophisticated. Cars can be driven automatically. Robots can be used to do household chores, etc.

(T elicits from Ss advantages/disadvantages of the Internet and writes them on the board. Ss then look at the table on the board and talk about the Internet in open pairs.)

Advantages: standard fee, use in schools, enhance chances of employment, share knowledge and ideas.

Disadvantages: people spend hours on the net jamming telephone circuits, can be abused by corrupt government, individuals overload system, offensive information available.

(Suggested answer)

- **SA: I believe** an advantage of the Internet is the standard fee which encourages you to use the net for as long as you like.
- SB: On the other hand**, this standard fee means that some people take advantage of it and spend hours on the net jamming telephone circuits.
- SA: I think**, as Margaret Thatcher does, that the Internet might be abused – not only by corrupt governments but also by evil individuals, etc.

➤ Grammar Check: Part 3 (p. 67)

- 1 ... despite having little ...
- 2 ... due to the bad ...
- 3 ... in addition to organising ...
- 4 ... very active although she is ...
- 5 ... only did she send ...
- 6 ... with a view to getting ...
- 7 ... whereas Tom prefers ...
- 8 ... both Sarah and Sally are ...
- 9 ... in spite of (his) having ...

Part 4

➤ Warm-up Activities: Part 4 (p. 68)

• (Suggested answers)

I do love funfairs. The funfairs in my country are quite small, but some of the rides are modern.

• (Suggested answers)

The **Whoopie Whizzer** probably goes round very quickly.

Spooksville could be a ghost train or haunted house.

Aladdin's Magic Maze might have a magic lamp or a genie who opens doors.

The **Pirate Ship** must be a model ship like the old pirate ones.

Aquaspeed must be something to do with water and fast movement.

Megawheel could be a big wheel with carriages.

I think the **Dodgems** are small cars.

Rock 'n' Roll Rideaway could have some music, or maybe it rocks and rolls you.

• **Warm-up Listening Activity**

- | | | |
|-----------|------------|---------------|
| 1 15 | 6 plastic | 11 binoculars |
| 2 14 | 7 sails | 12 half-price |
| 3 haunted | 8 deck | 13 60 |
| 4 actors | 9 strength | 14 armchair |
| 5 mirrors | 10 water | |

➤ **Reading Task: Part 4 (pp. 68 - 69)**

- | | |
|------|-------------------------|
| 22 C | 27 G |
| 23 A | 28/29 D, E in any order |
| 24 H | 30/31 F, G in any order |
| 25 D | 32/33 A, B in any order |
| 26 C | 34/35 E, G in any order |

➤ **Vocabulary Exercises: Part 4 (p. 70)**

- 1** **thrilling** – very exciting
spins – turning movements
haunted – with ghosts
literally – actually, really
senseless – to the point of hysteria
corridors – passageways
portholes – windows, usually round, on the side of a ship or aircraft
attendants – people who watch and take care of others at a swimming pool, etc.
supervise – to watch sb/sth making sure everything is done properly
negotiate – to get over or past (an obstacle) successfully
muscle – part of the body that can be tightened or relaxed to produce movement
end up – to reach a point, etc by lengthy process
showered – heavily sprinkled
spectacular – impressive or dramatic
bang – to hit sth
track – a road made of a pair of parallel rails
stretch – a straight part of a track, road, etc.

- 2** 1 mast 3 whizzing 5 bouncy
 2 snooze 4 grabbed 6 swinging

- 3** (Ss should be encouraged to memorise these text related collocations and expressions. T checks in the next lesson.)

- | | |
|--------------------|-------------------|
| 1 stomach-spinning | 7 risk |
| 2 to find | 8 starchy |
| 3 to judge | 9 to beat |
| 4 brain | 10 inflatable |
| 5 to perform | 11 pair of |
| 6 to make | 12 wonderful view |

- 4** 1 ... came across some old ...
 2 ... is hard to come by ...
 3 ... came down with a ...
 4 ... were to come off ...
 5 ... will come out at the ...
 6 ... get her to come round ...
 7 ... come round to ...

- 5** (After Ss have done Ex. 5, T elicits/explains the meaning of each distractor.)

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 A | 2 B | 3 D | 4 D | 5 C |
|-----|-----|-----|-----|-----|
- 1 A **translucent** = allowing light to pass through (not transparent)
 B **opaque** = not allowing light to pass through (e.g. wall)
 C **frosted** = (for glass) opaque by giving it a frostlike surface
 D **transparent** = allowing light to pass through so that things behind can be seen
- 2 A **cheer** = make sb feel happy
 B **entertain** = receive sb as a guest
 C **have fun** = enjoy
 D **celebrate** = enjoy oneself on a happy occasion, event, etc.
- 3 A **invigilator** = person present at exam to make sure it is conducted properly
 B **supervisor** = person watching to make sure sth is done properly
 C **caretaker** = janitor (person employed) to look after a building, etc. (e.g. school caretaker)
 D **attendant** = person providing service in a public place (e.g. museum attendant)
- 4 A **spray** = send out liquid in tiny drops
 B **splash** = (of liquid) fly about and fall in drops
 C **drizzle** = rain in many fine drops
 D **shower** = (of rain, sleet, hail) briefly fall
- 5 A **solo** = by oneself
 B **lonely** = having no friends
 C **alone** = on one's own
 D **lonesome** = lonely

- 6** **nightclub**: dance
leisure centre: play a game of squash
circus: see the flying trapeze artists

amusement arcade: play video games or pool
cinema: see a film
funfair: take a roller-coaster ride
youth club: meet other teenagers for social activities

Other suggested places of entertainment:
 theatre, disco, pub, restaurant, concert hall, opera house, sports stadium, exhibition centre.

(Suggested answer): I enjoy going to the funfair because there's a variety of activities to choose from like roller-coaster rides, big wheels, etc.

➤ Follow-up Activities: Part 4 (p. 70)

(Suggested answers)

- I'd prefer to go on the dodgems. I love trying to drive and crashing into the other cars. The other rides would make me feel sick.
- For an **adult**, I'd recommend the Megawheel. It's fun and she/he could get a great view of the city.
- For a **five-year-old** I'd recommend the pirate ship. It's safe and fun for children. Their parents can leave them without worrying.
- For a **teenager**, I'd suggest Whoopie Whizzer or Rock 'n' Roll Rideaway. They are fast, exciting rides.

Exam Focus – Use of English (p. 71)

➤ Part 1

1 point	6 keep/get	11 did
2 touch	7 who	12 such
3 were	8 means/forms	13 only
4 be	9 since	14 other
5 either	10 on	15 wherever

➤ Part 4

1 up	5 no	9 so	13 ✓
2 much	6 it	10 ✓	14 of
3 ✓	7 ✓	11 ✓	15 to
4 been	8 far	12 made	

➤ Prepositions

1 of	9 with, on/about	17 to
2 to	10 in	18 about
3 to	11 with	19 for
4 of	12 with	20 at
5 for	13 in	21 at
6 of	14 of/about	22 on
7 into	15 for	23 for
8 to	16 of	24 from

Exam Focus – Listening (p. 72)

(Part 3 is a multiple matching exercise based on a series of five short related extracts of about 30 seconds each, from monologues or exchanges between interacting speakers. Ss listen, making a first choice of answers. Then they listen again searching for specific words related to the options.)

19 B 20 E 21 A 22 C 23 F

Part 3

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

Speaker 1: To be honest, I'm a bit put off by people in high fashion or flashy clothes. It's personality that counts for me. I'm happy with the way I look. My clothes are comfortable, in my own style, and I never change either. I'm fatter than the magazines and models seem to think I should be. I've never tried to impress people with my body – always with my soul. That's what I respect in others, too.

Speaker 2: The human body is an art form – one of the most wonderful ones I can think of. So why not treat it with the respect it deserves? Man has always decorated things – it's a basic human expression. Humans are literally pretty as pictures – so why wouldn't you choose clothes which are just as pleasing to look at? That's all fashion is trying to do – although I think it's far too commercial. But I don't believe in following fashion stereotypes – it's important to be well-dressed, rather than fashionably dressed.

Speaker 3: I love dressing up – I feel so good in smart clothes. I like to make an impression on people. And it's better if I'm with a well-dressed group – I feel stronger somehow, more confident. My clothes are **me** – what you see is what I am. I don't think it's small-minded at all. People pay attention to smart, flashy clothes, and I want that. Who says cars are more interesting than clothes? Yet I know people who'll talk about cars for hours – spend loads of money on them and treat them like a person!

Speaker 4: It's not that I particularly go on appearances – but the rest of the world seems to. I don't have a particular point to make – and I can't really tell anything from others. I want to look acceptable – and attractive, but I find it's a headache thinking about styles and colours all the time. So I'm quite happy to follow fashion, and present the image that the world seems to like. I

mean – it saves me from doing the thinking. I buy what's in the shops – and if I'm not sure I ask my friends. I mean – we all conform whether we like it or not anyway.

Speaker 5: Well – I present myself in whatever manner I think is appropriate for what I'm doing – or – should I say – who I'm with. You see, I believe that a person's choice of clothing, hairstyle or whatever – all tells a story. I mean we know there is body language, that our movements tell things about us. These are all visible signs – so is appearance. It means sometimes appearing in a way I'm not comfortable. But, I mean, if I need to see the bank manager about a loan, I can't turn up in my favourite scruffy tracksuit, can I?

Exam Focus – Speaking (p. 73)

➤ Part 2

(Suggested answers)

Pictures A and B

- **Picture A** shows a group of friends having a meal together. **Picture B** shows people dancing. People in both pictures seem to have a nice time. They may be celebrating something.
- I spend my free time watching television or playing basketball with my friends.
- People in my country entertain themselves by going out to eat with friends, or going for coffee. Some people go to the cinema or the theatre.
- Spending time with my friends offers me the chance to get out of the house and to have fun. Also, it helps me to relax and forget everyday problems.

Pictures C and D

- **Picture C** shows a bear in captivity and **picture D** shows a cougar in its natural habitat. The bear looks unhappy being behind bars. The cougar enjoys a free lifestyle. Of course the bear is protected from all possible dangers, whereas the cougar has to survive on its own.
- I would prefer to see an animal in its natural habitat because it would be happier and behave more naturally than an animal in a zoo.
- I think the animal in **picture D** leads a happier life because it is free to live the way it wants to instead of being in a cage.
- Keeping animals in captivity can be beneficial when they are an endangered species because it means that they can breed and be looked after so that they don't become extinct.

Exam Focus – Writing (p. 74)

Letters

- They are taken from various types of letters.
- **Letter No 1** is a formal letter **refusing an invitation**.
Letter No 2 is an informal letter **refusing an invitation**. It is written in a chatty, friendly style.
Letter No 3 is a formal **letter of complaint**. Its style is mild. The complaint is expressed in a mild manner.
Letter No 4 is a formal letter **giving advice**.
Letter No 5 is a formal letter of **application**.
- Letters No 1, 3, 4 and 5 are **formal letters** whereas Letter No 2 is **informal** compared to the other letters.
- The **recipient** is addressed in a **formal letter** with **Dear Mr/Mrs + surname** (e.g. Dear Mr Miller) or **Dear Sir/Madam** if we do not know the name of the recipient.
- The **closing remarks** for formal letters are: **Yours sincerely + full name** if we know the name of the recipient or **Yours faithfully + full name** if we do not know the name of the recipient.
- The **salutation in a friendly letter** is **Dear + first name** (e.g. Dear Ralph)
- **(Suggested endings for extracts 1, 2, 3)**
 - 1 I am deeply sorry that I will not be able to attend the reception.
Yours sincerely,
Jane Smith
 - 2 I'm sorry I won't be able to be there. Enjoy yourself.
Yours,
Steve
 - 3 I trust the situation will improve and I hope that this will not happen again.
Yours faithfully,
Tom Brown
- **(Suggested beginnings for extracts 4, 5)**
 - 4 Dear Mr Jones,
I am writing in reference to your letter of June 15 in which you enquired advice about ...
 - 5 Dear Sir/Madam,
I am writing to apply for the post of Staff Manager advertised in yesterday's *Observer* ...

Tips for Writing Letters

If you write to a friend of yours, or to your **brother/sister/cousin/niece**, you address him/her using **Dear** and **his/her name** (e.g. *Dear Tom*, not *Dear Friend*; *Dear Mary*, not *Dear Sister* or *Dear Sister Mary*). If you write to an **aunt/uncle of yours**, you address him/her using **Dear + kind of relation + name**, e.g. *Dear Uncle Tom*, not *Dear Uncle*. If you write to you **mum, dad, grandpa or grandma**, you write **Dear + kind of relation** (e.g. *Dear Mum*, *Dear Grandma*, not *Dear Mum Mary*, *Dear Grandma Ann*). In formal letters if you know the name of the recipient you sign using **Yours sincerely** and your full name. If you don't know the name of the recipient, you sign using **Yours faithfully** and your full name.

(T can make a transparency/photocopies of this table for students' reference).

<p>Formal letter when we know the name of the recipient</p> <p style="text-align: right;">3 Apple St., Brighton. 2nd August, 1996 (your address)</p> <p>Allan Smith, Personnel Manager, Sun Company, 35 Oxford St., London. (the recipient's address)</p> <p>Dear Mr Smith,</p> <p style="text-align: right;">Yours sincerely, Mary Stevens</p>	<p>Formal letter when you do not know the name of the recipient</p> <p style="text-align: right;">2 Swan St., Brighton, England. 5th September, 1996 (your address)</p> <p>The Manager, The Hilton Hotel, 112, Sean Rue, Paris, France. (the recipient's address)</p> <p>Dear Sir/Madam,</p> <p style="text-align: right;">Yours faithfully, James Robins</p>
<p>Semi-formal letter showing respect for the recipient with whom you are on friendly terms</p> <p style="text-align: right;">5 Castle St., Glasgow. 17th October, 1996 (your address)</p> <p>Dear Mr/Mrs Jones,</p> <p style="text-align: right;">Love/Regards/Best wishes/Yours, Sue</p>	<p>Informal letter</p> <p style="text-align: right;">33 Stuart Ave., Cults, Aberdeen. 5th November, 1996 (your address)</p> <p>Dear Jim,</p> <p style="text-align: right;">Love/Regards/Best wishes/Yours, Sally</p>

* Remember that it is not necessary to write addresses in the FCE Exam.

- 1 1 F - complex sentence structure and vocabulary
- 2 F - formal language
- 3 I - pronouns omitted, zappy style
- 4 F - formal language
- 5 I - use of short forms, colloquial expressions
- 6 I - short zappy style, chatty

- 7 I - use of short forms
- 8 F - no use of short forms
- 9 F - impersonal style – formal language
- 10 I - use of colloquial English, chatty
- 11 I - colloquial, use of phrasal verb
- 12 I - use of short forms

- 13 I – chatty
 14 I – chatty, use of short forms
 15 F – formal language
 16 F – complex sentence structure
 17 F – non-colloquial English
 18 I – pronouns omitted, colloquial English
 19 I – pronouns omitted, colloquial English
 20 F – use of Passive Voice, formal language

- 2** 1 model 1 4 model 1 7 model 2
 2 model 1 5 model 2 8 model 2
 3 model 2 6 model 1

3 Dear Sir/Madam,

- 1 B – reason for writing, state problem
 2 D – first complaint (strong, showing dissatisfaction) with justification
 3 A – second complaint (showing dissatisfaction) with justification
 4 E – third complaint
 5 C – demand for action

Yours faithfully,
 Janet Barns

4 Letter a (formal)

- 1 apologise 6 under great pressure
 2 Due to 7 I hope
 3 be in attendance 8 in the near future
 4 I have been intending 9 cordial discussion
 5 contact 10 I look forward

Model a

Paragraph Plan

Paragraph 1: reason for writing (clear up misunderstanding)

Paragraph 2: development (explain situation)

Final paragraph: closing remark (suggest a second meeting)

Letter b (informal)

- 1 say how sorry I am 6 so stressed out
 2 Because of 7 Hope
 3 make it 8 real soon
 4 I've been meaning 9 pleasant chat
 5 get in touch with 10 I'm looking forward

Model b

Paragraph Plan

Paragraph 1: reason for writing (apology)

Paragraph 2: development (explain reason why missed wedding)

Final paragraph: closing remarks (arrange a meeting)

5 (Suggested answer)

Dear Sir/Madam,

I am writing to complain about the quality of the service and food I received on Eagle Airways flight 711 from London to Madrid on 12th June.

The crew were totally indifferent to the passengers. A fellow passenger, an elderly man, required assistance and repeatedly pressed the call button. He received no attention whatsoever. I happened to turn round and saw three members of the crew sitting at the back of the plane, chatting and smoking! I find this behaviour unacceptable. Had there been a real emergency, the crew would have been totally unprepared.

In addition, when the food arrived, it had not been properly heated. Apart from being unappetising, this is extremely dangerous, as inadequate heating can result in severe food poisoning.

As I travel by plane frequently, I will seriously reconsider using Eagle Airlines again unless the situation improves.

Yours faithfully,
 Heather Briggs

6 (Suggested answer)

Dear Patrick,

I'm writing just to say how sorry I am about the delay in paying you back the money I owed you. I feel really guilty about it but there was nothing else I could do.

My boss promised me my wages would be paid into the bank on Friday. Unfortunately, the money didn't go in until Monday morning, so I couldn't pay you back until then.

Anyway, I hope you will accept my apology and that you're not angry with me. I hope I didn't cause you too much inconvenience. Why don't we go out to dinner one evening this week? I'll give you a call during the week to arrange it.

Best wishes,
 Melissa

- 7** 1 E 3 D 5 C 7 F
 2 A 4 G 6 B

Dear Sir/Madam,

paragraph 1 – sentence E

paragraph 2 – sentences A, D

paragraph 3 – sentences G, C, B

paragraph 4 – sentence F

Yours faithfully,
 Kenneth Brown

T is advised to go through the following tables to see the language used and the difference in formal and informal letter writing according to each type of letter. Remind Ss that semi-formal style is a combination of formal and informal writing. T can ask Ss to think of any opening and closing remarks for each type of letter before S does Ex. 8 or after having done Ex. 8. Some useful opening and closing remarks for letters are:

Letters of invitation		
	Opening Remarks	Closing Remarks
Formal	we would be honoured if you; I cordially invite you to; your presence would be appreciated at; you are invited to attend, etc.	we would be grateful if you could; we hope to see you; please indicate whether you will be able to attend, etc.
Informal	I'm writing to invite you to; why don't you come and spend some time; please come to; I'd love it if you could come to, etc.	I'd love to see you again; I hope you'll be able to make it; please let me know as soon as possible; I'm looking forward to, etc.

Accepting an invitation		
	Opening Remarks	Closing Remarks
Formal	I would be delighted to; I would be honoured to; I am writing to accept your kind invitation, etc.	I look forward to seeing you, etc.
Informal	I'd love to come; thanks for the kind invitation; the ... you invited me to sounds lovely; I'd be glad to, etc.	I can't wait to see you again; until next Saturday then, etc.

Refusing an invitation		
	Opening Remarks	Closing Remarks
Formal	It will be impossible for me to attend; I am afraid I am unable to fit it into my schedule; I have to refuse; Due to other commitments, etc.	I am sorry to miss the opportunity of; I hope to be given the opportunity to meet you at a later date, etc.
Informal	I'm afraid I can't come; I'm sorry to tell you; I'd love to come but; I'm sorry I can't make it; I won't be able to come, etc.	It's a real shame; I hope we can get together some other time; I'm sorry to; how about next week instead, etc.

Asking for information		
	Opening Remarks	Closing Remarks
Formal	I am writing to inquire about; could you possibly send; may I request; I would be grateful if; could you please send further details, etc.	I would appreciate it if you could inform me as soon as possible; I look forward to receiving; it would be of great help if you could fax me the details, etc.
Informal	can you send me; let me know; can you tell me (if), etc.	let me know; tell me soon; send me the details, etc.

Giving information		
	Opening Remarks	Closing Remarks
Formal	I am writing to inform you about; in reply to your query; the following information is what was requested; I am pleased to be able to assist you in your enquires, etc.	I hope that I have been of some help to you; I trust that this is the information you require; please inform me if I can be of any further assistance, etc.
Informal	this is what I found out; I hope this is the information you were looking for; this is what you asked me about, etc.	I hope this will help you; let me know if you need any more help finding out about; I'm glad I could help you, etc.

Letters giving directions		
	Opening Remarks	Closing Remarks
Formal	I have enclosed some directions and a map in case you do not know the exact location of the ...; I have included some directions; if you follow the directions below/map below ..., etc.	I trust that you will find these directions helpful; I hope that you are able to follow the directions given, etc.
Informal	in case you don't know the way I'll give you some directions; here are a few directions, so you don't get lost; I'll tell you how to get there; just a quick note to tell you how to get to ...; I've written some directions, and drawn a map to help, etc.	I hope you understand the directions; I hope that you can find your way alright; pay attention to the directions; my directions shouldn't be too difficult to follow, etc.

Application for a job		
	Opening Remarks	Closing Remarks
Formal	I am writing with regard to your advertiement; I would like to apply for the post of, etc.	I would appreciate a reply at your earliest convenience; I look forward to meeting you to discuss the possibility of employment; please contact me regarding any queries you may have, etc.

Letters of apology		
	Opening Remarks	Closing Remarks
Formal	I am writing to apologise for; I must apologise for; Please accept my sincerest apologies for; How can I apologise enough for; I must apologise profusely for, etc.	Words cannot express how sorry I am; I hope you will accept my apolgies; I hope my apologies were received, etc.
Informal	I hope you will understand when I say that; What can I say, except I'm sorry that; I'm sorry for; I owe you an apology; I'm so sorry if I upset you in any way; I can't describe how sorry I am and how guilty I feel, etc.	I hope you believe me when I say how sorry I am; I can't tell you how sorry I am; I beg you to forgive me for; There is no excuse for ... and I hope you'll forgive me, etc.

Letters of complaint		
	Opening Remarks	Closing Remarks
Formal	I was disgusted by; I was extremely appalled at; I want to express my strong dissatisfaction; etc.	I fully insist you replace the item at once; I demand you fully refund my money, etc.
Informal	I am writing to complain; I had been led to believe; Your ... is unacceptable; I couldn't believe that, etc.	Nevertheless, I hope/assume you will replace; I trust the situation will improve; I hope the matter will be resolved, etc.

Letters asking for advice		
	Opening Remarks	Closing Remarks
Formal	I am writing to ask for your advice; Could you possibly offer your advice; I would be grateful if you could offer your advice; Could you please give me your advice, etc.	I would appreciate it if you could give me your advice as soon as possible; I look forward to receiving your advice; It would be of great help if you could advise me, etc.
Informal	I'm writing to ask for your advice; Can you give me your advice; Give me your advice about, etc.	Give me your advice soon; Send me your advice soon; Your advice would help me a lot, etc.

Letters giving advice		
	Opening Remarks	Closing Remarks
Formal	I strongly recommend that; I would suggest that; I believe the best course of action is; I would advise you to, etc.	I trust you will accept this advice; I hope this will be of help; I would very much like to know if this was helpful/has been of some use, etc.
Informal	If I were you; How about doing this; Why don't you; Let me give you some advice, etc.	Hope this helped; Let me know how it went, etc.

Letters expressing thanks		
	Opening Remarks	Closing Remarks
Formal	I am writing to thank you for; I wish to thank you for, etc.	I appreciate your thoughtfulness; I would like to express my gratitude; Your thoughtful gift/gesture was greatly appreciated, etc.
Informal	I'm writing to say thanks for; Thanks so much for, etc.	How nice of you to think of me; Thanks again; I won't forget your kind gesture, etc.

Letters expressing regret		
	Opening Remarks	Closing Remarks
Formal	I regret to inform you that; It is with regret that I must inform you about, etc.	I cannot express how much I regret; Should you need any assistance, I would be happy to, etc.
Informal	Unfortunately, I've got some bad news for you; I'm writing to tell you some bad news; I find it hard to tell you that; I can't find an easy way to tell you this, etc.	Words can't express how much I regret; If you need anything, I'd be glad to, etc.

Letters expressing congratulations		
	Opening Remarks	Closing Remarks
Formal	I am writing to congratulate you; I want to express my congratulations, etc.	I wish you all success in your future endeavours; I am confident that you will carry out your new duties with conscientiousness, etc.
Informal	I'm writing to congratulate you; Let me say congratulations; Congratulations on ..., etc.	I'm happy for you; Good for you!; You should be so proud of yourself, etc.

- 8** 1 F formal – letter asking for details/information
Appropriate language: *I am writing* (full forms) complex sentence structure. *I look forward to receiving*
- 2 G informal – letter accepting an invitation
Appropriate language: *Thanks; would love to; Let me know* (chatty style)
- 3 D informal – letter asking for advice
Appropriate language: *I'm writing* (short forms); *Please tell me* (chatty style)
- 4 E informal – letter of apology
Appropriate language: *I'm writing* (short forms); *How about ...; Let me say ...* (chatty style)
- 5 B formal – letter of invitation
Appropriate language: *You are invited* (passive voice); *We would be honoured* (formal language), non-colloquial English
- 6 H informal – letter of thanks
Appropriate language: *I'd like* (short forms); *Thanks again* (chatty style)
- 7 C formal – letter of complaint
Appropriate language: *I am writing ...* (full forms); *I demand a full refund* (strong manner of complaint, complex sentence structure) ...
- 8 A friendly letter telling the news
Appropriate language: *You won't believe how ...* (short forms); *Anyway; worked out; to take you for a spin;* (colloquial English, chatty style, phrasal verbs)

9 (Suggested letter of application)

Dear Sir/Madam,

I am writing to apply for the position of tourist guide which was advertised in *The Weekly Times* on Monday, July 5.

I graduated from Weston College in 1990, with a degree in Tourism and Marketing. While at Weston, I travelled extensively throughout Europe. I am a fluent speaker of French, Spanish and German.

My current position is Senior Tourist guide in Madrid, Spain with Cosmo Tours. I have been with Cosmo for two years and have also worked in Seville and Barcelona. My duties have included

transferring passengers to their hotels, organising and leading excursions and dealing with a variety of queries. I have enclosed my C.V. and would be glad to supply any additional information which you may need. I would very much like the opportunity to work with your company.

I look forward to hearing from you soon.

Yours faithfully,
Ann Dobbs

- 10** 1 D – reason for writing (Para 1)
 2 B – description of event (setting scene) (Para 2)
 3 A – description of event (Para 3)
 4 C – closing remarks (Final Para)

11 a giving details/information – formal

Dear Mr Higgins,

I am writing to give you the information you requested about the photography school ...

... I hope that I have been of some help to you. Please inform me if I can be of any further assistance.

Yours sincerely,
Jeremy Barking

- b** (*Before doing 'b', T is advised to elicit useful phrases for giving directions from Ss. Use the suggestions below to help the students.*)

Some useful phrases for giving directions are:

Turn left/right at ...; Go straight ...; Bear left/right ...; Go along ... until you reach ..., etc.

giving directions – informal

Dear Josie,

I thought I'd better drop you a line giving directions to my house for the party on Saturday ...

You shouldn't have any difficulty in finding it, but if you do, just give me a call.

See you then.

Love,
Bess

c letter of apology – informal

Dear Jack,
 I just wanted to drop you a line to say how sorry I am for the way I behaved last Thursday night ...
 ... Of course I know this doesn't excuse my dreadful behaviour, but I do hope you can forgive me.

Yours,
 Jim

d letter of invitation – informal

Dear Tina and Tony,
 How are you both? Hope you're well. I am writing to invite you to our wedding reception on May 23 at 6 pm. ...
 We're looking forward to seeing you, so let us know if you are able to come.

Love,
 James and Milly

e letter of advice – formal

Dear Miss Sullivan,
 Thank you for your letter. I would suggest that you finishing your university studies should be your first priority. After obtaining your degree, you will have the opportunity to pursue other activities ...

... I trust that you will accept this advice, as I am confident that if you concentrate on your studies, you will succeed.

Yours sincerely,
 Professor Sutton

f letter accepting an invitation – informal

Dear Susan,
 Thanks for the kind invitation ...
 ... We can't wait to see the baby. Until the 19th then.

Love,
 Mary

12 Model A

Dear Sir/Madam,

wrong style; the letter should be formal

Can you tell me more about your auto exchange programme?

uses short forms throughout the letter

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.

part of the information is missing

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

missing information

My car is a 1986 **red Opel**. It has only done 130,000 kilometres and it's in good condition. I'd 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.

uses same words as in the notes

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

**Yours,
 Carl**

wrong ending, full name needed

Model A is bad because it starts with Dear Sir/Madam (formal) and it finishes with Yours, Carl (informal). It is also vague about the details which are required. The notes given have been used in the letter exactly the same way as in the advertisement. Part of the information given hasn't been used. Short forms are also used throughout the letter.

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?

includes information from the rubric in the writer's own words

gives all needed information

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 send a reply at your earliest convenience.

Yours faithfully,
Carl Briggs

Model B is good as it asks for specific information in a clear manner. It follows the style of a formal letter. Each paragraph has a topic and all information provided in the advertisement has been included, expressed in the writer's own words.

Paragraph plan for Model B:

- paragraph 1** – reason for writing
- paragraphs 2, 3** – detailed questions/information from rubric
- final paragraph** – closing remarks

- e ... I hope we can get together some other time.
- f ... send me the details ...
- g ... I trust that this is the information you require.
- h ... I look forward to seeing you at ...

- 13**
- | | | | |
|-----|-----|-----|-----|
| 1 f | 3 a | 5 e | 7 d |
| 2 c | 4 g | 6 h | 8 b |

(Suggested Opening Phrases)

- a I am writing to express my dissatisfaction with ...
- b I'm writing to say how sorry I am ...
- c I wish to apply for the position of ...
- d ... I'd love it if you could come to ...
- e ... I'm afraid I can't come ...
- f I would be grateful if you could send me more information about ...
- g You requested the following information ...
- h ... Thank you for the kind invitation ...

(Suggested Endings)

- a ... I hope the matter will be resolved ...
- b ... I beg you to forgive me for ...
- c ... I would appreciate a reply at your earliest convenience.
- d ... I'd love to see you again.

14 (Suggested answer)

Dear Sir/Madam,

I am writing to express my strong dissatisfaction with my recent stay at the Grange Health Spa. Contrary to your advertisement's claim that guests would be offered a selection of meals, we had to make do with the same poor-quality food every day.

Moreover, I was appalled to find that the 'luxury suite' I was promised was, in reality, a small room with barely enough space to move around. In addition, the only view from my window was of the hotel's car park.

On leaving I was also charged for drinks I had had in the bar, even though your advertisement clearly states that the price was all-inclusive. Furthermore, I also had to pay extra for an aerobics class I took.

I insist on some compensation for my experience or I will be forced to take this matter further.

Yours faithfully,
Mark Smalls

15 (Suggested answer)

Dear Brian,

Thanks for your letter. I'm glad you're thinking of taking a sailing course. I'm sure you'll enjoy it.

Let me tell you a few things about the course. First of all, I'd recommend doing it in June and July, otherwise it can be very cold. The lessons take place three mornings a week lasting four hours each lesson. Try not to choose Saturday as it gets very busy on the lake.

The instructors are all well-qualified and are very helpful. There are only five students in each class so you get a lot of personal attention.

You will be provided with a lifejacket and sailboats of course. They are quite small, but this makes sailing a lot easier. The price of the course is only £120, which is not expensive.

Anyway, I hope I've answered all your questions. Good luck with the course. Let me know how it's going!

Best wishes,
Karen

16 1 C **formal – letter of complaint;** strong complaint – letter of complaint – literary style (e.g. Never before ...)

Appropriate language: I wish to express my dissatisfaction, I insist that my money be refunded at once, I no longer wish ...

2 D **informal – refusing an invitation;** short forms, colloquial English

Appropriate language: Thanks for, I'm really sorry I can't ...

3 B **informal – letter of congratulations;** short forms, zappy

Appropriate language: Congratulations, I'm so happy, good luck ...

4 E **formal – letter of application;** complex sentences, non-colloquial English

Appropriate language: I am writing in reference to your advertisement, I am including my C.V., I am available for an interview at your earliest convenience.

5 A **formal – letter of apology;** complex sentences, non-colloquial English

Appropriate language: I must apologise, I regret, accept my most sincere apologies

17 1 narrative-descriptive – informal

2 letter accepting an invitation – informal

3 letter giving information – informal

4 letter of application – formal

5 letter asking for advice – formal

6 letter of complaint – formal

1 (Suggested answer)

Dear Mike,

I'm sorry that I haven't written for so long, but I'm only just getting back to normal after spending a month in Africa on safari. It was a fantastic holiday, but certainly not one that I would recommend to the faint-hearted.

It was a great adventure but a bit scary at times. Near the end of the second week we were travelling in Land Rovers across a huge wildlife reserve when suddenly, out of nowhere, a huge rhino appeared and charged at the group in the first car. Luckily, it missed the car, but only just, and then chased us for about five minutes before giving up. We were all so shocked that we forgot to take any pictures. The guides thought it was all extremely funny, especially as it was meant to be a photo-safari.

Apart from that one incident, everything went very smoothly and I took some great shots of hippos and crocodiles during a three-day boat trip up the river.

Anyway, I'll tell you all about it when I see you.

Regards,
Matthew

2 (Suggested answer)

Dear Stuart,

It was a wonderful surprise to hear from you again after so many months. I'm pleased to accept your invitation to go skiing at the weekend. I've already started to wax my skis and shop for a new ski jacket!

Your suggestion of going to Loon Mountain is an excellent one. I've heard great things about its beautiful trails and long, well-groomed runs. Its ski lodge is reputed to be on a par with those at the great resorts in Switzerland.

I'm very much looking forward to seeing you again. Let's meet on the 5th at 10 am at the bottom of chair lift #2. We'll catch up on each other's lives as we go up the mountain, and then race to the bottom!

See you then,
Tim

3 (Suggested answer)

Dear Hans,

I've found the information you asked me for. I'll give you all the details when you come to see me next month, but here's a summary in the meantime.

Three area institutions offer post-secondary business programmes. Cavendish College is here in town, but it is known more for its medical courses than its commerce faculty.

The University of Thwipp is about an hour away by train. It has about 300 business graduates every year, and is said to be top-notch. One drawback is its cost: tuition is about £5,000 per year.

The Googol School of Business is probably your best bet. It's a half-hour walk from town, is inexpensive, and offers a wide variety of business and economics courses.

Hope this is of some help. See you next month!

Love,
Heidi

4 (Suggested answer)

Dear Sir,

I am writing in response to your advertisement on May 10th in *The Sunday Times* for the position of Junior Reporter, for which I wish to apply.

I believe that I have the proper qualifications and experience for the post advertised. I worked on my school's monthly magazine, where I became the editor. At Oxford University I was also a reporter working for the weekly student newspaper. Before I graduated from Oxford with a degree in Journalism, I took a one-year sabbatical working for a small local paper. I was responsible for covering major local events, as well as writing a weekly business column. I also wrote various articles on travel and tourism, and home improvements.

I have enclosed my Curriculum Vitae, which gives full details of my previous experience and educational qualifications. I am available for an interview at your earliest convenience, and I look forward to meeting you to discuss employment opportunities.

Yours faithfully,
Jason Green

5 (Suggested answer)

Dear Mrs Brown,

I am writing with regard to my son's behaviour at school recently. I would like to ask for your advice on the matter.

As you know, Darren has had some problems adjusting to life at high school. He appears to have stopped doing his homework and has become very disruptive during his classes. His teachers have all complained about his behaviour and say that he disturbs the other students. I can't understand this sudden change in behaviour. Darren has always been such a well-behaved, hard-working boy in the past.

I have tried to talk to him but he is unwilling to discuss his problems with me or his father. Since I have never had any complaints about my son's behaviour before, I am not sure about what I should do.

I would be grateful if you could offer me your advice. I look forward to your reply.

Yours sincerely,
Jane Baton

6 (Suggested answer)

Dear Sir/Madam,

I am writing to complain in the strongest terms about the roadworks which have been in progress outside my house for the last four weeks.

The noise is intolerable, starting at eight in the morning and continuing until five in the afternoon. Moreover, there has been no attempt to tidy the area around the works and there are bricks and pieces of wood all over the street. This has resulted in unnecessary delays in traffic, not to mention the inconvenience this causes to pedestrians.

As a local taxpayer I am disgusted to see my money being spent in this way. Although the roadworks should have been completed weeks ago, workers keep loitering around, making no attempts to clean the area or finish the project.

I insist that a representative of the council come to inspect the roadworks immediately to see what can be done to improve this situation. I look forward to a prompt reply.

Yours faithfully,
Thomas Brown

Unit 4

Part 1

➤ Warm-up Activities: Part 1 (p. 82)

• (Suggested answers)

They're in Egypt. Everyone thinks slaves built them. Pharaohs were buried inside. Many tourists visit them.

• (Suggested answers)

pyramid – camel – Egypt – King – build – slaves – mummy – sphinx – Pharaoh, etc.

• Warm-up Listening Activity

- | | |
|------------------|---------------|
| 1 archaeological | 9 tomb |
| 2 memorial | 10 body |
| 3 daughter | 11 tools |
| 4 storehouses | 12 million |
| 5 grain | 13 taxation |
| 6 wisdom | 14 religious |
| 7 alien | 15 architects |
| 8 apocalypse | |

➤ Reading Task: Part 1 (pp. 82 - 83)

- 1 C 2 F 3 B 4 D 5 G 6 H

➤ Vocabulary Exercises: Part 1 (pp. 84 - 85)

- 1** **distinctive** – unique; special
instantly – immediately
construction – act of building sth
speculation – act of theorising about sth
origin – source
storehouses – places where things are kept for future use
wisdom – deep knowledge
road sign – sign on road that gives directions or instructions
alien – creature from another planet
converted – changed
chambers – rooms
latter – the last of two things mentioned
evidence – information that may prove sth
entire – whole
mud-brick – of wet earth or clay made into blocks and dried
advance – improvement
era – period of time
workforces – groups of people who work

- | | |
|--------------------|---------------|
| 2 1 devised | 6 mundane |
| 2 evolution | 7 traced |
| 3 wicked | 8 grain |
| 4 memorial | 9 famine |
| 5 multitude | 10 attributed |

3 (Ss should be encouraged to memorise these text related expressions and collocations. T checks in the next lesson.)

- | | |
|---------------|---------------------|
| 1 to foresee | 8 skilled |
| 2 speculative | 9 significant |
| 3 to capture | 10 to underestimate |
| 4 to bring | 11 deceased |
| 5 to lead | 12 widely |
| 6 doubt | 13 appointed |
| 7 master's | 14 archaeological |

- | | |
|---------------------|-------------------|
| 4 1 location | 6 originally |
| 2 construction | 7 Transportation |
| 3 undoubtedly | 8 technological |
| 4 achievement | 9 certainly |
| 5 impressive | 10 archaeologists |

- 5** 1 ... I can put up with ...
 2 ... to put me through to ...
 3 ... put forward his opinion ...
 4 ... put the fire out/put out the fire ...
 5 ... put aside our differences ...
 6 ... put off going to the ...
 7 ... to put across my ideas.../to put my ideas across ...

- | | | |
|---------------------|-----------|----------|
| 6 1 monument | 3 whereas | 5 temple |
| 2 compared | 4 memory | 6 of |

7 (T should go through the cues with the Ss and explain any unknown words. Then Ss work on their own. Ss report back to the class.)

(Suggested answer)

The Colosseum is in Rome, Italy whereas the Kremlin is in Moscow, in the former Soviet Union. The Colosseum is obviously much older than the Kremlin – it was built in 80 A.D., while the Kremlin was built far more recently. The Colosseum was used as an arena for gladiators, whereas the Kremlin houses Russia's central government offices. The two constructions are also very different in terms of shape; the Colosseum is a circular amphitheatre made up of rows of arches, while the Kremlin has many minaret-shaped towers and is surrounded by high walls. In terms of building materials, the Kremlin was built using red-coloured bricks, and the Colosseum using large stone blocks.

- 8 a** 1 custom 3 ceremony
 2 habit 4 tradition
- b** 1 monument 2 civilisation 3 culture

➤ **Follow-up Activities: Part 1 (p. 85)**

(Suggested answers)

I think the pyramids were probably libraries for the Egyptians. They had an advanced culture and would have wanted to preserve their knowledge. Maybe they were just built for decoration.

- Tomb of Mausolus
 Temple of Artemis at Ephesus
 Hanging Gardens of Babylon
 Colossus of Rhodes
 Ivory/Gold statue of Zeus (Olympus)
 Pharos, Alexandria
- (*T elicits information from Ss and writes it on the board. Ss, then, look at the notes and talk about the Pyramids.*)

Theories: Greek, Medieval, Arab, Modern

History of Construction: amazing achievement, organised workforces, used building ramps/copper and stone tools, more than two million blocks moved.

The workers: popular belief that they were slaves, or bound by religious duty, now believed that they did it as a form of taxation.

(Suggested talk)

Hello. Today's theme is the Pyramids. Let's look at their history. There are many theories about the reason the Pyramids were built. The Greeks believed that the first pyramid was constructed as a memorial to the wicked King Khufu's daughter, while during medieval times they were believed to be warehouses for storing grain. Arab philosophers thought they were libraries for preserving Egyptian scientific and medical wisdom. Modern theories range from the pyramids being used as predictive devices, to a theory that the pyramids were constructed by aliens as a road sign!

However, if they were built by humans, then it was an amazing achievement, especially because they used such primitive equipment, such as building ramps and copper and stone tools. The popular belief used to be that the workers were slaves or built the pyramids out of religious duty, but it is now believed that they did so as a form of taxation.

➤ **Grammar Check: Part 1 (p. 85)**

2 of	7 ✓	12 from
3 about	8 ✓	13 for
4 towards	9 into	14 to
5 to	10 ✓	15 ✓
6 to	11 with	

Part 2

➤ **Warm-up Activities: Part 2 (p. 86)**

• **(Suggested answer)**

These men look as if they're very close friends. They could even be brothers. The group in the second picture (p. 87) look as though they could be fellow students at university. I think that these people are friends, sharing the same interests despite their race and religious beliefs.

• **(Suggested answer)**

I think being able to trust someone and talk about your problems and feelings with them makes a real friendship.

- 1 helping in times of crisis
- 2 sharing secrets
- 3 enjoying the same hobbies
- 4 seeing someone regularly
- 5 knowing someone a long time
- 6 buying each other presents

• **(Suggested answer)**

I think men and women expect different things from their friendships, women wanting friends they can talk to on an emotional level and men wanting people to do things with. All people do however want to be with people they can trust and whose company they enjoy.

• **Warm-up Listening Activity**

- 1 F 2 F 3 T 4 T 5 F 6 F

➤ **Reading Task: Part 2 (pp. 86 - 87)**

- | | |
|-------------------|-------------------|
| 7 C (Ln 5 - 7) | 11 B (Ln 29 - 30) |
| 8 C (Ln 16 - 18) | 12 A (Ln 34 - 36) |
| 9 C (Ln 13 - 15) | 13 C (Ln 47) |
| 10 D (Ln 22 - 23) | |

➤ **Vocabulary Exercises: Part 2 (pp. 88 - 89)**

- 1** **mates** – friends
proportions – size
well-stocked – full of supplies
plum-coloured – reddish-purple
registry office – an office where civil marriages take place
misplacing – losing track of
inseparable – very close
irony – unexpected fact or outcome
meaningful – full of purpose; significant
mutually – together
kick in – to start to have an effect
squeezed out – replaced by sth else

- 2** 1 convert 6 fulfilment
 2 cram 7 purred
 3 flounder 8 launch
 4 afflicts 9 qualify
 5 maintenance 10 reunion

- 3** (Ss should memorise these text related collocations and expressions. T checks in the next lesson.)

- 1 to play 8 to cram
 2 victim 9 well stocked
 3 friends 10 to serve
 4 to form 11 to lose
 5 purring 12 to go out
 6 to make 13 to talk
 7 emotional 14 to get to

- 4** 1 **bosom buddies** – very close friends e.g. *Peter and Jack are **bosom buddies**; they tell each other everything and spend all their time together.*
 2 **friends in high places** – said of sb who knows important, influential people. e.g. *My father helped me to get a job in the company where he works, as he has **friends in high places**.*
 3 **fair-weather friend** – person who is friendly only when things are going well. e.g. *Joe turned out to be a **fair-weather friend**; as soon as I started having problems he stopped ringing me.*
 4 **make friends** – become friends. e.g. *Sally met Ann on the first day of school and they **made friends** immediately.*
 5 **a friend in need is a friend indeed** – a true friend is one who helps when times are hard. e.g. *Chris stood by me throughout my ordeal; in this case the saying ‘**a friend in need is a friend indeed**’ is definitely true.*

- 5** 1 compatriot 3 acquaintance 5 partner
 2 mate 4 companion 6 associate

- 6** 1 D 2 B 3 B 4 D 5 A 6 C

- 7** 1 out with 4 for 7 behind with
 2 in with 5 off 8 apart
 3 through 6 on/upon

- 8** 1 rewarding 8 relationship
 2 strongly 9 security
 3 Undoubtedly/
 Doubtless 10 considerably
 4 loneliness 11 faithful
 5 isolation 12 trustworthy/trusting
 6 warmth 13 personal
 7 intimacy 14 confidence

- 9** **friendship:** pal, bosom buddy, companion, friend
work: acquaintance, colleague, partner, workmate, associate, boss, employee
family: son, husband, cousin, wife, aunt, brother, mother-in-law, spouse, stepsister, widow, niece, uncle, nephew

(As an extension T can ask Ss to draw their family tree and talk about it.)

- 10** 1 ... came as a shock to ...
 2 ... he fell victim to ...
 3 ... got to the point where/that ...
 4 ... regards him as ...
 5 ... have lost contact with ...

➤ **Follow-up Activities: Part 2 (p. 89)**

• **(Suggested answer)**

Friendship is very important to me because it's nice to have someone to confide in and share your thoughts and feelings with. I once had an argument with a friend because he borrowed money and didn't pay it back. I felt he had taken advantage of me.

(T elicits information from Ss and writes it on the board. Then Ss talk about their friendship with the writer.)

How long we've known each other: friends for 17 years

Things we used to do: go to pub, play in band

Times I've helped him: put him up when he had nowhere to stay, lend him a car at his wedding

How we lost touch: he got married and was busy – we didn't fall out or argue

(Suggested answer)

We're great mates. I've known Nigel for 17 years. We used to go for drinks together and we played in a band. When he had problems, he slept on my sofa and had the run of my house. He used my car for his wedding too. Once he was married, we never had time to meet or go out, even though we live near each other. There wasn't any argument. Now, we have to really make an effort to meet, but I still consider him a close friend.

➤ **Grammar Check: Part 2 (p. 89)**

- 1 ... apologised for being ...
- 2 ... complained that Sam never did ...
- 3 ... agreed that the dress was ...
- 4 ... accused Tim of taking his ...
- 5 ... warned her not to be ...
- 6 ... encouraged her to take part ...
- 7 ... begged him/her not to leave ...
- 8 ... advised her to go ...
- 9 ... admitted (to) having eaten ...
- 10 ... suggested going to the ...

Part 3➤ **Warm-up Activities: Part 3 (p. 90)**• **(Suggested answer)**

I think the text is about the problems society faces due to unemployment and poverty.

• **(Suggested answer)**

dole, redundancy, sack, fire, boredom, application form, unemployment benefit, poverty, work, factory, cutbacks, etc.

• **(Suggested answer)**

The main causes of unemployment are:

- a bad economic climate
- advanced technology reducing the number of workers required for a job
- over-population in many cities
- people under/over-qualified for many jobs
- lack of skilled workers to operate new technology

• **Warm-up Listening Activity**

- 1 T 2 F 3 T 4 T 5 F 6 F

➤ **Reading Task: Part 3 (pp. 90 - 91)**

- | | | | | | | | |
|----|---|----|---|----|---|----|---|
| 14 | A | 16 | G | 18 | H | 20 | E |
| 15 | I | 17 | B | 19 | D | | |

➤ **Vocabulary Exercises: Part 3 (pp. 92 - 93)**

- 1** **growth** – expansion; act of getting bigger
global – related to the whole world
inequality – situation in which not everybody is treated in the same way
poverty – the condition of being extremely poor
rapid – quick and sudden
heightened – increased
industrialised – having a developed manufacturing system
wealth – possession of a large amount of money/property, etc.
poses – brings up, causes
rate – level
raw materials – untreated substances / coal, oil, etc.
labour – workers
immigration – the moving of people from one country to another to settle down permanently
skilled – having being trained to do a particular job
supplies – gives sth
retraining – teaching sb new skills
reduced – lower in output, amount, etc.
policy – plan of action
goal – what one wants to achieve
structured – organised

- 2** 1 boom 6 conducive
 2 surplus 7 assert
 3 fund 8 quadruple
 4 output 9 trade
 5 assemble 10 in the lurch

- 3** 1 wage, salary
 2 temporary, full time, permanent
 3 earnings, perks
 4 expenditure, gain, profit
 5 gain, annual income
 6 work, win

- 4** (Ss should be encouraged to memorise these text related collocations and expressions. T checks in the next lesson.)

- | | |
|---------------|-------------------|
| 1 raw | 7 boom |
| 2 to decrease | 8 developing |
| 3 to pose | 9 job |
| 4 to raise | 10 unskilled |
| 5 figures | 11 manufactured |
| 6 to earn | 12 to cut back on |

- 5** 1 f 3 d 5 e 7 c
 2 a 4 b 6 g

- 6** 1 after 2 behind 3 on 4 out of

7 (*T elicits possible reasons and writes them on the board, then Ss work in closed pairs. T asks some pairs to report to the class.*)

- a apply for:** earn money, interested in particular subject, etc.
- b resign from:** low wages, unsociable hours, find a more challenging job, etc.
- c are fired from:** do sth wrong, embezzle money, constantly be late, leave earlier than they should, etc.
- d are promoted to:** work hard and efficiently, etc.
- e retire from:** reach age limit, etc.

(Suggested answer)

SA: I think that people apply for jobs to earn money, and to have something to do.

SB: Yes, and also because they may be interested in a particular subject, and want to work in that field.

SA: That could also be a reason why people resign from a job, to do a different job that they are more interested in.

SB: Yes. They might also be fired for doing something wrong.

SA: Or promoted because they do very good work.

SB: You have to put in a lot of effort to get promoted.

SA: I agree.

SB: People retire from their job when they have done it for a long time and have reached an age when they don't have to work any more.

SA: Yes. In that case, they will receive a pension.

- 8** 1 impression 6 nightshifts
 2 curriculum vitae 7 flexitime
 3 qualifications 8 child care
 4 interview 9 clock in and out
 5 shift-work 10 pay and conditions

(*After Ss have done Ex. 8 T can ask Ss to cover the text and remember as many words as possible related to the theme 'work.'*)

- 9** 1 unemployed 4 government
 2 gradually 5 daily
 3 employer 6 choice

(*After Ss have done Ex. 9 T can ask Ss to cover the text and remember as many words as possible related to the theme 'unemployment' e.g. on the dole, unemployment benefit, etc. and explain them.*)

➤ **Follow-up Activities: Part 3 (p. 93)**

- (*Before Ss prepare their talk, T goes through the **causes** and **solutions** and explains/elicits their meaning giving examples if necessary.*)
e.g. T: Why is cheap labour in developing countries a cause of unemployment?
SA: Because an employer would prefer to employ sb who asks for less money than sb who asks for what the state says.

➤ **Grammar Check: Part 3 (p. 93)**

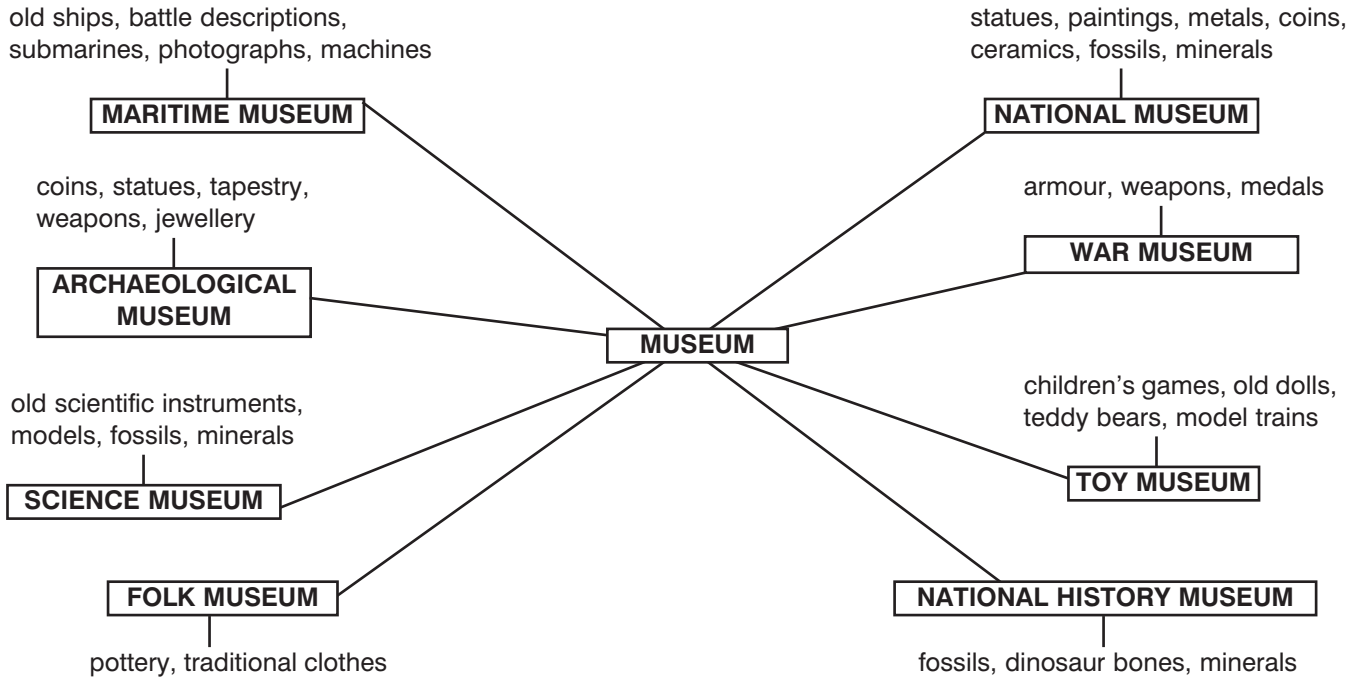
- 1 ... for fear of being made ...
- 2 ... so that money could be ...
- 3 ... in order to satisfy ...
- 4 ... to avoid falling behind ...
- 5 ... with a view to providing ...
- 6 ... prevent the government (from) reducing ...

Part 4

➤ **Warm-up Activities: Part 4 (p. 94)**

Note: the painting on p. 94 in the S's book has been painted by Camille Pissarro and the other on p. 95 in the S's book has been painted by Auguste Renoir.

- (*T draws the following spidergram on the board and elicits from Ss as many words as possible related to the theme 'museum.' T helps Ss with types of museums if Ss' knowledge is limited.*)



• (Suggested answer)

The **Graham Sutherland Gallery** must contain art and paintings, or perhaps sculptures. The **Museum of Welsh Woollen Industry** probably shows the history of the Welsh wool trade. The **National Museum and Gallery** must exhibit things to do with the country's heritage, such as old coins. The **Roman Legionary Museum** might have Roman soldiers' uniforms and Roman coins. The **Welsh Industrial and Maritime Museum** must have machines, trains and ships.

• Warm-up Listening Activity

- | | | |
|-------------|--------------|--------|
| 1 drawings | 4 weaving | 7 two |
| 2 sculpture | 5 exhibition | 8 tour |
| 3 work | 6 4,600 | |

➤ Reading Task: Part 4 (pp. 94 - 95)

- | | | | |
|-------|-------------------|----|---|
| 21/22 | A, D in any order | 30 | D |
| 23 | E | 31 | E |
| 24 | E | 32 | D |
| 25 | D | 33 | C |
| 26 | C | 34 | A |
| 27 | A | 35 | A |
| 28/29 | B, E in any order | | |

➤ Vocabulary Exercises: Part 4 (p. 96)

- 1 **works** – paintings, drawings, etc.
- token** – sign
- houses** – contains
- contemporary** – modern
- sculpture** – shapes or figures modelled in stone, clay, etc.
- crafts** – traditional handiwork
- accessed** – reached
- located** – situated
- mounts** – displays
- spinning** – method of making thread from fleece, using a rotating wheel
- weaving** – method of making cloth
- dyeing** – changing the colour of sth
- fleece** – sheep's wool
- trails** – paths
- settings** – sites
- tracing** – describing the development of sth
- fossils** – rocks marked with the imprint of ancient creatures
- minerals** – chemical substances formed naturally in the ground
- fortress** – ancient castle
- garrison** – soldiers defending the town they are stationed in
- discounted** – offered at a lower price
- prior** – previous
- maritime** – naval; having to do with the sea
- transported** – carried
- waterfront** – area beside the sea

2 (Ss should be encouraged to memorise these text related collocations and expressions. T checks in the next lesson.)

- 1 historical
- 2 to receive
- 3 open-air
- 4 to satisfy
- 5 to spark
- 6 admission
- 7 aspects
- 8 to obtain
- 9 to be
- 10 illustrates
- 11 outstanding

3

- 1 Visitors
- 2 variety
- 3 exhibition
- 4 famous
- 5 resemblance
- 6 historical
- 7 religious
- 8 monarchy
- 9 attractions
- 10 memorable

4

- 1 knitted
- 2 embroidered
- 3 sewed
- 4 stitched
- 5 woven

5

- 1 fossil
- 2 statue
- 3 woven
- 4 industry
- 5 ancient

6

- b sculpt – **sculptor** – **sculpture**
- c entertain – **entertainer** – **entertainment/show**
- d sing – **singer** – **song/music**
- e compose – **composer** – **music**
- f write – **writer** – **novel/story, etc.**
- g weave – **weaver** – **cloth**
- h draw – **artist** – **drawing**
- i makes pottery – **potter** – **vases, etc.**
- j makes wooden objects – **carpenter** – **tables/chairs, etc**
- k plays in an orchestra – **musician** – **music**
- l writes poetry – **poet** – **poem/poetry**
- m takes photos – **photographer** – **photographs**
- n appears on the stage – **actor** – **performance/play**

➤ **Follow-up Activities: Part 4 (p. 96)**

- (T elicits information from Ss to fill in the table. Ss then, work in closed pairs and T checks. Finally some pairs report to the class.)

	LOCATION	EXHIBITS	OTHER EVENTS
A	Haverford West	drawings, prints, sculptures, crafts, photography, children’s work	talks, lectures, visits
B	Dre Fach Felindre	craft workshops	spinning, weaving and dyeing demonstrations, machinery in action, follow factory trails
C	_____	art/science displays, Bronze Age, coins, early Christian monuments, fossils, ceramic, silver, coins, minerals	evolution of Wales journey
D	Isca	soldier’s weapons, Roman finds	you can explore old Roman theatre
E	Cardiff’s docklands	working machinery, ships, trains, other vehicles	mini-railway tour, children’s activities in holiday periods

(Suggested answer)

A: Good morning. Graham Sutherland Gallery. Can I help you?
B: Yes, please. Could you tell me where the gallery is exactly?
A: Certainly. It’s five miles east of Haverford West.
B: Thank you. What exhibits do you have?
A: Well, you can see Sutherland’s drawings and prints and work of applied art.
B: Lovely. Is there anything else?
A: You can see contemporary paintings and sculpture, crafts, photography and children’s work.
B: Thank you very much.

• **(Suggested answer)**

Museum E sounds interesting – the machines actually work and the railway tour must be fun. I wouldn’t fancy Museum B as I’m not really interested in wool.

Exam Focus – Use of English (p. 97)

➤ Part 2

1 more	6 ourselves	11 take
2 about	7 matter	12 over
3 so	8 what	13 those
4 how	9 course	14 because
5 on	10 were	15 mind

➤ Part 3

(**Part 3** consists of 10 discrete items with a lead-in sentence and a gapped response to complete using a given word. Grammar and vocabulary are tested in this part. Ss 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, keeping the meaning similar to that of the lead-in sentence. Ss have to keep in mind that they must use two to five words (the given word counts) to fill in the second sentence. Ss re-read their final answers, checking for correct spelling and grammatical accuracy.)

- 1 ... you mind if I borrowed ...
- 2 ... hardly/barely make out ...
- 3 ... sooner had he left than ...
- 4 ... is believed to have acted ...
- 5 ... is out of work ...
- 6 ... in the habit of taking ...
- 7 ... would have been allowed to ...
- 8 ... advised me to break ...
- 9 ... to be done up ... / doing up ...
- 10 ... needs to be changed ...

➤ Prepositions

1 to	12 on	23 for
2 in	13 in	24 to
3 into	14 in/between	25 on
4 from	15 into	26 to
5 to	16 with	27 at
6 of/to	17 in, with	28 from
7 with	18 for	29 of
8 in	19 from	30 to
9 in	20 on	31 on
10 with	21 for	
11 in(to)	22 for	

Exam Focus – Listening (p. 98)

➤ Part 4

(**Part 4** is a monologue or text involving interacting speakers and lasting approximately 3 minutes. Ss listen noting down any answers they are sure about. Then Ss listen again checking the answers they have written and writing the answers to the remaining questions.)

24 W	26 I	28 J	30 J
25 I	27 W	29 J	

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).

Interviewer: Today we are discussing the age at which women decide to start a family. And with us in the studio we have a psychologist at the Elmhurst Health Centre, and Joanne Clark – mother of two young children. Now Wendy – more and more women these days are choosing to have their children later – and if there is one thing likely to generate heated discussion it's a woman starting a family in her forties.

Wendy: Well, where there is choice there is thought and discussion. There **was** a stigma attached to the older mother due to health risks – but with the advances in medical care there is no reason for this now.

Interviewer: But the risks do increase with age, don't they?

Wendy: Yes – but medical science is well able to take care of that now, and to advise a mother beforehand.

Interviewer: Does it matter how old a mother is? I mean, some people seem to suggest that older women just haven't got what it takes to be a good mother.

Wendy: We really must dispel the idea that if you follow the rules in society you will be doing the right thing. People will accept a new mother of eighteen more easily than one of forty-four, but there's no reason for it. There are good and bad parents the world over.

Interviewer: Well, let's hear what Joanne Clark has to say about that.

Joanne: Well, after nearly twenty years of travelling with my husband we decided to settle down and have a family. I was in my forties and I heard a lot of

'Oh, you won't have the energy to go chasing young children around' and things like that. Well, I wouldn't have had the energy when we were forever moving. But the peaceful and settled life we have makes up for whatever energy I might have lost over the years.

Interviewer: Now, being an older parent must bring other rewards.

Joanne: Yes – people said that when the children were twenty I would be the grand old age of sixty-odd. But I think that the years have helped me – I don't get nearly so wound up about little problems as I did twenty years ago.

Interviewer: Are there any drawbacks?

Joanne: Well – I must say that other mothers – at school and so on – don't always include me in their chat, or ask me to come along with them. I often have to make the first move. And I don't always find things in common with very young mums. But it was still the best decision I've ever made.

Interviewer: Well – thank you both very much for talking to us. If you'd like to give us your views on the subject please write in to (fade out).

Exam Focus – Speaking (p. 99)

➤ Part 3

(Suggested answer)

SA: The first thing that I would put in the time capsule would be the computer, because computers play a large role in society today and it would be important for historians of the future to know this.

SB: Yes, I agree, and the same goes for the television.

SA: The video recorder should be put in as well because people today spend as much time watching videos as they do watching TV.

SB: Another item that should be put in the time capsule is the cassette recorder.

SA: Yes, music is definitely an important part of our lives today, and so are books, so they should be put in too.

SB: Yes. I'd put the fax, too. I think it would show historians of the future more clearly what our lives are like today, and how advanced our technology is.

SA: Well, I don't think this is quite important. I would also put some pictures of current affairs.

SB: That's a very good idea, indeed. That's the best way for them to see our life nowadays.

SA: How about some newspapers, as well? etc.

➤ Part 4

(Suggested answers)

- **SA:** Yes, I enjoy learning history because I like learning about my ancestors and how they lived.
SB: You can also see how people progressed through the years.
- **SA:** The study of history is important because we can learn from mistakes made in the past so that we don't make them again in the future.
SB: Yes, and knowing about historical events helps us to understand things that happen today.
- **SA:** I think that people in the future will definitely learn about certain wars such as the Gulf War as these have been the big events of the decade.
SB: Yes, and they will probably also learn about the problems we are having with pollution – they may even still be affected by them.
SA: They might also learn great sporting events, like the Olympics and the World Cup.
SB: Yes, these events could still be taking place in the future.
- **SA:** I think that life 500 years from now will be very different. So much will have changed that the world will be a totally different place.
SB: I agree, but I think that there is a chance that there will have been a nuclear war, which would leave no survivors. In that case the earth would be a burnt-out, deserted planet.

Exam Focus – Writing (p. 100)

Argumentative Essays

(Note: Ss are advised to buy a dictionary of quotations, e.g. *The MacMillan Dictionary of Contemporary Quotations* by Jonathon Green).

(Suggested answers)

(T deals with pictures as explained in the first unit.)

Picture A – Reasons

Yes I agree: both old and young learn to live together, share, compromise; young people can benefit from the advice of the older family members; young people can help the elderly by doing chores for them; companionship and support for both old and young, etc.

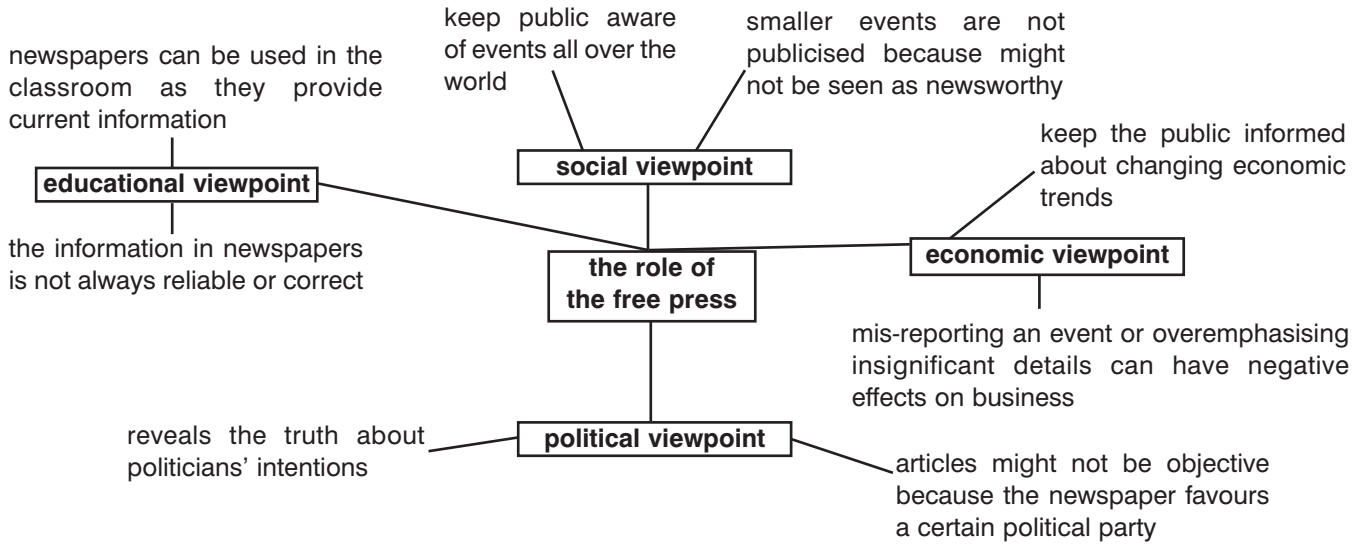
No, I don't agree: condition of old age can burden the young; the young are inexperienced in dealing with old people's ailments; mutual invasion of privacy; older people want peace and quiet, while young people want an active life, etc.

Picture B:

Arguments for: working mothers provide the family with additional income; work gives mothers a feeling of independence and self-confidence; their children learn to be more independent

Arguments against: working mothers become over-burdened with too many responsibilities; they only see their children for a few hours each day; they must pay for expensive childcare; children not properly raised

Picture C:



1 Model A

use of linking words

use of quotation — Competition has long been the driving force behind improvements in areas such as world trade and sports performance. **However**, much has been 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.'

gives examples to support statements — 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.

gives the other side of the argument — **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.

use of sequencing words — **Finally**, competition in industry **tends to** lead to lower prices, which is undoubtedly beneficial for consumers. — uses generalisations

To **conclude**, competition has **both good and bad points**. **Although** it can result in dishonesty and exploitation, its benefits outweigh its drawbacks and has 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.

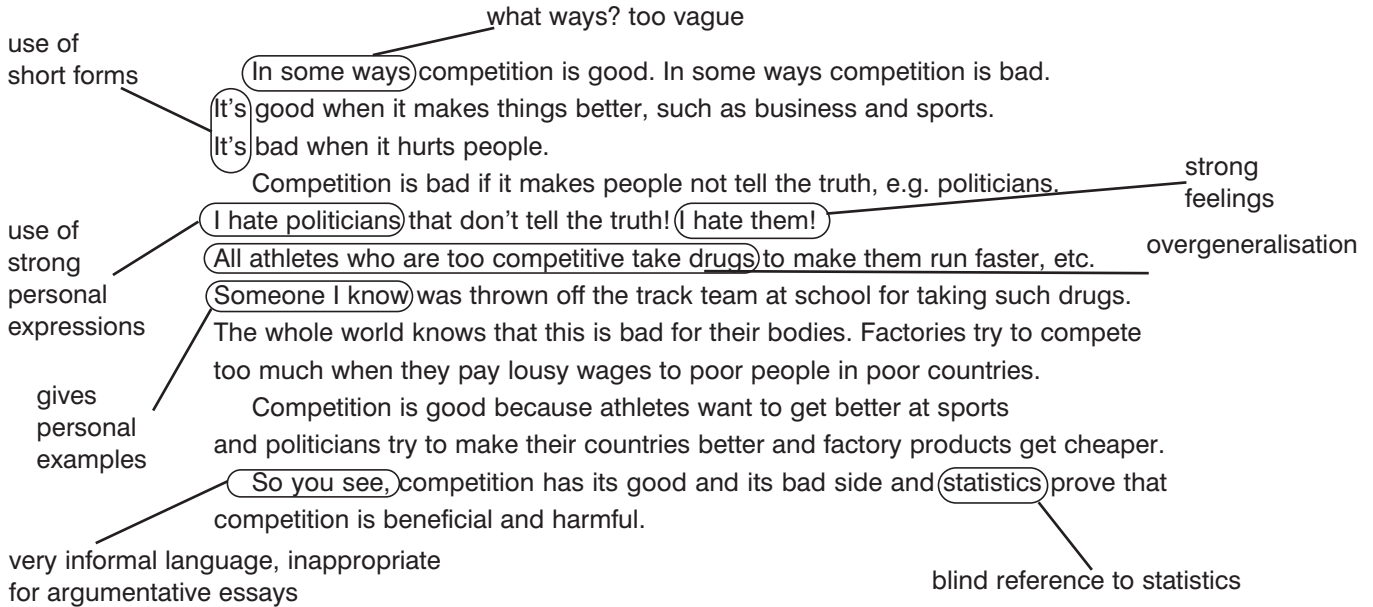
gives a balanced consideration of the topic in the conclusion

Model A is good because it is written in a formal style and is well-organised into paragraphs. Each paragraph develops one specific aspect of the topic. The use of a quotation in the first paragraph is effective. The concluding paragraph sums up the

issue effectively. The vocabulary used is not overly simple and linking words are used appropriately.

Linking words: however, on the other hand, because of, finally, to conclude, etc.

Model B



Model B is bad because it includes obvious personal emotion (e.g. 'I hate them!') which is inappropriate style. Use of slang language ('lousy') should be avoided. Overgeneralisations ('the whole world knows') are not recommended. The style is too personal ('Someone I know ...', 'So you see'). Paragraph 3 consists of one long sentence which lacks proper punctuation. The paragraphs are short and are not fully developed. Quotations, linking words and sequencing words have not been used.

2 1 d 2 c 3 a 4 b

- **Techniques for first paragraphs:**
 - 1 state an opinion
 - 2 address the reader directly
 - 3 refer to a strange situation
 - 4 start with a problem that needs a solution

Techniques for last paragraphs:

- a state a personal opinion and give the reader something to consider
- b give the reader something to consider
- c end with a quotation
- d summarise the composition

- 1 expressing opinions
- 2 advantages/disadvantages
- 3 expressing opinions
- 4 providing solutions

• **(Suggested titles)**

- 1 Discipline is taught at home
- 2 Technology moves forward
- 3 Fire and police departments; vital to society
- 4 Rubbish – where should we put it?

Paragraph plan

Introduction: state topic

paragraph 2: arguments against ('winning is a drug. Once you have experienced it, you cannot do without it.'; competition encourages dishonesty – athletes/drugs, politician/lie, industry/exploitation of the poor).

paragraph 3: arguments for (competition is the driving force behind improvements like world trade and sports performances; athletes must rise to a challenge, make the greatest effort they can; politicians try to improve country to gain votes; competition in industry leads to lower prices for consumers)

Conclusion: balanced consideration of opinion without use of personal words or expressions

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

4 Paragraph plan

Introduction: state topic

paragraph 2: arguments for (children learn to be independent from early age; woman provides extra wage; woman has a personal sense of her own identity and self confidence)

paragraph 3: arguments against (childcare is expensive; woman doesn't spend enough time with children; many responsibilities result in the woman being overtired; mother may miss important stages in child's life)

Conclusion: balanced consideration of the topic

(T should point out to students the fact that the conclusion in this model includes a balanced consideration. In other words, it sums up both points of view without taking either side.)

Linking words

One point in favour
Also
Thus
Moreover
On the other hand
Therefore
What is more
Finally
To sum up
Taking everything into account

Equivalent replacements

An argument for
In addition
Therefore
Furthermore
However
Thus
Moreover
Lastly
In conclusion
All things considered

5 *(T elicits points from Ss and writes them on board. Use suggestions below for hints.)*

Arguments for: benefit to the local economy; promotes development; more employment opportunities

Arguments against: can cause environmental problems; noise; pollution

Sample sentences using 'useful phrases'

- **In the first place**, tourism benefits the local economy.
- **Not to mention the fact that** tourism promotes development.
- **Furthermore**, more employment opportunities are created.
- **However**, tourism can cause environmental problems.
- **One can also argue that** tourism creates noise pollution and traffic jams.

- **In conclusion**, tourism has many benefits but it has some negative aspects as well.
- **Taking everything into account**, careful planning may help the situation.

Paragraph plan

Introduction: state topic

paragraph 2: arguments for

paragraph 3: arguments against

Conclusion: balanced consideration of the topic – you can express your opinion

(Suggested answer)

While tourism has many benefits to the local economy, it also has some negative effects. Has it ever occurred to you that tourism can completely destroy a once tranquil place?

One argument in favour of tourism is the fact that visitors spend a significant amount of money. This greatly benefits the local economy, not to mention the fact that tourism promotes development. Roads are reconstructed; new hotels, shops and restaurants are built to accommodate tourists. Therefore, more employment opportunities are made available to the local people.

On the other hand, tourism can create many problems. Increased demands on water supplies and higher level of waste production can cause environmental problems; water shortages may occur along with the problem of how to dispose of excess waste. One can also argue that tourism creates noise pollution from night clubs and discos and traffic jams from the increase of vehicles in the area.

In conclusion, it seems that tourism has significant benefits as well as aspects which have negative effects. Taking everything into account, careful planning by local authorities may help to decrease the negative aspects of tourism.

6 **Linking words to be circled:** as, in the first place, what is more, another major reason, in other words, furthermore, however, also, but rather, in conclusion, etc.

Reasons to be underlined: unhealthy product is being promoted; tobacco is a major cause of lung cancer and is sometimes responsible for heart disease; when in the presence of smokers, non-smokers must breathe in second-hand smoke; adverts show young, beautiful, successful people smoking and having fun; teenagers become attracted to this glamorous representation of smoking which leads to them taking up the habit; average teenager does not consider the harmful effects of smoking or that it is addictive.

- 7**
- 1 T
 - 2 F (The writer gives both sides of the argument.)
 - 3 F (The writer is against cigarette advertising – he restates his opinion using different words.)
 - 4 F (The writer agrees with banning cigarette advertising: ‘A number of people believe that it is immoral and should be banned. I support this view for a variety of reasons.’)
 - 5 F (The writer gives the other side of the argument – other people’s opinion, in the fourth paragraph.)
 - 6 T

8 Paragraph plan

Introduction: state topic and opinion
paragraph 2: give one side of the argument and reason
paragraph 3: give the other side of the argument and reasons
Conclusion: restate your opinion using different words

‘Children Choosing their Own Toys’

Parents who want their children to learn how to make responsible choices, sometimes allow them to choose their own toys. Is it wise to give this option to young children?

Those who think it is a good idea, suggest that it makes children feel happy, more responsible and grown-up to choose their own playthings. Furthermore, they argue that youngsters enjoy their toys more when they have selected them themselves. Although some parents think the best toy is the most expensive one, many children enjoy simple, even home-made toys.

On the other hand, the influence of television can lead children to make poor choices in the toys they request. A toy may be desired only because a friend of the child has it – not to mention that some toys asked for may be dangerous or unsuitable for a child under a certain age. Thus, a parent’s guidance is necessary.

All in all, the idea of letting small children choose their own toys and games does not seem advisable. Only when a child reaches a certain age can he/she correctly judge whether a toy is suitable or not.

- 9**
- encourage people to take more exercise → *emphasising the health benefits; not taking exercise at all is risky*
 - doctors can play an effective role → *persuade people to change habits and exercise*

- sports centres could open earlier, close later, and offer weekend activities → *people would be able to make better use of sports facilities*
- companies should sponsor sports teams and hold regular sports events → *employees will not consider exercise a chore but a way of making the most of their leisure time*

Paragraph plan

Introduction: state the problem
paragraph 2: suggestion 1 and reason
paragraph 3: suggestion 2 and reason
paragraph 4: suggestion 3 and reason
Final paragraph: summarise opinion

- 10**
- 1 F (The writer states the problem in the introduction.)
 - 2 F (Only the second, the third and the fourth paragraphs include a suggestion.)
 - 3 T
 - 4 T
 - 5 F (The writer summarises his/her opinion.)
 - 6 T (e.g. Another suggestion, All things considered, etc.)

DISCUSSION CLOCK ANALYSIS

Note: *Special emphasis should be given to the Discussion Clock on p. 106 in the Ss’ book. This clock helps Ss organise their thoughts when considering a discursive essay and come up with a well-written composition. T can demonstrate its function by analysing the following question: **The Role of the Free Press.***

Discuss: T helps Ss analyse the subject using the discussion clock and/or gives them ideas to demonstrate how the clock works

Personal: entertaining, informative, amusing – intrusion on celebrities’ private lives

Religious: informative of various religions round the world – prejudiced approach towards various religions

Scientific: informative of research and new developments that can benefit society – can make morally questionable advances seem immediately acceptable

Historical: helps people put current events into their historical perspective – too much emphasis on the past can distort coverage of current news stories

Moral: lets people know what is now acceptable to publish, i.e., what level of crude language, explicit sex, etc. – can offend many people

Political: informative of the political issues of the day, and the policies of the various parties – coverage can be one-sided

Artistic: informative of modern movements in art, new artists' work – can ignore certain innovative artists if not 'mainstream' enough

Economic: informative of market trends and developments; helps investors make decisions – incomplete coverage can lead to missed investment opportunities

Educational: informative for students who want to learn about world events, politics – information may be incorrect or biased in favour of a certain political ideology

Social: informs people regarding upcoming cultural events, sports matches, shows, films, protests, festivals – smaller events are often not publicised in the paper, as they're not seen as 'newsworthy'

Geographical: lets people know about occurrences all around the world – important foreign events are often ignored, as space is limited in newspaper

11 aspects included

- **personal:** entertaining, informative, amusing, we forget our problems
opposite viewpoint: intrusion on the privacy of celebrities
- **political:** reveals the truth behind speeches and accusations
opposite viewpoint: most newspapers favour a particular political party – articles not objective
- **educational:** source of up-to-date information; in-depth articles; local and international events
opposite viewpoint: not always correct information facts often falsely reported not always appropriate learning material for students

For **other aspects** see the above analysis of the discussion clock

12 Sample essay on Capital Punishment

Paragraph Plan

Introduction: state topic

paragraph 2: one point of view (moral)

paragraph 3: another point of view (economic)

paragraph 4: a third point of view (social)

Conclusion: give your own opinion based on the points already mentioned

(Suggested answer)

Capital punishment is a highly debatable subject which always causes great discussion. Indeed, the United States of America shows the most marked split in public opinion over the death penalty. Some states still uphold it while in others it has been abolished.

On moral grounds it would appear that capital punishment is not right, as no one should be able to make the ultimate decision whether somebody lives or dies (the Ten Commandments state 'Thou shalt not kill'). However, some people argue that if a person takes another's life, he loses his own right to live.

From a psychological point of view, it is difficult to predict how the citizens will react to the existence of capital punishment. On the one hand, people might be impressed with the state's strong stand against violent criminals. They could, however, come to think that 'life is cheap' if the state is killing prisoners.

Socially, authorities hoped that the death penalty would work as a deterrent to potential criminals. But in countries where the death penalty is still in use, the murder rate has not decreased. Indeed, figures in America show that crime rates have actually risen in states where capital punishment is in effect.

The death penalty is a subject which continues to be discussed at great length. All things considered, I believe that the execution of particularly horrific murderers is preferable to keeping them in prison. However, no case is as simple as that, and there will always be reasons why that person shouldn't have been put to death.

13 Model

'Charge it!' is a cry now heard all over the countries of the industrialised world. The use of credit cards **has become** widespread, but along **with** the convenience **comes** some risk.

First of all, the advantages of using credit cards **are** considerable. Reducing the amount of cash one **needs** to carry also reduces the chance **of losing** a **lot** of money in case of theft. **Furthermore**, 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 telephone is now possible. Customers can order products or services without **leaving** their homes.

However, credit cards can **be** misused. For example, people often **spend** more than they ought to; it is such **a** temptation to over-use your credit card! Moreover, the credit card company gives the customer the option of making a 'minimum payment' on unpaid **monthly** 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 **debt** if they **use** their credit cards **unwisely**.

In conclusion, the credit card is an important practical tool in the trend towards a 'cashless society', but people must be aware **of** the dangers posed **by** the use of this method of payment.

Paragraph Plan

Introduction: state topic

paragraph 2: advantages

paragraph 3: disadvantages

Final paragraph: balanced consideration

Advantages: reduce chance of losing money due to theft; purchases can be made even if one is short of cash; shopping by telephone is now possible

Disadvantages: people often spend more money than they ought to; credit card companies encourage users to pay off bills slowly, causing people to sink into debt

- 14**
- 1 T
 - 2 T
 - 3 F (Including a quotation is one technique you can use to grab the reader's attention and make him/her want to continue reading.)
 - 4 F (Do not include strong personal words (e.g. I believe) or short forms. Use words such as: it seems that, it can be seen that, etc.)
 - 5 T
 - 6 F (Always support your suggestions with reasons.)
 - 7 T
 - 8 F (You can give your opinion as well, but without using personal words or expressions.)
 - 9 F (Argumentative compositions should be written in a formal style.)
 - 10 T

15 1 Expressing opinion

Paragraph Plan

Introduction: state topic and your opinion clearly without using too many personal opinion words

(young people lack knowledge; the elderly lack the physical ability to take advantage of their wisdom)

Paragraph 2: give the first argument and examples or reason to support your opinion

(difficult for old people to take care of themselves – living with the young makes their life easier)

Paragraph 3: give the second argument and examples or reasons to support your opinion

(living with the young provides companionship; the young can benefit, e.g. experience, advice)

Paragraph 4: give the other side of the argument and reason

(invasion of privacy; the young are inexperienced in dealing with the old; the old need peace and quiet; the young need to have an active life)

Conclusion: restate opinion

(old and young should live together under the same roof)

(Suggested answer)

A French saying from the Middle Ages goes 'If youth knew; if age could,' which accurately sums up the main difference between young and old people. In other words, young people lack knowledge, while the elderly lack the physical ability to take advantage of the wisdom that they have acquired over the years.

A good idea is to have young people live together with old people while they grow up. As many old people are not very mobile, they often have difficulty taking care of themselves and are challenged by simple, everyday tasks like shopping and cleaning the house. Living with younger members of their family would mean that they wouldn't have to worry about these things.

No less important is the companionship which living with others would provide, particularly as this is something that the elderly often lack. Similarly, young people can benefit from living with the aged: old people have a lifetime of experience, and their advice will undoubtedly be of help to younger members of the family.

However, some people argue that apart from the obvious invasion of privacy which both sides would experience, the young are inexperienced in dealing with old people's ailments. Also, old people need peace and quiet, while the young prefer to live an active life.

Although it is true that young and old people do not see eye-to-eye on many issues, I feel that the idea of young and old family members living together in the same house can only be good. In my view, it is an effective way of promoting greater understanding between older and younger generations, enabling them to share an experience that will undoubtedly bring them closer together.

2 Expressing opinions

Paragraph Plan

Introduction: state opinion
(*life in the future will be better*)

Paragraph 2: argument 1 and reason
(*life will continue to be easy due to rapid technological advancement*)

Paragraph 3: argument 2 and reason
(*humans are becoming aware of the damage caused to the environment – already dealing with problems*)

Conclusion: restate opinion
(*life in future can become better, but our actions will affect future generations*)

(Suggested answer)

As time passes, I tend to believe that life in the future will undoubtedly become better for a number of reasons.

The main reason why I believe this, is the fact that rapid technological advancements over the past few decades have made life a lot easier, and there is no reason to believe that they will not continue to do so. For example, gadgets and appliances such as washing machines, remote controls, microwave and mobile phones have made our lives a lot more convenient, so there is no reason to doubt the fact that life will become increasingly easy as time goes on and more labour-saving devices are invented.

Another factor that will lead to life being better in the future, is the fact that humans are becoming increasingly aware of the damage they have caused to the environment. In fact they are already dealing with problems such as pollution, damage to the ozone layer and endangered species. If this attitude continues, it is very likely that in the future the world will be a much cleaner, more environmentally-friendly place to live in.

All things considered, despite the many negative aspects of life in today's world, I feel that life in the future can only get better, as long as we remember that what we do today, will not only affect us, but future generations as well.

3 Advantages and disadvantages

Paragraph Plan

Introduction: state topic
(*the consumption of fast food has risen dramatically*)

Paragraph 2: arguments for
(*convenient; fast; leaves people plenty of time; quick and efficient service in fast food restaurants*)

Paragraph 3: arguments against
(*not healthy; expensive compared to home cooking; discourages people from eating with family and friends*)

Conclusion: Give a balanced consideration or your opinion without using personal words or expressions
(*convenient, short-term solution – should not replace traditional ways of eating*)

(Suggested answer)

The pace of life in today's fast-moving world is such that many people no longer have time to do basic household chores, let alone cook. For this reason, the consumption of fast food has risen dramatically – but is this a good thing or not?

The main argument in favour of fast food is the fact that it is convenient, leaving people with more time to concentrate on more important things. Service in fast food restaurants is quick and efficient, and one is able to eat one's meal with a minimum of fuss.

On the other hand, fast food is not particularly healthy, especially when eaten regularly, and can also be rather expensive compared to cooking at home. Also, many people are of the opinion that fast food has contributed to a breakdown in society because of the fact that it discourages people from sitting down to eat a home-cooked meal with family and friends, and from enjoying the conversation that goes with it.

To sum up, although fast food is a convenient, short-term solution to the problems of a high-pressure lifestyle, it should not be allowed to replace healthier, more traditional ways of eating.

4 Discursive essay

Paragraph Plan

Introduction: set the topic
(*society recently began to condemn the killing of animals*)

Paragraph 2: one point of view – (trade)
(*pharmaceuticals, ivory*)

Paragraph 3: another point of view – (food)
(*pro-vegetarians' and connoisseurs' view*)

Conclusion: give your own opinion
(*killing of animals justifiable as long as whole animal is used and killed in a humane way*)

(Suggested answer)

To what extent is it morally acceptable to kill animals for the purpose of trade and food? Some animal lovers insist that it is never acceptable, while many connoisseurs can't imagine life without steak.

Advances in the pharmaceuticals trade require the experimentation on, and the death of, countless monkeys and rats. Since new drugs help maintain human health, this seems justifiable. But a cosmetics company killing a rabbit after smearing mascara on its eyes is clearly indefensible, as is killing an elephant, an endangered species, to use its tusks for ivory jewellery.

The use of animals for food is ethically permissible, provided that the animal is well taken care of while alive, is killed painlessly and is not an endangered species. The whole animal should also be used – e.g. cow hides made into leather clothes, bags and shoes. Still, a pro-vegetarian ecological argument can be made against killing animals for meat altogether: for an animal to produce one pound of meat, it must eat many pounds of grain. Despite this, some people still believe that life without barbecued sausages is not worth living.

In conclusion, there is a fine line between acceptable and objectionable uses of animals. Although animal rights enthusiasts will always be against the use of animals for trade and food, in my opinion the use of non-endangered species of animals is acceptable as long as the whole animal is used and that it is killed in a humane way.

5 Providing solutions to a problem

Paragraph Plan

Introduction: state the problem
(*forest fires spread quickly*)

Paragraph 2: suggestion 1 and reason
(*separate forests into small sections – prevent fire from spreading*)

Paragraph 3: suggestion 2 and reason
(*ensure there is quick and easy access to forest areas – easily put out the fire*)

Paragraph 4: suggestion 3 and reason
(*harsher punishment – would prevent potential arsonists*)

Conclusion: summarise opinion/final suggestion and reason
(*the problem can be solved if all the suggestions mentioned are put into effect*)

(Suggested answer)

The problem of forest fires is one that many countries have to deal with in the summer months, and every year thousands of acres of woodland and forest are lost to it. The nature of forest fires is such that they spread incredibly quickly, often leaving fire-fighters with little or no chance of bringing them under control.

One solution to this problem is to separate forests into small sections divided by earth ditches which will prevent fire from spreading should it break out in a section of a forest.

Another important measure that should be taken is to ensure that fire-fighters have quick and easy access to all areas of a forest, because if a fire is detected in its early stages, it is often possible to put it out before it has the chance to cause too much damage.

Finally, the fact that many fires are deliberately started cannot be overlooked, and for this reason the crime of arson should be more severely punished in order to discourage potential arsonists.

To sum up, there are a number of ways to prevent forest fires, but only if they are all put into effect will the problem be effectively dealt with.

6 Advantages/disadvantages

Paragraph Plan

Introduction: state topic
(*there are advantages and disadvantages to camping holidays*)

Paragraph 2: advantages
(*cheap holidays; can stay wherever you like; escape from stress; exciting experience*)

Paragraph 3: disadvantages
(*lack of amenities; involves extra work; get tired*)

Conclusion: give a balanced consideration of your opinion without using personal words or expressions
(*enjoyable experience as long as you are prepared to go and suits your personality*)

(Suggested answer)

Camping is, by and large, a pastime that people either love or hate, depending on their personality. Those who are in favour of it, are quick to point out its many advantages, while those to whom it does not appeal to, often fail to see anything positive about it at all.

The advantages of camping holidays are mainly financial, since they are considerably cheaper than staying in a hotel. They also provide a lot more freedom of choice in terms of where you stay, since a tent can be pitched almost anywhere. For many people, though, the main reason for going on a camping holiday is the escape it offers from the stress of everyday life; after all, the chance to sleep in the open air, under the stars is not one that we often get.

However, there are also disadvantages associated with camping holidays, the main one

being a lack of amenities such as running water, which can make life very inconvenient. Another disadvantage is the fact that this lack of amenities, which we usually take for granted, can make a camping holiday very tiring because of the extra work involved, meaning that it is possible to return from a camping holiday more tired than when you left.

Taking everything into account, camping can be an enjoyable experience as long as one is prepared to go without a few luxuries for a short period of time. Probably the main requirement for an enjoyable camping holiday, however, is that it suits your personality.

7 Advantages/disadvantages

Paragraph Plan

Introduction: state topic

(computers play an important role in our lives; we use them even for entertainment)

Paragraph 2: arguments for

(help the child sharpen his/her responses; combine education and entertainment)

Paragraph 3: arguments against

(unhealthy to stare at a screen for hours; children have become less active; computers are expensive; parents have financial problems and feel pressured to buy a computer)

Conclusion: give a balanced consideration or your opinion without using personal words or expressions

(computers should not play such an important role in people's lives)

(Suggested answer)

Computers today play a more important role in our lives than ever before. We use them not only at work, but at home as a way of relaxing, and many children now need nothing more than a computer game in front of them to keep them entertained for hours. But is this necessarily a good thing?

A point in favour of computer games for children is the fact that they can often help the child to sharpen his or her responses, since they require players to act and respond quickly. Furthermore, there are many computer games available that combine both education and entertainment. For example, computer word games enable a child to expand his knowledge, often without realising that he is doing so.

On the other hand, staring at a computer screen for hours on end seems to be unhealthy for a child, and computer games have certainly played a part in

children today becoming less active. Added to this is the fact that computers are expensive – this can lead to financial problems for parents who feel pressured to buy one even though they cannot afford it.

In conclusion, although computers and computer games can have a beneficial effect on children, it seems that they should not be allowed to play such an important role in their lives to the exclusion of everything else.

8 Providing solutions to a problem

Paragraph Plan

Introduction: state the problem

(rising crime rates – cities become unsafe places)

Paragraph 2: suggestion 1 and reason

(increase police patrols in notorious places – deters offenders, cost effective method)

Paragraph 3: suggestion 2 and reason

(employ people – no need to steal)

Conclusion: summarise opinion or give best suggestion and reason

(deal with unemployment – the best way to deal with the problem because unemployment causes it)

(Suggested answer)

Rising crime rates in towns and cities have led to many of them becoming extremely unsafe places to live in, and it is obvious that something must be done to tackle this problem.

One possible solution is to increase police patrols in areas notorious for petty crime. The presence of a police officer is undoubtedly a deterrent to anyone considering snatching a purse or stealing something from a shop, and is probably one of the most cost-effective methods of reducing petty crime.

Another way of tackling the problem of petty crime is to focus on some of the reasons why it occurs. If more jobs were available then a number of petty criminals would not need to steal in order to make ends meet.

To sum up, even though short-term solutions to the problem of petty crime can be effective, the only way to completely rid society of it, is to deal with the underlying causes. For example, unemployment could lead to petty crime. If the unemployment problem is solved, the problem of petty crime will be solved as well.

(T is advised to photocopy the following pages of linking words and phrases to hand out to Ss as a reference.)

To express personal opinion

- **In my opinion**, life in the country is much healthier than in the city.
- **In my view**, life in the country is much healthier than in the city.
- **To my mind**, life in the country is much healthier than in the city.
- **To my way of thinking**, life in the country is much healthier than in the city.
- **Personally I believe that**, life in the country is much healthier than in the city.
- **It strikes me that** life in the country is much healthier than in the city.
- **I feel very strongly that** life in the country is much healthier than in the city.
- **I am inclined to believe that** life in the country is much healthier than in the city.
- **It seems to me that** life in the country is much healthier than in the city.
- **As far as I am concerned**, life in the country is much healthier than in the city.

To list advantages and disadvantages

- **One disadvantage of** being famous is the lack of privacy.
- **Another disadvantage of** being famous is the lack of privacy.
- **One other disadvantage of** being famous is the lack of privacy.
- **A further disadvantage of** being famous is the lack of privacy.
- **The main disadvantage of** being famous is the lack of privacy.
- **The greatest disadvantage of** being famous is the lack of privacy.

To list points

- **Firstly**, many children do not receive proper schooling.
- **First of all**, many children do not receive proper schooling.
- **In the first place**, many children do not receive proper schooling.
- **Secondly**, many children do not receive proper schooling.
- **Thirdly**, many children do not receive proper schooling.
- **Finally**, many children do not receive proper schooling.
- **To start with**, many children do not receive proper schooling.

To add more points on a topic

- **What is more**, parents should discipline their children.
- **Furthermore**, parents should discipline their children.
- **Apart from this**, parents should discipline their children.
- **In addition**, parents should discipline their children.
- **Moreover**, parents should discipline their children.
- **Besides**, parents should discipline their children.
- Parents should discipline their children, **too**.
- ... **not to mention the fact that** parents should discipline their children.
- Parents should **also** discipline their children.

To refer to other sources

- **With reference to** the recent newspaper article, air travel is becoming more dangerous.
- **According to** the recent newspaper article, air travel is becoming more dangerous.

To express cause

- **Because of the fact that** the employees work extremely hard, I believe that they deserve a pay rise.
- **Owing to the fact that** the employees work extremely hard, I believe that they deserve a pay rise.
- **Due to the fact that** the employees work extremely hard, I believe that they deserve a pay rise.
- The employees work extremely hard. **For this reason**, I believe that they deserve a pay rise.

To express effect

- Hotel restaurants are expensive; **therefore**, people generally avoid them.
- Hotel restaurants are expensive; **thus**, people generally avoid them.
- Hotel restaurants are expensive. **As a result**, people generally avoid them.
- Hotel restaurants are expensive. **Consequently**, people generally avoid them.
- Hotel restaurants are expensive, **so**, people generally avoid them.
- Hotel restaurants are expensive. **As a consequence**, people generally avoid them.

To emphasise what you say

- **Clearly**, an increase in tourists would mean more money for the community.
- **Obviously**, an increase in tourists would mean more money for the community.
- **Of course**, an increase in tourists would mean more money for the community.
- **Needless to say**, an increase in tourists would mean more money for the community.
- **In particular**, an increase in tourists would mean more money for the community.

To express reality

- **In fact**, many people do not take any daily exercise whatsoever.
- **As a matter of fact**, many people do not take any daily exercise whatsoever.
- **The fact of the matter is that** many people do not take any daily exercise whatsoever.
- **Actually**, many people do not take any daily exercise whatsoever.
- **In practice**, many people do not take any daily exercise whatsoever.

To express difference between appearance and reality

- **At first sight**, fast food looks good but it is actually extremely unhealthy.
- **Apparently**, fast food looks good but it is actually extremely unhealthy.
- **On the face of it**, fast food looks good but it is actually extremely unhealthy.

To bring up other points or aspects

- **As far as** the government **is concerned**, they passed a law dealing with this issue last month.
- **Regarding** the government, they passed a law dealing with this issue last month.
- **As for** the government, they passed a law dealing with this issue last month.
- **With regard to** the government, they passed a law dealing with this issue last month.

To give examples

- **For instance**, 50% of families go abroad for their holidays every year.
- **For example**, 50% of families go abroad for their holidays every year.

To refer to what actually happens

- **In practice**, students spend more time watching television than doing their homework.
- **In effect**, students spend more time watching television than doing their homework.

To make general statements

- **As a rule**, the idea has been a great success.
- **Generally**, the idea has been a great success.
- **In general**, the idea has been a great success.

To make partly correct statements

- **Up to a point**, this behaviour is an indicator of people's attitudes towards such plans.
- **To a certain extent**, this behaviour is an indicator of people's attitudes towards such plans.
- **To some extent**, this behaviour is an indicator of people's attitudes towards such plans.
- **In a sense**, this behaviour is an indicator of people's attitudes towards such plans.
- **In a way**, this behaviour is an indicator of people's attitudes towards such plans.

To express limit of knowledge

- **To the best of my knowledge**, this kind of corruption could have been going on for years.
- **As far as I know**, this kind of corruption could have been going on for years.
- **For all I know**, this kind of corruption could have been going on for years.

To state other people's opinion

- **It is popularly believed that** the influence of television has led to an increase in crime.
- **People often claim that** the influence of television has led to an increase in crime.
- **Contrary to popular belief**, the influence of television has led to an increase in crime.
- **It is a fact that** the influence of television has led to an increase in crime.
- **It is often alleged that** the influence of television has led to an increase in crime.
- **People argue that** the influence of television has led to an increase in crime.
- **Many people argue that** the influence of television has led to an increase in crime.
- **A lot of people think that** the influence of television has led to an increase in crime.
- **A lot of people believe that** the influence of television has led to an increase in crime.

To express balance (the other side of the argument)

- ... **while** longer working hours will mean that people will have less leisure time.
- **On the other hand**, longer working hours will mean that people will have less leisure time.
- ... **whereas** longer working hours will mean that people will have less leisure time.

To make contrasting points

- Cars cause pollution, **yet** people keep on using them to travel to work every day.
- Cars cause pollution; **however**, people keep on using them to travel to work every day.
- Cars cause pollution; **nevertheless** people keep on using them to travel to work every day.
- **Although** cars cause pollution, people keep on using them to travel to work every day.
- **In spite of the fact that** cars cause pollution, people keep on using them to travel to work every day.
- Cars cause pollution, **but** people keep on using them to travel to work every day.
- **While** cars cause pollution, people keep on using them to travel to work every day.
- **Despite the fact that** cars cause pollution, people keep on using them to travel to work every day.
- **Even if** cars cause pollution, people keep on using them to travel to work every day.
- **Even though** cars cause pollution, people keep on using them to travel to work every day.
- Cars cause pollution; **at the same time**, people keep on using them to travel to work every day.

To conclude

- **Finally**, the campsite would be an ideal location for a family holiday.
- **Lastly**, the campsite would be an ideal location for a family holiday.
- **Above all**, the campsite would be an ideal location for a family holiday.
- **All in all**, the campsite would be an ideal location for a family holiday.

- **Taking everything into account**, the campsite would be an ideal location for a family holiday.
- **On the whole**, the campsite would be an ideal location for a family holiday.
- **All things considered**, the campsite would be an ideal location for a family holiday.
- **In conclusion**, the campsite would be an ideal location for a family holiday.
- **As I have said**, the campsite would be an ideal location for a family holiday.
- **As it was previously stated**, the campsite would be an ideal location for a family holiday.
- **On the whole**, the campsite would be an ideal location for a family holiday.
- **To sum up**, the campsite would be an ideal location for a family holiday.

To rephrase

- **In other words**, the decision to ban smoking is perfectly justified.
- **That is to say**, the decision to ban smoking is perfectly justified.

To imply that nothing else needs to be said

- **At any rate**, an increase in the tax rate would mean better government services.
- **In any case**, an increase in the tax rate would mean better government services.
- **Anyway**, an increase in the tax rate would mean better government services.

Accepting the situation

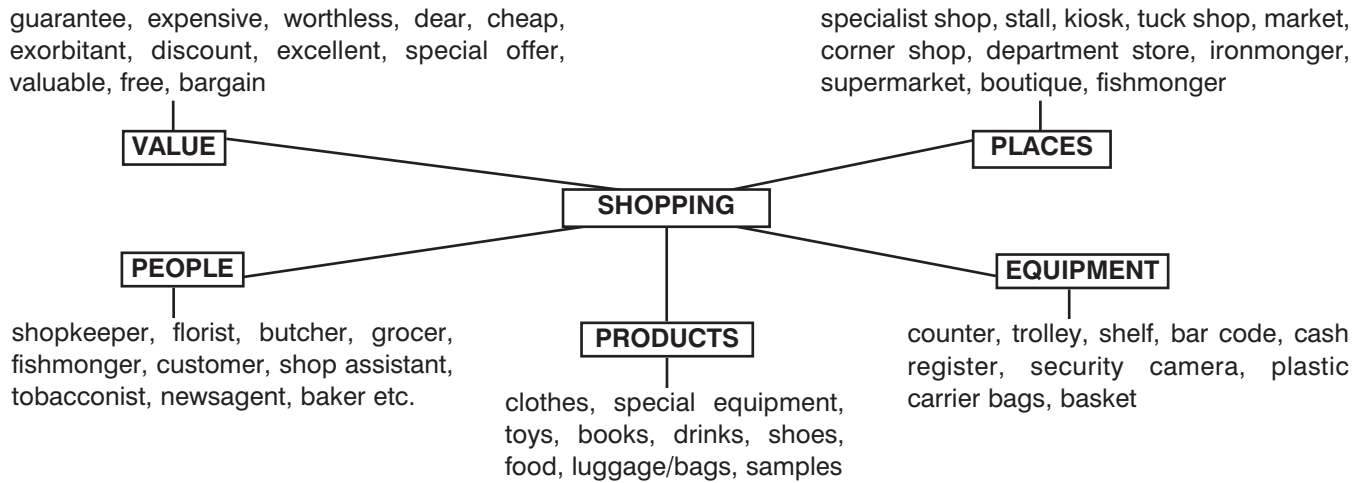
- **Under the circumstances**, things will not change until some action is taken.
- **Things being as they are**, things will not change until some action is taken.
- **As it is**, things will not change until some action is taken.

Unit 5

Part 1

➤ **Warm-up Activities: Part 1 (p. 108)**

- (The T draws the following spidergram on the board and elicits from Ss words relevant to 'shopping.')



- **(Suggested answers)**

Two pictures are of people shopping. The couples have bought a lot of things and look very happy. The other picture shows someone who's broke. He must have spent lots of money buying things, presents, etc.

- **(Suggested answer)**

I like shopping, when I'm not in a hurry. But I really don't like it when the shop assistants try to pressure me into buying things.

- **(Suggested answer)**

I think that a 'shopaholic' is somebody who becomes addicted to shopping. For them, shopping is no longer a pleasure, but a way of curing depression. It must be a very expensive habit.

- **Warm-up Listening Activity**

- | | | | |
|-----|-----|-----|-----|
| 1 F | 3 F | 5 T | 7 F |
| 2 T | 4 T | 6 F | |

➤ **Reading Task: Part 1 (pp. 108 - 109)**

- | | | | |
|-----|-----|-----|-----|
| 1 E | 3 A | 5 F | 7 G |
| 2 H | 4 C | 6 I | |

➤ **Vocabulary Exercises: Part 1 (pp. 110 - 111)**

- tedious** – boring, repetitive

release – an escape

minority – the smaller proportion

shopaholics – people addicted to shopping

addiction – obsession with something; condition of being dependent on sth

views – sees

escapism – a way to forget your problems

debts – amounts of money one owes

widespread – affecting a lot of people

vast – huge

filing – asking the court to declare sth

bankruptcy – state of being unable to pay your debts

disorder – illness

root – basic cause

mania – obsession

- | | |
|-------------------|-------------|
| 1 interferes with | 5 illusion |
| 2 pile up | 6 overdraft |
| 3 triggered | 7 targeted |
| 4 chore | 8 prone to |

3 (Ss should be encouraged to memorise these text related expressions and collocations. T checks in the next lesson.)

- | | |
|--------------|--------------------|
| 1 to fuel | 8 chronic |
| 2 to get out | 9 to get to |
| 3 to give | 10 the debts |
| 4 a form | 11 to start all |
| 5 empty | 12 the solution to |
| 6 vicious | 13 buying |
| 7 to go on | 14 widespread |

4

1 department store	4 bill
2 bid	5 account
3 customer	

5

1 window shopping	6 in cash
2 shopping list	7 by cheque
3 in stock	8 deposit
4 retailer	9 tag
5 discount	10 refund

(As an extension Ss cover the text of Ex. 5 and say as many words as possible related to shopping e.g. sales, in stock, wholesaler etc.)

6 (Ss do the exercise on their own. While T checks the answers, he/she explains any unknown vocabulary.)

fishmonger – octopus, cod, salmon, prawns, trout, etc.

chemist – aspirin, toothpaste, shampoo, deodorant, make-up, soap, etc.

delicatessen – ham, olives, cheese, salads, cold cuts, etc.

boutique – scarves, blouses, shirts, dresses, shoes, bags, etc.

tuck shop – sandwich, biscuits, crisps, chocolate, etc.

department store – sheets, china, most items

newsagent – TV guides, postcards, cigarettes, drinks, papers, etc.

stationery shop – envelopes, paper clips, pens, pencils, paper, etc.

locksmith – padlocks, keys, chains, etc.

optician – contact lenses, sun glasses, normal glasses, etc.

ironmonger – buckets, ladders, metal goods, etc.

greengrocer – lettuce, melons, onions, carrots, potatoes, etc.

7 (Suggested answer)

A department store employs many people to serve their vast range of customers, whereas corner shops, often owned and run by the same person,

aim to serve the local community. Because of this, corner shops are generally small, stocking a very limited range of goods, such as basic food products and some household items like washing powder. Department stores, on the other hand, can normally provide their customers with everything they need from clothes to electrical items and food. Department stores therefore have to be large, often covering 6 or 7 floors and centrally located to attract as many customers as possible.

Another difference between the two types of shop is the prices they charge for similar goods. As department stores can buy stock cheaply in bulk, they can offer more competitive prices than corner shops which are forced to charge higher prices.

In my opinion, corner shops offer friendlier service than impersonal department stores, and, as they normally have very long opening hours – even trading on Sundays, they can also help you in emergencies when you run out of something.

8 (After Ss have done Ex. 8, T checks their answers eliciting/explaining the meaning of each distractor.)

1 B 2 A 3 C 4 A 5 C

- 1 A **invaluable** – extremely useful
 B **priceless** – impossible to value in terms of money
 C **worthless** – of no financial value
 D **valuable** – expensive/worth a lot of money
- 2 A **overdraft** – sum of money lent by a bank
 B **bankruptcy** – state of being unable to pay one's debts
 C **debt** – money one owes
 D **loan** – money borrowed from a bank, etc.
- 3 A **bids** – price offers for sth
 B **auctions** – events in which the public bids for goods
 C **sales** – period where goods in shops are sold at lower prices than usual
 D **offers** – items reduced in price
- 4 A **bargain** – good buy; value for money
 B **offer** – item reduced in price
 C **profit** – amount of money made on sth
 D **reduction** – lessening (in price)
- 5 A **in advance** – before
 B **in cash** – with coins or notes
 C **on credit** – buying now, and paying in instalments later
 D **by cheque** – using a signed piece of paper which represents money

➤ **Follow-up Activities: Part 1 (p.111)**

- (T elicits causes from Ss and writes them on the board. Then Ss come up with possible solutions and discuss them.)

Causes

belief that buying will make your life happier

emotional emptiness

pressure from advertising

Advice

→ see a therapist regularly

→ face your real problems

→ cancel your credit cards

(Suggested advice)

Try to understand that buying things won't make your life better. In fact, it'll make it worse because you'll run up debts. Buying becomes a vicious circle. Depression gives you the desire to spend which makes you buy things. However, new things soon lose their attraction and you feel you have to replace them. This excessive spending leads to debts which cause depression. If I were you, I'd cancel my credit cards and try to face my real problems. I strongly recommend seeing a therapist weekly. Try to resist pressure from advertising. I'd advise you to find new hobbies and interests. Talk to people to fill your emotional emptiness.

➤ **Grammar Check: Part 1 (p. 111)**

- 1 ... were you, I would ...
- 2 ... unless you do some ...
- 3 ... I wouldn't have been ...
- 4 ... provided you work ...
- 5 ... had some money, I would ...
- 6 ... were not afraid of water ...
- 7 ... he not been reading ...
- 8 ... I were you, I would ...
- 9 ... provided (that) it stops ...
- 10 ... wouldn't have made so ...

Part 2➤ **Warm-up Activities: Part 2 (p. 112)****(Suggested answers)**

- The article must be about television and its role in our lives.
- I like watching films, sport, comedy, music, videos and cartoons.

• **Warm-up Listening Activity**

- | | | |
|----------|-------------|-----------|
| 1 tastes | 3 news | 5 violent |
| 2 films | 4 education | |

➤ **Reading Task: Part 2 (pp. 112 - 113)**

- | | | | |
|-----|------|------|------|
| 8 A | 10 C | 12 A | 14 C |
| 9 D | 11 C | 13 D | |

➤ **Vocabulary Exercises: Part 2 (pp. 114 - 115)**

- 1 **global** – covering or affecting the whole world
appeal – to be liked by
entire – whole
tastes – preferences
full-length films – films of the usual length as opposed to shorter programmes
respondents – people who have given answers to sth
domestically – within the country in question
identified – singled out
confidence – a feeling or belief that one can firmly trust sb or sth
namely – in particular
globalisation – process of sth becoming world-wide
media – means of communicating with large numbers of people
options – choices
regional – local
omit – to leave out
viewers – people watching sth, usu on TV
surveys – acts of questioning people to gather statistics
tempting – attracting
status – the position of something in relation to others

- 2

1 implication	6 concept
2 undermined	7 schedule
3 support	8 govern
4 restricted	9 taken into account
5 respondent	10 tempt

- 3 (Ss should memorise these text related collocations and expressions. T checks in the next lesson.)

- | | |
|-----------------|------------------|
| 1 violent | 8 clean bill |
| 2 to make | 9 long |
| 3 cultural | 10 full-length |
| 4 part in | 11 the time |
| 5 current | 12 to strengthen |
| 6 home-produced | 13 officer |
| 7 to take | 14 officials |

- 4 a** 1 channel 2 canal 3 station
b 1 commentator 3 announcer
 2 newscaster 4 forecaster

- 5** 1 d 3 e 5 i 7 a 9 c
 2 h 4 g 6 j 8 b 10 f

(Suggested titles)

series – *The Professionals*

talk show – *Meet the Stars*

sitcom – *Married with Children*

drama – *Play for Today*

film – *Young Guns*

documentary – *Tomorrow's World*

western – *Gun Fight at the OK Coral*

cartoon – *Bugs Bunny*

soap opera – *Dynasty*

quiz show – *Catchphrase*

- 6 Radio:** disc jockey, newsflash, station, short wave, advertisements, plays, listeners

Television: newsflash, black and white, colour, channel, video jockey, advertisements, plays, viewers

Newspaper: editorial, column, black and white, colour, obituaries, crosswords, classified, ads, advertisements, readers

- 7** 1 media 6 satellite
 2 schedule 7 broadcast
 3 channels 8 set
 4 programmes 9 viewer
 5 aerial 10 remote control

➤ **Follow-up Activities: Part 2 (p. 115)**

(T helps Ss understand the diagram and discuss its meaning, then Ss compare and contrast the viewing figures. Before Ss write the report, T should refer them to p. 126 in the S's book, and present theory on reports. Also T helps Ss eliciting the sub-headings before Ss are assigned the report as written HW.)

A significant number of people aged 26-50 watch sport on TV. This is illustrated by the fact that it is watched by 50% of people aged 26-50.

Similarly, a significant number of people aged 2-25 watch sport on TV. This is demonstrated by the fact that it is watched by 45% of people aged 2-25.

A significant number of people 26-50 watch soap operas on TV. This is exemplified by the fact that they are watched by half of all people aged 25-50. However, a minority of people aged 2-25

watch soap operas on TV. This is indicated by the fact that they are watched by only three out of ten people aged 2-25.

A substantial number of people aged 26-50 watch light entertainment on TV. This is demonstrated by the fact that it is watched by 60% of people aged 26-50. On the other hand, only a small proportion of people aged 2-25 watch light entertainment on TV. This is illustrated by the fact that it is watched by only a quarter of all people aged 2-25.

By far the largest proportion of people aged 26-50 watch news and current affairs programmes on TV. This is shown by the fact that they are watched by seven out of ten people aged 26-50. In contrast, only a small number of people aged 2-25 watch news and current affairs programmes on TV. This is illustrated by the fact that they are watched by only 15% of people aged 2-25.

A small number of people aged 26-50 watch documentaries on TV. This is demonstrated by the fact that documentaries are watched by 25% of people aged 26-50. However, an even smaller number of people aged 2-25 watch quiz shows on TV. This is indicated by the fact that quiz shows are watched by merely one in ten people aged 2-25.

A very small number of people aged 26-50 watch cartoons on TV. This is illustrated by the fact that cartoons are watched by only one in ten people aged 26-50. However, a large proportion of people aged 2-25 watch cartoons on TV. This is demonstrated by the fact that the cartoons are watched by 60% of people aged 2-25.

A significant number of people aged 26-50 watch music videos on TV. This is illustrated by the fact that music videos are watched by 40% of people aged 26-50. However, a large majority of people aged 2-25 watch music videos on TV. This is indicated by the fact that music videos are watched by seven out of ten people aged 2-25.

Suggested report

To: Mr Smith

From: Ned Rivers

Subject: Types of TV programmes people prefer

Introduction

This report was written to analyse the results of a recent survey concerning the types of TV programmes people prefer. In this survey two groups of people aged between 2 and 25, and 25 and 50, were questioned about whether or not they watch certain types of TV programmes.

Generally popular programmes

The most popular programmes in both age groups questioned are films. This is demonstrated by the fact that films are watched by 80% of people aged 26-50, and 70% of people aged 2-26. Similarly our survey displayed that around five in ten people from both age groups enjoyed watching sports on TV. I also found that a large majority of people aged 2-25 watch music videos on TV. This is illustrated by the fact that music videos are watched by seven out of ten people in this age group. Music videos are also quite popular, although to a lesser extent, with people aged 26-50. This is shown by the fact that music videos are watched by 40% of this age group.

Programmes popular only with certain age groups

The survey also unearthed some significant differences of opinion between the two age groups questioned. While a large proportion of people aged 26-50 watched news and current affairs programmes, only a small number of those aged 2-25 enjoyed such broadcasts. This is illustrated by the fact that 70% of people aged 26-50, but merely 15% of those aged 2-25, regularly watch news and current affairs programmes on TV. The survey showed a similar situation in the case of soap operas and light entertainment programmes. Slightly different however, was the case of cartoons; I found that only one in ten people aged 26-50 watched cartoons while 60% of those aged 2-25 watched them regularly.

Generally unpopular programmes

Both documentaries and quiz shows proved to be the most unpopular types of programmes among both age groups. In the case of documentaries, this is illustrated by the fact that they are watched by 25% of people aged 26-50, and 15% of people aged 2-25. Similarly, quiz shows are watched by only 15% of people aged 26-50 and merely one in ten people aged 2-25.

Conclusion

The viewing trends reflected in the survey suggest that the viewing figures were generally quite positive. However, the need for some slight adjustments was indicated. Firstly, the popularity of films, sports, and music videos on TV suggests that perhaps we should increase the number of these types of programmes shown. In contrast, the unpopularity of quiz shows and documentaries illustrates that the number of these programmes should be reduced. Alternatively, efforts could be made to increase their appeal to viewers. Finally, although little can be done to make cartoons more popular with people aged 26-50, efforts could be made to make soap operas, light entertainment and news and current affairs programmes more interesting for younger viewers.

➤ Grammar Check: Part 2 (p. 115)

- 1 ... you hadn't failed ...
- 2 ... we could go on holiday ...
- 3 ... would come out ...
- 4 ... I had been ...
- 5 ... had not been late for ...
- 6 ... I could come, but ...
- 7 ... we had gone to see ...
- 8 ... we had arrived earlier ...

Part 3

➤ Warm-up Activities: Part 3 (p. 116)

- (Suggested answer)

I think the article is about the weather, how it affects our world and the problems it can cause.

(As an alternative, T can ask Ss questions on the pictures e.g. Why is the earth burning? Why is the Earth crying? What's going on? etc.)

- (Suggested answers)

I'm not sure what the greenhouse effect is, but I know a greenhouse is a building which keeps the heat of the sun inside, so maybe it's what happens when heat is kept in by pollution and can't escape. Global warming must be part of the same effect. If heat can't escape, the earth gets warmer and warmer and so the climate changes.

- | | | |
|------------|-----------|-----------|
| 1 chaos | 5 gases | 9 stomach |
| 2 fact | 6 heater | 10 health |
| 3 milder | 7 England | |
| 4 droughts | 8 lakes | |

➤ Reading Task: Part 3 (pp. 116 - 117)

- | | | | |
|------|------|------|------|
| 15 B | 17 A | 19 I | 21 D |
| 16 G | 18 H | 20 C | |

➤ Vocabulary Exercises: Part 3 (pp. 118 - 119)

- 1 **cynics** – people who doubt sth is true
- panel** – group of people chosen to take part in sth
- undeniable** – sth that cannot be disputed or denied
- foresee** – to see or know that sth is going to happen in the future
- record** – the best or most extreme of sth
- harvests** – the times of the year when the crops are brought in
- stabilising** – fixing or stopping
- poles** – north and south ends of the earth's axis

extremes – conditions which are as different as possible from each other

droughts – periods of no rainfall and therefore shortage of water

continents – the seven large land masses of the earth

vapour – tiny drops of water, liquid or gas in the air

regulate – to control

greenhouse gases – gases which cause global warming (e.g. carbon dioxide)

vast – extremely big

tilting – tipping to one side

algae – simple, small plants that grow in or near water

reservoirs – man-made or natural lakes for storing water

purification – process of cleaning sth

intestine-related – have to do with the digestive system

- 2**
- | | |
|-------------------|----------------|
| 1 severity | 8 odd |
| 2 intensify | 9 watercourse |
| 3 emissions | 10 innovative |
| 4 equator | 11 overwhelmed |
| 5 Desertification | 12 freak |
| 6 monsoon | 13 tidal wave |
| 7 coastal | 14 solar |

- 3**
- | | | |
|-----------|----------|-------------|
| 1 drought | 3 smoke | 5 overcast |
| 2 shower | 4 chilly | 6 lightning |

- 4**
- under the weather** – not well or not cheerful
- make heavy weather of** – to make unnecessary problems for oneself when doing sth
- weather the storm** – to deal successfully with a difficult situation
- a storm in a teacup** – unnecessary amount of excitement or argument about an unimportant matter
- as right as rain** – quite all right
- come rain or shine** – whatever happens
- for a rainy day** – for a time of misfortune
- chase rainbows** – to spend time thinking about things that one cannot obtain
- put the wind up** – to cause somebody to feel fear or worry

(Suggested answer)

She was feeling **under the weather** so she decided not to go to work.

He has a tendency to **make heavy weather** of the most trivial problems.

Their business seemed to be failing, but they managed to **weather the storm**.

All the fuss she made about our not going to the party was just a **storm in a teacup**.

Susan was ill last week but now she's **as right as rain**.

I'll always be willing to help you **come rain or shine**. You should always have some money put by **for a rainy day**.

Instead of **chasing rainbows** you should go out and find a job.

Having his flat broken into really **put the wind up** him – now he's installed an alarm system.

5 (Ss should memorise these text related collocations and expressions. T checks in the next lesson.)

- | | |
|---------------|------------------|
| 1 heavily | 9 drainage |
| 2 prediction | 10 to face |
| 3 global | 11 mountainous |
| 4 urban | 12 high-tide |
| 5 target | 13 bankrupt |
| 6 geological | 14 water |
| 7 hard-bitten | 15 Flood Barrier |
| 8 to regulate | 16 industrial |

- 6 a**
- | | |
|------------|-----------|
| 1 lost | 3 stray |
| 2 stranded | 4 missing |
- b**
- | | |
|--------|------------|
| 1 dip | 3 submerge |
| 2 dive | 4 sink |

7 (After Ss have done Ex. 7, T checks the answers eliciting/explaining the meaning of each distractor.)

hot weather – boiling, heatwave, sunshine, dry, warm, drought, scorching, arid

cold weather – ice, freezing, sleet, chilly, snowdrift, frost, snowflake, hail, hailstones, blizzard

misty weather – fog, smog, haze

windy weather – gust, breeze, gale, hurricane, draught, cyclone, blow

wet weather – rain, drizzle, storm, downpour, flood, torrential rain, monsoon, (clap of) thunder, (flash of) lightning, damp, rainbow, strike (lightning), cloudburst

8 (Suggested answer)

In the place in the first picture you'd be likely to find sunshine and boiling temperatures, whereas in the second place you'd find frost and snowdrifts. There might be torrential rain in the first place; on the other hand, in the second place it's more likely that there would be a blizzard. In the first place you would probably feel a gentle breeze most days, but hurricanes are possible, of course. However, in the second place you'd feel freezing gusts of wind carrying sleet or snowflakes.

9 (Ss do the exercise. While T checks answers, he/she elicits/explains the meaning of each distractor.)

1 A 2 C 3 D 4 C 5 D

- 1 A **harvest** = to gather mature, useful plants, fruit, etc for human use
 B **pick** = to collect (fruit, flowers, etc.)
 C **produce** = to grow in large quantities
 D **stock** = to keep a supply of
- 2 A **chaos** = complete disorder
 B **disorder** = lack of organisation
 C **mess** = dirty, untidy state
 D **havoc** = widespread disorder
- 3 A **mist** = a cloud of small fine drops of water hanging above the ground, not as thick as fog
 B **vapour** = gas in the form of steam, smoke spread about in the air
 C **steam** = hot gas that water changes into when boiled
 D **fog** = thick cloud of fine drops above land or sea
- 4 A **outing** = short trip for pleasure
 B **outlet** = means of releasing sb's energy, feeling, etc.
 C **emission** = release of light, heat, gas, etc.
 D **omission** = act of leaving out
- 5 A **wild** = not domesticated (e.g. wild animals)
 B **furious** = extremely angry
 C **savage** = extremely violent
 D **strong** = powerful

➤ Follow-up Activities: Part 3 (p. 119)

(Suggested answers)

- The weather can affect our mood in several ways. If it is sunny for example, we are more likely to feel happy, whereas people often feel depressed when it is cloudy or overcast. I prefer sunny weather, because then I can sit outdoors. I don't like it to be too hot though, because then you feel tired all the time, and don't want to do anything.
- (Ss go through the table after having read the text and T explains the items listed. This activity can then be done in class or assigned as HW.)

Welcome to *Our Planet Today*. This evening the subject is global warming. Optimistically speaking, global warming will lead to milder winters, and record harvests. On the other hand, it will cause a rise in sea levels, and certain islands will be submerged. Droughts and desertification will occur in hotter areas, while in high areas, the rainfall will become fiercer. In England, rising water levels may cause the Thames to overflow. Storms will become more violent, and the hot weather will be perfect for

algae to reproduce in, causing health problems. So what can be done to prevent it? Firstly, governments need to regulate emissions of greenhouse gases, such as CO₂. We need to campaign for a reduction in industrial emissions. This could be done by introducing alternative energy sources such as solar, tidal and hydro-electric power. Global warming is a problem, but I'm convinced that if we act now its impact can be reduced.

➤ Grammar Check: Part 3 (p. 119)

- | | | |
|--------|--------|--------|
| 2 have | 7 to | 12 you |
| 3 been | 8 have | 13 to |
| 4 ✓ | 9 ✓ | 14 ✓ |
| 5 have | 10 to | 15 had |
| 6 has | 11 ✓ | |

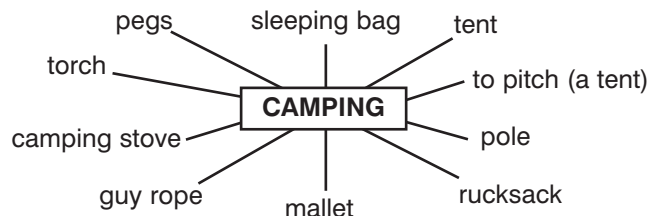
Part 4

➤ Warm-up Activities: Part 4 (p. 120)

• (Suggested answers)

Yes – I love camping, because it is a chance to get outdoors for a while. A campsite should have a shop, where you can buy basic supplies, clean toilets and running water. A great advantage of camping is that it is cheap. However, it can be a nightmare in cold rainy weather.

- (T draws the following spidergram on the board and elicits relevant vocabulary from Ss.)



- | | | |
|-----------|----------------|------------|
| • 1 play | 6 shower | 11 meals |
| 2 pony | 7 noise levels | 12 injured |
| 3 April | 8 caravans | 13 dogs |
| 4 minutes | 9 forest | 14 donkeys |
| 5 clubs | 10 rides | |

➤ Reading Task: Part 4 (pp. 120 - 121)

- | | | | |
|-------|-------------------|-------|-------------------|
| 22/23 | B, D in any order | 31 | E |
| 24/25 | C, D in any order | 32/33 | B, E in any order |
| 26 | A | | |
| 27 | B | 34 | B |
| 28 | E | 35 | D |
| 29/30 | A, D in any order | | |

➤ **Vocabulary Exercises: Part 4 (p. 122)**

- 1** **nestling** – being in a comfortable or sheltered location
caters for – provides what is needed or wanted
charges – cost, price
supervised – overseen, looked after
ground charge – fee paid for the land where you pitch your tent
literally – actually, exactly
amusement arcade – building which contains coin-operated games machines
shower block – building on a camp-site which contains showers for holiday-makers' use
reservations – advance arrangements, bookings
noise levels – amount of sound made
amenities – facilities that make life easier
hard to beat – difficult to improve upon
sanctuary – shelter, place of protection
founders – people who begin or establish sth

- 2**
- | | |
|----------------------|----------|
| 1 the great outdoors | 6 torch |
| 2 rucksack | 7 site |
| 3 tent | 8 pitch |
| 4 sleeping bag | 9 pegs |
| 5 ground mat | 10 stove |

- 3** (*Ss should memorise these text related collocations and expressions. T checks in the next lesson.*)

- | | |
|-------------|----------------|
| 1 situated | 7 pony |
| 2 to have | 8 to enjoy |
| 3 amusement | 9 extra |
| 4 foot | 10 reservation |
| 5 play | 11 strict |
| 6 variety | 12 included |

- 4**
- To go on a **skiing holiday** you need **ski boots** so that you can ski properly. You also need a **ski jacket** to keep you warm, and **goggles** to protect your eyes from the sun.
 - To go on a **camping holiday** you need **insect repellent** to protect yourself from mosquito bites. You also need a **camping stove** so you can cook, and a **tent** to sleep in.
 - To go on a **safari holiday** you need **binoculars** so you can see the wildlife. You also need a **map** and **compass** to avoid getting lost and a **camera** to take pictures of the animals, and a **jeep** to travel in.
 - To go on a **mountaineering holiday** you definitely need climbing **boots** and a rope so you can climb safely. You may also need a **tent** to sleep in and a **camping stove** for preparing hot meals. A **compass** is necessary so that you know which way to go.

- To go on a **sailing holiday** you need a **life jacket** in case you can't swim. You also need a **fishing rod** and **hooks** so you can catch fish, and a **rope** so you can moor the boat or rescue anyone who falls overboard.
- To go on a **fishing holiday** you need a **fishing rod, hooks** and a **net** so you can catch fish. You also need **insect repellent** to keep away mosquitoes and a **compass** in case you get lost.
- To go on a **sightseeing holiday** you need a **guide book** so you can find your way round the place you are visiting. You also need a **camera** so you can take pictures of the sights and a **pair of binoculars** so you can see distant places.

5 (Suggested answer)

A campsite is for people who like the outdoor life and don't mind putting up with a bit of discomfort. Hotels, **on the other hand**, offer lots of luxuries. Staying at a campsite is **not as expensive as** staying in a hotel. **However**, one needs to have special equipment to go camping. **Another disadvantage of** staying in a campsite is that you have to make do with basic facilities such as shared toilets and showers. This has a positive aspect, **though** since you get to know other campers and make new friends. **On the contrary**, in a hotel there is very little chance of meeting the other guests unless you make an effort to do so, etc.

- 6** **campsite** = place for pitching tents and parking caravans
self-catering apartment = accommodation with cooking facilities
youth hostel = very cheap shared accommodation
holiday camp = site with organised activities for tourists
guesthouse = small, friendly hotel
time-share apartment = flat you buy a share in – you can only use during a set period of time each year
hotel = place where people pay to stay in a room (meals are usu provided)
bed and breakfast = is small, often family-run hotel, only offering a room for the night and breakfast

(Suggested answer)

My favourite place to stay would be in a self-catering flat, as I like to cook and would have the freedom to come and go as I pleased. My least favourite would be a time-share apartment, because they are expensive and you only buy the right to use the apartment for two or so weeks a year which seems to be a very bad deal to me.

➤ Follow-up Activities: Part 4 (p. 122)

• (Suggested answers)

(T elicits from Ss information concerning each campsite and writes it on the board, then Ss talk about the site they would choose to go to.)

	situated	activities	rules	facilities	caravan/tent	open
A	Wales – bottom of Mount Snowdon	pony treks excursions	————	shop, restaurant, all modern amenities	both	April-September
B	South coast of England, by Paignton Beach	pubs, clubs discos, amusement arcade, beach activities	tents only	supervised play area, modern shower block, electricity	tents	all year
C	Lake District	walking	noise levels must be low	very basic	both	April-September
D	near the New Forest	games, sports, walks, ponyrides		full supervision of children, tents, bedding, meals provided	tent	June-August
E	————	helping to heal sick animals	no pets allowed	basic amenities		all year round

(Suggested answers)

The **Windermere** Site sounds wonderful to me. It is very basic, but it is cheap, and situated in the middle of a beautiful area. I would love to go there, because I enjoy walking, and I don't like noisy places. The site has strict rules about noise levels, so it's sure to be very peaceful.

The **Shimmering Sands** Site is situated on the south coast of England. One of its really good features is its closeness to the beach. There's a lot to do there: the night-life is outstanding. Unfortunately it's for tents only, but it's open all year round, and the facilities are good. It has electricity and a clean shower block, and there's even a supervised area where you can leave your children. All in all, it's a good campsite. We especially enjoyed meeting all the different people, and I'd definitely go there again.

Exam Focus – Use of English (p. 123)

➤ Part 4

- | | | |
|----------|--------|---------|
| 1 ✓ | 6 to | 11 it |
| 2 us | 7 the | 12 ✓ |
| 3 ✓ | 8 been | 13 up |
| 4 behind | 9 ✓ | 14 ✓ |
| 5 out | 10 of | 15 much |

➤ Part 5

- | | |
|-----------------|-------------------|
| 1 pollution | 6 population |
| 2 particularly | 7 Scientists |
| 3 global | 8 recommendations |
| 4 uninhabitable | 9 governments |
| 5 agricultural | 10 discussions |

➤ **Prepositions**

1 with/in	11 by	21 to/by
2 to	12 in, of	22 for
3 with	13 from	23 on
4 to	14 in	24 in
5 by/at	15 with	25 with
6 for	16 to	26 on
7 under	17 into	27 for
8 under	18 in/out of	28 with
9 on	19 in	
10 in	20 to/with	

Exam Focus – Listening (p. 124)

➤ **Part 1**

1 C	3 C	5 C	7 C
2 A	4 A	6 B	8 A

Part 1

You'll hear people talking in eight different situations. For questions 1 to 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.

Girl: Oh, Barry came here on Thursday night.
Boy: I thought you didn't want to see him again.
Girl: Well – I'd spoken to him a while back. He's still got some books and files that he'd borrowed and I had some things of his that I suppose he wanted. There was a message on the answerphone and he said he was going to England on Thursday night, so I told him to come over on his way through – with the airport so close and all – and bring the things and wait here. He was on one of those middle-of-the-night flights. We actually had quite a nice chat ...

- 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

Girl: Yes – I do. I can't think of anything nicer right now than a stroll along the cool sand, listening to the waves .. (pause) ... what – rain or just clouds? ... (pause) ... Mmm, still a bit dubious. Tell you what, everybody here's going out this evening – we would

have the place all to ourselves and no fighting over the television ... (pause) ... It wouldn't be boring if we went and got a good film ... (pause) ... Well, what about going for a drink then? Everybody's going to the Rovers tonight ... (pause) ... Well, yes, and it's rent day tomorrow. Look, a video won't break the bank, and a bit of peace and quiet would be ... (pause) ... Right, any time after seven.

- 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

Woman: It was a present, but I don't like the colour – can I change it?

Assistant: Yes – but we haven't got many left – only what you see on the shelf.

Woman: Oh – well I don't much like any of those. I suppose you would let me change it wouldn't you?! Or I could always have a refund?

Assistant: Well – we can give you a credit note – but you have to spend it on something in this store.

Woman: Well, I could certainly use that lovely coffee machine over there. Oh, but this **was** supposed to be a present. Maybe if I could just change the shade it would be all right.

- 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

Doctor: Hello, little man! Mmm – he's looking happier this evening, don't you think? Now, let's have a look at these legs. Has he had his injection?

Female: Yes, he has.

Doctor: How did he get on?

Female: Well – he cried a bit. His ankle's still very red.

Doctor: Mmm – don't worry – we'll give him something for that. The bandages are going to come off tomorrow. Are you staying tonight?

Female: Yes.

Doctor: So you can give him his supper.

Female: Yes – if that's alright.

Doctor: It's better. I'm on call, so if they think he needs any help, it'll be me that comes.

Female: Thank you doctor.

5 Listen to this radio advertisement. What is being advertised?

- A a home finance service
- B an accommodation service
- C a home improvement service

Radio voice: Need more rooms than you have? Looking for ways to raise that extra mortgage? Don't look any further than your own roof. Yes, there you'll find all the space you're looking for. Our interior designers and craftsmen will transform your loft into that extra office, playroom, studio or granny flat. Maybe you need extra income? Then your loft could be that studio flat bringing in much-needed rent. Now there's an investment worth considering! Worried about the money? Our financial advisors will work out a comprehensive payment scheme for you. And remember – 90% of our customers don't start paying until the last workman leaves.

6 Listen to this mother and daughter talking. What is Lucy looking for?

- A her shoes
- B her clothes
- C her books

Lucy: Mummy – it's music and movement tomorrow – where are my things?

Mother: They're all in your room, with your uniform. I washed them.

Lucy: They're not! Except my shoes – (giggle) – bit difficult to wash **them**.

Mother: They're there, dear. Your leotard's with your shoes, your tights are – um – oh, they're there, Lucy!

Lucy: Oh, Mummy! I've found your address book!

Mother: What's it doing in there?

Lucy: I dunno – but Mummy – I need to pack my things with my books! Where are they?

Mother: I'm coming! There – what's that lot under your duvet?

7 Listen to this conversation. What has one of the speakers forgotten to do?

- A make a cake
- B buy a pie
- C buy a cake

Sue: So where is it?

John: What? Oh, no! I'm so sorry ... it completely slipped my mind.

Sue: Great. What are we supposed to do now? The baker's shuts at two and it's – oh, no, it's five past already. She's going to be **so** disappointed ...

John: Well, you've got the candles, and I can pick up an apple pie at the shop ...

Sue: Oh, right, a pie with candles. It's not quite the same, is it?

John: Why don't you whip one up yourself? They're so much nicer homemade.

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

Woman: Well, it just won't stop dripping you know. I've asked Bob to have a look but he's hopeless at those things ... I mean, electricians and all that stuff around the house. No, no, the one in the kitchen's fine – you know, it runs when you turn it on and stops when you turn it off like it's supposed to. So do you think you could come over and ...

Exam Focus – Speaking (p. 125)

➤ Part 2

(Suggested answers)

Pictures A and B

- **Picture B** shows the earth being held and protected by a pair of hands, while **picture A** shows the earth exploding into flames. The pictures represent the destruction of the earth because of global warming and the importance of saving our planet.
- I don't think enough is being done to protect the planet, because it is becoming more and more polluted and a lot of damage is still being done to the environment.
- We can reduce pollution by making sure that we dispose of rubbish properly and by recycling as much as we can.
- I think that the earth will be less polluted in fifty years' time because people are gradually beginning to realise how much damage has been done to the environment and that something must be done before it is too late.

Pictures C and D

- **Picture C** is of a man saving money and **picture D** is of a man in prison. Perhaps he is in prison because he got into debt.
- I spend most of my money on buying clothes which are fashionable, and magazines about things I'm interested in.
- I spend quite a lot of money when I go shopping, because I find it hard to stop myself buying something if I like it. If I'm saving up for something, though, I won't spend any money until I've saved up the amount I need.

- I think it is important to save money so that you can be sure that you will have some if you need it in the future, or for an emergency.

Exam Focus – Writing (p. 126)

- The style in the first extract is formal. The vocabulary used is not overly simple and the sentence structure is advanced. The style in the second extract is rather less formal than in the first extract. Some colloquial words (e.g. ‘blast,’ ‘ripped,’) are used.
- The first report could have been written by a government safety inspector, who wanted to assess the standards of this factory. The second report seems to have been taken from a local newspaper; it was written by a reporter, who wanted to report what happened.
- Present tenses are used in the first report and past tenses in the second.
- Suggested main heading for the first report: **Chemical factory in Widfield.**

- 1** 1 large proportion 4 A significant number
 2 A small number 5 substantial
 3 per cent 6 minority
 1 d 2 b 3 f 4 a 5 e 6 c

- 2** 1 B 2 C 3 D 4 E 5 A

3 (Suggested answers)

- ... the fact that the majority of young people wear jeans every day.
- ... the fact that a significant number of people are moving out of the city to the countryside.
- ... the fact that 30 per cent of families own at least two television sets.
- ... the fact that a large proportion of families eat out at least four times a week.
- ... the fact that only 15% of people go on holiday during the winter months.

- 4** 1 This survey was conducted to ...
 2 This report was written to analyse the results of ...
 3 The results indicate that ...
 4 Tourists will be transported to the hotel in the airport mini-bus.
 5 The food at the new restaurant is highly recommended.
 6 It is suggested that you make reservations before going to the restaurant.

- A map of the city can be obtained at the information centre.
- Tickets can be purchased at the box office.

- 5** 1 F (Reports are factual writing.)
 2 T
 3 F (Facts and generalisations are used in survey reports.)
 4 T
 5 F (Witness statements are usually less formal.)
 6 T
 7 T
 8 T
 9 F (Survey reports include facts as well.)
 10 T
 11 F (News reports follow a paragraph plan.)
 12 F (Witness statements do not have headings or sub-headings.)
 13 T
 14 T
 15 T

6 a Facts

- 46% of men read horror books
- 53% of women surveyed 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 women read mysteries while only a quarter of men read them
- a significant number of them read more than five books a month
- seven out of ten women read more than three books a month while only 20% of men read more than two
- the largest proportion of books are borrowed from a library

Generalisations

- the most popular type of books for men is thrillers, while for women it is romance
- the most enthusiastic readers are those who read romances.
- women read more than men
- book clubs are becoming more popular
- this survey indicates that men and women have different reading tastes
- women also tend to read more than men
- neither men nor women buy many of the books they read

- b** 1 Model A 4 Model A 7 Model A
 2 Model A 5 Model B 8 Model A
 3 Model B 6 Model A 9 Model B

- 7**
- **Tenses** used in Model A are mainly present tenses (simple present, present continuous).
Tenses used in Model B are past tenses (past perfect continuous, simple past, past continuous)
 - Model A comes from an employee of a company. Model B comes from a student.
 - Model A contains only **facts**.
 - Model B contains **detailed descriptions**.
 - The writer's purpose in **Model A** is to assess the possibility of using Beaumont Catering for an annual awards ceremony dinner.
 - The writer's purpose in **Model B** is to write a report assessing the good and bad points of a recent school trip.
 - **Formal** style is used in Model A, **informal** style in Model B.
 - **Linking words** in Model A: in fact, although, therefore, however, also, on the whole, although.
Linking words in Model B: although, because of, however, finally, nevertheless, in fact
 - **Sub-headings** in Model B: feelings before the school trip, the trip, accommodation, activities, feelings and recommendations.

Model A

Good points

- the catering business is entering its twenty-fifth successful year.
- it is able to deliver food to functions being held in Somerset and the Midlands
- the company offers a varied menu
- the delivery service will bring tables and chairs, etc. and everything required for the meal
- waiters are supplied for the evening

Bad points

- it specialises in French cuisine which is not always suitable for less formal functions
- the delivery service does not include tables and chairs for those using the air service
- they do not offer a bar service

Model B

Good points

- activities like rock climbing, sailing, horse riding
- journey had fantastic scenery
- sailing lessons were fun
- long exhilarating walk
- sat around a fire singing songs
- very happy by the end of two weeks
- tried various sports and other activities

Bad points

- journey was dreadful because of heavy traffic
- dormitory with rows of iron beds
- exhausting sailing lessons
- tasteless lunch
- worn out by the end of two weeks

Paragraph plan for Model A

Introduction: purpose and content of report
paragraphs 2, 3: summary of information under suitable sub-headings
Conclusion: recommendations/general conclusion

Paragraph plan for Model B

Introduction: set the scene (name of place, writer's feelings)
paragraphs 2, 3, 4: details of trip summarising positive and negative aspects
Conclusion: general assessment and recommendation

8 1 C 2 E 3 B 4 A 5 D

9 (Suggested answers hypotheses)

- 1 the burglar may have been wearing gloves.
- 2 he could have been the one who shot the shopkeeper.
- 3 he could have been the one who fired the shots.
- 4 one of the waiters could have stolen my wallet.
- 5 the burglar must have broken in at that moment.
- 6 they may have committed the crime.
- 7 the attacker must have hit him.
- 8 he must have been drinking.

- 10**
- **hypothesis:** it must have been about 7 o'clock
 - **evidence:** ... because I heard the church bell ring
 - **hypothesis:** the driver must have been drunk
 - **evidence:** he was swerving all over the road
 - **hypothesis:** he must have been going at least 50 kph
 - **evidence:** he kept overtaking all the other cars
 - **hypothesis:** I don't think the driver even saw the child
 - **evidence:** he didn't slow down
 - **hypothesis:** must have been the car hitting the boy
 - **evidence:** I heard a crash
 - **hypothesis:** I thought it was broken
 - **evidence:** the boy couldn't move his neck

11 Prison staff in Berkshire were on full alert yesterday after riots broke out in Bracknell prison on Saturday night.

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 of 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.'

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.

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.

Topic of each paragraph

- paragraph 1:** Riot at Bracknell
- paragraph 2:** Anarchy as Prisoners Take Control
- paragraph 3:** the Prisoners' Demands
- paragraph 4:** Both Sides Take Tough Stand

Paragraph plan

- Introduction:** summary of event (time, place, people involved)
- paragraphs 2, 3:** description of main events and people involved (give detailed facts)
- Conclusion:** comments, reference to future developments

12 a Model A – news report
Model B – witness statement

b Model A – Topic of each paragraph

- paragraph 1:** supertanker ran aground, Scotland early hours of yesterday morning
- paragraph 2:** oil began leaking, storage compartment ripped open, oil spill 12 miles wide, caused £12 million damage, coastguard arrives 4 am, work made difficult by bad weather
- Final paragraph:** next 24 hours critical period, Greenpeace spokesman comments about damage and prevention.

Model B – Topic of each paragraph

- paragraph 1:** rough sea, watching equipment, 3 am ship hit something
- paragraph 2:** ship in deep waters, perhaps incorrect readings, water coming on board, Captain at his side, containers ripped open, Captain contacts Coastguard
- paragraph 3:** alarms sounded, crew got into lifeboats, coastguard rescues, more vessels were called.

Model A – Paragraph plan

- Introduction:** summary of event (time, place, people involved)
- paragraph 2:** description of main event, people involved, detailed facts
- Conclusion:** comments, reference to future developments

Model B – Paragraph plan

- Introduction:** set the scene (time, place, people involved in incident)
- paragraph 2:** description of main event, people involved, hypothesis and evidence
- Conclusion:** final results of the incident

c	1 Model A	4 Model A	7 Model B
	2 Model B	5 Model A	
	3 Model B	6 Model B	

13 (Suggested answers)

- Heading – Scooby Doo Fun Fair, Scarseville
- Paragraph 1 – Introduction
- Paragraph 2 – Location
- Paragraph 3 – Price
- Paragraph 4 – Entertainment facilities
- Paragraph 5 – Conclusion

14 Model 2

Residents of Hanworth, E. Sussex **were** warned not to **leave 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 **was** being transferred to Lewes **for trial**. Using a knife he had concealed **in** his trousers, the man threatened the police officers **guarding** him and **tied** them up before **he escaped** in the direction of Hanworth. Police immediately alerted the residents of Hanworth, **who** were advised to stay in their houses and lock their doors. Shops and the local school **closed** at midday, and will remain closed until the convict **is** caught. A description of the convict has been issued by police. He is in his mid-thirties, 5' 11", with dark brown **hair**, brown eyes and a beard.

Philip Chilton, officer in charge of the search, yesterday **warned** the public not to approach the man **under** any circumstances, saying 'He **is** extremely dangerous. **Any** 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 **are** confident that the man will be caught within the next twenty-four hours.

Witness Statement (Suggested answer)

I was in the kitchen making dinner when I heard a noise coming from the yard outside, so I turned off the grill and waited quietly.

I peaked through my net curtains, and saw a man going through my rubbish. He kept looking around so I think he didn't want to be seen. He was tall, about 5'11", about 35 years old, with dark brown hair. Because of the strange way he was acting and because he matched the descriptions I had heard on the radio I knew immediately that it was him. He was the prisoner who had escaped from Beddston Prison. So I got up quickly and went to call the police. After telling the sergeant on duty what I had seen he advised me to lock my doors and windows and wait for the police to arrive. I must admit I was a bit scared, so I ran upstairs and hid under the bed!

The police came very quickly, but the convict had already disappeared.

- 15**
- | | |
|---------------------|----------------------|
| 1 survey report | 4 assessing good and |
| 2 witness statement | bad points |
| 3 survey report | 5 survey report |

1 Paragraph plan (survey report)

paragraph 1 – state purpose and content of report

paragraphs 2, 3, 4 – summary of information under suitable sub-headings

Final paragraph: general conclusion

- formal style with sub-headings and subject or main heading

To: James Klein, Editor, **Leisure Leisure** magazine

From: Ralph Widdicomb, reporter and researcher

Re: Leisure Survey

Date: September 1996

Introduction

Between July and August of this year, 1200 people were surveyed by telephone as to how they spend their leisure time. Their activities were categorised into four groups: sports, indoor games, passive relaxation and hobbies. Responses were further broken down into categories reflecting the age and wealth of the respondents.

The Wealth Factor

The survey showed that people earning over £30,000 per year are much more likely to participate in sporting activities. 40% of wealthy people ski, ride horses or play tennis, while only 8% of people earning under £12,000 engaged regularly in sports. The rich, especially those in middle-age, were also twice as likely to spend more than six hours per week on a hobby.

Indoor Games: Universal Appeal

Respondents of all ages and incomes reported that they enjoyed some type of indoor games (indoor games include chess, draughts, other board games, cards, darts and billiards). 65% stated that they played this type of game at least occasionally. Again, older respondents were more likely to socialise in this way.

Passive Relaxation

The survey revealed that the category of passive relaxation (including TV watching, reading, attending sports events and concerts, and listening to music) is the most popular way of spending one's leisure time. While older wealthy people tend to read more than senior members of the lower-income groups (67% as opposed to 36%), people under twenty read little and watch a lot of TV, regardless of their economic status: 82% of respondents under age twenty watched at least ten hours of TV per week.

How This Information Can Be Applied

It is clear from the above information that people who are well off: a) read more; b) engage in more sports; and c) engage in more hobbies. **Leisure Leisure's** circulation will likely increase substantially if it is target-marketed to wealthy young and middle-aged people (for sports) and to wealthy older people (for hobbies). Sporting goods and hobby supply manufacturers should be aggressively encouraged to take out advertising space in our magazine. Finally, salespersons would be wise to highlight our 'indoor games' features when trying to get older people to take out new subscriptions.

2 Paragraph plan (witness statement)

Introduction – set the scene

paragraph 2 – description of event, include hypothesis and evidence

Conclusion: final results of incident

- informal style without sub-headings

I was mowing my lawn, just minding my own business when I saw a man trying to park his car on the street. He could have been drunk as he seemed to be having trouble parking.

A few minutes later I heard a loud crash and saw that the man had reversed into another car. I think he became angry, as he got out of his car and began kicking the car he'd hit. Another man, who must have been the owner of the car, came running along the street. He was shouting and screaming so he must have been very upset. He pushed the drunk man away from his car and they started shouting at each other. The drunk one punched the other man and they began fighting.

Eventually, I called the police and we pulled them apart.

3 Paragraph plan (survey report)

paragraph 1 – state purpose and content of report
paragraphs 2, 3 – summary of information under suitable sub-headings

Final paragraph: general conclusion

- formal style with sub-headings and subject or main heading

To: Fred Montague, Editor, **The High School Times**

From: Xavier Piggott, student reporter

Re: Eating habits survey

Date: October 1996

Introduction

In September of this year, every student at Cooper High School was given a questionnaire about their eating habits. Of a total of 1832 students, 1109 responded. The questions related especially to eating on school days, including the type of food consumed, when eaten, and where purchased.

A Popular Canteen

Cooper's canteen is a popular lunch-time eating spot. 63% of the respondents reported that they ate there at least four days per week. 20% bring a lunch to school, 11% eat off school grounds at restaurants, and 6% don't eat lunch at all.

Unhealthy Food Choices

While most students eat healthy lunches, their snacking habits are less wholesome. Of the 46% of students who reported snacking between classes, only 10% of these snack on fruit or vegetables. 46% enjoy chocolate bars or cakes, and 25% eat crisps. 8% do, however, eat yoghurt or drink milk as a snack.

No Time for Breakfast

Perhaps the most surprising result of the survey is how few students reported eating breakfast. Only 17% eat a healthy breakfast every day before school, while a further 10% eat very little or eat food which has little nourishment, e.g. a coffee and a biscuit.

Conclusion Recommendation

The survey shows that Cooper High is in need of some information about the importance of a healthy diet. A regular column on diet and nutrition in **The High School Times** would be useful and worthwhile for the students.

4 Paragraph plan (assessing good/bad points)

paragraph 1 – state purpose and content

paragraphs 2, 3, 4 – summary of each point, giving both positive and negative aspects

Final paragraph: general assessment and recommendation

- formal style with sub-headings and subject or main heading

To: Messrs. Kane and McDuff, Owners, Powder Mountain Ski Resort

From: Laurence Dawes

Re: Report on resort's services, facilities

Date: January 1996

Introduction

I was engaged by you to investigate the services and the facilities of the resort. To research this report, I booked a one-week stay at Powder Mountain, saying I was a businessman on a 'working vacation' and told no one about why I was truly there.

Accommodation

My room was comfortably furnished with a good bed, a dresser and a writing table. The television, however, did not give a clear picture, and although I requested hotel staff to give me another one, the problem was not attended to for three days. Nonetheless, the maid service was excellent, my room was always cleaned daily, and the maid was very polite and efficient.

Food

I ate most of my meals at the resort's restaurant, the 'Alpen-essen'. Both the food and the service were excellent; I was particularly impressed by the well-stocked wine cellar.

When ordering room service, however, I was disappointed. The food took at least forty-five minutes to arrive, and was always cold.

Bar service at the 'Schusscafe', it should be said, was superb.

Business Facilities

There was no place to make photocopies or send or receive faxes. There was no Internet access or even a computer available. I could not make long distance calls from my room. A business traveller, even when on a 'working vacation', needs access to this type of equipment and service.

The Skiing

Every day of my stay at the resort, I skied. Although it was quite crowded at the weekend, queues for the lifts never exceeded ten minutes, even on the most popular runs.

On the other hand, skiing instructors were hard to find, and there were only four members of the ski patrol visible on the slopes. Still, my rented skis and boots were of excellent quality, and the skiing was unforgettable.

Conclusion

The Powder Mountain Ski Resort deserves high marks for its bar and restaurant, its maid service, and the design of its rooms (not to mention its great skiing!) Improvements should be made, however, to its facilities for business, its room service, telephone system and attention to guests' needs; the slopes should be better patrolled, and ski instruction should be easier to obtain.

5 Paragraph plan (survey report)

paragraph 1 – state purpose and content

paragraphs 2, 3 – summary of information under suitable sub-headings

Final paragraph: general conclusion

- formal style with sub-headings and subject or main heading

To: Sarah von Klensch, Editor, **Boom Boom** music magazine

From: Ziggy Zoot, researcher

Re: Music Preferences Survey

Date: August 1996

Purpose

This report sets out the results of a survey carried out between the months of May and August 1996. People in clubs and discos around Europe were asked what kinds of music they enjoyed most. A total of over 2500 people responded in Rome, Athens, Berlin, London and Amsterdam nightspots.

Punk Unpopular

Only 7% of the respondents said that Punk Rock was their preferred type of music, although it is somewhat more popular in London, and seems to be undergoing a revival there. Thrash, a very high-energy, hard rock style is the top choice of 4% of those surveyed.

R & B Remains High on List

23% responded that Rhythm and Blues is their favourite music, demonstrating that this sound has a lasting appeal. 1970's retro, on the other hand, is a preferred style of only 10% of the club and disco set.

The People's Choice

Techno and hiphop would seem to be the kings of the dancefloor at present. Over 40% of those surveyed stated that this very danceable music is the best. Other types of music which showed up in the results were Reggae (8%), Triphop (3%), and Jungle (4%).

Suggested Action Based on Survey Results

Boom Boom magazine would be well advised to increase its coverage of Techno and Hiphop artists and their songs. Publicising the magazine in clubs and discos should also increase circulation.

Unit 6

Part 1

➤ Warm-up Activities: Part 1 (p. 134)

- (Suggested answers)

In two of the pictures, something is being blown up and people are being injured. The other picture is of a gas attack. The man in the picture is wearing a gas mask so as not to be affected by the fumes.

- (Suggested answer)

SA: I think that harsher punishment would deter terrorists from committing crimes.

SB: Yes. Better surveillance is another solution. If there was more security at airports, then terrorists wouldn't attempt an attack.

SA: That's right. I would never agree to meet the terrorists' demands as this would encourage more terrorism, etc.

- Warm-up Listening Activity

1 T	3 T	5 T	7 T
2 T	4 F	6 F	

➤ Reading Task: Part 1 (pp. 134 - 135)

1 A	2 E	3 B	4 H	5 F	6 C
-----	-----	-----	-----	-----	-----

➤ Vocabulary Exercises: Part 1 (pp. 136 - 137)

- 1 **small-scale** – limited
to access – to obtain
blow up – make sth explode
reactor – central part of nuclear power station
minimal – very little
radioactive – containing atoms that give off radiation
breeze – light wind

fatal – causing death
exposed – put into contact with sth
pulmonary – of the lungs
deadly – extremely dangerous
spokesman – person who speaks on behalf of a company, government, etc.
evacuate – to clear a building or area because of danger

- 2**
- | | |
|------------------|------------------|
| 1 core | 7 surveillance |
| 2 devastating | 8 impact |
| 3 issue | 9 prospect |
| 4 intimidated | 10 contamination |
| 5 entrusted with | 11 potentially |
| 6 implausible | 12 ensued |

3 (Ss should memorise these text related expressions and collocations. T checks in the next lesson.)

- | | |
|-----------------|-----------------|
| 1 detailed | 8 to result |
| 2 minimal | 9 anthrax |
| 3 power station | 10 deadly |
| 4 to withstand | 11 intense |
| 5 airborne | 12 to focus |
| 6 to minimise | 13 to get |
| 7 sign | 14 surveillance |

- 4**
- | | | |
|----------|----------------|--------|
| 1 hijack | 3 purification | 5 gun |
| 2 killed | 4 pacifist | 6 fill |

5 (If Ss have difficulty with any unknown words, T should explain these in Ss' native language if necessary.)

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

- 6**
- | | |
|------------|-----------------|
| 1 rise | 6 sentences |
| 2 measures | 7 determined |
| 3 adopted | 8 commit |
| 4 impose | 9 possibility |
| 5 citizen | 10 surveillance |

measures against terrorism: impose strict government control, longer prison sentences for convicted terrorists, increase security and surveillance in public places

- 7**
- | | |
|-----------------|----------------|
| 1 constantly | 6 undetectable |
| 2 assassination | 7 explosives |
| 3 sophisticated | 8 growth |
| 4 technological | 9 poisonous |
| 5 developments | 10 horrifying |

- 8**
- | | |
|---------------------|---------|
| 1 fear | 5 fear |
| 2 Horror of horrors | 6 panic |
| 3 terror | 7 alarm |
| 4 dread | 8 panic |

➤ **Follow-up Activities: Part 1 (p. 137)**

• **(Suggested answers)**

- The forms of terrorism mentioned in the text are bombing, assassination, the poisoning of water supplies, the use of nuclear weapons, hijacking, the crashing of an aircraft into a nuclear power plant, biological warfare and the use of chemical weapons.
- People wrongly fear that terrorists will use nuclear weapons or poison water supplies.
- The real thing to fear is that terrorists will take advantage of already existing technology – for example, by crashing a plane into a nuclear plant – and so cause destruction on a massive scale.
- Surveillance systems are installed, staff are trained to recognise suspicious smells and acts, and places like nuclear power plants are well-protected so that terrorist acts will not be effective.
- If we allow ourselves to be intimidated, then the terrorists have achieved their goal by making us feel insecure and mistrustful of our own government.

• (T refers Ss to Ex. 5 if necessary.)

- | | |
|----------------------|--------------|
| 1 assassination | 4 bombing |
| 2 chemical attack | 5 kidnapping |
| 3 biological warfare | 6 hijacking |

(Suggested answer)

I was standing at the front of the crowd, outside the conference building, hoping to see a famous face. Suddenly I saw the president striding quickly up to the podium set up underneath the huge arch of the main entrance. The president began speaking, surrounded by his bodyguards.

Several film crews rushed up the wide marble steps to film his historic speech, but suddenly the sound of gunfire drowned out all other noises. Two gunmen, hidden amongst the cameramen, riddled the president and those standing nearby with bullets.

After that, all hell broke loose. The gunmen rushed towards me, waving their guns at the crowd. I realised that everyone else was moving aside or throwing themselves to the ground. The terrorists rushed into the gap in the crowd, passing on either side of me, and before any police arrived they were long gone.

I don't think that I've ever been so scared in my life, and I doubt I ever will be again.

➤ **Grammar Check: Part 1 (p. 137)**

2	been	7	had	12	shall
3	will	8	is	13	✓
4	being	9	been	14	has
5	was/eat	10	being	15	will
6	✓	11	does		

Part 2➤ **Warm-up Activities: Part 2 (p. 138)**• **(Suggested answers)**

In the first picture, a man is undergoing acupuncture treatment. This is a form of alternative healing which many people say is very effective. The other picture is of a man doing some exercise. I think it might be for health reasons. In the third picture there is a building which looks like it could be in China. I think that the types of therapy are related to China. I think the text might be about a Chinese form of therapeutic healing.

• **(Suggested answers)**

Yes, I try to take regular exercise, because I think it is very important to keep yourself healthy and fit. Many people who don't exercise often suffer from heart problems and other health problems. Exercise is fun as well, and it makes you feel good about yourself.

• **Warm-up Listening Activity**

1	oriental	6	illness
2	postures	7	obesity
3	half an hour	8	air stewardess
4	stress	9	prolong
5	energy		

➤ **Reading Task: Part 2 (pp. 86 - 87)**

7	A (Ln 1 - 2)	11	C (Ln 36 - 37)
8	B (Ln 8 - 10)	12	C (Ln 40)
9	C (Ln 13 - 15)	13	B (Ln 46)
10	B (Ln 30)		

➤ **Vocabulary Exercises: Part 2 (pp. 140 - 141)**

- 1** **shiver** – to shake with fear (or cold)
gentle – not demanding or stressful
oriental – from the Far East
postures – set body positions
circulation – blood flowing round the body
deficient – lack in something

obesity – condition of being extremely overweight
modifications – changes
swellings – painful lumps on the surface of the body
traces – signs or marks of something
motivation – the reason for wanting to do something

2 (Note: 'suggested that she **start** ...' start is subjunctive)

1	immune system	6	endorse
2	vigorous	7	sap
3	miraculous	8	Acupuncture
4	insomnia	9	subsequently
5	stimulates	10	ailments

3 (Ss should memorise these text related collocations and expressions. T checks in the next lesson.)

1	to feel	8	to achieve
2	to build	9	to grow
3	conventional	10	to strengthen
4	to prolong	11	meditative
5	to stimulate	12	healthcare
6	to alleviate	13	to sound
7	to cut		

4 **conventional medicine:** radiotherapy, chemotherapy, injections, steroid creams, blood tests, tooth extractions, X-ray, surgery, transplants
alternative medicine: herbalism, aromatherapy, meditation, homeopathy, acupuncture, yoga**5** 1 d 3 b 5 f 7 k 9 i 11 g
2 h 4 l 6 c 8 a 10 e 12 j**6** 1 deteriorate 4 specialist
2 diagnosis 5 injection
3 tablet 6 ambulance**7** 1 treatment 6 simply
2 different 7 suitable
3 various 8 corrective
4 healthy 9 straightening
5 meditative 10 rebuilding**8** 1 transplant, diagnosed
2 headache, runny, flu
3 spots, measles, chicken-pox
4 mumps, symptoms
5 cure, fatal
6 rabies
7 allergy, sneezing**9** 1 panting 2 hiccups 3 gasping

➤ Follow-up Activities: Part 2 (p. 141)

(Suggested answers)

- I know of acupuncture, which involves sticking needles into various parts of the body to relieve stress. Hypnotism and aromatherapy are also forms of alternative medicine. I think that they definitely work, but only if you believe in them enough to take them seriously.
- Qigong is an excellent way of treating disease. It consists of a system of meditative exercises which involve standing in various postures for half an hour per day, and carrying out simple movements and breathing exercises. Qigong reduces stress, improves circulation, and helps strengthen the immune system. So far it has been used mainly to treat minor ailments, such as allergies, asthma, insomnia, rheumatism, and obesity. However, it has also been successful in treating cancer.

- I suffer from asthma, and as a result I'm nearly always out of breath. I've tried lots of different forms of treatment without success. So when the doctor suggested Qigong, I thought I'd give it a try. I was amazed at the results, and felt much better almost immediately. I would recommend Qigong to anybody who has health problems: it may sound improbable, but it really works.

➤ Grammar Check: Part 2 (p. 141)

- | | | |
|---------|---------|---------|
| 2 ✓ | 7 ✓ | 12 and |
| 3 more | 8 like | 13 to |
| 4 other | 9 as | 14 same |
| 5 the | 10 more | 15 many |
| 6 more | 11 does | |

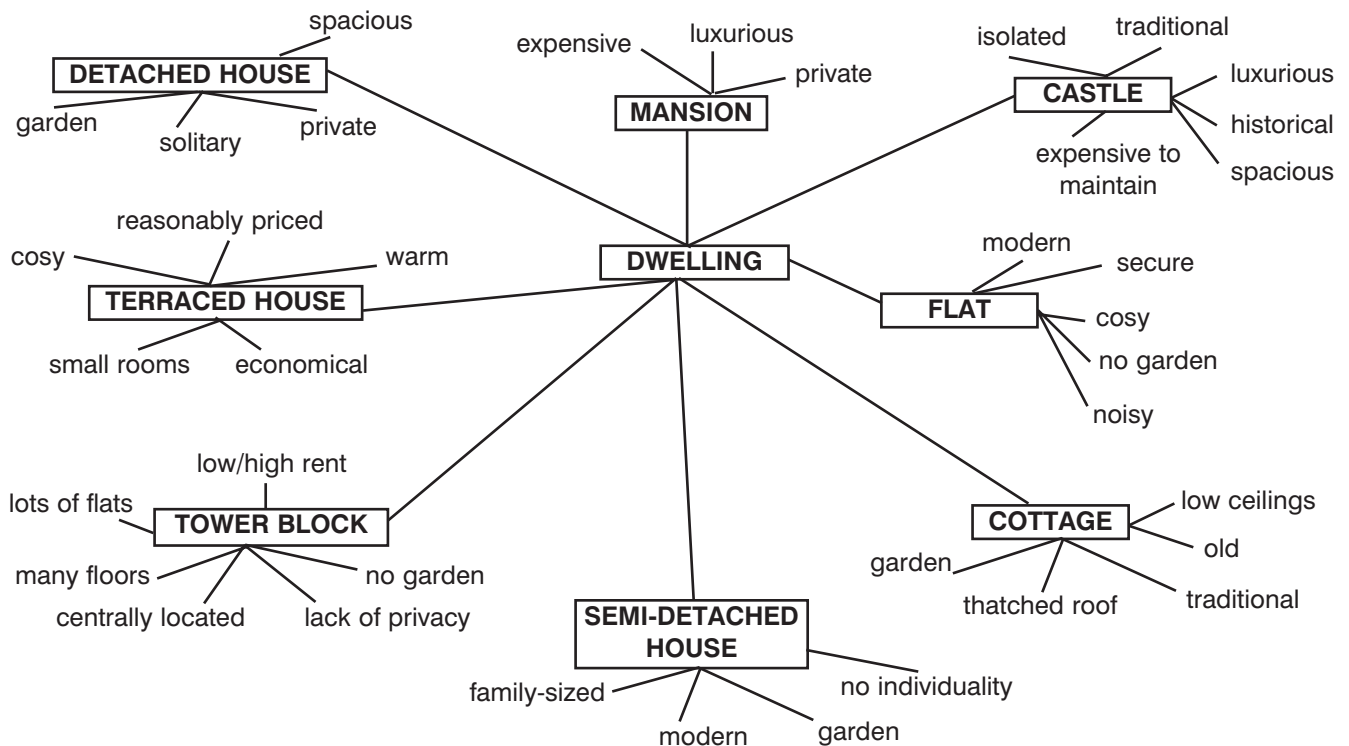
Part 3

➤ Warm-up Activities: Part 3 (p. 142)

(Suggested answers)

- Two of the pictures show houses built under the earth. The third picture is of a house built in the open air. The text may be about various types of dwellings.

(T draws a spidergram on the board and elicits from Ss various types of dwellings as well as their features.)



- Living underground would be quiet, but strange. There would be no sunlight, although there would be plenty of room. I would consider it, but only if the house was comfortable and well-constructed, otherwise damp could be a real problem.
- They could be built underground, under the sea or possibly on platforms in the sea. They could also be built in outer space or on other planets.

• Warm-up Listening Activity

- | | |
|------------------|----------------|
| 1 overpopulation | 6 sounds |
| 2 heat | 7 aromas |
| 3 75% | 8 supermarkets |
| 4 evil | 9 space |
| 5 depression | 10 attractive |

➤ Reading Task: Part 3 (pp. 142 - 143)

- | | | | |
|------|------|------|------|
| 14 E | 16 H | 18 F | 20 G |
| 15 I | 17 B | 19 A | |

➤ Vocabulary Exercises: Part 3 (pp. 144 - 145)

- 1 appeal to** – to be attractive to
overpopulation – state created by there being too many people in an area
fragile – easily damaged
marks – indicates
subterranean – the part of the earth which is underground
experienced – felt
depression – feeling of prolonged, extreme sadness
mud-stone – a mixture of clay and rock
submerged – put completely under or into sth
forcing – making sb do sth they don't want to do
short-term – of sth which only takes a short period of time to happen

- 2**
- | | |
|-----------------|------------|
| 1 imposed | 6 shaft |
| 2 hostility | 7 cavern |
| 3 equate | 8 excavate |
| 4 combat | 9 rotating |
| 5 incarceration | 10 dizzy |

- 3** (Ss should memorise these text related collocations and expressions. T checks in the next lesson.)

- | | |
|--------------|----------------|
| 1 high speed | 7 expands |
| 2 to disturb | 8 long-term |
| 3 financial | 9 above |
| 4 low | 10 regulations |
| 5 to raise | 11 a study |
| 6 fragile | 12 to mark |

- 4**
- | | | | |
|---|------------|---------------|-----------|
| a | 1 flat | 3 landlord | 5 owners |
| | 2 tenant | 4 premises | 6 lodgers |
| b | 1 barracks | 2 inhabitants | 3 refuge |
| c | 1 shelter | 3 reside | |
| | 2 dwellers | 4 housing | |

- 5** (Ss do the Exercise on their own. While T checks answers, he/she elicits/explains the meanings of each distractor.)

- | | | | |
|-----|-----|-----|-----|
| 1 B | 3 C | 5 B | 7 A |
| 2 A | 4 D | 6 B | |

- 6** (T goes through the cues and explains any unknown words to Ss, then he/she asks Ss to give sentences comparing the two types of dwellings using linking words. Then, Ss prepare their monologues on their own. T asks some Ss to report to the class.)

(Suggested answer)

The first picture is of a castle, while the second picture is of some high-rise blocks of flats in a city. A flat would have the advantages of being close to the city centre, near public transport, and it would be fitted with modern conveniences. However, you would not have a garden, and there would be a lack of privacy. It might also be very noisy and stressful.

Living in a castle would be nice. Because it would be in the countryside, the lifestyle would be relaxed, and the air would be much fresher than in the city. A castle would probably also have picturesque grounds. The disadvantages of living in a castle are that it might be lonely and isolated. A castle is rather cold, damp, and expensive to maintain. It could also be haunted!

- 7**
- 1 ... takes after ...
 - 2 ... took off from the runway ...
 - 3 ... to be taken in at ...
 - 4 ... was taken aback ...
 - 5 ... planning to take up ...
 - 6 ... took over ...
 - 7 ... took to her ...

➤ Follow-up Activities: Part 3 (p. 145)

- (T elicits information from Ss and fills in the table on the board. Then, Ss look at the table and talk about living underground.)

Advantages: cheap to heat, doesn't harm environment, less noisy, saves space, cities more attractive

Disadvantages: associated with evil, people get depressed and stressed

Solutions: rotating prisms reflect sunlight down shafts, 'space creation systems' which mix light, sounds, breezes and aromas from outside world

• **(Suggested answer)**

On one hand, living underground is a good idea. Underground houses are cheaper to heat and less noisy. Building underground doesn't affect the environment. **On the other hand**, people 'fear' the subterranean and get depressed if they stay there for too long. **Despite this fact**, there are solutions. **Let's take into account the fact that** sunlight can be reflected underground, and sounds and smells can be recreated. More space is needed, so building underground may be the solution.

• **(Suggested answer)**

Transport – overhead railways, private helicopters, fewer cars, use of more environmentally-friendly vehicles, etc.

Food – food tablets, people won't eat meat, etc.

Education – robots instead of teachers, free education for everyone, more specialised education, learning through computers, pupils won't write anything on paper since they'll be using their computers, etc.

Family – smaller families, children's upbringing financially supported by the state, etc.

➤ **Grammar Check: Part 3 (p. 145)**

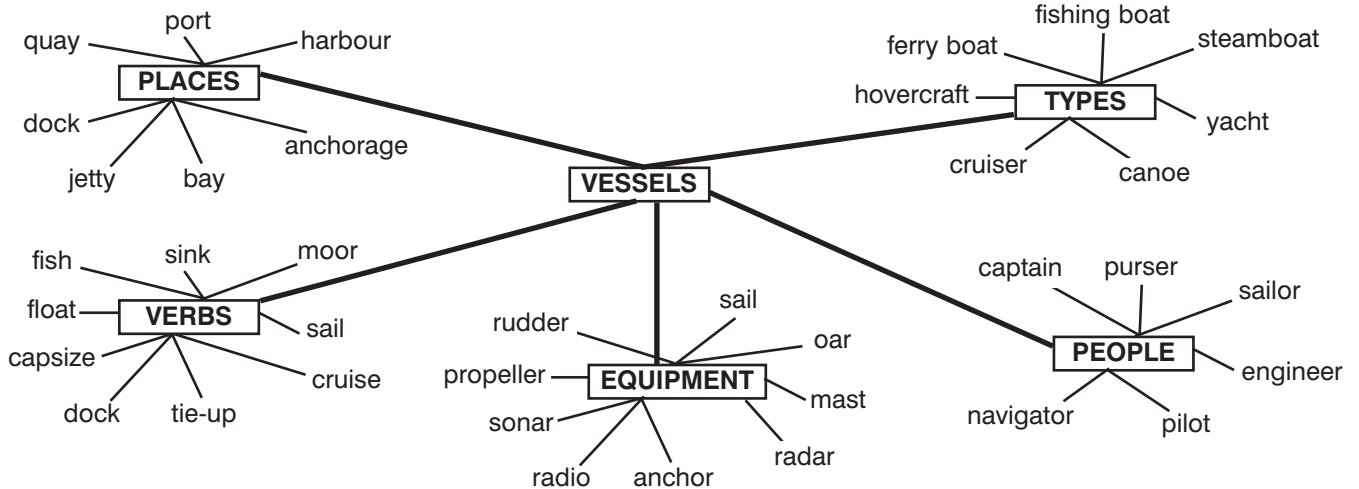
2 a	7 an	12 ✓
3 a	8 ✓	13 a
4 a	9 an	14 a
5 ✓	10 ✓	15 ✓
6 A	11 a	

Part 4

➤ **Warm-up Activities: Part 4 (p. 146)**

• **(Suggested answers)**

(T draws the following spidergram on the board and elicits from Ss words relevant to the theme 'ships'.)



You could find all sorts of things on a sunken ship such as coins, jewellery, armour, guns, cannons, any type of cargo, and even dead bodies.

• **(Suggested answer)**

There are pictures of ships sunk or capsized. There's also the picture of a submarine. Maybe the captain made a mistake, or there were rocks or icebergs and the ships hit them. Bad weather usually causes shipwrecks too.

• **(Suggested answer)**

The *Titanic* was a big ship. It sank on its maiden voyage because it hit an iceberg. Lots of rich people were on it and hardly anyone survived.

• **Warm-up Listening Activity**

1 May	5 survived	9 800
2 1,200	6 jewels	10 gold coins
3 Americans	7 submarine	11 1963
4 1912	8 84	12 8,500

➤ **Reading Task: Part 4 (pp. 146 - 147)**

21/22	A, C in any order	29/30	A, E in any order
23/24	B, D in any order		
25	D	31/32	A, B in any order
26	B		
27	C	33/34/35	A, D, E in any order
28	B		

➤ **Vocabulary Exercises: Part 4 (p. 148)**

- 1** **outrage** – extreme anger
torpedoed – attack with underwater missiles
unarmed – without weapons
remote-controlled – directed from a distance
maiden voyage – first voyage
maritime – of the sea
submersible – a craft that can go underwater
artifacts – man-made archaeological treasures
detonators – device used to set off bombs
fate – future which cannot be controlled
obliteration – total destruction
naval – having to do with armed sea forces
flagship – the best and most powerful ship in a fleet
fleet – group of ships
consignment – load of goods for delivery
hoard – collection of valuable things
loot – money or valuable items obtained by sb
incomprehensible – impossible to understand
sprung a leak – developed a hole where water, etc. can enter
imploded – fell violently inwards under pressure

- 2** 1 e 4 m 7 g 10 f 13 i
 2 b 5 a 8 l 11 d
 3 h 6 k 9 c 12 j

- 3** (*Ss should memorise these text related expressions and collocations. T checks in the next lesson.*)

1 unprovoked	7 sea
2 to set on	8 major
3 disaster	9 crew
4 heavy	10 to check
5 to run on to	11 to experience
6 deep	12 maiden

- 4** 1 manager 3 yacht 5 sergeant
 2 runway 4 attic

- 5** 1 sinking 6 adrift
 2 life-jackets 7 spotted
 3 drowned 8 rescue team
 4 survivors 9 emergency rations
 5 flare 10 wreck

- 6** 1 embark 5 destination 9 signal
 2 anchor 6 radar 10 seasick
 3 port 7 lifeboats
 4 en route 8 crew

➤ **Follow-up Activities: Part 4 (p. 148)**• **(Suggested answers)**

I'd like to dive to a sunken ship to find treasure, but you might find dead bodies too! Still, I think it would be a thrilling experience.

• **(Suggested answer)**

Your name:

Age:

Ship's name: Titanic

Date: 10 July 1912 (information supplied by T)

Destination: New York City

What happened: hit an iceberg – three hours later the ship had disappeared.

How I survived: got in a lifeboat – we drifted for hours – rescued by ship.

How I feel now: nightmares – can't go on a boat

I remember that fateful day as though it were yesterday. It was 10 July, 1912. We were heading for New York City and having a really nice time when suddenly we heard a strange sound. The boat had hit an iceberg. We panicked and started running up and down the deck trying to save ourselves. The boat sank in less than three hours.

Luckily, I got into a lifeboat, but many people didn't. We drifted for hours on the cold waters of the Atlantic. Sharks were around us. I was scared. Still, I believed I would be saved and kept praying. We decided to let off a flare to attract attention and we were lucky to be spotted by a ship. When we saw it approaching us we couldn't believe it was true. Even when we got on the ship's deck we hardly believed we had been rescued.

I could never go on a boat again now: I still have nightmares about it all the time. I don't think I will ever be able to swim again either.

- (*Note: T refers Ss to p. 50 S's Book for relevant theory on factual reports*)

Exam Focus – Use of English (p. 149)➤ **Part 2**

- | | | |
|-----------------|--------------|----------|
| 1 up | 6 who | 11 was |
| 2 with | 7 are | 12 being |
| 3 out | 8 for | 13 on |
| 4 what/whatever | 9 by | 14 taken |
| 5 have | 10 only/sole | 15 been |

➤ Part 3

- 1 ... are out of fashion ...
- 2 ... approve of her staying ...
- 3 ... in case you need ...
- 4 ... spend Christmas by herself ...
- 5 ... slowly did the traffic move ...
- 6 ... was made to wait ...
- 7 ... enjoy ourselves ...
- 8 ... put up with such ...
- 9 ... I were you, I would ...
- 10 ... doesn't mind being asked ...

➤ Prepositions

- | | | | |
|------|--------|---------|------------|
| 1 on | 5 with | 9 on | 13 on |
| 2 in | 6 of | 10 from | 14 with/to |
| 3 in | 7 on | 11 on | |
| 4 on | 8 to | 12 from | |

Exam Focus – Listening (p. 150)

➤ Part 2

- 9 sees their picture
- 10 they/their faces change
- 11 the missing child
- 12 the other family members
- 13 family features/characteristics
- 14 on the computer screen
- 15 a young child/baby
- 16 the natural process
- 17 older child
- 18 hairstyle

Part 2

You will hear a computer artist giving a talk about pictures of missing people. For questions 9 to 18, complete the notes which summarise what the speaker says.

Speaker: One of the most difficult jobs for the police is looking for people. Once they have followed up all the information they have, there is really only one thing left. Pictures. By showing pictures to the public, they hope that someone will report the missing person. Now, people can go missing for years and then be found, often as a result of someone seeing their picture somewhere. But in the case of missing children things are very different. You see, parents almost always have recent photographs of their child. But children age ... and a picture of a two-year-old is not much use when the child is still missing years later. But now there is a process of producing images

of children as they would **probably** look years after they have gone missing. This is how it works.

Computer artists receive a photograph which clearly shows the features of the child, taken as recently as possible before he or she disappeared. Photographs are also needed of the rest of the family – the parents, and any brothers or sisters. The computer artists then examine the photographs looking for family likenesses – features such as eyes, nose, bone structures, characteristics which are inherited. They put the child's photograph into a computer, and it prints it onto the screen. The screen is divided into grids or squares, so that they can focus on small parts of the picture. They then change the picture – stretch it, enlarge and move tiny parts in the same way that the child's face ages as the child grows.

The next thing is to add those special characteristics that were found in the other photographs of the family. As you've probably seen, it's difficult to see a family likeness in a baby, but much easier in an older child – or, of course, an adult. All these developments happen naturally as the child grows. The computer can perform the same process on the screen and produce an accurate picture of the older child. The picture is shown in public places, in newspapers, or on television.

It is a reliable process and there are more successes every year. Something that does make things more difficult is the way the child might be wearing his or her hair. Styles make such a difference to a face – and a very short style, for example, can make a child much more difficult to recognise. But for the most part, children found through this process look remarkably similar to their computer image.

Exam Focus – Speaking (p. 151)

➤ Part 3

(Suggested answers)

SA: For a **broken leg**, I'd recommend a plaster cast. This isn't the sort of thing that can be cured by alternative medicine.

SB: Yes. You might need an anaesthetic for the pain as well. For **backache**, I'd recommend yoga, because it's very relaxing, and good for your posture and blood circulation.

SA: Acupuncture is good for **allergies**, and so is Qigong. I don't think conventional medicine helps these at all.

SB: For **asthma**, you can use an inhaler, which is conventional. You could also use herbal remedies, and breathing exercises, such as yoga.

SA: For **insomnia** you could drink soothing herbal teas, such as camomile tea.

SB: Yes. You could also take sleeping tablets, or do relaxation exercises, such as meditation.

SA: For **flu** you need to take lots of vitamin C and drink lots of liquids. There is no other treatment.

SB: Yes. For **stress** I would recommend meditation, as it is supposed to be very relaxing.

SA: Aromatherapy would be the best alternative medicine for someone with **headaches**. It would also help somebody with a **cough**.

SB: Yes. Conventional medicines for those would be cough-syrup and aspirins.

➤ Part 4

(Suggested answers)

- **SA:** One advantage of alternative therapies is that they are a completely natural way to treat illnesses without using drugs.
SB: Yes, but they can be very expensive compared to just going to see your doctor.
SA: That's true, but I think that most people are willing to pay extra when it comes to their health.
SB: Yes, you're right, and I think it's worth it.
- **SA:** I think I would like to try an alternative method of treatment because I've heard so much about things like acupuncture and yoga.
SB: Yes, I would too. I'm very curious to see for myself if these therapies really work.
- **SA:** I've heard of homeopathic medicine, shiatsu and healing using the hands.
SB: Yes, I've heard of those and also hypnotherapy and hydrotherapy.
- **SA:** I think that alternative therapies will become more widely used in the future because people will start to believe in them more than they do now.
SB: I agree, I think that it will be proved that they work just as well as conventional treatments for most illnesses.

Exam Focus – Writing (p. 152)

- The second extract used more formal language.
 - The second article includes impersonal style, whereas the first includes personal style, (e.g. you have of course, have you ever ...).
 - Both articles are about the Olympic Games.
 - The words in the headlines are not included in the extracts.
 - The first extract must be taken from a light-hearted newspaper/magazine (school/or local newspaper/magazine)
 - The second extract must be taken from a serious newspaper/magazine.
- 1** 1 b 2 e 3 a 4 d 5 c
- Extension activity**
(After completing Ex. 1 T should ask Ss to look at the headlines and judging from their level of formality, decide whether the article would be formal or less formal.)
- a formal c less formal e less formal
b less formal d formal
- 2** 1 D formal style; techniques used: It starts with a problem which needs a solution (first paragraph), it summarises opinion (last paragraph); it uses 'providing solutions' paragraph plan from p. 100 in the S's book; suggested titles: Recycling: Stepping-Stone to Saving Earth or Protect Our Environment – Recycle!
- 2 B formal style; techniques used: state a firm opinion (first paragraph), state a personal opinion (last paragraph); use 'expressing opinion' paragraph plan from p. 100 in the S's book; suggested titles: Jobs for the Handicapped or Give the Handicapped a Break.
- 3 F formal style; techniques used: start with a quotation (first paragraph), state a personal opinion (last paragraph); use 'discursive essays' paragraph plan from p. 100 in the S's book; suggested titles: Hunting-Vicious Sport? or Is Killing a Sport?
- 4 A formal style; techniques used: start with rhetorical question (first paragraph), give opinion (last paragraph); use 'expressing opinions' paragraph plan from p. 100 in the S's book; suggested titles: Too Much Leisure Time? or Need for Leisure Time – Just an Excuse?
- 5 C less formal style; techniques used: address the reader directly (first paragraph), end with a quotation (last paragraph); use 'advantages/disadvantages' paragraph plan from p. 100 in the S's book; suggested titles: Women on the Rise or Capable Women.
- 6 E less formal style; techniques used: make reference to a strange scene (first paragraph), state a personal opinion (last paragraph) use 'providing solutions' from p. 100 in the S's book; suggested titles: Watching A Match Will Never be the Same or Football: Dangerous Spectator Sport?

- 3**
- 1 However; **to make contrasting points**
 - 2 A major advantage of; **to list advantages**
 - 3 Moreover; **to add more points on a topic**
 - 4 To sum up; **to conclude**
 - 5 Despite; **to make contrasting points**

Paragraph plan

Paragraph 1: state topic

Paragraph 2: advantages

Paragraph 3: disadvantages

Final paragraph: opinion without using personal words or expressions.

4 Paragraph plan

Paragraph 1: state topic

Paragraph 2: arguments for

Paragraph 3: arguments against

Final paragraph: opinion without using personal words or expressions.

(Suggested answer)

First paragraph:

Most people have become so used to owning a car that they cannot imagine what life would be like without one. Yet, when one considers the damaging effects cars have on the environment, it becomes questionable whether we should consider them a necessity of a harmful luxury.

Last paragraph:

Taking everything into account, cars are without doubt the most convenient way of travelling and this means that, despite the harmful effect they can have on the environment, and the costs involved, they are likely to remain popular until a more attractive alternative is available.

5 Should the Sport of Hunting be Completely Banned?

The sport of hunting is a topic which animal rights activists and hunters have been debating for many years. The former stress the cruelty of killing animals for sport, whereas the latter argue that it does not have any negative effects on the natural environment.

In the first place, a total ban on hunting would not be beneficial, as hunters' groups and clubs actually protect endangered species by financially supporting the preservation of wetlands.

Moreover, legally allowing hunting during particular times of the year prevents the overpopulation of certain species. It also gives the animals the chance to breed and let their offspring reach adulthood, thus restricting the threat of extinction.

Besides, the natural food chain is also protected and controlled by allowing certain animals to be hunted and killed by others.

Opponents of this view strongly argue against this activity, questioning whether it is a sport at all. They oppose it on the grounds that it is an aggressive, cruel, pointless activity; it may have been vital for man's survival many years ago, they argue, but now such a need does not exist.

All things considered, before deciding to completely ban hunting, one must take into account the positive aspects of organised, controlled and legal hunting. In addition to the pleasure hunters enjoy when tracking game in the great outdoors, conscientious hunting could actually be doing nature some good.

6 correct order: 1 C, 2 B, 3 A, 4 D

paragraph 1: states name and location of place, and reasons for choosing it

paragraphs 2 - 3: describes particular details of the place and explains how to spend free time there

Final paragraph: expresses feelings and final thoughts about the place and gives a recommendation

7 Purpose of each Paragraph:

Paragraph 1: states the name and location of the place and the reasons for choosing it.

Paragraphs 2 - 3: describes particular details of the place, such as sights to see and gives the reader ideas of how to spend one's free time there.

Final paragraph: concludes the essay by expressing feelings and final thoughts about the place.

Words used to describe the place: breathtaking sight, canals lap gently; fragrant aroma of roasting bananas; dogs bark; birds sing; snakes hiss

8 (Before doing Ex. 8 T should refer Ss to relevant theory on p. 152 in the S's Book.)

(Suggested answers)

- 1 Fire Department to Give Tips to Kids
- 2 Refugees to Get Aid
- 3 Man Sues Factory Over Pollution
- 4 Thirsty Newtonians Suffer
- 5 Authorities Search for Missing Captain
- 6 Blast Investigated
- 7 Woman Dead Due to Neglect
- 8 Storm Drowns Sailor
- 9 Treasures Taken in Museum Theft
- 10 Request for Kids

9 (T should point out to Ss that when writing a news article, the last paragraph includes comments from people involved in the incident, and/or references to future developments. Examples of dramatic language can be found in less serious newspapers and magazines. In this case, the writer includes both facts and his/her personal feelings. Therefore, emotional vocabulary is used.)

- 1 B 2 D 3 A 4 C

• **(Suggested answers)**

- 1 Drivers Trapped in Traffic Nightmare
- 2 Coach Crash Claims British Holidaymakers
- 3 Furious Farmers Block Roads in Protest
- 4 Two Drown in Boating Tragedy

• **Paragraph Plan**

- 1 B **Paragraph 1:** summary of event
Main body: description of main event(s), and people involved
Final paragraph: comments
- 2 D **Paragraph 1:** summary of event
Main body: description of main event(s), and people involved
Final paragraph: comments
- 3 A **Paragraph 1:** summary of event
Main body: description of main event(s), and people involved
Final paragraph: comment, reference to future developments
- 4 C **Paragraph 1:** summary of event
Main body: description of main event(s), and people involved
Final paragraph: comment, reference to future developments

• **Style used in each:**

- 1 formal 3 less formal
- 2 formal 4 less formal

- 1 serious newspaper/magazine
- 2 serious newspaper/magazine
- 3 less serious newspaper/magazine (local/ school newspaper or magazine)
- 4 less serious newspaper/magazine
- 3, 4 → include **dramatic language** (angry farmers, deadlocked negotiations, black cloud of sadness, etc.)
- 1, 2 → include **formal language** (facing traffic jam, up to eight miles long, delays were unavoidable, authorities have refused to say, bus was not fitted with safety features, etc.)

- 10** 1 before 3 While 5 by the time
2 first 4 immediately 6 Meanwhile

Extension Activity

(After Ss complete Exercise 10, T can ask Ss about the style and the paragraph plan of the article. The style is formal since it does not include examples of dramatic language and an advanced level of vocabulary is used, e.g. was evacuated, one injury was reported, the alarm was raised, routine maintenance check, etc.)

11 Model B could be included in a school/local newspaper or magazine. Model A is more formal; Model A reports only the facts.

- 12** 1 T
2 T
3 T
4 F (An article may start with a quotation.)
5 T
6 F (The final paragraph of a news report includes reference to future developments as well as comments or quotes from the people involved.)
7 T

13 1 **Paragraph Plan (Suggestions/Solutions to problem)**

Paragraph 1: state the problem

Paragraph 2: suggestion 1 and reason

Paragraph 3: suggestion 2 and reason

Paragraph 4: suggestion 3 and reason

Final paragraph: writer's opinion based on points already mentioned

Fight the Flames

Every year we see the destruction of countless forests and their wildlife as a result of forest fires which could have and should have been prevented. However, year after year forests continue to go up in flames adding to the problems of widescale deforestation and the greenhouse effect. Fortunately though, there are several solutions which could lead to a huge reduction in the number of forest fires.

Oddly enough, the people who usually start forest fires don't even mean to. They do this by dropping cigarettes or leaving camp fires unattended without considering the consequences. For this problem we should start by trying to raise public awareness. For example the forestry commission could put up more signs warning people of the dangers of smoking

or lighting fires in forests and place heavy fines on those who do not obey these warnings. Similarly, the government could fund advertising campaigns urging people to protect their country's forests. Furthermore, schools could teach children from an early age about the damage caused by forest fires.

Another suggestion is to increase the punishment for arsonists. This would hopefully result in their thinking twice before deliberately setting fire to trees.

Finally, the government should increase funding to the fire service. Consequently, special water carrying aeroplanes could be bought to transport large loads of water to forest fires where it can be quickly deposited.

By putting into effect these solutions we stand a good chance of helping not only to save our forests but also to reduce the amount of carbon dioxide in the atmosphere and as a consequence lay the way for a pollution-free nature.

2 Paragraph Plan (for and against article)

Paragraph 1: state topic

Paragraph 2: advantages

Paragraph 3: disadvantages

Final paragraph: express opinion without using personal words or expressions

A Worthwhile Challenge

How many of you have browsed through the 'employment abroad' section of the newspaper without wondering what it would be like to work in another country? Surely not many. However it is most important for anyone who is seriously contemplating such a move to consider not only the advantages, but the stress factors as well.

Working abroad is a great educational experience. It is the best way to get to know the people and culture of a country. Traditions and customs will be learned and even practised if you stay long enough. In addition to this, you will have the opportunity to familiarise yourself with the new cuisine, music and entertainment, not to mention the fact that if you are interested in history, you can use your free time to see the sights and visit museums. Lastly, practising the language daily is the best way to become fluent.

On the other hand, being a stranger among strangers can be quite stressful for some. Trying to get used to the currency, language and culture, can be rather confusing at first. Furthermore, people's attitudes about certain beliefs or habits may seem strange to you. You must be careful so as not to find yourself in an awkward position. Also, you may insult or be insulted by certain gestures which vary from culture to culture.

All things considered however, living abroad offers a unique experience and opportunity to experience a different way of life and learn things which you simply could not learn just by reading a book or the advertisements in a newspaper.

3 Paragraph Plan (express opinion)

Paragraph 1: state your opinion clearly

Paragraph 2: first point supporting your opinion

Paragraph 3: second point supporting your opinion

Final paragraph: restate your opinion

Stay in School

A shockingly high percentage of young people are leaving school before completing even their secondary education. This threatens to reduce the number of qualified workers, which will only harm the economy. Something must be done to encourage our youth to stay in school, and out of trouble.

In the first place, students must be taught the realities of the modern job market while they are still in school. Once they learn about the possibility of being unemployed that awaits them, perhaps they will remain in school.

Secondly, unemployed school-leavers should be given the option to participate in government-run training programmes. School-leavers represent a huge amount of potential labour; this workforce should be used to its full capacity.

In conclusion, it appears that unless governments, school administrators and industry work together to solve the problem of the increasing number of early school-leavers, steady economic growth will not continue. While using the programmes suggested here would be costly, doing nothing would be costlier in the long run.

Unit 7

Part 1

➤ Warm-up Activities: Part 1 (p. 158)

- **(Suggested answers)**

I think it must be pollution caused by technology, such as plastic from computers, old microchips, etc.

- **(Suggested answers)**

Pollution is caused by cars and factories, and people dropping litter. It is also caused by oil tankers spilling oil into the sea.

- **(Suggested answers)**

rubbish – environment – computer – biodegradable – technology – modern – recycle, etc.

- **Warm-up Listening Activity**

- | | |
|---------------|----------------|
| 1 recycling | 6 casings |
| 2 out of date | 7 buy |
| 3 five | 8 construction |
| 4 electrical | 9 TV |
| 5 toxic | 10 30 |

➤ Reading Task: Part 1 (pp. 158 - 159)

- | | | | |
|-----|-----|-----|-----|
| 1 B | 3 A | 5 H | 7 C |
| 2 I | 4 E | 6 F | |

➤ Vocabulary Exercises: Part 1 (pp. 160 - 161)

(Note: the first picture on p. 160 is of a scrap-heap and the second is the recycling symbol.)

- gadgets** – devices with a particular purpose
obligingly – helpfully
scrap-heap – place where rubbish is dumped
confined – restricted
appliances – items of equipment usually used in the house
insulation – material for sealing sth to prevent escape of electricity, heat, etc.
disposal – act of getting rid of sth
governed – controlled
uphill struggle – difficult and slow effort
component – part of sth
bafflingly – confusingly
casings – outer coverings
bromines – a type of chemical
leased – rented
monitor – watch and check
shipped – transported
municipal – having to do with a town or city

- 1 turnover 6 implausible
 2 alleviate 7 incinerate
 3 flame retardant 8 transient
 4 plummeted 9 discard
 5 lax 10 dumped

- 3** *(Ss should memorise these text related expressions and collocations. T checks in the next lesson.)*

- | | |
|--------------|--------------|
| 1 short | 8 uphill |
| 2 to follow | 9 to come |
| 3 to go | 10 long |
| 4 expectancy | 11 fault |
| 5 high-tech | 12 strict |
| 6 average | 13 to run |
| 7 toxic | 14 municipal |

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

- 5** 1 disregard 3 redo 5 garbage
 2 pollution 4 irrelevant

- 6** *(Ss read the text of Ex. 6 once, before attempting to fill in the blanks.)*

- | | |
|--------------------|---------------------|
| 1 waste | 6 aerosol |
| 2 recycling centre | 7 ozone-friendly |
| 3 dispose | 8 unleaded |
| 4 influence | 9 exhaust |
| 5 boycott | 10 public transport |

- 7** 1 scientists 6 potentially
 2 recently 7 urgent
 3 global 8 seriously
 4 Environmental 9 completely
 5 immediately 10 governments

- 8** *(T goes through the pictures with Ss and identifies the type of pollution shown. Then, T gets Ss to discuss the serious problems caused by these types of pollution and the suggested solutions. Finally, Ss work in pairs. T asks some pairs to report to the class.)*

(Suggested answer)

Pollution caused by exhaust fumes

SA: This problem can be solved by fitting all cars with catalytic converters so that they burn only unleaded fuel.

SB: Yes, and the cars that are too old to be converted should be taken off the roads because they cause the most pollution, etc.

Industrial pollution

SA: I think that the government should do something to stop factories giving off smoke and other fumes into the atmosphere as they pollute the environment.

SB: That's a good idea, because heavy industries do cause a lot of pollution with all the fumes they give off, etc.

Rubbish

SA: This is a big problem because a lot of people just throw their litter on the streets instead of putting it in the bin.

SB: Yes, people who do this should be fined to stop them from doing it again. Also, more rubbish bins should be put on the streets so that there is always somewhere to throw your rubbish, etc.

Sea pollution

SA: This type of pollution is caused by both individuals and various industries dumping their rubbish in the sea instead of bothering to dispose of it properly.

SB: Yes, and the sea is becoming more and more polluted. People need to be made to realise the damage they're causing so that they stop, etc.

- 9
- | | | |
|-------------|--------|-------|
| 1 down/away | 4 back | 7 out |
| 2 off | 5 on | 8 up |
| 3 out | 6 off | |

➤ **Follow-up Activities: Part 1 (p. 161)**

• **(Suggested answer)**

There are recycling bins for paper, and no cars are allowed in the city centre.

There are fines for dropping litter, and for dumping rubbish in the countryside.

There should be no vehicles over a certain age allowed in towns and cities, and buses should be replaced with trains or trams, which cause less pollution.

(T elicits problems and solutions and writes them on the board, then he/she invites Ss to talk about them. T first invites a good S to talk, then asks other Ss as well.)

Problems

Solutions

- | | |
|--|--|
| • waste is often toxic | • use less plastic |
| • thousands of components used | • repair – don't throw away |
| • 100 different plastics in computer casings | • hire – don't buy |
| • plastic casings can't be recycled or burnt | • intelligent construction - manufacturers must dispose of waste |
| | • buy recycable products |

(Suggested answer)

Technology is a good thing, but it has brought with it a lot of problems. For example, a lot of plastics become toxic waste when they are thrown away. In addition, it costs a lot of money to recycle high-tech waste, which puts a lot of companies off doing it. To make matters worse, when pastics such as those used in computer casings are burnt, they produce dioxins which are toxic. These plastics are almost impossible to recycle as well. There are solutions to these problems, such as using less plastic in the construction of high-tech items. Manufacturers should maintain responsibility for their products and take them back to be recycled. In addition, we should try to make sure that the products we buy are environmentally friendly and recyclable.

➤ **Grammar Check: Part 1 (p. 161)**

- | | | |
|--------|--------|---------|
| 2 that | 7 it | 12 not |
| 3 ✓ | 8 ✓ | 13 be |
| 4 what | 9 it | 14 that |
| 5 ✓ | 10 did | 15 do |
| 6 that | 11 ✓ | |

Part 2

➤ **Warm-up Activities: Part 2 (p. 162)**

• **(Suggested answer)**

No, I would not like to live on a small island, because I think I would get bored. Also, I wouldn't like the fact that on a small island, everybody always knows what everyone else is doing. On the other hand, it would be very peaceful and relaxing.

• **(Suggested answer)**

I think that the couple wanted to move there to get away from the mainland and the stress of modern life, and have a complete change of lifestyle.

• **Warm-up Listening Activity**

The Sirrs sold their **cottage** in Yorkshire to move to the **Scottish** island of Graemsay. The family viewed the property in **December**. The deal was astonishing – the estate comprised a post office, six **houses** and a private sandy beach. On the first trip, the Sirrs met many of the island's **inhabitants** and were given a warm **welcome**. The move has brought new challenges to the family. Rob and Jill have started a **sheep** farm. The only thing they miss is going to the **cinema**. The children are the only pupils at the school and take advantage of the school's **modern** facilities. The family consider themselves lucky.

Suggested title: 'Leaving the Rat Race.'

➤ **Reading Task: Part 2 (pp. 162 - 163)**

- | | |
|-------------------|-------------------|
| 8 B (Ln 1) | 12 D |
| 9 D (Ln 13 - 15) | 13 D (Ln 26 - 27) |
| 10 C (Ln 22 - 23) | 14 C (Ln 38 - 40) |
| 11 A (Ln 21 - 24) | |

➤ **Vocabulary Exercises: Part 2 (pp. 164 - 165)**

- 1** **hustle and bustle** – energetic, excited activity
modest – average in size, reasonable
initially – at first
estate – area of land and property owned by one person
to view – to look round
illusions – mistaken beliefs
thrilled – very happy, delighted
adjust – get used to (a new way of life)
company – companionship
envious – jealous
benefits – advantages

- 2** 1 inhabitant 6 renovate
 2 bid 7 resources
 3 remote 8 prompted
 4 content 9 comprises
 5 deal 10 concerned

- 3** (*Ss should memorise these text related collocations and expressions. T checks in the next lesson.*)

- | | |
|-------------|----------------|
| 1 hustle | 8 to receive |
| 2 best | 9 warm |
| 3 to bring | 10 seasonal |
| 4 busy | 11 to start |
| 5 modern | 12 to think |
| 6 illusions | 13 to consider |
| 7 to have | |

- 4** 1 delusion 5 prize
 2 illusion 6 reward
 3 mirage 7 benefit
 4 hallucination 8 award

(**Note:** *mirage* – optical illusion which is caused by hot air conditions.)

- 5** 1 valley 3 cottage 5 bustle
 2 acre 4 gate

- 6** 1 ... worked out ...
 2 ... has been working on a ...
 3 ... has made me work up ...
 4 ... everything will work out in ...

- 7** **City:** polluted, crowded, noisy, lively, dirty, entertaining, busy, modern, stressful

Country: scenic, relaxed, quiet, peaceful, picturesque, healthy, natural, slow, remote

Suggested reasons: A city is polluted because of the many cars and factories. The country is picturesque because of the nice surroundings.

(*This can be done as a competition game. One team gives adjectives and the other team gives reasons.*)

e.g. *Team A S1: Cities are polluted.*

Team B S2: They are polluted because there are so many cars, etc.

8 (Suggested answers)

Although people living in the city lead a hectic lifestyle, it is easy to find a job. Unfortunately there is not much variety of jobs in the country. The crime rate in the city is high compared to that of the country. Public transport in the country is rather poor compared to the city. There are lots of schools and hospitals in the city. In contrast, there are few schools and hospitals in the country. Life in the country is rather monotonous compared to stressful city life, etc.

- 9** (*T goes through the cues with Ss, then Ss work in closed pairs. T checks round the class then he/she asks some pairs to report to the class.*)

(Suggested answer)

SA: A lot of young people are leaving their villages because they cannot find jobs, so the government should try to encourage new businesses to set up branches in areas outside towns and cities.

SB: Yes, and a lot of young people are leaving simply because there's nothing for them to do where they live. To stop this, leisure centres, cinemas, etc. need to be built in rural areas.

SA: Another reason is the fact that there aren't enough medical facilities in remote areas.

SB: That's right. Hospitals and clinics need to be built so that people don't have to come to towns and cities for treatment, etc.

➤ **Follow-up Activities: Part 2 (p. 165)**• **(Suggested answers)**

SA: There is such a variety of entertainment in the city you know.

SB: Yes, but there are plans to build leisure centres here. And don't forget the crime rate is really high in the city.

SA: I don't disagree, but people in the city are more open-minded. I can't stand being watched all the time, etc.

- (T elicits good and bad points and writes them on the board. Ss, then, work on their own for a couple of minutes looking at the table. T asks some Ss to report to the class.)

Good points

- estate was cheap
- island is beautiful
- friendly islanders
- Sirrs have a home business
- family is closer together
- more attention at school
- modern school

Bad points

- no cinemas, etc.
- no other children
- could get lonely/bored

(Suggested answer)

At first I felt nervous about moving to the island, but I love it now. I miss my friends a lot, but on the other hand it's peaceful here, and my friends can still come and visit me during the holidays. What I like best about living on the island is the fact that we're right beside the sea. The island is really beautiful. I enjoy swimming a lot. One bad point about living on the island is that there is no cinema, but the sacrifice is worth it, to live in such a beautiful place.

- (Before Ss are assigned the third Follow-up Activity as written HW, T should refer them to argumentative essay writing and make a plan with them which will then be used by Ss to write their composition. Ss can use the notes in Ex. 8 as well.)

Suggested plan

Paragraph 1: state problem

Paragraph 2: first suggestion and reason (e.g. pollution)

Paragraph 3: second suggestion and reason (e.g. hectic lifestyle)

Final paragraph: summarise opinion

➤ **Grammar Check: Part 2 (p. 165)**

- 1 ... has had his dog trained ...
- 2 ... got his nose broken ...
- 3 ... had her son's picture taken ...
- 4 ... will have ...
- 5 ... will have his car resprayed ...
- 6 ... is having her hair dyed ...
- 7 ... got her bag stolen ...
- 8 ... had our plants watered ...
- 9 ... can have this done ...
- 10 ... had their house broken ...

Part 3➤ **Warm-up Activities: Part 3 (p. 166)**• **(Suggested answer)**

Yes, there are many gardens like this in my country. I would expect to find exotic plants and flowers there.

• **(Suggested answer)**

Plants and flowers are used to make medicines and perfumes. They are beautiful and make us feel good. Plants also produce oxygen which we need to breathe.

• **Warm-up Listening Activity**

research
500
to
rarest
orchids
smuggle
ticket
labourers
plants

➤ **Reading Task: Part 3 (pp. 166 - 167)**

15 G	17 C	19 H	21 B
16 A	18 I	20 E	

➤ **Vocabulary Exercises: Part 3 (pp. 168 - 169)**

- 1 **botanical** – having to do with plants
maintenance men – men who take care of a place
digging – moving earth using a spade
flowerbeds – parts of a garden where flowers are planted
ultimately – in the end
instrumental – important, vital
rarest – the least common
expertise – specialised knowledge
plant hunters – people who travel in order to find new species or varieties of plants
artificially – in a way that is not natural
rainforest – thick forest in regions receiving a great amount of rainfall
specimens – plants or animal tissue taken as an example of a group or type
gatekeeper – sb who guards the entrance to a park, grounds, etc.
labourers – people doing physical work
prestige – high status

- 2** 1 top-dressing 6 blooms
 2 combat 7 cultivates
 3 species 8 prune
 4 dying out 9 interrelate
 5 smuggle 10 conserve
- 7** 1 organically 6 nature
 2 conventional 7 prey
 3 sprayed 8 pesticides
 4 herbicide 9 fertilisers
 5 rake 10 pruning

3 (*Ss should be encouraged to memorise these text related collocations and expressions. T checks in the next lesson.*)

- 1 plant research 7 endangered
 2 care 8 to be kept
 3 long 9 threat
 4 financial 10 high-powered
 5 delicate 11 life-saving
 6 weather 12 pleasure

- 4** 1 seed / is not a structural part of a tree
 2 tulip / is not a tree
 3 redwood / is not a flower
 4 spade / the others are growing mediums
 5 branch / the others have to do with flowers

- 5 a** 1 shell 3 rind 5 peel
 2 skin 4 peelings
- b** 1 to plough 3 to hoe 5 to prune
 2 to rake 4 to dig 6 to mow
- c** 1 spade 3 saw 5 hose
 2 clippers 4 trowel

- 6** 1 beautiful 7 experimental
 2 useful 8 variety
 3 (in)valuable 9 medicinal
 4 found 10 production
 5 cancerous 11 endangered
 6 researchers 12 survival

- 8** 1 as fresh as a daisy
 2 a bed of roses
 3 thorn in my side
 4 pushing up the daisies
 5 through the grapevine
 6 lead you up the garden path
 7 coming up roses
 8 like a weed
 9 gilding the lily
 10 beat around the bush

- 9** a petal c bud e stem
 b stamen d leaf

➤ **Follow-up Activities: Part 3 (p. 169)**

- **(Suggested answer)**
 botanical, plant, species, flowering, orchids, cultivate, flowerbeds, leaves, pruning, tree, blooms, etc.
- **(Suggested answer)**
 To be skilled at growing plants and flowers.
- (*T writes the four names on the board, elicits relevant information from Ss and writes it on the board. Ss then work in closed pairs looking at the notes. T checks round the class, then he/she asks some pairs to report to the class.*)

NAME:	Sarah Wilson	Matthew Ford	Elaine Porter	Jackie Howard
PRESENT ACTIVITY:	student at Kew training for Diploma in Horticulture	scientific officer worked at Kew since he was 17	works in Jodrell Laboratory	gatekeeper and ticket officer at Kew
DAILY WORK:	<ul style="list-style-type: none"> • starts work 7:50 am • waters flowers • sweeps up leaves • prunes trees 	<ul style="list-style-type: none"> • part of team working to help endangered plants • working on Plymouth Pear 	<ul style="list-style-type: none"> • conducts research on plants trying to find a cure for HIV and AIDS 	<ul style="list-style-type: none"> • stands by the entrance and sells tickets

(Suggested answer)

SA: What's your name?

SB: My name is Sarah Wilson.

SA: And what do you do?

SB: I work at Kew Gardens. It's a tiring job: I have to water the flowers, prune the trees, and sweep up leaves. It's part of my course really. I'm training for the Kew Diploma in Horticulture.

➤ **Grammar Check: Part 3 (p. 169)**

2	ourselves	5	✓	8	✓
3	✓	6	myself	9	✓
4	myself	7	✓	10	himself

Part 4➤ **Warm-up Activities: Part 4 (p. 170)****(Suggested answers)**

A Man on the Moon may be about space travel and astronauts.

Rare Beasts could be about exotic or strange animals.

The Sixth Extinction could be about endangered animals or dinosaurs.

The Greatest may be about people who are the best at something, maybe sport.

• **(Suggested answer)**

I like detective stories. It's fun trying to work out who the murderer is.

• **Warm-up Listening Activity**

1	athlete	3	group	5	good
2	clothes	4	moon	6	earth

➤ **Reading Task: Part 4 (pp. 170 - 171)**

22	A	30	E
23/24	E, F in any order	31	A
25	E	32	F
26	F	33	C
27	B	34/35	A, B in any order
28	D		
29	C		

➤ **Vocabulary Exercises: Part 4 (p. 172)**

- 1** **spark off** – to cause sth to start
compiled – put together from other sources
prime – top quality
master – expert
feature – outstanding aspect
assessment – judgement
favour – to prefer
countless – very many
enlightening – informative/explaining sth
domesticated – bred to live with humans
roamed – wandered
evolved – developed over time
extinct – (of a species) having died out completely

endangered – in danger of becoming extinct

immaculate – very neat and tidy

primate – group of animals comprising apes and humans

hair-grooming – cleaning of hair

thought-provoking – having the quality of making you think

gripping – very interesting

legacy – knowledge and experience for the future

acclaimed – highly praised

graphic – very detailed and lifelike

uplifting – making one feel happier

devastating – extremely destructive

mundane – boring

2 *(Ss should memorise these text related expressions and collocations. T checks in the next lesson.)*

1	primate	8	evil
2	to hold	9	mass
3	points-rating	10	social
4	to wreck	11	human
5	domesticated	12	sparks off
6	heart	13	acclaimed
7	brain	14	breeds

3

1	d	3	e	5	a	7	j	9	c
2	f	4	i	6	g	8	b	10	h

(Suggested titles)

Mission 2 is a text book. Mickey Mouse is a cartoon strip, etc.

- 4**

1	imaginative	7	convincing
2	suspense	8	well worth
3	thought-provoking	9	original
4	exciting	10	graphic
5	spine-chilling	11	entertaining
6	predictable	12	mundane

- 5**

a	1	binding	2	paperback	3	hardback
b	1	contents	2	chapters	3	index
c	1	prologue	2	epilogue	3	foreword
d	1	publisher	2	author	3	editor

➤ Follow-up Activities: Part 4 (p. 172)

(T elicits from Ss all relevant vocabulary and writes it on the board. Then he/she explains the purpose of this activity and lets Ss work in closed pairs. He/She then asks some Ss to report to the class. This activity can be assigned as HW.)

- **Adjectives:** well-written, informative, highly entertaining, enlightening, beautifully illustrated, wonderfully original, thought-provoking, entertaining, fascinating, acclaimed author, excellent, depressing, outrageously evil, graphic, uplifting, clear (explanations), interesting (facts), mundane (offerings)

Verb phrases: spark off discussions, favour, details the history, illustrates the link, contains a thorough examination, explores the origins, is based on, regarding, clearly points out, provides clear explanation, stand out against

(Suggested answer)

I really would recommend *The Greatest* by Daley Thompson; it's extremely well written, and very informative. Daley has made a list of all the top-ranking athletes since 1900, and the book sparked off many discussions between me and my friends about which ones we favoured most. In general, I found it highly informative and enlightening.

Exam Focus – Use of English (p. 173)

➤ Part 1

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

➤ Prepositions

1 with	11 at/by with	21 on
2 of	12 on	22 in
3 with	13 with	23 with
4 to	14 of	24 for
5 with	15 in	25 to
6 for	16 on	26 in
7 into	17 for/about	27 at
8 on	18 of	28 on
9 to	19 under	
10 about	20 from	

Exam Focus – Listening (p. 174 - 175)

➤ Part 3

19 C 20 B 21 A 22 D 23 E

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.

Speaker 1: I was pretty average at school and I didn't mind the idea of leaving, it's just that I drifted from job to job. The subjects at school didn't seem to relate to real life – or at least, I could've done with someone showing me the connection. I tried quite a few things before I found what I wanted to do. I suppose people would say that it was valuable experience – but it didn't seem like that to me.

Speaker 2: They were always telling me that schooldays were the best in your life and I was always thinking, 'Well, if this is supposed to be the best, whatever's next?' Then when the day came to say goodbye to all that, I seemed to grow taller! It was definitely what I'd been hoping for. I never wanted to be top of the class at school, but afterwards I changed completely. I suppose I wasn't really cut out for school.

Speaker 3: The last day at school for me was simply a door to walk through, and on the other side was something even more challenging. It was satisfying because I got what I wanted – exams, and so on. I did well, and I knew I'd go on and get more. I left the building but not the system – I will always carry with me what I learnt there.

Speaker 4: I was good at school – passed nine GCSE's – but we needed another income so off I went at sixteen to be a clerk in the local building society. There were others that stayed on even though they were doing badly and I kept thinking, 'Why them and not me?' I mean I want to help out at home, but underneath I felt I was taking a wrong turning.

Speaker 5: I couldn't wait! I knew life couldn't be the way they said it was at school – you know – all confined to the pages of textbooks, doing what they told you. It seemed to me to be a complete waste of time. Then when I got there – earning a living, having a say in things – well – I can't say that things were brilliant after that, but it seemed more like the way things should be.

➤ Part 4

24	F	26	F	28	F	30	T
25	T	27	T	29	F		

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 to 30 by writing T (for true) and F (for false) in the boxes provided.

Presenter: We have heard the news that the psychiatric department at Edgemont Hospital is to close. Today, Janine Robertson, chief administrator of Edgemont Hospital, has come along to speak to us. Now Janine, why is this happening?

Janine: Well, as you know, Edgemont – like many other hospitals – has always had its own psychiatric department. A hospital within a hospital, so to speak. But it has been the present government's policy to close these departments and hospitals, and we are now seeing patients with mental illness being placed in community care.

Presenter: What's caused this change?

Janine: Well, it's an accumulation of various thoughts and ideas, and it's really more to do with the breakthroughs in science and trends in society throughout this century than in new ideas. Medicine seems to follow fashions. Look, for example, at the various terms that have been used throughout the history of psychiatric institutions. The Victorians, when they started them up, called them 'asylums' – places of refuge for people who were too sick to cope with life. This word collected the stigma of the real conditions which unfortunately, resulted in closed places with people held inside for up to sixty years. The patients were seen as outcasts and nobody expected to see them return to normal life. The change of the name to 'hospital' reflects the different light in which the patients were seen by the medical profession – they were ill, needing medical care to cure them. And this coincides with the breakthroughs in medical science. Some forty years ago, new drugs were produced to supposedly cure mental disorders – so if anti-depressants could stop bad moods, and tranquillisers calm down a patient who was out of control, there was no need to seek help in a mental – or psychiatric institution. A bit like an antibiotic curing pneumonia, or some other infection.

Presenter: Well, surely it's preferable to be living at home taking medication than being stuck in hospital?

Janine: Indeed. But a mental patient needs more than pills. If pills could do the job, then mental illness would've been eradicated. And these hospitals don't only help their patients. They have also done a

valuable job in protecting the community. There are people who truly cannot control themselves and so are dangerous. Patients who might commit criminal acts but are not really criminals, just very sick. People who don't need prisons or punishment but expert and sympathetic care whatever they have done, or might do. As a result of the new policies, these people are being sent into the community, having to cope with their illnesses and all the related problems.

Presenter: Well, you have explained how we have reached the position of questioning psychiatric hospitals. But what is it that has brought on this latest wave of closures?

Janine: Well, that brings us to the final point in the process. The suggestion that we could do without these places has given the government the opportunity to make cuts – as it has in so many other sectors – and so save the taxpayer money. Like most budget cuts, this has had some unfortunate results, but with the economic situation, the way it is, I suppose it can't be avoided.

Exam Focus – Speaking (pp. 176 - 177)

➤ Part 2

(Suggested answers)

Pictures A and B

- **Picture A** is of a bottle with a message on it to keep our beaches clean, and **picture B** is of children planting trees. They both have an environmental theme.
- I try to help the environment by putting all the paper I throw away in a bin for recycling, and by not throwing litter on the street, because I think that keeping the environment clean is important.
- We can make sure that we don't litter the countryside and sea by not throwing rubbish away carelessly, and we can try to buy recycled products such as paper. We can also recycle many other things we use.
- I'm optimistic about the future of our planet because I think that it's not too late to start educating people about how to protect the planet and reduce pollution. People are slowly beginning to realise that there is a lot they can do to clean up the planet and make it a clean, pleasant place to live.

Pictures C and D

- **Picture C** shows a girl watching TV and **picture D** shows a girl reading. Both pictures show different activities. They can imply how children spend their time at home and what they prefer doing.

- I prefer to watch TV because it is more interesting than reading a book. There is always something to watch. It keeps me entertained.
- I think that both reading and watching television can be beneficial to young people because they are both sources of information. Reading, though, is better than television in some ways because it helps you see other people's ideas and their personal way of expressing themselves.
- To encourage young people to read more, schools should have libraries where children can borrow books and take them home to read. Also, books should be made more colourful and interesting so that young people would choose to read them instead of having to be made to do so.

➤ Part 3

(Suggested answers)

SA: I would put a **climbing frame** at point E because it's at the furthest end of the garden, away from the house. This means that children playing on it could make as much noise as they wanted without disturbing their parents sitting on the patio.

SB: Yes, that's a good idea. And because of that I think the **pond** should be put at point F so that it wouldn't be too close to the climbing frame because the children could fall in it.

SA: I agree, and a pond in the middle of the garden would look nice as well.

SB: I think that a **picnic table** should be put at point A because it's close to the dining room and the kitchen so it would be easy to serve food.

SA: Yes, and there would also be a nice view of the garden from the patio. As for the **flower beds**, they should be put somewhere they can be seen and admired from the house, like point B.

SB: That's a good idea. And they would be close to the **garden shed** at point C as well, which would be convenient for getting tools out.

SA: Last of all, I think the **vegetable garden** should be put at point D, which is the largest space available.

SB: Yes, and if it was there it wouldn't be close to the shed as well.

➤ Part 4

(Suggested answers)

- **SA:** The benefits of having a garden are that you have a place where you can go and sit outside in the summer to cool off, and somewhere outside the house where children can play.

SB: Also, it is a place where you have a chance to do some gardening and even grow your own vegetables instead of having to buy them.

- **SA:** My perfect garden would have a swimming pool in it and a patio where I could sunbathe.

SB: Yes, so would mine. I'd also like to have a basketball or a tennis court.

- **SA:** I would sit out by the pool and sunbathe, and just generally relax.

SB: I'd spend a lot of time swimming in the pool and playing basketball or tennis with my friends.

Exam Focus – Writing (p. 178)

Reviews

(Suggested answers)

- It's a science fiction film.
- I think it's set in prehistoric times.
- The main characters are probably the people in the photograph, perhaps scientists.
- I think the plot is about scientists trying to study dinosaurs.
- A short description of a film could be found in a review in a newspaper or magazine.
- A well-written, interesting script or a good plot makes a film/book enjoyable.
- My favourite film is *Batman Returns*. My favourite book is *Jane Eyre*.
- I would recommend *Batman Returns* because it is action-packed, the script is well-written and the acting is excellent. I would recommend *Jane Eyre* because it's entertaining reading, thought-provoking, and has an interesting plot.

1 Topic of each paragraph

Para 1. background

Para 2. main points of plot

Para 3. general comments

Para 4. recommendation

- The film is set in Scotland.
- It is a historical film.
- The stars of the film are Mel Gibson and Patrick McGoohan.
- The plot is about William Wallace, a man who leads the Scots in their fight against the English. After his wife is murdered by an English Lord, Wallace unites the villagers and they drive out the English soldiers. His popularity grows and soon the English King, Edward, sends his daughter to negotiate with Wallace.
- Yes, the film is highly recommended.

2 Lord of the Flies

Paragraphs in the correct order are:

- 1 *Lord of the Flies* is set ...
- 2 The tale begins ...
- 3 The book is very well written ...
- 4 I thoroughly recommend ...

Tenses used: Present Simple

Purpose of each paragraph:

- 1 state where book is set and kind of story (background)
- 2 main points of plot
- 3 general comments
- 4 recommendation

3 Phrases used in book reviews:

a dull read, the author has attempted to discover ...

Phrases used in film reviews:

the script is well-written, it is brilliantly directed, a must-see, the starring role is played by, the film is set in, the special effects are impressive, a strong cast including ...

4 (Suggested answer)

Mission Impossible is an adventure film, set in Post Cold War Europe. It is directed by Brian de Palma and stars Tom Cruise, who plays the role of a secret agent.

Tom Cruise stars as Ethan Hunt, a man who sees his close colleagues being murdered one by one. He has reason to believe that there is a traitor involved. Unfortunately, he is blamed for the murders. Then, our hero, with the help of two agents, tries to discover who the traitor is.

The film has some spectacular special effects and stunts. Tom Cruise uses extraordinary devices, such as exploding chewing-gum to deal with the dangers he faces. The camera work is excellent. There's enough action to keep the plot going without the need for many love scenes like in other spy films.

I highly recommend this film, especially to those who enjoy espionage stories and secret missions. As soon as you hear the familiar tune of *Mission Impossible* you'll be set to enjoy this riveting and entertaining film.

Revision of Writing Techniques

(*T is advised to photocopy the following questions or make transparencies and revise theory on writing with his/her Ss.*)

Decide which of the following statements are True and which are False.

A Descriptive Compositions

- 1 In descriptive compositions each paragraph should start with a topic sentence.
- 2 To describe a person you should describe physical appearance, personality and behaviour.
- 3 To describe a place for a serious magazine you should use informal language.
- 4 Each paragraph in descriptive compositions consists of one sentence.
- 5 Short forms are acceptable in informal writing.
- 6 Each paragraph should start a new topic.
- 7 When writing instructions detailed information is not necessary.
- 8 To describe an object you should include particular details and special features.
- 9 The Imperative is not used when writing instructions.
- 10 The Passive Voice is never used to describe events.
- 11 When describing people you should talk about personality characteristics without justification.
- 12 Descriptions of objects can be included in a report to a lost property office.
- 13 To describe a place you can use your senses while giving details of it.
- 14 The final paragraph of a description of a place includes particular details of it.
- 15 When describing festivals you can use your senses to describe the atmosphere.

B Narrative Compositions

- 1 Past tenses are used in a narrative.
- 2 A story is always written in the second person.
- 3 A factual report is normally informal writing.
- 4 A factual report includes facts.
- 5 The use of Indirect Speech enlivens the narration of a story.
- 6 Chatty descriptions are acceptable in stories.
- 7 Factual reports are written in colloquial English.
- 8 Linking words are important while writing a story.
- 9 Short forms are only acceptable in quotes when writing a story.
- 10 The writer can include his personal feelings in first person narrations.

- 11 A story cannot move back or forward in time.
- 12 A factual report is a combination of feelings and facts.
- 13 An interesting plot is essential in a story.
- 14 Sequence words are not used in narratives.
- 15 When writing a third person narrative the writer is not directly involved in the story.

C Informal – Formal – Transactional Letters

- 1 Colloquial English can be used in formal letters.
- 2 If you know the name of the recipient you sign 'Yours sincerely'.
- 3 Formal letters include facts and strong emotional feelings.
- 4 In an informal letter you can end with 'Yours, John'.
- 5 Letters of complaint are normally written in an informal style.
- 6 In transactional letters all factual information should be included the same way as it has been given in the rubric.
- 7 Narrative – Descriptive letters can be either formal or informal.
- 8 Letters of application include narrative techniques.
- 9 In formal letters when we know the name of the recipient we address him as 'Dear John'.
- 10 'Yours faithfully' is used in some formal letters.
- 11 Short forms are used in informal letters.
- 12 Complex sentence structures are not permitted in formal letters.
- 13 In informal letters pronouns cannot be omitted.
- 14 Idioms can be used in informal letters.
- 15 In formal letters paragraphs should develop one specific topic.

D Argumentative essays

- 1 Argumentative essays are always written in a formal style.
- 2 To justify your point of view examples and reasons are not necessary.
- 3 Quotations should be avoided.
- 4 Strong feelings make an argumentative essay more interesting.
- 5 Overgeneralisations should not be used in argumentative essays.
- 6 Linking words are not normally used.
- 7 Short forms can be used in quotations.
- 8 The reader cannot be addressed directly.
- 9 The last paragraph should not give the reader something to consider.
- 10 A rhetorical question can be used either in the first or the last paragraph of an argumentative essay.

- 11 When giving arguments for or against a topic you should not be objective.
- 12 Each point is introduced in a new paragraph.
- 13 When writing an opinion essay your personal opinion should be included in the main body.
- 14 The other side of the argument should not be presented.
- 15 In argumentative essays you can make reference to other sources.

E Reports

- 1 Reports are written in a formal style.
- 2 News reports are written with sub-headings.
- 3 The Passive Voice is avoided in reports.
- 4 Witness statements are always formal.
- 5 Sub-headings are not necessary in survey reports.
- 6 Present tenses are used in survey reports.
- 7 Figures included in a report should be recorded in the form of percentages or proportions.
- 8 Facts are not used in news reports.
- 9 Quotations are used in survey reports.
- 10 While assessing good and bad points you should sound emotional.
- 11 Witness statements are written in chronological order.
- 12 News reports can employ narrative techniques.
- 13 Formal language is used in survey reports.
- 14 Witness statements include only hypotheses.
- 15 All types of reports should have a main heading.

F Articles

- 1 Articles can be either formal or informal.
- 2 An impersonal style is not used in formal articles.
- 3 The style used in popular newspapers can be informal.
- 4 Newspaper articles do not have a headline.
- 5 In the first paragraph you can't make reference to a strange scene.
- 6 The last paragraph of an article never summarises the article.
- 7 The article can start with a quotation.
- 8 Narrative/Descriptive techniques are not used in articles.
- 9 In formal articles you can address the reader directly.
- 10 Style can vary within an article.

G Reviews

- 1 Reviews do not include the writer's viewpoint.
- 2 Reviews are written in a formal style.
- 3 Each new topic is introduced in a new paragraph.

- 4 The type of film or book should always be mentioned.
 5 The writer's recommendation should not be justified.
 6 The Present tense is used in the description of the plot.

KEY

- A** 1 T 4 F 7 F 10 F 13 T
 2 T 5 T 8 T 11 F 14 F
 3 F 6 T 9 F 12 T 15 T
- B** 1 T 4 T 7 F 10 T 13 T
 2 F 5 F 8 T 11 F 14 F
 3 F 6 T 9 F 12 F 15 T
- C** 1 F 4 T 7 T 10 T 13 F
 2 T 5 F 8 F 11 T 14 T
 3 F 6 F 9 F 12 F 15 T
- D** 1 T 4 F 7 T 10 T 13 F
 2 F 5 T 8 F 11 F 14 F
 3 F 6 F 9 F 12 T 15 T
- E** 1 T 6 T 11 T
 2 F 7 T 12 T
 3 F 8 F 13 T
 4 F 9 F 14 F
 T F 10 F 15 F (witness statements don't)
- F** 1 T 3 T 5 F 7 T 9 F
 2 F 4 F 6 F 8 F 10 F
- G** 1 F 2 F 3 T 4 T 5 F 6 T

Revision Section (pp. 190 - 208)**➤ A Multiple Choice Questions**

- | | | | | |
|------|------|------|------|-------|
| 1 B | 21 B | 41 C | 61 D | 81 D |
| 2 C | 22 C | 42 B | 62 D | 82 A |
| 3 A | 23 B | 43 A | 63 A | 83 C |
| 4 D | 24 D | 44 D | 64 D | 84 C |
| 5 D | 25 C | 45 B | 65 D | 85 B |
| 6 C | 26 A | 46 A | 66 B | 86 B |
| 7 C | 27 C | 47 B | 67 D | 87 B |
| 8 D | 28 A | 48 C | 68 C | 88 C |
| 9 A | 29 D | 49 A | 69 A | 89 B |
| 10 D | 30 B | 50 C | 70 C | 90 D |
| 11 D | 31 B | 51 B | 71 D | 91 A |
| 12 A | 32 B | 52 D | 72 C | 92 D |
| 13 D | 33 B | 53 C | 73 C | 93 B |
| 14 D | 34 B | 54 D | 74 A | 94 B |
| 15 B | 35 A | 55 B | 75 A | 95 D |
| 16 A | 36 B | 56 B | 76 C | 96 D |
| 17 C | 37 C | 57 C | 77 C | 97 B |
| 18 D | 38 D | 58 B | 78 B | 98 C |
| 19 A | 39 A | 59 A | 79 A | 99 D |
| 20 C | 40 C | 60 D | 80 B | 100 B |

➤ B Key – Word Transformation Sentences

- 1 ... must not be used ...
- 2 ... is not old enough to ...
- 3 ... would like to ...
- 4 ... is no chance of ...
- 5 ... is not far from ...
- 6 ... is not warm/hot enough ...
- 7 ... if I was supposed to ...
- 8 ... I were you, I would ...
- 9 ... I would rather not ...
- 10 ... will take place ...
- 11 ... is not as good as ...
- 12 ... wish I could come ...
- 13 ... is said to be ...
- 14 ... Yoko if she had tried ...
- 15 ... a small amount of ...
- 16 ... turned it down ...
- 17 ... need not have cancelled ...
- 18 ... you should take ...
- 19 ... I wish I had not upset ...
- 20 ... am not responsible for providing ...
- 21 ... anyone interested in helping ...
- 22 ... said to have been built ...
- 23 ... would not have been ...
- 24 ... is not (too) far from ...
- 25 ... been good at ...
- 26 ... accused Mat of having destroyed/destroying ...
- 27 ... in total disagreement ...

- 28 ... was the only person who ...
- 29 ... too busy to attend ...
- 30 ... one of the fastest ...
- 31 ... even though she behaves ...
- 32 ... is hardly anything left in ...
- 33 ... to find the solution to ...
- 34 ... to have/get the roof repaired ...
- 35 ... have not visited Elizabeth ...
- 36 ... will only be accepted if ...
- 37 ... good to get ...
- 38 ... the subject I liked most ...
- 39 ... was the first time ...
- 40 ... did nothing but quarrel ...
- 41 ... would like to know ...
- 42 ... that there are ...
- 43 ... pays (any) attention to ...
- 44 ... might have forgotten ...
- 45 ... efficient at organising ...
- 46 ... suggested going on ...
- 47 ... was Michael's first visit ...
- 48 ... not as many supermarkets ...
- 49 ... mistook me for ...
- 50 ... being unable to play ...
- 51 ... if we had not given ...
- 52 ... have been married since ...
- 53 ... good at drawing ...
- 54 ... had a discussion about ...
- 55 ... put up with his/him ...
- 56 ... did not let us sleep ...
- 57 ... in case it is cold ...
- 58 ... ages since Gloria went/has been ...
- 59 ... had better not stay up ...
- 60 ... was too difficult for ...
- 61 ... do not belong to me ...
- 62 ... more fluently than anybody ...
- 63 ... has been writing ...
- 64 ... was not deep enough ...
- 65 ... why he had never tried ...
- 66 ... did not succeed in finding ...
- 67 ... has been reduced by ...
- 68 ... advised Ann to call ...
- 69 ... put me through to ...
- 70 ... just in time for ...
- 71 ... was no point in me ...
- 72 ... is/will be impossible for ...
- 73 ... if Steve had not helped ...
- 74 ... himself to be ...
- 75 ... let visitors use ...
- 76 ... if I had invited Doreen ...
- 77 ... was put off ...
- 78 ... if she could lend him ...
- 79 ... guest had fun ...
- 80 ... will no doubt become ...
- 81 ... was too slow ...
- 82 ... strength gave out ...

- 83 ... too far away for me ...
- 84 ... apart from John ...
- 85 ... took to her new teacher ...
- 86 ... enough money to get by ...
- 87 ... wish I could go ...
- 88 ... in the habit of cutting ...
- 89 ... cut down on your food ...
- 90 ... always be counted on ...
- 91 ... run short of money ...
- 92 ... turn the volume down ...
- 93 ... didn't need to go ...
- 94 ... behind bars doesn't always ...
- 95 ... have already grown out of ...
- 96 ... brought out a book ...
- 97 ... will take place ...
- 98 ... put you up for ...
- 99 ... was brought round ...
- 100 ... grow up and start taking ...

➤ **C Error Correction Texts**

- | | | | |
|----------|--------|-----------|----------|
| 1 | 1 ✓ | 6 of | 11 if |
| | 2 in | 7 some | 12 ✓ |
| | 3 it | 8 a | 13 it |
| | 4 the | 9 ✓ | 14 by |
| | 5 more | 10 ✓ | 15 ✓ |
| 2 | 1 upon | 6 got | 11 ✓ |
| | 2 your | 7 ✓ | 12 very |
| | 3 ✓ | 8 both | 13 while |
| | 4 they | 9 have | 14 ✓ |
| | 5 ✓ | 10 with | 15 that |
| 3 | 1 have | 6 ✓ | 11 about |
| | 2 to | 7 had | 12 ✓ |
| | 3 ✓ | 8 ✓ | 13 can |
| | 4 they | 9 however | 14 more |
| | 5 ✓ | 10 for | 15 must |
| 4 | 1 the | 6 should | 11 ✓ |
| | 2 ✓ | 7 ✓ | 12 one |
| | 3 been | 8 for | 13 being |
| | 4 ✓ | 9 more | 14 to |
| | 5 for | 10 to | 15 ✓ |

➤ **D Composition Discussion**

- A** 1 An opinion article.
- 2 Readers of the magazine.
- 3 **Para 1:** state opinion
Paras 2 & 3: 1st and 2nd arguments and reasons
Para 4: other side of argument and reason(s)
Final para: restate opinion using different words

- 4 Formal style because it is an opinion article written for a magazine.
- 5 Yes.
- 6 **(Suggested answers)**
I believe, In my opinion, I think, In my view, I strongly believe, etc.
- 7 **(Suggested answers)**
list points: In the first place; first of all; to start with; etc.
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.
Introduce conflicting viewpoints: It is argued that; people argue that; opponents of this view say; there are people who oppose; etc.
- 8 Yes.
- 9 Yes, in the main body paragraphs.
- 10 **(Suggested answers)**
First paragraph:
- state an opinion
 - make reference to a strange scene or situation
 - address the reader directly
 - start with a quotation or rhetorical question
 - start with a problem that needs a solution
- Last paragraph:**
- state a personal opinion
 - give the reader something to consider
 - summarise the composition
 - end with a quotation or a rhetorical question
- 11 A, C, E

(Suggested answer)**Are Computers a Blessing or a Curse?**

Can you remember a time when you did not have a computer and had to do everything by hand? In my opinion, there is no doubt that computers have made many people's lives easier.

First of all, as far as education is concerned, computers have proved to be an efficient tool in the learning process. For instance, children find certain school subjects, such as Maths, easier to do when using a computer.

In addition, computers are extremely valuable in one's workplace. Storing and processing information nowadays can be done in a matter of minutes. As a result, time spent on paperwork and filing has been greatly reduced.

On the other hand, some people argue that many problems have been caused by the wide use of computers in the workplace. For instance,

unemployment rates in many parts of the world have skyrocketed due to the fact that computers have taken the place of humans.

To sum up, it seems that computers play an important role in our lives. It is inevitable that there will be disadvantages, yet the benefits gained by having a computer are invaluable.

- B**
- 1 My pen friend.
 - 2 Informal style.
 - 3 To give suggestions.
 - 4 C
 - 5 (Ss' own answers)
 - 6 A, C, D, F, G
 - 7 A, B, D, F, G, H

(Suggested answer)

Dear Anna,

Thank you for your letter. Of course, I'd be happy to make a few suggestions.

First of all, your sister should definitely visit the Eiffel Tower. No visit to Paris would be complete without seeing this beautiful monument. Another great idea is for her to spend the day at Notre Dame. If I were her, I would also take a walk along the left Bank. It's full of wonderful cafes and bistros.

Paris has such amazing food. I would definitely suggest trying French onion soup. It's absolutely delicious. Another great dish is snails in garlic butter. I know it sounds unappetising but it really is out of this world!

Well, I hope I've been of some help.
Write soon and tell me your news.

Love,
Jean

- C**
- 1 A narrative.
 - 2 Readers of the magazine and my teacher.
 - 3 Third person.
 - 4 **Para 1:** set the scene (who – where – when)
Para 2: before the main event(s)
Paras 3 & 4: the main event(s)
Final para: end the story
 - 5 B
 - 6 'Terrified and still shaking they could hardly believe they were alive.'
 - 7 A, D, E, G, H
 - 8 Past tenses because it is about an event that happened in the past.
 - 9 First, then, next, as soon as, meanwhile, immediately

(Suggested answer)

It was a cold and gloomy afternoon. Arthur and John were standing before the old wooden door of the abandoned castle. 'Are you sure you want to do this?' John asked Arthur. Arthur swallowed and nodded.

They pushed the heavy door open and nervously walked into the great hall. Cobwebs hung from the tall ceiling and thick dust covered the ancient furniture. They turned on their torches and slowly walked across the hall.

Suddenly, they heard a deafening noise. The castle shook and shuddered and pieces of brick and wood fell to the floor. The boys screamed and ran under a huge table for safety. The castle seemed to be collapsing before their very eyes. 'Come on! Let's get out of here!' John yelled. They quickly ran across the hall and out the door.

One hour later, as a firefighter handed them two cups of steaming hot tea, he said, 'You boys are lucky. Didn't you know the castle was scheduled to be demolished today?' Arthur and John looked back at the remains of the castle. Terrified and still shaking, they could hardly believe they were alive.

- D**
- 1 A composition providing solutions to problems.
 - 2 My teacher.
 - 3 Formal style.
 - 4 In the first paragraph.
 - 5 2nd and 3rd paragraphs.
 - 6 Yes.
 - 7 The main body paragraphs.
 - 8 A and C
 - 9 Yes.
 - 10 Yes, in the first and/or final paragraphs.

(Suggested answer)

Everybody can help to preserve the natural environment in their own town/city.

Whether one lives in a small town or a large city, it is up to us to take responsibility to preserve our natural environment. As individuals, what is our role in helping to keep our environment clean?

Firstly, the easiest way for one to play their part in keeping the environment clean is to recycle. It only takes a few minutes a day for rubbish to be sorted, separated and placed in recycling bins. If people were to do this on a regular basis, it would help reduce the amount of indisposable waste on our planet.

Secondly, unless we all take responsibility for our actions, the environment will suffer because of our carelessness. Therefore, people who litter and who are indifferent to the well-being of the environment should be heavily fined.

All things considered, it seems that if we all treated our planet with respect and consideration then we would be doing our best to help preserve our environment.

- E**
- 1 Letter to the editor.
 - 2 To correct the errors that were written in a newspaper report.
 - 3 The editor and the readers of the newspaper.
 - 4 Formal style.
 - 5 Yes.
 - 6 Salutation
Para 1: reason(s) for writing
Paras 2 & 3: development
Final para: closing remarks
Name
 - 7 Past tenses
 - 8 In the final paragraph
 - 9 Dear Sir/Madam, Yours Faithfully + my full name

(Suggested answer)

Dear Sir/Madam,

I am writing this letter to comment on an article which appeared in your newspaper. To my mind, the article concerning the Gladstone Annual Art Exhibition, contained some misleading information.

Firstly, your article stated that the event was 'dull'. By my standards, any exhibition which is attended by over 10,000 visitors, is anything but 'dull'. Moreover, contrary to your statement that the opening hours were affected by 'technical problems', the exhibition was, in fact, open from 10 am to 8 pm every day as scheduled, except for the first week. In addition, all works of art were indeed done by local artists. Your information on this point was false as was the issue regarding prices. Your article said there were no special prices when, in actuality, children and students received special rates at the weekend.

To conclude, I feel strongly that this event should definitely be held again next year. All in all, I believe it is, and will continue to be, a worthy contributor to culture in our town.

Yours faithfully,
Judy Smith

- F**
- 1 An assessment report.
 - 2 To assess the suitability of a newly-opened sports centre for people of all ages.
 - 3 My boss.
 - 4 Formal style.
 - 5 A, D, E, G
 - 6 **Para 1:** state purpose and content of your report
Paras 2, 3, 4 & 5: summarise each point, giving both positive and negative aspects

Final para: general assessment and recommendation

- 7 B, C, E, F
- 8 The final paragraph.
- 9 Yes, because assessment reports should be objective.
- 10 Present tenses
- 11 **(Suggested answers)**

Express reality: The fact of the matter is that; Actually; In practice; etc.

Make contrasting points: However; Although; Despite; But; While; Even though; etc.

Express the difference between appearance and reality: It may seem; On the surface; Apparently; etc.

Conclude: On the whole; In conclusion; To sum up; etc.

(Suggested answer)

To: Mr B. Johnson, Manager
 From: Francis Smythe, Assistant Manager
 Subject: Central Fitness Club
 Date: 25th November, 20...

Introduction

The purpose of this report is to assess the suitability of Central Fitness Club for people of all ages.

Facilities

The club's facilities not only cater for adults, but also for younger children. For example, young people will enjoy the music played during aerobics' classes. Moreover, the club has got one of the best weightlifting rooms one could possibly find. Last but not least, the club's juice bar offers freshly-squeezed fruit juices and delicious vegetable juices.

Equipment

The equipment provided by the club is state-of-the-art. Tread mills, exercise bicycles, dumb-bells and weights are available for all those interested in getting fit and following a training programme. However, the trainers are hardly ever there to instruct you, which is a drawback that should be taken into consideration.

Opening Hours

In practice, the club is open every day from 9 am to 9 pm. Therefore, it is convenient for teenagers who go to school. In addition, the club is open on Saturdays from 10 am to 5 pm which are very flexible hours for people who work.

Subscription Fees

The fact of the matter is that fees at Central Fitness Club are quite expensive. However, there are

special prices for young people under the age of sixteen, as well as a 10% discount for those who subscribe for a year.

Recommendation

To sum up, I would recommend Central Fitness Club for people of all ages. Even though the fees to join are quite expensive, it is a well-organised and modern venue for fitness fans.

- G** 1 To complain about a holiday you went on.
- 2 The manager of Sunshine Tours.
- 3 No.
- 4 Formal style.
- 5 A strong tone because I'm asking for my money back.
- 6 Salutation
- Para 1:** reason(s) for writing
- Para 2 & 3:** complaints with justifications
- Final para:** closing remarks
- Name
- 7 Yes.
- 8 B
- 9 A, C, D, G

(Suggested answer)

Dear Sir/Madam,

I am writing to express my strong dissatisfaction with the one-week holiday I spent at the Highfield hotel from July 1st.

To begin with, I was disgusted by the lack of facilities. Contrary to what your brochure stated, the rooms were not air-conditioned, despite the unbearable heat. Also, the swimming pool remained empty for the whole week, without any explanation. This was unacceptable as the beach was over five kilometres away.

Furthermore, I was surprised by the poor services offered by this five-star hotel. To begin with, there was no room service which was extremely inconvenient. What is more, the lift was always out of order and as my room was on the sixth floor, I found this to be completely outrageous. I was also appalled by the unhelpful attitude of the staff, particularly the hotel guide. She insisted on being paid despite the fact that the excursions had already been included in the total cost of the holiday.

I believe that I am entitled to a refund for the inconvenience I have suffered. I look forward to hearing from you soon otherwise I shall be forced to take the matter further.

Yours faithfully,
 Angela Rogers

- H**
- 1 A transactional letter asking for information
 - 2 To ask for more information regarding a trip I have won to Dublin.
 - 3 Megan Wilson, the competition organiser.
 - 4 No.
 - 5 Formal style.
 - 6 Salutation
Para 1: reason(s) for writing
Paras 2 & 3: development
Final para: closing remarks
 Name
 - 7 That I have chosen the appropriate style.
 That I have included all the factual information provided in the rubric, using my own words.
 That I have checked that each paragraph has a topic.
 - 8 B
 - 9 **Opening Remarks:** C
Closing Remarks: A
 - 10 A, B

(Suggested answer)

Dear Ms Wilson,

I am writing to express my gratitude for having chosen me as the winner. I would also like to take this opportunity to ask you a few questions regarding the trip to Dublin.

First of all, I would appreciate it if you could tell me more about our arrival in Dublin. Would it be possible for somebody to meet us at the train station? If not, could you please suggest the best way to get to the hotel?

Moreover, could you please let me know if all meals are included in the offer? Finally, I would be grateful if you could inform me whether it will be necessary for us to dress formally in order to see 'Riverdance'.

Thank you in advance for your kind co-operation. I am looking forward to hearing from you at your earliest convenience.

Yours sincerely,
 Alice Mallone

➤ **E Speaking Tests**

————— **Part 1** —————

(Part 1 lasts about four minutes and has to do with socialising and giving personal information. Ss should be able to talk about themselves for two minutes.)

————— **Part 2** —————

(Part 2 lasts about four minutes and focuses on exchanging personal and factual information based on given visual prompts. Ss are given two colour photographs each and they have to talk about them in relation to themselves without being interrupted and helped by the T. They are also asked to comment on each other's pictures.)

————— **Part 3** —————

(In Part 3 Ss are examined in pairs. They are given visual prompts which generate a discussion and they talk with one another. Ss look carefully at the visual prompts concentrating on relevant details. The conversation should not be dominated by one student. Ss have to talk only about the task the interviewer has given them. This part lasts about 3 minutes.)

————— **Part 4** —————

(In Part 4 Ss talk with one another about matters related to the theme of Part 3. Ss should listen to their partners' answers and respond accordingly. It is important to remember that when one partner is speaking he/she should not be interrupted by the other. Part 4 lasts about 4 minutes.)

————— **Speaking Test 1** —————

Parts 1 & 2 (Suggested answers)

- **Picture A** shows a female vet with her patient, a cat. **Picture B** shows a pilot standing near an aeroplane. Being a pilot is a dangerous job where he/she must work as part of a team whereas being a vet is not very dangerous and the person works alone.
- A vet needs qualities of understanding and compassion towards animals. A vet also needs to be gentle and caring. On the other hand, a pilot needs an adventurous spirit and must be single-minded with great powers of concentration. Both of them, however, need to be calm in their job.
- I would really like to be a vet as I love animals.
- People choose to do dangerous jobs because they like taking risks and they want something challenging in their lives.
- **Picture C** shows elephants and zebras drinking water. They are either on a nature reserve or in an area where wild animals are free to roam about.

However, **picture D** shows a whale in an aquarium and it is not free and probably just entertains human beings.

- In my opinion, the most suitable environment is one where the animals live freely and naturally.
- It is not cruel to keep a domestic pet in an appropriate environment. It is cruel, however, to keep an exotic or wild animal caged up away from its natural habitat.
- Governments could help by enforcing laws and heavy punishments on those who kill or export endangered species. Perhaps the best way would be to re-educate people about the need for animals on our planet.

Part 3 (Suggested answers)

SA: I would like to attend the discussions on space and the environment. What about you?

SB: I would prefer to go to the ones about cooking and flower arranging. Why do you think space and the environment would be so interesting?

SA: Well, we need to learn more about the place where we live, the extinction of certain species and also how we can explore space to help improve our planet. What is so interesting about the discussions on flower arranging and cooking?

SB: I think these are very creative subjects and I would like to learn more about them as I am a creative person.

SA: Well, it looks like the discussions cover a wide range of interests for everyone, don't they?

SB: I agree. We could learn a lot about things we don't know as well.

Part 4 (Suggested answers)

- SA: I think that we learn how to co-operate with others.
SB: I agree, but we also learn many other skills which will help us when we start work, such as creativity and learning to think in a logical way.
SA: Yes, school does prepare us for life.
- SA: I would make sure that all children learn about technology and computing.
SB: Yes, we need those but I wouldn't change subjects like history or geography – I think we still need to learn such things.
SA: I agree, but I would change the teachers!
- SA: I don't think uniform should be compulsory, after all we have a right to choose what to wear.

SB: I don't agree. Uniforms are smart and make everyone equal. Also, you don't have to decide what to wear every day.

SA: Well, we already wear a kind of uniform, as most of us choose to wear jeans to school.

- SA: I believe it is still important to learn other languages as there are still many people who don't speak or have the chance to learn English.

SB: I agree. If everyone in the world learns English, then there will be no differences among all the countries and we will all end up the same.

Speaking Test 2

Parts 1 & 2 (Suggested answers)

- **Picture A** shows a very attractive hotel and swimming pool which is probably extremely crowded especially in the summer months whereas **picture B** shows a simple house somewhere on a mountain. The house seems to be in a remote and quiet area.
- I would prefer to spend my time in the mountain house as it would be peaceful and I would be able to go for long walks and not meet other people.
- This type of hotel usually provides its guests with entertainment such as a disco or barbecue around the pool. Apart from these activities, you would also be able to explore the local area. The house may be near a river where you could go fishing or just walk among the trees.
- An enjoyable holiday is one where the weather is warm and sunny. Also, there should be many things to do and places to visit. The important thing, however, is to have good company.
- **Picture C** shows the inside of a theatre where you could go to see a play, ballet or opera whereas **picture D** shows a group of boys singing and dancing on stage.
- At the theatre the audience just sit and watch and do not take part in any way, whereas at a concert, like this, the audience do not sit down. People join in with the singing and move around to the music which I believe shows how much they are enjoying themselves.
- I would prefer to attend a theatre to see a good play as I don't like large crowds of noisy people.
- Yes, I do believe they are. Children like to imitate their heroes and since these are usually seen in violent films, it often results in children doing something violent themselves.

Part 3 (Suggested answers)

- SA: I think that a park would be a good idea and everyone would benefit from it. What do you think?
- SB: I don't agree. I believe that a shopping centre would be more useful for everyone of all ages.
- SA: Yes, it would be more useful, but a park would give pleasure to everyone. Having all the trees around would improve the quality of the air we breathe.
- SB: Yes, but in winter, people won't be able to go and enjoy a park. A shopping centre can be used all year. It will also give jobs to a lot of people.
- SA: That's true, but I disagree about not enjoying a park in the winter. People like to walk no matter what the weather is like. It helps people relax from their busy lives.
- SB: Well, I believe that many people can relax by looking in shop windows. At least, that's what I do!

Part 4 (Suggested answers)

- SA: I think it's better to live in the city because life is more exciting.
SB: I don't agree. Life in the country is healthier and there is always something to do.
SA: Yes, but in the city there are jobs for most people. Also, there are more facilities like hospitals and better schools.
- SA: I think that my area would improve if there were more places for young people to go to such as youth centres.
SB: I believe that a park would be a good idea so that we could see some trees, instead of ugly buildings.
SA: Yes, but young people can't spend all the time sitting in a park.
SB: Why should young people have all the benefits? Older people need their lives improved as well.
- SA: I'm sure that people would understand more about the environment if television showed more programmes and documentaries about the environment.
SB: Yes, but we already show these things and still people don't take any notice. What about more advertising in magazines and newspapers?
SA: That might be a better idea as people wouldn't be able to avoid seeing them. When they watch such things on television, many people change channels.

- SA: I don't know whether the planet will be better or worse, but I think it will be worse.
SB: I agree. There won't be many trees or animals left and people will be even more interested in themselves.
SA: I think there will be so many people on the planet that life will be very unpleasant.
SB: Yes and there probably won't be enough food for us all.

Speaking Test 3

Parts 1 & 2 (Suggested answers)

- **Picture A** shows an old-fashioned train whereas **picture B** shows a hot-air balloon. A trip by balloon would give a bird's eye view of the land and a balloon can fly over places that a train may not be able to travel through. Also, travelling by balloon is far more dangerous.
- I would prefer to travel by train as I believe it would be more comfortable to watch the world while sitting down.
- I believe that all countries will be linked by high-speed trains. Furthermore, people will travel by supersonic planes.
- I think that less money should be spent on space exploration and more money used to help the people who live on Earth where we have many problems. Money could be spent helping the less fortunate of our world.
- **Picture C** shows an attractive town with tall buildings and some greenery, whereas **picture D** shows an ugly town with blocks of flats. It appears to be a very dull place.
- I would obviously like to live in the more attractive town where I think life could be quite pleasant.
- I believe that towns generally need more parks and leisure or sports facilities. Traffic should be banned from city centres and public transport ought to be free for everyone. Many big cities would also benefit from having an underground railway.
- I would love to live in another country where I could be able to experience a different culture and climate to that of my own country. It would give me the chance to broaden my knowledge and gain a different picture of the world.

Part 3 (Suggested answers)

- SA: I think that boots would be very necessary in the jungle in case you tread on something like poisonous snake. Do you agree?
- SB: Yes. I do and I think that insect repellent is really necessary. The jungle is full of mosquitoes and poisonous flies. What else do you think we should take with us?

- SA: Well, I think that some sort of light is necessary.
 SB: Why? We wouldn't be walking at night and besides the light will attract insects.
 SA: Yes, I agree, but maybe there's an emergency and we need to see what we're doing!
 SB: Yes, you're right. So what about taking a camera? Don't you think we should take photos of the things we see?
 SA: Absolutely. A camera is really necessary.

Part 4 (Suggested answers)

- SA: I wouldn't like to go on such an expedition because I think it would be dangerous.
 SB: Why would it be dangerous? If you are careful and take medicine before you leave then you wouldn't get sick.
 SA: Well, I'd prefer to lie on a beach in a hot, sunny country!
- SA: Some people really like to do dangerous sports such as sky-diving or potholing. This is their adventure.
 SB: Yes, and others like to experience adventure by travelling around the world.
 SA: That's true because experiencing adventure doesn't mean you have to do something dangerous.
- SA: I don't think people will be taking holidays then because they will be too busy to do so.
 SB: I don't agree. I think that people will have more free time and will want even more holidays than they have now.
 SA: Well, there won't be many places for people to visit, so that's why they won't be having holidays.
- SA: I really believe we will have to live in underwater cities in the future, because there won't be any places left on earth to build houses.
 SB: I agree. But before we build underwater cities, I think people will be living on the moon.
 SA: I disagree. I believe we will exploit Earth before we start going to live in space.

Speaking Test 4

Parts 1 & 2 (Suggested answers)

- **Picture A** shows two girls communicating by speaking to each other face to face whereas **picture B** shows a woman talking to someone on the phone.

- I prefer to speak face to face with people as it is a more personal way of communication. Furthermore, it is difficult to hide emotions when speaking directly to someone in this way.
- People communicate by e-mail, fax and by written messages on their mobile phones.
- I believe that sending letters is almost outdated these days because technology allows us to communicate faster, which seems to be very important. However, writing and sending letters should never become a thing of the past as letters are a very personal and unique way of communicating.
- **Picture C** shows a man mountaineering whereas **picture D** shows a man and a woman in a boat, fishing. There is a strong contrast between these hobbies as one is very active and dangerous whereas the other is not.
- I would prefer to go fishing as I don't like dangerous sports. Fishing seems to be a more productive hobby as you don't just feel pleasure when you catch a fish, but you also get to eat it too.
- Leisure activities play a big role in our lives. Most people work very hard in their lives and need to relax in their spare time by doing something they enjoy.
- I think that to some extent they are, but that is not to say that a person who has a quiet nature will not do something dangerous or adventurous. Also many outgoing people feel a need to do something less active in their free time. It just depends on the individual.

Part 3 (Suggested answers)

- SA: One of the best ways of losing weight is by dieting but by doing it properly, not just by not eating and starving yourself. What do you think?
 SB: Yes, I agree. But dieting alone isn't always enough. Usually people need to exercise. So I would recommend a health farm to someone who wants to lose weight.
 SA: I disagree. Dieting takes time and most people can't afford to stay at a health farm for more than a few days. How much weight can you lose in a few days?
 SB: Well, if people see they can lose weight, they may feel encouraged to stick to a diet when they leave the health farm.
 SA: Maybe you have a good point there.

Part 4 (Suggested answers)

- SA: I believe it is very important for people to eat properly and look after themselves.

- SB: I agree because if you look after yourself by having a healthy lifestyle you will enjoy life more.
- SA: Yes, and you won't get sick all the time. That's why people need to exercise and have a healthy diet.
- SA: I think magazines influence many people, especially girls, about the way they look.
SB: But boys are also influenced. Anyway, young girls always want to look like the models they see in magazines. That's why they starve themselves.
SA: Yes, maybe there should be some bigger models in advertising so that people don't always think that being thin is beautiful.
 - SA: I think it is wrong to be a victim of fashion, but with so much television and magazine influence, most people can't help it.
SB: Yes, this happens to young girls who feel they may be laughed at by their friends if they don't try to keep up with the latest fashions.
SA: So, no matter how individual we are as people, sometimes it's difficult to stay that way.
 - SA: I always judge people by their appearance although I know this is wrong.
SB: I always judge people by their behaviour because I wouldn't speak to someone who is badly-behaved no matter if the person has a good appearance or not.
SA: That's a good way to think.

TEST 1 A (Units 1 - 2)

(Time: 80 minutes)

A You are going to read a newspaper article about exploring the oceans. 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** Know your own planet.
B Robot close-ups.
C A very special ship.
D Solo exploration.
E We'll never get there.
F Living under water.
G Solution to a problem.
H The ocean floor on TV.

Exploring the Depths of the Ocean

0

D

Doctor Bob Ballard is an aquanaut - an explorer of the world's seas and oceans. He has visited the bottom of oceans in a mini-submarine and explored such things as the *Titanic* and the German battleship *the Bismark*. Most recently, he has discovered the ship *Lusitania*, which sank off the coast of Ireland in 1915. Ballard has made these visits alone since he joined the Deep Submergence Laboratory in 1967.

1

But making these visits was very difficult. The mini-submarines which only seat one man take over two hours to reach the sea-bed, and then can only stay there for three hours. Because of these problems, Ballard has developed two robot submarines which send him information 24 hours a day. These robots are known as the Argo-Jason system. The Argo is lowered by cable from a ship on the surface of the ocean and can follow the floor of the ocean, sending back new information which enables Ballard and his team to make maps.

2

The Jason, however, is smaller and is a true robot. It can move completely independently across the ocean floor. Although it was still attached to the surface ship, it actually went inside the *Titanic*. Jason has two control systems. It can be directed from the surface ship, or it can be programmed by computer before it goes down. Either way, it is small enough to get within a centimetre of its target.

3

In the past, the quality of the pictures Jason sent back to the ship was not very good. New technology, however, has enabled Jason to send back clear, full colour television pictures to the surface ship. An operator can sit in the ship, surrounded by television screens, and see everything Jason is filming. Ballard says it is almost the same as being in the submarine himself. At his home by the sea in America, Ballard has built an electronic centre. By using satellite links he can send other robots, just like Jason, to various underwater spots all over the world - without ever leaving his house!

4

But Ballard says that only a tiny part of the ocean floor has been explored. For example, the Mid-Atlantic Ridge, a huge underwater mountain range, is the earth's largest geographical feature. But man had already walked on the moon before it was even discovered under the ocean.

5

Ballard also dreams of people living under the sea in the 21st century. He believes that problems such as energy shortage and overcrowding can be resolved by man making use of parts of the ocean. He believes that people think that Mars is a friendlier place to live than under the sea, and that many are afraid of the idea. But he says that people have always been afraid of the unknown, and that we must rise above these fears.

6

The first step towards living under water would be in something called the flip-ship. It floats vertically so that the walls become floors and ceilings. It is easy to move, but when it is placed on its side it is also a very stable vessel. The waves just roll past and do not cause any disturbance to the ship. A model of this ship has already been tried out successfully in America.

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

mentally, elf-like, to reduce, works, hayfever, carnival, live, to shake, to burst into, crime

- | | | | |
|--------------|------------|---------------|------------|
| 7 | prevention | 12 | of art |
| 8 | anxiety | 13 | sufferers |
| 9 a(n) | face | 14 | the screen |
| 10 | season | 15 | hands |
| 11 | disturbed | 16 a(n) | broadcast |

C Choose the correct item.

- 17 He watches the news every day, so he knows everything about **(radical/current)** issues.
 18 He's a very interesting teacher who manages to **(stimulate/manipulate)** his students.
 19 They have just heard the news **(article/bulletin)** about the earthquake in Crete.
 20 Jane went to the boutique to buy a new **(overall/outfit)** for the wedding.
 21 When we destroy the rain forest many animals become **(hapless/harmless)** victims.
 22 It is his great **(prejudice/perception)** that makes him such a good judge of character.
 23 She's always been a **(disloyal/rebellious)** child and rarely listens to her parents.

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

inspiration, trend, overwhelming, munched, compassion, flocked, naive

- 24 She's so, you could tell her anything and she'd believe you.
 25 Everyone to the summer sales; the shops were so busy!
 26 The donkey happily on the carrot.
 27 The at the moment is to wear bright, cheerful colours.
 28 The sight of the injured children filled her with
 29 The beautiful French countryside was the for many of Monet's paintings.
 30 The party was a(n) success; everyone said they enjoyed it.

E Choose the correct particle(s).

- 31 He borrowed money from the bank to set **in/up/off** his own business.
 32 He did so well in her singing lessons that her teacher told her to go **into/up to/in for** the national singing competition.
 33 He couldn't make **out/up/for** the stop sign in the fog and nearly had an accident.
 34 The detective looked **after/through/up** the papers, searching for anything suspicious.
 35 His boss promised to give him a day's holiday to make **up for/over/out** all the extra hours he'd been working.

F Fill in the correct preposition(s).

- 36 Jason was so envious his neighbour's yacht that he sank it!
 37 If you persist talking, I'm afraid you'll have to leave the library.
 38 If you absolutely insist paying for the tickets, be my guest.
 39 Do you really want to spend so much money a bikini?
 40 Tracy's mother has become very involved amateur dramatics.

G Choose the correct item.

- 41 Computers have taken away much of the involved in boring office work.
A drudgery **C** task
B labour **D** job
- 42 I asked for a bigger size because the jacket didn't me.
A suit **C** fit
B match **D** go with
- 43 She through the keyhole to see the present they were wrapping.
A peered **C** stared
B peeped **D** gazed
- 44 The summer course in French conversation, grammar and listening classes.
A contains **C** consists
B concludes **D** comprises
- 45 The rock band have a club which their can write to for information.
A spectators **C** audience
B fans **D** mob

H Fill in the correct word derived from the words in bold.

- 46 Laura finds her job as a nurse quite and tiring. **STRESS**
- 47 He's never been abroad before and felt very about the school trip to Holland. **ENTHUSE**
- 48 My uncle Bob is an extremely man and has travelled all around the world. **ADVENTURE**
- 49 Despite having a good interview, she didn't get the job. **REGRET**
- 50 The police found evidence that he had been in the house at the time of the murder, so they arrested him. **CONCLUDE**

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

- 51 When she broke her leg she was unable to look after herself and needed help.
care When she broke her leg she was unable herself and needed help.
- 52 He found the antique vase quite by accident when he was cleaning out the basement.
chance He found the antique vase quite when he was cleaning out the basement.
- 53 I hate the way he assumes that his mother will cook his meals and wash his clothes.
granted I hate the way he his mother will cook his meals and wash his clothes.
- 54 Ben can't stop thinking about playing with his computer.
obsessed Ben with his computer.
- 55 The teacher didn't let the students use a dictionary during the English exam.
allowed The students use a dictionary during the English exam.

J Write an answer to one of the two following questions. Write your answer in 120 - 180 words in an appropriate style, giving the outline first.

- 1 Your school magazine is running a competition for the best description of a famous person you admire most. Write a **description** on this subject.
- 2 You work as a journalist for a newspaper. Write a **news report** about an armed robbery which took place in the Central National Bank.

NAME: _____

DATE: _____

CLASS: _____

(Time: 80 minutes)

TEST 1 A (Units 1 - 2)

A 1 2 3 4 5 6

B 7	12
8	13
9	14
10	15
11	16

C 17	21
18	22
19	23
20	

D 24	28
25	29
26	30
27	

E 31 32 33 34 35

F 36 37 38 39 40

G 41 42 43 44 45

H 46 47 48 49 50

TEST 1 B (Units 1 - 2)

(Time: 80 minutes)

A You are going to read a newspaper article about some roadside advertising in Spain. Choose the most suitable heading from the list A - H for 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** The manufacturers say that most Spaniards object to the removal of the bulls.
B None of the possible outcomes are particularly desirable.
C The bulls are especially appreciated by foreign tourists.
D Spain's famous advertising bulls are soon to be banned.
E The drinks manufacturers managed to bypass previous legislation.
F The bull may be saved as part of the region's cultural heritage.
G The company will argue that the bulls should be saved.
H Each of the bulls will be considered on its own individual merit.

Bulls Bring Spanish Out Fighting

0

D

The black billboards, more than twelve metres high, have stood above main roads for nearly forty years and have become part of the national landscape. But under new laws which come into force this week, Spain looks likely to lose its famous roadside bull silhouettes, which will become illegal roadside advertising.

1

Originally designed to advertise *Veterano*, a popular Spanish drink, the bulls have been under threat since 1988 when the government banned all advertising visible from national highways outside towns and cities. The drinks company painted out a picture of the drink and its name to leave a plain silhouette and the government took no action.

2

'The decision was postponed because the law was unclear about advertisement without writing,'

explained a ministry spokesman. But under the new regulation 'any element of an advertising installation' has been prohibited. The ministry stressed that each of the ninety-seven surviving bulls will be looked at as a separate case. But since most are placed on hilltops, cliffs or mountain-sides, all – apart from a few in urban areas – will have to go.

3

The producers have made it clear that they will fight the decision. 'Clearly we have no legal defence, but we will try to save them,' explained a company representative, Claire Filhol. 'We will try to show that, especially since the name was painted out six years ago, the bull is not identified with any product.

4

Another possibility is that Andalusia's regional government could apply to list the bulls as part of the cultural heritage. Manuel Prieto, the bull's creator, who is

now recognised as a leading figure in Spanish design, was born and studied art in nearby Cabiz. The idea has been discussed, but no action has yet been taken.

5

The decision to remove the bulls is likely to cause an outcry. In 1988 the company ran a well-publicised poll in which 75 per cent of Spaniards objected to the plans on the grounds that the bulls were 'typically Spanish, aesthetic, did not disturb, and were not thought of as advertising'.

6

None of the available alternatives are happy ones. If the company doesn't remove the bulls when asked, it will be liable for heavy fines. Equally, finding new sites for the bulls will be costly, as each bull weighs 50,000 kg. It is more likely that the bulls will end up as collector's items. Preserved they may be, but they certainly won't be free.

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

the key, remnants, to commit, life-long, a matter, to collect, prone to, to tune into, snatches, to stroke

- | | | | |
|----|------------------------|----|----------------------------|
| 7 | of life or death | 12 | of conversation |
| 8 | a(n) friend | 13 | the weather forecast |
| 9 | a cat | 14 | acts of violence |
| 10 | to success | 15 | the of history |
| 11 | to be disease | 16 | data |

C Choose the correct item.

- 17 She didn't get a place at university because she was unable to **(fulfil/fill)** all the requirements.
 18 He's an **(accessible/approachable)** man and people feel comfortable going to him for help and advice.
 19 She had to **(alternate/alter)** her clothes to make them smaller when she lost weight.
 20 The little girl dreamed of being a princess and wearing a beautiful **(frilly/boxy)** dress.
 21 Her sister's wedding dress was made of silk and **(embroidered/woven)** with a flower pattern.
 22 The fire brigade were called to deal with the **(flame/blaze)**; it took them six hours to put it out.
 23 His father was in a terrible **(rage/misery)** when his son was brought home by the police.

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

decent, dowdy, provoke, hostile, reverence, aspects, glamorise

- 24 She was very towards me and obviously wanted me to leave.
 25 The boy tried to Richard into fighting by throwing a stone at him.
 26 Advertisers are accused of trying to products like cigarettes and alcohol.
 27 When they released Bob from prison he vowed that he'd lead a(n) life.
 28 He feels great towards William Wallace, who fought for Scotland's independence all his life.
 29 Although he is an honest man, there are certain of his personality I strongly dislike.
 30 I felt rather in my grey dress, compared to Tricia in her gold and white one.

E Choose the correct particle(s).

- 31 He promised to look **into/after/through** the matter of the stolen money.
 32 The hungry travellers made **after/for/up** the restaurant at the top of the hill.
 33 There is no danger of the bomb going **up/ahead/off** as it has been dealt with by the police.
 34 They finally managed to put all their luggage in the car and set **for/off/up** on their journey.
 35 I was worried there wouldn't be enough food to go **round/off/through**, so I made some more sandwiches.

F Fill in the correct preposition(s).

- 36 As a teenager she was obsessed losing weight.
 37 The groom gazed his bride lovingly as she entered the church.
 38 Her constant encouragement aided him his attempt to beat the world weightlifting record.
 39 Simon disapproved the way his sister lived her life.
 40 Outside the warehouse there was a sign saying, 'Beware the dog!'

G Choose the correct item.

- 41 He me of all the money.
A stole **C** mugged
B robbed **D** raped
- 42 The teams ran onto the for the start of the football championships.
A court **C** rink
B course **D** pitch
- 43 Do you have to into your apple so noisily?
A crunch **C** lap
B lick **D** suck
- 44 When he crashed his car into the wall, he damaged the front
A aerial **C** clutch
B bumper **D** boot
- 45 When he didn't bother to come to her party, he really her feelings.
A wounded **C** hurt
B injured **D** spoiled

H Fill in the correct word derived from the words in bold.

- 46 Winning three gold medals in the Olympics was a achievement. **MASS**
- 47 When he argued with the referee he received a yellow card for behaviour. **SPORT**
- 48 Her Spanish improved after she spent her summer holiday in Madrid. **SIGNIFICANT**
- 49 Many Third World countries suffer diseases like cholera because of insufficient waste systems. **DISPOSE**
- 50 The pilot apologised to the passengers for any caused by the delay. **CONVENIENT**

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

- 51 Mary tried not to get angry when her niece broke her favourite vase.
lose Mary tried not her niece broke her favourite vase.
- 52 Waiters are serving drinks before the concert begins.
being Drinks before the concert begins.
- 53 He said he would prefer to know the truth, even if it was bad news.
rather He said he the truth, even if it was bad news.
- 54 I assured her that I would do what I had promised and meet her later.
keep I assured her that I would and meet her later.
- 55 The restaurant where we usually go for my birthday has closed down.
which The restaurant for my birthday has closed down.

J Write an answer to one of the two following questions. Write your answer in 120 - 180 words in an appropriate style, giving the outline first.

- 1 Your school magazine is running a competition for the best description of a seaside village in your country. Write your **description**.
- 2 You have decided to enter a short story competition. The competition rules say that the story must begin with the words: 'Having reached the highest point of their route, Mark and Simon discovered something unexpected.'

Write your **story** for the competition.

NAME: _____

DATE: _____

CLASS: _____

(Time: 80 minutes)

TEST 1 B (Units 1 - 2)

A 1 2 3 4 5 6

B 7 12
8 13
9 14
10 15
11 16

C 17 21
18 22
19 23
20

D 24 28
25 29
26 30
27

E 31 32 33 34 35

F 36 37 38 39 40

G 41 42 43 44 45

H 46 47 48 49 50

TEST 1 A – KEY

A 1 G 2 B 3 H 4 A 5 F 6 C

B 7 crime 12 works
8 to reduce 13 hayfever
9 elf-like 14 to burst onto
10 carnival 15 to shake
11 mentally 16 live

C 17 current 21 hapless
18 stimulate 22 perception
19 bulletin 23 rebellious
20 outfit

D 24 naive 28 compassion
25 flocked 29 inspiration
26 munched 30 overwhelming
27 trend

E 31 up 33 out 35 up for
32 in for 34 through

F 36 of 38 on 40 in
37 in 39 on

G 41 A 42 C 43 B 44 D 45 B

H 46 stressful 49 regrettably
47 enthusiastic 50 conclusive
48 adventurous

I 51 ... to take care of ...
52 ... by chance ...
53 ... takes it for granted that ...
54 ... is obsessed with playing ...
55 ... weren't allowed to ...

J (Suggested answers)

1 Ever since I saw the film *Terminator*, Arnold Schwarzenegger has been my favourite actor. In that film, as usual, he played a very tough character.

He is quite tall and he is very well-built, due to the years he spent as a body-builder. In fact, it was after he had won an international body-building championship, taking the 'Mr Universe' title, that he became an actor.

Schwarzenegger is, and always has been, very determined to succeed in whatever he does. He rose to the top of the body-building world. Then after his first film, in which he played a modern-day Hercules, he began teaching himself English to get better roles. Since then, his hard work has paid off and he has starred in several smash hit movies.

After his huge successes in these fields, he started his own business. With other Hollywood stars he opened a chain of celebrity restaurants – Planet Hollywood – and new ones are opening all over the world.

Some have said that he has been too successful, but I think he has earned it through his determination and perseverance.

2 Last night a daring robbery took place at the Central National Bank in Bond Street. Police special forces stormed the bank at 5:30 pm to rescue thirty people who they thought were being held at gunpoint.

At 1:30 pm, six men walked casually into the bank, pulled on masks, knocked out security men, disabled security cameras and ordered everyone to lie on the floor. Staff tried to push panic buttons but the cunning gunmen had already cut all telephone lines.

Staff were subsequently ordered to open the safe and load ten million pounds worth of gold bullion into four transit vans waiting in the basement vault, which normally handles deliveries from security vans.

Once the vans had left the bank, the remaining gunmen forced the bank manager, staff and customers into the now-empty vault and locked them up inside. Then the gunmen fled, calling the police two hours later and issuing their demands as if still inside the bank. By the time the police stormed the bank, the robbers were miles away.

Chief Inspector Benn said in a statement issued this morning, 'These criminals are going to be very difficult to track, but we are confident that they will eventually be apprehended.'

A reward is being offered for any information leading to the arrest of anyone involved in the robbery.

TEST 1 B – KEY

A 1 E 2 H 3 G 4 F 5 A 6 B

B 7 a matter 12 snatches
 8 life-long 13 to tune into
 9 to stroke 14 to commit
 10 the key 15 remnants
 11 prone to 16 to collect

C 17 fulfil 21 embroidered
 18 approachable 22 blaze
 19 alter 23 rage
 20 frilly

D 24 hostile 28 reverence
 25 provoke 29 aspects
 26 glamorise 30 dowdy
 27 decent

E 31 into 33 off 35 round
 32 for 34 off

F 36 with 38 in 40 of
 37 at 39 of

G 41 B 42 D 43 A 44 B 45 C

H 46 massive 49 disposal
 47 unsporting 50 inconvenience
 48 significantly

I 51 ... to lose her temper when ...
 52 ... are being served ...
 53 ... would rather ...
 54 ... keep my word ...
 55 ... to which we usually go .../... which we usually go to ...

J (Suggested answers)

1 Lochaline is a picturesque seaside village in Morvern on west coast of Scotland; you can take a tiny car-ferry across the water to the island of Mull.
 The area is surrounded by beautiful woodlands and forests which are home to huge numbers of wild

animals including ospreys and red deer. Seals are also attached to the area, probably because of the fish farms.

Lochaline used to be famous for its pure white sand, tonnes of which was quarried and shipped to Edinburgh to be made into fire crystal. Now, however, the only real industry in the area is fish farming and forestry.

The best time to visit Lochaline is during 'West Highland Week', which is a week-long yacht race round the islands of the west coast. You can easily see the yachts as they race from Oban and many race-followers set down anchor in Lochaline's natural harbour.

If you're going to Lochaline for 'West Highland Week', I recommend staying at the Swan Hotel because of its fantastic views of the bay.

2 Having reached the highest point of their route, Mark and Simon discovered something unexpected. Both of them were already tired, and this was the final straw.

They had been climbing towards the peak for five days, and there was a storm approaching. They knew that they had to get off the mountain quickly. Below them, they saw that the quickest descent was now impossible. An avalanche had left tons of snow and rock across the path.

Simon murmured accusingly under his breath 'I thought you said that avalanches only happen during the rainy season, Mark,' he said.

'Well, I guess nobody told this one that the wet season is still four months away,' came the angry reply. 'Anyway, let's not argue now, this is a big problem. We've got to work together now, Simon.'

Two hours later, Simon suddenly stopped dead, 'Look, we can cross the chasm, the avalanche has filled it!'

Yes, you're right,' replied Mark excitedly. 'And once we're on the other side, it'll only take us six hours to get to base camp.' The two friends hurried forward, eager to get home.

Marking Scheme for Tests 1 A / 1 B

A: 6 items x 2 points each = 12
B: 10 items x 1 point each = 10
C: 7 items x 2 points each = 14
D: 7 items x 2 points each = 14
E: 5 items x 1 point each = 5

F: 5 items x 1 point each = 5
G: 5 items x 1 point each = 5
H: 5 items x 1 point each = 5
I: 5 items x 1 point each = 5
J: Writing = 25

Total 100 : 5 = 20.0

TEST 2 A (Units 3 - 4)

(Time: 80 minutes)

A You are going to read a magazine article about coral. Six sentences have been removed from the article. Choose from the sentences **A - H** the one which fits each gap (1-6). There is one extra sentence which you do not need to use. There is an example at the beginning (0).

Coral-Replacement for Human Bone

Coral reefs have been called the rainforests of the oceans because of the rich diversity of life they support. **0** **B** The plants in tropical rainforests are well-known for their healing powers. They have given up to half of all the medicines in use in the world today. Now it looks as if coral reefs may have their own medical use, not in providing drugs, but in supplying materials for mending the human skeleton.

1 The Great Barrier Reef, for example, runs for nearly 2,000 kilometres along the east coast of Australia. The builders of the reefs are tiny marine animals called polyps. When polyps die, their skeletons become part of the reef, forming the material we know as coral. Coral comes in a range of beautiful colours, among them red, pink and gold. **2**

However, in recent years medical scientists have found coral to be useful for bone replacement operations. Some coral species have a similar structure to bone. When used to treat an injury, it strengthens the bone and is eventually absorbed into the body once its role is complete. Over the past years, thousands of operations using coral have been performed in France. **3**

Medical coral is collected from the reefs in the warm seas around the South Pacific islands. These reefs may provide another source of bone replacement as well. Mother-of-pearl is the material found on the inside of certain shells such as that of the oyster. Apart from its beauty, it is a very tough substance and can easily be worked into different shapes. Mother-of-pearl's remarkable properties were known by ancient civilisations. **4**

Now French scientists have shown that mother-of-pearl is not only capable of replacing a piece of bone, but actually of stimulating bone re-growth. It has been used successfully in dental surgery to replace damaged bone, thereby preventing tooth loss. **5**

People are concerned that the collection of coral and mother-of-pearl could damage marine ecosystems. But one day, artificial mother-of-pearl could become available. Scientists in America are searching for the genes which enable oysters to manufacture this substance. **6** For the near future, therefore, we will continue to rely on the sea for these precious materials that can heal our broken bones.

- | |
|---|
| <p>A Now the technique is being tried out by doctors in this country as well.</p> <p>B Reefs and rain forests may be similar in another way, too.</p> <p>C Because of this, it has long been valued for its beauty and is often made into jewellery.</p> <p>D Bone consists of a protein substance supported by a net of microscopic blood vessels.</p> <p>E But it will be many years before this synthetic mother-of-pearl is available, and no one knows how to make artificial coral.</p> <p>F Coral reefs are the largest natural structures on earth.</p> <p>G Recently discovered Mayan skulls, dating back thousands of years, contain entire sets of false teeth made from mother-of-pearl.</p> <p>H The result is healthy gums and firmly positioned teeth.</p> |
|---|

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

to foresee, well-stocked, highly, to charge, inflatable, survival, a sense, to beat, to spread, circuits

- | | | | |
|--------------------|-------------------|---------------|---------------|
| 7 | the message | 12 | a fee |
| 8 | techniques | 13 | the record |
| 9 | regarded | 14 | plastic items |
| 10 | of responsibility | 15 | the future |
| 11 telephone | | 16 a(n) | fridge |

C Choose the correct item.

- 17 The new architect has created several (**contemporary/temporary**) designs.
- 18 Americans are worried about rising (**emigration/immigration**) levels into their country.
- 19 During the Gold Rush, many villages turned into (**boom/bang**) towns as thousands of prospectors flooded the area.
- 20 Alchemists tried for centuries to (**convert/converse**) lead into gold.
- 21 The fugitive managed to (**outbid/outsmart**) his pursuers by disguising himself as a monk.
- 22 The coach tried to (**instil/install**) a sense of purpose into the dispirited team.
- 23 As soon as lunch was over, my father went for his afternoon (**relaxation/snooze**) in his favourite armchair.

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

attributed, paramount, mundane, encounter, spin, digest, transmit

- 24 Even if you difficulties, you should never give up.
- 25 After a large meal you should rest for a while to your food more easily.
- 26 The president's safety is of importance to his bodyguards.
- 27 Modern technology makes it possible to any kind of information.
- 28 Dave couldn't resist having a last on the roulette table before leaving the casino.
- 29 The cause of the fire has been to faulty wiring.
- 30 If you are fed up with everyday, activities, just do something more exciting!

E Choose the correct particle(s).

- 31 The antiques dealer asked Mr Smith where he had come **out/by/to** the vase.
- 32 The two girls were always falling **through/in with/out with** each other, but they usually made friends again quickly.
- 33 The fireman took more than an hour to put **out/off/up** the blaze at the warehouse.
- 34 Because the project was running **back/behind/off** schedule, extra men were hired to finish the building.
- 35 When I was tidying up my room I came **across/along/over** an old tape that I'd lost.

F Fill in the correct preposition(s).

- 36 When he was confronted the evidence, the thief confessed.
- 37 Since she became pregnant, she has a liking the strangest food.
- 38 The tax office needed to have access all the firm's financial records.
- 39 The peace treaty required a large reduction the number of nuclear weapons.
- 40 It takes sailors days to adjust being ashore again.

G Choose the correct item.

- 41 The cut was very deep, so he went to the hospital to have it
A sewed **C** knitted
B stitched **D** embroidered
- 42 The builder's hourly was very low because he was inexperienced.
A wage **C** income
B salary **D** profit
- 43 I don't know him very well; he's just a(n)
A mate **C** companion
B partner **D** acquaintance
- 44 It is a common to shake hands when being introduced to somebody.
A culture **C** custom
B tradition **D** habit
- 45 A solid brick wall is
A opaque **C** translucent
B transparent **D** frosted

H Fill in the correct word derived from the words in bold.

- 46 Many rat poisons are no longer
EFFECT
- 47 I saw an performance by an unknown actor in a play last night.
EXCEPTION
- 48 Children should be taught to be to their elders.
RESPECT
- 49 The earthquake only affected a small area despite its severity.
RELATE
- 50 is a necessary virtue if you wish to work with young children.
TOLERATE

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

- 51 The diamond necklace George gave his wife is very valuable.
worth The diamond necklace George gave his wife money.
- 52 They decided to go out for a walk even though it was raining heavily.
despite They decided to go out for a walk rain.
- 53 I haven't spoken to John for ages.
contact I have John.
- 54 'Why don't we all go to the cinema tomorrow night?' asked Bob.
going Bob the cinema the next night.
- 55 After the war, many soldiers went into hiding because they were afraid of being persecuted.
fear After the war, many soldiers went into hiding persecuted.

J Write an answer to one of the two following questions. Write your answer in 120 - 180 words in an appropriate style, giving the outline first.

- 1 Several accidents have occurred outside your local school. Write **a letter** to the local authorities, complaining about the lack of proper signposts and the indifference they have shown to the problem so far.
- 2 Your teacher has asked you to write a composition on the subject: 'Friends – the most important thing in life?' Write a **composition** giving your opinion on this subject.

NAME: _____

DATE: _____

CLASS: _____

(Time: 80 minutes)

TEST 2 A (Units 3 - 4)

A 1 2 3 4 5 6

B 7	12
8	13
9	14
10	15
11	16

C 17	21
18	22
19	23
20	

D 24	28
25	29
26	30
27	

E 31 32 33 34 35

F 36 37 38 39 40

G 41 42 43 44 45

H 46	49
47	50
48	

TEST 2 B (Units 3 - 4)

(Time: 80 minutes)

A You are going to read a magazine article about unusual creatures. Six sentences have been removed from the article. Choose from the sentences A - H the one which fits each gap (1-6). There is one extra sentence which you do not need to use. There is an example at the beginning (0).

The Creatures that Time Forgot

The process of evolution has been very hard on some creatures. Just think of the dinosaurs. These, and many other species, were unable to adapt to the changing environment and as a result died out. But sometimes, a species has managed to hide away and live on. **0** **F**

The remarkable thing about these three is that they have not changed for millions of years. They have remained hidden away in some of the darkest underwater places on earth. **1** They lack light and food and the creatures that live in them have had to struggle to survive. Since caves are isolated places, the creatures found in them are often completely unique.

2 It is the white salamander, which is a member of a species 350 million years old – older than the dinosaur. Over the last 20 million years, it has been driven to isolated places as it tried to escape its hunters. The underwater cave was the ideal place. In fact the salamander managed to hide so successfully that the first sighting wasn't reported until 1689.

The salamander is usually a pale, milky colour and almost blind, with only very simple eyes. **3** The salamander is under threat, though, as a result of pollution in underground rivers. Scientists have had

problems trying to develop salamander eggs, so they have created a laboratory in underwater caves in order to do this.

In equally dark caves under the sea, there has been an even more surprising discovery: a sponge that eats meat. **4** The water is cold and still, and containing very little nutrition. Faced with this lack of food that other sponges take from the water, this species started catching tiny sea animals like shrimps and prawns and eating them. **5**

The most famous of all these creatures though is the coelacanth. This ancient fish has lived in the sea for more than 300 million years. Until 1938, scientists thought it had died out a long time before. Then, one was caught in the Indian Ocean. **6** A recent study showed that, unlike other fish, it lives and breeds in caves, and the only time it ventures out is for food.

As a result of fishing and tourism, the coelacanth is in great danger of dying out. Experts say there are only about 200 of them left. It seems that the isolation which protected these ancient creatures for millions of years is no more. Human beings are, of course, the biggest threat to them, and now that their secret places have been discovered, they have nowhere left to go.

- A** The most exotic of these creatures lives deep in an underwater cave in Europe.
B The fish had fins like legs and these have not changed over millions of years.
C It was discovered in a cave that was flooded 7,000 years ago.
D These are caves which have not been properly explored.
E This was the only way this strange creature could survive.
F Meat-eating sponges, coelacanths and the white salamander are members of three such species.
G It can live up to 100 years, and can apparently survive for decades without food.
H Many dinosaurs lived in caves because they were hunted.

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

to underestimate, to spark, open-air, stomach-spinning, doubt, purring, to serve, to decrease, outstanding, boom

- | | | | |
|---------------|---------------|-----------------|--------------|
| 7 | your interest | 12 | a function |
| 8 a(n) | collection | 13 the | of an engine |
| 9 | displays | 14 | the ability |
| 10 | productivity | 15 beyond | |
| 11 a(n) | in trade | 16 a(n) | ride |

C Choose the correct item.

- 17 The police have recently been given training in **(urban/suburb)** warfare tactics.
- 18 The course gives prospective students a(n) **(insight/sight)** into university life.
- 19 Everything she says is **(conductive/contradictory)** to what she actually does; she is such a hypocrite!
- 20 Because of their fans' violent behaviour at matches, the Football Association decided to **(relegate/relocate)** the team to a lower division.
- 21 The Lockhearts decided to **(instil/install)** a jacuzzi in their bathroom.
- 22 Luckily I managed to **(grab/grasp)** Tommy before he ran out into the oncoming traffic.
- 23 It is usually hard to **(trail/trace)** people's family trees further back than five generations.

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

flounder, famine, conducive, in the lurch, maintenance, cram, wicked

- 24 Sue and Jane carried off the roles of Cinderella's step-sisters with ease.
- 25 Beethoven found the peace and quiet of the countryside to composing music.
- 26 Rosie wanted to as much as possible into her suitcase because she was going away for a whole year.
- 27 The of a large garden like ours is a full-time job.
- 28 'Live Aid' was a massive money-raising concert in aid of those living in -stricken countries.
- 29 Her self-confidence began to after she was severely criticised by her boss.
- 30 'How could you go out and leave me when there was still so much work to do?'

E Choose the correct particle(s).

- 31 Our car runs **on/off/by** unleaded petrol.
- 32 As I couldn't dial direct, I called the operator to put me **off/on/through**.
- 33 While she was ill, Polly fell **away/back/behind** with her school work.
- 34 Jill was so busy that she had to put **aside/off/on** her hairdresser's appointment.
- 35 After fainting, Chris didn't come **over/round/back** until she was taken to hospital.

F Fill in the correct preposition(s).

- 36 Timing was vital the success of the spy's mission.
- 37 The unsigned manuscript has been attributed Shakespeare.
- 38 Some of the children's work is display in the school entrance hall.
- 39 I don't know why, but I'm very suspicious everything Lorna says.
- 40 Alan's parents are trying to instil a sense of responsibility their son.

G Choose the correct item.

- 41 The air-hostess told the passengers to fasten their seatbelts and the strap to fit.
A adjust **C** adopt
B adapt **D** acquire
- 42 Don't think Mr Imrie will change his mind easily. He's very!
A greedy **C** stubborn
B conceited **D** snobbish
- 43 We can't go on holiday this year – our are too low.
A fees **C** fines
B funds **D** costs
- 44 The Romans built many dedicated to Diana, Goddess of the Hunt.
A temples **C** columns
B monuments **D** posts
- 45 There are several types of insects which live in
A communities **C** associations
B societies **D** colonies

H Fill in the correct word derived from the words in bold.

- 46 I don't believe in the of ghosts. **EXIST**
- 47 Adrienne is a very worker, and is a credit to our company. **INDUSTRY**
- 48 Having to move back home after university, Jonathan really missed his
DEPEND
- 49, the author is releasing his new book next month. **APPEAR**
- 50 It would be of him to give up his job before finding another one. **SENSE**

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

- 51 Sandra set her alarm clock an hour earlier, so that she wouldn't be late.
avoid Sandra set her alarm clock an hour earlier late.
- 52 Sammy went to the bank to open an account.
view Sammy went to the bank an account.
- 53 I always think of Matt as a generous person.
regard I being a generous person.
- 54 'You took my car without asking me, didn't you Joe?' Tom said.
accused Tom car without asking him.
- 55 Sarah took the train into town because the bus drivers were on strike.
due Sarah took the train into town the bus drivers were on strike.

J Write an answer to one of the two following questions. Write your answer in 120 - 180 words in an appropriate style, giving the outline first.

- 1 You are a senior student at a college and you think the food and service in the canteen are very poor. Write a **letter** to the Principal of the college, complaining about the situation and giving suggestions.
- 2 Your teacher has asked you to write a composition on the question: 'Do you think much stricter punishments would reduce the amount of crime?' Write a **composition** giving your opinion on this subject.

NAME: _____

DATE: _____

CLASS: _____

(Time: 80 minutes)

TEST 2 B (Units 3 - 4)

A 1 2 3 4 5 6

B 7	12
8	13
9	14
10	15
11	16

C 17	21
18	22
19	23
20	

D 24	28
25	29
26	30
27	

E 31 32 33 34 35

F 36 37 38 39 40

G 41 42 43 44 45

H 46	49
47	50
48	

TEST 2 A – KEY

- A** 1 F 2 C 3 A 4 G 5 H 6 E
- B** 7 to spread 12 to charge
 8 survival 13 to beat
 9 highly 14 inflatable
 10 a sense 15 to foresee
 11 circuits 16 well-stocked
- C** 17 contemporary 21 outsmart
 18 immigration 22 instil
 19 boom 23 snooze
 20 convert
- D** 24 encounter 28 spin
 25 digest 29 attributed
 26 paramount 30 mundane
 27 transmit
- E** 31 by 33 out 35 across
 32 out with 34 behind
- F** 36 with 38 to 40 to
 37 for 39 in
- G** 41 B 42 A 43 D 44 C 45 A
- H** 46 effective 49 relatively
 47 exceptional 50 Tolerance
 48 respectful
- I** 51 ... is worth a lot of ...
 52 ... despite the heavy ...
 53 ... lost contact with ...
 54 ... suggested going to ...
 55 ... for fear of being ...

J (Suggested answers)

1 Dear Sir,
 I am writing to complain in the strongest terms about the lack of signposts outside St George's School on Wood Lane.
 Wood Lane is a busy road with very heavy traffic, especially in the morning. Three children have already been injured, one of whom had to spend almost a month in hospital. Obviously, traffic signs are needed to let drivers know there is a school nearby, and thus lots of children.

I have already written several letters to you regarding this matter, none of which have received a reply. I suggested erecting school crossing signs indicating a much lower speed limit, 30 mph, and making the street a no parking zone.

The most sensible option would be to ban parking and reduce the speed limit. Then drivers could see children before they step onto the road, or brake before the accident occurs.

This intolerable situation has existed for too long and your indifference to it is unforgivable. Therefore I demand that you take immediate action, and if nothing has been done by the end of the month I shall refer the matter to my lawyer.

Yours sincerely,
 Mr Steven Crowtown

2 While friendship is very important, and a life without friends would be unbearable, I do not think that friendship is the most important thing in life. Family relationships are also very important, and of course our own feeling of selfworth is central to having a happy, fulfilling life.

Friends do play a major role in life. While our families give us a sense of security and belonging, friends are people we choose to be with. Friends are for sharing secrets with and for having a good time with – we can feel free with our friends in a way that is difficult to do within the family circle.

Another role friends play is in boosting our sense of self-assurance. When someone becomes a real friend he or she accepts us as we are and respects both the similarities and differences that exist between us. They willingly take us into their lives, unlike family members, who in a sense have no choice about sharing their lives with us.

All in all, while I believe friends play an extremely significant role in our lives, other factors influence how happy and satisfying our lives are. Friends are important, but they are not the only thing that matters.

TEST 2 B – KEY

- A** 1 D 2 A 3 G 4 C 5 E 6 B
- B** 7 to spark 12 to serve
8 outstanding 13 purring
9 open-air 14 to underestimate
10 to decrease 15 doubt
11 boom 16 stomach-spinning
- C** 17 urban 21 install
18 insight 22 grab
19 contradictory 23 trace
20 relegate
- D** 24 wicked 28 famine
25 conducive 29 flounder
26 cram 30 in the lurch
27 maintenance
- E** 31 on 34 off
32 through 35 round
33 behind
- F** 36 to 38 on 40 in
37 to 39 of
- G** 41 A 42 C 43 B 44 A 45 D
- H** 46 existence 49 Apparently
47 industrious 50 senseless
48 independence
- I** 51 ... to avoid being ...
52 ... with a view to opening ...
53 ... always regard Matt as ...
54 ... accused Joe of taking his ...
55 ... due to the fact that ...

J (Suggested answers)

1 Dear Mr Thomson,

I am writing to complain about the quality of the food and service in the college canteen.

Over the past few months I have noticed a distinct decrease in standards. To begin with, the cooked meals are never hot but luke-warm, and are frequently served on plates which have not been properly washed. I am sure an effective hot-plate and dishwasher would solve these problems.

Secondly, the actual food chosen for cooking is

of a very inferior quality and I am sure well past its sell-by-date. Surely there must be quality-control measures to ensure that everyone eating there does not get food poisoning!

Last but not least, I am sorry to say that when I spoke to the canteen manager to lodge my complaint, he was extremely rude and indifferent.

I am afraid that I find the level of service completely unacceptable. Could the college not arrange some training courses for the canteen staff? It would make the canteen a much more pleasant place to eat.

I hope steps will be taken to improve the situation and the matter will receive your immediate attention.

Yours sincerely,
Miss F. Lora

2 No one can deny that the crime rate is increasing, but there is much debate as to how the problem should be combated. More and more people think that much stricter punishments would reduce the amount of crime. In my opinion, this tactic would not work for a variety of reasons.

Firstly, people should look into the reasons why crime happens. If there was less unemployment and homelessness many people would not be forced into crime. They would have self respect and money to afford their everyday expenses, which would deter them from stealing.

Secondly, countries with strict punishments, such as the death penalty, still have high crime rates. Obviously, therefore, threats don't work as a deterrent to thieves. We should also consider the case of suicide terrorists. These people are prepared to die for their cause – would they be affected by the prospect of a long prison sentence?

The reason why people demand tougher punishments can be easily understood, however. Should criminals be allowed to walk free, while decent citizens fear for their property or lives? Of course not, but will the tougher approach actually decrease the crime rate, or will it merely overcrowd prisons?

In conclusion, although the reasons for wanting stricter punishments are clear, people should look more to the causes of crime to cut the crime rate down, rather than providing stricter punishments.

Marking Scheme for Tests 2 A / 2 B

- A:** 6 items x 2 points each = 12
B: 10 items x 1 point each = 10
C: 7 items x 2 points each = 14
D: 7 items x 2 points each = 14
E: 5 items x 1 point each = 5

- F:** 5 items x 1 point each = 5
G: 5 items x 1 point each = 5
H: 5 items x 1 point each = 5
I: 5 items x 1 point each = 5
J: Writing = 25

Total 100 : 5 = **20.0**

TEST 3 A (Units 5, 6, 7)

(Time: 80 minutes)

A You are going to read information about gardens. For questions 1 - 14, choose from the products A - E. Some of the gardens 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).

Whose garden or gardens:

- | | | | | | | |
|---|----|--------------------------|----|--------------------------|---|--------------------------|
| is terraced? | 0 | <input type="checkbox"/> | E | | | |
| contain edible produce? | 1 | <input type="checkbox"/> | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> |
| are simple and/or natural? | 4 | <input type="checkbox"/> | 5 | <input type="checkbox"/> | | |
| have made use of a small space? | 6 | <input type="checkbox"/> | 7 | <input type="checkbox"/> | | |
| have herbs growing? | 8 | <input type="checkbox"/> | 9 | <input type="checkbox"/> | | |
| are expensive to keep? | 10 | <input type="checkbox"/> | 11 | <input type="checkbox"/> | | |
| was designed to fit with the environment? | 12 | <input type="checkbox"/> | | | | |
| are designed to impress others? | 13 | <input type="checkbox"/> | 14 | <input type="checkbox"/> | | |

Gardens

David

A

David lives alone in a three-storey terraced house. Although he doesn't have a garden, just a yard, he enjoys growing plants. His busy work schedule means he doesn't have a lot of free time to spend gardening. He's keen on cooking, so he decided he'd try to grow his own fresh herbs. He grows them in pots which he's put on the steps leading up to his front door. In his yard he's also put different pots in which he's planted small shrubs and flowers and even some tomato plants.

Celia

B

Celia lives in a large detached house surrounded by spacious grounds. When she moved in, the garden was rather overgrown, and she didn't know what to do with it. Although she likes gardens, she doesn't really enjoy gardening, so she wanted a garden that was simple and easy to maintain. She therefore decided to

plant a border of shrubs and a small orchard, then leave the rest of the garden as a lawn. The orchard provides a lovely display of flowers in the spring plus, of course, fruit in the summer. She says she's delighted with her garden, which is green and natural-looking and doesn't cost a fortune to maintain.

Gavin

C

Gavin is a successful businessman who lives on the top floor of a block of flats. As part of his job he has to entertain groups of clients from abroad, often in his own house. He created a miniature garden on his narrow balcony using flowerpots containing colourful displays of flowers. The scent alone is quite magnificent. He has to spend time watering and pruning the plants, but he says he finds this relaxing. He doesn't mind spending money on his garden as he feels the end result is worth it.

Thompson Family	D	Derek	E
------------------------	----------	--------------	----------

The Thompson family live in a semi-detached house in the suburbs with an average-sized garden. They decided to make the most of their garden and have put in a lot of hard work and money. Their garden includes fountains, statues, rose beds and a small kitchen garden for herbs. It even has fruit trees, and is surrounded by a hedge. They started work on their garden five years ago, and they received so many compliments from neighbours that they were encouraged to continue and make it even grander.

Derek lives with his family in a cottage which backs onto a river. He's spent a lot of time and energy creating his garden, which slopes down to the river bank. He decided to take advantage of the slope by creating a terraced effect, so his garden is on three different levels. Steps run through the centre of the garden down to the river. He says he wanted a natural garden that would suit the surrounding environment rather than clash with it.

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

seasonal, the debts, amusement, current, meditative, to break, chronic, long, strict, urban

- | | | |
|---|--|--|
| <p>15 pile up</p> <p>16 depression</p> <p>17 affairs</p> <p>18 in the run</p> <p>19 areas</p> | | <p>20 a(n) arcade</p> <p>21 rules</p> <p>22 exercise</p> <p>23 the rules</p> <p>24 chill</p> |
|---|--|--|

C Choose the correct item.

- 25 Magicians are often thought to use optical **(delusions/illusions)** to perform their tricks.
- 26 If you are running a marathon you should **(preserve/conserve)** your energy for a final burst of speed.
- 27 Topiary is the art of **(pruning/digging)** hedges and bushes into interesting shapes.
- 28 Nobody believes his excuses anymore; they're just too **(plausible/implausible)**.
- 29 Certain areas in central London need constant police **(invigilation/surveillance)**.
- 30 The other students felt too **(intimidated/intimate)** to identify the bully to the teacher.
- 31 The bank manager told Mr Arnold to reduce his **(overdraft/discount)** before Christmas.

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

freak, prone, amenities, vigorous, desertification, undermine

- 32 The elderly are more to heart disease than young people.
- 33 It is widely believed that TV violence is beginning to parental authority.
- 34 Many farmers fear of their land during prolonged droughts.
- 35 Recent weather conditions have caused millions of pounds worth of damage.
- 36 Several people have complained to the local council about the lack of public
- 37 After a(n) workout, they always have a relaxing massage.

E Choose the correct particle(s).

- 38 He unfastened his seatbelt once the plane had taken **in/off/out**.
- 39 The little boy began to cry as the effects of the anaesthetic wore **off/in/down**.
- 40 He was quickly arrested after holding **on/by/up** the bank.
- 41 She loves working **out/through/in** problems and was delighted with her new puzzle book.
- 42 The General ordered his sergeant to take **under/over/up** and continue the attack.

F Fill in the correct preposition(s).

- 43 Because of the storm, passengers were confined their cabins.
 44 She was thrilled the prospect of meeting her favourite actor.
 45 Since we ran out of fuel two days ago, we've all been shivering cold.
 46 Brass is composed two metals – copper and zinc.
 47 It was very difficult to cater so many guests.

G Choose the correct item.

- 48 Teachers have been told to good behaviour in their classes.
 A prize B reward C award D benefit
- 49 After he's finished digging over the vegetable patch, the gardener put his away.
 A spade B hosepipe C saw D trowel
- 50 Because of his bad cold, Stuart often had to loudly to stop his nose running.
 A cough B pant C wheeze D sniff
- 51 The council decided to round up all the dogs after a young boy was bitten by one.
 A stranded B lost C stray D missing
- 52 The dealer said the diamond ring was not for sale as it was
 A priceless B invaluable C worthless D valuable

H Fill in the correct word derived from the words in bold.

- 53 His films are very popular as they are a form of from the real world. **ESCAPE**
- 54 Most people prefer using produced goods rather than those from abroad. **DOMESTIC**
- 55 of the new political survey were asked many leading questions. **RESPOND**
- 56 People in countries with an unsafe drinking supply have to use water tablets. **PURIFY**
- 57 His guilt was a(n) fact, so he received a ten-year sentence. **DENY**

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

- 58 Anthony didn't work hard enough, so he was fired.
been If Anthony had worked hard enough, fired.
- 59 We won't go to the seaside if it's not sunny.
unless We won't go to the seaside sunny.
- 60 Unfortunately I was late for my first day at work.
wish I late for my first day at work.
- 61 My mother does not like me to talk to strangers on the street.
approve My mother does not to strangers on the street.
- 62 She paid the baker to make her a birthday cake for the party.
made She for the party.

J Write an answer to one of the two following questions. Write your answer in 120 - 180 words in an appropriate style, giving the outline first.

- 1 You work for a sports magazine and your boss has asked you to write a **report** on a survey carried out into the kinds of sports young people prefer.
- 2 Write a **review** about a book you have recently read for your school magazine.

NAME: _____

DATE: _____

CLASS: _____

(Time: 80 minutes)

TEST 3 A (Units 5, 6, 7)

- A **1** **3** **5** **7** **9** **11** **13**
- 2** **4** **6** **8** **10** **12** **14**

- B 15
- 16
- 17
- 18
- 19
- 20
- 21
- 22
- 23
- 24

- C 25
- 26
- 27
- 28
- 29
- 30
- 31

- D 32
- 33
- 34
- 35
- 36
- 37

- E 38 39 40 41 42

- F 43 44 45 46 47

- G 48 49 50 51 52

- H 53
- 54
- 55
- 56
- 57

TEST 3 B (Units 5, 6, 7)

(Time: 80 minutes)

A You are going to read information about schools. For questions 1 - 14, choose from the schools A - H. Some of the schools 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 school or schools:

- | | | | | |
|---|----|--------------------------|----|--------------------------|
| would be most appropriate for a business person? | 0 | <input type="checkbox"/> | E | <input type="checkbox"/> |
| would suit someone who doesn't mind having lessons in the evenings? | 1 | <input type="checkbox"/> | | |
| would suit someone who wishes to stay with an English family? | 2 | <input type="checkbox"/> | 3 | <input type="checkbox"/> |
| specialises in dealing with students from German-speaking countries? | 4 | <input type="checkbox"/> | | |
| provide activities and entertainment in the afternoons? | 5 | <input type="checkbox"/> | 6 | <input type="checkbox"/> |
| will improve a student's English very quickly? | 7 | <input type="checkbox"/> | | |
| will organise trips to London for their students? | 8 | <input type="checkbox"/> | 9 | <input type="checkbox"/> |
| only accept adult students? | 10 | <input type="checkbox"/> | 11 | <input type="checkbox"/> |
| requires students to have some knowledge of English before starting the course? | 12 | <input type="checkbox"/> | | |
| provide accommodation at the school site? | 13 | <input type="checkbox"/> | 14 | <input type="checkbox"/> |

Language Schools

Spellometric Language Schools

A

The Spellometric Organisation has been running courses in Britain for the last 25 years and now has five schools in the south and south-west of England. The schools use a well-practised and proven teaching technique which recognises that spelling and numerical skills are the basis of all languages and so should form a central part of all lessons. The maximum class size is twenty-five. The schools cater mainly for students aged twelve to eighteen years, and courses last from one to four weeks. Lessons take place in the mornings, starting at 8:00 am and finishing at 1:00 pm. In the afternoons, students can take part in organised activities such as football, tennis and basketball or drama and music sessions. On Saturdays, the school organises trips to London. The school arranges accommodation for students with local families.

Lancing English Association

B

The Lancing English Association runs two summer schools, one in Bath, and one in Bristol, mostly attended by young students from Germany, Austria and Switzerland. The schools have been running successfully for the last five years, with standards rising every year. Teachers use the audio-lingual method. The maximum class size is ten. The school day starts at 9:00 am and finishes at 1:00 pm. In the afternoons and evenings students take part in a varied activity programmes which, thanks to the extensive grounds of both schools, includes cricket, football and horse-riding. Students can also enjoy the schools' indoor swimming pools. School trips to London and other tourist destinations take place at weekends. Courses last from two to eight weeks and are residential, with students staying in accommodation on the school site.

Gattegno School of English**C**

Situated in Central London, the internationally renowned Gattegno school opened in 1967 and uses Gattegno's 'silent way' methodology to teach students. Teaching throughout the year, the school also organises summer courses with students attending from all over the world. Students must be over the age of eighteen and the maximum class size in this school is six.

Kathryn Hart Organisation**D**

Kathryn Hart has been involved in English language teaching since the 1950's and has developed expertise in both teaching and the organisation of UK summer schools. Her schools use a communicative approach to teaching based on well-researched coursebooks. There are ten Kathryn Hart summer schools situated in the south and southwest of England and in East Anglia, and all allow easy access to London. Students range in age from twelve to eighteen years and the maximum class size is fifteen.

No previous experience of studying English is necessary. The school day runs from 9:00 am to 4:00 pm with lessons taking place throughout the day. Students are free in the evenings. Courses last from two to four weeks. Accommodation is organised by the Kathryn Hart Organisation, with students staying with local families.

Pangloss School of English**E**

The Pangloss School specialises in intensive English courses for students who wish to improve their English rapidly in the space of a few weeks. The school day lasts from 10:00 am to 8:00 pm, with intensive instruction in all aspects of the English language, from grammar structures to vocabulary. The course is only open to adults and is particularly appropriate for students about to study at English Universities or business people looking for more specialised language skills. The maximum class size is five students. The school is situated in the Cambridgeshire countryside, just outside Cambridge itself, and students are accommodated in a large country house in the grounds of the school.

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

maiden, hustle, to run, the breeds, to raise, weather, toxic, to hold, to wreck, endangered

- | | | | |
|----------|-------------|---------------|----------------|
| 15 | a programme | 20 | a world record |
| 16 | waste | 21 | of cattle |
| 17 | and bustle | 22 | the Earth |
| 18 | – beaten | 23 | a question |
| 19 | plants | 24 a(n) | voyage |

C Choose the correct item.

- 25 A cooker and fridge are considered necessary (**appliances/gadgets**).
- 26 Mrs Hatfield considers watering the garden to be a real (**task/chore**).
- 27 This new law will have serious (**implications/applications**).
- 28 The police have been ordered to (**intensify/enlarge**) their efforts to capture the escaped prisoner.
- 29 The arrival of the admiral's (**crew/fleet**) scared off the enemy submarines.
- 30 It seems that (**fate/future**) has decided to keep us apart.
- 31 For minor (**ailments/diseases**), make an appointment with the nurse and not with your doctor.

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

spark off, subsequently, evacuate, incinerate, devastating, specimens

- 32 The explorer collected plant to take back to the laboratory.
 33 The tidal wave had a(n) effect on the coastal town.
 34 The Prime Minister's speech managed to waves of protest from the opposition.
 35 The bomb alert prompted police to the shopping centre.
 36 After the mission was accomplished, the spy was ordered to all top secret papers.
 37 After stealing the jewels, the criminal left the country.

E Choose the correct particle(s).

- 38 Gavin was advised by his doctor to take **in/up/on** jogging.
 39 Fred advised the young boy not to hold **back/up/on** any information from the police.
 40 After the five mile run, Julie felt completely worn **out/off/on**.
 41 'Don't worry,' said the teacher, 'there's plenty of time to work **for/on/against** this problem before the exam.'
 42 Luckily our supplies held **down/back/out** all through the long hard winter.

F Fill in the correct preposition(s).

- 43 Rich wants to specialise Sports Medicine after his general training.
 44 Miss Bruce is very popular her students.
 45 Entrance is restricted ticket holders only.
 46 The police asked me to account my movements at the time of the crime.
 47 Environmentalists are opposed the destruction of the rainforest.

G Choose the correct item.

- | | |
|--|---|
| <p>48 The film was extremely boring so we changed
 A canal C station
 B channel D broadcast</p> <p>49 I always my biscuits in my coffee.
 A dip C sink
 B dive D submerge</p> <p>50 When the Titanic started sinking, her passengers were -stricken.
 A fear C apprehension
 B horror D panic</p> | <p>51 I was having difficulty sleeping so my doctor prescribed tablets to ease my
 A measles C insomnia
 B mumps D rabies</p> <p>52 She is under the that her fiancé is a multi-millionaire.
 A illusion C delusion
 B hallucination D mirage</p> |
|--|---|

H Fill in the correct word derived from the words in bold.

- | | |
|---|--|
| <p>53 Mrs Jones agreed to water my plants while I was away on holiday.
 54 Houses in Canada have very good to combat the freezing winters.
 55 The surveyor's preliminary of the damage was subsequently found to be wrong.
 56 The book on space travel was without being too difficult to understand.
 57 The Chinese language is totally to most Westerners.</p> | <p>OBLIGE
 INSULATE</p> <p>ASSESS
 INFORM
 COMPREHEND</p> |
|---|--|

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

- 58 Jay didn't use suncream; he burnt in the sun.
burnt If Jay had used suncream in the sun.
- 59 If Susan studies hard, she might pass the exam.
unless Susan won't pass the exam hard.
- 60 It's a pity we didn't visit the exhibition.
only If the exhibition.
- 61 I don't like children to talk to their parents like that.
approve I don't to their parents like that.
- 62 He took his car to the garage to adjust the brakes.
adjusted He had the at the garage.

J Write an answer to one of the two following questions. Write your answer in 120 - 180 words in an appropriate style, giving the outline first.

- 1 You work for a fashion magazine and have recently carried out a survey into the various fashion trends people follow nowadays. Write a **report** analysing the survey.
- 2 A school magazine has invited readers to express their opinion on the question: 'Sports should be for pleasure, not for profit.' Write a short **article** for the magazine.

NAME: _____

DATE: _____

CLASS: _____

(Time: 80 minutes)

TEST 3 B (Units 5, 6, 7)

- A 1 3 5 7 9 11 13
- 2 4 6 8 10 12 14

- B 15 20
- 16 21
- 17 22
- 18 23
- 19 24

- C 25 29
- 26 30
- 27 31
- 28

- D 32 35
- 33 36
- 34 37

- E 38 39 40 41 42

- F 43 44 45 46 47

- G 48 49 50 51 52

- H 53 56
- 54 57
- 55

TEST 3 A – KEY

- A** 1/2/3 A, B, D in any order
 4/5 B, E in any order
 6/7 A, C in any order
 8/9 A, D in any order
 10/11 C, D in any order
 12 E
 13/14 C, D in any order
- B** 15 the debts 20 amusement
 16 chronic 21 strict
 17 current 22 meditative
 18 long 23 to break
 19 urban 24 seasonal
- C** 25 illusions 29 surveillance
 26 conserve 30 intimidated
 27 pruning 31 overdraft
 28 implausible
- D** 32 prone 35 freak
 33 undermine 36 amenities
 34 desertification 37 vigorous
- E** 38 off 40 up 42 over
 39 off 41 out
- F** 43 to 45 with 47 for
 44 at 46 of
- G** 48 B 49 A 50 D 51 C 52 A
- H** 53 escapism 56 purification
 54 domestically 57 undeniable
 55 Respondents
- I** 58 ... he wouldn't have been ...
 59 ... unless it's ...
 60 ... wish I hadn't been ...
 61 ... approve of me/my talking ...
 62 ... had a birthday cake made ...

J (Suggested answers)

- 1 To: Mr Bates
 From: Steven Jones
 Subject: Sports preferences

Introduction:

The purpose of this report is to review the results of a survey carried out into the kinds of sports young people prefer. In this survey young people were questioned at various locations.

Types of Sport

As expected the most popular sport for boys was basketball, which 78% play. Girls prefer volleyball and netball, at 51% and 47% respectively.

Recreation

Surprisingly, despite many believing that boys and girls prefer different recreational sports, 70% of both sexes said they enjoy swimming and beach volley.

Frequency

The majority of boys train at least ten hours a week, illustrated by the fact that 62% of them attend regular weekly practice sessions. Only 34% of girls regularly train in any sport. However, girls who practise martial arts train twice as much as the boys, despite being outnumbered 7-1 by them.

Conclusion

To conclude, boys spend more time playing sports than girls; both like beach sports, but girls train harder in martial arts.

- 2 The new book by John O'Brian, *The Bells of Monday* is an unusual novel set in London in the 1960's. It deals with individuals whose conservative upbringing clashes with the changing moral values of that era.

Meg, the central character, is forced to leave her home in an affluent area and move into a Victorian slum. Her inability to cope with a changing society is shown with great sensitivity by O'Brian. His excellent character descriptions make one feel pity and understanding for Meg's strict Catholic mother, whose world seems to slowly disintegrate. The book winds slowly through the 60's against a background of student revolt and historic events. It ends with Meg's death, and could in many ways be hailed as a modern Greek tragedy.

Both joy and extreme sadness make this book a masterpiece of modern literature. It surpasses O'Brian's last two bestsellers, *Thomas* and *Black Road*. Apart from being a brilliant novel, it is also an interesting social study of that golden era which has so often been wrongly portrayed.

TEST 3 B – KEY

- A** 1 E
 2/3 A, D in any order
 4 B
 5/6 A, B in any order
 7 E
 8/9 A, B in any order
 10/11 C, E in any order
 12 E
 13/14 B, E in any order
- B** 15 to run 20 to hold
 16 toxic 21 breeds
 17 hustle 22 to wreck
 18 weather 23 to raise
 19 endangered 24 maiden
- C** 25 appliances 29 fleet
 26 chore 30 fate
 27 implications 31 ailments
 28 intensify
- D** 32 specimens 35 evacuate
 33 devastating 36 incinerate
 34 spark off 37 subsequently
- E** 38 up 40 out 42 out
 39 back 41 on
- F** 43 in 45 to 47 to
 44 with 46 for
- G** 48 B 49 A 50 D 51 C 52 A
- H** 53 obliquely 56 informative
 54 insulation 57 incomprehensible
 55 assessment
- I** 58 ... he wouldn't have burnt ...
 59 ... unless she studies ...
 60 ... only we had visited ...
 61 ... approve of children talking ...
 62 ... brakes of his car adjusted ...
- J (Suggested answers)**
- 1 To: Mr James
 From: Catherine Brookes
 Subject: Fashion trends

Introduction:

The aim of this report is to analyse the various trends our readers (aged 5 - 13) follow. We held the survey to help us plan **our** future issues in the most interesting way possible.

Men and Women – casual wear

As predicted, jeans win hands down as the most popular casual clothes, with 80% owning more than six pairs. Two thirds of girls questioned own at least one pair of designer jeans – favourite brands being Versace, Armani and Moschino. Men, on the other hand, are less interested in owning designer jeans, with only 20% having one pair or more. These men also favour Versace's and Armani's cuts.

Men and Women – formal wear

Regarding more formal wear, young people of both sexes generally own a formal suit. Interestingly, 70% of women tend to buy non-designer suits, favouring high street brands like Marks and Spencer.

Men on the other hand (75%) are more inclined to buy a good quality designer suit in the hope it will last.

Conclusion

The results of our survey imply that our readers would be interested in fashion features showing designer and non-designer jeans for men and women. They would also like articles showing designer suits for men and more well-cut, well-priced clothes for women.

2 Many people think that sports should be for pleasure, not for profit. In theory, sports should only be played for enjoyment or as a means of keeping fit, but this is a very moralistic view.

Most governments get such a lot of revenue from sporting events that it wouldn't be practical to ask them to ban companies from making a profit out of sports. If they did, it would be politically unwise as taxes would be raised and the government would become very unpopular indeed.

If you consider the number of jobs created by sport, whether it be for people constructing stadiums, manufacturing team strips for fans or selling hot dogs at matches, it is possible to see how important sport is economically for individuals as well as for the country as a whole.

Advertising at sports events also creates a lot of profit for the companies involved. More often than not, however, advertisements promote cigarettes and alcohol. It is immoral for a sporting event to advertise products which are unhealthy and can kill if abused, so maybe steps should be taken to stop manufacturers of these products from making a profit out of sport.

For these reasons it is very difficult to expect most companies to accept regulations which ban them from putting profit before pleasure. In many cases, if we did it would cause even more harm than good to sport.

Marking Scheme for Tests 3 A / 3 B

A:	14 items x 1 point each	=	14	F:	5 items x 1 point each	=	5	
B:	10 items x 1 point each	=	10	G:	5 items x 1 point each	=	5	
C:	7 items x 2 points each	=	14	H:	5 items x 1 point each	=	5	
D:	6 items x 2 points each	=	12	I:	5 items x 1 point each	=	5	
E:	5 items x 1 point each	=	5	J:	Writing	=	25	
							<hr/>	
							Total	100 : 5 = 20.0



Express Publishing

ISBN 978-1-84216-873-8



9 781842 168738