

Upstream

PROFICIENCY C2



Teacher's Book

Virginia Evans - Jenny Dooley



Express Publishing

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Contents

UNIT 1	Getting the Message Across	p. 5
UNIT 2	The Happiest Days of your Life?	p. 20
	Self-Assessment Module 1	p. 32
UNIT 3	Extra! Extra!	p. 33
UNIT 4	Planes, Trains and Automobiles!	p. 44
	Self-Assessment Module 2	p. 57
UNIT 5	The Science of Life	p. 58
UNIT 6	The Art of Entertainment	p. 68
	Self-Assessment Module 3	p. 80
UNIT 7	Born to Win!	p. 81
UNIT 8	Respect!	p. 91
	Self-Assessment Module 4	p. 103
UNIT 9	Another Day, Another Dollar	p. 105
UNIT 10	Our Planet, Our Home	p. 117
	Self-Assessment Module 5	p. 130
	Tapescripts	p. 137
	Peer Assessment Checklist	p. 184

Unit 1 – Getting the Message Across

Objectives

Vocabulary: means of communication; facial expressions; ways of speaking; the Internet

Reading: multiple choice; gapped text

Listening: listening for opinion, gist, detail, inference; multiple matching; sentence completion; multiple choice questions

Speaking: telephone conversation; asking for and promising discretion; introducing news; expressing surprise; speculating; evaluating; suggesting alternatives

Grammar: modal verbs

Phrasal verbs: *act; break*

Writing: expressing opinions in essays, letters and articles

- 1 Direct Ss to the title of the unit. Discuss what the title means – to get a message across means to make someone understand what you want to say. Elicit other phrases with a similar meaning e.g. *get the gist of something/make yourself understood /let someone know / spell something out / convey a meaning.*

Write the word **communicating** on the board. Briefly elicit from Ss what they consider makes someone a good communicator. Allow Ss two or three minutes to rank elements of communication, then ask one or more pairs to present their ideas. Encourage general discussion if Ss are interested in the topic.

Suggested Answer Key

I think developing an interesting exchange of ideas is the best example of good communication because that's when you really get to know someone. You've got to be able to get your message across, of course, and it helps if you can do it quickly and efficiently; that's where using language correctly is important. If you can't do that, people won't understand you, and you won't be able to express what you think and feel about something. I don't think it's so important to have time to think before you speak. It depends on the situation and on the person – some people think more slowly than others.

- 2 Ask Ss to identify means of communication shown in the pictures at the top of the page. Write them on the board. Elicit the advantages and disadvantages of using these. Allow Ss four or five minutes to make sentences about these ways of communicating. Ask individual Ss to read out their ideas.

Suggested Answer Key

- *I would use a fax if I needed to send some documents to someone or if I just needed to get a message to someone quickly and cheaply.*
- *I would use e-mail if I wanted to order a product through the Internet.*
- *I would choose to speak to someone face-to-face if I wanted to discuss something personal.*
- *I would use a mobile phone if I wanted to help in an emergency, or to send messages to my friends. It is quick and easy, but too expensive to use for long chats.*

- 3 Check that Ss understand prompts. Allow two or three minutes for Ss to match the sentences to the photographs and complete sentences.

Suggested Answer Key

- 1 E (see example)
 - 2 A *I think writing letters is the most personal form of communication because you can take as much time as you need to express yourself.*
 - 3 A *I believe letters can be very slow and they can take weeks to reach their destination.*
 - 4 E *I believe that mobile phones are a very efficient way of communicating because you can be reached wherever you are.*
 - 5 C *I think e-mail can be the most versatile because you can send sound or pictures.*
 - 6 B *I think that faxes can be impersonal and you cannot always communicate meaningfully.*
 - 7 A *I believe writing letters can be artistic because you can use customised paper and handwriting makes the message more personal.*
 - 8 E *I think mobile phones can be limited because you can only send brief messages.*
- 4 a. Make sure Ss understand the meaning of *charity* and *stranded*. Allow them to work in pairs for three or four minutes to discuss the content of the reports. Monitor to check understanding of vocabulary and encourage speculation. Elicit speculations from Ss and write them on the board. Accept all suggestions at this stage, it does not matter if the Ss' answers are not correct, the purpose is to encourage speculation and build up confidence in spoken expression.

Suggested Answer Key

- 1 *I suppose it's about using the Internet to raise money for people whose houses were destroyed in an earthquake.*
 - 2 *It must be something to do with people using the Internet to get into other people's bank accounts ...*
 - 3 *It must be about something really old-fashioned that was useful to fishermen in a particular situation, such as their boat's engine breaking down.*
 - 4 *It's probably about the results of a survey on whether people prefer to communicate over the phone or by e-mail.*
- b. Explain that the news programmes cover the same stories as the headlines. Play the cassette and stop after each item. Ss check to see if their predictions were correct. Play cassette for a second time for Ss to fill in gaps in sentences. Elicit Ss' opinions of the usefulness of the different technologies in these situations.

Answer Key

- | | |
|---------------------------|---------------------------|
| 1 <i>public spirit</i> | 3 <i>distress call</i> |
| 2 <i>conducted online</i> | 4 <i>personal element</i> |
- 5 Point out to Ss that both quotations use comparisons. Ask the Ss what is compared to what, and what comparative structure is used in each case. e.g. **first quotation:** means of communication compared to communicating *the more ... the less*
second quotation: good communication compared to black coffee *as ... as*
 Elicit ideas for paraphrase of first quotation from Ss and build up paraphrase on the board. Allow Ss three to five minutes to write a paraphrase of the second one in pairs, monitor and correct, then ask two or three Ss to read out their paraphrases.

- **Suggested paraphrases**
 - *Our highly developed methods of communication, rather than helping to increase communication, actually make it more limited and less expressive.*
 - *Having an interesting conversation gives you so many things to think about that your brain is too busy to let you rest, even after the conversation has finished.*

Elicit agreement and disagreement from Ss. Encourage Ss to justify their feelings. Try to feed in vocabulary to help them express themselves. Write words on the board as appropriate. e.g. spoken/ written communication; transmit; make contact with; participate in; interact with; socialise; carry on a conversation/discussion; articulate; verbalise; put sth into words; express/air your views/opinions; voice an opinion; exchange views; make sth known; break news. As an extension Ss could make up their own short 'quotes' on Communication using comparative structures.

Suggested Answer Key

Personally, I agree with both quotations. I think everyone would agree with the second one, we all know how much fun it can be to be with friends and talk about something interesting. We've all got different ideas and opinions, and someone else's view on something can stimulate you, and start you thinking in a different direction. I think the writer of the first quotation is making a good point, too. We have very advanced technology which allows us to communicate easily with anyone we want to, but it also means that we communicate in a very brief fashion. Most mobile phones are used for sending short text messages to friends and e-mails are often only a few lines and use an abbreviated form of language. We are not able to express our deeper attitudes and feelings in this way.

- 6 a. Write 'Morse telegraphy' on the board. Remind Ss of the news report they heard on the cassette. Ask Ss how much they know about Morse and how it works. Then elicit how the words and phrases given could be used in connection with Morse.

Suggested Answer Key

back-up plan – *Morse code can be a back-up plan for communicating in emergencies if modern technology fails.*

short and long tones – *Morse code is made up of short and long tones which represent letters.*

tedious procedure – *Sending Morse is probably a tedious procedure, because it might take a long time.*

dying art – *Using Morse is probably considered a dying art nowadays because it is hardly ever used now.*

distress calls – *Morse is probably only used to send emergency messages, such as distress calls.*

military services – *The military services might still use Morse in some cases.*

- b. Give Ss two or three minutes to think of questions. Elicit, and write them on the board.

Suggested Answer Key

Is it still used?

How does it work?

When was it first used?

- 7 Give Ss two minutes to find the answers to their questions in the text. Do not allow more time as it is important that Ss read for specific information only and do not become involved in searching for vocabulary at this stage.

Allow five minutes for Ss to read the text and find the topics of each paragraph. Monitor and help where necessary, but again encourage Ss to read for gist only. Ask individual students for topics and put them on the board. Ss discuss whether they are appropriate or not, giving reasons for their answers.

(Samuel Morse was born in 1791 and until the 1830's was a successful portrait painter. He became interested in electricity and the possibility of using it to send signals in 1832. The first demonstration of Morse telegraphy took place in 1837. The original Morse telegraph was an electric circuit consisting of a battery, a key and an electromagnet connected by a wire. When the key was depressed, the electrical circuit was completed and electricity travelled along the wire. A pencil was attached to the electromagnet and it made a mark on a paper tape whenever an electric current passed through it. The marks were either long or short, according to how long the key was held down for, which is why Morse created the code of dots and dashes corresponding to letters of the alphabet, which we know as Morse code.)

Optional extra activity: Ss research another invention from the last century which is either no longer used very much now, or is not used at all, and present it to the class in the next lesson.

Answer Key – paragraph topics:

Paragraph 1: *Modern technology backed up by older technology.*

Paragraph 2: *What Morse code is.*

Paragraph 3: *Times when Morse can be essential.*

Paragraph 4: *The use of Morse code at sea.*

Paragraph 5: *Morse and the railways.*

Paragraph 6: *Why the military services use Morse code.*

Paragraph 7: *Amateur users.*

Paragraph 8: *How unlikely it is that Morse will disappear.*

- 8 Direct Ss to strategy box. Go through it with them. Follow the procedure for question 1 with the Ss. e.g. Ss find relevant section of text: line 6 *'The world could ... plan ...'* Ss paraphrase to make sure meaning is clear to them, then select correct answer. Go through the next two or three questions in this way. Ss complete remaining questions alone. Give feedback to the whole class. Ss should be encouraged to justify their answers from the text. It is important, too, to discuss incorrect answers, making sure Ss understand why they are wrong.

Answer Key

1 A (lines 7-9) 5 C (lines 59-60)

2 C (line 17-18) 6 D (lines 70-71)

3 D (lines 24-27) 7 D (lines 82-83)

4 B (lines 45-47)

- 9 a. Point out to the Ss the importance of recording vocabulary. Allow Ss four or five minutes to read the text again and underline words associated with communication. Elicit meanings. Ss work in pairs to make sentences. T should monitor.

Optional Extension: use the verbs as a basis for word formation – *people/things* and *abstract ideas*. e.g. interpret – interpreter – interpretation.

Answer Key

connect (line 2)

broke down (line 6)

silent (line 7)

language (line 10)

transmitted (line 15)
 telegrapher (line 15)
 transmission (line 19)
 receive (line 18)
 telegraphy (line 22)
 calls for help (line 26)
 radio operator (line 27)
 transmitter (line 39)
 telegraph (line 47)
 relay orders (line 52)
 communications systems (line 58)
 broadcasting (line 60)
 voice messages (line 61)
 interpreted (line 62)
 get through (line 66)
 get on the air (lines 73-74)
 chat (line 74)
 conversation (line 81)
 wired (line 83)

- The switchboard operator **connected** me to Mr Hyde's office.
- All communication between them has **broken down**.
- The message was **transmitted** using a two-way radio.
- I have **received** at least ten phone calls today.
- His behaviour could be **interpreted** as rudeness or as shyness.
- I've been trying to **get through** to that number all morning, but it's impossible.
- Once he **gets on the air** he never stops talking, but in everyday life he hardly says a word.
- It's good to meet old friends and **chat** over a cup of coffee.
- Mike couldn't get there, so **wired** his best wishes for Beth and Tom's wedding.

- b. Ask Ss to explain the words in bold from context. Stress the importance of learning to guess approximate meanings from the context in order to be able to read fast and accurately in the exam. Allow Ss to use their dictionaries only after having tried to guess meaning from context. Ss write sentences in pairs. Ask different pairs to read out their sentences, pointing out that a different context can alter the meaning of a word in some cases e.g. distorted *sound* and distorted *opinion*. Ss work in pairs to find synonyms for highlighted words. Write them on the board.

Extension activity: Divide Ss into two teams. Give them five minutes to find antonyms for as many words as they can. Each team then challenges the other to give an antonym or near antonym for a particular word. If the second team cannot find a suitable antonym, they have the right to challenge the first team to give their answer. The teacher is the judge. The team with the most correct answers wins.

Answer Key

quaint anachronism – an old fashioned thing that is interesting in a charming way

legacy – something affected by a past situation or action

relay – send

prudence – the quality of showing care and thought for the future.

distorted – a transmission which has had its form or content changed by interference.

come out on top – prevail, win

clatter of sounds – continuous, rattling sounds

receded from public view – gradually seen or discussed less.

- Nowadays, when everybody uses computers, a typewriter seems like a **quaint anachronism**.
- The custom of building villages high on a hill away from the sea is a **legacy** of the days when attacks from pirates were common.
- Mr Keele **relays** instructions to his staff through his secretary.
- His natural **prudence** led him to avoid taking risks.
- The trick mirrors in amusement arcades **distort** your reflection.
- Whether or not he is in the right, he always manages to **come out on top** in any argument.
- Judging by the **clatter of sounds** coming from the kitchen, dinner must be on the way.
- Celebrities rarely manage to completely **recede from public view**.

Suggested synonyms

silent – noiseless

tedious – boring, dull

skilled – expert

basic – fundamental

went off – failed

reliable – dependable

distinctive – clearly recognisable

routinely – regularly, normally

shut down – closed

break down – collapse

virtually – almost, practically

take over – conquer

flexible – adaptable

- 10 Ask students to complete task in pairs. Check answers and elicit why one choice is better than the other.

Answer Key

1	<i>groped around</i>	3	<i>dying art</i>	5	<i>call</i>
2	<i>tedious</i>	4	<i>adrift at</i>	6	<i>pecked</i>

- 11 Go through strategy points with Ss. Point out that they will be required to answer questions like these in Paper 3 of the Proficiency exam. Ask Ss to find and underline the sections of the text for each question. Do questions 1 and 2 with the students. Elicit paraphrases of the quoted lines and write the answers on the board. Remind Ss that they must use their own words. Allow Ss four to five minutes to complete Questions 3 and 4 in pairs. Monitor their work. Ask two or three Ss to read out their answers.

Answer Key

1 *Even though in the last 150 years newer and more sophisticated ways of doing things have been invented, Morse is still used.*

2 *Sending a message in Morse code.*

3 *They value Morse as a means of communication for important matters.*

4 *Morse signals do not need as much energy to send as a spoken signal and unlike speech, even if the signal is not clear, Morse can still be understood.*

- 12 Brainstorm with Ss. Ask them how we communicate our feelings when we are face to face with someone. Elicit **body language**, **voice** and **facial** expression. Write these headings on the board and ask Ss to think of as many words and phrases as they can to go under the headings e.g. *gesture, shrug, nod, snap, murmur, smile, glare* etc. Go through the words, eliciting meanings by example or demonstration.

Add the words used in the task. Ss work in pairs and match verbs to pictures. Check Ss' answers. Allow sufficient time for Ss to make sentences. Monitor and check.

Answer Key

A glare C wince E frown
B smirk D beam F grimace

- B The woman in photograph B is smirking. She may be playing a joke on someone.
C The boy in photograph C is wincing. He's probably listening to some music he thinks is terrible.
D The woman in photograph D is beaming. She may have had some really good news.
E The woman in photograph E is frowning. She could be having problems with her computer.
F The man in photograph F is grimacing. He may be in pain or feeling hot and uncomfortable.

- 13 a. Explain to Ss what a collocation is (a group of words that would naturally be placed together by a native speaker) and give some common examples e.g. *deeply regret, heavy rain*. Explain that awareness of collocation is very important at Proficiency level and will be tested in the exam. Stress the importance of recording vocabulary not just as single words, but including other information, such as: positive or negative connotation, usual context e.g. used for people but not for things, dependent preposition, other words with which it can collocate. Check that Ss understand meanings of verbs. Allow two to three minutes for Ss to match verbs to adverbs.

Optional: Extend the task to verbs from ex. 12. Elicit possible adverbs to go with verbs. Ask Ss to make quick sentences round the class.

Answer Key

retort angrily/abruptly
cheer enthusiastically
smile diplomatically/gently
instruct firmly/gently
comfort gently
shrug indifferently/angrily

- b. Use either verb-adverb collocations from ex. 12 and 13, or only from 13 depending on whether the optional activity is done or not. Model the beginning of the story with Ss.

e.g. S1: *As example*

T: *"Is anybody actually listening to me," he asked his audience.*

S2: *At the back of the room some young executives shrugged indifferently.*

Ss work in small groups to complete task. Monitor their work and help where necessary.

Suggested Answer Key

Paul Smith had been briefing his colleagues for about five minutes, when he paused abruptly.

"Is anybody actually listening to me?" he asked his audience.

At the back of the room, some young executives shrugged indifferently.

"Is there any point in this? You all seem to be completely uninterested," he said.

George Clayton, sitting in the front row, stood up. "You're not telling us what we want to hear, Paul."

Paul didn't like this one bit. "What you want to hear, Mr Clayton, is classified information," he retorted angrily. "I have been firmly instructed not to discuss it in this meeting."

Clayton smiled diplomatically. "You're right, Paul, you're right. I apologise. Please continue." Paul had a very strong feeling that something was going on behind his back. Clayton knew something he didn't. Later that day, Clayton's friends cheered enthusiastically when he entered the restaurant. "Well done, Clayton. You finally got rid of him."

In the meantime, Paul Smith was sitting at home with his wife. "Don't worry. You'll find another job soon," she comforted him gently.

- 14 a. Check Ss understanding of base words. Allow Ss two to three minutes to complete task. Check meanings of collocations.

Answer Key

a language e speech
b report f information
c discussion g conversation
d words

- b. Ss complete task in pairs.

Answer Key

1 rousing speech
2 animated discussion
3 intellectual conversation
4 colloquial language
5 kind words
6 damaging report
7 confidential information

- 15 A Ask Ss to look at title and elicit type of text – *instructions for installing a cordless phone (a portable phone with no wires attached)*. Ask Ss if they have ever used a cordless phone or mobile and how they work.

Word field: elicit words to do with parts of a phone and using a phone e.g. *receiver, keypad, display, dial, call, hang-up, put through* etc. Ss do exercise in pairs. Allow four to five minutes. Check answers.

Answer Key

The first text is about cordless telephones and you could read it in a book of instructions for setting up the phone. The second text is about the unpleasant behaviour of someone's boss and you could read it in a story.

1 B 3 C 5 C 7 B 9 B
2 D 4 A 6 D 8 C 10 C

- B Ss look at title. Elicit that text is a description. Review descriptive vocabulary taught previously. Ss read first line of text. Elicit whether positive or negative description ('fear' means it is negative). Elicit negative descriptive vocabulary. Ss do exercise in pairs as reinforcement.

Answer Key

1 A 2 C 3 A 4 B 5 D

- 16 Remind Ss of collocation and that some words may be appropriate in one context but not in another. Ss do the exercise in pairs, using a dictionary. Check answers.

Extension: Hand out set of words with related meanings and ask students to work in pairs to find the different ways in which they can be used.

e.g. *diminish/decrease* – *response/answer* – *shout/howl* – *moan/groan* – *pester/persuade* – *intervene/interfere* – *insist/persist* etc

Answer Key

- 1 *scream, shriek*
- 2 *subtleties, nuances*
- 3 *absorb, comprehend*
- 4 *straightforward, minimalist*
- 5 *verbose, long-winded*
- 6 *mumbled, muttered*
- 7 *expression, tone*
- 8 *clear, striking*

- 17 Set for homework and check in class.

a. Answer Key

- | | | |
|----------------|----------------|----------------|
| 1 <i>about</i> | 5 <i>about</i> | 9 <i>about</i> |
| 2 <i>on</i> | 6 <i>on</i> | 10 <i>on</i> |
| 3 <i>about</i> | 7 <i>on</i> | |
| 4 <i>on</i> | 8 <i>on</i> | |

Suggested Answer Key

- 1 *We spent half an hour arguing about the best way to solve the problem.*
- 2 *Debbie is intent on getting into University.*
- 3 *I hate people who boast about their achievements.*
- 4 *He was invited to Cork University last term to lecture on politics.*
- 5 *Jane's father lectured her about her bad manners.*
- 6 *I acted on your advice and took out travel insurance.*
- 7 *They've been experimenting on the effects of certain drugs on the nerves.*
- 8 *I insist on coming with you.*
- 9 *Bill is really excited about going camping.*
- 10 *Mr Brown has not commented on the decision.*

b. Answer Key

- | | | |
|---------------|---------------|---------------|
| 1 <i>for</i> | 4 <i>for</i> | 7 <i>from</i> |
| 2 <i>for</i> | 5 <i>from</i> | 8 <i>for</i> |
| 3 <i>from</i> | 6 <i>for</i> | |

Suggested Answer Key

- 1 *They spoke in whispers for fear of waking the baby.*
- 2 *I'm only doing this for your sake.*
- 3 *I go to the theatre from time to time.*
- 4 *John's staying with his uncle for the time being.*
- 5 *Helen played the sonata from memory.*
- 6 *I take it for granted that you will be here tomorrow.*
- 7 *From now on, we'll be working in the annexe.*
- 8 *Peter will be late, for sure*

c. Answer Key

- | | | |
|-------------|-------------|-------------|
| 1 <i>on</i> | 4 <i>in</i> | 7 <i>in</i> |
| 2 <i>on</i> | 5 <i>in</i> | 8 <i>on</i> |
| 3 <i>on</i> | 6 <i>on</i> | |

Suggested Answer Key

- 1 *There is a kitchen and rest area on the premises.*
- 2 *My sister is a nurse and is often on duty at night.*
- 3 *She spent her summer holiday on a small island in the Pacific.*

- 4 *The economy has been in recession for the last six months.*
- 5 *He risked his life in the name of freedom and equality for all.*
- 6 *Janet is on leave this week – she'll be back on Monday.*
- 7 *The remark was made in jest, so don't take it too seriously.*
- 8 *When the dustmen went on strike the army was called in to collect the rubbish.*

- 18 Explain to Ss that knowledge of idioms and fixed phrases is important at Proficiency level and will be tested in Papers 1 and 3 of the exam. Explain that it is often possible to work out the general meaning by looking at the parts of an idiom. Remind Ss of the theme of the unit and point out that all these idioms are connected with communicating. Direct Ss to the example: *paint a pretty picture* – paint and picture collocate. Elicit meaning by asking what a picture does (= describe sth pleasant). Elicit the meaning of *mince* (= cut into very small pieces). Ask Ss to find an appropriate match and elicit the meaning: cut your speech into small pieces i.e. be indirect (point out that it is usually used in the negative to mean 'speak directly or forcefully', especially about something unpleasant). Ss continue in this way. Check answers and elicit meanings.

Answer Key

- | | |
|-----------------------------------|-----------------------------|
| • <i>mince my words</i> | <i>making small talk</i> |
| <i>a man of few words</i> | <i>hold my tongue</i> |
| <i>by word of mouth</i> | <i>the talk of the town</i> |
| <i>speak your mind</i> | <i>talk is cheap</i> |
| <i>let you in on a secret</i> | |
| • 2 <i>let you in on a secret</i> | 7 <i>a man of few words</i> |
| 3 <i>mince my words</i> | 8 <i>making small talk</i> |
| 4 <i>talk is cheap</i> | 9 <i>speak your mind</i> |
| 5 <i>hold my tongue</i> | 10 <i>by word of mouth</i> |
| 6 <i>the talk of the town</i> | |

- 19 a. Ss work in pairs and use dictionaries to complete exercise. Encourage them to write down other idioms they find using the key words from the exercise e.g. **take something as read**, **catch your breath**, **drop a hint** etc. Discuss these with the class after checking answers.

Answer Key

- 1 *read between the lines* (find implied meanings in what someone says or writes)
- 2 *catch up with her news* (find out how she has been and what she's been doing)
- 3 *drop me a line* (send me a letter)
- 4 *on the tip of her tongue* (be very close to remembering a word/name)
- 5 *bad news travels fast* (bad news circulates quickly)

- b. Ss do exercise. Ask some Ss to read out their answers. **Alternatively** write all the idioms on sets of cards. Divide the Ss into groups of four and give each group a set of idiom cards placed face down. Ss take turns to pick up a card and make a sentence using the idiom on the card within a fixed time (e.g. one minute), after which the card is passed to the next S. The first group to finish wins.
Or: Picture Idioms: Divide the class into two teams. Each team should write five idioms (using those learnt in the class) onto five separate pieces of paper. Make sure that each team uses different idioms. Team A should then give one piece of paper to one S from Team B. Without letting any of his/her team see what is written on the paper, and without speaking, he or she should draw the idea on the board. His or her teammates have

two minutes to find the idiom. They can shout out suggestions, but the student who is drawing can only nod or shake his or her head. If they find the answer in two minutes, their team gets one point, if not, the point goes to Team A. Team A is now given an idiom to draw, and so on. The teacher checks the time and keeps the score.

Students' own answers

- 20 Brainstorm phrasal verbs with **break** and **act** with Ss. Write them on the board and elicit meanings. Ss do exercise. Check answers and meanings.

Answer Key

1 up	4 out	7 off
2 up	5 down	8 away
3 down	6 in, on	9 out

- 21 Ss work in pairs and use dictionaries to complete exercise. Check answers with whole class. Write the fixed phrases on the board for students to record. (Brainstorm any other related phrases e.g. **take part in sth**. Ss continue at home and find other fixed phrases, using either **the key word given** or **act** and **break**, and present them to the class in the next lesson.)

Answer Key

- Mary told her brother to act his age.
- Her sister took her aside to break the news to her.
- If you want to convince them you really are a tough businessman, you'll have to act the part.
- Although it is not yet making a profit, the company is breaking even.
- We were told not to break radio silence except in an emergency.

- 22 a. Elicit in what situations Ss would need to make a phone call. Write the situations quickly on the board and add those from the exercise if not already mentioned. Play the cassette, stopping after each dialogue. Ask Ss to identify the situation and justify their choice e.g. he's returning a call because he said he was sorry he couldn't talk earlier.

Answer Key

- Call 1 – returning a call
Call 2 – cancelling an arrangement
Call 3 – taking a message
Call 4 – leaving a message
Call 5 – making a booking

- b. Play the cassette again. Ss complete task. Check answers.

Answer Key

- What can I do for you? – Call 1
- I'm afraid I can't make it. – Call 2
- I'll be at work for another couple of hours. – Call 4
- Sorry I couldn't talk earlier. – Call 1
- I'll be with you in a moment. – Call 5
- That's a pity. – Call 2
- He should be coming in any minute now. – Call 3
- I'll pass that on for you. – Call 3
- Give me a ring when you get a chance. – Call 4
- How may I help you? – Call 5

- c. Explain the task. Elicit information from Ss to build up the first dialogue on the board. Ss act out the remaining dialogues in pairs. Monitor their performance.

Suggested Answer Key

- A: Stairhill Medical Centre – how may I help you?
B: Hello, I would like to speak to Dr Evans, please.
A: I'm afraid he's out on a call. He should be back any minute now.
B: OK. Can I make an appointment to see him this afternoon, then?
A: Right. What time would you like to see Dr Evans?
B: Is around 3 o'clock possible?
A: Yes, that's fine. And your name is?
B: Jonathan Healy.
A: All right then, Mr Healy. That's this afternoon, 3 o'clock, Dr Evans.
B: Thank you very much.
- A: Peter Matthews here.
B: Hello, Mr Matthews, it's John Anderson.
A: Oh, hello, John.
B: Sorry I couldn't talk earlier, Mr Matthews, but the new parts for the machines downstairs had just arrived and I had to tell the men where to put them. What can I do for you?
A: Well, I was wondering whether ...
- A: Hi, Liz. It's Sue.
B: Oh, hi.
A: Look, I'm afraid I can't make it for lunch tomorrow.
B: Oh, that's a pity!
A: Yeah, but what about making it Friday instead?
B: Fine. Same time and place?
- A: Hi, Mary, this is Tom. Something has come up and I'll have to stay at work a bit later, so don't wait for me at home. I'll meet you outside the cinema at 7. I'll be at work for another couple of hours and after that you can reach me on my mobile. Sorry about this. Bye.

- 23 Explain the task and allow Ss time to read through the boxes. Use the plan to model the first dialogue with one S. Ss work in pairs to act out the second dialogue

Suggested Answer Key

- A: Hi, Jenny.
B: Oh, hi, Bob. Listen, you'll never guess who Susan's getting married to!
A: Okay, tell me more!
B: Well, Helen tells me that she's getting married to Fred Wilson!
A: Are you serious? Fred Wilson, the pop star?
B: Oh yes. And there's more: they're going to have their wedding in Aruba!
A: You're joking!
B: No! Isn't it great?
A: It certainly is. Good for her!
- A: Hi, Roger.
B: Hi, Nancy. How are you?
A: Fine. Have you heard the news? Terry Brighton is changing his career.
B: Terry Brighton? Our classmate? I'm all ears.
A: You'll never believe this, but he's running for Parliament.
B: You're joking!
A: No, it's completely true. And he's got a pretty good chance of being elected.
B: Are you having me on?
A: No. Terry is really going to be a politician.

- 24 Go through the language boxes. Model a dialogue with one S. Ss work in pairs to act out the remaining dialogue. Monitor Ss' performance. Ask two or three pairs to act out their dialogues in front of the class.

Suggested Answer Key

- A: *Morning, Beth.*
B: *Hi, Suzy. Listen, can you keep a secret?*
A: *Of course.*
B: *Well, you've got to keep it under your hat because he made me promise not to tell anyone, but ...*
B: *Go on ...*
A: *Mr Stanford has been left over a million pounds by an old uncle!*
B: *Are you serious? Some people have all the luck!*
A: *Let's keep this between ourselves, OK?*
B: *My lips are sealed.*
- A: *Craig, can you keep a secret?*
B: *Sure.*
A: *I was standing outside the teachers' room, and I overheard that Mr Atherton is retiring.*
B: *You've got to be kidding!*
A: *No. He's going abroad. Australia, I think.*
B: *You're joking!*
A: *Craig, mum's the word, OK?*
B: *OK, OK, I won't tell a soul.*
- A: *Hello, Mrs Warren.*
B: *Oh, hello, Francis. How are you?*
A: *I'm fine, thanks. And you?*
B: *Very well. And how's that ever so nice friend of yours, Robert?*
A: *He's fine ... Can you keep a secret?*
B: *Of course.*
A: *Robert is getting married on Saturday, and he hasn't told his parents.*
B: *Oh my goodness! Are you serious?*
A: *Let's keep this between ourselves, shall we?*
B: *All right ... I won't breathe a word ...*
- A: *Hi, Jonathan.*
B: *Hi, Ian. Have you heard about Mr Crouch?*
A: *No, what?*
B: *He's been arrested for tax evasion.*
A: *Are you having me on?*
B: *No, the police knocked on his door this morning.*
A: *And then what?*
B: *Well, they asked him a few questions, and then they put him into the police car and drove away.*
A: *You're joking!*
B: *Ian? Keep it under your hat, OK?*
A: *Right. We never had this conversation.*

- 25 a. Elicit from Ss what an executive assistant is (a personal assistant – PA – to a manager). Go through list and elicit meaning with photographs or other visual aids and/or by pointing to items of clothing worn by Ss (if appropriate). Ask Ss to justify choice of clothing around the class, as in the example.

Students' own answers

- b. Explain that two managers are discussing the suitability of two candidates they have just interviewed for a job. Elicit from Ss what prospective employers usually notice

at an interview e.g. *dress, qualifications, confidence* etc. Play the cassette once and ask Ss to note down what the managers consider important. Discuss their answers. Explain that now they are going to do a task which appears in Part 4 of the Proficiency listening comprehension test. Explain the task and go through the statements. Stress that this is not a true /false exercise, all the statements are said, they must decide who says them. Play the cassette again. Ss record answers. Play the cassette for a third time if necessary, stopping after each exchange to check answers.

Answer Key

1	B	3	B	5	S
2	S	4	S	6	H

- c. Ss work in pairs to discuss appropriate dress. Monitor discussions and help the Ss with vocabulary if necessary. Ask different pairs to present their ideas to the class. Develop a class discussion.

Students' own answers

- d. Divide the class into four groups of three or four. The first group should prepare points in favour of the first saying and the second group should prepare points against, the third group points in favour of the second saying and the fourth group points against. Allow Ss sufficient time to prepare, then ask one S from each group to give a short talk presenting the group's point of view.

Suggested Answer Key

- *"Clothes don't make the man." This saying suggests that you can't judge someone's character by their appearance, especially their clothes.*
- *"First impressions last." This saying suggests that external appearance is important because of the way people form ideas about our personality the first time they see us, and suggests that they don't change these ideas.*

- 26 a. Elicit answers from Ss. Remind Ss of body language and elicit other ways of indicating feeling and attitudes non-verbally.

Suggested Answer Key

- *When someone I'm talking to is leaning forward towards me I get the impression that they're really interested in what I'm saying.*
- *If someone is leaning away from me, I get the impression they're feeling uncomfortable or threatened.*
- *If someone is staring at the ceiling, I get the impression they're uninterested and bored.*

- b. Elicit actions from pictures. Ss complete sentences. Ask some Ss to read out their sentences.

Suggested Answer Key

- 1 *When I'm feeling anxious, I touch my chin with my hand.*
- 2 *On the rare occasions that I lose my temper, I have a wide-eyed expression on my face.*
- 3 *When I'm confused by something, I frown.*
- 4 *Whenever I'm deep in thought, I tend to scratch my head.*

- 27 Explain to Ss that this type of task is Part 2 of the listening comprehension test. Ask them to read the text and elicit the best way of doing the task e.g. read and predict content of gap and type of word missing e.g. Ask Ss what type of word is missing from gap 1 (*noun*). Ask why? (because of 'a' before the gap). Elicit what the word might be (*method/system, because of the explanation*). Go through text with Ss and elicit predictions. Accept all suggestions unless grammatically impossible, do not provide the correct answers. Tell Ss that they will not need to write more than three words, but the words must be as they are spoken on the cassette. Play the cassette once through and let Ss fill as many gaps as they can. Play the cassette for the second time to allow Ss to check their answers. Check the answers with the whole class, playing sections of the cassette again if necessary. Explain to Ss that their spelling must be correct. Ask Ss if they agree with the opinions on the cassette. Ask them to provide examples from their own experience when someone's gestures and expressions passed the message across.

Answer Key

- | | |
|--------------------|-------------------|
| 1 reacting | 6 leaning forward |
| 2 (fully) facing | 7 respond |
| 3 positive signals | 8 be quiet |
| 4 folded | 9 test conditions |
| 5 attack | |

- 28 a. Allow the Ss sufficient time to read and discuss the sentences. Help them if necessary by pointing out that *lingua* means tongue or language. Ask Ss to explain underlined phrases. Remind them of the meanings of the prefixes *multi-* and *non*. (*Lingua franca* = Frankish language. It used to refer to the mixture of languages spoken around the Mediterranean ports but is now used to refer to a common language.)

Answer Key

All the underlined phrases are connected with language.

- *multi-lingual* – speaking many different languages
 - *dead languages* – languages which are no longer spoken
 - *constructed/planned language* – a language which did not develop naturally
 - *lingua franca* – a common language for people who do not speak one another's native language
 - *native speaker* – someone speaking in his/her own language
 - *non-native speakers* – people speaking in a language other than their own
- b. Go through strategy point with Ss. Remind them that Esperanto is a planned or constructed language. Elicit what such a language might be like and why it might be necessary. Allow Ss time to read through the question stems and to underline the key words. Play the cassette once for Ss to make initial choices. Play the cassette a second time for Ss to finalise answers. Check answers and play the relevant sections of the cassette to justify correct answers. **Optional extra:** If the Ss have access to the Internet they can research other constructed languages and/or pidgin languages and report back to the class in the following lesson.

Answer Key

- 1 C 2 A 3 C 4 B 5 C

- 29 a. Explain to Ss that this task is similar to Part 2 of the Proficiency speaking test. Go through the language in the box with the Ss. Brainstorm on the four pictures for vocabulary and ideas. Then ask them to look at pictures A and D. Elicit how the people feel and why. Model exchange with one S.

e.g. T: Let's start with picture D, shall we?

S: Yes they look really happy, don't they?

T: I can't say for certain but I believe they could have been told something very exciting. Perhaps they're going to be taken to the circus.

Ask two Ss to model a similar exchange. Ss continue in pairs. Monitor performance.

Suggested Answer Key

Refer to Tapescript Section – Unit 1, Ex. 29d Sample Interview on p. 139

- b. Ss continue to work in pairs. Encourage them to extend the discussion to about 2-3 minutes. Monitor performance. Ask two or three pairs to report back to the class.

Suggested Answer Key

Refer to Tapescript Section – Unit 1, Ex. 29d Sample Interview on p. 139

- c. Brainstorm possible other photographs. e.g. *a heated discussion between two friends/parents and children talking / two strangers chatting as they wait in a queue / customer and shop assistant talking* etc. Students select two of these or find their own and do the task in pairs.

Suggested Answer Key

Refer to Tapescript Section – Unit 1, Ex. 29d Sample Interview

- d. Play the conversation in sections. Ask Ss to take notes on the points raised and compare them to their own. Point out the length of the conversation; one minute for the **Speculating** section and three minutes for **Evaluating** and **Suggesting Alternatives**.

Students' own answers

- 30 Explain to Ss that this type of reading task is Part 3 of Paper 1 of the Proficiency exam. Go through the strategy points with the Ss. Stress the importance of text organization, coherence and cohesion at this level. Tell Ss they are going to read an article about the Internet. Ask them what they know about it, whether they use it, what makes it so popular. Write the title of the article on the board. Elicit answers to the questions. Ask Ss to read the text quickly to confirm their guesses. Draw a vertical line on the board. Elicit the date of the start of the Internet from the Ss (*summer 1968*) and write it at the top of the line. Write *The Present* at the bottom. Ask Ss to find all the other dates in the text and arrange them on the line. Elicit from them what happened at these times. There should now be a skeleton of the text on the board. Use this to show the Ss what is meant by **cohesion** and **coherence** and explain that they must select paragraphs to fill the gaps so that the whole text makes sense. Ss look at first gap and read all three paragraphs. Elicit words and phrases which connect paragraph D to the preceding and succeeding paragraph. Point out that the links can be to the paragraph before only, after only or to both.

- Links: 1) meaning links: 'problem to solve' para. 1
'solution' para. D
explanation of solution para. 3
2) lexical links: 'a network' para. 1
'to tatters' para. D
'the network' para. D
'in tatters' para. 3
'the principles' para. 3
'the network'

Go through gaps 2 and 3 with the Ss in this way. Ss continue individually, then work with a partner to compare answers and support (follow up question 1). Check answers around the class.

Ss work in pairs to complete follow up. Check answers around the class.

(UCLA refers to University College, Los Angeles, USA. Science fiction is the genre of literature concerned with the imagined future, especially space travel. The Cold War refers to the period between 1945 and 1991 when the USSR and the West had ideological differences.)

Extension: Divide class into small groups and give each group copies of a different text. Each group cuts up their text and then groups exchange jumbled texts and try to reconstruct them. Allow them sufficient time to complete task, then give each group a copy of the original text to confirm their answers.

Suggested Answer Key

The title probably refers to the development of the Internet into something important.

I'm not sure. Perhaps it started as something small and experimental, and then, when more and more people got their own computers, the Internet became more extensive as everybody was able to use it to pass on and receive information.

Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 D | 3 A | 5 C | 7 F |
| 2 H | 4 E | 6 G | |

B is the distractor.

Follow-up – Answer Key

- 1 2 H: 'Each packet would begin ...' (before gap 2)
'The route that the packet took ...' (H)
 - 3 A: '1971, ... by 1972, ...' 'share ... computer facilities' (before gap 3)
'By the second year ...' 'computer-sharing network' 'postal service' (A)
'mailing list' ... 'message' (after gap A)
 - 4 E: TCP/IP mentioned in paragraph after gap 4.
Explained in E.
 - 5 C: Paragraph after gap 5 begins 'In 1984 ...'
In C we read 'As the 70s and 80s progressed ...' 'growing constellation of other linked machines' (before gap 5)
'other entire networks ... ever-growing web of computers' (C)
 - 6 G: 'few people remembered it now.' (before gap 6)
'for it had become a happy victim ...' (G)
 - 7 F: 'millions of homes' (before gap 7)
'Why did so many people ...' (F)
- 2 Completely destroy any system they could invent.
 - 3 Joined in.
 - 4 Because it has no systematic or central organisation, but it works.
 - 5 It will be unlike anything we know or can imagine.

- 31 Modal verbs are an important feature of written and spoken English so Ss need to be able to use them accurately. Review modal verbs with Ss. Remind them that one of the features of modal verbs is that one verb can have more than one meaning. Elicit meanings from Ss (*possibility, probability, logical assumption, ability, willingness, advice, habit, offering, promising, necessity, permission, obligation*) and write these in one column on the board. Ask student to suggest modal verbs to match the meanings. Write these in the second column. Ss then do exercise in pairs.

Answer Key

- | | |
|-------------------|-------------------------------|
| 2 may/might/could | 7 may not/cannot/
must not |
| 3 could | 8 can't |
| 4 can/may/could | 9 should |
| 5 must | 10 will |
| 6 ought to/should | |

Review past forms by asking Ss to rewrite the sentences in the past.

- 1 could
- 2 may have/might have/could have
- 3 already past; was able to could be used if the action actually occurred, at a specific time in the past.
4. only could or was allowed in the past (except in reported speech)
- 5 had to – no past modal form.
- 6 ought to have / should have
- 7 no past modal form – use: not allowed to / forbidden to
- 8 can't have been
- 9 already past
- 10 would have

Refer Ss to grammar reference for more details.

- 32 Explain to Ss that this exercise will occur in Paper 3 of the Proficiency exam. Go through rubric with Ss. Ask Ss to underline key information (no change in meaning of original sentence and between 3 and 8 words used). Remind them that they must not change the form of the key word. Point out that here the focus is on the structures taught in the unit. Do first sentence with the Ss. Point out that the number of words controls the structures used e.g. **not** 'must fill in this form if you want to become' (10 words), but 'must fill in this form to become – (8 words). Ss do the exercise in pairs. Monitor and allow sufficient time for them to complete it.

Answer Key

- 1 ... must fill in this form to become ...
- 2 ... ought to have told us ...
- 3 ... only/best choice is to ...
- 4 ... is open to ...
- 5 ... have no alternative but/except/other than to spend ...
- 6 ... couldn't finish the run because he was ...
- 7 ... hadn't been for Mark's help they would ...
- 8 ... his ability to ...
- 9 ... break-up was something I couldn't ...
- 10 ... isn't necessary (for you) to ...

- 33 Elicit quick descriptions of each person. Ask Ss to use modal verbs to suggest why each person may be looking like that. Ss write short descriptions and explanations in pairs. Monitor, then ask three or four Ss to read out their descriptions.

Suggested Answer Key

- A** *He must be attending an award-giving ceremony.
He could be celebrating a success.
He can't be at work.
He might have just closed an important deal.*
- B** *He can't be enjoying himself.
He must be very anxious.
He may have missed the last train.
Something unexpected must have happened to him.*
- C** *She may be waiting for someone.
She must be thinking about something that has happened.
She can't be feeling happy.
She might be feeling lonely.*

Extension: Write up sentences on the board showing uses of common modal expressions.

- e.g. a) The fireworks have finished and there's nothing else happening now so we **may/ might as well go home**.
- b) The computer system **may** be expensive, **but** it's worth having.
- c) You **could/might** let me see the letter too; it's addressed to both of us.
- d) Nobody listens to me, **I might as well** be talking to a brick wall!
- e) You **should know better than** to expect him to phone you!
- f) **I might have known** they would be late!
- g) A: Mark got all the answers right, of course!
B: He **would!**

Elicit meanings:

- a) indifference, b) concession, c) annoyance, d) frustration, e) criticism of others, f) self-criticism, g) negative reaction to an action typical of someone else. Ss make their own sentences using these structures.

- 34** Set for homework. Ss use their dictionaries to complete the task. Point out that there are no general rules for which ending goes with which word, but these are common adjective endings.

Extension: ask Ss to make the negative form where possible, choosing from: **un, in, dis** (undesirable, unresponsive, undying, inconclusive, unavoidable, unsupportive, unassertive, displeasing).

-able	-ing	-ive
<i>desirable</i>	<i>relaxing</i>	<i>responsive</i>
<i>commendable</i>	<i>cleansing</i>	<i>invasive</i>
<i>avoidable</i>	<i>dying</i>	<i>conclusive</i>
	<i>intriguing</i>	<i>dismissive</i>
	<i>striking</i>	<i>supportive</i>
	<i>electrifying</i>	<i>assertive</i>
	<i>pleasing</i>	

- 35** Set for homework. Ss use their dictionaries to complete the task. Point out that there are no general rules for which ending goes with which word, but these are common adjective endings.

Extension: ask Ss to make the negative form where possible, choosing from: **un, ir, il, dis** (undramatic, uncritical, irreligious, unadventurous, unsystematic, illiberal, undiplomatic, disadvantageous).

-al	-ic	-ous
<i>financial</i>	<i>problematic</i>	<i>torturous</i>
<i>critical</i>	<i>dramatic</i>	<i>religious</i>
<i>surgical</i>	<i>traumatic</i>	<i>poisonous</i>
<i>liberal</i>	<i>artistic</i>	<i>adventurous</i>
<i>marginal</i>	<i>systematic</i>	<i>mischievous</i>
<i>coastal</i>	<i>dogmatic</i>	<i>advantageous</i>
	<i>diplomatic</i>	<i>monstrous</i>

- 36** Ss should be familiar with this task from lower levels. Explain that it appears in Paper 3 of the Proficiency exam. Point out that at this level they will probably be asked to make more than one change to the word.

e.g. desire – desirable – **undesirability**

Ask Ss to look at the title. Elicit the meaning of 'going strong' (still popular after a long time) and ask Ss to predict content of passage e.g. people are still using their ordinary phones despite competition from mobile phones and e-mail. Ss read text to confirm predictions. Allow Ss sufficient time to complete exercise in pairs. Stress the importance of correct spelling. Check answers.

Answer Key

- | | |
|-----------------------|------------------------------|
| 1 <i>clearly</i> | 6 <i>impersonal</i> |
| 2 <i>transformed</i> | 7 <i>ability</i> |
| 3 <i>threatened</i> | 8 <i>relatives/relations</i> |
| 4 <i>according</i> | 9 <i>dramatically</i> |
| 5 <i>domestically</i> | 10 <i>reliable</i> |

Ask Ss to set aside a section of their notebooks for word formation tables.

NOUN	VERB	ADJECTIVE	ADVERB	NEGATIVE

Extension: Ss find other forms of the words given and fill in the table.

- 37** Ss will be familiar with this type of exercise. Before looking at strategy points, brainstorm ways of dealing with this task. Start by asking Ss what they think this task is designed to test: 1) structure or 2) vocabulary. Stress that it tests structures within a sentence and not individual words.

Elicit approaches to the task: use the title to predict content, read the whole text for gist, ignore gaps, read again, filling in gaps where possible etc.

Go through strategy points with Ss. Elicit predictions from title (e.g. *difficult to escape from a mobile phone call*) and allow Ss time to complete task following the procedure outlined above. Check answers round the class. Give feedback on correct and incorrect answers (T should explain why a certain word is not possible in this context).

The two texts can also be used as a basis for discussion of the advantages/disadvantages of home phones and mobile phones.

Answer Key

- | | | |
|----------------------|---------------------|-------------------|
| 1 <i>would/could</i> | 6 <i>None</i> | 11 <i>said</i> |
| 2 <i>from</i> | 7 <i>Think</i> | 12 <i>ago</i> |
| 3 <i>used</i> | 8 <i>away</i> | 13 <i>between</i> |
| 4 <i>such</i> | 9 <i>that/which</i> | 14 <i>If</i> |
| 5 <i>answer</i> | 10 <i>been</i> | 15 <i>odd</i> |

- 38 a. Explain that many common words in English have different meanings in different contexts. This is tested in Paper 3 of the proficiency exam. Write up the choices for number 1 on the board. Ask Ss to find as many different meanings as they can for each word as a noun. They can use dictionaries if necessary. Write the words and the meanings on the board.

Decision – the act of deciding / the ability to decide

Balance – ability to remain steady when standing up / situation in which all the different parts are equal / the amount of money you have in the bank.

Statement – formal giving of written or spoken information / an expression of opinion / a paper from the bank giving details of your account.

Ability – the fact that you can do something / a talent or skill which makes you good at something

Discuss in which context each meaning would be appropriate. Then ask Ss to choose the word which will fit all the sentences in 1) (**balance** is the only word where the meanings fits all three sentences.). Point out that the missing word is always the same part of speech in all sentences.

Do 2 (adjectives) and 3 (nouns) in the same way. Allow Ss time to complete the task in pairs with dictionaries. Check answers and give feedback on why wrong answers are incorrect (e.g. wrong context).

Answer Key

1 B 2 C 3 D 4 D 5 A

- b. Ss work in pairs to complete or set for homework. Check and give feedback as above.

Answer Key

1 conditions 4 rocked
2 service 5 corner
3 dealt

- 39 Go through strategy point with Ss. Go through summary question with Ss and ask them to underline the key points (50-70 words/own words/according to the texts/what is being done about the simplification of official forms in France and England).

Divide the class into two. Give each group one passage to read. Tell them to decide which **two** points in their passage are relevant to the summary question and why. Rearrange class into pairs of Ss who have each read a different passage. Ask Ss to explain what they have decided to their partners. Ss then write the summary in class. Monitor their work and allow sufficient time for them to finish.. Then build up the summary on the board with suggestions from Ss.

Suggested Answer Key

- *In France, the government has set up an organization to make sure that official papers are easier to read. In addition, it has said that almost two thousand documents must be rewritten. In England the Plain English Campaign offers to teach people who write official documents to write simply, as well as trying to make sure that public documents are clear and easy to understand.*
- *Parts 1, 4, 5 and 6 are not relevant to the summary question.*

Homework – extra summary task:

In between 50 and 70 words, and using your own words as far as possible, summarise what, according to the texts, has caused concern about language in France and in England. Ss should look for two points from each text.

Text 1: Using e-mail means young people cannot write letters.

It is difficult to understand official documents.

Text 2: Texts are often not clear.

People need to understand papers from governmental and other organisations.

In France there is concern because using e-mails has made young people unable to write letters, while all levels of society have difficulty understanding official documents. In England, the fact that people need to understand documents from governmental and other organisations, which are often written in a way which makes them difficult to understand, has caused concern.

- 40 Refer Ss to the guidelines. Explain any unclear points. Go through rubric with Ss and elicit answers to questions.

Answer Key

- a an article
b – a magazine
– students of English
– semi-formal
c 'Text messages and e-mails are more fun than letters' is not relevant.

- 41 a. Ask Ss to answer question posed by title. Ask them why somebody might think this is true. Brainstorm with Ss and put points on the board in any order. Ask Ss to organise the points into categories e.g. those to do with grammar or those to do with spelling. (It does not matter if Ss have only a few points at this stage). Then students read the model and see how many of their own ideas are mentioned. It does not matter if their own ideas are completely different, the purpose here is to focus their attention on the way the ideas in a text are organized. Check understanding of vocabulary (e.g. *purists, abbreviations, flexibility*).

Allow Ss two or three minutes to fill in the gaps. Check answers.

Answer Key

1 First of all 5 particularly
2 By this I mean 6 Finally
3 for instance 7 To sum up
4 Secondly

- b. Ss work in pairs to find alternative expressions. Elicit and write them on the board. Ss then work in pairs to use them to give opinions, using the points written on the board for a.

Suggested Answer Key

In my view – The way I see it

To my mind – As far as I can tell

In my opinion – From my point of view

As far as I'm concerned – To my way of thinking

- c. Ss read text again and match points to boxes.

Answer Key

Introduction – C

Paragraph 4 – D

Paragraph 2 – E

Conclusion – A

Paragraph 3 – B

- d. Ss will need more time for this task. Refer the Ss back to the box and go through the organisation section again. Then ask them to underline the appropriate sections of paragraphs 2, 3 and 4. Monitor their work and help if necessary. Check answers and elicit words and phrases which helped them decide.

Topic sentences: General opinion – firstly / secondly / finally

Explanations: By **this** I mean / **This** might be seen / To my mind it / Not every one has a perfect command... (words in bold or whole phrase refer back to and explain what has just been said).

Examples: for instance / One example of this / for example

Answer Key

Topic sentences

Paragraph 2: First of all, the increasing use of e-mails and text messages is changing the way we use grammar.

Paragraph 3: Secondly, it is fashionable nowadays to shorten the spelling of words, particularly in text messages.

Paragraph 4: Finally, in my opinion, writing English correctly is not so important as getting the message across.

Explanations

Paragraph 2: By this I mean that certain words are dropped in order to keep messages short.

In both cases the need to be brief often means that the grammar is changed in some way.

Paragraph 3: To purists or to people who are not used to such abbreviations, this might be seen as a threat to the language. To my mind it simply shows that the language is changing in much the same way as it has done for centuries.

Paragraph 4: Not everyone has a perfect command of the language, but that should not stop them from being able to communicate.

Examples

Paragraph 2: In a text message, for instance, there is neither the time nor the space to write complete sentences. The same applies to e-mails, which are supposed to be a shorter more direct form of communication.

Paragraph 3: One example of this is when people write 'CU later' instead of 'See you later'.

Paragraph 4: If, for example, you send someone an e-mail or a text message telling them to meet you in a specified place at a certain time, making yourself understood is much more important than your grammar and spelling.

- 42 Ask Ss to read A and underline words or phrases which identify an explanation (**Not only .. threat / but it will also.**) or an example (**such as**). Discuss the answers with the class. Then ask them to do the same with B, C and D. Then divide the class into three. Give each group one paragraph and ask them to write the topic sentence. Monitor their work and help if necessary. Ask one Ss from each group to write their sentence on the board.

Answer Key

- **B explanation:** After all many children today ... learning aid
- C explanation:** School is a place of learning ... (to end ...)
- D explanation:** In other words ... Even if we take all the precautions available today, we do not know what to expect in the future.

example: What will happen if, for example, they discover a link between mobile phones and cancer?

explanation: If we wait till then, the damage will have been done and it will be too late to act.

• Topic sentences – Suggested answers

B No matter what the cost, we simply must equip our schools with computers.

C Many students take their mobile phones with them to school, which sometimes results in lessons being disrupted.

D Scientists cannot reach a conclusion regarding the possible health risks involved in using mobile phones.

- 43 Elicit explanations and examples for a). Complete the paragraph on the board. Ss complete the task in pairs. Monitor and ask two or three Ss to read out their answers. Alternatively set the task for homework and check in the next lesson.

Suggested Answer Key

a. ... it enables us to send e-mails to friends and business contacts all over the world. ... mobile phones have become so sophisticated that you no longer need to be near a computer to send and receive messages.

b. ... they do not allow you a moment's peace, whether you are on the train, at the theatre or trying to relax at home. ... there is still no proof that they are safe – for all we know, they could be seriously damaging for our health.

c. ... are often very brief and impersonal. ... to receive a chatty letter which you know someone has taken trouble over.

- 44 a. Quickly go through the phrases in the box with the students to check understanding. Ask Ss to look at statements 1 – 6 and elicit agreement /disagreement. Ss work in pairs to make sentences using the phrases from the box, according to how strongly they agree or disagree.

Suggested Answer Key

2 **I completely disagree that** children should be allowed to take their mobile phones to school with them.

3 **To my mind,** all schools should give basic training in writing e-mails.

4 **I strongly disapprove of the suggestion that** you should judge people by the clothes they wear.

5 **The way I see it,** life would be far better if we did not have telephones.

6 **It seems to me that** true communication involves the ability to listen as well as speak.

- b. Ss work in the same pairs. Ask Ss to read the example sentence. Then ask one S to read out his/her statement of opinion for 2. Write it on the board. Explain to Ss that this must be supported with an explanation and an example (if necessary). Elicit from Ss and write the complete paragraph on the board. Ss then work in pairs to write 3–6. Allow sufficient time for them to complete the task. Monitor their work. Ask the pairs to pin their paragraphs up around the class for the rest of the class to read.

Suggested Answer Key

- 2 I completely disagree that children should be allowed to take their mobile phones to school with them. The phones are simply a source of distraction when students should be concentrating on the lesson, as children tend to play with them or send messages.
- 3 To my mind, all schools should give basic training in writing e-mails. The ability to use e-mail opens up many new opportunities for communication and so broadens children's horizons.
- 4 I strongly disapprove of the suggestion that you should judge people by the clothes they wear. Many people have no choice in what they wear since they may not be able to afford anything else, and others may simply be following fashion and wearing the same as thousands of other people. In neither case do their clothes tell you anything about their characters.
- 5 The way I see it, life would be far better if we did not have telephones. That is to say that we would improve our quality of life by not being constantly disturbed, wherever we are, by people who want to speak to us. Furthermore, it would encourage us to write letters again instead of relying on brief phone conversations.
- 6 It seems to me that true communication involves the ability to listen as well as speak. By this I mean that communication is a two-way thing; if one person simply talks all the time there cannot be any real communication. The other person must have a chance to respond while the first person listens, and so on.

- 45 a. Ask Ss to read the rubric carefully. Ss work in pairs to underline the key words. Elicit them from the class. Elicit from students the connection between the telephone, the fax, the Internet etc.

Answer Key

You have read the extract below as part of a newspaper article about modern communications. You decide to write a letter responding to the points raised and expressing your own views.

The invention of the telephone, rather than being a great benefit to society, is responsible for a breakdown in communication. Because of the telephone, we have fax machines, the Internet, mobile phones and the death of letter writing – all of the things which have led to the poor communication which exists between people today.'

- b. Ss work in pairs to correct. Check round the class.

Answer Key

- 2 the telephone is responsible for a breakdown in communication
 - 3 the telephone has indirectly brought about the poor communication which exists today
 - 4 the writer thinks they are bad inventions
 - 5 both mobile phones and the death of letter-writing are consequences of the telephone
 - 6 there is poor communication between people today
- c. Ask Ss whether they agree or disagree with the statement. Ss fill in the box.

Students' own answers

- d. Ss work in pairs to justify opinions orally, then write justifications as in the example. Monitor their work and help if necessary. Alternatively they can write these for homework, to be checked in the next lesson.

Students' own answers

- 46 Draw Ss' attention to techniques in the box. Go over any difficult points.

- a. Ss work in pairs to read and match beginnings and endings. Check and ask Ss to justify their answers.

Answer Key

- 1 mentioning background information
- 2 stating the reason for writing
- 3 rhetorical question
- 4 making a prediction for the future
- 5 making a reference to further action/summarising the main opinion
- 6 summarising the main opinion/making a prediction for the future

- b. Ss work in pairs to write their own beginning and ending.

Suggested Answer Key**Beginning:**

I am writing to express my disagreement with the opinions raised by your columnist in last week's Daily News. Not only do I strongly believe that the telephone is a marvellous invention, but I am also totally against the idea that there is poor communication between people today.

Ending:

On the whole, it would seem that there are more examples of good communication than bad communication nowadays. Perhaps we can look forward to further advances in technology in the future, leading to even more improvement in this area.

Extension: Ss work in pairs or small groups to build up main body and complete letter. Groups exchange and compare letters.

- 47 Elicit from Ss in what circumstances it would be appropriate to write formally or informally. Go through box on style with Ss. Elicit what they understand by **a)** sophisticated vocabulary (avoiding phrasal verbs and using the single word equivalent eg **make up for** – **compensate** / avoiding get e.g. **get better** – **improve**, **get worse** – **deteriorate** / use of nouns and noun phrases instead of verbs e.g. **the deterioration in his condition** instead of **his condition deteriorated**, **under construction** instead of **being built**. **b)** Complex grammatical constructions (e.g. negative inversions: **not only ... but also**, inverted conditionals: **had we ... we would have ...**, participles: **having finished the work**, he ...). Elicit the reason why the passive is used a lot in formal writing (less personal, more objective).

- a. Ss work in pairs to replace words. Check round the class. Elicit from Ss what the choices are examples of, e.g. *furthermore* = *more sophisticated vocabulary*.

Extension: Ss work in pairs to find synonymous words and phrases.

furthermore – moreover
 role – part
 after all – it must be said
 rather than – in preference to

such as – for example
 is an invaluable aid – provides essential assistance
 particularly suitable – especially appropriate
 by this I mean – that is to say
 I have little doubt that – doubtless
 had it not been for – if it had not been for

Answer Key

I have little doubt that the telephone played a major role in the changes that took place in the last century. By this I mean that, had it not been for the telephone, we would never have had other developments, such as faxes, mobiles or the Internet. Furthermore, the telephone is an invaluable aid for businesses and particularly suitable for keeping in touch with friends. After all, most people prefer to pick up the phone rather than write a letter.

- b. Remind Ss that abbreviations are a characteristic of informal writing. Ss complete task in pairs. Check round the class.

Suggested Answer Key

I have little doubt that instead of getting closer, we are moving further apart. By this I mean that communications do not really help us understand each other, especially in areas such as politics. Furthermore, computers are not really suitable for doing one's work. After all, human contact is very important too.

- 48 Go through rubrics with Ss and elicit key information. Ss then underline it. Ss work in groups of three or four to answer questions. Monitor their work. Ask one group to report back for each rubric.

Answer Key

- A Your school/college magazine is running a competition to find the best article on the subject, 'Staying in Touch'. Write your article for the magazine, giving your opinion on the best ways of corresponding with friends and relatives.

- 1 article
- 2 school/college students
- 3 informal/semi-formal
- 4 student's own views
- 5 student's own choice
- 6 **beginning:** addressing the reader directly
ending: asking a rhetorical question

- B You have read the extract below as part of a newspaper article on ways of communicating. You decide to write a letter responding to the points raised and expressing your own views.

'Sometimes I wonder how teenagers communicate. They seem to spend all their time on the Internet or on their mobiles but I have no idea what they are doing. There are other things as well, such as the language that they use when they speak to each other. I mean, is this really communicating?'

- 1 letter
- 2 newspaper editor/readers
- 3 formal
- 4 student's own views
- 5 student's own choice
- 6 **beginning:** stating the reason for writing
ending: making reference to further action

- C You recently attended a lecture entitled 'The role of communications in the modern world'. Now your tutor has asked you to write an essay examining this issue and giving your own opinions.

- 1 essay
- 2 tutor
- 3 formal
- 4 student's own views
- 5 student's own choice
- 6 **beginning:** mentioning background information
ending: summarising the main opinion/making a prediction for the future

- 49 Ss work in the same groups and select one rubric. Make sure that all the rubrics have been selected and Ss do not all choose the same topic. They then brainstorm together and make notes as in the table shown. Ss exchange notes with the other groups.

Suggested Answer Key (rubric for 48A)**Paragraph 2****Topic Sentence**

Letters have been used for hundreds of years as the main means of communicating with people who live far away from us.

Child/live/study in another country/communicate with parents

Good because allow full expression/personal because of handwriting/people feel as if they are still in touch with the actual person/ need no special equipment.

Paragraph 3**Topic sentence**

However, letters are slow in reaching their destination and if the postal service is not very efficient may get lost, so many people prefer e-mails.

Reasons: very fast/ contact people immediately and get reply at once so feel close to the person.

Example: daily contact between parents and children if far away

Quick answers to questions

Good because may need urgent information.

Paragraph 4**Topic sentence**

Finally there is the telephone or the mobile phone, which in my view is probably the easiest way of communicating with another person.

Reasons: immediate/hear the other person's voice/understand how they are feeling/more intimate/angry words easily forgotten or taken back.

Example: if write an angry letter words are there for ever/ not the same with speech.

- 50 Ss write this for homework or do it as a group writing task in class.

Suggested Model Answers

A Since time immemorial keeping in touch has been our reason for being. Simply existing is not really living, but communicating with friends and family and exchanging news is the essence of life. In this respect, we are what we say, as language defines us.

The use of pen and ink, whether to share good tidings or to ask your parents for an extra injection of cash has been the standard way of keeping in touch, at least for the literate, for hundreds of years. Children living or studying in other countries have communicated with their families in writing for

as long as recorded history. Indeed many letters constitute recorded history, as for instance in Egyptian papyrus and the sacred scriptures.

However, letters are slow in reaching their destinations and if the postal service is not very efficient they may go astray, so many people nowadays prefer email. Email is a particularly suitable means of sending large texts over long distances and provides instantaneous replies. It is an invaluable aid for people who need daily contact with distant locations.

To my mind, one of the best ways of staying in touch is by text messaging. It is cheap, fast and to the point. I have little doubt that, whatever its detractors may say, our lives are enriched by its use to an enormous degree. And there is always the option of phoning the other party for a more intimate, though more costly, exchange of feelings or detailed clarifications of arrangements..

Maybe one day we will no longer need fixed phones or stamps at all and will be able to communicate in written or spoken language at any time over unlimited distances without worrying about call charges. One thing is for sure and that is that at no time has the need to stay in touch been greater than it is today. If people stop talking, something is very wrong

B I am writing in response to the article on teenage communication that recently appeared in your publication.

Firstly, I would like to express my strong disagreement with the writer's attitude towards the youth of today and his or her lack of empathy. The writer's stance is a bit like 'the pot calling the kettle black.' It is fairly plain to see that if anyone is failing to communicate, it is the writer of the article. I have little doubt that there may be good reason for the writer's seeming lack of understanding.

Teenagers, or anyone else for that matter, have not altered the way they communicate for as long as anyone can remember, it is simply the manner of communication that has changed. In their bid to find identification with their peers, today's young people develop a manner of speaking to each other that could be best described as a codified form of the standard language, which can differ considerably in vocabulary from the language of the older generations. Over time, some of this modern jargon is absorbed by the standard form, thus bringing about the gradual development that all languages undergo. To those uninitiated in the newest version of 'code', though, it may seem incomprehensible.

As for the writer's other point, in my view, teenagers seem to spend an incommensurate amount of time using the Internet and mobile phones because of the ease of use and the sheer communicative power and freedom that they offer. We live in the Information Age and a revolution is taking place in the way we communicate. This fact is at the heart of the writer's inability to comprehend the rapidly changing communication scene.

In conclusion, I would like to remind potential readers that we are all, like the writer of the article, guilty of blaming others for our own failings. We are all individually responsible for improving our understanding of other people and groups of people and we have a duty to respect divergence from our own norms.

C Over the past millennia we have lived through many 'Ages' –The Stone Age, The Age of Enlightenment, The Modern Age, The Post-Modern Age. The role in the course of social development that each of these ages has played has become so familiar that we almost take them for granted. So what is so important about communication that it should be assigned its own historical period?

In trying to understand the central role that communication plays today we gain much insight from remembering the fact that past ages were characterised by division and disharmony, both the offspring of ignorance and fear. Overcoming the fear of difference has been an ongoing process lasting many centuries, which involves the breaking down of barriers and the building of bridges. This holds true at an international, national, local, interpersonal and personal level.

The state of affairs that currently exists is that a compression of time and space has come about. This is not science fiction – I can communicate information with the same ease and speed to someone in Japan as I can to my own next-door neighbour. A revolution has taken place and it seems that the idea of the global village is no longer a utopian ideal.

However, I strongly believe that too much emphasis has been placed on communication between individuals, and details of how countries and blocs of countries involving hundreds of millions of people communicate tend to remain hidden from public view. There are numerous recent examples of political speeches causing offence, and misunderstandings arising in consequence. It is obviously not easy on an international level to make sure that the message has been understood as intended.

But, what of the future? Modernity matures into post-modernity and so too communication is changing into something else. Perhaps a clue as to where things are going may be gained from developments in the Internet. We see that suddenly it is not lack of information that is the issue - it is an information overload, which can cause just as many problems. It may be that this will lead us to change yet again, this time instead of welcoming other people's information with open arms, protecting ourselves from it.

Unit 2 – The Happiest Days of your Life?

Objectives

Vocabulary: education & learning;
Reading: multiple choice
Listening: multiple matching; gap-filling; listening for specific information; multiple choice
Speaking: language for debate and discussion; monologue; discussing a topic
Grammar: conditionals
Phrasal verbs: *call; come*
Writing: suggestions & recommendations in essays and letters

Elicit/Explain the significance of the title (from the common saying that 'School days are the happiest days of your life'). As an optional activity, elicit discussion of how true Ss feel the saying to be, what they enjoy(ed) most/least about their own schooldays, what could/should be done to make education a more pleasant experience.

- 1 a. Elicit which subject is shown in each photograph and present/explain the prompts. Elicit one or two suitable responses, similar to the example in the S's book, then Ss continue the task in pairs or small groups.

Suggested Answer Key

A Arithmetic	D Computer Studies
B (Creative) Writing	E Art/Painting
C Reading/Literacy	F Physical Education (P.E.)

... The same goes, of course, for subjects like reading, writing and computer studies. Painting (and generally all art subjects) give a child the opportunity to express thoughts and emotions which are difficult to put into words, and this plays an important part in a person's emotional development. Finally, sport and physical education facilitate a child's physical development, while at the same time encouraging the development of team spirit and competitiveness.

- b. Check that Ss understand the items in the list, then elicit class discussion of when each subject is taught, how well it is taught, how useful Ss feel each subject is (*Civics teaches social institutions and awareness, Home Economics gives a child understanding of how a home is run*)
- Students' own answers**
- c. Point out that Ss need not restrict their answers to subjects listed in the preceding part of the exercise.
- 2 Check that Ss understand the items in the list, then elicit responses from one or two pairs; Ss then continue the task in pairs.

Suggested Answer Key

A: *I think interpersonal skills should indeed be taught as early as possible, and I believe that it's part of a school's responsibility to develop these skills.*
 B: *I agree. The sooner a child learns to work harmoniously with their peers, the better.*

A: *The development of a child's self-confidence should definitely be encouraged, but I don't know how it can be taught.*
 B: *Perhaps it's not so much teaching self-confidence that is the issue, but praising children for their achievements and making sure that they understand and learn from their mistakes ...*

A: *I've always thought team spirit is an admirable quality, so I think it should definitely be developed at school.*
 B: *Most schools do it anyway – don't they? – through team sports and collaborative activities.*

- 3 Elicit/Explain the meaning of any unfamiliar vocabulary in the questionnaire, and allow Ss a minute or two to complete their responses.

Suggested Answer Key

I attended St Catherine's Primary in Bath from 1985 to 1991. The school was located in the centre of the town, and numbered about 300 pupils. All my teachers had very good knowledge of their subject, but their ability to convey knowledge varied. When it wasn't of the highest standard, however, they more than made up for it by establishing great rapport with their pupils. Overall, I would say that my primary education prepared me quite well for going on to secondary education, as well as for facing the challenges of my teenage years. I remember it as a time of constant personal development.

- 4 Check that Ss understand the nature of the task, elicit/explain the meaning of any unfamiliar vocabulary, then play the cassette. Ss listen and match the speakers to the statements. Play the cassette a second time if necessary. Check Ss' answers.
 ('O' levels were school exams which were taken at the age of 16. They have been replaced by the GCSE exams. A BA is a university degree – 'Bachelor of Arts'.')

Answer Key

1 C 2 M 3 J

- 5 Elicit the implication(s) made in each quotation, then invite Ss to discuss whether or not they agree, and why.

Suggested Answer Key

- *The first quotation implies that the point of education is not to replace 'an empty mind' with a 'full' one (ie stuff students' heads full of facts), but rather to teach an open, tolerant attitude to new ideas and opinions. I agree, but at the same time I don't think that schools should neglect teaching facts, figures and so on.*
- *The second quotation suggests that schools must give learners the opportunity to do things through 'hands-on' learning rather than simply to learn about them in theory. Again, I agree – provided this approach is not taken to extremes.*

- 6 a. Check that Ss understand the questions, then elicit a variety of suitable responses.

Suggested Answer Key

- *poor relationships, frustration, aggression, depression, etc*
- *pent-up frustration can lead to lack of motivation to study.*

- b. Elicit/Explain that *imperative + or ...* is a type of conditional used for warnings/threats, and that 'or else' is often used to imply the warning which is left unstated.

Suggested Answer Key

We/They/etc must teach boys emotional literacy, or there will be unpleasant/harmful consequences.

- c. Check that students understand the meaning of the words and phrases in the list, then elicit guesses concerning the possible context in which they might be used in the text. (Assure Ss that the accuracy of their predictions is unimportant, but that the act of formulating expectations makes their reading of the text more efficient.) Ss scan the text as quickly as possible to find the items listed, then read the relevant sentences to check their predictions. Individual Ss explain what each item actually refers to, and how this compares to their expectation.

The words are in fact used in the passage as follows:

violent outburst (lines 14-15) refers to the incident where Luke slammed doors and kicked a hole in the wall.

emotional ignorance (line 36) and **isolation** (line 37) refer to the underlying problems common to troubled boys.

open up (line 40) refers to the emotional frankness psychologists ask of boys during counselling.

emotionally healthy (line 47) refers to the desired goal it is hoped boys will reach as adults.

destructive emotional training (line 80) refers to the effect our cultural attitudes have on boys.

- 7 Elicit/Explain the meaning of any unfamiliar vocabulary in the questions, but *not* in the text itself, then allow Ss 10-15 minutes to read the text again and answer the questions. Check Ss' answers, and elicit/explain why each distractor is not the correct answer.

Answer Key

1 C 3 C 5 B 7 A
2 D 4 A 6 B

- 8 Help Ss to explain the meaning of the words in bold, encouraging them to deduce the meaning from context if possible, and to use dictionaries only as a last resort or to check that their deductions are correct.

Answer Key

popular clique – *A close-knit group of friends who are admired by the other pupils.*

sullen – *bad-tempered*

flew into a rage – *suddenly became extremely angry*

steely expression – *unfriendly/unemotional expression*

well up – *come to the surface and form a pool*

unversed in – *unfamiliar with, not practised at*

amplified – *made greater*

foregone conclusion – *(assumed to be) certain to happen in the future*

come to grips with a fact – *understand sth, accept that it is a fact and then deal with it*

- 9 Clarify the task, completing the first item with the class if necessary, then allow Ss a few minutes to find the remaining synonyms. Check Ss' answers, then elicit/explain the meaning of any other vocabulary in the text which Ss still do not understand.

Answer Key

shocked – *stunned*
snappy – *curt*

independence – *autonomy*
introspective – *reflective*

- 10 a. Point out that one sentence uses double quotation marks enclosing all of the words in the sentences, and the other uses single inverted commas around a part of the sentence, then elicit why there is a difference. (Note

that the conventions of when to use double or single marks are far from fixed; there are US-UK differences, variations from publisher to publisher). In UK English, the use of double quotation marks is usually restricted to direct speech.

Answer Key

"Come on in ..." – *The writer uses double quotation marks around all the words to show that these were the actual words used in direct speech.*

Luke is a 'good kid'. – *The writer uses inverted commas around a single phrase in the sentence to show that other people might use this phrase to describe Luke.*

- b. Present the theory box and help Ss to explain the use of inverted commas and italics. (Again, it should be noted that the conventions regarding the use of italics are not fixed; underlining and inverted commas are often used instead.)

Answer Key

'mates' – *The writer is using the word Luke himself would use.*

fight-or-flight – *The writer is using special terminology*

- 11 Allow Ss a few minutes to complete the task, then check Ss' answers; alternatively, complete the task with the class by eliciting suitable answers. (In either case, it would be useful to elicit examples of how each of the distractors might be used correctly.) Explain/Elicit the meaning of any vocabulary which the Ss still do not understand.

Answer Key

1 visiting 6 referees
2 supervisor 7 head
3 marker 8 assessors
4 tutor 9 instructor
5 don 10 adviser

- 12 Allow Ss a few minutes to complete the task, then check Ss' answers. Explain/Elicit the meaning of any vocabulary which the Ss still do not understand, and elicit examples of how each of the distractors might be used correctly.

Answer Key

1 trainee 4 undergraduate
2 houseman 5 nursery
3 apprentice 6 applicant

- 13 a. Check that Ss understand the context of the task (eg younger Ss might not be familiar with the arrangement of large libraries into sections spread over several floors), elicit the answers and explain/elicit the meaning of any unfamiliar vocabulary.

Answer Key

1 loan 5 facility 9 archives
2 information 6 textbooks 10 finance
3 returns 7 modern
4 magazines 8 criticism

- b. Present the prompts and explain/elicit the meaning of any unfamiliar vocabulary. Elicit one or two dialogues from Ss, then Ss complete the task in pairs.

Suggested Answer Key

1 *Where can I find Abraham Lincoln's autobiography?*
You'll find that in the History section on the fifth level.

- 2 *Where would I find a textbook on magnetics?*
I'm not sure, but you might find one in the Scientific Textbooks section on level three.
- 3 *I would like to renew my membership.*
You'll need to go to the Information and Registration section on the second level for that.
- 4 *Can you tell me where I can find old newspapers?*
Have a look in the newspaper archives on level five.
- 5 *Where can I get information about foreign stock markets?*
I think some things we have in the Finance section on the sixth level would be helpful.

- 14 a. Check that Ss understand the context and the task, then explain/elicite the meaning of any unfamiliar vocabulary in the sentences and invite brief discussion of approximately what Ss expect the missing words/phrases to be. Play the cassette, more than once if necessary. Ss listen and complete the task. Check Ss' answers.
(*'fresher' is a term used at British University for first year students. The Bursar of a college is in charge of finances.*)

Answer Key

- | | |
|----------------------|-------------------|
| 1 Adviser of Studies | 6 Students' Union |
| 2 Tuition fees | 7 special rates |
| 3 booths | 8 Arts |
| 4 Hall of Residence | 9 main library |
| 5 library | 10 medical centre |

- b. Present the rubric and the example in the S's book, then Ss complete the task in pairs.
(*The Local Education Authority is the government department in each town responsible for the organisation and funding of all educational institutions.*)

Answer Key

- 2 A: *My Local Education Authority hasn't sent me my cheque yet. Can I pay my tuition fees in instalments?*
B: *Yes, you can pay in four instalments over the course of a term.*
- 3 A: *Is there a quiet place to study when the library is closed?*
B: *Yes. There are several study booths on campus for use outside normal library hours.*
- 4 A: *What can I do if I don't like my room?*
B: *Well, you can only change your room if you can find someone who's willing to swap with you.*
- 5 A: *How do I join the Students' Union?*
B: *You automatically become a member when you register.*
- 6 A: *Are there any cheap places to eat in this town?*
B: *There's a list of places with special rates for students on notice board 6 in the main library.*
- 7 A: *Is there a bus stop on campus?/Where's the campus bus stop?*
B: *Yes, it's on the road behind the School of Arts.*
- 8 A: *Where's the medical centre?*
B: *It's the building near Geddes Court.*

- 15 Allow Ss two or three minutes to fill in the missing words. Check Ss' answers and elicit/explain any vocabulary which Ss still do not understand.

Answer Key

- | | | |
|----------|----------|----------|
| 1 school | 4 course | 7 course |
| 2 degree | 5 degree | 8 course |
| 3 school | 6 school | |

Ss form sentences, either orally or as a written exercise.

Suggested Answer Key

- 2 *Will you leave university after you graduate, or stay on and do a Master's degree?*
- 3 *Many children find they get bored during the school holidays.*
- 4 *He didn't know anything about the subject when he started, but he took a two-week crash course and learnt a great deal.*
- 5 *Applicants for this post must hold a degree in Sociology.*
- 6 *It isn't easy for a school leaver to find a job nowadays.*
- 7 *This class is too advanced for me – I'd better do the beginner's course instead.*
- 8 *A correspondence course allows you to study at home in your spare time.*

- 16 Help Ss to form correct collocations and check that Ss understand each of the terms. Ss complete the sentences. Check Ss' answers, and elicit/explain the meaning of any vocabulary which Ss still do not understand.

Answer Key

- expel a student*
drop out of school
play truant
attend a lesson
assess a student's progress

- | | |
|-----------------------------|-------------------------|
| 1 expelled a student | 4 play truant |
| 2 attend a lesson | 5 dropped out of school |
| 3 assess students' progress | |

- 17 (Refer Ss to Appendix 1 if necessary.) Allow Ss about five minutes to read the text and fill in the correct prepositions. Check Ss' answers and elicit/explain the meaning of any vocabulary which Ss still do not understand.

Answer Key

- | | | | |
|-----------|------|-----------|-------|
| 1 of | 4 as | 7 Over/In | 10 by |
| 2 by/from | 5 In | 8 of | |
| 3 out | 6 of | 9 in | |

- 18 (Refer Ss to Appendix 1 if necessary.) Allow Ss two or three minutes to complete the task. Check Ss' answers.

Answer Key

- | | | | |
|--------|--------|--------|-------|
| 1 to | 4 with | 7 to | 10 to |
| 2 with | 5 with | 8 with | 11 to |
| 3 with | 6 to | 9 with | 12 to |

Ss form sentences, either orally or as a written exercise.

Suggested Answer Key

- 1 *Don't worry. You'll get accustomed to teaching large classes.*
- 2 *Are you acquainted with the latest teaching methods?*
- 3 *I know Mr Jones can be difficult, but you'll just have to bear with him till next semester.*
- 4 *It's a pity that the meeting coincides with the football on television.*
- 5 *I'm afraid I'll have to differ with you on the question of giving students the day off.*
- 6 *Have you heard? Mary has got engaged to Charles.*
- 7 *We welcome letters from anyone who is friendly to the struggle against raising tuition fees.*

- 8 Young Michael is a bit slow, but please be patient with him.
- 9 You'll have to plead with her if you want her to go to the opera with you. She doesn't like it much.
- 10 He tried everything to keep the class under control, and finally resorted to threats of punishment.
- 11 James finally succumbed to peer pressure and joined the gang.
- 12 Gillian found herself unequal to the task of completing her assignment on time.

- 19 (Refer Ss to Appendix 1 if necessary.) Allow Ss a minute or two to complete the task. Check Ss' answers.

Answer Key

- 1 by 3 by 5 at
2 at 4 by 6 by

Ss form sentences, either orally or as a written exercise.

Suggested Answer Key

- 1 The course is taught by means of seminars and hands-on experience.
- 2 Julian is sitting in on your class at my request.
- 3 The Prime Minister has been invited, by popular request, to give the annual Society Lecture.
- 4 It was only by luck that John narrowly missed being caught by the headmaster.
- 5 The school must avoid scandal at all costs.
- 6 He is a lawyer, but he is often consulted on money issues by virtue of having also studied economics.

- 20 Allow Ss a minute or two to complete the task, then check Ss' answers; alternatively, elicit answers to complete the task with the class.

Answer Key

- 1 A 3 A 5 B
2 A 4 A 6 B

- 21 (Refer Ss to Appendix 2 if necessary.) Allow Ss two or three minutes to complete the task. Check Ss' answers, and elicit the meaning of each completed phrasal verb. (The meanings are given in brackets in the key below.)

Answer Key

- 1 forward (present themselves) 5 into (inherited)
2 about (happen) 6 for (required)
3 in for (was subjected to) 7 off (cancelled)
4 across (found by chance)

- 22 Allow Ss a few minutes to complete the task, then check Ss' answers; alternatively, elicit answers to complete the task with the class.

Answer Key

- 1 ... examination results call into question the quality of today's ...
2 ... exam papers will come to light at the enquiry.
3 There is no call for sarcasm.
4 ... regulations will come into force next month.
5 The teacher told the class to call him by his first name.

- 23 a. Allow Ss a minute or two to read the statements, then play the cassette twice. Ss listen and complete the task. Check Ss' answers.

Answer Key

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

- b. Explain/Elicit the meaning of any unfamiliar vocabulary. Ss act out one or two dialogues in open pairs, then continue the task in closed pairs.

Suggested Answer Key

- A: Let me say, first of all, that I don't think it's a good idea to impose a curfew on students. After all, we are supposed to be young adults, learning to take charge of our own affairs, while this rule would treat us like children at boarding school.
- B: Quite right. And I would also like to add that a curfew 'for security reasons' wouldn't make the campus any safer. Students' rooms aren't full of expensive possessions, so we don't need locked halls of residence to discourage burglars; actually, criminal attacks on campus would probably increase if students were locked out and forced to spend the night outdoors.
- A: I don't feel I'm being unfair in saying that those students who return books late deserve some sort of punishment. Why should the rest of us wait weeks for a book which some selfish person can't be bothered to return?
- B: To tell you the truth, I have very strong reservations about such a fine being imposed. Late returns are sometimes unavoidable, and although £5 may not sound like much to most people here, it's a lot of money to a student living on a shoestring.
- A: I would like to point out that even a hard-working student may be forced to miss two or three classes during a course. If this rule were introduced, a few days in bed with the 'flu could seriously damage a student's undergraduate career.
- B: You have my support on this one. And I think I'm speaking for a lot of us when I say that the only really effective way to encourage attendance is if lecturers ensure that students feel their classes are worth attending.

- 24 Present the phrases and the agenda in the S's book, and explain/elicit the meaning of any unfamiliar vocabulary. Ss use the phrases and agenda to act out exchanges in groups of 3-4. (The Students' Union is an organisation of students which is concerned with the welfare and social life of its members. GP [General Practitioner] is the doctor who provides general medical treatment.)

Suggested Answer Key

- A: I have to say I totally disagree with the idea of offering free meals. I think it would be embarrassing for those students who were chosen – I know I wouldn't want my family's finances made public. And something else which must be borne in mind is that, while this money is available this year, who is to say that next year they won't ...
- B: If I may just cut in here, I'd like to say that the trip to the States sounds like a good idea. We could hold a competition to see who gets to go – perhaps even set up an exchange programme to keep costs down and give more people the chance to go. I don't know how the others feel about this ...
- C: I think it's a great idea. I, too, have reservations about the free food idea. And redecorating is not such a priority ...

D: Sorry, but could I just say something here. I'm afraid I'm going to have to differ with you. I think it is a priority to do something with the restaurant. I think I'm speaking for a lot of students when I say that things have got pretty bad in there lately. I know a lot of us will only go in there because there's no alternative. Besides, I just don't see the logic behind the other two suggestions. I mean ...

Chair: Excuse me – if I may, I'd like to move on to the other item on today's agenda, which is the matter of the medical centre. Perhaps we could discuss that briefly before returning to a vote on both issues. Can I have your input on this?

B: I don't feel I'm being unfair in saying that ...

- 25 a. Elicit suitable responses to the prompts in the S's book.

Suggested Answer Key

- It is when you do all your lessons at home, not at school – perhaps being taught by your parents, or a private tutor, or by specially-designed computer programs.
- Advantages: personal attention, fewer distractions, tailor your education to your needs, study at convenient hours
Disadvantages: you are isolated, not so easy to make friends, miss extra-curricular school activities, etc
- **Student's own answers**

- b. Present the Strategy Point. Check that Ss understand the statements, elicit whether each statement seems to favour or oppose home schooling, and invite prediction of which statements are most likely to be expressed by both speakers. Play the cassette twice. Ss listen and complete the task. Check Ss' answers.

(DIY is an acronym for 'Do-it-Yourself'.)

Answer Key

1 B 3 B 5 D
2 D 4 T 6 B

- c. Elicit a few responses from individual Ss; then Ss continue the discussion in pairs.

Suggested Answer Key

- It's true you don't get to meet so many people as at school, but that's no reason not to have a social life. Also you don't get the bad side of things, like teasing and bullying.
- I think the quality of education is better with home schooling, because you can concentrate on what is really necessary and what interests you. There are fewer distractions and you can learn at your own speed.
- I think it brings parents and their children closer together, and teaches patience and respect.
- Of course you have to buy your own books and get a computer, but then there are no school fees, uniforms or travel expenses, so it probably works out much cheaper.

- 26 a. Elicit suitable responses to the prompts in the S's book.

Answer Key

An e-book is a book or text reproduced on the Net, which you can download and read.
download, a portable reading device, a printout

- b. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions. Play the cassette twice. Ss listen and complete the task. Check Ss' answers.

Answer Key

1 A 2 A 3 B 4 D 5 B

- c. Elicit a few responses from individual Ss; then Ss continue the discussion in pairs.

Suggested answer

I would certainly prefer a conventional book to an e-book; first of all, e-books are impersonal and unattractive. Secondly, the weight of the book, the rustle of pages and the feel of the paper are intrinsic parts of the pleasure of reading.

- 27 a. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions. Play the cassette twice. Ss listen and complete the task. Check Ss' answers.

Answer Key

1 A 2 B

- b. Elicit a few responses from individual Ss; then Ss continue the discussion in pairs.

Suggested Answer Key

I think that periodic exams have a very important part to play in assessing students, although I would not say that they are the best way of assessing their progress. I agree with the speaker up to a point, especially when she says that exams are just like life. There is no doubting that, and I'm sure it is important for some employers to see how well people perform in stressful conditions. However, I don't think it is the best way to evaluate students. They may not ever need this level of stress and, for some, ending up in hospital is a very real possibility. I think continuous assessment is a more humane approach. There'll be plenty of opportunity to experience stress when they finish their studies and get a job.

- 28 a. Check that Ss know all vocabulary in the questions. Play the cassette twice. Ss listen and complete the task. Check Ss' answers.

Answer Key

1 C 2 C

- b. Ss discuss the topic in pairs or small groups.

Suggested Answer Key

For me, the most important factor in deciding on a career would be how much I would enjoy it. I would obviously like to make a lot of money, but my top priority would be job satisfaction. If you're not happy with your job, it can have serious repercussions on every other aspect of your life – like relationships, for example. As far as I'm concerned, if I'm going to dedicate forty hours a week – and possibly forty years of my life – to a career, that's a large part of my life and I want to enjoy it as much as possible.

- 29 a. Play the cassette twice. Ss listen and complete the task. Check Ss' answers.

Answer Key

1 B 2 A

- b. Elicit a few responses from individual Ss; then Ss continue the discussion in pairs or small groups.

Suggested Answer Key

- Listening to music is enjoyable, but I don't think it's very creative.
- Learning something by heart may be good for the memory, but you're not really expressing yourself, so I don't think it's at all creative.

- *Playing football, as with any sport, can be very creative, as you have to think of ways to beat your opponent(s).*
- *I think using a computer can be very creative. For instance, you can put together interesting school projects with illustrations, or you could even start your own magazine.*
- *Acting in a play means you have to study character in order to become someone else, which is really using your imagination.*

- 30 a. Play the cassette twice. Ss listen and complete the task. Check Ss' answers.

Answer Key

1 C 2 C

- b. Elicit a few responses from individual Ss; then Ss continue the discussion in pairs.

Suggested Answer Key

- *There has to be a system of rules in the workplace, otherwise nobody would do anything. At least if the rules are made clear from the start, you have a certain amount of choice over whether or not to accept them. If you don't like a company's attitude towards discipline, you can always look for a new job.*
- *It's different in a family. You can't change your family, the way you can change your job, so you have to negotiate. Parents always set rules for children to follow and children always think that some of these rules are unreasonable. That's the way life is. But I think discipline can be taken too far in the family. I don't agree with smacking, for example, no matter what the child has done. If there's good communication between parent and child, then rules and discipline can be kept to a minimum.*
- *As far as school's concerned, the same thing applies as with work – there has to be a clear system of rules and discipline must be maintained. However, school differs in that you cannot change schools very easily if you don't like the rules. And some rules are just plain ridiculous. So rules are important, but some of them are badly in need of revising.*

- 31 a. Refer Ss to rubric and prompt box. Brainstorm question to generate ideas and vocabulary. Explain to Ss that they will be expected to speak for 2 minutes on the question in this stage. Ask one or two Ss to try to speak for 2 minutes on the question. The remainder keep time and listen.

Suggested Answer Key

Refer to Tapescript Section – Unit 2, Ex. 31c on p. 143

- b. Elicit related comments from class.

Suggested Answer Key

Refer to Tapescript Section – Unit 2, Ex. 31c on p. 143

- c. Play cassette, asking Ss to take notes on ideas and timing. Discuss Ss' answers. Direct Ss' attention to the length of Celeste's contribution.

Students' own answers

- d. Refer Ss to rubric and prompt box. Brainstorm question to generate ideas and vocabulary. Remind Ss that they will be expected to speak for 2 minutes on the question in this stage. Ss work in pairs: Student A speaks while Student B listens and keeps time.

Suggested Answer Key

Refer to Tapescript Section – Unit 2, Ex. 31f on p. 143

- e. Student B comments for up to 1 minute on what Student A has said for up to 1 minute.

Suggested Answer Key

Refer to Tapescript Section – Unit 2, Ex. 31f on p. 143

- f. Play cassette, asking Ss to take notes on ideas and timing. Discuss Ss' answers. Direct Ss' attention to the length of Marco's contribution.

Students' own answers

- g. Refer Ss to questions and assessment criteria from h and check Ss understanding of both. Play sample interview good model answers (questions 1 and 2). Ss listen to identify good qualities of the answers, according to the criteria given in h. Elicit comments from class and initiate discussion on what makes a good answer. Ss discuss remaining three questions in pairs. Monitor and help.

Suggested Answer Key

1 *Refer to Tapescript Section – Unit 2, Ex. 31 Sample Interview on p. 143*

2 *Refer to Tapescript Section – Unit 2, Ex. 31 Sample Interview on p. 144*

3 A: *I think often these days that the elderly are ignored by society, yet they have so much to offer the young in terms of wealth of experience and advice.*

B: *You're right in as much as we say we always learn from experience and the elderly have lived through times and events that the young are yet to face. They can be a source of knowledge for people seeking employment and can teach the young the skills they acquired during their own careers. But I believe the elderly can help the young more on an emotional level as they have more time to devote to the welfare and personal problems of their younger relatives. You find that children frequently rely on their grandparents for comfort and help as their parents may be busy with their careers and not have much time to concentrate on their offspring's problems.*

A: *And also one of the main reasons for teenage unhappiness is the constant conflict they have with their parents. You know, the usual things like what time to come home at night, what type of haircut is suitable for school and so on. Grandparents can view these disagreements in a more detached and objective manner, acting as a kind of mediator between the two sides. They find solutions as they can discuss in a calmer and less emotive way.*

B: *So we can say that the elderly can be supportive to the young by giving advice based on their personal experiences and their time whenever emotional problems arise.*

4 A: *Personally, I agree that young people's lives are easier than they were in the past. Nowadays we enjoy material comforts our parents couldn't even dream about. You can see teenagers driving to school in their own cars and wearing designer labels without ever having worked a day in their lives. As society becomes more affluent, the parents pass on their new wealth to their children, sometimes as a form of compensation.*

B: *Actually, that could be considered as a negative point. Now that both parents usually work, they have less time to spend on family life and children often have to become independent from an early age, looking after themselves, cooking, helping with the housework and so*

on. All the additional material benefits the young enjoy do not make up for the destruction of traditional family values, in my opinion. The young often miss out on being children and grow up far too quickly these days.

A: And also young people face more pressure in trying to find a job than their parents did. Everyone has the opportunity to further education and vocational training so competition for jobs is greater than ever before. Unemployment is high in many countries and the young face the possibility of not being able to pursue their chosen career until their early thirties. Yet I still maintain that life is easier. Young people have the opportunity to travel abroad and gain experiences denied to their parents. They can spend time and money on entertainment rather than having to contribute to the family budget as young people did in the past.

B: I suppose we could say that what they gain financially in life they may lose out on in the emotional and personal stakes.

A: You're probably right.

- 5 **Anna:** It's not particularly easy to meet new people nowadays. I suppose in the past, when communities were smaller and closer it was simpler. Then anyone new coming into the community was introduced to everyone else as a matter of course, but now, although we should in theory be able to meet a lot of new people because we live in huge densely populated cities, people are either very lonely or stay within a small group of friends and actively discourage outsiders from joining it.

Stefanos: Yes, I've come across that, people tend to become very exclusive. What one has to do, of course, is to find groups that welcome newcomers; join some kind of club or association to do with a hobby or interest, because then one can meet people in a more neutral situation. As you say, the community no longer functions as a means of putting people together, people lead very busy lives and their free time is often taken up with coping with their families and socialising with the friends they already have. The workplace is where you are most likely to meet people, actually and I would say that for the majority of people their social life revolves around their work. Rather as children make friends through school, adults make friends through work.

Anna: It's quite noticeable how few social contacts people who don't work have, isn't it? Although on second thoughts, perhaps we're exaggerating a bit. After all we do meet new people and not just through work or school. What about friends of friends, or people we might meet at parties or when we're on holiday. What we're really talking about I suppose is that it's difficult to meet new people if you're on your own, if you're not already part of a social group of some kind.

Stefanos: Mmm. Perhaps you're right. It's a matter of personality. We do make a lot of contacts, it's more a question of whether we go on and see them again. After all, just because we meet new people doesn't mean to say that we become close friends. Some people are more interested in widening their circle of friends than others.

- h. Refer Ss to rubric. Check understanding of criteria again. Point out that one of the Ss they hear on the cassette will perform badly in some of the areas listed. Play cassette. Ss complete task. Elicit comments from class and encourage class discussion on performances.

Answer Key

Anna speaks well throughout; her contributions are accurate and extended. Stefanos' sentences are grammatically correct, his pronunciation of the sounds is clear enough to understand and his use of words is correct. However, he does not have a very wide range of vocabulary and is constantly searching for the appropriate word to express what he means, e.g. try instead of make an effort/attempt or character, kind of person instead of personality. Since he cannot find the word he wants, he repeats a lot of the same vocabulary items e.g. people, groups, community and resorts to paraphrase e.g. people who are grown up instead of adults; wide ... getting to know new people instead of widening our circle (of friends). The result of his having to search for the appropriate word is that his speech is very hesitant and is not very fluent.

Weak points: fluency and range of vocabulary.

Sample Interview: The sample interview for this unit contains a recorded model interview for two questions from the final stage of Part 3 of the interview (31g, questions 1 and 2).

- 32 a. Elicit suitable responses from individual Ss, and/or ask Ss to discuss the topic in pairs or small groups. (EU is the European Union, where countries in Europe cooperate, making decisions together on social and economic matters.)

Suggested Answer Key

I don't agree with universities making students pay for their tuition. Of course it excludes highly intelligent students who may not come from particularly wealthy families. But it goes further than that: no one, regardless of their financial status, should be denied access to further education. If they have proved their ability to reach this level, then the government has an obligation to provide it for them free of charge. Universities are expensive to run, but we all know that the government gets their money back in the form of higher taxes on graduates' salaries. So it should be looked upon as an investment.

- b. Elicit suitable responses from individual Ss, and/or ask Ss to discuss the topic in pairs or small groups.

Suggested Answer Key

As I understand it, administrators are the people who work behind the scenes, making sure that office work gets done and records are kept up to date. In a school or university, their job is to leave the teachers and lecturers free to get on with the business of teaching, without having to give up their time for routine or mundane work which would encroach on their time. In general, as I mentioned, administrators and secretaries work in the background. Their work is essential, but they do not often get much recognition for it because it is not high-profile work.

- c. Allow Ss about ten minutes to read the passages and answer the questions. Check Ss' answers, then invite individual Ss to explain how the ideas in the passages related to the ideas they expressed in the preceding discussion.

Answer Key

1 D 2 C 3 D 4 A

- 33 Ss read the passages again quickly and prepare answers to the questions. Check Ss' answers, then elicit/explain the meaning of any vocabulary which Ss still do not understand.

Answer Key

- 1 *The phrase implies that some barriers actually do exist (eg. lack of money), whereas other barriers don't exist, but people think they do (eg. you can't go to Oxford because of your background).*
- 2 *'dizzying heights'*

- 34 a. Elicit/Explain the meaning of any unfamiliar vocabulary in the titles and prompts, then elicit guesses concerning the text and possible context in which they might be used. Assure Ss that the accuracy of their predictions is unimportant, but the act of formulating expectations makes their reading of the text more efficient.
(*The Normandy landings took place in June 1944 on the beaches of northern France. Allied forces landed there and began to push back the Nazi troops to Germany. D-Day refers to the first day of the landings on June 6th.*)

Suggested Answer Key

- *The terms 'complicated language', 'communicative forms' and 'animal communication' probably occur in the third passage, in the context of discussion about how language moves from primitive communicative forms, such as those used by animals, to more complicated forms.*
 - *The terms 'Normandy landings ...', 'ignorant' and 'landmark events' probably occur in the fourth passage, in the context of discussion about how British youth are ignorant of important events such as the Normandy landings.*
 - *The term 'human history' might occur in either passage, in the context of discussion about how language is linked to history, or about how British youth are ignorant of human history as a whole.*
- b. Allow Ss about ten minutes to read the passages and answer the questions. Check Ss' answers, then invite Ss to explain how accurate their predictions were.

Answer Key

5 A 6 B 7 C 8 C

- 35 Ss read the passages again quickly and prepare answers to the questions. Check Ss' answers, then elicit/explain the meaning of any vocabulary which Ss still do not understand.

Answer Key

- 1 *There are strong disagreements among experts about how language evolved.*
- 2 *That they don't seem to learn anything, despite long hours at school.*
- 3 *To get back to serious studying.*

- 36 Elicit conditional forms from Ss, including inverted and mixed forms. Elicit alternatives to 'if' to introduce the 'condition' clause (e.g. unless, provided that, as long as, but for, etc). Refer Ss to the Grammar Reference section, if necessary, and complete the first item with the class as an example. Allow Ss a couple of minutes to complete the task, then check Ss' answers.

Answer Key

- 1 *If you (should) require further information ...*
- 2 *If I was/were an artist ...*
- 3 *If I had more experience in teaching ...*
- 4 *If he wasn't/weren't so lazy ...*
- 5 *If he hadn't been so stubborn ...*

- 37 a. Complete the first item with the class as an example, and elicit/explain why the sentence is mixed (ie the 'condition' clause refers to a present situation and is thus not completed, while the 'consequence' clause refers to a past event). Allow Ss a couple of minutes to complete the task, then check Ss' answers.

Answer Key

- | | |
|----------------------------|----------------------------|
| 1 <i>d (types 2 and 3)</i> | 4 <i>b (types 3 and 2)</i> |
| 2 <i>e (types 2 and 1)</i> | 5 <i>c (types 2 and 1)</i> |
| 3 <i>a (types 2 and 3)</i> | |

- b. Ss make sentences using mixed conditionals. Check Ss' answers.

Suggested Answer Key

- 1 *If he hadn't been so foolish, he wouldn't be in debt now.*
- 2 *If he is really ill, he wouldn't have sounded so cheerful on the phone.*
- 3 *I wouldn't have given you the money if I didn't trust you.*
- 4 *If he discovered anything during his investigation, he'll tell us about it.*

- 38 Complete the first item with the class as an example, and remind Ss that sentences beginning 'Only if/when', 'Not until/before', etc feature inversion in the second clause. Allow Ss about five minutes to complete the task, then check Ss' answers.

Suggested Answer Key

- 1 *... will you really succeed. (1st)*
- 2 *... how will she know how to get here? (mixed: 2nd and 1st)*
- 3 *... if he hadn't decided to go into politics. (3rd)*
- 4 *... you're asking for trouble. (1st)*
- 5 *... if he weren't so lazy. (2nd)*
- 6 *... you'll have to repeat the semester. (1st)*
- 7 *... if I hadn't been interrupted. (3rd)*
- 8 *... you'll be sent to the headmaster immediately. (1st)*
- 9 *... I would have studied mechanics. (3rd)*
- 10 *... if I had wanted to go on to university. (3rd)*

- 39 a. Elicit suitable responses from individual Ss to complete the task.

Suggested Answer Key

If he hadn't been expelled, he would have got some qualifications.
If he had got some qualifications, he would have gone to university.
If he had gone to university, he would have got a degree.
If he had got a degree, he would have found a good job.
If he had found a good job, he would not be working as a gardener.

- b. Ss write suitable prompts in pairs, exchange prompts with another pair and complete the task. Monitor Ss' performance.

Students' own answers

- 40 Allow Ss about five minutes to complete the task, then check Ss' answers.

Answer Key

- 1 *... my grades good enough, I could apply to ...*
- 2 *... wouldn't skate so well if he had ...*
- 3 *... (will) become isolated if you are ...*
- 4 *... I more time, I would ...*
- 5 *... he weren't so rude, his colleagues would ...*

- 6 ... he had dressed warmly, he wouldn't have ...
7 ... won't let you in/admit you unless you pay ...

- 41 Present the first tip in the Strategy Point, allow Ss two or three minutes to read the whole text – *without* attempting to fill in any of the gaps – and elicit brief explanation of what the text is about. Present the second tip, elicit the topic of the first paragraph (ie poetry as punishment), then elicit the answers to the first two items. Allow Ss five to ten minutes to complete the remainder of the task, then present the final tip and allow Ss a further minute or two to check their answers. Check Ss' answers, then elicit/explain the meaning of any vocabulary in the text which Ss still do not understand.

(The Great War refers to the First World War [1914-18]. The Somme refers to a battle in the Great War. Keats, Shelley and Wordsworth were all 19th century romantic poets.

W H Auden and e e cummings were both 20th century poets, cummings being famous for never using capital letters.)

Answer Key

- | | | |
|----------|-----------------|--------------|
| 1 as | 6 such | 11 These |
| 2 time | 7 from | 12 times |
| 3 who | 8 us | 13 this/that |
| 4 during | 9 were | 14 That/This |
| 5 to | 10 was/I/we/etc | 15 age |

- 42 Remind Ss to identify the part of speech needed to complete each gap, and to be alert for plural and negative forms, which may easily be overlooked. Allow Ss about ten minutes to complete the task. Check Ss' answers, then elicit/explain the meaning of any vocabulary which Ss still do not understand.

Answer Key

- | | |
|-----------------|-----------------|
| 1 offenders | 6 conclusion(s) |
| 2 inexperienced | 7 findings |
| 3 literacy | 8 shortages |
| 4 investment(s) | 9 motivation |
| 5 transition | 10 creative |

- 43 Elicit negative prefixes and write examples on board. Allow Ss a few minutes to complete the task. Check Ss' answers, then elicit/explain the meaning of any unfamiliar vocabulary.

Answer Key

- | | |
|------------------|------------------|
| 1 inadmissible | 10 infrequent |
| 2 inconclusive | 11 undetermined |
| 3 unappreciative | 12 untrustworthy |
| 4 inconspicuous | 13 inaudible |
| 5 uncompromising | 14 unclear |
| 6 unapproachable | 15 unwilling |
| 7 uncontrollable | 16 unreliable |
| 8 uninteresting | 17 indecisive |
| 9 inappropriate | 18 unsettling |

- 44 Allow Ss a few minutes to complete the task. Check Ss' answers, then elicit/explain the meaning of any unfamiliar vocabulary.

Answer Key

- | | | |
|----------------|----------------|--------------|
| 1 imbalanced | 7 disreputable | 13 immobile |
| 2 irrevocable | 8 irresistible | 14 disloyal |
| 3 disconnected | 9 irresolute | 15 impolite |
| 4 disengaged | 10 illiterate | 16 immoral |
| 5 irreducible | 11 dishonest | 17 illegible |
| 6 irregular | 12 irrelevant | 18 illogical |

- 45 Present the Strategy Point. Work through the first two questions with Ss, encouraging them to find as many feasible words for each gap as possible, and then choose the ONE word which fits all three sentences. Then allow Ss about five minutes to complete the task. Check Ss' answers, then elicit/explain the meaning of any unfamiliar vocabulary.

Answer Key

- | | | |
|---------|-------------|-----------|
| 1 beam | 4 mark | 7 shot |
| 2 date | 5 operation | 8 treated |
| 3 field | 6 pool | |

- 46 a. Emphasise that the rubric asks for specific information about 'what apprentices gain from classwork' (the points underlined in the first passage) and *not* about all the information in the text. Allow Ss several minutes to read both texts.

(An apprentice is a person who learns a trade or skill by working for and being guided by someone already experienced in the trade.

Turf Management refers to the occupation of looking after the grass on golf courses, tennis courts and football pitches and other sporting venues.)

- b. Remind Ss that summary writing requires paraphrasing the information in the text, then help Ss to rephrase the underlined points using the prompts.

Suggested Answer Key

- 1 They can develop deeper understanding of the theory related to the career they want to follow.
- 2 The academic side provides proof of their ability, in the form of a certificate, which will improve their job prospects when applying for a new job.

- c. Allow Ss a few minutes to underline the relevant points in the second passage. Check Ss' answers, then help Ss to paraphrase the points.

Answer Key

- 'exposure to other methods and ideas' → knowledge of different approaches and theories
- 'a chance to make some good friends ... industry' → the opportunity to get to know people with jobs related to theirs

- d. **Suggested Answer Key**

Firstly, in the classroom apprentices obtain theoretical knowledge that will be extremely helpful in their jobs, as well as earning credits towards a diploma in their chosen profession. Secondly, classwork gives apprentices knowledge of different approaches to the job. Moreover, it provides them with the opportunity to get to know people with jobs related to theirs.

- 47 Present the Strategy Point. (To clarify the tip headed 'Organisation', the following plans can be presented on the board or given to Ss as photocopies.)

Plan 1

- Introduction (state problem, your opinion)
- Analysis of 1st problem, solution & result
- Analysis of 2nd problem, solution & result
- Analysis of 3rd problem, solution & result
- Analysis of 4th problem, solution & result
- Conclusion

Plan 2

- Introduction
- Analysis of problem, causes/effects
- 1st suggestion & expected result
- 2nd suggestion & expected result
- 3rd suggestion & expected result
- Conclusion

Ss read the rubric, underline the key words and prepare their answers to the questions. Check Ss' answers.

Answer Key**Key words**

problems in secondary education in your country - too many students per class - lessons uninteresting - students are not sufficiently prepared for getting a job - your teacher - essay analysing problems - suggesting solutions

- 1 *An essay analysing problems and suggesting solutions*
- 2 *Your teacher; semi-formal to formal*
- 3
 - *too many students per class*
 - *lessons uninteresting*
 - *students not prepared for getting job*
- 4
 - ✓ *Limit the number of students per class*
 - ✓ *Give students greater choice over the lessons they attend*
 - ✓ *Include more vocational training in the curriculum*
 (Elicit/Explain that these suggestions are practical and correspond to the three problems highlighted in the rubric.)

Other suggestions:

 - *Operate schools on a shift system*
 - *Invest more money in teacher training*
 - *Organise regular careers meetings*
- 5 *Limit the number of students per class → classroom conditions would improve*
Give students greater choice over the lessons they attend → students would pay more attention
Include more vocational training in the curriculum → students would be prepared to start a career
- 6 *The problems could be analysed either in the first main body paragraph, or in separate paragraphs together with each suggestion.*

- 48 a. Elicit answers to complete the phrases, then Ss read the text quickly and fill in the gaps. Check Ss' answers and elicit/explain the meaning of any unfamiliar vocabulary.

Answer Key

- 2 *mean* 4 *steps* 6 *by*
 3 *lead* 5 *result*

- 1 *By limiting student numbers*
- 2 *This would mean*
- 3 *One solution to this problem*
- 4 *this would lead to*
- 5 *Steps should be taken to*
- 6 *As a result*

- b. Refer Ss to Appendix 3, then elicit suggestions of suitable phrases.

Suggested Answer Key

- However* → *Nevertheless*
First of all → *To begin with*
Secondly → *Furthermore*
Since → *Due to the fact that*

- Finally* → *Lastly*
By this I mean that → *In other words*
To sum up → *In conclusion*
I believe → *I feel*

- 49 Ss read the model text again, more carefully, and extract the information to complete the plan. Check Ss' answers.

Answer Key**Paragraph Two**

- problem *overcrowded classrooms*
 effect of problem *difficult for students to follow*
 suggestion *limit number of students*
 expected result *students concentrate better/learn more*

Paragraph Three

- problem *boring lessons*
 explanation *not everyone equally interested in all subjects*
 suggestion *allow students choice over lessons attended*
 expected result *they would pay more attention*

Paragraph Four

- problem *students without qualifications for jobs*
 suggestion *teach subjects of value to them*
 explanation *place emphasis on useful skills*
 expected result *they would pay more attention*

- 50 Allow Ss two or three minutes to complete the task. Check Ss' answers.

Answer Key

- 2 – a *It would be a good idea if we were to increase the rate of pay for teachers.*
 3 – g *Steps should be taken in order to reduce the level of truancy.*
 4 – c *Universities should be encouraged to accept applications from people of all backgrounds.*
 5 – f *Government-subsidised university education would result in a better-educated population.*
 6 – e *Were we to impose stricter school rules, fewer problems of this kind would exist.*
 7 – d *By working part time, students could help finance their studies.*

- 51 a. Elicit which words should be underlined, and which problems need to be addressed. (It might be advisable to write these points on the board.)

Answer Key**Key words**

problems in schools – Your teacher – essay – suggests solutions – examination results – decline in educational standards – homework is not being done – truancy – violent incidents among school children

Problems to address:

- *decline in educational standards, shown in exam results*
- *homework not being done*
- *high truancy rate*
- *violent incidents more common*

- b. Elicit/Explain the meaning of any unfamiliar vocabulary. Elicit which result matches each suggestion, then help Ss to complete each point appropriately.

Answer Key

- 2-d ... *play truant, it would discourage students from missing school.*
- 3-a ... *would be to deter other students and remove violent children from schools.*
- 4-b ... *children's behaviour, they could/it would make sure that children are prepared for school.*

- c. Refer Ss to Appendix 3 again, if necessary, then elicit suggestions of suitable phrases.

Suggested Answer Key

- 1 This would mean that ... → *This would lead to ...*
- 2 If teachers and social workers took ... → *If teachers and social workers were to take ...*
- 3 The effect of this would be ... → *This would result in ...*
- 4 If they exercised ... → *By exercising ...*

- 52 a. Allow Ss a couple of minutes to read the paragraph and complete the task. Check Ss' answers and elicit/explain the meaning of any vocabulary which Ss still do not understand.

Answer Key

- 1 *high* 3 *could* 5 *ought to*
2 *face up to* 4 *solution*

- b. Elicit suitable answers from the class.

Answer Key

- Suggestion – *Sentence 2 (One way to ...)*
- Expected result – *Sentence 4 (The outcome/effect ...)*
- Outline of the problem – *Sentence 1 (Unemployment is a problem ...)*
- Explanation of the suggestion – *Sentence 3 (This would/need/may not ...)*

- 53 Elicit/Explain the meaning of any unfamiliar vocabulary in the prompts, then allow Ss a few minutes to complete the task. Check Ss' answers.

Suggested Answer Key

Bullying is a problem which is of utmost concern in many schools today. One way to deal with the situation is by punishing offenders. This would not be difficult if teachers and parents could be persuaded to provide the necessary support. The outcome of this would be that bullies would learn the consequences of their actions and stop hurting other children.

- 54 a. Present the 'Brainstorming for Ideas' theory box and elicit/explain the meaning of any unfamiliar vocabulary. Ask Ss to read the gapped paragraph quickly and identify the purpose of each sentence (as they did in Ex 52b); also elicit the fact that some of the gaps may be filled with words from the paragraph in Ex 52, while others require linking words/phrases. Allow Ss two or three minutes to complete the task, then check Ss' answers.
(A further education college is an institution where those people not in full-time education after the age of 16 can attend courses on a part time basis.)

Suggested Answer Key

- 1 *combat / deal with* 4 *effect / result*
2 *Alternatively / In addition* 5 *Furthermore/Moreover*
3 *another / a better* 6 *thus / in this way*

- b. Check that Ss understand the task objective; if necessary, help Ss to compose the opening sentence. Allow Ss about five minutes to complete the task, then check Ss answers by inviting several individual Ss to read their answers aloud.

Suggested Answer Key

- 2 *With regard to the shortage of college lecturers, the best solution might be for schools and colleges to advertise in the national press. The result would be to attract new teaching staff to the area, which would mean that colleges could run the full range of courses on the curriculum.*
- 3 *The problem of inadequate transport to and from local primary schools causes justified concern. The only way to ensure that children can get to school safely is to improve the bus service. This would also remove the pressure on working parents, who currently have to drive their children to school in the morning and find a way to leave work so that they can collect them in the afternoon.*

- 55 a. Elicit/Explain the meaning of any unfamiliar vocabulary in the rubric, and point out that the writing task requires the writer to supply their own ideas. Allow Ss five to ten minutes to think of ideas in response to the questions, then check Ss' answers; alternatively, complete the task orally with the class.

Suggested Answer Key

- problems: *buildings in need of renovation, staff shortages, inadequate equipment in labs, library understocked, lack of sport facilities*
- causes: *funding cuts, lack of incentives for new teachers to come to the area, poor management*
- effects: *classes cancelled, low morale among students and staff, substandard quality of learning, need to travel to neighbouring towns for resources/sport facilities*
- suggestions: *renovating buildings, hiring more staff, purchasing equipment, buying books for the library, creating a sports centre*
- results: *better quality lessons, a more positive learning experience for students, higher morale among teachers, better examination results*
- Students' own answers – either approach is acceptable (see notes for Ex 47 - Question 6)

- b. Ask Ss to read the text quickly to see whether the model contains any of the suggestions which they made in the preceding exercise. Then, elicit the organisation of the text by helping Ss identify examples of problems, causes, effects, etc. Ask Ss to look briefly at the text in Ex 48, and elicit the basic organisational difference between the two models. Finally, elicit/explain the meaning of any vocabulary which Ss still do not understand.

Answer Key

- **Problems:** *library needs new books, filing system, renovation work – gym roof needs repairing – no computer lab*
- **Causes:** *age of school – government cutbacks*
- **Effects:** *rain enters the gym – the school is out-dated*
- **Suggestions:** *modernise the library – repair the gym – establish a computer lab*
- **Results of suggestions:** *better access to material – fewer books lost – no further damage – no gym classes cancelled – students could learn career skills – school would attract enrolments*

The main difference between the organisation of this model and the one on p. 42 is that the problems are analysed in a separate paragraph (para 2), rather than presented one at a time with the respective suggestion.

- 56 a. Present the 'Beginnings and Endings' theory box. Allow Ss two or three minutes to read the extracts and complete the task, then check Ss' answers and elicit/explain the meaning of any unfamiliar vocabulary.

Answer Key

Techniques used:

- 1 mentioning the problem
- 2 stating the reason for writing
- 3 mentioning the problem

The least effective is 3, because it uses colloquial language and idiomatic expressions – ie, the register is inappropriate for the target reader (school/college authorities).

- b. Allow Ss a couple of minutes to read the extracts and complete the task, then check Ss' answers and elicit/explain the meaning of any unfamiliar vocabulary.

Answer Key

Techniques used:

- A making reference to further action/summarising the expected result
- B making reference to further action
- C summarising the expected result

The least effective is B, because the register is inappropriate (too informal) for the target reader.

- c. Allow Ss a minute or two to complete the task, then check Ss' answers; alternatively, complete the task orally with the class.

Answer Key

- 1 – C Essay
- 2 – A Letter
- 3 – B Style and register inappropriate for both a letter and essay at this level

- 57 Ss read the rubric and prepare answers to the questions. Check Ss' answers, eliciting a range of alternative suggestions.

Answer Key

- 1 A letter making suggestions
- 2 The (local) authorities
- 3 Practical suggestions concerning keeping the school open
- 4 Formal register, persuasive tone (written to the authorities, and the aim is for the letter to be taken very seriously)
- 5 Problems could include: lack of money/students/teachers/resources – government cutbacks – poor reputation of school, etc. These could be mentioned in a separate paragraph (para 2), or one by one, together with each suggestion, in the main body. The introduction could also contain a brief outline of the problem.
- 6 1 c 2 b 3 a
(Some variation is possible, provided that Ss can justify their answers.)
- 7 - seek sponsorship from local companies
- ask members of the community to contribute etc

- 58 Complete the task orally with the class, again eliciting a range of alternative suggestions. Ask Ss to consider not only the points they intend to make, but also how they will express

these; it might be advisable to allow Ss to ask for guidance/clarification concerning vocabulary, set expressions, etc.

Suggested answers

(Either plan would be suitable)

Topic sentences for main body paragraphs (Plan A)

Paragraph 1: *The most pressing problem which has led to the consideration of the school being closed is the lack of funds.*

Paragraph 2: *The shortage of teachers is another problem the school faces.*

Paragraph 3: *The reputation of the school, once renowned for its excellent results in national examinations, has been damaged by this situation, and this is the next problem that needs to be addressed.*

- 59 When confident that Ss are capable of producing a reasonably polished piece of writing, assign the task as a written exercise to be completed either at home or in class.

Students' own answers

Suggested Model

Dear Sirs,

I am writing as a representative of the student body at John Davies College, with regard to the recent confirmation of rumours that our college is threatened with closure. We, the students, are all agreed that such a move would be disastrous for our own studies, and would result in even more families being forced to leave the area. It is common knowledge that the college has long faced a number of problems; what we suggest is that, rather than closing the college, the college and local authorities should try to overcome these problems, for the benefit of students and the community as a whole.

The most pressing problem which has led to the consideration of the college being closed is the lack of funds, caused by the latest government cutbacks in spending. With no national assistance, the obvious solution would be for the college and community to cooperate in raising funds locally. If we were to ask for generous contributions from members of the community, invite sponsorship by local companies, rent out the college's sports facilities after hours and so on, we would not only raise the necessary funds but strengthen ties between the college and the local community.

The shortage of teachers is another problem the college faces. We would suggest that the college and local authorities could take the initiative and recruit staff by advertising in the national press. This would not only bring the college staff back to full strength, but would bring valuable new members into our local population.

The third problem is that of the poor reputation the college has acquired in recent years. In part this is due to the chronic lack of funds and suitable teaching staff; solving these problems, by the means outlined above, would go a long way towards improving the college's image. Furthermore, we feel that, if the local authorities, the community and the students all make a real effort to fight this threatened closure, the college will inevitably become a symbol of local pride rather than local shame.

In conclusion, it is plain to see that saving John Davies College is in the best interests of everyone in the area, and we strongly believe that if our suggestions are acted upon, the college will not only avoid closure, but will enjoy a future as bright as the finest years of its past.

Yours faithfully,

Anthony Roberts

Self-Assessment Module 1

- 1 1 C 3 C 5 B 7 D 9 B
2 A 4 A 6 D 8 B 10 D
- 2 1 for 4 let 7 by 10 come
2 on 5 should 8 unless
3 tip 6 with 9 all
- 3 1 living 4 for 7 with 10 time
2 came 5 on 8 on
3 even 6 word 9 to
- 4 1 might have been called off
2 come into force earlier the situation would
3 for Mark's diplomacy we would have come in
4 have come across
5 not have held my
- 5 1 expression 3 head 5 course
2 striking 4 coach
- 6 1 increasingly 6 enthusiastically
2 inconvenienced 7 reservations
3 inaccessible 8 incomprehensible
4 accustomed 9 complexity
5 seemingly 10 simplification
- 7 1 C 3 D 5 D 7 B
2 A 4 B 6 A
- 8 1 B 2 B 3 H 4 T 5 H 6 H

9 a. **Suggested Answer Key**

- A: Picture A looks as if it was taken in a primary school. The children seem to be making something. Perhaps drawing or colouring, judging by the pictures on the wall in front of them. Or, on the other hand, they could be collecting materials, coloured pencils or paints for a task they have to do together.
- B: It's obviously a cooperative task of some kind, isn't it? They're going to work together on whatever it is. While in picture C it's a much more traditional environment. It's difficult to be absolutely sure, but the children seem to be fairly young here too, but they're all sitting at desks facing the teacher; the only other person they can work with is the teacher himself.
- A: Mm ... It's really very different and in my view not nearly as effective, especially for young children, as the group method we can see in picture A. Small children can't sit still for very long and need to be involved in some form of activity, so they find it much easier if they are not restricted to the confines of the desk.
- B: Yes, making them sit in rows as they are in picture C is not conducive to learning. They can't concentrate for very long and start to get restless, which is a problem for the teacher. A discipline problem may arise, even at primary school. In the end very little gets done and nobody enjoys the lesson. It's the kind of method that makes some children hate learning, whereas the method in the first picture encourages the children to enjoy learning. It's fun and effective, too.

b. **Suggested Answer Key**

- A: I suppose a teacher training college would cover all levels of learning, wouldn't it? So we could use the photographs to illustrate different levels or aspects of the teaching process.
- B: You mean primary and secondary education, do you? Yes, I suppose so. Obviously picture A would be a good illustration for the primary section, better than C, I think, because a training college needs to show that it is up-to-date and aware of the latest trends in teaching. A could be followed by a description of what the college offers in terms of teaching new techniques.
- A: Or it could be used to illustrate the practical training that teachers get. You know, they're sent out to different schools to get teaching practice, this could be a picture showing one of the schools they go to.
- B: Actually, I think C would give more of an idea of that because it shows a teacher in front of a class, putting into practice all that he has learnt; things like how to deal with children, write on the board, keep the children's interest. He seems to be giving quite a lively lesson, so that would make a good picture to promote the college.
- A: Alright. What about using B to illustrate a section on mature or part-time students. The college could be trying to attract older people into the teaching profession, so this could represent one of the more mature students, someone who has a family and studies at the same time. The brochure could be talking about the concessions that are made for people who can't study full-time, or who have other commitments. More flexible timetables, a longer course, that sort of thing.
- B: Then what section could picture D be used for? It's of a small girl learning to play the piano. I know, there would have to be a section on teaching different subjects, especially practical subjects like music or sports. So the brochure would have to emphasise that while there are general techniques applicable to all subjects, the college also trains teachers to deal with the particular methods and techniques necessary in teaching the subject they have chosen. You can't teach Maths in the same way as History, for example, or vice versa!
- A: Too true, and obviously a subject like music needs individual tuition.
- B: Right, so we've said picture A to illustrate the primary education section, picture B for the section that refers to mature students, picture C for the section on teaching practice and picture D for individual subjects.
- A: Yes. Now which two should we choose to show two contrasting aspects of the college? We could choose C to show teaching in a classroom environment ...
- B: ... and then contrast it with D to show that the college also trains teachers to teach outside the classroom on a one-to-one basis.
- A: I think so.

10 **Suggested Answer Key**

Dear Sir/Madam,

I am writing in response to the letter published in your newspaper last week. The writer of this letter expresses his approval of the fact that the Exeter News is now a weekly rather than a daily newspaper, and that the news section has been drastically reduced. I am afraid I strongly disagree on both these counts.

First of all, I would like to point out that a daily newspaper serves an important purpose in any community. By this I mean that it is one of the few ways, perhaps the only way in which we can find out what is going on in our town on a daily basis. We need to know what has been happening in the town and what decisions the town council has made, for example. If we only find out about decisions a week after they have been taken, or proposals long after they have been suggested, those of us who have objections to them cannot make our feelings known in time. While I can understand that a small village may not need a daily newspaper, I would have thought that a large bustling city such as Exeter has plenty of local news to fill its pages every day.

Secondly, there is the question of the disproportionate amount of the newspaper which is now devoted entirely to sports and entertainment. As I have already said, there is sufficient local news to justify the paper being published every day, therefore I cannot understand on what grounds both local and national news are now relegated to a single page. Do the proprietors believe that no one in Exeter is interested in what goes on in the world, or that events outside our city, whether abroad or not, have no bearing on our lives? The sports enthusiasts must of course be catered for and there must be coverage of local arts and entertainment events, but at the same time, the newspaper must provide for those who wish to find out what is going on in the world.

These views are shared by a large number of the people living here. It is our considered opinion that the Exeter News should revert to being a daily newspaper and the proprietors be reminded that they have a duty to the many different kinds of people who read their newspaper. I look forward to seeing these suggestions put into effect in the near future.

Yours faithfully,

J. M. Stiles (Mr)

Unit 3 – Extra! Extra!

Objectives

Vocabulary: the news; journalism; the media; advertising; the Internet

Reading: multiple choice; multiple matching (paragraphs)

Listening: listening for specific information; multiple choice; gap-filling

Speaking: speculating; evaluating; suggesting alternatives (negotiating a decision)

Grammar: passive voice; causative form

Phrasal verbs: do; drive

Writing: a letter to the editor; a balanced argument

Elicit/Explain the significance of the title. (In the past, exceptional news breaking shortly after the normal edition of a newspaper had been printed might justify the printing of an extra edition to report the event; newsboys selling the paper on the streets would cry "Extra! Extra!" to draw attention to the fact.)

- 1 a. Ss look at the newspaper headlines/photographs shown and speculate briefly about the topic of each report. (e.g. "The 'Dow' is a US stock market index, and the photo shows a sharp downward trend – so the report probably

concerns a stock market crash.") Elicit/Explain the meaning of any unfamiliar words/phrases in the list, then Ss complete the task in pairs. Check Ss' answers.

Answer Key

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

- b. Initiate further class discussion of the events and elicit/explain the basic facts about each.

Suggested Answer Key

A 1987 Stock Market Crash – second worst in history, after Great Crash of October 1929 – US stock market fell 22%, and London's FTSE index 11%, in one day – 35% of share value wiped off – but had no great immediate effect on world economy and did not trigger economic recession (unlike the Crash of '29, which resulted in the Great Depression)

B Sinking of the Titanic – at that time, the largest ship in the world – travelling from Southampton (UK) to New York on its maiden (ie first) voyage – the ship was supposed to be unsinkable, so there were not enough lifeboats – over 1,500 lives lost – a fortune in gold and valuables went down with the ship. (1997 film directed by James Cameron, starring Leonardo diCaprio and Kate Winslett, at that time the most expensive film ever made)

- 2 Help Ss to match the items in the two columns, then elicit/explain the meaning of any vocabulary which Ss still do not understand. Ss complete task in pairs.

Answer Key

unbiased – comment fairly on current events
hard-hitting – sensitise the public and the authorities
incisive – examine news in depth
revealing – satisfy the public's right to know
uncompromising – not bow to pressure
well-researched – offer accurate information

Students' own choice of 3 most important

Suggested Answer Key

A good newspaper article should be:

- hard-hitting so as to sensitise the public and the authorities.
- incisive enough to examine news in depth.
- revealing if it is to satisfy the public's right to know.
- uncompromising, because newspapers ought not to bow to pressure of any kind.
- well-researched in order to offer accurate information.

- 3 Check that Ss understand the vocabulary in the rubric and questions. Play the cassette, twice if necessary. Ss listen and match the opinions to the speakers. Check Ss' answers.

Answer Key

1 M 2 M 3 J 4 M 5 J

- 4 a. Elicit brief discussion of market research, the purpose of questionnaires, whether any Ss have participated in a market survey, etc. Check that Ss understand the vocabulary and instructions, then Ss complete the task individually.

Students' own answers

- b. Ss compare their responses with a partner. Encourage Ss to justify their answers.

Suggested Answer Key

I read newspapers almost daily, but I only watch the news on TV two or three times a week, and I hardly ever search for news on the Net. When I get the news, I want the source to be reliable and direct, and I don't think entertainment should be a concern in a news programme. I am mostly interested in coverage concerning politics and sports, although I do occasionally look at the weather forecast, especially when I'm going to travel somewhere. I think journalists should always make sure that the public knows the truth about matters which are of some importance, but I don't agree with the statement that nobody's privacy is more important than a piece of news reaching the public. There are cases when the truth simply must come out; but I don't think paparazzi should be allowed to spy on celebrities and publicise their private lives just to fill a gossip column. Finally, I like a news programme that delivers news in a way that makes me think, and I'd go as far as to suggest that the media form an important part of the democratic process and, the way in which they present the news should make citizens want to be more involved with events that affect their lives.

- 5 Elicit the implication(s) made in each quotation, and help Ss to relate these to statements made by the speakers in Ex. 3. (Joseph Pulitzer established awards in his name for achievements in American journalism and literature.)

Suggested Answer Key

- 'Newspapers should have no friends' – newspapers should present an objective picture of the news, be independent and uninfluenced by political pressure, should not be a propaganda tool. (Matthew's views – statements 1, 2 and 5)
- 'Journalism can never be silent: that is its greatest virtue and its greatest fault.' – Censorship robs the public of a basic human right, so journalists must never keep quiet (Matthew, statement 4) – even if this might have a bad effect on the public and weaken a country's position in a conflict. There is also the problem of the 'yellow' press, or sensationalist journalism (Jane mentions this), which presents trivial matters and items whose value is questionable.

- 6 Present the rubric, and explain that the photograph on the same page shows Jeremy Paxman, a famous journalist who presents a BBC TV programme, *Newsnight*, where he interviews people who are involved in current news events. Ss discuss their answers to the questions, in pairs or as a whole class.

Students' own answers

- 7 Check that students understand the meaning of the words and phrases in the list, then elicit guesses concerning the possible context in which they might be used in the text. (Assure Ss that the accuracy of their predictions is unimportant, but that the act of formulating expectations makes their reading of the text more efficient.) Ss scan the text as quickly as possible to find the items listed, then read the relevant sentences to check their predictions. Individual Ss explain what each item actually refers to, and how this compares to their expectations.

The words are in fact used in the passage as follows:

respect (lines 5, 8, 90, 91) refers to Paxman's attitude (i.e. lack of respect) to figures of authority.

rubbish (line 16), in Paxman's words, refers (possibly) to the PM's platitudes – although the writer is not sure.

macho (line 24), in the programme editor's opinion, refers to Paxman's manner on occasions.

confrontations (line 31) refers to Paxman's aggressive interviews with politicians.

viewers (line 56) refers to people who watch TV.

evasive responses (line 32) refers to the replies of a politician interviewed on *Newsnight*, who tried to avoid giving straight answers.

conscience (line 57) refers to the increasingly important role the programme has in getting at the truth.

vested interest (line 84) refers to people or groups who have something to gain from a biased presentation, and who Paxman believes should not be allowed to influence a journalist's reporting of an issue.

- 8 a. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions – but *not* in the text itself – then allow Ss 10-15 minutes to read the text again and answer the questions. Ss discuss answers in pairs. Check Ss' answers, then elicit/explain the meaning of any vocabulary in the text which Ss still do not understand.

Answer Key

1 B	3 B	5 C	7 D
2 A	4 A	6 C	

b. Students' own answers

- 9 Allow Ss a few minutes to prepare their answers in pairs, then complete the task orally with the class.

Suggested Answer Key

- 1 Paxman's criticisms of the establishment being moderated
- 2 'sneering interviews' and 'brutal confrontations'
- 3 They like it and continue to watch it ('loyal')
- 4 The writer thinks it was a bad choice ('ill-inspired')
- 5 There are plans for a possible more serious interview programme for Paxman, and he is said to have planned who he might interview – but such plans would not affect *Newsnight*

- 10 Confirm that Ss understand the items in the list by asking them to explain/translate/etc. Allow Ss a few minutes to complete the task. Check Ss' answers, and elicit/explain the meaning of any vocabulary which Ss still do not understand.

Answer Key

1 tabloid, broadsheet	7 column
2 supplement	8 obituaries
3 readership	9 editorial
4 circulation	10 coverage
5 feature	11 censorship
6 correspondent	

- 11 Check Ss' understanding of the terms for various sections of a newspaper, then Ss complete the task. Check Ss' answers, then elicit/explain the meaning of vocabulary and/or references which Ss still do not understand (e.g. *Downing Street*: official residence of British Prime Minister **B**: Wolverhampton is an industrial town in the English Midlands, near Birmingham. **C**: The Cabinet is the inner circle of ministers who occupy key posts in the government. **Tory** (Conservative) and **Labour** are political parties. **Backbenchers** are Members of Parliament who do not hold official positions in their parties. **D**: Wall Street refers to the New York Stock Exchange. **FTSE 100** refers to list of prices on the London Stock Exchange. **E**: Robbie

Fowler is a football player. Leeds and Chelsea are English football teams. The Worthington Cup is an important English football tournament.)

Answer Key

- A classified ads – (Peugeot / in excellent condition / price negotiable)
 B situations vacant – (is seeking / experienced Accounts Manager / to work / Branch)
 C politics – (Downing Street / Cabinet reshuffle / election / Tory opposition / Labour backbenchers)
 D financial – (Wall Street / FTSE / consumer confidence figures / equities)
 E sports – (Leeds / Chelsea / Worthington Cup / attack)

- 12 Invite speculation about the possible meaning of each headline, providing prompts when necessary (e.g. explain that 'Yard' here means Scotland Yard, address of the London Metropolitan Police Headquarters, PM stands for Prime Minister, UK stands for United Kingdom and 'Rovers' are a football team).

Suggested Answer Key

- A Scotland Yard (i.e. the police) are going to investigate mysterious circumstances concerning/involving a fire alarm – perhaps one which failed to go off when a fire broke out.
 B A girl called Sally is back home unharmed after a terrible experience involving falling from a cliff.
 C Doctors have gone on strike after a disagreement during/ concerning negotiations about salaries.
 D The Prime Minister has promised to increase financial support for schools.
 E Statistics just released concerning inflation in Britain have made people less willing to invest money.
 F Spectators completely filled the stadium when a (football) team called (e.g. Bristol) Rovers won the game, thus progressing to the next round of the competition.

- 13 a. Allow Ss a minute or two to complete the task. Check Ss' answers.

Answer Key

- 2 weekly 5 quarterly
 3 fortnightly 6 biannual
 4 monthly

b. Students' own answers

- 14 Allow Ss a few minutes to complete the task. Check Ss' answers and elicit/explain the meaning of any vocabulary which Ss still do not understand, making sure Ss understand the differences in the meanings and the use of the words.

Answer Key

- 1 a – newsletter b – fanzine c – flyer
 2 a – producer b – announcer c – newscaster
 3 a – debate b – interview c – analysis

- 15 Allow Ss a few minutes to complete the task. Check Ss' answers, and elicit/explain the meaning of any vocabulary which Ss still do not understand.

Answer Key

- 1 A **die down** = become less intense
 2 B **drag on** = proceed slowly, in a long and boring way
 3 A **egg sb on** = encourage sb to do sth foolish/dangerous
 4 B **sth to fall back on** = sth in reserve, sth to rely on when all else fails

- 5 A **fall behind with** = progress too slowly, not keep up to a schedule
 6 A **get the office fitted out** = buy new equipment
 7 B **follow things through** = be persistent in completing all the stages necessary to achieve sth or get to the end of a task

- 16 Allow Ss two or three minutes to complete the task. Check Ss' answers, and elicit suitable explanations of the phrases.

Answer Key

- 1 done for 6 done over
 2 done without 7 done away with
 3 drive away/drive off 8 driving at
 4 done ... out of 9 done out
 5 done ... down 10 driven out of

- 17 Ss brainstorm in pairs to match the parts of each collocation. Check answers and elicit/explain the meaning of each term.

Answer Key

couch potato, prime time, TV listings, quality press, regular columnist, commercial break, press officer, satellite dish

As consolidation, Ss select the appropriate collocation to complete each sentence.

Answer Key

- 2 TV listings 6 quality press
 3 commercial break 7 prime time
 4 regular columnist 8 press officer
 5 couch potato

- 18 Check that Ss understand the task, then allow them a few minutes to complete it in pairs. Check Ss' answers and elicit/explain the context and meaning of other vocabulary items.

Answer Key

- 1 B, D 3 B, C 5 A, C
 2 A, C 4 B, D

- 19 Refer Ss to the Appendix if necessary, and allow them two or three minutes to complete the task. Check Ss' answers and elicit/explain the meaning of any vocabulary which Ss still do not understand.

Answer Key

- 1 in 3 in 5 in 7 in 9 in
 2 at 4 at 6 in 8 in 10 at

As an optional extension, Ss may then be asked to make sentences of their own using some/all of the expressions used in the task.

- 20 a. Explain/Elicit the meaning of any unfamiliar items in the list, then allow Ss two or three minutes to complete the task in pairs. Check Ss' answers and elicit/explain the meaning of any vocabulary which Ss still do not understand.

Answer Key

- 1 looks ahead 7 analysts
 2 pundits 8 viewers
 3 action drama 9 award-winning
 4 regional 10 mystery
 5 psychological 11 romantic
 6 affairs

- b. Play the cassette once. Ss listen and mark each statement as true or false. Check Ss' answers.

Answer Key

1 T 2 F 3 F

- c. Ask Ss to tick those phrases which they remember hearing; then, play the cassette a second time for Ss to listen again and amend their answers. Elicit/Explain the meaning of any words/expressions which Ss still do not understand.

Answer Key

1 ✓ 3 ... 5 ... 7 ...
2 ✓ 4 ✓ 6 ✓ 8 ✓

- d. Choose one or two pairs of Ss to act out dialogues as a model for the remainder of the class; then Ss continue the task in pairs.

Suggested Answer Key

- A: Anything interesting on TV?
B: Well, how about watching 'Have Your Say' on NTV2?
A: What's that about?
B: It's a current affairs programme.
A: Can't we watch something else? I'm not really into that sort of thing.
- A: Guess what's on ITV Plus – 'Police'.
B: Is that the sit-com with Will Brown?
A: That's right. Do you fancy watching it?
B: Sure – why not? What time is it on?

- 21 a. Present the questions, and elicit suitable responses from as many members of the class as possible.

Suggested Answer Key

- 1 Personally, I have never thought of TV as 'a window on the world'. There are some decent news programmes, I suppose, but overall I think TV is a passive (and, frankly, rather dull) form of entertainment.
- 2 I do feel sometimes that there is too much advertising on television, and it is particularly annoying when it interrupts an interesting programme. On the other hand, I realise that TV stations have to make a profit from somewhere.
- 3 There is a lot of advertising on TV already, so a small increase would be a reasonable price to pay for more choice in what we can watch.

- b. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions, then play the cassette. Ss listen and answer the questions. Play the cassette a second time. Check Ss' answers, replaying appropriate sections if necessary.

Answer Key

1 B 2 C 3 C 4 A 5 B

- c. Invite several individual Ss to answer the questions; alternatively, Ss may complete the task in pairs or small groups.

Suggested Answer Key

Interactive television sounds like an interesting development in home entertainment, but personally I would be worried that subscription costs (and possible credit card bills) would make it quite costly.

- 22 a. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions, then play the cassette. Ss listen and answer the questions. Play the cassette a second time. Check Ss' answers, replaying appropriate sections if necessary.

Answer Key

1 B 2 B

- b. Elicit one or two examples of misleading radio/TV programmes; then Ss discuss the topic in pairs or small groups.

Suggested Answer Key

A: I can't really think of an occasion when I was actually misled ... can you?

B: Well, once I was listening to a radio programme, and they were interviewing this rock star about one of his forthcoming concerts, and he was going on and on about how spectacular the special effects would be ... A few days later I attended his concert, and there were no special effects at all. It was rather disappointing, actually ... But I suppose it was the rock star himself who was being misleading, rather than the programme ...

A: News programmes sometimes give inaccurate information, though, don't they? I was listening to a morning programme on the radio while driving to work the other day, and they were doing a traffic report. They said that traffic on Bartley Avenue was very heavy, but there I was, on Bartley Avenue, and there were only three or four other cars on it besides mine ...

- 23 a. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions, then play the cassette. Ss listen and answer the questions. Play the cassette a second time. Check Ss' answers, replaying appropriate sections if necessary.

Answer Key

1 B 2 C

- b. Ss discuss the topic in pairs or small groups.

Suggested Answer Key

I follow local news as closely as the national and international news. After all, local events have a more immediate effect on my life, although of course it's also necessary to be aware of what's going on in the world.

- 24 a. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions, then play the cassette. Ss listen and answer the questions. Play the cassette a second time. Check Ss' answers, replaying appropriate sections if necessary.

Answer Key

1 C 2 B

- b. Ss discuss the topic in pairs or small groups.

Suggested Answer Key

In my opinion, the behaviour of the paparazzi is completely wrong. They camp outside famous people's homes and spy on them all day long. Celebrities are people, too; of course their behaviour in public must be decent, since they should be setting an example for their fans (who are often young people) to follow; but to intrude on somebody's personal moments like the paparazzi do is simply unacceptable.

- 25 a. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions, then play the cassette. Ss listen and answer the questions. Play the cassette a second time. Check Ss' answers, replaying appropriate sections if necessary.

Answer Key

1 B 2 B

- b. Ss discuss the topic in pairs or small groups.

Suggested Answer Key

A: *I don't think I'd like it that much.*

B: *No? Why not?*

A: *Well, if I had to travel all the time, I would have no time to see my family, or my friends ...*

B: *I think it would be exciting. And I would never get bored in a job like that. Changing scenery all the time would make me more productive, I think.*

- 26 a. Elicit suitable comments from members of the class. Alternatively, Ss may be asked to discuss the topic in pairs or small groups.

Suggested Answer Key

- *advantage is taken of the fact that people tend to believe whatever the media tell them*
- *a biased, one-side picture of events is often presented*
- *downright lies are sometimes presented as facts*
- *omissions and half-truths are used to mislead and manipulate people*

- b. Allow Ss a minute or two to read the sentences, then invite brief discussion of approximately what Ss expect the missing words to be. Play the cassette twice. Ss listen and complete the task. Check Ss' answers. (*Halloween: traditional celebration on 31st October*)

Answer Key

1 (leading) competition	6 novel-based
2 updating	7 authoritative
3 the scene	8 miscarriages
4 special bulletin	9 the power of radio
5 realistic	

As an optional extension, elicit brief discussion of the famous incident (*e.g. whether Orson Welles behaved irresponsibly, if such a thing could occur nowadays, whether listeners were foolish, etc.*)

- 27 a. Brainstorm on the four pictures with the whole class to generate vocabulary and ideas. Refer Ss to rubric for task and present the expressions in the Useful Vocabulary Box. Explain to Ss that they will be expected to talk for about a minute in this stage. Students discuss the differences and similarities between the two photographs in pairs. Monitor and help.

Optional extra: two students can be asked to perform the discussion for the class.

Suggested Answer Key

Refer to Tapescript Section – Unit 3, Ex. 27 Sample Interview A on p. 148

- b. Refer Ss to rubric and present the expressions in the Useful Language Box. Explain that they will be expected to talk for about two minutes in this stage (with d it will be 3 minutes) and that they should try to come to an agreement if possible. Ss work in pairs to complete task. Monitor and help.

Optional extra: two students can be asked to perform the discussion for the class.

Suggested Answer Key

Refer to Tapescript Section – Unit 3, Ex. 27 Sample Interview B on p. 148

- c. Explain/Elicit the meanings of the terms used for assessment and what would constitute an unsuccessful performance in each of the areas listed. Explain that one of the Ss on the cassette will perform badly in **some** of these areas. Play cassette, Ss complete task. Encourage class discussion on performances.

Answer Key

Both students interact with each other and are grammatically accurate with Sophia displaying a greater range of vocabulary than Guido. However, Sophia clearly contributes more to the discussion with more varied ideas which she supports with reasons and justifications. Guido has ideas but doesn't develop them sufficiently. In part A he fails to respond to Sophia's questioning of his choice of the most significant difference between the two photographs and in part B he does contribute to the task, but many of his ideas and expressions are rather simplistic e.g. It's got lots of colours. It's nice. Towards the end of the conversation he starts to justify his choices and offer ideas but never to the standard required in the CPE interview.

- d. Photocopy and give out **Peer Assessment Checklist** (p. 184) and explain/elicite what the criteria mean (see notes for Peer Assessment Checklist on p. 183). Refer Ss to rubric and present expressions in Useful Language box. Brainstorm quickly with whole class. Remind Ss that they should aim to speak for approximately one minute. Put Ss in groups of four. Pair A does the task while pair B assesses them using the Peer Assessment Checklist. Ss discuss the results in groups. Monitor. Alternatively, elicit comments on individual pair performance from whole class.

Optional extra: Pair B does task while Pair A assesses, or one pair is asked to perform in front of the class while the class assesses their performance. If the latter option is chosen, be careful to select very confident students to perform.

Suggested Answer Key

Refer to Tapescript Section – Unit 3, Ex. 27 Sample Interview B on p. 148

Sample Interview: For this unit the sample interview contains a recorded model interview for Part 2 of the speaking test: 27a, 27b and 27d (27b and 27d are integrated together as they would be in the actual CPE interview).

This can be played to the class as a whole interview section after the speaking practice. Alternatively, stage A can be played immediately after Ss have practised 27a and stage B after 27d.

Initiate class discussion on how Ss' own performance can be improved.

- 28 a. Elicit what products are shown, how commonly such products are advertised on TV, what other (types of) products are commonly advertised, and so on. Invite Ss to give their opinion of TV advertising and its success; alternatively, Ss may discuss the topic in pairs or small groups.

Suggested Answer Key

The pictures show food products and electrical equipment.

Students' opinions on TV advertising will vary – either an annoying intrusion during TV programmes, or entertaining, a pleasant break between programmes, and informative.

It may be considered partially successful in that it informs you of available products to choose from, but not successful in persuading you to buy things, as viewers make their own choices.

- b. Check that Ss remember the task format and procedure; if necessary, refer them to the Strategy Point box on p. 17. Remind them that it is *not* necessary to understand every word in the text. Allow Ss fifteen to twenty minutes to complete the task working in pairs. Check Ss' answers. ('Persil' and 'Daz' are the names of soap powders. 'Aspro' is the brand name of a type of aspirin and the Adam Smith Institute is an economic think tank. 'C4' stands for Channel 4. Bernard Levin is a renowned journalist and political commentator. (The 'Manchester Guardian' is a respected liberal newspaper. 'Oxo' is the brand name of a beef stock cube.)

Answer Key

1 D 3 G 5 E 7 H
2 C 4 B 6 A

- 29 a. Elicit which phrases/sentences in the completed text enable the reader to identify which paragraph fits the first gap. Allow Ss several minutes to complete the rest of the task, then discuss Ss' answers with the class.

Suggested Answer Key

Para 1: viewers ... proud of their BBC / less than enthusiastic about ... advertising on their screens / commentators gave the new ITV station little chance of success

D: ITV's detractors claimed / British public would not want their programmes interrupted by adverts / never be as good as the BBC

Para 2: The early commercials

C: The first commercial ... toothpaste / The first Persil adverts

Para 3: The morning after the first commercial appeared / I have already forgotten the name of the toothpaste

G: need for more effective advertising / the presenter commercial ... format / popular ... format

Para 4: Other formats followed / time spots and advertising magazines / ITA regarded time spots as annoying and abolished them in 1960

B: The advertising magazine ran for a few more years until 1963 when it too met its end / loose story format / collection of products / The most famous was Jim's Inn /

Para 5: It first appeared / it relied on a believable story line / the landlord / products ... woven together each week / After the demise of the ad mag format / the same actors / good advice

E: tell the viewer why they should use that product / adverts ... were noticeably different from what went before

Para 6: products advertised have changed over the years / car manufacturer ... in the 1970s

A: The '70s also brought us new ads such as ... /

Para 7: In the 1980s advertising changed again

H: Interactive adverts started to appear in the late 1980s

Para 8: Television advertising has come a long way / undreamt of forty years ago

- b. Complete the first item with the class, as an example, then allow Ss a few minutes to complete the remainder of the task. Check Ss' answers, and elicit/explain the meaning of any vocabulary in the text which Ss still do not understand.

Answer Key

1 spurring [people] on – (para E)
2 innocuous – (para 3)
3 inaugural – (para 1)
4 extolling its virtues – (para G)
5 giving an added gloss – (para A)
6 outlandish – (para 5)
7 stilted – (para 2)

- 30 Ss complete the task in pairs or small groups.

Suggested Answer Key

My favourite TV advertisement is one for athletic footwear featuring several famous footballers playing against each other in an unusual environment. They show off some spectacular moves and score amazing goals. I enjoy this advertisement because it actually draws on the footballers' real skills to suggest that the particular football boots will improve your game, as well as being clever and very well-directed.

- 31 Refer Ss to the Grammar Reference section, if necessary, and complete the first item with the class as an example, pointing out that not every verb needs to be changed into the passive, since this would be stilted and unnatural. Elicit/Explain the meaning of any unfamiliar vocabulary, and allow Ss a few minutes to complete the task, then check Ss' answers.

Suggested Answer Key

1 When Steve made the local soccer team, he was spotted by a local talent scout, and before he knew it, he was asked by the owner of a major team to sign a contract. He is said to be the best soccer player England has ever produced.

2 It is (widely) felt that more dustbins should be supplied by the Council to alleviate the refuse situation. The paths in the local park are covered with litter and rubbish overflows from the few dustbins that have been provided by the Council.

3 When Bess was promoted to CEO of the company, she was given the authority to hire or fire anybody she wanted to. She replaced two of the lazier secretaries and it is said she will hire an extra person for Saturdays.

4 We regret to inform you that your luggage has been misplaced. It appears to have been put on a plane to Italy. You will be contacted as soon as its exact whereabouts has been discovered.

- 32 Allow Ss two or three minutes to complete the task. Check Ss' answers. Explain the difference between 'with' and 'by' after passive verbs (**with:** using – **by:** what or who performs the action).

Answer Key

1 with, by 5 with
2 with 6 from
3 in 7 in
4 from

- 33 Complete the first item with the class as an example, then Ss complete the remainder of the task. Check Ss' answers.

Answer Key

- 1 *I resent my efforts being laughed at.*
- 2 *The editor's advice should be listened to.*
- 3 *In the '50s, interactive TV hadn't even been dreamt of.*
- 4 *The details must be taken care of.*
- 5 *Is the radio going to be paid for?*

- 34 Refer Ss to the Grammar Reference section, if necessary, pointing out that the causative has a passive meaning, check that they understand the task, and elicit/explain the meaning of any unfamiliar vocabulary. Allow Ss a few minutes to prepare their answers, then elicit a variety of suitable answers for each item.

Suggested Answer Key

- 2 *He'll have to have it looked at/treated/etc by a specialist.*
- 3 *Why don't you have it done by an accountant?*
- 4 *So who did he have his work checked by?*
- 5 *No wonder you had it stolen.*
- 6 *He has to have his ironing done for him.*
- 7 *You'll need to have the stains removed at the drycleaner's.*
- 8 *You should have had it cut by a hairdresser.*

- 35 Allow Ss several minutes to complete the task in pairs. Check Ss' answers.

Answer Key

- 1 ... order to avoid being recognised/recognition ...
- 2 ... had her house broken into ...
- 3 ... don't allow fox hunting ...
- 4 ... being confused with her twin (by people) ...
- 5 ... having pressure put on me by ...
- 6 ... wasn't taken in by her claim that ...
- 7 ... has it that Marilyn Monroe wore ...
- 8 ... is believed to be about to ...

- 36 Check that Ss remember the task format and procedure; if necessary, refer them to the Strategy Point box on p. 17. Allow Ss about ten minutes to complete the task in pairs. Check Ss' answers, then elicit/explain the meaning of any vocabulary which Ss still do not understand.

Answer Key

- | | | |
|-----------------------|----------------|-----------------|
| 1 <i>not</i> | 6 <i>if</i> | 11 <i>spend</i> |
| 2 <i>every/each</i> | 7 <i>that</i> | 12 <i>could</i> |
| 3 <i>average</i> | 8 <i>other</i> | 13 <i>to/in</i> |
| 4 <i>those/people</i> | 9 <i>work</i> | 14 <i>down</i> |
| 5 <i>chances</i> | 10 <i>over</i> | 15 <i>its</i> |

- 37 Remind Ss to identify the part of speech needed to complete each gap, and to be alert for opposites and adverbs, which may easily be overlooked. Allow Ss about ten minutes to complete the task. Check Ss' answers, then elicit/explain the meaning of any vocabulary which Ss still do not understand.

Answer Key

- | | |
|-----------------------------------|-------------------------------|
| 1 <i>assassination</i> | 6 <i>objectivity</i> |
| 2 <i>infancy</i> | 7 <i>unexpected</i> |
| 3 <i>shocking</i> | 8 <i>routinely</i> |
| 4 <i>disbelieving/unbelieving</i> | 9 <i>worryingly</i> |
| 5 <i>clarity</i> | 10 <i>horrific/horrifying</i> |

- 38 Complete the first part of the task with the class, then elicit words from each group. Finally, Ss form sentences, orally or in writing. Check Ss' answers.

Answer Key

- *recycled – b* *overheat – a*
- *overwhelmed – f* *underground – e*
- *underpaid – d* *outwit – c*
- *redo, recook, relive, redeveloped, reuse, reestimate, refund, rerun, replay, redress, rewrite (all more or less meaning b)*
- *overdo, overcook, overdeveloped, overlook, overuse, overestimate, overrun, overplay, overdress (all more or less meaning a, except overrun = meaning f, and overlook = not notice or look out over)*
- *underdo, undercook, underclass, underdeveloped, underuse, underestimate, underplay, underwrite, underline (all meaning d, except underclass and underline = meaning e, and underwrite = agree to provide money needed to cover losses)*
- *outdo, outlive, outclass, outlook, outrun, outplay, outline (all meaning c except outlook = attitude or forecast, and outline = general shape or general explanation, or show general shape or give general explanation)*
- **Students' own answers**

- 39 Check that Ss understand the meaning of the words in the list, then complete the first part of the task with the class. Finally, Ss form sentences, orally or in writing. Check Ss' answers.

Answer Key

- *presence, tolerance, complexity, courtship, persistence, dependence, brevity, craftsmanship, sincerity, anxiety, fragility, resilience, leadership, resonance*
- **Students' own answers**

- 40 Remind Ss of Strategy Point on p. 40. Elicit words for 1. Allow Ss five or six minutes to complete the task. Check Ss' answers and elicit/explain the meaning of any vocabulary which Ss still do not understand..

Answer Key

- | | |
|-----------------|---------------|
| 1 <i>absorb</i> | 4 <i>dry</i> |
| 2 <i>apply</i> | 5 <i>line</i> |
| 3 <i>branch</i> | |

- 41 a. Explain that each text is written by a journalist about the use of hidden recording devices to collect information for news stories. Read the rubric aloud and elicit what is/is not relevant to the summary – ie when the use of such devices is justified, and not what type of devices are used, how they are set up, when their use is not ethical, etc. Ss read the texts and underline the relevant parts. Check Ss' answers, then elicit/explain the meaning of any unfamiliar vocabulary.

Answer Key

A *To counter recanting ...*

*We didn't want ... lawsuits from players who came under pressure to take back their testimony.
... tapes would protect us by providing indisputable evidence of what had been said.*

B *... using hidden cameras may be the only way to effectively tell an important story about a significant issue.*

... when we truly serve a greater principle, such as exposing a highly important and otherwise elusive truth ...

It must be of vital public interest, such as preventing profound harm to individuals.

- b. Present the Strategy Point, then help Ss to apply the guidelines to the summary in the S's book (eg 'The two journalists who wrote these two texts' = 'These journalists'; 'hidden microphones or hidden cameras' = 'hidden recording devices' etc). Ss then complete the task by editing the text so that it does not exceed 70 words. Elicit suitable suggestions from the class, and write a model summary on the board.

Answer Key

These journalists feel it is justified to use hidden recording devices in a few specific instances. They may be used to provide proof of what someone previously testified, or when a newspaper has to defend itself against legal action. It may also be appropriate if it is the best and only means of clearly presenting controversial news, and for news reports which concern public safety. (65 words)

- 42 Present the suggestions in the theory box preceding the task, then Ss read the rubric and work in pairs to prepare answers to the questions. Check Ss' answers.

Answer Key

1 *Television is little more than a waste of our time and energy. Television neither informs us nor entertains us. It acts like a drug on society, keeping people at home watching programmes of poor quality. People are bombarded with advertisements for products and services which they think they need. Life would be much better if we abolished television altogether.*

2 *A letter to the editor of the magazine that published the extract. The writing should be semi-formal to formal.*

3 **Students' own answers**

(It is a good idea at this stage to encourage Ss to think about how they will organise their letters. Point out that the first and last points could be covered in the introduction and conclusion respectively, leaving three main body paragraphs to argue the other three points.)

- 43 Elicit suitable answers from several individual Ss; then Ss continue the task in pairs or small groups. As an optional extension, Ss may be asked to repeat the task as a written exercise.

Suggested Answer Key

I entirely agree with your reporter that television neither informs us nor entertains us. Most of the programmes that are shown on TV give us very little information. Furthermore, most of the supposedly entertaining shows are merely old ideas in a recycled form.

I am inclined to agree that television acts like a drug on society. Young people in particular can spend hours glued to the screen. The harmful effects of this cannot be in doubt, since research has shown that television can have a very negative and harmful effect on young, impressionable minds, much in the same way that drugs do.

It is untrue to say that life would be much better if we abolished television altogether. Taking such an extreme line would be an infringement of our freedom of choice. Instead, we should focus our attention on ways in which we can improve the quality of what is shown on our screens.

- 44 a. Allow Ss about five minutes to read the model quickly and complete the task. Check Ss' answers, then elicit/explain the meaning of any vocabulary in the model which Ss still do not understand.

Answer Key

- | | |
|--------------------------------|-----------------------|
| 1 <i>with reference to</i> | 7 <i>challenge</i> |
| 2 <i>totally disagree with</i> | 8 <i>clearly</i> |
| 3 <i>grossly inaccurate</i> | 9 <i>tend</i> |
| 4 <i>view</i> | 10 <i>While</i> |
| 5 <i>In fact</i> | 11 <i>believe</i> |
| 6 <i>moreover</i> | 12 <i>To conclude</i> |

- b. Ss read the model again and prepare their answers to the questions in pairs.

Suggested Answer Key

- 1 *The letter is effective because the writer addresses all the main points in a clear and organised fashion.*
- 2 – *the reason for writing ('in response to the article')*
– *details of the article ('in yesterday's issue of your newspaper')*
– *the writer's opinion ('strongly object to ... comments made', 'I find the claim ... completely misinformed')*
- 3 *The first sentence in each main body paragraph clearly states the subject of the paragraph.*
- 4 *The writer disagrees with all of the points except the one about advertisements, which he/she partly agrees with.*
- 5 **Paragraph 2:**
The programmes produced for schools and colleges show that this is a very effective way of teaching. Entertainment has proven to be popular among millions of viewers worldwide.
Paragraph 3:
There are people who abuse television but its popularity is partly based on the relaxing effect it can have. (Television is good quality) as the many prize-winning productions will bear out.
Paragraph 3:
Stricter limits should be applied in order to determine the quality and quantity of commercials. Advertisements have become extremely intrusive and should be subjected to greater control.
- 6 *The letter is concluded with a summary of the writer's opinion, as well as a suggestion that it should be printed and his/her belief that other readers will agree.*
- 7 **Students' own answers**

- 45 Allow Ss a few minutes to complete the task. Check Ss' answers, then elicit/explain the meaning of any vocabulary which Ss still do not understand.

Answer Key

- | | |
|-----------------------|--------------------|
| 1 <i>According to</i> | 4 <i>offensive</i> |
| 2 <i>implied</i> | 5 <i>Although</i> |
| 3 <i>point</i> | 6 <i>far</i> |

- 46 Allow Ss two or three minutes to skim the extracts and complete the task. Check Ss' answers, then elicit/explain the meaning of any unfamiliar vocabulary.

Answer Key

- A – 2 *to the local authorities*
B – 3 *to a newspaper/magazine editor*
C – 1 *to a television programme controller*

- 47 Ask Ss to underline key phrases/sentences in the rubric which provide answers to the first 3 questions; check Ss' answers, then elicit suitable responses to the remaining questions.

Answer Key

- 1 to the editor of the newspaper
- 2 responding to the points raised and expressing your views
- 3 – no way ... we can get ... objective reporting anywhere
 - Current affairs programmes ... biased and uninformative
 - Newspapers ... more interested in gossip than ... 'news'
 - TV news ... more concerned with ... sensationalist details than reporting the facts.

4 **Students' own answers**5 **Students' own answers**

- 6 (Refer Ss to the Appendix at the back of the S's Book.)
 - To my mind, In my opinion/view, As far as I am concerned, Clearly,
 - I could not agree more that ..., I entirely agree (with your reporter) that ..., I fully agree with the opinion that ..., I am inclined to agree with/that...
 - I totally disagree with/that ..., It is not true/correct/ fair to say that ..., I (do not) agree (with the statement) that ...

7 **Suggested Answers**

- I am writing in response to the article on news coverage which appeared in last Tuesday's issue of your newspaper. Although your reporter made some interesting points, I found some of his comments to be greatly exaggerated.
- In closing, I would like to say that I have also frequently had doubts about the intentions of some news producers. However, I remain convinced that there are many people working in this field who are dedicated to telling the truth. I am keen to see how your other readers feel on this subject.

- 48 Refer Ss to the theory box on p. 68, if necessary, then elicit suitable suggestions to complete the outline plan. Remind Ss that, although there might be wide divergence with regard to opinions expressed, justification given, order of presenting relevant points, etc, all such letters should adhere to the principle of a separate paragraph for each point.

Suggested Answer Key

- Para 1 (Introduction) mention reason for writing, state opinion
 Para 2 Objective reporting is difficult to find, but not completely unavailable (quality press, radio).
 Para 3 There is a shortage of good current affairs programmes, but there are a number of good ones.
 Para 4 TV news is indeed becoming increasingly sensationalist – stricter controls needed
 Para 5 (Conclusion) Although situation not as grim as outlined in rubric, if unreversed it will make getting the news very difficult

- 49 As a reminder to Ss before they write, elicit the fact that the letter should be written in formal register with a respectful tone. Ask Ss to brainstorm the points they intend to make and how they will express these; help Ss with guidance/clarification concerning vocabulary, set expressions and so on. When confident that Ss are capable of producing a reasonably polished piece of writing, assign the task as a written exercise to be completed either at home or in class.

Suggested Answer Key

Dear Sir,

I am writing in response to the article on media news coverage which appeared in last Tuesday's edition of your newspaper. I feel that, although there may be an element of truth in some of the writer's assertions, the article as a whole was excessively negative and unfair to the many people in the media who strive to maintain high standards of news reporting.

Firstly, your writer is wrong to insist that 'there is simply no way' to find objective reporting. Such reporting is perhaps difficult to find, but certainly not completely unavailable. Most quality papers, for example, take pride in their unbiased coverage of the news, and the same is true of many of the larger regional radio stations.

Similarly, the fact that there is undeniably a shortage of good current affairs programmes does not mean that there are none whatsoever. On the contrary, there are a number of excellent programmes which are neither 'biased' nor 'uninformative', as the writer of the article suggests.

- 50 Present the writing theory which precedes the task, and point out the difference between an opinion essay, which may present only one side of an issue, and a balanced argument. Ss read the rubric, underline the key words and prepare answers to the questions. Check Ss' answers.

Answer Key

- 1 essay – positive and negative aspects of television
 - 2 'your teacher' – formal/semi-formal style
 - 3 'blessing' (ie positive aspects)
 - provides us with a wealth of entertainment
 - is a rich source of information
 - 'curse' (ie negative aspects)
 - is damaging for the individual
 - is responsible for a number of society's ills
- Are both sides right?

- 51 Elicit/Explain the fact that Ss need to refer to points raised in the quotation given in the rubric; however, an essay sets out to present the writer's own ideas and style of expression, so wherever possible Ss should paraphrase the exact words of the rubric. Help Ss to match each expression to its paraphrase, then elicit alternative ways of paraphrasing each expression. (Suggested alternatives are given in brackets in the key below.)

Answer Key

- 1 – f (to be a keenly-debated issue)
- 2 – d (is potentially harmful for people)
- 3 – a (is the cause of a number of social problems)
- 4 – e (a tremendous asset)
- 5 – c (keeps us informed of important facts)
- 6 – b (brings us a great deal of)

- 52 Ss read the model, insert the appropriate paraphrase for each expression in bold, and prepare answers to the questions which follow the text. Check Ss' answers and elicit/explain the meaning of any unfamiliar vocabulary in the text.

Answer Key

(Accept Ss' own answers provided they are appropriate)

- 1 stirs up disagreement
- 2 a marvellous invention
- 3 has a lot to offer in the way of
- 4 is very informative
- 5 can actually harm the viewer
- 6 has harmful influences on society

Elicit suitable answers to the questions, and remind Ss how each feature relates to the theory presented before Ex. 50.

Suggested Answer Key

- 1 The introduction contains the main subject of the essay, with a brief but clear presentation of both sides. (The writer has also used a rhetorical question, a common technique for beginning such a piece of writing.)

- 2 The first two main body paragraphs present the arguments in favour of television, while the second two present the arguments against. (Each paragraph begins with a topic sentence, which is supported by examples/justification.)
- 3 The comment is thought-provoking because the suggestion (that we analyse the use of television, instead of the medium itself) opens a completely new line of discussion.
- 53 Complete the task with the class and build up plan on board.
- Answer Key**
- Introduction:**
according to some, television is a marvellous invention, but others think it is the cause of a number of serious problems.
- 1st point in favour of TV:**
TV provides entertainment
explanation: variety of programmes → popular home activity
examples: quizzes / reality shows
- 2nd point in favour of TV:**
TV is a rich source of information
explanation: money and dedicated professionals → quality programmes
examples: documentaries and current affairs programmes / news service
- 1st point against TV:**
TV can be bad for you
examples: negative effects on eyesight / health and fitness / mind
- 2nd point against TV:**
TV can be bad for society
examples: violence / bad language / propaganda
- Conclusion:**
there are a number of convincing arguments both in favour of and against television.
The way we use television should come under closer scrutiny
- 54 Ask Ss to read the rubric, then elicit brief discussion of what might constitute 'what we want to hear' and 'things we don't want to hear'. Then, elicit suitable responses to complete the task with the class. (Some variation is possible in the skeleton sentences. For the additional sentences, encourage Ss to keep their ideas related to the topic, either developing or reinforcing the ideas already expressed in each paragraph.)
- Suggested Answer Key**
- a For example, if there is a war or natural disaster, the press have a responsibility to keep the public informed.
In cases such as these, reliable information may be a matter of life and death.
- b By this I mean that all events should be reported, regardless of the opinion of the editor.
It should not be forgotten that newspapers exist to serve the public, and the only way they can do this is by providing unbiased information.
- c In other words, opinions vary about what can be considered to be good taste.
Photographs with graphic details of such things as traffic accidents can cause offence.
Editors should always take the feelings of their readers into consideration.
- d For instance, a newspaper which is linked to a political party could unfairly criticise the opposition.
Unfortunately, in this day and age, this kind of thing is all too common.
- 55 Allow Ss about five minutes to scan the text and correct the mistakes. Check Ss' answers, then elicit the fact that this is from a letter to the editor of a magazine/newspaper.
- Answer Key**
- Dear Sir,
- I ~~write~~ **am writing** in response to your coverage of the Prime Minister's visit to France. As an Englishman who has lived and worked in Paris for a number of years, I would like to take issue ~~to~~ **with** the the suggestion that the French do not respect the British.
- The 'animosity' which your writer mentions ~~exist~~ **exists** only in old-fashioned prejudice which, thankfully, is quickly becoming extinct. ~~Whenever~~ **Whatever** differences there might be between the international policies of the two countries (particularly in matters pertaining to the European Union), we must ~~no not~~ **not** forget that, in times of world crises, the French have been our good neighbours and trustworthy allies. This is most ~~clear~~ **clearly** reflected in the harmonious relationships formed whenever a **Britton** Briton finds himself in France, and vice versa.
- Nor do your writer's claims about 'insurmountable cultural differences' have any relevance to the true state of ~~affair~~ **affairs**. The British have always admired French art and letters, not to mention their fondness for traditional French cuisine. The same goes for the people of France; the vast majority of the young people here ~~are speaking~~ **speak** the English language fluently and are familiar with British history and ~~traditional~~ **tradition**, which forms an important part of their primary, ~~secondary~~ **secondary** and higher education.
- 56 Ss read the first rubric, underline the key words and prepare answers to the questions. Check Ss' answers, then repeat the same procedure for the second rubric.
- Answer Key**
- A Key words**
- Is radio dead? – television has advanced – radio has been left far behind – time to throw our transistors in the rubbish – still some life in the medium – what you think – letter analysing the good and bad points of radio – if you think it has a future
- 1 letter to the editor of a magazine. (Point out to Ss that they need to present a form of balanced argument before giving their opinions.)
- 2 respectful tone; formal register (or semi-formal, because magazine seems to be written in a friendly, informal style)
- 3 Readers of the magazine / people who are interested in home entertainment / the editor of the magazine
- 4 (Elicit as many points as possible, then elicit how the points could be arranged in a balanced, logical way.)
Good points of radio:
– still good for music
– useful when TV is inaccessible (eg while driving)
Bad points of radio:
– lacks the visual impact of TV
– old fashioned
- 5 Is radio dead ... the death of radio → radio's demise / the drop in popularity of the radio / radio is becoming obsolete / etc
Has advanced so rapidly → has become so popular
Radio has been left far behind → radio has been overtaken / radio has lost its appeal / etc
Some life in the medium → any hope for radio / a way for radio to survive, etc
Good and bad points → pros and cons / benefits and limitations / advantages and disadvantages / etc
Has a future → Is likely to survive / will remain popular / has a use / etc

- 6 (Ss can include any or all of the following.)

Beginning:

- Reason for writing
- Rhetorical question
- Background of radio
- Presentation of main points for and against
- Brief mention of writer's opinion

Ending:

- Summary of main points for and against
- Writer's opinion
- Thought-provoking comment
- Mention of the views of other readers

B Key words

Advertising in the media – your tutor – essay examining the positive and negative aspects of advertising

(All four points from the prompt should also be underlined.)

1 A balanced argument essay.

2 Formal.

3 Your tutor.

- 4 (Remind Ss they may also include their own ideas, but they must cover the points in the prompt.)

Positive aspects of advertising:

- helps bring in money and provide greater choice
- informs us of availability of products

Negative aspects of advertising:

- is intrusive and needs more control
- creates demand, encourages consumerism

- 5 positive and negative aspects → beneficial and harmful effects, valuable and detrimental sides, etc

finance → pay for

provides for more choice and better quality →

creates/gives us/etc alternatives higher standards

is intrusive → interrupts programmes / is disruptive / etc

controlled more strictly → subjected to tighter controls

informs consumers → lets viewers/customers/shoppers know / etc

availability of new products → what is on the market

creates artificial demand for products → persuades people to buy goods they do not need

encourages excessive consumerism → makes us buy/spend far more than necessary

- 6 (Ss can include any or all of the following.)

Beginning:

- Rhetorical question
- Background of radio
- Presentation of main points for and against
- Brief mention of writer's opinion

Ending:

- Summary of main points for and against
- Writer's opinion
- Thought-provoking comment
- Mention of the views of other readers

- 57 Help Ss to complete the task in pairs.

Suggested Answer Key

A Introduction Reason for writing, statement of opinion: radio is alive and well.

Paragraph 2 Accessibility: radio can be enjoyed almost anywhere (e.g. in car); ability to tune into foreign stations and listen to news from abroad – especially useful for people living in a country other than their own.

Paragraph 3 Value for money; radio much cheaper than TV; uses less power

Paragraph 4 Quality: TV programmes far too commercial, too much advertising. Quality programmes are much easier to find on radio (e.g. radio plays, live music, interviews etc.)

Conclusion Restate opinion

- B Introduction Introduce the issue and the two aspects

Paragraph 2 Negative aspects of advertising: interrupts programmes, drives certain people to spend more than they can afford, can sometimes cause people to feel insecure about their appearance / social status / etc.

Paragraph 3 Positive aspects of advertising: informs about new products, generates revenue for TV stations so that they can be freely available to the viewers; is often entertaining

Conclusion State opinion: advertising a good thing as long as it is controlled.

- 58 When confident that Ss are capable of producing a reasonably polished piece of writing, assign the task as a written exercise, to be completed either at home or in class.

Suggested Answer Key

A Dear Sir,

I am writing in response to your request in last week's edition of 'Home Entertainment' for readers' opinions on the topic 'Is Radio Dead?'. As someone who listens to the radio far more than she watches television, I would like to share my opinions as to why I think radio, far from being dead, is not only alive and kicking but can only get better and better.

First of all, I would like to deal with the negative aspects of radio as compared with television. I should in fact say aspect in the singular, because I can only think of one drawback and for me it is not a big problem. Television lovers will point to the obvious fact that radio does not have pictures, and that this detracts from its entertainment value. This can be a disadvantage at times, such as when somebody wants to follow a sporting event. However, I believe listening to the radio is less passive than watching television, and when you listen to, for example, a radio play, you have to pay closer attention and use your imagination to picture in your mind facial expressions, gestures and so on. Yet, those who prefer television would probably consider this a disadvantage.

Secondly, considering the positive aspects of radio, its portability is a distinct advantage, allowing you to keep abreast of news, sporting events, the weather, and to listen to music or chat shows wherever you might be - in your car, for example, or on a picnic. There is, too, more specialisation on radio, creating a wider choice of programmes and catering to minority tastes, especially where music is concerned. Furthermore, I believe the news coverage and discussion programmes on the radio deal with topics in greater depth than their equivalent on television, and there are many stations which do not interrupt their programmes with distracting commercials. A further point: in countries where television is still new or in isolated parts of the world where it is unavailable, radio is often the only link with the outside world.

As to the future of radio, I see no reason why it should not continue to broaden its range of programmes and content, to cater for more and more people. In this respect it is more 'alive' and growing than television, which is constrained by the needs of advertising.

In conclusion, I believe the advantages of radio outweigh the disadvantages, and the time for throwing them in the rubbish bin is a very long way off indeed.

Yours faithfully,

K. Stimson (Mrs)

- B** Advertising is inescapable. It is everywhere, on street hoardings and billboards, in shop windows, on the sides of buildings and public transport and in stations, and has become a basic fact of everyday life. Then there is the media, where you often get an uneasy mix of advertising with, say, important news or an informative documentary. A lot of people find advertising intrusive, but it seems that neither we nor the media can live without it.

To begin with, the two most widespread and influential media, the press and television, need the revenue from advertising to keep producing and publishing and, possibly, to increase their readership and audience ratings. They claim that the money from advertising gives them the opportunity to improve the quality of their products and broaden the range of choice for readers and viewers. If this is so, then of course it is to everyone's advantage. Furthermore, in a world where newer and improved products come on to the market daily, we need to be aware of the choices available to us, if only for financial reasons, and advertising is the obvious and most effective means of doing this.

However, there are two sides to each coin. As the media increasingly rely on advertising revenue, advertising is taking up more column inches and airtime than ever before, which is both intrusive and distracting. For example, you choose to watch a film on a commercial channel, and for every ten minutes shown of 'Star Wars' you are obliged to watch fifteen minutes of advertising. Furthermore, while it is useful to be made aware of the range, quality and price of products available to us, far too many of the products advertised do not necessarily enhance our quality of life, but are seductively sold, creating a demand where there is no real need. This leads to many people overspending and putting themselves in debt.

In conclusion, I believe that advertising does have a necessary and useful role to play, but there must be checks against its taking over the media to the extent that the real reasons we bought a newspaper or switched on the television become secondary or, worse still, irrelevant.

Unit 4 – Planes, Trains and Automobiles

Objectives

Vocabulary: travel; transport; holidays

Reading: multiple choice

Listening: gap filling; multiple choice; matching opinions to speakers

Speaking: expressing opinions; giving instructions and advice; monologue; discussing a topic

Grammar: inversion; tenses and time phrases in narratives

Phrasal verbs: *get; fall*

Writing: articles (descriptive, narrative, discursive)

Draw attention to the title of the unit and four pictures (train, boat, plane, car). Ask Ss if they have recent experience of travelling by any or all four means of transport. Elicit brief personal accounts from Ss who have.

- 1 a. Elicit/Explain any unfamiliar words in the list, then Ss match words to pictures. Check quickly and elicit other words that could be used to characterise the different means of transport.

Suggested Answer Key

A **train:** safe, comfortable, affordable

B **ship:** romantic, affordable, tedious

C **plane:** pricey, versatile, tiring

D **car:** versatile, stressful, dangerous, tiring

other words: fast, exciting, relaxing, environmentally, friendly, etc

- b. Elicit sentences from individual Ss, or Ss make sentences in pairs. Encourage Ss to expand their answers.

Suggested Answer Key

- Journeys by ship are usually affordable and many people find this form of transport romantic. However, long journeys can often seem slow and tedious.

- Plane travel is pricey, but extremely versatile in the sense that it has revolutionised world travel. Despite waiting times spent in airports, which can be tiring, air travel retains its reputation for being romantic, exciting and rather dangerous.

- Cars may be versatile but many people find driving stressful and tiring. Statistically, it is also by far the most dangerous way to travel.

- 2 Ss look at notices. Elicit/explain any unfamiliar vocabulary, then Ss match the notices to the pictures. Check answers and elicit the meanings of the notices, and where exactly they might be found.

Answer Key

1 C 3 A 5 C

2 B 4 D 6 A

1 **Bags over 5 kgs to be stowed in the hold** – bags which weigh more than 5 kgs must be put in the storage, rather than the passenger section of this aircraft.

2 **To upper deck** – follow the arrow if you wish to gain access to the upper deck of this ship.

- 3 **Mind the gap** – be aware that a potentially dangerous space exists between the train and the station platform.
- 4 **Wait for green light before exiting car park** – Do not leave the car park until you see the green light.
- 5 **Fasten seatbelt while seated** – for your personal safety, you should use the seatbelts provided while you are sitting down in this aircraft.
- 6 **This way to sleeping compartments** – you should go in this direction if you wish to locate the carriages on this train which provide sleeping accommodation.

- 3 a. Ask students how they travel to school/college/work. Direct Ss to the survey results and check they understand the meaning of the pictorial and written information in the chart, and the task. Play the cassette, once only. Ss listen and fill in the gaps. Only play the cassette a second time if Ss have not found answers. Check Ss' answers.

Answer Key

1	33	4	5
2	51	5	moderately
3	7		

- b. Elicit sentences from individual Ss or ask Ss to produce sentences in pairs, then check Ss' answers.

Suggested Answer Key

- According to the survey, the least popular way of getting to work for women is by bicycle and for men, by taxi.
- Buses are more frequently used to travel to work by men than by women.
- Bicycles are rarely used by either group to get to work.
- Satisfaction levels amongst men are high with regard to rail transport.

- c. Elicit opinions from individual Ss. Encourage discussion and expansion of answers.

Suggested Answer Key

- Travelling to work by bicycle would not be as popular in my country as it is in the British survey.
- In my country, the percentage of men who travel to work by taxi is probably around 10%. For women, the corresponding figure would probably be in the region of 15%.
- The British survey indicates that men are moderately satisfied with the means of transport they use most regularly. In my country, satisfaction levels would probably not be as high.

- 4 Elicit the implications of each quotation. Encourage Ss to express their own ideas about reasons for travelling, which may be more practical (e.g. work, visiting family, etc).

Suggested Answer Key

- Quotation 1 suggests that some people travel to avoid/escape the monotony and frustrations of everyday life.
- Quotation 2 suggests that when people travel as opposed to just wander, they hope to satisfy something within themselves – a sense of curiosity perhaps, or a thirst for knowledge and experiences.

- 5 a. Ask Ss to describe the pictures and invite speculation about where they are from.

Suggested Answer Key

I think the pictures are taken from an article about an event or rally involving a minority group of people who are passionately interested in all-terrain vehicles.

- b. Direct Ss to the title of the text. Elicit/Explain the usual meaning of 'conquer', 'raw deal' and 'predator' and encourage Ss to use the accompanying pictures to help them guess the meaning of the title in this context.

Suggested Answer Key

I think Raw Deal and Predator are the names of difficult desert or dirt trails that are used for recreational driving. Because they present such a technical challenge, drivers who successfully complete them can be said to have conquered them and achieved a personal victory.

- c. Check that Ss understand the meaning of the words and phrases in the list, then elicit predictions concerning the context in which they might be used in this article. All feasible predictions should be accepted if Ss can explain and justify them.

The words are in fact used as follows:

- **four-wheel drive fanatics** – specialized vehicle enthusiasts who participate in the event
- **desert** – an example of the kind of harsh environment which is typically favoured by recreational drivers
- **mountainous terrain** – part of the description of the environment where this activity takes place
- **adrenaline (flowing)** – shows the excitement of this activity
- **obstacle** – refers to the hazards and difficulties of driving over these terrains
- **punctured (tyres)** – example of the hazards or damage to vehicles which are associated with extreme off-road driving

- d. Ss scan the text as quickly as possible to find the items listed, then reread the relevant sentences to check their predictions. Individual Ss explain what each item actually refers to, and how this compares to their predictions.

- 6 a. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions – but not in the text itself. Then allow Ss 10 to 15 minutes to read the text and answer the questions. Check Ss' answers and the specific evidence from the text for each one. Help Ss with unfamiliar vocabulary in the parts of text used as evidence.

Answer Key

1	D	3	B	5	B	7	A
2	B	4	A	6	B		

- b. Elicit answers from Ss. If they need help, point out that the text is written in the first person.

Answer Key

I think the writer is a four-wheel enthusiast who has submitted his/her account of an off-road event to a specialist magazine or other publication.

- c. Elicit answers from Ss.

Suggested Answer Key

This particular form of recreation doesn't really appeal to me and I doubt I would go out of my way to try it. It smacks a little too much of power-hungry individuals attributing personal triumph to themselves rather than to an expensive vehicle with an extremely powerful engine. Each to their own, but in my opinion they'd achieve a better adrenaline rush, a greater sense of achievement and have a lot more fun if they tried the same thing on a good mountain bike.

- 7 Give Ss time to locate the words in the text and use the context to choose the correct meaning. Check Ss' answers. (A Palo Verde tree is a type of tree found in dry parts of S.W US and in Mexico.)

Answer Key

1 b 2 a 3 e 4 c 5 d

- 8 Elicit meanings of the words from context, or allow Ss to use their dictionaries. Make sure they find the dictionary definition which fits the context. Check Ss' answers.

Answer Key

the dead of winter – the middle of winter

in bloom – flowering

traverse – cross

meandering – winding

rocky outcrops – a large mass of rocks sticking out of the ground

hand-picked – carefully selected for a specific purpose

tipping over – lose balance and turn over

nasty – dangerous / hazardous

kissed – scraped against / touched

- In **the dead of winter** nothing grows in the garden.
- The garden looks lovely with the roses **in bloom**.
- The path **traverses** a wide valley.
- The path follows a **meandering** stream.
- A rocky **outcrop** stood out on the horizon.
- Each member of the team is **hand-picked** from hundreds of applicants.
- The lorry was in danger of **tipping over** as it rounded the corner.
- There's a **nasty** bend ahead – slow down!
- A cool breeze **kissed** his forehead.

- 9 Ss work in pairs to give synonyms, using the context to help. Check Ss' answers.

Answer Key

due to – because of / owing to

intriguing – fascinating

constant – continual / permanent

opted for – chose / selected

vulnerable – at risk / susceptible

ruined – destroyed / damaged

- 10 Explain that these questions are preparation for Use of English part 5, where short written answers to open questions of a specific nature are required. Ss work in pairs to produce short written answers (no more than 2 lines each) to the questions. Emphasise the importance of close study of the relevant parts of the text to produce accurate answers. Check Ss' answers. Alternatively, work through questions one by one with class.

Answer Key

- 1 The writer means that *Raw Deal* was more difficult than it appeared.
- 2 Drivers may risk *tipping over* because the terrain is uneven.
- 3 The writer mentions paint marks to indicate that vehicles have *scraped against the canyon walls*.

- 11 Check that Ss understand the meaning of the words/phrase in the list, all connected with travelling by sea. Then Ss complete the task. Check Ss' answers, explaining any vocabulary in sentences Ss do not understand.

Answer Key

1 moor	5 disembark	9 gangway
2 deck	6 steered	10 board
3 drift	7 fleet	
4 crossing	8 ran aground	

- 12 Ss complete the exercise in pairs, helping each other to find two words that fit each sentence. Check answers, eliciting/explaining meanings of unfamiliar words.

Answer Key

1 A,C	3 B,D	5 C,D	7 C,D
2 A,D	4 A,D	6 B,C	8 A,D

- 13 Ask Ss to read the title for the first text and predict text content. Ss read the first text quickly to check predictions. Elicit the gist of the text. Elicit/Explain the meanings of unfamiliar words in the questions, then allow Ss about 5 minutes to complete the exercise. Check Ss' answers. Repeat the procedure for the second text.

Answer Key

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

- 14 Help Ss to match the parts of each collocation, and elicit/explain the meaning of each term. As consolidation, Ss select the appropriate collocation to complete each sentence.

Answer Key

cabin pressure	luggage handler
passport control	travel insurance
breathtaking view	upper deck
guided tour	departure lounge
ocean liner	in-flight magazine

1 cabin pressure	6 upper deck
2 departure lounge	7 travel insurance
3 breathtaking view	8 in-flight magazine
4 guided tour	9 luggage handler
5 ocean liner	10 passport control

- 15 Check that Ss understand the task, then allow them a few minutes to complete the task. Check Ss' answers, and elicit/explain the meaning of any vocabulary items which Ss do not understand, also giving examples of usage and likely contexts of the two wrong answers for each question.

Answer Key

1 skidded	3 reverse	5 swerve
2 fasten	4 adjust	

- 16 Elicit/explain the meaning of the title (Down Under is a popular way of referring to Australia) and if time elicit background knowledge Ss have of Australia. Ss read text quickly for gist. Elicit main information given by text. Then allow Ss time to complete the exercise. Refer Ss to the appendix if necessary. Check Ss' answers. (*Adelaide is the largest city in South Australia. The Tour de France is an annual bicycle race for professionals.*)

Answer Key

1 around	6 over/through	11 For
2 for	7 at	12 with
3 of	8 of	13 By
4 along	9 on	14 of
5 through	10 with	15 on

- 17 Allow Ss a few minutes to fill in the prepositions, then check answers, eliciting/explaining the meaning of each prepositional phrase. Ss work in pairs to produce example sentences. Invite individual Ss to read out sentences.

Answer Key

- | | | |
|----------|--------------|-----------|
| 1 out of | 5 out of | 9 off |
| 2 out of | 6 out of | 10 out of |
| 3 off | 7 off/out of | |
| 4 off | 8 off | |

- 1 The road accident victim is now **out of danger** and is expected to make a full recovery.
- 2 My passport is **out of date** and due for renewal.
- 3 The athlete was having an **off day** and barely managed to finish the race.
- 4 We'll have to get **off the road** somewhere in order to look at the map.
- 5 The light switch was just **out of reach** from where Graham was sitting.
- 6 My financial burden is so great that I fear I'll never get **out of debt**.
- 7 My husband has been **off work** with a back injury for two months. In the depression in the 1930s many people were **out of work** for years.
- 8 I would like to speak to you **off the record** about a personal matter.
- 9 I'm **off duty** until 9 o'clock tomorrow morning.
- 10 My job is a little **out of the ordinary**. I'm a professional singer.

- 18 Help Ss to match the parts of each idiomatic phrase, and elicit/explain the meaning of each one. As consolidation, Ss select the appropriate phrase to complete each sentence. Remind Ss that in most sentences this will involve a change of verb form, as in the example. Check Ss' answers.

Answer Key

- to take sb for a ride
to walk on air
to go to great lengths
to swim against the tide
to be in the same boat
to let things ride
wheeling and dealing
to drive sb round the bend
to fly off the handle
to rock the boat

- 2 walking on air
- 3 driving me round the bend
- 4 rock the boat
- 5 are in the same boat
- 6 go to great lengths
- 7 flew off the handle
- 8 let things ride
- 9 wheeling and dealing
- 10 swimming against the tide

- 19 Invite Ss to give examples of phrasal verbs they already know using the verbs 'get' and 'fall' – build up a list on board. Then Ss help each other in pairs to complete the exercise. Refer Ss to the appendix if necessary. Check answers, adding the phrasal verbs used that were not elicited before the exercise to the list on the board, and elicit/explain their meaning.

Answer Key

- | | | |
|----------------|---------|-------------|
| 1 along | 5 in | 9 (up)on/to |
| 2 on | 6 round | 10 into |
| 3 through | 7 away | |
| 4 about/around | 8 apart | |

- 1 **get along** – move/leave
- 2 **fall back on** – rely on as an alternative / resort to
- 3 **fall through** – fail to happen
- 4 **get around/about** – travel/circulate
- 5 **fall in with** – agree
- 6 **get round to** – eventually do something
- 7 **get away** – escape/go on holiday
- 8 **fall apart** – disintegrate/decay
- 9 **fall (up)on/to** – be the responsibility of
- 10 **fall into** – engage in

- 20 Explain the exercise. Elicit answer to the first sentence. Ss complete the task. Check Ss' answers.

Answer Key

- 1 The entire ship's crew has fallen ill.
- 2 I get the feeling (that) we are going to have a long delay in getting through customs.
- 3 What category does this car fall into?
- 4 The national railway network had fallen into disrepair.
- 5 How much do you think I would get for my old car?

- 21 a. Make sure Ss understand the diagram and invite suggestions for the labels. Play the first part of the listening once. Ss listen and complete the labelling of the diagram. Check Ss' answers. Play appropriate parts of the cassette again if necessary.

Answer Key

- | | |
|-----------------|-----------------|
| 2 dual | 7 slip road |
| 3 hard shoulder | 8 reservation |
| 4 middle | 9 crash barrier |
| 5 outside | 10 lay-by |
| 6 junction | |

- b. Ask Ss to read the sentences and suggest (but not write in) information to complete them, based on their knowledge of driving. Then play part 2 of the listening (twice); Ss listen and fill in the information they hear. Check Ss' answers.

Answer Key

- | | |
|-----------------------------|----------------|
| 1 overtake | 6 limit |
| 2 hazard | 7 speeding |
| 3 reduce | 8 fines |
| 4 manoeuvres | 9 way |
| 5 indicate / signal / flash | 10 defensively |

- c. Ss work in pairs to ask and answer questions using information from the listening, taking it in turns to ask and answer.

Suggested Answer Key

- 2 How do I leave the motorway?
Indicate your intentions well in advance and exit using the slip road.
- 3 How fast should I drive on the motorway?
The speed limit on British motorways is 70 mph. If you are caught exceeding the speed limit, the least you can expect is a heavy fine.

- 4 When should I signal?
You must signal prior to any manoeuvre, and especially when you intend to change lanes or overtake another vehicle.
- 5 When should I use my hazard lights?
Use hazard lights if you stop on the hard shoulder or in a lay-by. They should also be used to warn other drivers of any unusual condition, such as an accident or traffic jam, on the road ahead.
- 6 Can you give me any general advice?
Certainly. Always try to be a careful, polite and considerate driver. Whenever possible, give way to others. Most importantly, never assume other drivers are as good or as careful as you are. Expect the unexpected and drive defensively.

- 22 Elicit any knowledge about Morocco that Ss have. Outline the situation in the rubric. Choose a pair of Ss to act out the beginning of a dialogue (covering one or two points only) as a model. Encourage them to expand their conversation with relevant details and explanations. Ss continue the task in pairs.

Suggested Answer Key

SA: I'm not sure about the things I need to do before I leave for Morocco.

Can you offer me any good advice?

SB: Well, it's always a good idea to plan ahead. For example, if you require vaccinations, be sure to receive them well in advance of your leaving date. If I were you, I would also organise your accommodation before you leave.

SA: Right. What about tickets and visas ... that sort of thing?

SB: Again, you should allow yourself plenty of time to book and pick up any tickets and visas. Check that your passport is valid and, of course, make certain (that) you have all the necessary documents with you before you leave home.

SA: Okay. And when I get to Morocco?

SB: In Morocco, it's important to remember that you must never drink water from the tap. Only drink bottled water. Also, be careful what you eat. Moroccan food is delicious, but avoid any food (that) you think looks suspect / that doesn't look fresh.

SA: I see. How about getting around? There's so much I want to see.

SB: Of course, and you should try to visit as many interesting sites as possible during your visit. It's always a good idea to listen to the advice of a tour guide, or even hire one if necessary while you're there. If you follow this advice, you should have a great time.

SA: I hope so! Thanks, you've been a great help.

- 23 a. Introduce the idea of carpooling, and address the question to the whole class. Draw attention to the prompts and then elicit responses from several Ss.

Suggested Answer Key

Commuting in my country is far from easy / can be very frustrating if you work in, or near, the city centre. The road networks simply cannot accommodate the volume of traffic which increases yearly. Congestion, especially during rush hours, is a serious problem. The new Metro system may help to alleviate the problem to an extent, but I think (that) carpooling is still a fairly unknown phenomenon in my country.

- b. Explain the task, ask Ss to read the 6 statements. Explain any unfamiliar vocabulary items. Play the cassette twice. Ss listen and complete the task. Check answers eliciting evidence; if necessary replay relevant parts of the listening in order to justify answers.

Answer Key

1 S	3 B	5 M
2 M	4 B	6 S

- 24 Ss answer the question by talking in pairs or small groups. Make sure Ss cover the three areas in the prompts, and encourage Ss to expand their answers using relevant details.

Suggested Answer Key

In my capital city, the public transport system is presently being upgraded and few citizens would deny that this improvement is long overdue. However, assuming (that) the government's long term plan is to reduce the amount of traffic in the city centre, passengers will require greater incentives than the occasional 'Ride for free on Saturday' initiative if the rail system is to succeed. Unfortunately, the current scheme in operation, whereby an odd or even last digit on car number plates allows vehicles to travel around the city centre only on alternate days, is only partially effective in terms of traffic and pollution control. Congestion and appalling air quality are an every day fact of life for city residents. In addition to much tighter vehicle regulations, a long term education plan, backed by incentives, might make this city a much better place to live.

- 25 a. Address the questions to the whole class, and elicit responses from several different Ss.

Suggested Answer Key

- Given the opportunity, I wouldn't hesitate to visit space. I think it would be a hugely exciting and fulfilling experience, but I'm not sure I would choose to holiday there.
- For me, the major attractions of such a holiday would be the opportunity to view my planet from space and the chance to experience zero gravity. On the other hand, I would probably find the cramped conditions, restrictions and confinement imposed by today's technology very tedious after a while and yearn for an earthly tropical beach or jungle. Anyway, the vast majority of people on earth can only dream about a holiday in space for the time being since the costs would be entirely prohibitive.

- b. Introduce and explain the task. Allow Ss about a minute to read the sentences, then invite brief discussion of what kind of information is needed to fill the gaps, and also what grammatical form the answers are likely to take. Play the cassette twice. Ss listen and complete the task. Check Ss' answers.

Answer Key

1 (space) base	6 launch
2 in operation	7 in orbit
3 closed down	8 capsules
4 Resistance	9 Space nausea
5 space hotel	

- c. Ss discuss the topic in pairs or small groups.

Suggested Answer Key

- No, I don't find either of the two holidays remotely attractive. I don't enjoy organised holidays.
- Yes, I've been on quite a few unusual holidays though none were organised and I travelled independently. In each case they were enlightening, thrilling, or just thoroughly enjoyable but usually a combination of all three.

- *I think these holidays would attract people who have limited free time available to them and are perhaps bored with run-of-the-mill beach locations and crowded resorts. The New Mexico holiday would probably appeal to romantic, adventurous outdoor types, while those with nautical interests and a morbid sense of curiosity would certainly enjoy visiting the Titanic.*

- 26 a. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions, then play the cassette. Ss listen and answer the questions. Play the cassette a second time. Check Ss' answers.

(A charabanc is a large, old-fashioned coach usually used for short trips.)

Answer Key

1 C 2 B

- b. Ss describe orally in pairs or small groups.

Suggested Answer Key

I can remember a day trip to Skegness with my grandmother, Sybil, when I was about thirteen years old. I hadn't wanted to go. The old seaside town of Skegness was, and still is, one of the least attractive coastal regions of England. However, I was coerced into accepting Sybil's invitation by my family who felt sure she would enjoy some company.

A little way into our coach journey, Sybil asked me if I would like a snack, whereupon she produced from the depths of her bag a very large raspberry jelly – most of which had returned to a liquid state in the heat. Intrigued, I was about to ask why she hadn't thought of bringing something sensible instead – like sandwiches – when the coach stopped suddenly to avoid collision with another vehicle. The raspberry jelly flew out of its plastic container, landed on the floor and sped off towards the front of the coach like some pink, frenzied, subaquatic life-form. It ricocheted off elderly ankles and defied several slippery attempts to capture it before it slid to a halt next to the astonished driver.

To my embarrassment, my grandmother hurriedly stuffed the empty container back into her bag, effectively denying any responsibility whatsoever for the event. Then she turned to look at me and we both burst out laughing! In fact, we couldn't stop laughing about the jelly for the rest of the day, which turned out very well indeed, after all.

- 27 a. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions, then play the cassette. Ss listen and answer the questions. Play the cassette a second time. Check Ss' answers.

Answer Key

1 B 2 A

- b. Ss discuss the topic in pairs or small groups.

Suggested Answer Key

Accidents happen, but I think it's usually a lack of awareness or a negative attitude that can spoil the enjoyment of travelling. You have to keep your wits about you in an unfamiliar environment. Theft of money or important documents can prove a major setback, yet this frequently occurs due to a traveller's own negligence. Of course, some situations are beyond our control such as flight delays, cancellations or bureaucratic irritations. I think the important thing is to stay as healthy and calm as possible. Most problems can be overcome

in a matter of hours or, at worst, a few days, whereas an illness or injury can sometimes put you out of action and make you feel miserable for weeks.

- 28 a. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions, then play the cassette. Ss listen and answer the questions. Play the cassette a second time. Check Ss' answers.

Answer Key

1 C 2 B

- b. Ss discuss the topic in pairs or small groups.

Suggested Answer Key

I have used my credit card to book flights on the internet, but I avoid using it for any other purpose other than in an emergency. I've met too many people who've become victims of fraud to feel confident about using my card extensively to buy over the net. My theory is, the less I need to use it, the less likely I am to get ripped off.

- 29 a. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions, then play the cassette. Ss listen and answer the questions. Play the cassette a second time. Check Ss' answers.

Answer Key

1 B 2 B

- b. Ss discuss the topic in pairs or small groups.

Suggested Answer Key

I believe there are benefits and pitfalls in each of these three options and much depends on your country of choice. Overall, if you are prepared to abandon the notion that there's no place like home and feel you can both adapt and positively contribute to your new environment and its society, I think moving to a new country can be a fascinating and rewarding experience.

- 30 a. Refer Ss to rubric and prompt box. Brainstorm question to generate ideas and vocabulary. Remind Ss that they will be expected to speak for 2 minutes on the question in this stage. Ss work in pairs: Student A speaks while Student B listens and assesses using the Peer Assessment Checklist.

Suggested Answer Key

Refer to Tapescript Section – Unit 4, Ex. 30c on p. 152

- b. Student B comments for up to 1 minute on what Student A has said. Then pairs discuss assessment together.

Suggested Answer Key

Refer to Tapescript Section – Unit 4, Ex. 30c on p. 152

- c. Play cassette, asking Ss to take notes on ideas and timing. Discuss Ss' answers and elicit comments on student performance so far. Direct Ss' attention to the length of Maria's contribution.

Students' own answers

- d. Refer Ss to rubric and prompt box. Brainstorm question to generate ideas and vocabulary. Remind Ss that they will be expected to speak for 2 minutes on the question in this stage. Ss work in pairs: Student B speaks while Student A listens and assesses using the Peer Assessment Checklist.

Suggested Answer Key

Refer to Tapescript Section – Unit 4, Ex. 30f on p. 152

- e. Student B comments for up to 1 minute on what Student A has said. Then pairs discuss assessment together.

Suggested Answer Key

Refer to Tapescript Section – Unit 4, Ex. 30f on p. 152

- f. Play cassette, asking Ss to take notes on ideas and timing. Discuss Ss' answers and elicit comments on student performance so far. Direct Ss' attention to the length of Alex's contribution.

Students' own answers

- g. Refer Ss to questions and assessment criteria from h and check Ss understanding of both. Play sample interview good model answers (questions 1 and 5). Ss listen to identify good qualities of the speech, according to the criteria given in h. Elicit comments from class and initiate discussion on what makes a good answer. Ss discuss remaining three questions in pairs. Monitor and help.

Suggested Answer Key

1 Refer to Tapescript Section – Unit 4, Ex. 30 Sample Interview on p. 153

- 2 A: *Travelling is much easier of course, but that's not to say that travelling was really very much more difficult fifty years ago. After all, it's not as if fifty years ago the main means of transportation was the horse and cart! Air transport existed and so did cars, buses and trains, all the means of moving from place to place that we take so much for granted today. Only space travel hadn't yet developed, but that can hardly be termed public transport at present in any case. The real difference lies in the speed of travel today, I suppose. We can move very rapidly from one place to another, which makes travelling far less exhausting now than it was.*

B: *And not only that. Don't forget that travel for fun has become accessible to millions of people whereas fifty and more years ago it was only for the rich. Travel has become cheap and the mass tourist industry has developed, which means that there is no difficulty or danger involved in having a holiday abroad. Travel agents will take care of all the details concerning the trip and accommodation at your destination, while the journey itself is likely to be smooth, fast and comfortable. I don't think we should forget that in the past, prior to the advent of the package tour, there were fewer airports and those that did exist were relatively small. It was considerably more difficult to travel then.*

A: *Yes, of course, it's easy to forget that. Road systems have become much more developed, too which makes travelling long distances by road quicker and more convenient than it used to be.*

- 3 B: *It depends how you like to travel and what sort of person you are. If you are the type of traveller who enjoys your independence, then it is unlikely that you will want to have any company at all whether good or bad, but I think most people enjoy having at least one or two companions, if not a whole group. In this case, it is really important that you should be able to get along with them. After all you are likely to have to spend some days or weeks in their company and it can be very unpleasant if you are unable to find some sort of common ground. I don't mean to say that by good company you should be surrounded by amusing, witty people, but simply people who are congenial to you.*

A: *Absolutely. I couldn't agree more. It can be the ruin of an otherwise enjoyable trip if you find yourself travelling with someone whose attitude to life turns out to be utterly opposed to your own. There are people, for example, who always look on the bad side of things, who will be devastated by the slightest misfortune, so you will find yourself either having to spend your time trying to raise their spirits, while feeling increasingly depressed yourself, or having to listen to a litany of complaints about the trip, the accommodation, the service and so on. All this can mean that you find your own enthusiasm dimmed and all you want to do is get home.*

B: *Mmm... I've been through that a few times. It's really essential to travel with like-minded people so you should always pick your travelling companions very carefully.*

4 Refer to Tapescript Section – Unit 4, Ex. 30h on p. 153

5 Refer to Tapescript Section – Unit 4, Ex. 30 Sample Interview on p. 153

- h. Refer Ss to rubric. Check understanding of criteria again. Point out that one of the Ss they hear on the cassette will perform badly in some of the areas listed. Play cassette. Ss complete task. Elicit comments from class and encourage class discussion on performances.

Answer Key

Both students accurately use a wide range of grammatical structures (the girl uses modals, a conditional, relative clauses, comparison and concession – the boy uses comparison and concession, modals, a time clause, a relative clause).

Both students use a good range of appropriate vocabulary.

Both students communicate their ideas well and interact successfully.

On pronunciation, however, the girl is much more successful than the boy. While the girl's pronunciation is clear and acceptable, the boy's pronunciation is poor. He fails to use stress-timing, and instead stresses every single syllable. As a result, he makes no use of key word stress and there is no reduction of unstressed vowels to weak forms. He makes little or no meaningful use of intonation, speaking in a monotone. These features make his speech at times quite difficult to understand.

Sample Interview: For this unit, the sample interview contains a recorded model interview for two questions from the final stage of Part 3 of the Speaking Test (30g questions 1 and 5).

- 31 a. Ss discuss the topics in pairs or small groups.

Suggested Answer Key

- 1 *City authorities should implement long-term educational programmes aimed at changing public attitudes towards car usage. These should be supported by realistic incentives and an effective and affordable public transport system. They could also introduce or encourage the idea of carpooling which has proved successful in other countries.*
- 2 *I would limit the number of sites I visited in order to appreciate them fully rather than rush around trying to see them all, which is both tiring and unrewarding.*
- 3 *I recently visited Rome, and I enjoyed every second there. There are so many historic sites, the people are warm, friendly and helpful, and I just adore Italian food. Rome is a lively and exciting city 24 hours a day, and I can't wait to go again.*
- 4 *None of these things scare me though I can see that they might worry other people. The only two things that do scare me about travelling are sharks and having to return home. I can't account for my totally irrational fear of the former, though it has never stopped me from diving and snorkelling. As for the other, departure is a misery I've learned to live with.*

- b. Draw Ss' attention to the titles of the 4 extracts and the pictures that accompany them. Encourage Ss to speculate on the possible content of each passage. Ask Ss to quickly skim the 4 extracts for gist, and then elicit ideas on content from individual Ss. Ss then read the questions. Explain unfamiliar words in the questions, not in the texts. Then allow Ss 10 to 15 minutes to read the extracts carefully and answer the questions. Check Ss' answers, then explain any vocabulary items in the extracts which Ss still do not understand. With weaker classes, each extract could be taken separately.

Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 B | 3 A | 5 C | 7 A |
| 2 D | 4 A | 6 A | 8 B |

- 32 Allow Ss about 5 minutes to find the words in the text and work out the meaning in the context. Check Ss' answers.

Answer Key

- 1 A 2 B 3 A 4 B 5 A

- 33 Use this exercise to present/revise inversion. Go through sentences one by one with the whole class, eliciting answers and the rules that govern inversion. Point out that sentence 2 does not need inversion. Inversion could only be used (after 'nor') if the verb 'go' was repeated, but that would make the sentence sound very unnatural. Then refer Ss to Grammar Reference for more examples and explanations.

Answer Key

- 1 *Only after dusting/having dusted the snow off the car did they set off on their journey.*
- 2 *Pete neither went to the Colosseum nor to the Vatican.*
- 3 *So busy was the town that we returned to the hotel.*
- 4 *Such a lovely resort was it that I spent the whole two weeks there.*
- 5 *Little did Sarah know that the museum tickets would be so expensive.*
- 6 *No sooner had the plane taken off than the little boy started to cry.*

Exercises 34 – 37 could be set for homework, or done in class as follows.

- 34 Allow Ss 5 minutes to complete the exercise on their own. Check Ss' answers. Remind Ss to be particularly careful with sentences like 1, 3, 4, 7 and 9, where the inversion occurs in the main (second) clause.

Answer Key

- 1 *Only after confirming your flight should you leave for the airport.*
- 2 *Under no circumstances should you forget to carry a basic first aid box with you.*
- 3 *Not until you have taken out travel insurance should you go on holiday.*
- 4 *Only if you have a driving licence should you plan to hire a car.*
- 5 *Never should you drive in a foreign country without knowing the national highway code.*
- 6 *At no time should you be without a phrase book.*
- 7 *Only when you order traveller's cheques early will you receive them on time.*
- 8 *On no account should you arrive at the airport later than the check-in time since planes are often overbooked.*
- 9 *Not unless you have plenty of/unlimited time should you use ships, which are often late due to the weather.*
- 10 *On no condition should you drink tap water in some countries, however thirsty you are.*

- 35 Ss work in pairs to complete the sentences. Check Ss' answers. Some variation is possible in answers 1, 4 and 6. Point out that inversion sentences with 'Scarcely' are the same as those with 'Hardly', using an inverted past perfect tense and taking 'when' to link the clauses.

Suggested Answer Key

- 1 *Only by taking the train can you be sure you'll get there on time.*
- 2 *Never in my life have I seen such an amazing sight.*
- 3 *Little did we know what would happen the next day.*
- 4 *Scarcely had Adam left the room when they all began discussing him.*
- 5 *I didn't see Joan there and neither did Mike.*
- 6 *Hardly had I finished my conversation with Geoff when the phone rang again. It was Mark this time.*

- 36 Give Ss a few minutes to find the errors and correct them. Check Ss' answers. Point out that sentence 1 as it stands could be considered correct if 'little' is an adjective describing Brian.

Answer Key

- 1 *Little did Brian know that Tanya was already in Egypt, enjoying her holiday.*
- 2 *Never had I seen such a beautiful place, nor (had I) met such friendly people.*
- 3 *On no condition should you take photographs inside the museum.*
- 4 *Scarcely had he started to eat when the waiter removed his plate.*
- 5 *No sooner had the train set off than she started feeling homesick.*

- 37 Allow Ss a few minutes to complete the sentences. Remind Ss of the word limit in this exercise. Check Ss' answers.

Answer Key

- 1 *... hard did he work ...*
- 2 *... if there's a change ...*

- 3 ... sooner had he entered the house than ...
 4 ... does Sam go out ...
 5 ... neither went to the office, nor did he ...
 6 ... no condition/account are you allowed to leave ...
 7 ... badly does he treat everybody ...
 8 ... sooner had he started down the hill than ...

- 38 Refer Ss to the title and initiate a brief discussion on overbooked flights (Why does it happen? Why is it a problem? How do airlines solve it? Has anyone experienced this problem?). Tell Ss to quickly read through the passage once for gist, without filling in any of the gaps. Elicit the main ideas in the passage (the system of 'bumping' and how to avoid it). Then focus on the gaps and allow Ss about 10 minutes to read through the passage more carefully and fill in the gaps. For difficult gaps, instruct Ss to first identify what part of speech is required, before deciding on the answer. Check Ss' answers.

Answer Key

- | | | |
|------------------|---------------|---------------------|
| 1 have | 6 is | 11 To |
| 2 give | 7 tend | 12 ahead |
| 3 usually/either | 8 on | 13 plenty |
| 4 on | 9 within | 14 because/as/since |
| 5 At | 10 any/enough | 15 at |

- 39 Instruct Ss to read the title and suggest what the passage might be about. Ss read passage (ignoring gaps) to check predictions. Focus on gaps and elicit what part of speech is required for each one. Check Ss understand the meaning of the words in capitals. Elicit answer to the first gap. Allow Ss time to complete the task by themselves. Check Ss' answers. Explain any vocabulary in the passage Ss still do not understand.

Answer Key

- | | |
|-----------------|---------------|
| 1 charitably | 6 deterrents |
| 2 unforgettable | 7 distraction |
| 3 significance | 8 turbulence |
| 4 useless | 9 barely |
| 5 contentedly | 10 salted |

- 40 Ss read question 1. Explain any unfamiliar vocabulary. For each sentence, elicit as many words as possible that could fit in the gap. Help Ss to choose the one word that fits in all three sentences. Allow students about 5 minutes to complete questions 2 – 6. Check Ss' answers. Explain any vocabulary that Ss still do not understand.

Answer Key

- | | | |
|---------|-----------------|----------|
| 1 crack | 3 establishment | 5 force |
| 2 cross | 4 fast | 6 ground |

- 41 a. Introduce the topic of family holidays by eliciting Ss' opinions of going on holiday with their families, and any problems that parents may face. Allow Ss about 5 minutes to read both texts and ask them to find out what similarities there are in the information presented in the two texts. Elicit similarities. Refer Ss to the Strategy point and then the three questions. Establish that despite different wording the questions are the same type. Help Ss find the answer to question 1, then allow Ss a few minutes to answer questions 2 and 3. Check Ss' answers. Explain any unfamiliar vocabulary in texts that Ss have still not understood. (*A crèche is where young children are looked after usually whilst their parents are working.*)

Answer Key

- 1 'escaping the stresses' and 'everything is catered for.'
- 2 'organised play groups.'
- 3 'you don't have to plan meals'

- b. Allow Ss a few minutes to reread texts and underline/highlight information relevant to the summary question. Check underlined parts. Allow Ss about 5 minutes to make very brief notes, working in pairs. Check notes and eliminate repetition of points, decide on order of points. Elicit/explain the style of writing required in a summary (neutral, semi-formal) and emphasise that this is different from the persuasive style of the texts. Remind Ss that summary must be in their own words and points should be linked. Allow Ss about 10 minutes to write their summaries. Alternatively the writing can be set for homework. Collect summaries for marking. (NB the note-making stage is essential because of the repetition of information in the two texts and the change of style required in this case from text to summary)

Answer Key

According to the texts a great family holiday should be stress-free and relaxing. This is possible when the whole family is looked after, all meals are provided and activities arranged. Children need to be kept both occupied and safe, so they should be supervised doing a wide range of interesting activities suitable for their age group. Organised resorts and all-inclusive hotels are thus the ideal solution.

- 42 a. Ss read rubric and complete task. Check Ss' answers.

Key words: *Your local newspaper – articles – entitled, 'How we came here' – how you or your family came to live in your present area – your own thoughts about the neighbourhood where you live – give reasons why you like or dislike the area*

Answer Key

- 1 F 2 T 3 T 4 T 5 T

- b. Go through the sentences with the class, eliciting/explaining features of style and whether suitable. Explain any vocabulary items Ss do not understand.

Answer Key

- 1 Narrative. Suitable.
- 2 Narrative. Not suitable – relates to an incident not required by the rubric.
- 3 Descriptive. Suitable.
- 4 Descriptive. Not suitable – probably taken from a proposal to renovate the interior of a building.
- 5 Discursive. Suitable.
- 6 Discursive. Not suitable – more like a report or an essay on the demographics of a city. Could be from an article in a serious newspaper or magazine.

- 43 a. Allow Ss a few minutes to read extracts, identify style and underline words and phrases. Check Ss' answers.

Answer Key

- A discursive writing
- B narrative writing
- C descriptive writing

Words and phrases to underline

- A *Despite the overcrowding and the urban decay, the vast majority of the population still chooses to live in city centres. While it cannot be denied that there are certain advantages to this, such as the close proximity of amenities, the situation is rapidly reaching crisis point. If steps are not taken soon to address the problems faced in our inner cities, then the situation will become unbearable. How long can we tolerate rising levels of crime and poverty and still call ourselves civilised?*
- B *It soon became clear that we were completely lost. Not only had we taken the wrong bus but we had also gone in completely the wrong direction. We jumped off the bus at the next stop, crossed the road and started looking for a taxi. Hardly had we positioned ourselves at the side of the road when the awful realisation dawned on us that we didn't have enough money. It was going to be a long night.*
- C *The area around Thorsmork features some of the most strikingly beautiful landscape I have ever seen. The constantly changing weather conditions mean that, in a matter of minutes, it can turn from idyllic blue skies and brilliant sunshine to thick, impenetrable mist. But the reflection of the sun pouring down on the frozen lake is something that has to be seen to be believed.*
- b. Remind Ss that the register as well as the content is determined by the type of publication. Pairs discuss question. Check Ss' answers. Explain any vocabulary items Ss do not understand.

Suggested Answer Key

- A *This extract is taken from a discursive article in a newspaper or magazine. It will probably go on to talk about examples of urban decay and maybe a recommendation for government action such as decentralisation. The readership is likely to be educated, judging from the level of language used.*
- B *This is a personal account of a journey undertaken by the writer. It could be taken from a travel magazine, where readers have been asked to send in written accounts of their own experiences of travelling. Equally, it could be from an article in a local newspaper about how one of the readers got lost in the town. The use of the dramatic phrase, 'It was going to be a long night' suggests that the article will go on to describe the other misfortunes that the writer experienced. It also suggests that the style is more light-hearted, rather than serious, so the readers will probably be people interested in the experiences of others.*
- C *This extract is probably from an article in a travel magazine or Sunday supplement. It has a vivid style and is very personal. The people who would be interested in reading this would be potential visitors to the place who are keen to get a more personal perspective, rather than the advertising language of brochures. The article probably continues with similar description of other places but is very likely to include narrative writing to convey the rest of the journey.*

- 44 Help Ss match the parts of the collocations. Elicit/explain the meaning and elicit a likely descriptive context for each one.

Answer Key

*totally unjustified
in a badly neglected state
deeply concerned
absolutely enchanting
of great historical interest
are being gradually restored
provides a valuable insight
one of the few remaining examples
to wander around
to spend hours exploring*

- 45 a. Allow Ss a few minutes to read the passage. Point out that the underlined items are too informal in this context, as they do not fit in with the overall style of the passage, which is neutral/semi-formal. Ss complete the replacing task. Check Ss' answers.

Answer Key

The rail network is another option for visitors to the city. However, there are a number of factors that should be remembered. Firstly, the stations are quite unattractive. They tend to be unhygienic and they are poorly lit at night. This is unpleasant and it makes them somewhat unsafe because there are certain undesirable characters who gather there. The trains themselves are reasonable but some of the carriages are in a neglected state. In addition, the service is infrequent and the tickets are fairly expensive.

- b. Point out that this passage presents the same problem as the previous one. Ss read text and locate the parts which are too informal. Check the selected parts. Ss work in pairs to rewrite the passage. Ask several different Ss to read out their upgraded passage and elicit comments.

Suggested Answer Key

Ss' answers will vary. Point out that the underlined sections given here are colloquial in style and would be unsuitable for most writing tasks at this level.

Sections to underline:

There are, of course, lots of buses. These are really great because you can go wherever you want on them. They also cost next to nothing and they're really comfortable. The night service doesn't run very often in some areas but when the shops are open they are every ten minutes to and from the city centre. Visitors can buy a weekly pass, which is nice because it means you can use any bus you want and you don't have to pay each time.

Suggested upgrade:

Encourage Ss to use sophisticated vocabulary as well as linking words/phrases.

There is also a highly efficient bus service which enables visitors to travel extensively throughout the city. Fares are inexpensive and the buses themselves are comfortable. Although the night service is infrequent in certain areas, there is a regular service during opening hours, with buses every ten minutes on routes to and from the centre. Visitors can buy a weekly pass, which is convenient because it entitles them to unlimited travel within the city.

- c. Ss discuss in pairs. Check Ss' answers.

Answer Key

The passages could be from an article giving information to tourists.

- 46 Allow Ss a few minutes to complete the tense exercise. Check Ss' answers. Refer Ss to Grammar reference if they are unsure of a tense or were inaccurate in tense use.

Suggested Answer Key

- 1 *was waiting, came over*
- 2 *realised, had not packed*
- 3 *was gathering, was getting*
- 4 *had spoken, contacted*
- 5 *turned, noticed, was coming*

- 47 Help Ss to match items and elicit what tenses would be used in the continuation of the sentences. Then Ss work in pairs to write sentences using the time expressions. Check Ss' answers. Ss' answers will vary, but the tenses must be correct.

Answer Key

*By the time I had ...
Not until the bus arrived did I ...
Hardly had I unpacked when ...
No sooner had I got there than ...
Had I known, I would never have ...
While I was getting ready ...
Immediately afterwards, ...*

Suggested sentences

*By the time I had finished filling in the forms, the office had closed.
Not until the bus arrived did I think to check whether I had my monthly pass on me.
Hardly had I unpacked when there was a loud knock at the door.
No sooner had I got there than it started to rain.
Had I known, I would never have tried to persuade them.
While I was getting ready the phone must have rung at least five times.
Immediately afterwards, we decided to visit the museum.*

- 48 a. Ss read the extract, then elicit the reason for use of the first tense. Ss complete the task in pairs. Check Ss' answers.

Answer Key

Reasons for tenses

When we had first talked (reference to 'months before') about travelling to Scotland, all those months before, it had been (as above) with hitchhiking in mind. So, it was (reference to 'now') all the nicer now that we were sitting (setting the scene) in a comfortable railway carriage without a care in the world. The weather could not have been (past tense hypothetical) nicer for the journey, and the few clouds that had been threatening (reference to earlier conditions) rain for most of the morning had entirely disappeared (earlier event - reference to 'by noon') by noon. I suppose (writer reflecting from the present) what really lifted our moods was the fact that we were (narrative events) free - no work, no studies and no obligations except to have a good time. That afternoon, even the industrial landscape looked (past state) romantic in the autumn sunshine. Once the sun had set, (previous event - reference to 'once') we settled back in our seats as we chatted and told (narrative events) jokes until late in the evening.

The most commonly used tense is the simple past because this is the basic tense used in narrating a story.

- b. Allow Ss about a minute to find time references. Check and elicit further example sentences using the time references.

Words and phrases which indicate the passing of time

When we had first talked about travelling to Scotland, all those months before, it had been with hitchhiking in mind. So, it was all the nicer now that we were sitting in a comfortable railway carriage without a care in the world. The weather could not have been nicer for the journey, and the few clouds that had been threatening rain for most of the morning had entirely disappeared by noon. I suppose what really lifted our moods was the fact that we were free - no work, no studies and no obligations except to have a good time. That afternoon, even the industrial landscape looked romantic in the autumn sunshine. Once the sun had set, we settled back in our seats as we chatted and told jokes until late in the evening.

Sentences: Students' own answers

- 49 Explain that the errors in the sentences are related to tenses and time words and phrases. Elicit the error in the first sentence with the whole class. Allow Ss about 5 minutes to complete the task in pairs. Check Ss' answers.

Answer Key

Wrong words

- 1 **hardly** – only used as an adverb similar to 'only just' or 'almost not'.
- 2 **being** – 'nobody had been there' is correct; 'had been being' could only be used in a passive construction - 'we discovered that we had been being watched for an hour' - and is very rare.
- 3 **earlier** – not necessary with 'already'.
Already could be dropped instead for the same reason.
- 4 **afterwards** – not necessary with 'much later when'.
- 5 **that** – cannot be used with 'and' in this sentence.
'And' could be dropped instead for the same reason.
- 6 **once** – the time reference is already given: 'only then'.
- 7 **it** (second use of the word) – incorrect because 'it' refers to the object of the verb 'drawn' (the map), and the object should not be repeated.
- 8 **earlier** – 'Prior to leaving' is already stated.
- 9 **then** – because this idea is covered by the phrase, 'During the course of the meeting'.
- 10 **longer** – does not fit in fixed phrase, 'I had no alternative but to'.

- 50 Read the rubric aloud. Then allow Ss a few minutes to discuss the questions in pairs. Check Ss' answers.

Answer Key

- 1 *The rubric asks for a personal account, so it should be written as a 1st person narrative. However, the rubric also asks you to 'mention the likely causes', for which some discursive writing will be needed. Descriptive writing will be used throughout to describe such things as the holiday, the journey, people's feelings, etc.*
- 2 *Extensive use should be made of the simple past tense because it is a narrative article. Other past tenses should be used to add variety: e.g. past continuous for setting the scene/describing duration; past perfect for events that had already happened, etc.*
- 3 **Students' own answers**

4 **Students' own answers**

(Encourage Ss to try to base their articles on real experiences because they will be easier to write about. However, it should be pointed out that there is no harm in making up some of the details if this can be done convincingly.)

- 5 Refer Ss to the time words and phrases in the appendix at the back of the book.

- 51 Explain that the introductions are for the rubric in Ex. 50. Remind Ss of the importance of a good introduction. Elicit what makes a good introduction (should be relevant to the task, in an appropriate style, stimulate interest in the reader). Then allow Ss a few minutes to read the three introductions and match them to the comments.

Answer Key

- *is likely to go off the topic* C
- *is too informal and general* B
- *is too formal* C
- *is suitable for the task* A

- 52 Explain that in the model answer, one out of each set of three phrases in bold is wrong. Ss read the first paragraph. Then elicit the incorrect phrase and why it is wrong. Allow Ss time to complete the exercise. Check Ss' answers, eliciting reasons.

Phrases to cross out (Reasons given in brackets):

- *Two years before* (cannot be used alone as a time clause - before what?)
- *had gone wrong* (things have not gone wrong yet)
- *After we left* (because of the past perfect; 'we had agreed' is the first of two actions)
- *hadn't had to* (because you cannot suddenly decide about a previous action)
- *over an hour* (does not exist alone as a time clause; also emphasises the length of time - 'we waited for over an hour')
- *When arriving* (not used as a time clause)
- *in a moment* (usually used in present/future tense - 'I'll be there in a moment')
- *had been struggling* (needs to be followed by another previous event - '*Unbeknown to me, while I had been struggling to get our things dry in front of a tiny gas heater, an argument had been developing...*')
- *will* (cannot be used in the past)
- *Up to that point* means beforehand not afterwards (needs to be followed by past perfect, past continuous, or a state, rather than an action - '*Up to that point, we had been getting on well.*' '*Up to that point, things were/had been calm.*')
- *we would do* (because *would* comes from *will*, which is used for spontaneous decisions; '*we couldn't agree*' shows that it was not a spontaneous decision. The question they were debating was '*What are we going to do?*' not '*What will we do?*')
- *at the time* (usually used alone - '*At the time, I didn't know what he meant, whereas now...*')

Allow Ss time to read and think about the questions which follow since they focus on elements of the model answer that Ss should notice and can use in their own writing. Discuss the answers with the class.

Answer Key

- 1 *The article is introduced with information to set the scene – when, where, who. The phrase 'a decision I was later to regret' arouses the reader's curiosity and is in keeping with the title.*
- 2 *Extensive use is made of the simple past tense because it is a narrative article.*
- 3 *past continuous for setting the scene/describing duration; past perfect for events that had already happened, etc. simple present is used twice – 'Incredible as it may seem', 'I suppose' to reflect the writer's thoughts now.*
- 4 *Refer Ss to the time words and phrases in bold, as well as the following: later, on the journey, suddenly, when, spent half a day, Having found, While, Eventually, but not before, The next morning, in the evening, lasted another three days, before finally. Alternatives can be found in the appendix at the back of the book.*
- 5 *The main body paragraphs are divided chronologically as follows:*
 - *The journey there*
 - *The arrival and first day*
 - *The rest of the holiday*
- 6 **The causes mentioned are:**
 - Paragraph 2
 - *a disagreement over money*
 - *the car breaking down*
 - Paragraph 3
 - *tiredness*
 - *a sudden downpour making everything wet*
 - *an argument over sleeping arrangements*
 - *a leaking roof*
 - Paragraph 4
 - *irritability from lack of sleep*
 - *a disagreement over what to do*
 - Paragraph 5
 - *the fact that they did not know each other very well, complicated by lack of money*

(Mention that the last paragraph contains discursive writing in the form of supposition and hypothetical constructions.)

- 53 This exercise serves to remind Ss of the difference between the two types of articles that have been focused on in this section – descriptive and narrative.

- a. Allow Ss time to read the extracts and complete the task as instructed. Check Ss' answers, and point out that narrative texts like the first passage do contain descriptive language.

Descriptive language to underline

- A *humpback bridge, huge bank of clouds, distant hills, casting a gloomy shadow, gazing at, magnificent sight, old stone wall, mesmerised, picturesque village, off the beaten track*
- B *picturesque village, attractive feature, spectacular countryside, wooded hills, winding country lanes, marvel at, lushness, rich variety, not a cloud in the sky*

Verb tenses / time words & phrases to circle

- A *had been told, decided, would be interesting to see, lay, No sooner had we got over the... than..., gathered, Just as we turned the corner, appeared, stood, As we sat, were, for once, had broken, gone*
- B *gets, is, cannot, Expect, is shining, there's*

- b. Elicit answers.

Answer Key

- 1 Passage A contains mostly past tenses
- 2 Passage A is more romantic in style
- 3 Passage B contains some practical advice

- c. Ss discuss the source and continuation in pairs for a few minutes. Elicit answers from several Ss.

Answer Key

Passage A is from a narrative article describing a walk through beautiful countryside. It will probably continue with more description of the walk and the events that happened on the way.

Passage B is from a descriptive article about a village, possibly for a guidebook. It will probably continue with more details about the village/area and may include more practical advice.

- 54 Discuss the questions with reference to task A with the whole class. Then Ss discuss the same questions in pairs with reference to task B. Check Ss' answers, emphasising the difference between the two tasks.

Answer Key

- A**
- 1 Mainly descriptive.
 - 2 Your opinion of the location with particular emphasis on the aspects of the place which you liked the most.
 - 3 The organisers of the holiday.
 - 4 Some time words and phrases may be used but they will not be the main focus of the article.
 - 5 A mixture of present tenses (because the resort still exists) and past tenses (to say what you 'liked').
 - 6 The article should be informal to semi-formal because it is for a brochure.
 - 7 The beginning should contain the main details of the resort, such as where it is, what it is called, when you went there, etc. The ending could contain your final thoughts, a recommendation, or perhaps an expression of your desire to go back there.
- B**
- 1 Mainly narrative.
 - 2 A description of different aspects of the holiday and perhaps a paragraph about why it was so memorable.
 - 3 Readers of the holiday magazine.
 - 4 Time words and phrases will probably be used to present the holiday in some sort of chronological order.
 - 5 Mainly past tenses (to describe your own experiences).
 - 6 The article can be less formal because the target readers are presumably other holidaymakers.
 - 7 The beginning would normally contain the main details such as where it was, who you went with, when you went there, etc. The ending could contain your final thoughts, a recommendation, or a reiteration of why the holiday was so memorable.

- 55 Explain that there is nothing wrong with the paragraph plans given, but some individual variation is possible, as long as it is justified. Ss discuss the task in pairs.

Students' own answers

- 56 The writing task can be set for homework.

Suggested Answer Key

A *Our recent trip to Holidayworld in Malta was, by far, the best all-inclusive holiday I have ever taken. Not only is the hotel complex an architectural feat beyond comparison, but the service provided more than lives up to the reputation that the travel company has built up over the years.*

In contrast to other all-inclusive trips that I've been on, everything one could possibly require is to be found in the complex, from gymnasia and health clubs to shops where one can buy all those little items that you feel sure you packed but are nowhere to be found, not even in that little pocket in your suitcase.

Personally, I always judge a hotel by the people who work there. Whether it be a supermarket or a filling station my first and last impressions are influenced first and foremost by the staff. At Holidayworld I was given the feeling that I was special without getting that uncomfortable feeling that the staff were following some prearranged routine. Everyone I came across was so genuine in their wish for my comfort and well-being, that my stay there was a real boost to my self-esteem.

Holidayworld also acts as a real catalyst for intercultural communication. My introduction to the local cuisine came not via a trip to a local restaurant in the town but in one of the many restaurants within the complex, each with its individual style and atmosphere. Indeed, the food was so varied and interesting that the local people frequented the complex by night, which was a good way of getting to meet people.

The emphasis on group activities is another way that barriers are broken down. In the same way that you are made to feel special at an individual level, so too are you made to feel that you belong through taking part in all kinds of sporting activities and attending optional workshops on self-improvement and self-realisation.

Most holidays I have found to be, in the main, more exhausting than working nine till five, but Holidayworld has opened my eyes to what a real holiday should be. Although it was an expensive holiday, compared to all the 'bargain' trips I've been on, I consider Holidayworld good value for money. There will be no more flicking through brochures as far as I'm concerned: I booked up for next year as I checked out.

B Article on Holiday Experience

The first indication that my wife and I were approaching Fes was a pall of black smoke that gave away the position of this marvellously well preserved former capital of Morocco. The origin of the smoke was to remain a mystery for the next three days.

After the fascinating although admittedly gruelling trek across the surprisingly lush north of Morocco from the Atlantic seaboard, the ornate decoration and sumptuous appointment of Hotel Tahgt was a sight I will never forget. Intricate mosaics and fine arabesque stucco adorned the main lobby, where we recuperated for a while before registering with the reception. Here we had a little practice with our rather rusty French but we incurred few real problems.

The ornately decorated bronze gates of the royal palace were an incredible feat of raised hammer work that had taken literally years to complete. The strictly regimented square in front of the imposing structure provided little protection from the blistering heat that forced us to seek out the shade of the palms where we rested before continuing our tour.

That evening we dined at the most exquisite restaurant. The excellent food that can be found in that region is subtly

prepared in a tangine, a culinary device peculiar to that part of the world. The meal included entertainment by a troop of traditional dancers and a magician, the whole thing culminated in a mock marriage of one of our party in a Beber ceremony in traditional costume.

On our last day in Fes we were to discover the source of the pall of smoke that emanated from an area just outside the medina, known as the Ceramic Quarter. The kilns used to fire the pottery and mosaic tiles utilise olive pits, which provide an ecologically sound energy source for this region's important ceramic industry.

Needless to say, our suitcases were crammed with souvenirs of our unforgettable visit to this wonderful land with its subtle blend of cultures and flavours. Chicken Tangine is now a standard feature of our culinary repertoire that has been the trigger for many of our friends to seek out the fascinating cultural treasures of Morocco.

that the national income is greatly increased, which frees money for the development of the country in areas like education and health and so on. However, there are those who say that the disadvantages brought by tourism far outweigh the advantages. They are thinking of the fact that, far from looking for fresh experiences, tourists usually feel completely at a loss in unknown environments, and so local cultures tend to change to adapt to this attitude rather than vice versa. Tourists, for example, do not want to struggle to read shop signs in the foreign language, they want them in their own language, so the shops that have foreign signs do better than those with local signs, the same applies to food and daily habits, they change as locals try to adapt to the tourists' demands. And since very often tourists have more money than the locals have, or at least are in a spending mood when they are on holiday, prices of goods and services tend to rise too, making it difficult for locals, for example, to stay in a hotel for any length of time. The environment can also be badly affected since the construction of resorts and large hotels can cause massive damage to sensitive environments, particularly by the sea, and disturb the habitats of many wild creatures.

Self-Assessment Module 2

- 1 1 vested 5 outlandish 9 complementary
2 evasive 6 vulnerable 10 solid
3 stilted 7 intriguing
4 innocuous 8 drenched
- 2 1 run 4 couch 7 fasten 10 control
2 dragging 5 deck 8 record
3 Due 6 first 9 tour
- 3 1 out 4 back 7 lengths 10 without
2 got 5 in 8 in
3 short 6 fell 9 by
- 4 1 ... inefficient was she that I flew off ...
2 ... being done away with ...
3 ... had fallen behind with her work did I ...
4 ... his papers stolen while the investigation was in ...
5 ... were rumoured to have been in ...
- 5 1 due 3 view 5 feature
2 running 4 stretch
- 6 1 outlive 6 columnists
2 underestimated 7 independence
3 readership 8 censorship
4 subscriptions 9 extremist
5 coverage 10 criticism
- 7 1 D 3 A 5 B 7 B
2 C 4 D 6 A
- 8 1 less scenic 6 stone farmhouses
2 public pathway 7 pencil drawings
3 challenge 8 indispensable
4 sustained beauty 9 near sea level
5 shrouded in fog

9 Suggested Answer Key

Student A

Tourism is something that most countries are trying to build up, and generally speaking, it does benefit the countries concerned. One only has to look at the revenue derived from tourism to see

Student B

I'd just like to say that for poor and undeveloped countries there is really no choice but to accept tourism, but that travel companies and the tourists themselves should be made more aware of the effect that tourism can have on the environment, for instance, and should try to adopt an approach which minimises damage rather than ignoring the problem altogether.

Student B

It's difficult to be objective about it really. Space exploration is enormously expensive, and uses up a great deal of fuel, not to mention the amount of waste it distributes all over the world and in space from the discarded sections of rockets. At the same time, there are problems on earth which are not being dealt with because of lack of money, such as poverty in the Third World, serious diseases which require time and money to be spent on research before a cure can be found or finding a viable alternative source of energy to meet our needs. After all, we are rapidly running out of the fuel needed to maintain our lifestyle here on Earth, yet we soon seem to be squandering these resources on launching rockets, which requires massive amounts of energy. There doesn't seem, at first sight, to be any real reason for doing this when we could put both money and fuel to better use. On balance, though, I think we are right to go ahead with space exploration if it is just that: investigation of our galaxy to see if there is, or was, life on other planets or to further scientific research into the nature of the universe. I don't feel that we can be certain that if space exploration were discontinued then the money would automatically be put into poverty relief or research. However, what I do feel is wrong is to explore space in order to find ways to exploit it for own ends; using up the natural resources of other planets, for example, when we run out of our own. That having almost destroyed our own planet, we would try to do the same to others, seems to me indefensible.

Student A

But I think that that is exactly what will happen. Whatever scientists may think, the governments which sponsor space exploration are really only looking for ways of increasing their own countries' wealth and power.

Students A & B

- 1 A: *I don't think that anything can really replace actually going to a place. I mean, you can look at pictures and read the most amazing descriptions of places and hear about how other people felt when they went there, but nothing really beats going to a place yourself and experiencing it at first hand.*
 B: *Yes, but to be honest, unless you're a professional traveller you can't go everywhere can you? You don't have either the money or the time, so to a certain extent things like travel films or books do satisfy you, especially if you know that it's a place you are never likely to get to.*
 A: *Mmm, I suppose so ...*
- 2 A: *Well, if you have a job where you have to travel a lot, you won't be able to see much of your family and will miss out on a lot of family occasions. It's probably quite difficult to keep up with friends too, if you're always travelling.*
 B: *On the other hand, you see a variety of different places and meet people from different cultures and backgrounds. And if you're a single person, without family ties, it must be rather exciting. After all sitting in an office all day with the same people is neither interesting nor very stimulating and travel can inject a bit of variety into life.*
 A: *In the beginning, yes, but after a while I should think it becomes equally as monotonous as sitting at a desk all day. Too much of a good thing, really.*
- 3 A: *Well, I'm not a great one for preparing for foreign trips. I like them to be spontaneous. I mean, I know where I want to go and what I want to see, more or less, but I like to form my own impressions and not be influenced by what other people have said. And I like to be surprised. It adds to the adventure when you find something unexpected. It's probably recorded in a million guidebooks, but for you it's new and it's your discovery.*
 B: *I'm just the opposite, I'm afraid. I feel that if you're going to go somewhere then you should try to make the most of the experience, so you should find out something about the place and its background. Delve into the history a bit and read up on the local places of interest you want to see. It makes visiting them much more interesting if you can associate them with what was going on at a particular point in time.*
 A: *Hmm. I'm yet to be convinced!*
- 4 A: *It entirely depends on you, your particular tastes and your pocket. There's no objective way of judging one as better or worse than the other. Personally, I've experienced both, and I tend to prefer travelling alone, but that's only because I don't like the inevitable regimentation and lack of autonomy involved in travelling in a group, which in many ways is much easier because everything is taken care of for you.*
 B: *Yes, tickets, hotel reservations, what you see and what you don't. It's very relaxing because you don't have any responsibility for anything. Should something go wrong, someone else will have to take the blame, not you. Travelling independently can be much more stressful, but at the same time is often more fun. There's a sense of adventure that you don't get in a group, and this is exhilarating, although you can run into difficulties in a foreign country where you don't know the language. ...*
 A: *But that's all part of the experience, isn't it?*

10 Suggested Answer Key

In the last few years a new phenomenon has hit our TV screens: the reality show. What is characteristic of these shows is that they involve no celebrities, the participants are ordinary people who are filmed while in a particular situation.

Big Brother is probably the most well-known of all these shows. About eight people are selected by the TV company to live together for eight weeks in a house, completely cut off from the outside world. They are not allowed to make contact with anyone outside. Every part of the house has a camera in it so there is no escape from surveillance and no privacy at all. At the end of each week viewers vote on who will stay in the house and who will leave, so every week the number of people taking part is reduced by one, until only one person is left. This person is the winner by popular acclaim and receives a large cash prize.

This is Big Brother, which is extremely popular and consequently also influences peoples' attitudes. The problem is: why is it influential? Most people's daily lives are extremely tedious and consist of a series of routine tasks and actions and Big Brother is no exception to this rule. It is very boring. Nothing happens. However, it is watched by millions of people; little by little the viewers become involved in the lives of the participants, perhaps because they feel as if they are watching themselves on TV. Those who take part, of course, want to win, so they have a vested interest in amusing the audience and they try to behave in such a way as to make sure that they can stay in the programme. A further result of offering prize money, of course, is that many people want to go on the show as a way of obtaining a great deal of money without having to do very much for it.

Consequently, the participants try to make events less ordinary in order to keep people watching while the viewers think that what they are seeing is how everybody behaves. Which is what in the end, everybody will be doing. We will all be participants in Big Brother.

Unit 5 – The Science of Life!

Objectives

- Vocabulary:** medicine; science and health
Reading: multiple choice; speculating; gap-filling; reading for detail
Listening: multiple choice; gap-filling; listening for specific information and tone
Speaking: comparing; evaluating; suggesting alternatives; making, arranging and cancelling appointments
Grammar: reported speech
Phrasal verbs: hold; keep
Writing: a report

Ask Ss to list the most recent medical breakthrough(s) or issues they know of and elicit any relevant background information.

- 1 a. Help Ss to match the items in the two columns. Elicit/ Explain any unknown vocabulary.

Answer Key

- | | | |
|-----|-----|-----|
| 1 f | 3 d | 5 a |
| 2 e | 4 b | 6 c |

- b. Check that Ss understand the task and elicit/explain any unknown vocabulary.

Answer Key

Picture B → Ophthalmology

The principles of vision correction were discovered by Vincent Lance in 1898. Nowadays, with laser surgery, 92% of all eye diseases are curable.

Picture C → Radiology

Computerised Axial Tomography was engineered by Godfrey Hounsfield in 1972. Nowadays, complete 3D imaging of the human body is possible.

Picture D → Genetics

Genetics was first researched in 1953 by Watson and Crick, who won a Nobel Prize in 1962. Nowadays, a complete map of human DNA is possible.

- 2 Allow Ss time to complete the task using dictionaries, then elicit answers from individual Ss based on the model.

Answer Key

- The sole is the under part of the foot.
- The retina is the area at the back of the eye.
- The Adam's apple is the lump that sticks out at the front of a man's neck.
- The sternum is the central bone that connects the ribs.
- The abdomen is the lower part of the stomach.
- The shoulder blade is one of the two large triangular bones in the upper part of the back, below the shoulders.
- The calf is the thick part of the back of the leg, between ankle and knee.
- The cheekbone is the bone in the face below the eye.
- The tonsils are the two small soft lumps in the throat, at the back of the mouth.
- The knuckles are the joints in the fingers.
- The ribcage is the structure of ribs in the chest.
- The palms are the inside parts of the hand.

- 3 a. Allow Ss time to read and speculate on the likelihood of statements 1-6, then elicit answers from as many Ss as possible.

Students' own answers

- b. Play the cassette. Ss listen and check/compare their answers to the speaker's.

Answer Key

- 1 in about 20 years
- 2 within the next 30 years
- 3 in about 100 years
- 4 By the end of the decade
- 5 in half a century/50 years
- 6 within the next 5 years

- c. Elicit/Explain any unknown vocabulary in the statements, then play the cassette. Play the cassette a second time, if necessary and allow Ss to complete the task, then check Ss' answers.

Answer Key

- 1 T 2 T 3 F 4 F

- 4 Elicit the implication(s) made in each quotation and help Ss relate these to statements made by the doctor in Ex. 3c. Then, invite individual Ss to say which of the statements

they agree with, and why. Encourage (a brief) class discussion.

Suggested Answer Key

- The first quotation is against animal testing. It implies that although animals don't think logically, or speak, they still suffer.
- The second quotation is for animal testing. It implies that if we didn't use animals for research purposes, then there would be no cure for the diseases which are the real killers.

• **Suggested Answer Key**

I agree with the first quotation because we know that animals feel pain just as humans do, even though they can't express it. I don't agree with the second quote because it's not true that there are no other ways to test drugs since this can be done with, for instance, computer simulations.

- 5 Present the rubric and, if necessary, explain what a stethoscope is. Refer Ss to the questions and elicit/explain any unknown vocabulary. Ask Ss to discuss the questions in pairs, then elicit suitable answers from each pair.

Suggested Answer Key

- 1 I think the title, *A Symbol of Medicine, A Triumph of Simplicity* refers to the stethoscope, firstly because it is always identified with doctors, who are often portrayed with a stethoscope around their necks and it thus identifies their profession, and secondly, because the way in which the stethoscope works is not complicated.
- 2
 - I think it probably comes from the biography of the person who invented the stethoscope.
 - (Para 4) Tightly rolling up the passages of his notebook, he placed one end of the makeshift cylinder on his patient's chest and put the other to his ear: the heart sounds could be heard more distinctly.
- 3 **simple** – in its application/ construction
fully-fledged symbol of medicine – completely represents the medical profession in people's minds
stiff unwieldy tube – the original form it took
precision-engineered instrument – the modern stethoscope

- 6 Elicit/Explain the meaning of any unfamiliar vocabulary in the questions – but not in the text itself – then allow Ss 10-15 minutes to read the text and answer the questions. Check Ss' answers, then elicit/explain the meaning of any vocabulary in the text which Ss still do not understand.

Answer Key

- 1 A 3 A 5 A 7 D
 2 B 4 C 6 B

7 Answer Key

- 1 It describes the passing of an infectious disease from patient to doctor.
- 2 It was a flexible, big and awkward to carry and use.
- 3 He means it just followed the trends toward innovation of the times.

8 a. Answer Key

fully-fledged – complete, or fully developed
dissection – (in medicine) cutting up/open a body for examination
proponent – person who supports a theory or method

principle – theory or philosophy
makeshift – used temporarily until something more appropriate can be found
scourges – causes of trouble and suffering
ravaged – damaged, almost completely destroyed
solidified – changed from soft or liquid form to solid mass
egophony – describes a specific sound emanating from the lungs (specialised medical term)
unwieldy – big and awkward
correlating – working out the connection between
probing – examining with the hands
abdomen – the lower part of the stomach
wave – an increase in a particular activity or type of behaviour

b. Answer Key

- 1 **imprudent** – incautious/irresponsible
- 2 **inevitably** – unavoidably
- 3 **distinctly** – clearly/precisely
- 4 **modestly** – slightly/in a small way
- 5 **pursue** – seek/work towards
- 6 **emitted** – made by/issuing from (the chest)
- 7 **impact** – effect/result
- 8 **correlating** – working out the connection between
- 9 **tests** – assessments/(procedures)

c. Suggested Answer Key

Medical terms from Latin or Greek used in the passage:

stethoscope	pneumonia
diagnose/diagnostic	egophony
symptoms	diaphragm
anatomical	mitral valve
thoracic	prolapse
organs	abdomen
tuberculosis	echocardiography
autopsy	

- 9 Present the rubric and elicit answers from individual Ss.

Suggested Answer Key

- I think that it's possible for one person to have a brilliant idea or make a discovery on his or her own, however, I think in order to develop their idea or invention they most certainly need the input of others and particularly financial support.
 - Isaac Newton first thought of his system of gravity in 1665 when sitting alone in an orchard. As the ripe apples dropped from the tree, it dawned on him that objects have a tendency to fall down towards the earth. However, when he attempted to demonstrate his theory to other scientists, they ridiculed him and he was forced to continue his work alone. His ideas were published in 1684.
 - Interested by A.H. Becquerel's discovery of radioactivity, Pierre Curie and his wife, Marie, worked together and discovered the elements polonium and radium, for which they shared the 1903 Nobel Prize for physics with A.-H. Becquerel. Marie Curie received another Nobel Prize (for chemistry) in 1911 for her isolation of radium. She also studied radioactive decay and the applications of radioactivity to medicine, pioneered mobile X-ray units, and headed the French Radiological Service during World War I.
- 10 Confirm that Ss understand the items in the list by asking them to explain/translate etc. Allow Ss a few minutes to complete the task. Check Ss' answers, and elicit/explain the meaning of any vocabulary which Ss still do not understand.

Answer Key

- | | |
|--------------|------------------------|
| 1 ache | 9 concussion |
| 2 cramp | 10 deficiency |
| 3 irritation | 11 infection |
| 4 clot | 12 wound, inflammation |
| 5 sprain | 13 discomfort |
| 6 injury | 14 disorder |
| 7 exhaustion | 15 condition |
| 8 fractured | 16 predisposition |

- 11 Allow Ss time to complete the task, then check Ss' answers.

Answer Key

- 1 **prevent** – because the others describe ways dealing with an illness or injury once it has occurred.
- 2 **toe** – because the others are all parts of the hand
- 3 **faint** – because the others describe various ways of breathing
- 4 **eyelash** – because the others are internal
- 5 **stretcher** – because the others are rooms
- 6 **powder** – because the others are types of container
- 7 **elbow** – because the others are parts of the leg
- 8 **orderly** – because the others are types of doctors

- 12 Help Ss to match the parts of each collocation, and elicit/explain the meaning of each term. Allow Ss time to make sentences in pairs using the collocations, then check as many answers as possible.

Answer Key

lab tests	respiratory infection
medical history	vitamin intake
passive smoking	strenuous activity
allergic reaction	

Suggested Answer Key

- The patient's **medical history** showed he was prone to nervous disorders
 - There are a number of non-smokers who have died from **passive smoking**.
 - Being stung by a bee or wasp is not serious unless you have an **allergic reaction**.
 - The patient was prescribed antibiotics for a respiratory infection.
 - You can easily increase your **vitamin intake** by eating more fruit and vegetables.
 - After a heart by-pass operation, patients should not undertake any **strenuous activity** without consulting their doctor.
- 13 Help Ss to match the parts of each collocation, and elicit/explain the meaning of each term. Allow Ss time to work in pairs to make sentences using the collocations, then check as many answers as possible.

Answer Key

- 1 fatal, contagious **disease**
- 2 congenital, chronic **condition**
- 3 serious, slight **dizziness**
- 4 holistic, conventional **medicine**
- 5 speedy, miraculous **recovery**
- 6 multiple, internal **injuries**
- 7 superficial, flesh **wound**
- 8 emergency, on-going **treatment**

Suggested Answer Key

- 2 Genetic testing can help prevent children being born with congenital conditions, such as cystic fibrosis.
- 3 Recurring bouts of slight dizziness can be a symptom of low blood pressure.
- 4 Doctors are beginning to recognise the benefits of the all-round approach of holistic medicine.
- 5 Despite the severity of his injuries, he made a speedy/miraculous recovery.
- 6 He suffered from multiple/internal injuries as a result of the high-speed car collision.
- 7 Luckily the bullet did not pass through his body; he only sustained a flesh wound.
- 8 Intensive physiotherapy is part of his on-going treatment.

- 14 a. Check that Ss understand the rubric, then allow them a few minutes to complete the task. Check Ss' answers and elicit/explain the meaning of any vocabulary which Ss still do not understand.

Answer Key

- | | |
|-------------------------|-----------------------|
| 1 stabbing, piercing | 4 niggling, recurring |
| 2 holistic, alternative | 5 mild, slight |
| 3 undergo, have | 6 allergic, adverse |

b. Suggested Answer Key

- 2 The doctor will give you something for the **pain** if you ask him.
There will be some **tenderness** around the wound for a time after the operation.
- 3 I often feel **dizzy** if I stand up too quickly because I have low blood pressure.
The extreme heat and the fact she hadn't eaten all day made her feel **faint**.
- 4 After shouting for over an hour at the football match, his **voice** was **hoarse**.
If you've got a temperature and a **sore throat** you've probably got the 'flu.
- 5 The type of **nausea** that pregnant women suffer from is often referred to as morning sickness.
Certain people cannot stand heights because they suffer from **vertigo**.
- 6 The doctor examined the patient thoroughly before making his **diagnosis**.
The **prescription** stated that the medicine must be taken after food.
- 7 The doctor arranged a **consultation** with a skin specialist to determine the cause of his allergy.
Blood tests and x-rays are part of the routine medical **examination**.
- 8 He managed to finish the race but collapsed afterwards from **exhaustion**.
People with a heart condition should avoid any unnecessary physical **exertion**.
- 9 A **midwife** is qualified to deliver babies if no doctor is available.
The **matron** made sure that all the nurses working in the hospital performed their duties according to her strict standards.
- 10 He's been advised to take a month off to **recuperate** after the operation.
It appears that the patient's condition is not **improving**.

- 15 Refer Ss to the Appendix, if necessary, and allow them two or three minutes to complete the task. Check Ss'

answers and elicit/explain the meaning of any vocabulary which Ss still do not understand.

Answer Key

- | | | |
|--------------|------------------|-----------|
| 1 of, to | 5 in, between/of | 9 to, to |
| 2 for, about | 6 to, in | 10 in, of |
| 3 with, for | 7 to, in | |
| 4 from, of | 8 in, with | |

- 1 **the amount** – the quantity
amounts to – equals (noun and verb have different prepositions)
- 2 **caring for** – looking after
care about – be concerned
- 3 **charged with** – responsible for
charged for – asked to pay
- 4 **benefit from** – be helped by something
the benefit of – the help (noun and verb have different prepositions)
- 5 **choice in** – possibility to choose
choice of/between – options to choose from
- 6 **deaf to** – ignoring sth
deaf – not having the ability to hear.
- 7 **declined to do sth** – refused
a decline in – a decrease
- 8 **in, with** – the meaning is the same. Have difficulty in is followed by a gerund, have difficulty with is usually followed by a noun
- 9 **commit himself to** – express certainty on a matter
committed to – officially sent to an institution, e.g. a hospital or prison
- 10 **feature in** – to appear in a publication or production
a feature of – an important part (noun and verb have different prepositions)

- 16 Allow Ss time to complete the task. Check Ss' answers and elicit/explain the idioms in bold. Elicit/Explain the meaning of any vocabulary which Ss still do not understand.

Answer Key

- | | |
|------------|---|
| 1 foot | to get one's foot in the door: to secure a place in a group or with a person |
| 2 heart | to take sth to heart: to be greatly upset or affected by sth. |
| 3 foot | to put one's foot down: to insist on or be firm with/in sth |
| 4 eyes | to have eyes in the back of one's head: to be very alert and watchful |
| 5 eyes | to only have eyes for each other: to be attracted to or interested in one person |
| 6 feet | to be rushed off one's feet: to be extremely busy or overworked |
| 7 hand | hand over fist: getting a lot of sth (usually money) quickly |
| 8 knees | to bring sb or sth to its knees: to almost ruin sb or sth |
| 9 heels | to take to one's heels: to disappear quickly by running off |
| 10 leg | not to have a leg to stand on: not to have any defence |
| 11 hand | to keep one's hand in: to keep in practice so as to remain good at sth |
| 12 hands | to win sth hands down: to win easily |
| 13 stomach | a strong stomach: to be able to bear sth, not necessarily food |
| 14 head | to fall head over heels in love: to suddenly be completely in love with sb |

- 17 Allow Ss time to complete the task. Check Ss' answers and elicit/explain the meaning of the phrasal verbs in bold. Elicit/Explain the meaning of any vocabulary which Ss still do not understand.

Answer Key

- 1 **keep down** – control at a low level
- 2 **hold back** – to stop sth. from happening
- 3 **hold with** – to subscribe to/agree with
- 4 **hold down** – to retain/keep
- 5 **held up** – to delay
- 6 **holding out** – to insist on
- 7 **keeps on at** – to nag
- 8 **keep to** – to follow
- 9 **keep on** – to continue to employ
- 10 **kept up** – to sustain/maintain

- 18 Allow Ss time to complete the task, then check Ss' answers.

Answer Key

- 1 e 2 a 3 c 4 b 5 d

Elicit/Explain the meaning of each sentence and any unfamiliar vocabulary.

- 19 a. Present the rubric, then play the cassette and allow Ss time to complete the task. Play the cassette a second time, if necessary, then check Ss' answers.

Answer Key

- | | |
|-------------------|-------------------------|
| 1 suit you | 6 fit you in |
| 2 come up | 7 booked solid |
| 3 make it | 8 make an appointment |
| 4 shame | 9 have an appointment |
| 5 letting me know | 10 move the appointment |

- b. Allow Ss time to complete the task, then check Ss' answers. Elicit/Explain the meaning of the phrases in bold.

Answer Key

- | | |
|-----------------------|------------------------|
| 1 make an appointment | 6 move the appointment |
| 2 fit you in | 7 suit you |
| 3 booked solid | 8 I can't make it |
| 4 have an appointment | 9 That's a shame |
| 5 something's come up | 10 letting me know |

squeeze me in – find some free time between other people/activities to see me

there's a slot – there's a free space in the programme

- c. Check that Ss understand the task by referring them to the model. Elicit/Explain the meaning of any unfamiliar vocabulary and allow Ss time to practise dialogues based on the two hypothetical situations. Monitor results.

Suggested Answer Key

- A: Lara's Salon, how may I help you?
 B: Hello, my name's Louise Simpson and I've got an appointment for this morning.
 A: Yes, hello Louise, how can I help you?
 B: Well, there's been a mix-up at work. Can we move the appointment to sometime this afternoon?
 A: Could you hold on a moment while I check?
 B: Yes, of course.

- A: I'm afraid we're booked solid after two o'clock. The earliest I can fit you in is tomorrow at 11.30.
 B: Ok, no problem. Tomorrow 11.30. Thanks very much.
 A: Goodbye.

- A: Hello?
 B: Hello, Professor Lewis. It's Robert Davis here. I had asked to see you today about my assignment.
 A: Yes, hello Robert, how can I help you?
 B: Something's come up at home and I can't make it. Have you got any time tomorrow?
 A: Just hang on a moment.
 B: Certainly.
 A: Let me see ... No, I'm afraid not. How does Monday next week at 10.30 suit you?
 B: That's fine.
 A: Ok then, Robert. Thanks for letting me know.
 B: Thanks, Professor Lewis. Bye.

- A: Barlow's Bank.
 B: Hello, my name is Jessica Royden.
 A: Yes, how may I help?
 B: I'd like to make an appointment to see the manager about a loan. Has he got any time today?
 A: Just a moment. Let me check for you ...
 B: Yes, of course.
 A: Not today, I'm afraid. The earliest he can fit you in is on Friday at 9.
 B: That's fine. Friday at 9. Thank you.
 A: Goodbye.

- 20 a. Present the rubric and elicit/explain any unknown vocabulary.

Suggested Answer Key

witch doctor – psychic surgery might be compared to trying to cure people by using tricks and spells

exposed – the practice could be revealed or exposed as fraudulent

sentenced – the person who was deceiving people like this could be sentenced to a term in prison

psychosomatic illnesses – this form of treatment might be considered appropriate in the case of psychosomatic conditions

the myth still persists – it might tell us why belief in this kind of treatment continues

- b. Allow Ss a minute or two to read the sentences, then invite brief discussion of approximately what Ss expect the missing words/phrases to be. Play the cassette twice. Ss listen and complete the task. Check Ss' answers.

Answer Key

- 1 ancient or prehistoric times
- 2 peace of mind
- 3 don't charge
- 4 practice of medicine
- 5 blood
- 6 agencies
- 7 Psychosomatic illnesses
- 8 no underlying cause
- 9 propagated

c. **Suggested Answer Key**

A: I wouldn't dispute the truth of the first statement. However, pain is pain, regardless of what causes it, and the relief of pain, however this is accomplished, is surely what is important. For this reason, the second statement is probably closest to my opinion.

B: Statement 2 advocates fraud! Why should unqualified tricksters profit by the gullibility of people who, were they better informed, could seek the help of legally qualified doctors in combating their illnesses, whether physiological or psychosomatic in origin?

A: But psychosomatic illnesses, by their very nature, may not respond to orthodox treatments. Should a person be expected to suffer pain or distress indefinitely when their faith in an alternative treatment, alone, may bring about a cure?

B: Of course not. Nevertheless, consider those in the legal medical professions. It must be extremely frustrating to know that these so-called 'miracle workers' are reaping a tidy profit without having undertaken so much as a day of real medical training. I have to agree with the first statement.

- 21 a. Present the task and elicit suggestions.

Suggested Answer Key

General practitioner, dentist, physiotherapist, surgeon, cardiologist, radiologist, pediatrician, chiroprapist, psychologist, psychiatrist, matron, staff nurse, care worker, midwife, heart specialist, optician, acupuncturist, aromatherapist, chiropractor, dietician, herbalist, homeopath, hypnotherapist, chemotherapist, iridologist, physiotherapist, paramedic, ambulance driver, occupational therapist.

- b. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions, then play the cassette twice. Ss listen and answer the questions. Check Ss' answers.

Answer Key

1 A 2 C 3 B 4 A 5 D

c. **Suggested Answer Key**

Personally I feel that a career in the healthcare industry would be highly rewarding. Whether as a surgeon, a nurse or a paramedic, I would feel that I was truly helping my fellow man when they need it most. In the healthcare industry you aid sick or injured people in overcoming physical problems as well as giving them the strength to maintain a healthy mental outlook.

- 22 a. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions, then play the cassette twice. Ss listen and answer the questions. Check Ss' answers.

Answer Key

1 C 2 C

b. **Suggested Answer Key**

I believe that, generally speaking, knowledge is a good thing and that people should be constantly trying to learn new things. However when it comes to tampering with nature I think we have already seen the damage that scientific progress has done us, with increased levels of pollution, and food which may be dangerous to eat. It is not that the type of

progress involved here is bad in itself, but that there is very little control. We need to go on finding out new things, but to take things more slowly and to think about the consequences before rushing ahead.

- 23 a. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions, then play the cassette twice. Ss listen and answer the questions. Check Ss' answers.

Answer Key

1 A 2 A

b. **Suggested Answer Key**

When learning, 'hands-on' learning, or practical experience is as important a part of the learning process as is the theoretical aspect. It provides people with the chance to practise what they have learnt and makes learning both more memorable and more interesting.

- 24 a. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions, then play the cassette twice. Ss listen and answer the questions. Check Ss' answers.

Answer Key

1 A 2 C

b. **Suggested Answer Key**

I believe that parents should be involved in the educational process since their children are a part of this process. Obviously, they should not be involved to the extent that they try to dictate to the teacher how and what to teach, but they can make sure that the child is learning and not being disruptive in the class, and they can work with the teacher if any problems should arise.

- 25 a. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions, then play the cassette twice. Ss listen and answer the questions. Check Ss' answers.

Answer Key

1 B 2 C

b. **Suggested Answer Key**

I associate healthy eating with eating a lot of fresh food - fresh fruit and salads and trying to avoid things like too much meat and fried food. I try to eat healthily, but I have to admit that I don't always manage it. If you are constantly rushing, as most people are today, then it's much easier to buy a sandwich or a hamburger when you're hungry, than either to wait until you get home or to eat a proper meal in a restaurant.

- 26 a. Brainstorm on the four pictures with the whole class to generate vocabulary and ideas. Refer Ss to rubric for task. Remind Ss that they will be expected to talk for about a minute in this stage. Put Ss in groups of four. Pair A does the task while pair B assesses them using the Peer Assessment Checklist. Ss discuss the results in groups. Monitor or, alternatively, elicit comments on pair performance from whole class.

Optional extra: Pair B does task while Pair A assesses, or one pair is asked to perform in front of the class while the class assesses their performance. If the latter option is chosen, be careful to select very confident students to perform.

Suggested Answer Key

Refer to Tapescript Section – Unit 5, Ex. 26 Sample Interview on p. 157

- b. Refer Ss to rubric and remind them that they will be expected to talk for about two minutes in this stage (3 minutes including task c). Ss work in pairs to complete task. T monitors and helps.

Optional extra: two students can be asked to perform the discussion for the class.

Suggested Answer Key

Refer to Tapescript Section – Unit 5, Ex. 26 Sample Interview on p. 157

- c. Refer Ss to rubric. Brainstorm quickly with whole class. Remind Ss that they should aim to speak for approximately one minute. Ss work in pairs to complete task. Monitor and help Ss, then elicit from the class some of the suggestions that they discussed.

Suggested Answer Key

Refer to Tapescript Section – Unit 5, Ex. 26 Sample Interview on p. 157

- d. Explain/Elicit the meaning s of the terms used for assessment. Explain that one of the Ss on the cassette will perform badly in **some** of the areas listed. Play cassette, Ss complete task. Encourage class discussion on performances.

Answer Key

Claire's points are clear and well-expressed. She has a good range of vocabulary and she uses structures accurately (e.g. if it were to be, the ones whose health etc). On the other hand, Michel has a good range of vocabulary and contributes enough to the interaction, but makes frequent grammatical errors, both in basic and more complex structures (e.g. I had seen, too effectively, for whose, it would have had, rather her etc). While this doesn't affect his ability to communicate, inaccurate speech would be penalised.

Weak point: grammatical accuracy

Sample Interview: For this unit the sample interview contains a recorded model interview for Part 2 for the speaking test, 26a, 26b and 26c (26b and c are integrated together as they would be in the CPE interview). This can be played to the class as a whole interview section after the speaking practice. Alternatively, the first stage can be played immediately after Ss have practiced 26a and stage 2 after 26c.

Initiate class discussion on how Ss' own performance can be improved.

- 27 a. Ask Ss to work in pairs or small groups and predict the content of each passage from the titles and photographs.

Suggested Answer Key

Judging from the title and the photograph, the first extract must be about an ordinary hospital, rather than a modern clinic, and the way it works. The second extract has a photograph with it of what looks like garlic, ginger and other herbs and supplements that many people think are necessary in our diet to keep us healthy. The title talks about plants helping us, so it probably has something to do with eating healthily. The last extract, judging from the photograph and the title, is about taking exercise and probably talks about its health benefits.

- b. Ss should skim each passage for gist in order to assess the accuracy of their predictions. Check results.

Students' own answers

- 28 Check that Ss understand the rubric and allow them time to complete the tasks. Check Ss' answers.

(2nd passage: dandelion and burdock are wild plants used to make a soft drink popular with children.

Lemon barley water and ginger beer are also non-alcoholic drinks.)

Answer Key

1	A	5	A	9	B	13	C	17	C
2	A	6	D	10	A	14	A	18	C
3	C	7	B	11	B	15	A		
4	C	8	C	12	B	16	B		

29. Suggested Answer Key

- 1 There was not a single **mark** on the animal's body to suggest that it had been mistreated.
- 2 **Enrolments** for the new course have surpassed expectations.
- 3 Business **profits** have dropped recently.
- 4 It's advisable to carry an **antidote** to snake bites with you if you are going to spend time walking in the country.
- 5 By commencing a course of vigorous physical activity before first warming up, you risk **straining** a muscle.
- 6 The final cost of the equipment includes the cost of the **labour** for installing it.

- 30 a. Check that Ss understand the rubric. Elicit/Explain the meaning of any unfamiliar vocabulary in the statements and allow Ss time to complete the task. Check Ss' answers.

Answer Key

- 1 extract 3 'Yet none of these are natural ...'
- 2 extract 2 '... but they can be very powerful, so ...'
- 3 extract 1 'not much had changed', 'This was more than could be said for ...', '... a rudimentary electronic patient record ...'
- 4 extract 2 '... for both culinary and therapeutic uses', '... brewed for their health benefits', 'The closer the product is to the natural plant ...'
- 5 extract 1 'On my recent visit to this hospital ...', 'Not much had changed.', 'This was more than could be said for ...'
- 6 extract 1 '... admission, ordering drugs ...', 'recording some tests on a patient's database', 'Although I did have suspicions that there was a rudimentary electronic patient record somewhere ...'
- 7 extract 2 'Children's favourites, such as ...'
- 8 extract 2 'Herbs offer cheap and readily available ...', '... organic fresh teas or tinctures from a health food shop are better than ...'
- or extract 3 'Exercise is a vital part of any 'new you' programme.'
- 9 extract 1 (whole extract)

b. Answer Key

- 1 The writer is not sure if this is true.
- 2 The writer implies that the hospital employees consider that having a system of folders is something that deserves praise or celebration and that they are still totally unaware of the benefits of modern technology.

- 3 The implication is that it is absolutely impossible to do without exercise if you want to successfully transform yourself into a fit and healthy individual.

- 31 Elicit/Explain the meaning of any unfamiliar vocabulary and allow Ss time to complete the task. Check Ss' answers.

Answer Key

- 1 Martha **accused** Johnny of stealing her pen and **explained** that she had seen him do it.
 - 2 Bill **promised** his mother that he would clean his room as soon as he got back from the concert.
 - 3 The spy **revealed** that the agent would be boarding a plane for New York at five that afternoon.
 - 4 His mother **warned** him/**explained** that if he didn't wear his jacket, he would catch a cold and he would have to go to the doctor.
 - 5 The weatherman **forecast** scattered showers on Sunday with temperatures reaching the mid 20s.
 - 6 The woman **warned** him that if he was not there at six sharp, he would be dining alone.
 - 7 The nurse **advised** me to clean the wound thoroughly, to apply a salve and then to cover it with a sterilised bandage.
 - 8 The headmistress **forbade** students to leave their rooms after lights out.
 - 9 The accused **denied** being/having been anywhere near the bank on the night of the robbery.
 - 10 The woman **informed** the officer that the other driver had been in the wrong lane, while she had been on her side of the road.
 - 11 The boy **apologised** for being late and explained that he had got there as fast as he could.
 - 12 The ranger **warned** them/**emphasised** that the currents in that part of the river were treacherous.
- 32 **Answer Key**
- 1 enquired how long I had been experiencing
 - 2 not to touch the instruments because they had
 - 3 said that I ought to cut down on/advised me to cut down on
 - 4 be a good idea if I gave up
 - 5 assured the girl that it wouldn't
 - 6 cried out in
 - 7 reminded the doctor that he had
 - 8 urged him to give serious consideration to/seriously consider
 - 9 insisted on my keeping
 - 10 informed him that it would soon be time

- 33 Elicit/Explain the meaning of any unfamiliar vocabulary and allow Ss time to complete the task. Check Ss' answers. (The Chancellor [of the Exchequer] is the title of the British Minister of Finance.)

Answer Key

- A "I do not wish to comment at the moment but I promise to inform the press of any new developments."
- B "The truck driver was driving erratically for some time before the accident."
- C "If the currency is devalued further, there will be an explosion in inflation."
- D "I have not embezzled company funds."
- E "I doubt whether the defendant's claims are true."
- F "Is it possible that there will be/ Might there be further staff lay-offs in the next few months?"

- 34 Elicit/Explain the meaning of any unknown vocabulary and allow Ss time to complete the task. Check Ss' answers by asking individual Ss to read a sentence of the revised passage.

Answer Key

"I was passing the park entrance when I heard pleas for help. I looked around for a police officer but when I realised that there wasn't one in the immediate vicinity I took it upon myself to investigate. The first thing I noticed on entering through the gate was a large black shadow crouching over a prone figure that was on the ground. On getting closer, I realised that a woman was being threatened by a large mongrel dog. I'm petrified of dogs and I couldn't move for a moment. Then I acted on instinct and picked up the largest thing to hand, which turned out to be a fallen branch. By the time I reached the woman, however, the dog had turned tail and disappeared into the undergrowth."

- 35 Elicit/Explain the meaning of any unknown vocabulary and allow Ss time to complete the task. Check Ss' answers.

Answer Key

- | | | |
|----------|-----------|---------|
| 1 still | 6 this | 11 only |
| 2 in | 7 for | 12 this |
| 3 first | 8 also/do | 13 by |
| 4 around | 9 in | 14 from |
| 5 them | 10 of | 15 thus |

- 36 Elicit/Explain the meaning of any unknown vocabulary and allow Ss time to complete the task. Check Ss' answers.

Answer Key

- | | |
|-----------------|------------------|
| 1 relationships | 6 ensure |
| 2 decisions | 7 establishment |
| 3 development | 8 disquieting |
| 4 respectful | 9 underestimated |
| 5 statisticians | 10 alliance |

- 37 Encourage Ss to first attempt the task without the aid of a dictionary, then check their answers. If necessary, allow Ss to use dictionaries to complete the table and identify the meaning of any unknown words.

Person Noun	Abstract Noun	Verb	Adjective
—	dissection	dissect	dissecting/ dissected
surgeon consultant	surgery consultation	— consult	surgical consultative/ consulting
specialist practitioner	specialisation practice	specialise practise	special practising/ practical
—	screening	screen	screening

- 38 Elicit/Explain the meaning of any unknown vocabulary and allow Ss time to complete the task. Check Ss' answers.

Answer Key

- | | | |
|-------------|-----------|--------|
| 1 addressed | 3 figures | 5 lay |
| 2 case | 4 high | 6 mean |

- 39 Check that Ss understand the strategy point (Identifying arguments). Allow Ss time to complete the task. Elicit/Explain the meaning of any unknown words, or phrases they do not understand, then check Ss' answers.

Answer Key

- 1 'People ... twice.' (argument)
Paraphrase: Taxes cover the cost of health care so any other payment means people are paying for the same service again, which is unacceptable.
- 2 'With no ... individual.' (argument)
Paraphrase: There is no sound evidence to prove that using alternative medicines is a sensible medical choice.
- 3 'In making ... herself.' (argument)
Paraphrase: Cutting physical education classes will deprive children of exercise and the chance to build their characters.
- 4 However, their decision ... months.' (argument)
Paraphrase: The increase in the game allowance is necessary as there are too many deer and too little food for them.
- 5 'Because ... construction of the dam.' (argument)
Paraphrase: The building of a new dam will cost residents their livelihood as well as obliterating a large recreational area.
- 6 'They should be ... premises.' (argument)
Paraphrase: High street shop owners ought to be given shops in the new shopping center at low rentals and be refunded the cost of this move.

- 40 Refer Ss to the guidelines (Writing a Report) and, if necessary, demonstrate a basic structure using the whiteboard. Elicit/Explain the meaning of any unknown vocabulary in the rubric and allow Ss time to complete the task. Check Ss' answers.

Answer Key

- a The writer's role is as a member of the college welfare organisation.
- b The target reader is the chief welfare officer. The writing needs to be semi-formal because the information is important but the situation is such that the target reader is probably a fellow student.
- c The purpose of the report is to describe the most popular ways that your fellow students use to keep fit.
- d Other information to be included:
– whether these activities make use of the facilities on campus
– whether they take place outside the college
– your thoughts on whether the college facilities are adequate

Suggested answers

- College facilities could be used for team sports, aerobics and gym classes.
 - Students could use the facilities in the town or city where the college is located.
 - The facilities on campus are perfectly/not at all/barely/reasonably suited to students' needs.
- f Encourage Ss to identify the links between the section headings in these two plans and the instructions given in the rubric. Point out that in plan A, the suitability of the college facilities should be covered in the main body paragraphs and/or in the conclusion.

Students' own answers

- 41 a. **Answer Key**

- | | |
|-------------|------------|
| 2 advantage | 6 addition |
| 3 into | 7 for |
| 4 on | 8 whole |
| 5 vast | |

Gaps in the model:

- | | |
|----------------------|---------------------|
| 1 focuses on | 5 in addition to |
| 2 takes into account | 6 take advantage of |
| 3 the vast majority | 7 account for |
| 4 take part in | 8 on the whole |

- b. Elicit from Ss the changes that could be made.

Answer Key

Plan A has been used. All the information from the rubric has been included. The report could have been written using Plan B.

- 42 Allow Ss time to complete the task. Elicit/Explain the meaning of any unfamiliar words or phrases. Check Ss' answers.

Answer Key

- 2 With the exception of a small minority, all of the students are aware of the risks.
- 3 The needs of the handicapped are adequately catered for.
- 4 Needless to say, qualified medical staff tend to be discouraged by poor salaries.
- 5 In the light of the change in the law, our policy on this needs to be revised.

- 43 Check that Ss read and understand the points given.

Students' own answers

Encourage Ss to think about the health care facilities in their area and to write as many sentences as possible in order to practise the vocabulary given.

Suggested Answer Key**Hospitals**

The vast majority of the hospital buildings are dilapidated and in need of repair.

Medical staff

A recent survey revealed that over a third of the qualified doctors in the area consider the conditions in the hospital to be unsatisfactory.

Public feeling

Over half of the local residents who took part in the recent poll said that health care in the region is seriously under-funded and badly in need of reform.

- 44 a. Treat as a controlled class activity and brainstorm to elicit additional vocabulary for each section.

Answer Key

Funding – loan, repay, cover the costs, budget, sponsor, profit
Classes – punctuality, every Tuesday, fully trained instructors, aerobics, less theory, for beginners

Recommendations – loan, repay, fully trained instructors, a greater choice of subjects, better prepared, advertising

Organisation – punctuality, more varied activities, flexible timetable, advertising

- b. Encourage Ss to think about the brainstorming and structuring techniques covered previously in the writing section. Allow pairs of Ss time to discuss the task, then use the whiteboard to record feedback.

Answer Key

- 1 **Sections could include:** Funding, Organisation, Recommendations
Additional sections: Sales, Staff

- 2 **Sections could include:** *Classes, Recommendations*
Additional sections: *Gymnasium, Opening Hours, Swimming Pool*
- 3 **Sections could include:** *Classes, Organisation, Recommendations*
Additional sections: *Subjects Covered, Standard of Instruction, Facilities*

For extra practice, ask Ss to write sentences using the vocabulary in Ex. 44a.

- 45 a. Elicit/Explain the meaning of any unknown vocabulary in the word store. Allow Ss time to complete the task, then check Ss' answers.

Answer Key

Physical Activity

With the exception of the youngest children (4-6 years), children in Britain are largely inactive. About 40% of boys and 60% of girls spend, on average, less than 1 hour a day in activities of moderate intensity and therefore fail to meet the Health Education Authority's recommendation. For boys and girls in the oldest age group (15-18 years) this proportion increases to 56% and 69% respectively. Unless action is taken to improve physical activity in children, obesity will continue to rise.

- b. **Answer Key**

Diet

The foods which are consumed the most are white bread, snacks and chips. On average, children eat less than half of the recommended portions of fruit and vegetables every day. The main sources of fat are cereal products such as cakes and biscuits. Children from poorer families tend to have a poorer diet than children from richer households.

- c. *The report seems to be from a study of children's health. It could contain sections on Smoking, Illness, Psychological Problems, etc. The report could be for the local health authority, a college study etc.*

Students' own answers

Encourage Ss to discuss the situation in their own country and practise the vocabulary.

- 46 a. Check that Ss read and understand the guidelines (Beginnings and Endings).

Answer Key

- A *The main body will probably analyse how effective the campaign has been and will include sections such as, Poster Campaign, School/College Visits, TV/Radio Publicity, Events Held, Results, etc.*
- B *The main body will focus on the activities, one by one. The sections will be headed according to the activities described.*
- C *The main body will contain the responses of the staff, in sections headed Clothing Guidelines, Maximum Hours of Work, Machinery, etc, depending on the issues that students come up with after brainstorming.*

- b. **Techniques used:**

- C – 1 *Summarises the points in the main body.*
A – 2 *Offers a personal opinion / summarises the points in the main body.*
B – 3 *Makes a recommendation for future action / offers a personal opinion.*

- 47 Present, and check that Ss understand, the notes given (Tenses).

Answer Key

- 1 *is, held*
2 *have been printed/are being printed, have been distributed*
3 *recorded*
4 *are being examined, are expected*
5 *has risen*

- 48 Check that Ss read and understand the guidelines (Assessing People and Places).

Answer Key

- | | | | |
|------|------|-------|-------|
| 1 Pe | 6 B | 11 Pl | 16 Pe |
| 2 B | 7 Pl | 12 B | 17 Pl |
| 3 Pe | 8 Pl | 13 B | |
| 4 Pe | 9 B | 14 Pl | |
| 5 B | 10 B | 15 Pe | |

- 49 **Suggested Answer Key**

- A *accessibility, population; cost of accommodation*
B *personality; projects presently working on; recommendation*

- 50 a. **Suggested Answer Key**

- 1 *Role is as student president at the college.*
2 *The college authorities.*
3 *Mainly present tenses. Hypothetical constructions and conditionals will be needed for the recommendations.*
4 • *Begin by specifying (in the top left-hand corner) who the report is for; by whom the report was written/prepared; the subject of the report; the date.*
• *Introductory paragraph – explain the purpose of the report and prepare the reader for the information which will be covered in the main body.*
5 *Section headings might include:*
• *general considerations*
• *stress and anxiety*
• *diet and student health*
Point out that in this report, since solutions need to be found for two or three problems, it is better to put the solutions in the 'problem' paragraphs, rather than leave them to the conclusion.
6 *Health worries students might have could include:*
• *inadequate/underfunded/substandard student health services*
possible solutions:
College authorities should identify and upgrade those areas within the student health care services which are currently deficient.
• *pre-examination/final year stress*
possible solutions:
– *students should have access to information which suggests ways of dealing with stress and stress-related problems.*
– *college authorities should provide a counselling service which can advise and support students through stressful periods.*
• *poor diet/unhealthy lifestyle*
possible solutions:
– *the college should ensure that healthy, tasty and affordable meals are available, on campus, to students*
– *college authorities should provide a confidential counselling service which can offer advice and support to students*

7 Suggested words and phrases

'Following a survey of ...', '...students expressed particular concern (about) ...', 'specifically ...', 'Based on these findings, I would suggest ...', 'Overall/To conclude, this report highlights the need for/suggests that ...'

- 8 End the report by summarising the main points and highlighting the way(s) in which college authorities could be of most help in alleviating problems.

b. Suggested Model Answer

To: Dr. Sarah Cunningham, Senior Health Advisor
 From: Trevor Foxon, Student Union President
 Subject: Student Health Issues
 Date: 9th December 2003

Introduction

The purpose of this report is to shed light on some of the health issues which concern both students at this college and elsewhere. It is hoped that it may be instrumental in contributing to a common policy on student health concerns at College level and National level.

General Considerations

As young people in general are less prone to more serious illnesses, there is a general assumption that they are not concerned about their health. Students form a group within this broader group that have specific issues and it is plain to see that it is in all of our interests to understand and empathise with the concerns they have. I therefore hope to plan a 'Student Health Week' in collaboration with the local hospital to try to make members of the local community more aware of student health issues.

Stress and Anxiety

The most common issue of concern to students at this institution is stress. It is also felt that this is the commonest cause of actual ill health within the College. The effects are more far-reaching than at first one might imagine. As a first step towards countering the effects of stress on students, I have plans to pilot a 'Stress Workshop' during the pre-examination period, which is thought to be the most appropriate time for such an event.

Diet and Student Health

Today's students are well aware of the link between bad health and bad diet. The main issue with the respect to diet is that much of what students eat is either from a fast food restaurant or a Hall of Residence refectory and individual students have no control over and little choice in what they eat. To try to give more control over meals back to students I have commissioned a survey to find out what the students themselves would prefer and shall then form plans based around the results of the survey.

Conclusion

To conclude, this report highlights the need for greater awareness of student's health concerns and it is hoped that the combined actions of the student health awareness week, stress workshop pilot project and opinion poll-based meal programme will be a meaningful contribution to addressing student health issues in this college.

Unit 6 – The Art of Entertainment

Objectives

Vocabulary: the arts; forms of entertainment; festivals and cultural events

Reading: multiple choice; reading for gist and detail

Listening: multiple choice; gap-filling; listening for gist, inference, detail and specific information

Speaking: evaluating; making choices and recommendations, monologue; discussing a topic

Grammar: gerund; infinitive

Phrasal verbs: look; make

Writing: a review

Introduce the theme of the unit by asking Ss to identify the forms of entertainment which are traditionally associated with certain countries, e.g. Hollywood, USA – the film industry; Italy – opera; Ireland – live music and song. Ask Ss to identify which form(s) of entertainment they would associate with their country. Which venues and events would they recommend to a foreign visitor wishing to experience the best of these kinds of entertainment? Why?

- 1 Help Ss identify the different forms of entertainment and offer help with any unknown vocabulary, if necessary. Write categories on board.

Suggested Answer Key

- A dining out
- B cinema, videos
- C live music/bands, pop/rock concerts
- D theatre, drama
- E classical music, concert, symphony

- 2 Elicit/Explain any unfamiliar vocabulary in the list. Refer Ss to list on the board, then allow Ss time to complete the task. Check Ss' answers.

Answer Key**Words associated with restaurants/dining out**

- **décor** refers to the objects that are used to give the restaurant its atmosphere
- **diners** are the people who are eating at a restaurant
- the **head waiter** is the most experienced waiter who manages and directs the rest of the waiting staff
- a **tip** is a small amount of money which diners pay over the normal price of their meal as a gift to the waiters

Words associated with cinema/videos

- **premiere** means the first screening of a film
- **silver screen** is a figurative term for the cinema screen
- a **blockbuster** is a popular film that a lot of people go to see
- the **soundtrack** is the music especially written for a film
- the **director** is the person who guides the actors and the rest of the film crew
- **performance** refers to an actor's/actress's work in the film

Words associated with live music/bands, pop/rock concerts

- the **stage** is where the musicians perform
- an **amplifier** is a device to which musical instruments are connected in order to increase the volume
- **vocalist** is another name for a singer

- **backing singers** is a name for singers who support the lead singer
- the **lead singer** is the main vocalist
- **live** is an adverb or an adjective used to say that the singers/band are actually on stage (as opposed to a recorded performance)
- the **lyrics** are the words to a song
- a **spotlight** is a very strong light which is focused on a performer

Words associated with theatre, drama

- the **opening night** is the night of the first performance
- **scenery** refers to the painted background which represents surroundings on the stage
- **performance**
- **stage**
- **spotlights**

Words associated with classical music

- the **conductor** is the person who directs the orchestra
- a **choir** is a group of chorus singers
- a **soloist** is a musician who plays a piece of music unaccompanied
- an **orchestra** is a group of musicians who play classical music

3 a. Suggested Answer Key

- A: If I wanted to meet people I think I would go to a party or some sort of gathering.
B: Yes, I quite agree. If I already knew someone and wanted to get to know them better, eating out would be another option, I suppose.
- A: I think a quiet evening means staying at home and watching a video, but if I wanted to go out I think a classical concert could be quite relaxing.
B: Or one could go to the cinema and catch one of the early showings.
- A: If I wanted to celebrate something I think I would pick a nice restaurant and invite my family and my close friends.
B: Yes. Although I did go to a rock concert on my last birthday.
- A: A business partner ... I don't know, since I'm not working yet ... However, I suppose a performance at one of the famous theatres or a festival event would be the safest choice.
B: Yes, that's what we always do in my company.

b. Suggested Answer Key

- **surf the internet:** make new friends; have interesting conversations
- **playing squash/tennis/basketball etc:** good exercise; keeps me fit
- **watch a film/video:** find it relaxing; form of escapism
- **nightclub:** enjoy dancing; meet new people

- 4 Check that Ss understand the vocabulary in the questions. Play the cassette twice. Ss listen and match the opinions to the speakers. Check Ss' answers.

Answer Key

1 W 2 M 3 M 4 W 5 M

- 5 Elicit the implication(s) made in each quotation, and help Ss to relate these to statements made by the speakers in Ex. 4.

Answer Key

"Entertainment is ..." – woman

"Art for art's sake ..." – man

- - Entertainment should provide escape from reality.
- - Art must not serve a purpose.

Suggested Answer Key

I definitely agree with the first quote. As far as I'm concerned, entertainment should do exactly that, entertain us. It should be a way of escaping the harsh realities of life and give us a break from our routine.

I don't agree with the second quote, I don't think just anything can be called art, I also think art should serve a purpose or send a message.

- 6 a. Present the rubric and allow Ss a moment to look at the review, then elicit an answer to question a.

Answer Key

The title suggests the reviewer considers the film 'Citizen Kane' to be an exceptional film.

- b. Check that Ss understand the meaning of the words and phrases in the list, then elicit guesses concerning the possible context in which they might be used in the text. (Assure Ss that the accuracy of their predictions is unimportant, but that the act of formulating expectations makes their reading of the text more efficient.)

Suggested Answer Key

controversy – surrounding the content of the movie

modest budget – low production costs

brainwashed – the public/audience's response to the film

behind-the-scene anecdotes – gossip amongst the actors during filming

a clash of super-egos – arguments between the leading actors

living legend – the leading actor or director of the film

The words are in fact used in the passage as follows:

controversy – (line 23) issues which arose as a result of the content of the film

modest budget – (line 24) low production costs

brainwashed – (line 28) the public were indoctrinated; persuaded to believe that the film was bad

behind-the-scene anecdotes – (line 62) incidental tales of events which occurred during the making of the film

a clash of super-egos – (line 73) refers to the enmity between the powerful personalities of Orson Welles (who produced and directed *Citizen Kane*) and William Hearst the newspaper tycoon upon whom the fictional central character, Charles Kane, is based).

living legend – (line 81) as a result of the film, and the controversy it caused, Welles became a living legend

- c. Do not ask Ss to read the text yet. This exercise, again, requires Ss to predict (not produce accurate answers), therefore allow Ss about 1 minute only to answer the True/False questions.

- d. Now, ask Ss to read the passage quickly to see if their guesses were correct. Get feedback from individual Ss.

Answer Key

1 F 2 T 3 T 4 F 5 F

- 7 Encourage Ss to skim the paragraphs in the passage in order to complete this exercise fairly quickly.

Answer Key

Paragraph 1: An acclaimed classic re-released on video
 Paragraph 2: Background to the film and who it was based on
 Paragraph 3: The film-making techniques used
 Paragraph 4: Details of what the DVD package contains
 Paragraph 5: The documentary made about the film
 Paragraph 6: Reactions to the film on its release

- 8 Elicit/Explain the meaning of any unfamiliar vocabulary in the questions – but not in the text itself – then allow Ss 10 minutes to read the text again and answer the questions. Check Ss' answers, then elicit/explain the meaning of any vocabulary in the text which Ss still do not understand. (MGM and RKO are the names of film production companies.)

Answer Key

1 A 3 D 5 C 7 A
 2 D 4 B 6 C

- 9 Ask individual Ss to answer the questions.

Answer Key

- Hearst attempted to prevent the distribution of *Citizen Kane* because it was based on his life story and it did not portray him in a favourable light.
- Bogdanovich looked up to and admired Welles, who had helped and advised him in the past.
- The term 'footnote' is a publishing term which means an afterthought. The writer uses this term because it is appropriate to Hearst's profession and describes his ultimate fate as someone almost forgotten by history.

- 10 Present the rubric and give one example of a word group heading, e.g. *Type of film*. Explain to Ss that they can use the passage both as a source for their word lists and ideas for headings but that they are not limited to listing only words which appear in the passage. (The aim is to build on the vocabulary presented in this reading section.)

Answer Key

Type of Film: classic movie, documentary, newsreel, trailer, feature film

Film Crew: film-maker, co-writer, producer, director, actor

Components of a Film: picture, sound, photography, soundtrack, camera work, camera angles, special effects, screenplay, film editing, scoring, sound recording, cuts, exposures, storyboard

Events and Awards: movie premiere, Oscar nominations

General: cinematography, cinematic, distribution, silver screen

Suggested Answer Key

Type of film: classic, film noir, thriller, epic, romantic comedy, action, horror etc

Characters: hero, heroine, villain

Film Crew: director, lighting technician, make-up artist, costume designer etc.

Events & Awards: the Oscar ceremony, the Cannes Film Festival, the Golden Lion (award for best film given at the Venice International Film Festival)

- 11 Allow Ss time to complete the task. Check Ss' answers.

Suggested Answer Key

hit the screen – made its screen debut

peripheral material – less important information

resemblance – similarity

controversy – debate

refines – improves on/cultivates

emphasizes – highlights

embraces – includes

multitude – abundance

unabashed affection – unashamed fondness

titans – giants

surmised – presumed

- 12 Ask one or two individual Ss the question.

Suggested Answer Key

I'd have to say 'Titanic', and I liked everything about it. The leading actors were well-matched and convincing, the special effects were superb and the soundtrack was brilliant.

- 13 Check that Ss understand the task, then allow them a few minutes to complete the task. Check Ss' answers and elicit/explain the meaning of any vocabulary which Ss still do not understand.

Answer Key

1 A, D 3 B, C 5 A, D 7 B, C
 2 A, D 4 B, D 6 C, D 8 B, D

- 14 a. Ask Ss to look at the two paintings and consider the ways in which the words below them relate to each picture. Check that Ss understand the rubric, then allow them a few minutes to complete the task.

Suggested Answer Key

Picture 1: use of warm colours, gentle brush strokes, sense of security, calming effect, feeling of tenderness (purity, nature, abundance, concentration)

Picture 2: oppressive surroundings, gloomy lighting, dull colours, heavy shadows (sombre, frightening, pessimistic, unsettling, symbolic)

- b. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions, then play the cassette. Play it a second time if necessary. Ss answer questions 1 and 2.

Answer Key

1 The first painting is called *Carnation, Lily, Lily, Rose* and was painted by John Singer Sargent.

The second one is called *The Lovers II* and was painted by René Magritte.

2 René Magritte is referred to as a surrealist.

- 15 **Students' own answers**

- 16 Elicit/Explain the meaning of any unfamiliar vocabulary in the exercise. Refer Ss to the model and elicit answers from individual Ss.

Answer Key

- The **supporting actor** is the second most important character.
- The **extras** are actors who do not have any lines.
- The **lighting technician** makes sure the set is not too bright or too dark.
- The **sound engineer** is responsible for correcting the recording of sound.
- The **casting director** selects the actor to play each part.
- The **video editor** makes corrections on a final master copy.
- The **screen writer** writes the script based on a book or story.
- The **director** guides the actors, the technicians and the editor.
- The **costume designer** is responsible for the cast's clothes.
- The **producer** covers the cost of film-making.

- 17 Help Ss to complete the collocation groups, then elicit/explain the meaning of each. Allow Ss a few minutes to complete the task. Check Ss' answers.

Suggested Answer Key

- *modern, fine, performing, dramatic art(s)*
- *responsive, sizeable, demanding audience*
- *unexceptional, arresting, performance*

Answer Key

- | | | |
|--------------|-------------|------------------|
| 2 sizeable | 5 Fine | 8 arresting |
| 3 responsive | 6 modern | 9 performing |
| 4 dramatic | 7 demanding | 10 unexceptional |

- 18 Help Ss to complete the collocations, then elicit/explain the meaning of each. Allow Ss time to make sentences, then check individual Ss' answers.

Answer Key

oil painting; opera house; dressing rooms; method acting; art studio; feature film

Suggested Answer Key

- *Several valuable oil paintings were stolen from the National Art Gallery last night.*
- *Pavarotti is scheduled to sing at the Royal Opera House in June.*
- *The stars remained in their dressing rooms until the performance was ready to begin.*
- *Method acting is a technique favoured by few actors nowadays.*
- *The art studio in town is holding an exhibition of a local artist's work.*
- *Considering that it is the first feature film he has starred in, he was very good.*

- 19 Refer Ss to the first part of the rubric. Allow Ss one or two minutes to complete each sentence and check their answers.

Answer Key

- | | | |
|------------|-------------|----------------|
| 1 portrait | 3 theme | 5 stage fright |
| 2 venue | 4 front row | |

Elicit/Explain the meaning of all three options in sentences 1 - 5 to clarify the differences, then refer Ss to the question in the rubric and elicit suitable answers.

Suggested Answer Key

- *A person showing guests around his home could be saying sentence 1.*
- *A museum guide could be saying sentence 3.*
- *An announcer at an event (e.g. a rock concert) in an indoor sports venue could be saying sentence 4.*

- 20 Refer Ss to the Appendix, if necessary, and allow them two or three minutes to complete the task. Check Ss' answers and elicit/explain the meaning of any vocabulary which Ss still do not understand.

Answer Key

- | | | |
|----------|--------|-----------|
| 1 in | 5 into | 9 by/with |
| 2 during | 6 on | 10 from |
| 3 for | 7 from | |
| 4 out | 8 with | |

- 21 Remind Ss how frequently idiomatic expressions occur in everyday English and refer them to the rubric. Allow Ss a few minutes to complete the gap-filling task, then check their answers.

Answer Key

- | | |
|--------------|------------------|
| 1 face | 6 waiting in |
| 2 walking | 7 playing second |
| 3 jumping on | 8 bringing |
| 4 struck | 9 put you in |
| 5 reading | 10 to follow |

Elicit/Explain the meaning of any unfamiliar vocabulary, then ask individual Ss to explain each idiom.

Answer Key

- face the music** – to deal with an unpleasant situation/to meet criticism
- walk a tightrope** – to be involved in a difficult situation where any mistake could put a successful outcome in jeopardy
- jump on the bandwagon** – to join in with what others are doing, to one's own advantage
- strike the wrong note** – to say or do sth unsuitable or displeasing
- read between the lines** – to infer sth from a situation or statement rather than from what is said
- wait in the wings** – to be ready to take an opportunity, especially to take over someone else's job
- play second fiddle** – to be a supporter or follower in an activity, rather than a leader
- bring down the curtain** – to end sth, e.g. a project/business
- put you in the picture** – to provide all the necessary information about sth
- hard act to follow** – someone or sth that sets such a high standard that others will find it difficult or impossible to meet or beat

- 22 Refer Ss to the Appendix if necessary, and allow them two or three minutes to complete the task. Check Ss' answers.

Answer Key

- look to – rely on*
- made for – went towards*
- look on – regard*
- make of – think of*
- making out – seeing clearly*
- look after – take care of*
- made (it) up to – compensated for*
- Looking back – thinking about the past*
- made up of – consists of*
- makes himself up – puts on make-up*

- 23 Check that Ss understand the task, then allow them two to three minutes to complete the exercise. Check Ss' answers.

Answer Key

- The rival actors looked each other in the eye.*
- I'm sorry but I won't be able to make it on Saturday.*
- I doubt he'll ever make it to managing director.*
- The leading lady looked down her nose at me.*
- The director made a note of my number and said he would contact me.*

- 24 a. Refer Ss to the prompt box and elicit/explain the meaning of any unfamiliar vocabulary in this exercise, then allow Ss time to complete part a of the task. Check Ss' answers.

Suggested Answer Key

Title: *Star Wars*

Kind of film: *Science fiction*

Director: *George Lucas*

Starring: *Harrison Ford, Mark Hamill, Carrie Fisher, Alec Guinness*

What is the film about?

It's about a young man from another galaxy who sets out to avenge his family and find out who his real father is. In the process he rescues a princess, falls in love with her and acquires a strange new power.

What did you like about this film?

I love this film mainly because of the brilliant special effects and unusual settings. I also find all the characters interesting and the two robots are hilarious.

What did you dislike about the film? *I didn't like the fact that it ended in a cliffhanger and that we had to wait for the sequel to find out what happened next.*

- b. Refer Ss to part b of the task and present the example. Ask Ss to talk in pairs or elicit answers from individual Ss.

Suggested Answer Key

A film I saw quite recently on video was Star Wars. In my opinion it's one of the best science-fiction films ever made. Even though it's quite an old film, I still think the special effects are breathtaking and the film certainly stands the test of time. It's mainly about a young man's voyage of discovery and the adventures he encounters on the way to finding out who he really is. Mark Hamill gives a convincing performance as the naive young Luke Skywalker and Carrie Fisher is perfect as the lively young Princess Leia, Luke's love interest, although I think Harrison Ford is rather wooden in the role that made him famous as Han Solo, Luke's rival for Leia's affections. My only problem with the film is that it is the first part of a trilogy and ends with a cliffhanger. You have to wait until the end of the third film to find out what happens to the three leading characters.

- 25 a. Elicit/Give the names of the musical instruments shown, then refer Ss to rubric a and elicit suitable answers.

Suggested Answer Key

C *clarinet (classical/jazz/folk)*

A *piano (classical/jazz)*

F *electric guitar (pop/rock/reggae)*

B *saxophone (jazz)*

D *mouth organ (folk)*

E *electric organ (synthesized)*

- b. Elicit answers from individual Ss.

Suggested Answer Key

house, techno, rap, country, heavy metal, grunge, garage, trance, soul, R & B, acid jazz

- 26 Present the rubric and elicit/explain the meaning of any unknown terms in the list of options. Refer Ss to the two points they should consider in making their choice, and to the example. Allow all Ss time to select an option based on the criteria given, then check each group's answer.

Suggested Answer Key

A: *As far as attracting a large audience is concerned, I think the obvious choice is the rock concert.*

B: *I'm not sure ... I think a Shakespeare play would also fill the theatre.*

C: *What about a modern art exhibition? Don't forget that there's an Art College in town.*

B: *That's true. A lot of art students would come.*

A: *But it wouldn't generate as much interest from the general public, would it?*

C: *I suppose not. I like the idea of the stand-up comedy show, too.*

B: *Yeah, something original. If we advertise properly it will be successful, I think.*

A: *Sure, so would the jazz concert and the classical music concert, but I still think the rock concert is the safest option ...*

B: *It doesn't quite promote the school's image as a place where art goes on, though, does it?*

C: *It doesn't, really. I'm beginning to think the Shakespeare play is more appropriate.*

B: *That's why I suggested it ... it combines certain revenue with an artistic image ...*

A: *Yes, okay, I suppose you're right.*

- 27 a. Check that Ss understand the task and allow pairs of Ss one or two minutes to prepare their three questions. Elicit questions from Ss.

Suggested Questions

- *How does it feel to be successful and receive such positive remarks from critics?*
- *What made you become a jazz musician?*
- *What advice have you got for young musicians?*

- b. Allow Ss a minute or two to read the gapped text. Elicit/Explain the meaning of any unknown vocabulary, then play the cassette. Play the cassette a second time, then check Ss' answers. Elicit answers to Ss' questions.

Answer Key

1 *definition of music*

6 *compatibility*

2 *musical concepts*

7 *his identity*

3 *commercial issues*

8 *live recordings*

4 *relate*

9 *committed to*

5 *state of uncertainty*

- c. Invite individual Ss to say whether or not they agree with Redgrave's statement, and why.

Suggested Answer Key

• *Music plays a large part in social occasions in my country. Live music is very popular in restaurants and is often part of the dining-out experience. We also play music a lot at home where we sing and dance to traditional songs.*

• *There is a song from an Italian opera that I like very much. It's a love story and the song is about lost love. It's a very haunting tune and I find it very moving.*

- 28 a. Give pairs of Ss time to prepare their lists, then ask for feedback.

Suggested Answer Key

stage, actor, spotlight, curtain, foyer, lines, row, balcony, performance, aside etc.

- b. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions, then play the cassette. Ss listen and answer the questions. Play the cassette a second time. Check Ss' answers.

Answer Key

1 D 2 D 3 C 4 C 5 B

c. Students' own answers**d. Suggested Answer Key**

We have a very famous beach resort called Copacabana which is well-known for its beautiful beaches and exciting night life. The coast is lined with rows and rows of bars and restaurants and designer boutiques and there are also a lot of water sports on offer, such as snorkelling, diving, and swimming.

- 29 a. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions, then play the cassette. Ss listen and answer the questions. Play the cassette a second time. Check Ss' answers.

Answer Key

1 B 2 A

b. Suggested Answer Key

I don't have a hobby exactly, but I'm quite sporty, so I enjoy hill walking and cycling. I'd quite like to try something more adventurous though, like wind surfing or hang gliding, so no, none of those hobbies listed would interest me. I really can't understand why people collect things, I'd rather do something.

- 30 a. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions, then play the cassette. Ss listen and answer the questions. Play the cassette a second time. Check Ss' answers.

Answer Key

1 B 2 A

b. Suggested Answer Key

- I can't be sure, but it looks like the figure of a woman to me. If I'm right, then I think that what the artist is trying to say is that women are mysterious because the figure isn't clear, it's seen through a sort of mist or haze.
- Actually, I find it quite interesting, it makes me feel curious about what the artist was really trying to say.

- 31 a. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions, then play the cassette. Ss listen and answer the questions. Play the cassette a second time. Check Ss' answers.

Answer Key

1 A 2 C

b. Suggested Answer Key

I can think of several instances where art and technology work together; the most obvious one is the cinema, where the screenwriter and the director work alongside video editors who use sophisticated computers in order to shape the film. Technology is also very relevant in music, where the sound engineer makes use of high-tech sound consoles to get the sound exactly right.

- 32 a. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions, then play the cassette. Ss listen and answer the questions. Play the cassette a second time. Check Ss' answers.

Answer Key

1 B 2 C

b. Suggested Answer Key

We have a lot of street musicians in my country. Some of them are actually quite good and deserve every penny they earn. However, we have others who are more beggars than buskers, they don't make music, they just make noise, and whilst I feel sorry for them, I mainly find them irritating.

- 33 a. Refer Ss to rubric and prompt box. Brainstorm question to generate ideas and vocabulary. Remind Ss that they will be expected to speak for 2 minutes on the question in this stage. Ss work in pairs: Student A speaks while Student B listens and assesses using Peer Assessment Checklist.

Suggested Answer Key

Refer to Tapescript Section – Unit 6, Ex. 33c on p. 160

- b. Student B comments for up to 1 minute on what Student A has said. Then pairs discuss assessment together.

Suggested Answer Key

Refer to Tapescript Section – Unit 6, Ex. 33c on p. 160

- c. Play cassette, asking Ss to take notes on ideas and timing. Discuss Ss' answers and elicit comments on student performance so far. Direct Ss' attention to the length of both students' contribution.

Students' own answers

- d. Refer Ss to rubric and prompt box. Brainstorm question to generate ideas and vocabulary. Remind Ss that they will be expected to speak for 2 minutes on the question in this stage. Ss work in pairs: Student B speaks while Student A listens and assesses using Peer Assessment Checklist.

Suggested Answer Key

Refer to Tapescript Section – Unit 6, Ex. 33f on p. 160

- e. Student A comments for up to 1 minute on what Student B has said. Then pairs discuss assessment together.

Suggested Answer Key

Refer to Tapescript Section – Unit 6, Ex. 33f on p. 161

- f. Play cassette, asking Ss to take notes on ideas and timing. Discuss Ss' answers and elicit comments on student performance so far. Direct Ss' attention to the length of both students' contribution.

Students' own answers

- g. Refer Ss to questions and assessment criteria from h and check Ss understanding of both. Play samples of good model answers (questions 2 and 4). Ss listen to identify good qualities of the speech, according to the criteria given in h. Elicit comments from class and initiate discussion on what makes a good answer. Ss discuss remaining three questions in pairs. Monitor and help.

Suggested Answer Key

- 1 **Chris:** Well, I come from a big town which prides itself on the contribution it makes to the arts - there is a very lively arts scene with a number of different things going on. Then, every summer we have an important music festival to which people from all over the world come. What makes it particularly interesting is that it doesn't just feature international music but, owing to our area being one of the richest sources of folk music in the country, it also has a strong local element. It could be said that none of these reflect the interests of the inhabitants, of course, yet, in fact, the majority of people in my city, whether they have an artistic background or not, are involved in the arts in some way or another. People are always putting on their own productions or forming clubs to promote some aspect of the arts, for example, and events are always full, bookings have to be made well in advance. I don't think I could imagine living in a place without this sort of artistic life.

Maria: Obviously you wouldn't like living in my town, which is the complete reverse of what you've described. It's a small town, more of a village really, where the arts don't play a significant role because people are extremely busy working in the fields and maintaining their farms. Consequently, there is very little time for any form of artistic development, let alone going to the theatre or the cinema. I imagine we could call the agricultural festivals a kind of interest in the arts. Our community hosts an annual two or three-day festival when work is abandoned and the whole village celebrates the summer. A well-known performer is usually invited and the show will usually also feature spots by any local people who are thought to be particularly talented. However, it has to be said that while it's all great fun, it is quite limited in that it is only musical, though sometimes you do get some very good performances. I suppose you could say that it is more of a community get-together than anything more generally considered artistic. Your town sounds much more impressive in that respect.

Chris: Yes, but if some other kind of event were to be initiated, I'm sure people would be interested!

- 2 Refer to Tapescript Section – Unit 6, Ex. 33 Sample Interview on p. 161
- 3 **A:** That's a difficult question to answer. Some schools place no emphasis whatsoever on teaching art and I do think that should change. Art has to be part of the school curriculum and a not unimportant part. However, there are plenty of schools who make sure that all children receive art tuition at least once or twice a week and I'm not sure whether there is any point in increasing that proportion. After all we have to ask what we want schools to do ... in some sense they have to fit children for life after school, which means a heavy emphasis on subjects which are going to get them a qualification rather than subjects which are interesting and fulfilling, but will not serve the immediate purpose ... except in the case of a few talented children.
- B:** Well, it depends to what level it is going to be taught. I feel that some sort of general artistic training is good for all children of all ages. I wouldn't go so far as to say that all children should be taught complex analysis of paintings or art history in detail, or be expected to produce perfect life drawings or any thing like that, unless that is the direction that they want to take. But

I do think that two questions arise here: Art classes are a means of relaxation and also a way of opening up new interests and horizons. Some children do want to take this career path and to be able to recognize their talents they need to be exposed to some form of art teaching. For others art is fun, provides a complete break from more academic work and can be a useful skill in later life. I think it should be of equal importance as other subjects.

- A:** I don't really agree I'm afraid. Perhaps at primary school it should be, but after that I think only those children who are really interested should spend much time on it.
- 4 Refer to Tapescript Section – Unit 6, Ex. 33 Sample Interview on p. 161
- h. Refer Ss to rubric. Check understanding of criteria again. Remind Ss that one of the Ss they hear on the cassette will perform badly in some of the areas listed. Play cassette. Ss complete task. Elicit comments from class and encourage class discussion on performances.

Answer Key

Chris makes a good attempt at the task. He shows a good range of vocabulary and grammar and he pronounces words clearly enough to be easily understood. Maria's pronunciation is good and she has an adequate range of vocabulary. However, her sentences are very short and simple, she does not attempt to use anything other than basic structures, so shows a very limited grammatical range. Very few of her ideas are connected grammatically; she does not use relative clauses at all, and uses only very simple linking words such as **and** and **but**.

Weak points: grammatical range and cohesion

Sample Interview: For this unit, the sample interview contains a recorded model interview for two questions from the final stage of Part 3 of the speaking test (33g questions 2 and 4).

- 34 a. Present the rubric and elicit answers from individual Ss.

Answer Key

- 'muddy and bedraggled' probably comes from the fourth text and refers to the state of the fans attending the concert in the rain.
- 'percussive frenzy' probably comes from the fourth text and refers to the playing style of a particular band.
- 'recoup costs through ticket sales' probably comes from the third text and refers to the organizers' attempts to save the festival.
- 'had hoped for something a bit more dashing' might come from the first or fourth text; in either case it expresses the disappointment of the people who are waiting for a visitor or the fans who attended the concert.
- 'enriching experience' possibly comes from the second text and it refers to visiting Edinburgh while it 'hosts the arts'.
- 'safety concerns' possibly comes from the third text and is one of the reasons that the Glastonbury festival has been 'scrapped'.
- 'corporate sponsorship' could come from the third text and it might be discussed as being inadequate - and this might be why the festival is being 'scrapped'.
- 'was not consulted about the invitation' most likely comes from the first text and might refer to a person of some importance who is not pleased with the prospective visit.

- b. Ask Ss to read the texts quickly to assess the accuracy of their predictions.

Answer Key

muddy and bedraggled – (Text 4, line 20) refers to fans attending the concert

percussive frenzy – (Text 4, line 11) refers to the playing style of a particular band

recoup costs through ticket sales – (Text 2, lines 8 and 9) refers to performers attending the Edinburgh festival who are not actually paid to perform

had hoped for something a bit more dashing – (Text 1, line 6) refers to the disappointed individuals who were anticipating a more exciting/glamorous event

enriching experience – (Text 2, line 23) refers to a good reason for visiting the Edinburgh Festival Fringe

safety concerns – (Text 3, line 6) refers to one of the reasons why the Glastonbury festival was scrapped

corporate sponsoship – (Text 3, line 18) refers to the difference between the funding of Glastonbury Festival and other festivals

was not consulted about the invitation – (Text 1, lines 20 and 21) refers to 'Greg' – who was not consulted about the invitation

- c. Elicit/Explain the meaning of any unknown vocabulary in the questions. Ss do the task, then check answers. Elicit/Explain the meaning of any vocabulary in the texts which Ss still do not understand.

Wimbledon is a town just south of London which hosts a famous international tennis tournament every June.

Henley is a town on the River Thames which holds a very popular rowing regatta annually in the first week in July.

Ascot is a town in Berkshire where a famous race meeting is held every June.

Glastonbury is a town in Somerset in S.W. England.

Finsbury Park is a North London suburb.

Fleadh is a music festival held in Finsbury Park every year and featuring a wide range of popular music (blues/indie-pop retro/folk-punk/techno-country etc).

Mojo refers to one of the two stages at the festival.

Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 B | 3 B | 5 D | 7 D |
| 2 A | 4 A | 6 C | 8 B |

- 35 Elicit suitable answers from individual Ss.

Answer Key

- As a librarian, Sue has often been required to put the author's books on the shelves of the library.
- Drama companies.
- The Glastonbury festival has become an intrinsic part of the English summer period.
- The atmosphere of the festival can be felt to its full in the tent he is sheltering in.

- 36 Refer Ss to Grammar Reference Section. Allow Ss time to complete the task, then check their answers. Explain problem areas.

Suggested Answer Key

- ... repairing/to be repaired.
- ... living abroad.
- ... speak to me like that.

- ... to suggest ways of dealing with the problem.
- ... changing the venue.
- ... driving her to the airport.
- ... denying it, I know you did it.
- ... to go abroad on his own.
- ... going to school.
- ... to post the application form in time.
- ... turning the fan on.
- ... doing her homework.
- ... to consult her lawyer.
- ... talking and to get on with their work.

- 37 Allow Ss time to complete the task, then check their answers.

Answer Key

- ... is really looking forward to going ...
- ... didn't expect Martin to leave ...
- ... is being accused of stealing ...
- ... is no need to clear ...
- ... is in the habit of going for ...
- ... isn't showing any/is showing no sign of changing ...
- ... couldn't help laughing at ...
- ... have no intention of disobeying ...
- ... is not likely to admit that she has .../... is unlikely to admit to having ...
- ... the job will mean Cathy having to move ...
- ... have difficulty (in) understanding ...
- ... it wasn't worth making ...
- ... regret not having spoken to ...
- ... not in favour of people leaving ...

- 38 Put verbs on the board and elicit difference in meaning when gerund or infinitive is used. Allow Ss time to complete the task, then check their answers.

Answer Key

- He tried to take some exercise despite the lack of sports facilities.
He tried taking some exercise, but it did not help him lose weight.
- Can you remember to go to the bank at lunchtime today?
Can you remember going to that party at Jim's house last year?
- I regret telling her anything about the house they bought.
I regret to tell you your contract has now been terminated.
- Henry stopped speaking when the director came into the room.
Henry stopped to speak to the doorman as he left the building.
- He'll never forget calling the director a liar; the whole cast applauded him.
He'll never forget to call his fiancée on her birthday again; she was so angry when he didn't remember last year.

- 39 Encourage Ss to first attempt the task without the aid of a dictionary, then check their answers. If necessary, allow Ss to use dictionaries to complete the table and identify the meaning of any unknown words.

Answer Key

VERB	PERSON NOUN	ADJECTIVE	ABSTRACT NOUN
<i>patronise</i> <i>envision</i>	<i>patron</i> <i>visionary</i>	<i>patronising</i> visible/visual	<i>patronage</i> <i>vision</i>
<i>contribute</i> —	<i>contributor</i> scholar	<i>contributory</i> <i>scholarly/scholastic</i>	contribution <i>scholarship</i>
popularise	—	<i>popular</i>	<i>popularity</i> <i>popularisation</i>
<i>authenticate</i> explore express <i>originate</i>	<i>authenticator</i> <i>explorer</i> — <i>originator</i>	authentic <i>exploratory</i> <i>expressive</i> original	<i>authenticity</i> <i>exploration</i> <i>expression</i> <i>origin/originality</i>

- 40 Elicit/Explain the meaning of any unfamiliar vocabulary, then brainstorm words formed from the stem words. Allow Ss time to complete the task. Check Ss' answers.

Answer Key

- | | |
|-----------------------|---------------------|
| 1 <i>relationship</i> | 7 <i>openly</i> |
| 2 <i>religious</i> | 8 <i>importance</i> |
| 3 <i>significance</i> | 9 <i>height</i> |
| 4 <i>consequently</i> | 10 <i>emergence</i> |
| 5 <i>criticism</i> | 11 <i>arguably</i> |
| 6 <i>assumptions</i> | |

- 41 Elicit/Explain the meaning of any unfamiliar vocabulary, then allow Ss time to complete the task. Check Ss' answers.

Answer Key

- | | | |
|--------------------|-------------------------|--------------------|
| 1 <i>began</i> | 6 <i>can/will</i> | 11 <i>anything</i> |
| 2 <i>was/being</i> | 7 <i>not</i> | 12 <i>at</i> |
| 3 <i>to</i> | 8 <i>right</i> | 13 <i>again</i> |
| 4 <i>who</i> | 9 <i>hard/difficult</i> | 14 <i>than</i> |
| 5 <i>trying</i> | 10 <i>clear</i> | 15 <i>is</i> |

- 42 Elicit/Explain the meaning of any unfamiliar vocabulary, then allow Ss time to complete the task. Check Ss' answers.

Answer Key

- | | | |
|------------------|------------------|----------------|
| 1 <i>account</i> | 3 <i>column</i> | 5 <i>heavy</i> |
| 2 <i>bug</i> | 4 <i>pressed</i> | 6 <i>mouth</i> |

- 43 Present the strategy point (Explaining phrases and metaphors). Ask Ss to read each passage and elicit suitable answers.

Answer Key

- The writer means that the boy was too dependent on his mother.*
- It tells us that the boy read a great deal.*
- It implies that the girl is poor and disadvantaged.*
- It tells us that she is determined to be successful despite the assumptions other people have made about her.*
- It tells us that the woman kept her opinions to herself.*
- It means that family loyalties are more important than friendship and other relationships.*
- 'eke out a living' and 'make ends meet'.*
- The writer means those people who have been lucky enough to be born wealthy.*
- She means that Marie considered herself superior to others.*
- It means to be very jealous.*

- not based on fact.*
- 'at his wits' end*

- 44 Present the strategy point. Elicit/Explain the meaning of any unknown vocabulary in the word bank and allow Ss time to complete the task. Check Ss' answers.

Answer Key

The Cinema	<i>producer, audience, special effects, setting, theme, talent, characters, directing, script, act (verb) portrayal, interval, cast, performance, photography, box office, blockbuster, epic, directing, classic</i>
The Theatre	<i>producer, stage, audience, atmosphere, rapport, style, setting, theme, talent, characters, play, lines, sketch, directing, script, act (noun + verb), portrayal, interval, cast, curtain, performance, standing ovation, applause, stalls, circle, classic</i>
Literature	<i>style, setting, theme, prose, chapter, characters, portrayal, author, title, poetry, classic</i>

- 45 Allow Ss time to complete the task, then check their answers. Elicit/Explain the meaning of any unfamiliar vocabulary.

Answer Key

- exciting** – usually used to describe action
- twisted** – not used to describe plot, although 'plot twist' and 'the twists and turns of the plot' could be used
- entertaining** – scenery cannot be described as entertaining; **deadened** - not used to describe acting
- gripping** – only used to describe the plot or story
- absorbing** – not used with 'little' since it has a positive connotation, 'totally absorbing' is the more common use, and used to describe plot not script
abused – does not collocate with 'phrases'
- magnificently portrayed** – stunts and special effects are created, not portrayed

- 46 Allow Ss time to complete the task, then check their answers. Explain any problem areas and elicit/explain the meaning of any unfamiliar vocabulary.

Answer Key

- | | | |
|---------------------|-------------------|------------------------|
| 1 <i>is/was</i> | 8 <i>to make</i> | 15 <i>to buy</i> |
| 2 <i>begins</i> | 9 <i>Opening</i> | 16 <i>follows</i> |
| 3 <i>wakes up</i> | 10 <i>takes</i> | 17 <i>sets</i> |
| 4 <i>is</i> | 11 <i>stuffs</i> | 18 <i>trying</i> |
| 5 <i>Sensing</i> | 12 <i>putting</i> | 19 <i>to recapture</i> |
| 6 <i>is passing</i> | 13 <i>dumps</i> | |
| 7 <i>decides</i> | 14 <i>heads</i> | |

- 47 Allow Ss time to complete the task, then check their answers. Elicit/Explain the meaning of any unfamiliar vocabulary.

Answer Key

- The action really gets going when McCabe makes a rather sinister discovery.
Only when McCabe makes a rather sinister discovery does the action really get going.*
- Once Simpkins discovers/has discovered the plan to kill Redknapp he takes action.
On having discovered/discovering the plan to kill Redknapp, Simpkins takes action.*

- 4 Graham has a fairly normal routine until one day there is a knock at the door.
Graham's normal routine is shattered when one day there is a knock at the door.
- 5 The police interview all the witnesses before calling/they call Purkiss back in for questioning.
Having interviewed all the witnesses, the police call Purkiss back in for questioning.

- 48 Use the whiteboard to brainstorm vocabulary which is appropriate to this task and encourage Ss to think of additional vocabulary/synonyms they could use. Allow Ss time to complete the task, then check their answers.

Suggested Answer Key

Name of film: **Titanic**

- One of the most striking things about this film is the way **the set manages to recreate the effect of being aboard the real 'Titanic'**.
- The film is both **a tragedy and a love story**.
- No one watching this film can fail to **sympathise with the ship's passengers**.
- The acting is **superb, especially that of the main characters**.
- The cast is **made up of a mixture of both well-known and unknown actors**.
- If I were to have one complaint about the film, it would be that **the two central characters were mismatched**.
- I left the cinema feeling very sorry for the real victims of the **'Titanic'**.

Name of book: **Gone with the wind**

- The writer manages to successfully combine **the politics of the time with a passionate love story**.
- After the first few pages, you feel **completely absorbed in the heroine's predicament**.
- The characters are **well-rounded and believable**.
- The events in the plot **take many twists and turns to maintain the reader's interest**.
- The main theme of this book is **the heroine's struggle to maintain control of the land that is her inheritance**.
- After reading this book you will **be dying to read the sequel**.

- 49 Present the rubric. Ask Ss to read the first passage, then elicit suitable answers. Elicit/Explain the meaning of any unfamiliar words and phrases. Continue with passages B and C.

Answer Key

- A Describes a book; in particular the writer's style. The style of the extract is descriptive and discursive.
- B Describes a film; in particular the cast and acting. The style is mainly descriptive.
- C Describes a film; in particular the plot. The style is mainly narrative.

50 Answer Key

- The style should be semi-formal because you are writing a newsletter for members of a cinema society.
- Students' own answers**
- Students' own answers**
- Suggested Answer Key**
Plot: gripping but easy to follow
Cast: star-studded, some newcomers to the screen
Acting: convincing, sympathetic characters
Directing: well-executed, innovative style

Photography: spectacular, stunning,
Other: magnificent scenery, authentic costumes & make-up, moving soundtrack

51 a. Answer Key

A 2 B 1 C 4 D 5 E 3

b. Answer Key

Introduction General information about the film
Paragraph 2 Plot and storyline
Paragraph 3 Acting and directing
Paragraph 4 Photography
Conclusion Recommendation

- 52 Refer Ss to box 'Other Kinds of Reviews'. Allow Ss time to complete the task, then check their answers. If necessary, help Ss to brainstorm additional words and phrases.

Suggested Answer Key

Show/Festival/Exhibition

Acts/exhibits	talented performers; beautifully presented; sleek and stylish
Organisation	efficient; punctual; first-class
Other	interesting; entertaining; haphazard; modern

Restaurant

Food	fresh ingredients; beautifully presented; first-class
Service	efficient; courteous; first-class
Other	comfortable seating; sleek and stylish; modern

Product

Appearance	sleek and stylish; beautifully presented; modern
Functions	hand-operated; remote control
Other	efficient

- 53 Allow Ss time to complete the first part of the task. Monitor pairs of Ss during the speaking task.

Suggested Answer Key

- show/festival/exhibition**
 - rock festival / Barnard Castle / New Year's Eve / band - Skyklad
 - well organised / bands were punctual
 - plenty of refreshments
 - the mud / got filthy / rained night before
 - Yes / it was fun / good value for money

The last festival I went to was a rock festival at Barnard Castle, last New Year's Eve. The main attraction was a band called Skyklad, they were really good, the rest of the bands weren't bad either. The thing I liked most about it was that the whole event was really well-organised, the bands were punctual and there were plenty of refreshments for everybody. The only thing I didn't like about it was that the ground was extremely muddy, so by the end of the night, everybody was filthy. It had been raining earlier in the day, so I suppose there really wasn't anything they could do about it. Despite that, I still had a really good time and I'd certainly recommend going next year.

- restaurant**
 - local Italian restaurant / last night / convenient
 - good food, though basic / fresh ingredients

- 3 slow service
- 4 good atmosphere / traditional, colourful decor / live music at weekends
- 5 Yes / great if you like Italian food

I ate out last night as a matter of fact, at a local Italian restaurant; we go there quite often because it's very convenient. We like the food too, of course; they only serve the basic Italian dishes, like pasta and pizza, but they always use fresh ingredients, so it's a lot like home-cooking. That's the secret of their success, I'd say. The service can be slow sometimes, especially if they're busy, but we don't mind because we like the atmosphere there; it's very traditional with a colourful decor. They have live Italian music at weekends too. I'd certainly recommend it to anyone who loves Italian food.

• **product**

- 1 Discman / latest model
- 2 metallic blue / sleek, stylish
- 3 fits easily into pocket
- 4 not loud enough
- 5 recommend good quality one / reject cheap models / poor sound quality / break easily

I suppose I'd have to say my Discman is the electrical product I rely on the most. I've had one ever since they came out; I always like to have the latest model, so the one I've got now is probably the fourth model I've had. I suppose it's appearance is important to me, otherwise I wouldn't keep changing it. The one I have at the moment is metallic blue, I think it's really sleek and stylish and it's slim enough to fit easily into my coat pocket. The only bad thing I could say about it is that its volume levels are quite low. If you're going to buy one, I'd advise you to buy a good quality one; there are a lot of cheap models on the market, but they don't have very good sound quality and they break very easily.

- 54 Elicit/Explain the meaning of any unfamiliar vocabulary and allow Ss time to complete the task. Check Ss' answers.

Suggested Answer Key

Organised by the National Gallery of Scotland ~~an~~ in collaboration with the Royal Academy of Arts, 'Rembrandt's Women' was first ~~been~~ acclaimed by the critics at its opening this summer in Edinburgh. Do not expect the emotional impact of his best-known masterpieces ~~such like~~ 'The Nightwatch' or 'The Anatomy Lesson of Dr Nicolaes Tulp': rather, the exhibition is valued for bringing into the spotlight the fascinating intertwining of private life and artistic matter in Rembrandt's portrayals of women.

The exhibition is the first to focus ~~in~~ on the subject of Rembrandt's depiction of womankind, and features ~~entirely a~~ total of 141 drawings, etchings and paintings, ranging from mythological or biblical subjects ~~up to~~ intimate portrayals. ~~At~~ In chronological order, we see the development of Rembrandt's sensitive and perceptive depiction of women with ~~it's~~ its unparalleled blend of universal and personal elements. If, on the one hand, his realism, inspired by Caravaggio, shocked contemporaries because of its rejection of classical standards of idealised beauty, ~~in~~ on the other hand the influences from Titian and Carracci's classicism are clear.

- 55 Ask Ss to work in pairs. Allow pairs time to complete the task and encourage them to brainstorm useful vocabulary for each rubric. Check Ss' answers.

Suggested Answer Key

- A 1 An English language film
2 Your school/college teachers/lecturers (semi-formal)

- 3 Name of film/director/stars; when it was made, reasons for choice
- 4 Favourable
- 5 The main aspects of the film: how watching films in English can help with the language
- 6 Summarise the main points; make a recommendation

- B 1 An important local event
2 Readers of the local newspaper (semi-formal)
3 Name/date/venue of event
4 Favourable
5 Details of event, why you think people should attend the event
6 make a recommendation

- C 1 A restaurant where you have eaten
2 Magazine readers (semi-formal)
3 Name of the restaurant; location; state opinion of restaurant
4 Either
5 Descriptions of food, service, decor, atmosphere; justification of opinion
6 A recommendation or warning

- D 1 A product
2 Staff at the Consumer Advice Centre; other customers; (semi-formal/formal)
3 The type/name of product; its function; reason for buying
4 Either
5 Description of product; opinion of product; whether product lives up to claims made in advertisements
6 A recommendation or warning

- 56 Remind Ss of the strategy points and notes they have covered in this unit. Answer any queries Ss may have, then assign the writing tasks as homework.

(Joni Mitchell is an American folk singer who was at the height of her popularity and fame in the late 1960's and early 1970's. Nirvana was an American group popular in the late 1980's and early 1990's.)

Suggested Answer Key

- A About a Boy is based on the novel by Nick Hornby, which I found both funny and serious, and very enjoyable. English is not my first language, but when reading the book I could always make use of the dictionary or call on an English friend when I ran into any difficulties. However, watching a film is a different matter and I wondered how I would manage.

Firstly, the film sticks closely to the book, so there were no confusing changes. It is the story of a well-off but idle 38-year-old bachelor, Will Lightman, played by Hugh Grant, who does very little except watch television and chase women, and his relationship with a 13-year-old boy, Marcus, played by Nicholas Hoult, who shows a lot of promise as an actor. Will lacks direction in life, while Marcus does not fit in with his peers: for example, he likes the wrong music (Joni Mitchell instead of Nirvana) and is often bullied by his classmates. I would not like to spoil the story for you by describing the series of events that brings them together, but the viewer soon gets the point: Will is a man who has the tendencies of a boy, while Marcus has the intellect of someone Will's age. Marcus does not need a father figure so much as someone who can help him be a kid and not an adult, which is about the only qualification Will possesses. The relationship works both ways, though, with Marcus becoming steeped in popular culture and fitting in at school, while in Will we see the beginnings of responsibility and maturity.

The film was well scripted and just as funny, if not funnier, than the book. A good script is obviously necessary for a film to be successful, but is an especial help to those whose first language is not English. A coherent plot and an interesting story help too, with believable characters in real situations. There were no distracting special effects or spectacular cityscapes, so I could concentrate on the dialogue and the nuances of English life. I do believe that watching films in the language you are learning is a great help, not only with the language itself, but also gestures, attitudes, daily life and culture.

All in all, the casting is excellent, the directing faultless, the story intriguing and the music fantastic. I would recommend this very funny film to anybody and everybody, not just learners of English.

- B If you haven't yet been to the Arts and Crafts Exhibition at Brinsley Town Hall, I suggest you get there as soon as possible, because it is only open for three more days and, more to the point, you'll be pleasantly surprised. The exhibition covers a very broad spectrum of arts and crafts, all by local artists, including paintings, sculpture, pottery, glassware and furniture. The exhibition has been organised by the local council with the aim of promoting and giving a showcase to local talent, and not just established names like Myrna Thrip and Larry McLellan, but to anyone of any age who feels they have something to offer. It is heartening to see just how many talented people there are living in our midst.

The first big surprise is in the entrance hall. One's first impression is that the local council had allowed in a rowdy bunch of hooligans with spray cans to 'redecorate'. It turns out that the strikingly coloured wall paintings are by a local lad named Gareth. I, for one, will not look at graffiti in the same way again. Gareth is a very talented young man, though some may wish he would channel his talents in a different direction. However, the surprises do not stop there. As I moved from room to room, there was something to delight at every turn. Some wonderful abstract sculptures of the human figure by Maddy Forth particularly caught my eye, and I hear she has been commissioned by the council to do a piece for the town square.

I can honestly say that there is something for everybody here, and most of the items are for sale at very reasonable prices. I said at the beginning of this review that the exhibition was open to artists of all ages. I was astonished at the number of gifted teenagers represented there, so if you are one of those who think the youth of today are idle good-for-nothings, come and look and think again. There is a lot to see and all of it worth seeing; all in all visiting the exhibition is an effort worth making, and if you should need a rest while visiting, there are even two well-stocked canteens with plenty of seating.

- C As a keen reader of *Gourmet* magazine, and one who follows your advice on good places to eat around the country, I welcome this opportunity to return the favour by telling you and your readers about a restaurant, *La Taillade*, in Woketon, which I visited last week.

Despite the fact that the restaurant's name was French, the atmosphere and décor seemed much more English than French, nineteenth century English in fact. The building is itself is mid-Victorian* and quite attractive, but the lighting was more sombre than discreet, which had a rather depressing effect; the tables were far enough apart for conversation not to be overheard, but the chairs were extremely uncomfortable. As for the décor it was difficult to tell in that light, but there were a variety of what appeared to be largely brown and green

pictures on the walls - landscapes, at a guess. I assume that the prevailing dark tones were intended to produce an atmosphere of sophistication, but in fact, the result was merely gloomy.

The food, however, was good, but was it good enough to make up for the excessive service that went with it? Any connected conversation became difficult. As soon as one had settled down, or become absorbed in conversation, along came another waiter to top up one's glass (whether it needed it or not), fiddle with something, or just hover. The answer to the question, though, has to be affirmative. *La Taillade* claims that its cuisine is simple yet superb and this is largely true, though there must be some trick or magic to the subtlety of the sauces that came with both meat and fish. The best dish for me was the oysters, in a sauce whose combination of flavours I gave up trying to analyse. The portions were more than ample, too.

The prices are very reasonable; the meal, including wine, cost 100 pounds for two. While the dullness of the surroundings and the annoying formality of the service make it unsuitable for a romantic evening, I would recommend it for a dinner with a good friend who enjoys excellent food.

- * Victorian refers to the period when Queen Victoria was queen of Great Britain (1837–1901)

- D The latest addition to the arsenal of household electrical appliances without which my life would simply cease to have meaning is the *Smithson Nuturis* air cleaner, which is designed to filter out pollen, dust, smoke and other household pollutants from the air that we breath.

The product was well designed and easy to use. On the aesthetic side of things, when viewed from the front the general impression was quite acceptable but if the filter is placed in the middle of the room the rear view of the product is rather unattractive and this is something that could have been given more consideration at the design stage.

Smithson claim that the filter will clean a room of 100 cubic metres and that it incorporates activated charcoal and a special filter made from special fibres. Indeed it seems quite efficient and uses less electricity than an ordinary electric light bulb. It was modestly priced at 150 euros and thus far it has proved to be reliable and has lived up to the manufacturer's claims in all respects apart from the fact that it makes a little more noise than usual when it is on full power.

It wasn't until I went to buy some replacement air filters for the seemingly reasonably priced appliance that I realised that although the initial cost was easily within my budget, the yearly cost of replacement filters would amount to about 500 percent of the initial outlay. Thus, I'm left with the feeling that I've been duped into a situation of a rather questionable moral nature. I feel it as an obligation to warn future potential buyers of such products, to look into the cost of any replacement filters, dust bags, and so on before deciding to go ahead with the purchase.

On balance, I would have said that if air quality is of serious concern to the individual then the *Nuturis* is a worthwhile investment in spite of the high cost of replacement filters. If, on the other hand, it is simply a case of an impulse buy, then I would advise the would-be purchaser to think twice.

Self-Assessment Module 3

- 1 1 C 3 D 5 D 7 D 9 A
2 A 4 C 6 B 8 C 10 B
- 2 1 down 5 up 9 of
2 put 6 from 10 look
3 between 7 put
4 make 8 up
- 3 1 feet 5 look 9 into
2 with 6 with 10 keep
3 to 7 face
4 down 8 take
- 4 1 ... that there had been a decline in ...
2 ... of trying to hold them ...
3 ... that she would have difficulty in succeeding ...
4 ... getting hold of ...
5 ... point in keeping to a diet unless ...
- 5 1 moving 3 dull 5 treat
2 dry 4 condition
- 6 1 revelation 6 continuously
2 childhood 7 revellers
3 misleading 8 sizeable
4 surroundings 9 enlightening
5 discomfort 10 incomprehensible
- 7 1 C 3 D 5 C 7 B
2 A 4 B 6 D
- 8 1 survival 6 social conditioning
2 measure 7 nerve endings
3,4 fear, anger (any order) 8 traumatic
5 cultural background 9 signal

9 a. Suggested Answer Key

- A: The first man looks very studious, he's concentrating very hard on whatever he's doing. He's obviously in a library doing some research into something.
- B: Right. I'd say he's probably someone who's been working hard all his life, perhaps never had the opportunity to study, but now he has the leisure to do what he wants to and has decided to enrol on a course of study. He could be doing some research into something that has always interested him, perhaps local history, that's very popular now, or research into his family history. It's very admirable really, so many people spend their old age doing nothing but sitting in front of the TV.
- A: True enough. Let's look at picture C shall we? These two don't look very studious, but neither would I expect to see them spending time in front of the TV. They're like the man in picture A in that they've decided to spend their retirement doing something that interests them. I would say they're probably the type to go on walking holidays in the mountains and they clearly enjoy being together. They're obviously active, vigorous people, so they're keeping themselves physically fit and healthy.

- A: They look as if they're pleasant people too and they're enjoying each other's company. In fact, they're probably gregarious, sociable types, while the man in picture A looks rather grumpy ...
- B: Mmm. Probably a bit solitary, a bit of a loner.

b. Suggested Answer Key

- A: Well, I think what we mentioned before is crucial to senior citizens getting the most from life. So many people spend their lives entirely wrapped up in their work and their family, so that when the children are grown up and have moved away, and they have retired from work, they lapse into depression or are overtaken by a sense of uselessness, instead of taking advantage of the fact that at long last they have some time to themselves, and can do whatever they feel like doing without having to consider anyone else.
- B: Which means of course, as we've said, pursuing a hobby or interest, or taking up something entirely new. At the same time one mustn't forget that old people are much more prone to illness than younger people, so they should be taking care of their health. Physical exercise is part of that, of course, but so is having a healthy diet with plenty of fresh fruit and vegetables, which is what picture D shows. Unless they are fit they can't use this precious time to the full.
- A: Yes, but I feel we should be careful not to overemphasise the fact that elderly people are more vulnerable as regards health. There are far too many old people who spend most of their time going to the doctor with minor complaints, or even completely imaginary ones, and who simply accumulate pills. They have a pill for everything, when what most healthy people need is simply a vitamin pill a day.
- B: And wholesome food! So which ones should we choose to use on the cover of the brochure? I agree with you that we shouldn't place any emphasis on medication. No, I don't think picture B would be suitable and we should look for images which present an optimistic view of life as one grows older. After all, nowadays there are so many activities which are aimed directly at retired people. They represent a huge market and the leisure industry is only beginning to exploit it. What about D?
- A: No, I think it's too general, it doesn't relate specifically to older people. As far as I'm concerned we should go back to A and C. They're both striking pictures which show people enjoying life.
- B: And they show both what people can do to keep healthy, that would be picture C, wouldn't it? And what people can do to get the most out of life, as in picture A.
- A: Right, so we're agreed on those two.

10 Suggested Answer Key

It is difficult for a rock group to remain popular over a period of twenty years but this is what Straight Heart have managed to do. They are currently touring the world with a series of concerts in all the world's capitals and it was one of those I attended last night.

The concert was not due to begin until 8 o'clock but the seats started filling up about three hours before. A few people started to trickle in, then as the great moment approached, numbers swelled and people surged through the gates, until by 7.30 the stadium was packed. The crowd was in a remarkably good-humoured, holiday mood, people laughing and joking with each other, waiting for the concert to begin in an atmosphere of pleasant anticipation.

At 8 o'clock sharp, the lights went out and a single spotlight played across the huge stage at the far end of the stadium. Then we heard the opening bars of one of their greatest hits and to a roar of appreciation from the crowd, the lights went up and the group was on. The crowd went wild and the group launched into their first number to the accompaniment of clapping hands and stamping feet from the audience. Nobody was in a critical mood and everyone was enjoying the nostalgia brought on by hearing songs they had first heard when they were teenagers, or dancing to the new hits which are soaring up the charts now, but what really made the show was not the music but the amazing high-tech effects which gave the show an extra dimension. There was the vast screen behind the group showing constantly shifting images, then the group were lifted out over the audience on a small hanging platform, reminiscent of the old venues they used to play in, to perform one of their oldest and best loved numbers. At the end of the concert they literally disappeared in a puff of smoke!

It was an evening of fun and laughter, nostalgia and music. A really great evening's entertainment, even though one suspects that musically the performers are past their best.

Unit 7 – Born to Win

Objectives

Vocabulary: sport; personalities, equipment
Reading: multiple choice; four-option multiple choice lexical cloze
Listening: multiple matching; sentence completion; multiple choice questions
Speaking: decisions, exchanging opinions, making suggestions, evaluating
Grammar: relative clauses
Phrasal verbs: put; run
Writing: proposals

Elicit/Explain the significance of the title. Ss can discuss whether they feel that sporting ability is innate or can be acquired through specialist training and hard work.

- 1 a. Elicit brief discussion on the Ss' favourite sports and sports personalities. Encourage Ss to discuss which sports are popular in their own countries.

Students' own answers

- b. The students may recognise Michael Owen who plays for Liverpool and England where he has been an outstanding player and has acted as captain of the team.

Jonathan Edwards is the current Olympic and World Championship gold medal holder in the triple jump. Sally Gunnell was one of the most popular female athletes of all time in Britain. She was the Olympic and World Champion in the 400 metres hurdles and also held the world record in the same event before retiring in 1997. She is still in the public eye as a TV commentator for major athletics meetings.

Students' own answers

- c. **Answer Key**

Name: Sally Gunnell

Sport: hurdles

Personal best: 52.74 seconds

Year: 1993

Competition: Stuttgart meeting

Greatest achievement: Olympic gold (medal)

Year: 1992

Name: Jonathan Edwards

Sport: triple jump

Personal best: 18.29 metres

Year: 1995

Competition: Olympic Games

Greatest achievement: world record

Year: 1995

Name: Michael Owen

Sport: soccer

Personal best: hat trick

Year: 2001

Competition: World Cup

Greatest Achievement: youngest player to play for England in the 20th century

Year: 1997

- d. Invite Ss to choose a personality and talk about him/her to the class. Alternatively Ss may discuss the personalities in pairs.

Suggested Answer Key

Sally Gunnell competed in the women's hurdles. In 1993, while competing in a Stuttgart athletics meeting, she achieved her personal best time and broke the world record with a time of 52.74 seconds. Her greatest achievement was winning an Olympic gold medal in 1992.

Jonathan Edwards competes in the men's triple jump. In 1995, while competing in the Olympic Games, he achieved his personal best of 18.29 metres. His greatest achievement in his career so far was breaking the world record at these Olympics.

Michael Owen plays soccer for England. In 2001, while playing against Germany in a crucial match, he scored a hat trick. His greatest achievement to date was being the youngest player to play for England in the twentieth century.

- e. In pairs Ss tell each other about their chosen sports personalities. Select three or four Ss to talk to the class about their sports personalities.

Students' own answers

- 2 a. Check that Ss understand the vocabulary in the word bank. Invite individual Ss to discuss their ideas using vocabulary from the word bank.

Suggested Answer Key

A: I think they must have stamina, so that they can keep going until the end of the race or the game.

B: I agree, and agility, too, because they need to make sudden quick movements.

A: Hmm. I think they need determination and strength because those are what make an athlete win in the end.

B: Yes. Being able to think quickly is important too, because you have to be able to assess what your opponent's next move will be. And tactical awareness. They have to plan how much effort to use at the beginning and how much at the end. I'm not sure if sportsmanship helps them, though.

A: *Well, that isn't as important as the other qualities in helping them to win. But if they are in a team, they have to have team spirit and work as a group. They can't put their own fame or ambitions before the good of the team.*

- b. Check that Ss understand the vocabulary in the exercise. Invite individual students to present their ideas to the class using the vocabulary given. Alternatively Ss can discuss their responses in pairs.

Suggested Answer Key

- An athlete needs **courage** when, for example, he has to race against competitors much more able than himself.
- An athlete has to have **faith in his own abilities** in order for him to continue competing when he never wins a race.
- An athlete must **know his own limits** when, for instance, he risks causing permanent injury to himself should he continue to compete.

- 3 a. Initiate a brief discussion with the class and then ask Ss to discuss their own ideas in pairs.

Suggested Answer Key

Some people take part in amateur sports in order to socialise and to work as a member of a team. Others use sport as a means to keep fit and to test their physical and mental abilities. Striving for a sense of achievement or facing a challenge may appeal to those who do not acquire these from their working lives.

- b. **Students' own answers**

- 4 Elicit the implication(s) made in each quotation. Initiate a class discussion to determine the Ss' own opinions on the quotations.

Suggested Answer Key

Quotation 1

Knowing your capabilities and limitations are essential characteristics of a successful athlete.

Quotation 2

Your true disposition and personal qualities come to the fore when you take part in sport rather than it being responsible for forming your character.

- 5 Elicit what the Ss know about Andre Agassi. (He is one of the most charismatic figures in tennis. He has had a checkered career ranging from periods when he had very little success to winning four Grand Slam titles in one year. (A Grand Slam win means winning in all the big tournaments in one season.) When he started playing he was known for wearing flamboyant clothes on court and having outlandish hairstyles. He is now married to Steffi Graf, one of the most successful female tennis players of all time.) Ask the Ss to look at each section and discuss their answers in pairs. Check Ss' answers before reading the text. (A Grand Slam Win means winning one of the four big tennis tournaments in one season.)

Suggested Answer Key

- a *If a sportsman has a run of losing then this can affect his self-confidence and ultimately his game. Also, when he faces personal problems, he will find it difficult to concentrate on his game or give it his full attention. As an athlete gets older he becomes physically weaker and may lose some of the determination to win he experienced when younger, both of which would affect his form.*

b *'to keep one's eye on the ball' means that the tennis player must always give his full attention to the game if he is to win. The writer has used it in the title of the article as Agassi is shown to be highly professional and determined in his approach to the sport.*

- c *'on the verge of quitting' – on the point of retiring from tennis*
'a succession of injuries' – a series of physical problems affecting his game
'questioning his purpose' – sense of self-doubt as to why he is playing tennis
'intent on squandering his talents' – determined to waste and misuse his natural abilities

- 6 Elicit/explain the meaning of any unfamiliar vocabulary in the questions but not in the text itself. Allow Ss 15-20 minutes to read the text and answer the questions. Check Ss' answers.

Answer Key

1 A 3 D 5 A 7 B
 2 D 4 B 6 D

- 7 Confirm that Ss understand the vocabulary in the rubric. Allow Ss five minutes to complete the task. Check Ss' answers.

Answer Key

- 1 *Agassi adopts a serious attitude towards the sport and when he fails to concentrate on it, he sees this as a sign of disrespect for the game.*
 2 *'such perfection' refers to Agassi's ability to play exemplary tennis and 'this internal drama' refers to the fact that although tennis is so important to him, Agassi questions his reasons for playing the sport as he has known little else since he was a child.*

- 8 a. Confirm that Ss understand the items in the list by asking them to explain/translate/etc. Allow Ss a few minutes to complete the task. Check Ss' answers.

Answer Key

- 1 *impairing – debilitating*
 2 *awed – amazed*
 3 *scrutiny – examination*
 4 *strung out – overly stressed*

- b. Ss can use dictionaries to find meanings of unknown words. Check Ss answers, then explain/elicite the meaning of vocabulary which Ss still do not understand.

Suggested Answer Key

- triumphant – successful*
preceded – came before
unprecedented – unique, unparalleled
instinctive – natural, intuitive
extracts a toll – causes suffering
rawness – simplicity
exacerbated – aggravated, intensified
relentlessly – persistently
compelling – convincing
archetypal – typical
solipsistic – self-regarding
quibble – argue about something trivial
squandering – wasting
fragile – delicate, frail, weak

- c. Ss read the text again and find idioms. Check Ss' answers. Write example sentences containing idioms on the board to confirm that the meaning is clear.

Suggested Answer Key

loss of form – not playing as well as in the past

at odds – not in agreement

on the verge of – at the point of

- 9 Initiate discussion on how football is played (e.g. the number of players, the purpose of the game, the roles of the players etc). Ss then match the people to the prompts and write full sentences. Check Ss' answers.

Answer Key

- A scout's job is to search for talented players.
- A manager's job is to pick the team, arrange transfers and supervise training.
- A physiotherapist's job is to be responsible for the player maintaining his level of fitness and help injured players rehabilitate.
- A midfielder's role is to pass the ball to players in the scoring position.
- A linesman's job is to help the referee decide if the ball has crossed the line.
- A groundsman's job is to monitor the condition of the ground.
- A commentator's job is to describe the progress of a match.
- A substitute's role is to replace an injured or out-of-form player.
- A striker's role is to shoot and head the ball into the net and score.
- A defender's role is to try to stop the opposition from scoring.
- A sponsor's role is to support the club financially in exchange for the advertising of their goods and services.

- 10 Check that Ss understand the task, then allow them a few minutes to complete the task. Check Ss' answers and elicit/explain the meaning of any vocabulary which Ss still do not understand.

Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 B | 3 D | 5 B | 7 D |
| 2 C | 4 B | 6 A | 8 C |

- 11 Allow Ss ten minutes to complete the task. Check Ss' answers and elicit/explain the meaning of any vocabulary which Ss still do not understand.

Answer Key

- 1 supporters, hooligans
- 2 spectators, viewers
- 3 opponent, contestant, rivals
- 4 fixture, contest, game, match
- 5 tournament, league, group

- 12 Check that Ss understand the task, then allow them five minutes to complete the task. Check Ss' answers and elicit/explain any vocabulary which Ss still do not understand.

Answer Key

- 2 *Hall is the odd one out as it is an indoor venue.*
- 3 *Suspend is the odd one out as it refers to a player not being allowed to play in the game because of a misdemeanour.*
- 4 *Runner-up is the odd one out because it describes someone who has come second and is not a winner.*
- 5 *Examiner is the odd one out because it is not used for sports.*
- 6 *Feat is the odd one out because it is not something which stops you achieving your goal.*

- 7 *Defeat is the odd one out as it does not refer to a way of preparing for a game.*
- 8 *Lineup is the odd one out as it refers to the grouping of a team and not sports clothing.*

- 13 Help Ss identify the correct collocation in sentence one to check they understand the task. Allow Ss five minutes to complete the task. Check Ss' answers. (As consolidation Ss could write sentences of their own containing the correct collocations.)

Answer Key

- | | | |
|-------------|--------------|---------|
| 1 intensive | 4 facilities | 7 harsh |
| 2 strong | 5 capacity | 8 crowd |
| 3 away | 6 narrowly | |

- 14 Allow Ss five minutes to complete the task and check Ss answers. Ask Ss to use the collocations in their own sentences.

Answer Key

- 1 mediocre/pedestrian/world-class performance
- 2 undisputed/reigning/world champion
- 3 comfortable/well deserved/consecutive win

Suggested Answer Key

- 1 *Liverpool were knocked out after a mediocre performance in last Saturday's match.*
- 2 *Johnson's two lap lead over the rest of the field gave him a comfortable win.*
- 3 *Our local gymnasts' performances seemed pedestrian and dull in comparison with that of the international stars.*
- 4 *Taylor, the reigning world heavy weight boxing champion, will defend his title against Lucas on Friday.*
- 5 *Marina played magnificently and had a well-deserved win over Janice Hunt.*
- 6 *This is Agassi's seventh consecutive win in tennis tournaments; he never seems to lose.*
- 7 *Although only a now-comer to the sport he gave a world class performance.*
- 8 *After winning in the all-nations tournament, Grantly became the new world champion.*

- 15 Help Ss to match the parts of each collocation and elicit/explain the meaning of each term. Allow Ss five minutes to complete the task. Check Ss' answers.

Answer Key

- | | |
|------------------|------------------|
| motor racing | injury prone |
| qualifying round | season ticket |
| title holder | personal trainer |
-
- | | |
|--------------------|--------------------|
| 1 injury prone | 4 title holder |
| 2 qualifying round | 5 motor racing |
| 3 season ticket | 6 personal trainer |

- 16 Ask Ss to look at the title of the text and predict what the passage is about. Ss read text quickly to check if their predictions were correct and ask Ss for the gist of the text. (Aberdeen is one of the oldest and most respected universities in Scotland). Check Ss understand the meaning of the vocabulary in the questions. Allow Ss ten minutes to complete the task. Check Ss' answers.

Answer Key

- | | | | | |
|-----|-----|-----|-----|------|
| 1 A | 3 C | 5 B | 7 C | 9 C |
| 2 B | 4 D | 6 A | 8 B | 10 C |

- 17 Ask Ss to complete as many of the idioms as they can before using a dictionary. Check Ss' answers and elicit/explain the meaning of any idiom which Ss still do not understand.

Answer Key

- 1 *play ball (cooperate)*
- 2 *the ball rolling (start something happening)*
- 3 *jumped the gun (something is done before the right time)*
- 4 *off his own bat (on his own initiative)*
- 5 *bad sport (someone who doesn't cope well with difficult situations/doesn't like to lose)*
- 6 *ball's in your court (it's your responsibility)*
- 7 *beat him at his own game (gain an advantage by using the methods another person has used against them)*
- 8 *two can play at that game (I can use the same method)*
- 9 *playing (everyone has the same opportunities)*
- 10 *leads the field (is the biggest/most important)*

- 18 Allow Ss time to complete as many phrasal verbs as they can before using a dictionary. Check Ss' answers. As a homework task, Ss could write their own sentences containing the phrasal verbs in Ex. 18.

Answer Key

- 1 *put down to (attributed to)*
- 2 *ran away with (won easily)*
- 3 *put in (spend time and effort)*
- 4 *run into (met/encountered)*
- 5 *put up (provide)*
- 6 *run over/through (repeat and check)*
- 7 *run to (amount to)*
- 8 *put on (produce, present)*

- 19 Ask Ss if they can explain any of the phrases to the class. If they do not know the phrases either explain them to the class or ask Ss to find the meanings from a dictionary. Ss then connect the phrases to the appropriate sentences and complete them on their own.

Suggested Answer Key

- 1 *The manager put the case for buying new players.*
- 2 *Minutes before the World Cup final, feelings/emotions were running high amongst the fans of the opposing teams.*
- 3 *After six games in two weeks, the team began to tire and ran out of steam.*
- 4 *The fans are putting all their faith in the club's new manager.*
- 5 *The organisers apologised for the fact that the events were running late.*

- 20 a. Elicit from Ss if they have sports centres in their areas and ask them to describe the facilities they provide. Check Ss understand the vocabulary in each suggested facility in part a and ask them to form sentences giving their own opinions on the worth of each one.

Suggested Answer Key

Possible structures

- 1 *I would argue that the synthetic aerobics flooring would make doing aerobics more comfortable and would reduce the risk of injury.*
- 2 *It's obvious to me that installing soft drinks dispensers would generate revenue for the centre.*
- 3 *It would be a good idea if we had a digital telephone switchboard then all departments would be more easily accessible.*

- 4 *Have you ever thought of putting in a 5-a-side soccer pitch as it would attract more business?*
- 5 *There's a lot to be said for having a grandstand seating 2,000 people for the soccer pitch as then we could make money from ticket sales.*
- 6 *Let's look at something else. A health food restaurant would attract diners and so it would generate more income.*
- 7 *We should consider a medical centre which employed part-time medical personnel as this would make the clients feel safe and could be used to give first aid and to treat any injuries that might occur.*
- 8 *I still think a swimming pool would be appropriate, as it would attract families to the centre, especially if we offered swimming classes as well.*

- b. Initiate a class discussion and encourage Ss to reach an agreement as to the facilities which should be included in the sports centre.

Students' own answers

- c. Ask Ss to listen to the dialogue and offer their opinions on the conclusion reached on the tapescript.

Students' own answers

- 21 Ask Ss to read the task and elicit/explain any vocabulary they do not understand. Elicit if Ss have/had any of these facilities at their own schools. After Ss finish the task, discuss their decisions with all the class. (*A level refers to the final year examinations British school students take in order to attend a university.*)

Suggested Answer Key

- A: *My personal feeling is that we should use half the money to send the students studying A level history on a trip to the archaeological sites in Turkey and Egypt.*
- B: *But only a few people would benefit from that. In my view, buying an extra 50 computers for the classrooms would mean all the school could profit from the money. That would leave enough to build a cafeteria too, which is something most students have been asking to have for years.*
- A: *There's a lot to be said for that idea but I still think the trip deserves careful consideration.*
- B: *I don't agree. There is another option. It would be a good idea if we built a school theatre, which could be used for all kinds of functions, school dances, exhibitions, talks as well as by the drama group. That's the most popular extracurricular activity after school. And we could spend the rest on books for the library.*
- A: *What about planting grass on the football pitch instead? It is in a terrible condition and it's the most used of all the sports facilities here.*
- B: *It is so difficult to decide. Of course we could always write a questionnaire and ask the students themselves to decide what they would prefer.*
- A: *Yes, I think that would be the best thing to do. Then no one can blame us for making the wrong choice!*

- 22 a. Invite Ss to talk about footballers' salaries in their own countries. Ask Ss to predict what they think the answers will be. Check Ss' predictions.

Students' own answers

- b. Check Ss understand the meaning of the words and phrases in the list, then elicit predictions concerning the possible context in which they might be used on the tape.

Students' own answers

- c. Check Ss understand the task and allow Ss a minute to read the sentences. Play the cassette twice. Ss listen and complete the task. Check Ss' answers.

Answer Key

1 B	3 B	5 G
2 J	4 J	6 J

- d. **Students' own answers**

- e. Ss discuss the topic in pairs or as a class.

Suggested Answer Key

"I believe that footballers deserve the high rates of pay as they are highly skilled and provide a form of entertainment to thousands of fans every week."

"Footballers' salaries are out of proportion. They may be the best at the sport in the country but how can you justify their huge payments when so many people in the world are unemployed or go hungry every day?"

- 23 a. Initiate brief conversation on what/how technology is used in sports reporting. Refer Ss to the task. Check Ss understand the vocabulary in the rubric.

Suggested Answer Key

The Internet can now be used as a way of keeping records of sporting achievements, which can be made available at the touch of a button.

Technology has enabled us to experience sporting events live as interactive computer programs allow us to watch and follow the action as it happens and to have this facility at our fingertips. We no longer have to rely on TV channels, who only seem to broadcast the most popular and commercial events, and can enjoy a much wider range of sports whenever we want.

- b. Allow Ss a minute to read the sentences, then ask Ss to identify which part of speech the missing words are. Play the cassette twice. During the first play Ss listen and fill in as many gaps as possible. The second play should be used to confirm/change the original choice and to complete all the gaps. Check Ss' answers. (*The Big Apple* is a term used to refer to New York city.)

Answer Key

1 record	6 updated
2 source of information	7 peak
3 Athlete tracking features	8 hammered
4 detailed statistics	9 performance statistics
5 timing system	

- 24 a. Explain the term physically challenged is the politically correct term for people who are disabled. Ask Ss which sports physically challenged athletes can take part in. Play the cassette twice and check Ss' answers. Elicit/Explain any words Ss do not understand.

Answer Key

1 B	2 A
-----	-----

- b. Ss discuss the question in pairs.

Suggested Answer Key

A physical disadvantage can become an advantage as you are more determined to succeed and fight to overcome any disability you face in order to be accepted by society.

- 25 a. Ask Ss if they have large sports stadiums in their hometowns. Elicit/explain any words Ss do not understand. Play the cassette twice. Check Ss' answers.

Answer Key

1 A	2 B
-----	-----

- b. Ss discuss the question in pairs.

Suggested Answer Key

Sport is important for a civilised society as it is a way to teach young people to work together as a team and it helps to promote better relations between countries. On the other hand, the way some fans behave when their team loses can hardly be described as civilised.

- 26 a. Elicit from Ss if anyone has been/ or knows of anyone who has been bungee jumping. Discuss what people must feel when they are doing this activity. Play the cassette twice. Check Ss' answers.

Answer Key

1 C	2 A
-----	-----

- b. Ss discuss the question in pairs.

Suggested Answer Key

Some people take up dangerous sports and activities to counterbalance a rather dull and undemanding lifestyle. Extreme activities can fill a gap in their lives and give them the excitement they crave, which cannot be acquired from their every day lives.

- 27 a. Ask Ss if they find it easy to discuss their problems with their doctors. Check Ss understand the vocabulary in the rubric. Play the cassette twice. Check Ss' answers.

Answer Key

1 B	2 A
-----	-----

- b. Ss discuss the question in pairs.

Answer Key

Sometimes we get impatient when learning how to drive or trying to speak a foreign language and we expect to be proficient in these areas without practising enough.

- 28 a. Brainstorm on the four pictures with the whole class to generate vocabulary and ideas. Refer Ss to rubric for task. Remind Ss that they will be expected to talk for about a minute in this stage. Students discuss the two pictures in pairs. Monitor and help.

Optional extra: Two students can be asked to perform the discussion for the class.

Suggested Answer Key

Refer to Tapescript Section – Unit 7, Ex. 28 Sample Interview on p. 165

- b. Refer Ss to rubric and remind them that they will be expected to talk for about two minutes in this stage. Ss work in pairs to complete task. Monitor and help.

Optional extra: Two students can be asked to perform the discussion for the class.

Suggested Answer Key

Refer to *Tapescript Section – Unit 7, Ex. 28 Sample Interview* on p. 165

- c. Refer Ss to rubric. Brainstorm quickly with whole class. Remind Ss that they should aim to speak for approximately one minute. Put Ss in groups of four. Pair A does the task while pair B assesses them using the Peer Assessment Checklist. Ss discuss the results in groups. Monitor. Alternatively, elicit comments on pair performance from whole class.

Optional extra: Pair B does task while Pair A assesses, or one pair is asked to perform in front of the class while the class assesses their performance. If the latter option is chosen, be careful to select very confident students to perform

Suggested Answer Key

Refer to *Tapescript Section – Unit 7, Ex. 28 Sample Interview* on p. 165

- d. Explain/Elicit the meaning of the term used for assessment (effective task completion/interaction). Play cassette, Ss complete task. Encourage class discussion on performances.

Answer Key

The first dialogue is clearly the better example of a Part 2 discussion. Both speakers interact with neither one dominating the conversation. They both offer suggestions giving reasons why they would be appropriate to the task and both respond politely to the other's ideas even when disagreeing.

On the other hand, in dialogue two, Nick dominates the conversation and is not sensitive to turn taking. He doesn't give a reason for the appropriacy of the photo of the football team and responds rather aggressively to Cathy's idea. He tends to ramble and loses coherence in his lengthy turn, not always following a logical train of thought. He doesn't give Cathy time to reply to one of his questions, 'Do you agree?', and interrupts her answer. However, at the end of the dialogue he does give her the chance to give her opinion but she fails to respond.

Cathy says very little and is reluctant or unable to give a reply to Nick's questions. She disagrees with his first suggestion but fails to provide a reason for this or back up her subsequent point with her own rationale. Towards the end of the dialogue again she does not support her opinion with a reason. Her responses are too short and she either has a lack of language to complete the task or feels overwhelmed by Nick's more dominant manner, and thus dries up. The task is not adequately achieved.

Sample Interview: For this unit the sample interview contains a recorded model interview for Part 2 of the speaking test, 28a, 28b and 28c.

This can be played to the class as a whole interview section after the speaking practice. Alternatively, the first stage can be played immediately after Ss have practised 28a and stage 2 after 28c.

Initiate class discussion on how Ss' own performance can be improved.

- 29 a. Elicit from Ss what they know about sports psychology, U.S. cricket and cheerleading. (*Cricket is a popular sport in countries once associated with the former British Empire and is not a well-known sport in the US.*) Ss skim passages and give the gist of each text. Ss answer questions. Check Ss' answers.

Answer Key

Statement 1 – *Cheerleading*

Statement 2 – *Sports Psychology*

Statement 3 – *U.S. Cricket*

- b. Elicit/Explain the meanings of the words in the questions. Allow Ss 15 to 20 minutes to read the texts again and to complete the task. Check Ss' answers. Explain any words Ss do not understand from the texts.

Answer Key

1	B	5	D	9	D	13	B	16	D
2	D	6	A	10	C	14	C	17	C
3	A	7	B	11	D	15	A	18	B
4	C	8	A	12	B				

30 Suggested Answer Key

- 1 *A sports psychologist could help by helping an athlete to understand and overcome his own fears and worries or those of his competitors.*

or *Winning is a matter of hard training and a psychologist can't help there*

- 2 • *Leadership and sportsmanship are good qualities and matter a great deal. Every team needs one player to lead the group and when a team or an athlete loses, it's important that they can accept that and not try to put the blame on their opponents. If you are in a team you have to work as part of a group. You can't think just about yourself, you have to consider other people too.*

or *Leadership and sportsmanship are good qualities, but in the end winning is what counts, not how you win. Only in some sports is team spirit important. In others, like sprinting, for instance, you only need to think about yourself.*

- *All these qualities are important in our daily lives, since we don't live alone, but live as part of a society. So we have to learn to win or lose, and accept that, and to manage to work as a group rather than as individuals. If we are not able to do this there will be no development. And, of course, sometimes we have to take the lead when a decision has to be taken.*

or *It depends on how we live. Some people only think of themselves and never act as if they need to think about other people. They are often the most successful people, too as the more ruthless and self-centred you are, the more you seem to manage to achieve.*

- 31 Ss will be familiar with the vocabulary from exercise 29. Ss complete task. Check Ss' answers.

Answer Key

1	<i>focuses</i>	4	<i>implicates</i>
2	<i>deviation</i>	5	<i>comprised</i>
3	<i>escalation</i>		

- 32 Ask Ss to refer to the grammar reference on page 262 to remind themselves of the use of the comma in relative clauses. Ss complete task. Check Ss' answers. (Ss may have different answers for number 6 depending on how they interpret the situation.)

Answer Key

- 1 *No commas*
 2 *No commas*
 3 *No commas*
 4 *village, which has a population of about 2000, is*
 5 *No commas*

- 6 neighbour, who has just turned 90, is/ neighbour who has just turned 90 is (answer depends on how many neighbours there are)
 7 Mason, to whom this letter is addressed, seems
 8 No commas
 9 Fiona, whose behaviour so far has been impeccable.
 10 No commas

- 33 Ask Ss to refer to the grammar reference on page 262 to remind themselves when the relative pronoun can be omitted. Ss complete the task. Check Ss' answers.

Answer Key

- 1 can be omitted 5 can be omitted
 2 cannot be omitted 6 can be omitted
 3 can be omitted 7 cannot be omitted
 4 can be omitted 8 cannot be omitted

- 34 Ask Ss to identify the different sports in 8 of the 9 pictures (golf, swimming, football, skiing, snooker/pool/billiards, baseball, ice hockey, cricket). Elicit vocabulary from each picture. Ss discuss the task in pairs. Check Ss' answers.

Suggested Answer Key

- 1 A golf club is the piece of equipment with which you play golf/A golf course is where competitions take place
 2 A lane in a swimming pool is where serious swimmers practise.
 3 A football referee is the person who controls the two teams in a match.
 4 Special boots are necessary when you want to ski.
 5 The equipment (which) you need to play snooker is a selection of coloured balls and wooden cues.
 6 A physiotherapist is the person who helps you when you suffer a sports injury.
 7 A cap is the piece of clothing (which) you wear when you are playing baseball.
 8 A helmet, which helps to protect you, is worn in ice hockey
 9 A bat and ball are needed when you play cricket.

- 35 Ask Ss to identify the missing word in number 1. Check answer 1. Ask Ss to complete task. (As Ss will have different phrases in some of the sentences, it could be done as a written homework exercise which will be corrected by the teacher.)

Answer Key

- 1 Whenever I see
 2 whatever they/however much they
 3 Whoever gets there
 4 (from) wherever you
 5 whether you like it
 6 whatever you do
 7 whenever I have an appointment with
 8 wherever he
 9 whether you stay
 10 whoever they
 11 whichever form/ means of
 12 however much you

- 36 Check Ss understand the vocabulary in the sentences. Ss complete task. Check Ss' answers.

Answer Key

- 1 with the exception of
 2 intention of selling the house in March, whatever
 3 she goes she has her lucky charm
 4 doesn't matter whether you book

- 5 irritates me is when people are
 6 tried to do was make her understand
 7 no matter how hard
 8 is the person they say/is who they say
 9 only person from whom I need to keep
 10 smile is what makes me happy

- 37 Ss complete as much of the chart as possible and then refer to their dictionaries to complete the task. Check Ss' answers. (Ss could select some of these words and use them in sentences of their own as a consolidation exercise.)

Verb	Person Noun	Adjective	Abstract Noun
train	trainer	trained	training
motivate	motivator	motivated	motivation
endure	n/a	enduring	endurance
lead	leader	leading	lead

- 38 Ss look at title and predict the content of the passage. Ss skim the text to check their predictions and for the gist of the passage. Check Ss understand the vocabulary in the text and the given words. Ss identify the parts of speech of the missing words. Ss complete task. Check Ss' answers. (*The Commonwealth refers to an association of nations, including the UK, which were part of the British Empire in the past. The Games are between member states and take place every four years.*)

Answer Key

- 1 justification 6 unassailable
 2 inspection 7 versatility
 3 ineligible 8 unprecedented
 4 duly 9 competitions
 5 championship 10 leaver

- 39 Ss look at the title and the photograph and try to predict the content of the text. Ss skim the text to check their predictions and for the gist of the passage. (*The Grand National and the Cheltenham Gold Cup are two of the most important events in the English horse racing season.*) Ss identify parts of speech of missing words. Check answers. Ss complete the task. Check Ss' answers and elicit/explain the meaning of any vocabulary the Ss still do not understand.

Answer Key

- 1 in 6 after/following 11 with
 2 more 7 have 12 again
 3 previous 8 only 13 even/one
 4 time 9 on 14 another
 5 which 10 although 15 to

- 40 Elicit/Explain any vocabulary Ss do not understand. Remind Ss that the missing word in all three sentences must be the same part of speech. Ss complete task. (Ss could do this exercise in pairs or as a homework exercise.) Check Ss' answers. Help Ss find different alternative words for each sentence which would also be acceptable.

Answer Key

- 1 advanced 4 expression
 2 beat 5 gathering
 3 bound 6 key

- 41 a. Ss look at the two pictures and predict the subjects and content of the passages. (Formula One motor racing and tennis). Ask Ss what they know about the two

sports and both past and present personalities in the sports. Ss read the two texts and say if their predictions were correct. Ss complete the task and check Ss' answers.

(GP refers to Grand Prix.)

Indy Car is a type of racing car for the Indy [Indianapolis] 500 race.

Alain Prost was a Formula One world champion.)

Answer Key

Passage 1

- i. Mansell's car broke down when he lost a wheel at Estoril and when he had electrical failure at the Canadian Grand Prix.
- ii. He left Team Williams during the 1992 campaign when he learnt that they had signed Alain Prost as their driver for the following season.

Passage 2

- i. McEnroe was known as 'McBrat' after he shouted at an umpire at the Wimbledon Tennis Tournament.
- ii. We learn that McEnroe was just as likely to have an outburst of anger when he was winning as he was if he were losing.

- b. Check Ss understand the task. Ss read each text and select relevant information. Check Ss' notes. Ss use their notes to make a plan of the summary. Ss write first draft and edit. Rewrite if necessary.

Answer Key

According to Passage 1, Nigel Mansell was known for his aggressive, reckless and impetuous style of driving and was single-minded in his determination to win. In Passage 2, John McEnroe is shown to have been a natural, instinctive tennis player not needing to practise regularly or follow a prescribed diet. He was a perfectionist, prone to soul-searching and self-criticism and was renowned for his fiery outbursts against tennis officials. (68 words)

- 42 a. Check Ss understand the headings and the vocabulary in the three sections. Ss complete task. Check Ss' answers.

Answer Key

- | | | |
|---|------------------|-------------|
| A | 1 According | 4 generate |
| | 2 outlined | 5 acquired |
| | 3 overall | 6 exceed |
| B | 1 capital | 4 attained |
| | 2 self-financing | 5 outlets |
| | 3 operation | 6 donations |
| C | 1 sum | 4 venture |
| | 2 cover | 5 estimate |
| | 3 represents | 6 rate |

- b. Help Ss match the explanations to the extracts, then elicit/explain any vocabulary which Ss still do not understand.

Answer Key

- extract A – a recommended course of action within a company
- extract B – a proposal to local authorities to build a sports complex
- extract C – a proposal in support of a business loan

- 43 Ss read the rubric to understand the task. In pairs Ss discuss the kind of building which would make a suitable venue for the club. Ss then answer the questions in pairs. Check Ss' answers.

Answer Key

- to recommend a replacement building for the Winchester Gymnastics Club
- Mark Stewart, General Secretary of the Winchester Gymnastics Club
- semi-formal style – even though you probably know Mark Stewart this is not a personal matter and needs to be written impersonally
- large rooms for training, storage facilities for equipment, showers, changing rooms, high ceilings, light and airy
- a former warehouse, a former school, a former factory
- you have to be able to convince the General Secretary that your proposed building would be the most suitable for the needs of the club rather than the suggestions of the other members
- Location, Facilities, Cost, Further Information
- where the building is and the transport facilities in the area, how the building would meet the requirements of the training facilities of the club, how much rent would have to be paid, the length of the lease, the cost of the proposed renovation
- sentences not needed – 1, 3, 5, 7. They are all written in an impersonal style and contain irrelevant information.

- 44 a. Ss read model proposal for gist. Check Ss understand the vocabulary. Ss complete task and then check Ss' answers.

Answer Key

- 1 D 2 B 3 A 4 C

- b. Ss work in pairs and discuss any differences in meaning they can find. Check Ss' answers.

Answer Key

All the words or phrases are synonymous but one of the pair is slightly more formal.
 The more formal words are: currently, located, given, premises, vacant, forthcoming, apparatus, of interest, journey time, acquire, imminent, attend, relocate, sufficient.
 There are, however, some differences in meaning which the Ss may know.
given/considering – often **considering** is used to mention a disadvantage
property/premises – both are concerned with the ownership of land and buildings but **premises** refers to commercial ownership
forthcoming/future – **forthcoming** means something that is about to happen whereas **future** has a more general meaning, referring to anytime from the present
equipment/apparatus – both are used to refer to tools necessary to complete a task but **apparatus** can be used for more scientific experiments and for tasks involving machinery
imminent/at short notice – **imminent** often refers to something that is unpleasant. Also, it refers to something that is happening soon whereas **at short notice** is something that can be done within a short period of time.
relocate/find new premises – **relocate** can also imply that someone is being obliged to move to another area for a variety of reasons
adequate/sufficient – both mean enough for a particular purpose but **adequate** can also mean satisfactory

The writer has used similar words and phrases to avoid repetition of the same vocabulary to express the same ideas or points.

- 45 Ss complete task. Check Ss' answers. Check that Ss understand the differences in the meanings of the expressions.

Answer Key

Crossed out words

- 1 **monitoring** – a passive past participle is needed in the correct sentence
- 2 **have been completing** – needs future perfect simple to describe a finished action
- 3 **predict** – cannot be followed by an infinitive
- 4 **look forward to** – wrong word, implies you are pleased about a future event whereas the context is referring to a possible problem
- 5 **potential** – proposed is referring to an action which is likely to take place, potential merely refers to a possibility
- 6 **forthcoming** – likely refers to something that is a possibility whereas forthcoming is used when something will definitely take place
- 7 **could** – **would** goes with undoubtedly, **could** goes with a possibility
- 8 **could** – **would** goes with assure, **could** goes with uncertainty

- 46 a. Elicit/Explain meanings of the expressions in the rubric. Ss complete task. Check Ss' answers.

Answer Key

- 1 reason for loan request
- 2 our priority
- 3 purchase new equipment
- 4 finish the current project
- 5 subsequently
- 6 intend
- 7 in the vicinity of
- 8 with the remainder of the loan
- 9 commission a team of image consultancy specialists
- 10 attract new customers

Reason for loan request

Our priority is to purchase new equipment in order to finish the current project. Subsequently, we intend to open a new branch in the vicinity of London. With the remainder of the loan, we plan to commission a team of image consultancy specialists. This will make the firm more competitive and attract new customers.

- b. Ss discuss questions in pairs. Check Ss' answers.

Answer Key

The proposal is from an established firm to a bank. They are asking for a business loan in order to finish a current project and to improve and expand the present company to gain more customers.

Other sections could be written to give more details on the current project which needs to be completed, the opening of the new branch, the reason for the commissioning of the image consultancy specialists and the overall benefits that the company would gain from these changes.

- 47 a. Initiate class discussion on the benefits the new hotel and the additional sports facilities would bring to your area. Ss complete the task. Select two or three pairs to repeat the task for the class.

Students' own answers

- b. Initiate class discussion on which pair gave the most convincing dialogue.

Students' own answers

- 48 a. Ss read each beginning. Check Ss understand the vocabulary. Ss predict what the main body of each text will contain. Ss then select section headings.

Answer Key

- A Location, Facilities of Club, Programme of Events, Staffing Arrangements, Proposed Expenditure
 B Reasons for Improvements, Suggested Improvements, Duration of Work, Benefits to Members
 C Present Activities, Reasons for Adopting Baseball, Benefits of Baseball, Costs

- b. Help Ss match endings to the beginnings. Check Ss understand the vocabulary.

Answer Key

- A 3 B 2 C 1

- 49 Check Ss understand the rubric and elicit/explain any vocabulary Ss do not understand. Ss work in pairs and plan their proposal. Ss can write their proposal for homework.

Students' own answers

- 50 Ss read the model proposal. Check Ss understand the vocabulary. Initiate class discussion on the three questions. Ss then compare their own proposals to this model. Ask Ss to evaluate their own proposals and how they could be improved.

Suggested Answer Key

- the writer presents the Club in a favourable light which would help to persuade the Organising Committee to view the application positively
- **Students' own answers**
- more details of the club's funding in the second section prediction when the two injured key players will be fit in the third section
 a persuasive comment suggesting that the club's entry will add to the quality and prestige of the tournament in the fifth section

- 51 Check Ss understand the vocabulary and the instructions in the rubric. Ss work in pairs. One student answers the questions for A and the other does the same for B. Ss then evaluate each others answers adding suggestions for improvements. Ss then discuss suggestions as a class before writing the proposal of their choice.

Suggested Answer Key

- A
- to persuade the college authorities to accept the sport you have suggested
 - the college authorities – the writing should be formal/semi-formal
 - Introduction, the proposed sport
 e.g. Badminton, Equipment, Costs, Advantages (of sport), Conclusion
 - **Students' own answers**
 - you need to be able to persuade the authorities you accept your proposal rather than anyone else's proposal
 - **Students' own answers**
 - **Students' own answers**

- B
- to present your ideas on organising fitness classes in order to be considered for the post of organizer
 - the Principal – formal writing
 - Introduction, Proposed Activities, Costs and Equipment, Benefits to Students, Conclusion
 - **Students' own answers**
 - you need to be able to persuade the authorities to give you the position rather than to another student
 - **Students' own answers**

- 52 Ss can write their proposals either as a homework exercise or as a class timed essay.

Suggested Model Answers

- A
- To:** College Sports Procurement Officer
From: Bjorn Stevensen
Subject: Proposal for the Introduction of Archery into the Sports Curriculum
Date: 1st April 2004

Introduction

The present proposal is designed to enrich the spectrum of sports played at college level and provide the individuals in positions of responsibility with specialist information on aspects of the sport, to which they would otherwise not have access. Our national performance in the sport of archery is mediocre but there has been little interest shown in it in the UK and also there is a lack of amenities and organised clubs. Needless to say that introduction to the sport from an early age would be of paramount importance.

Sport Philosophy and History

Archery improves one's senses of balance, powers of concentration and visual acuity. In fact it is one of the oldest of human endeavours, dating back about 25,000 years and about 4,000 years as an organised sport. In all times and places, ability with the bow has been held to be a virtue. Competition archery is divided into various categories, such as target, field, and flight shooting.

Cost and Equipment

Top-of-the-range bows can indeed be beyond the budget of most individuals but there are reasonably priced models to be found in most sports outlets or they can be hired out so that no major outlay need be incurred. Targets can be improvised from bails of straw and the like with paper targets pinned to them so that the cost is negligible. There are individual and team elements involved in the sport and the sport was reintroduced at the 1972 Olympic games after being discontinued in the early 1900s.

Safety Considerations

With proper instruction and supervision archery is no more dangerous than many other activities that are engaged in on the college campus, although it is recognised that the perceived risk appears to be higher to the layman. In point of fact, driving to work in the morning is by far the more dangerous of the activities. Additionally, archery hands a higher degree of responsibility to the student in a vivid way. This has all kinds of spin-off advantages regarding responsibility more generally.

Conclusion

In view of the low initial outlay and maintenance, the sport of archery would be a valuable and viable addition to the choice of sporting activities on offer at the college. I look forward to

having the opportunity of discussing the matter with you and the rest of the Committee at our meeting in October.

- B
- To:** M.C. Mason, Principal
From: Patty Edmunds
Subject: Assistant to Physical Education Officer
Date: 21 June 2003

Introduction

With this proposal I would like to convey to you my interest in helping out in the organisation of the adult fitness programme in this college. The work and hours are compatible with my background and study programme and it is my intention to go on to study for an M.Sc. on the needs of adults in Physical Education when I finish my undergraduate studies here. Participation in such a programme would be invaluable experience in preparation for my advanced studies. Moreover, I enjoy the company of people from outside my own peer group, and this would be an additional attraction of the job for me.

Proposed Activities

Having had some experience with members of the adult members from my course, I have some insight into how the needs of adults differ from those of adolescents and how exercises and movements need to be modified and applied to each individual. Additionally I have studied psychology to an intermediate level, which I feel is invaluable in such a role that has to do with motivating and encouraging individuals to fulfil their full potential and protect their health at the same time.

Cost and Equipment

With the help of some people from my course, I have developed an innovative new approach for aerobic exercise for those with arthritis and other problems. The cost in terms of equipment is minimal and it is hoped that an opportunity to pilot the programme may be provided by my participation in the Adult programme. I would, of course, seek the permission of the Head of department beforehand.

Benefits to Students

It is hoped that the benefit received by students will be manifold, helping them on a physical, psychological and spiritual level. Thus, the Institution would step closer to the principles of holistic learning and life-long education.

Conclusion

To conclude, I have taken the opportunity of approaching the Head of Physical Education with a draft outline of the programme that I intend to implement if I am successful in my application. Should you require further information, I would be pleased to meet with you to discuss any points that you may have regarding my proposal at the Council meeting next October.

Unit 8 – Respect!

Objectives

Vocabulary: social issues; historical events; racism; politics; human rights

Reading: multiple choice (reading for attitude, purpose, content, exemplification, implication)

Listening: listening for opinion, gist, detail, inference; multiple matching; sentence completion; multiple choice questions

Speaking: expressing agreement/disagreement; discussing pros & cons; expressing hesitation; expressing an alternative viewpoint; monologue, discussing a topic

Grammar: future tenses

Phrasal verbs: *see; settle*

Writing: discursive essays (developing an argument, balancing both sides, discussion clock)

Elicit the significance of the title (respecting other people regardless of the differences in their circumstances, age, racial group etc).

- 1 Ss look at the photographs shown and speculate about what has happened/is happening in the pictures. Elicit/explain the meaning of any unfamiliar words/phrases in the prompts, then Ss complete task. Check Ss' answers.

Initiate further discussion of the events and elicit / explain the basic facts about each.

- American troops arrived in Vietnam in 1965 – strong anti-war protest at home eventually contributed to America withdrawing from Vietnam in 1973.
- In 1961 a fortified wall was built across Berlin, dividing East and West sectors, to stop people trying to pass illegally into the West. It remained until 1989.
- Nelson Mandela imprisoned for his civil rights activities in 1962 - spent over 27 years in prison – during this time he became the symbol of resistance to the apartheid regime – in 1994 elected President in the first fully democratic elections to be held in South Africa..

Answer Key

- Picture A was taken in People's Park, California, on 11th May 1969. It shows some street fighting between anti-war activists and riot police. The protesters are trying to escape arrest by running away. There has obviously been an explosion. The police are firing canisters of tear gas to try to disperse the protesters.
- Picture B was taken in Berlin, Germany on November 9th 1989. It shows some people crossing the Berlin Wall. The border has opened between East and West Germany and the country has been reunited. Both East and West Germans are joining in the celebrations for the reunification of their country.
- Picture C was taken in South Africa in February 1990. It shows Nelson Mandela has been freed from prison and is greeting his supporters. The Apartheid regime in the country has ended. The isolation from the rest of the world that South Africa experienced for many years is now over.

- 2 a. Check that Ss understand the vocabulary in the sentences. Play the cassette twice. Ss listen and complete the sentences with words/phrases from the cassette. Check Ss' answers.

Answer Key

- the Great War
- (right to) vote
- stock market crash
- atomic bomb
- was the first man to fly/orbit Earth
- Nobel Peace Prize

- 2 b. Help Ss to match the sentences groups of words/phrases. Elicit/Explain the meaning of any vocabulary which Ss do not understand then Ss complete task. Check Ss' answers.

Answer Key

- | | | |
|-----|-----|-----|
| 1 B | 3 A | 5 F |
| 2 E | 4 D | 6 C |

Suggested Answer Key

- A The stock market crash in America in 1929 had far-reaching social consequences in the US and abroad. The resulting economic crisis was called the Great Depression. There had been depressions at other times in history but this one was unprecedented in its length. It caused widespread poverty, unemployment and bankruptcies as well as social dislocation for over a decade.
- B The First World War was the largest and the most gruesome the world had ever seen. Millions of soldiers were wounded or maimed for life and it also caused immense suffering to the civilian population. It had been thought that it would be the war to end all wars but this was not the case. In fact, the peace treaties after the First World War are known to have been partly responsible for the start of the Second World War.
- C Dr Martin Luther King was a civil rights leader who fought for equal political and legal status and full constitutional freedoms and rights for the African-American people. He believed in passive resistance to racial segregation and partly because of his campaign, the Civil Rights Act of 1964 was signed. Dr Martin Luther King was assassinated in 1968.
- D The controversial dropping of the atomic bomb on Nagasaki led to the end of World War Two. The bombs caused much devastation and the effects of the radiation were felt for years. It was the first and last time an atomic bomb was used.
- E Women's suffrage had been brought to the attention of the general public when Emmeline Pankhurst formed the suffragette movement. The suffragettes used high profile methods such as chaining themselves to railings to keep in the public eye and they were often put into prison for inciting riots.
- F Yuri Gagarin's flight into space in the Vostok marked the beginning of the modern era of man in space and paved the way for further space exploration. Only 8 years later film footage could be seen of Neil Armstrong walking on the Moon and saying his famous phrase, 'one small step for man, one giant leap for mankind'.

- 2 c. Check that Ss have understood the vocabulary in the rubric. Invite individual Ss to present their ideas to the class.

Suggested Answer Key

- Emmeline Pankhurst paved the way for women to be granted the vote in 1928 and since that date women have been empowered to influence government policies, which have helped to improve women's rights both socially and in employment.
- Martin Luther King brought the attention of the world to the plight of the African-Americans in the 1960's. Today, although discrimination still exists, it is less evident than 40 years ago and many non-whites now hold high positions in both business and government in the United States.
- The information gathered from space missions has helped to develop technology and improve life in general. Everyday items such as Teflon pans are the direct result of the space exploration programme.
- The stock market crash in 1929 resulted in widespread poverty during the 1930s and showed the precarious nature of wealth. Even today the stock market fluctuates, affecting the lives of both the poor and the wealthy, but from the lessons learnt from the American crash the effects today can be more easily controlled and are less devastating.

- 3 Elicit a brief discussion of different groups in society, asking Ss whether they have noticed people being discriminated against etc. Check that Ss understand the vocabulary and instructions, then Ss complete the task in pairs.

Suggested Answer Key

- **age** – young and old people may not be given jobs e.g. an older woman will not be employed as a newsreader on TV
- **job** – a low social status is attached to certain jobs e.g. window cleaner, hospital auxiliary and these workers are often looked down on by white collar workers
- **gender** – women are often discriminated against when competing with men for promotion
- **appearance** – if you are fat/skinny/ugly/very short/very tall you are often the victim of verbal abuse
- **physical abilities** – people often have preconceived ideas that disabled people are incapable of leading a 'normal' life and the disabled have to fight for the right to live like able-bodied people and be employed in standard professions
- **financial status** – people who have low incomes and do not have the trappings of an affluent lifestyle are not respected. The unemployed who do not have regular incomes are often considered to be lazy and a burden to society.
- **illness** – someone suffering from a disease such as AIDS can be ostracised by society and can be discriminated against when applying for jobs or accommodation

- 4 Elicit the implications of each quotation and whether Ss agree or not.

Suggested Answer Key

- **First quotation** – Those who subjugate those weaker than themselves never easily relinquish their power. People who are deprived of their right to freedom have to fight for it.
Second quotation – It is an inescapable fact that people are not equal, some people will always be privileged and others disadvantaged: that is the nature of life, so one should just accept it and not try to fight to change things.

- **First quotation** – many will agree, and much of international and social history supports this opinion (reference may be made to historical events from the listening, e.g. the civil rights movement and the suffragettes); also people in positions of power enjoy their power and tend to be reluctant to give it up; but some students may feel that discussion and negotiations can achieve liberation, without the need for making demands or fighting.

Second quotation – many will agree about the inequality and unfairness of life (examples of unfairness include issues arising from the listening such as war, sexism, poverty/wealth, racism); but some may disagree that it is inevitable – they may feel that accepting unfairness is equal to condoning it, and that it is worth making an effort to work towards equality, to try to make the world a better place.

- 5 a. Present the rubric and elicit/explain the meaning of preconceptions. Ss discuss their answers to the questions in pairs or as a whole class.
(Christie Brinkley was a model in the 1980's renowned for her healthy, athlete figure and blonde hair.)

Suggested Answer Key

- 1 By automatically attributing specific characteristics to certain races, we do not recognise that people have their own individual personalities and behaviour. We tend to give negative rather than positive characteristics to particular races and this does not allow the individual the opportunity to be judged on his own merits either in employment or in his social life.
- 2 Whilst many people are 'purely white' or 'purely black' the number of people of mixed race is increasing as prejudices towards mixed relationships are being broken down.
- 3 It depends on someone's personal preferences and individual tastes.
- 4 Preconceptions about different racial groups can come from the media, our peers, history, personal experience and other people's experiences.

- b. Check that Ss understand the meaning of the words and phrases given, then elicit guesses concerning the possible context in which they might be used in the text. (Remind Ss that it is not important at this stage whether their guess is correct or not.)

Suggested Answer Key

- mixed people** – could be people from more than one race.
classification – they might talk about grouping people according to their race or beliefs.
bigoted – people might be bigoted and have strong prejudices.
purists – there could be people who want their groups to be 'pure' or unchanged.
external characteristics – outward physical features, like skin colour, for example.

- c. Ss skim text then complete task in pairs. Check Ss' answers. Encourage Ss to justify their answers.

Answer Key

The sentence which best summarises the passage is b.

- d. Elicit/explain the meaning of any unfamiliar vocabulary in the questions (not the text) and allow Ss 10–15 minutes to read the text more carefully and answer the questions. Check Ss' answers.

Answer Key

- | | | | |
|-----|-----|-----|-----|
| 1 B | 3 C | 5 C | 7 B |
| 2 B | 4 A | 6 B | |

- 6 Ss work in pairs. Ss should underline the quoted words and phrases in the text, then look at their use in context before answering the question in their own words and as briefly as possible. Invite pairs to give their answers to the class.

Suggested Answer Key

- 1 *Because the author had said she was black, but she was fair-skinned and looked white to the girl.*
- 2 *It means psychological harm.*
- 3 *It means old-fashioned and no longer relevant.*
- 4 *The fact that most people are racially mixed.*

- 7 a. Elicit/Explain meanings of words from context. Alternatively ask Ss to use their dictionaries. Make sure that Ss choose the dictionary definition that fits the context. Ss make sentences. As an optional extension, for homework, Ss may then be asked to make sentences of their own using some/all of the words in the task.

Elicit/Explain the meaning of any other vocabulary in the text Ss do not understand.

Answer Key

obtuse – stupid, without understanding
abounds – is very common
oblivious – unaware
endowed – having a particular feature
floored – surprised
bigoted – having strong, unreasonable beliefs
perpetuate – cause to continue
personal agendas – own aims, intentions
preaching – commenting on moral matters
turmoil – confusion
imposition – forcing people to accept
boils down to – it is a matter of
doctrine – belief/theory accepted by a particular group
dubious – uncertain
footing – basis
clinging – holding onto
apportioned – given a share
bogus – false
constructs – ideas
instills – puts an idea into someone's mind

Suggested Answer Key

- *Of course she can understand if she wants to. She's being deliberately **obtuse**.*
- *Although people deny it, prejudice **abounds** in all societies.*
- *Many characteristics are inherited, yet there is some **phenotypic** variance within families.*
- *Sue carried on working, **oblivious** to the noise coming from the meeting in the next room.*
- *Diana was **endowed** with Nordic good looks.*
- *I was completely **floored** by his unreasonable reaction.*
- *My neighbour is so **bigoted** that he's not open to anyone else's ideas.*
- *The association was set up to **perpetuate** traditional arts and crafts in rural areas.*
- *He's not working to help the group; he's got his **personal agenda**.*

- *My yoga teacher is always **preaching** about the benefits of exercise.*
- *The collapse of one of the biggest political parties was followed by a period of political **turmoil**.*
- *The **imposition** of extended working hours caused widespread discontent.*
- *What it all **boils down to** is learning to get on with people from different backgrounds.*
- *The Prime Minister denounced the extremist political **doctrine** of the opposition.*
- *His argument was rather **dubious** and didn't convince me.*
- *Men and women are now employed on an equal **footing** in most societies.*
- *The girl was found in the sea, **clinging** to the wreckage of her yacht.*
- *The inquiry into the collapse of the company **apportioned** blame to the chairman of the board.*
- *Harry was sacked for submitting **bogus** expense claims.*
- *The sociology book I am reading puts forward the theory that political society is a human **construct**.*
- *It is a parent's duty to try to **instil** a sense of right and wrong in their children.*

b Answer Key

abundance – profusion, ample quantity
mischievous – naughty, playful
remnants – remains, leftovers
advocates – supporters, promoters
blends – mixtures
arbitrary – random, illogical
intermingling – mixing

- 8 Ask individual Ss to present their ideas.

Suggested Answer Key

- *if you come from a country which is considered underdeveloped educationally even though you have attended university, then it may be difficult to be taken as a serious contender for an executive post*
- *if you come from a mixed race family then the relatives of each parent may show racial prejudice towards the family of the other in-laws. Family occasions would thus tend to be for one side of the family rather than a larger affair with all the relatives being included*
- *certain races are not considered to be 'cultured' e.g. few artists or classical musicians are non-white but we do expect jazz musicians and athletes to be either African or Afro-American*
- *many people are reluctant to travel in areas outside their own religious or ethnic background*

- 9 Check that Ss understand the terms in the list by asking them to explain/translate, etc. Allow Ss a few minutes to complete the task. Check Ss' answers and elicit explain the meaning of any vocabulary Ss still do not understand.

Answer Key

- | | |
|--------------------------|-------------------------|
| 1 cardboard box cities | 8 poverty trap |
| 2 inner-city unrest | 9 minimum wage |
| 3 job seeker's allowance | 10 social exclusion |
| 4 Asylum seekers | 11 industrial action |
| 5 class distinctions | 12 police harassment |
| 6 people power | 13 single-parent family |
| 7 grey power | |

- 10 Elicit meaning of 'Meals On Wheels'. Ss read first text to check. Elicit/Explain any vocabulary Ss do not understand in the questions, not in the text. Allow Ss 10 to 12 minutes to complete task. Check Ss' answers and elicit/explain the meanings of any vocabulary Ss still do not understand. Repeat procedure for second text.

Answer Key

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

- 11 Check Ss understanding of the terms used for different areas of government (e.g. Prime Minister, Foreign Office, Department of Transport, local authority/ town council etc.) then Ss complete the task. Check Ss' answers, then elicit/ explain the meaning of any vocabulary Ss still do not understand.

Answer Key

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

- 12 a. Help Ss to complete the collocation chart and elicit / explain the meaning of each term.

Answer Key

	tension	pressure	stress	upset	challenge	wrangle	battle
racial	✓						✓
political	✓	✓		✓	✓	✓	✓
occupational			✓		✓		
legal		✓			✓	✓	✓
social	✓	✓				✓	

b. Suggested answers

- *Leading up to the Civil War there was a lot of racial tension felt in schools and public places.*
- *Political pressure was put on the Prime Minister to resign.*
- *Occupational stress is a common cause of health problems such as heart attacks.*
- *The environmental group made a legal challenge in the court to stop the factory being built near the beauty spot.*
- *There is less social pressure these days for women to marry and give up their careers.*

- 13 Check that Ss understand the task, then allow them two or three minutes to complete the task. Check Ss' answers and elicit / explain the meaning of any vocabulary Ss still do not understand.

Answer Key

- 1 A, E 5 A, B 9 A, E
 2 A, C 6 A, C 10 A, B
 3 B, E 7 B, D
 4 C, E 8 C, D

- 14 Refer Ss to Appendix 1 if necessary, and allow them two or three minutes to complete the task. Check Ss' answers and elicit/explain the meaning of any vocabulary Ss still do not understand. Ss then make sentences of their own.

Answer Key

- 1 in 6 in 11 in 16 for
 2 in 7 in 12 for 17 in
 3 for 8 in 13 in 18 in
 4 in 9 in 14 for 19 in
 5 in 10 for 15 for 20 for

Suggested Answer Key

- 1 *I agree in principle, but I don't know if we will be able to actually do it.*
 2 *'Everything in moderation', as the old saying goes.*
 3 *Normally, the local cinema gets all the new films, but in the case of 'Titanic', we had to go to London.*
 4 *The judge sentenced Thompson to prison for life.*
 5 *He's leaving the country for good, and emigrating to Australia.*
 6 *They moved to a different area for the sake of a good education for their children.*

- 15 Allow Ss a few minutes to complete the task. Check Ss' answers and elicit/explain the meaning of any vocabulary Ss still do not understand. As an optional extension Ss may then be asked to make sentences of their own using some/all of the idioms in the task.

Answer Key

- 1 *is dragging its feet – is not doing much/enough*
 2 *a storm in a teacup – a big fuss about nothing/something trivial*
 3 *a drop in the ocean – a very small amount*
 4 *are fighting a losing battle – are not managing to solve the problem*
 5 *have bitten off more than they can chew – have been overambitious*
 6 *common knowledge – well known to everyone*
 7 *a law unto himself – someone who behaves independently, ignoring rules and conventions*
 8 *made a mountain out of a molehill – making something trivial seem more important than it is*
 9 *had overstayed his welcome – stayed too long, and was no longer wanted*
 10 *are driving/have driven a wedge between – are creating/have created hostility between*

- 16 Point out to Ss that all fixed phrases here contain the verbs see or seek. Elicit / Explain phrases. Allow Ss 3 – 4 minutes to complete task. Check Ss' answers.

Answer Key

- 1 *We don't see eye to eye on a number of issues.*
 2 *You can seek help in caring for elderly people at home from the local council.*
 3 *I see red whenever I hear about instances of social injustice.*
 4 *Many people are seeking compensation on grounds of racial discrimination.*
 5 *It remains to be seen what measures the government will take to counter poverty.*

- 17 Refer Ss to Appendix 2 if necessary and allow them two or three minutes to complete task. Check Ss' answers and explain the meaning of any vocabulary the Ss still do not understand. As an optional extension for homework, Ss may be asked to make their own sentences with the phrasal verbs used in the task.

Answer Key

- 1 *settle in – become used to being there and feel at home*
 2 *see me off – take me to the airport and say goodbye*

- 3 **see through** – realise the truth behind the lies
 4 **settled for** – chose to accept
 5 **saw to** – arranged, made sure
 6 **settled up** – paid the bill
 7 **see things through** – continue till completed
 8 **see about** – arrange
 9 **settled down** – started living a quiet life in one place, get married and have children
 10 **settle down** – become calm

- 18 a. Explain/Elicit the meaning of any unfamiliar items in the sentences. Play the cassette once. Ss listen and match issues to statements. Check Ss' answers

Answer Key

Taking care of the elderly in the community — Extract 2
 Dealing with vandalism — Extract 3
 Using surveillance cameras in city streets — Extract 1

- b. Ss read lists. Elicit/Explain the meaning of any vocabulary Ss do not understand, then play the cassette a second time for Ss to fill in the gaps. Elicit/Explain any vocabulary that Ss still do not understand. Emphasise the need for correct spelling in the answers.

Answer Key

Community care for the elderly	
(+)	(-)
• quality • residential	• accidents

Police records of youths with a history of vandalism	
(+)	(-)
• incentive	• police

Surveillance cameras in public places	
(+)	(-)
• safety • offenders • deter	• privacy

c. **Suggested Answer Key**

- **Of course, that was the whole point** of going to university, to get a better job.
- **Getting a good job gives you social status. I mean** being a doctor or a lawyer.
- **But then again** job satisfaction is more important than having social status.
- **So I suppose** the ideal situation is to get a high salary for very little work.
- **The thing is** I can't go out tonight as I have to study for my test.
- **You're going to the football match on Saturday, I suppose.**
- **Perhaps there is a possibility that** the government will increase pensions in the next budget.
- **Apart from anything else,** I can't afford to go on holiday this year.
- **More often than not** the weather is poor at this time of year.
- **Of course it might be advisable** to put some money aside for a rainy day.
- **I'm not sure** if the minister will be attending the meeting or not.
- **Perhaps it'll** be a hot day tomorrow.

- **I refused the invitation to the party as I had to work. Besides,** I didn't feel in a sociable mood.

- 19 a. Choose one or two pairs of Ss to act out discussions aloud as a model for the remainder of the class; then Ss continue the task in pairs.

Suggested Answer Key

A: **Of course,** voting is a basic human right, **so I suppose** we should take advantage of it.

B: **That's true up to a point, but then again,** don't you think we should have the freedom to choose whether or not to vote? **I mean** if someone doesn't want to vote, **perhaps** he should be free not to.

A: Yes, **but it must be said that** voting for our leaders is part of democracy, **I mean** elections are the foundation of democracy. And **apart from anything else,** it's every person's civic duty to vote.

B: **Well I suppose** it is. **But I'm not sure** if our votes really make a difference. **The thing is, more often than not,** voting doesn't change anything. **The same system continues,** whatever you vote.

- b. Present/Explain the statements and invite/ elicit suitable responses from as many members of the class as possible. Alternatively Ss work in pairs first followed by class discussion.

Suggested Answer Key

A: **I'm not sure that** people travelling internationally without a passport is such a good idea. **I mean,** how would we ever be able to control crime?

B: Yes, **but then again,** think of the benefits to trade. It would certainly be encouraged.

C: **Well I suppose that is true. Not to be taken lightly though, is the fact that** all kinds of people, **I mean** undesirable people, could get in and out of the country.

D: Quite. And **something worth mentioning is** the fact that some countries might quickly become flooded with immigrants.

E: **More often than not though,** it wouldn't happen. They would only come if there was work for them!

F: True, and **besides, perhaps** it would help bring countries closer together.

E: **Of course, that was the whole point** in instigating the policy. **Perhaps it'll** be a success in the long term.

A: **In my opinion,** professionals should be allowed to work in whatever country they want.

B: Well yes, though isn't that the case already? **I mean,** a doctor or a teacher can go and work abroad, can't they.

C: **But the thing is** do they want to? **I mean, more often than not** people prefer to work in their own country, whatever the opportunities abroad.

A: **It must be said, however,** that it's not very easy to work abroad, because of all the documents and permits you need. And **besides,** you have to know the language of the country.

C: **There is also the matter** of recognition of qualifications. **I'm not sure** if Greek qualifications, for example, are recognised abroad.

B: Mmm. **I suppose** it could be made easier if there were agreements between countries that cut out some of the bureaucracy.

- A: *I think studying abroad really benefits a student and should be compulsory, don't you?*
- B: *That's true up to a point but only for certain subjects like languages and economics.*
- A: *In a sense you're right, however, a point in favour of studying abroad is that all students can learn about different cultures and methods of study no matter what the subject being discussed.*
- B: *I suppose that's correct but not to be taken lightly is the fact that studying abroad costs a lot of money and should only really be for those who would benefit academically.*

- 20 a. Help Ss to match words to definitions.

Answer Key

traumatic – shocking, upsetting
stereotypes – preconceptions about groups of people
solidarity – togetherness, support
prevalent – common, widespread

- b. Invite/Elicit responses from as many of the class as possible.

Suggested Answer Key

- *being the victim of prejudice can be traumatic*
- *prejudice is prevalent in our society*
- *solidarity with other people can help victims of prejudice to feel better*
- *one of the causes of prejudice is the stereotypes of certain groups of people that many people have in their minds*

- c. Allow Ss one or two minutes to read sentences and elicit/explain any unfamiliar vocabulary. Invite Ss to predict what the missing words might be. Play the cassette twice. Ss listen and complete the task. Check Ss' answers. Elicit/Explain any vocabulary Ss still do not understand. As an optional extension, elicit a brief discussion on how effective workshops like this could be in eliminating prejudice (e.g. whether telling other people how you feel relieves those feelings, if the effects of the workshop will be lasting etc).

Answer Key

1 easily erased	6 to focus
2 cannot condone	7 verbal response
3 negative stereotypes	8 negative emotions
4 object	9 turn inward
5 frightened or inadequate	

- 21 a. Elicit/Explain the meaning of the words from the recording. Invite Ss to speculate on possible contexts.

Suggested Answer Key

- *barriers* – these might be put up against women trying either to be employed or seeking promotion
- *childcare facilities* – these are rarely provided for mothers in companies and private childcare is costly, thus women often cannot go back to work after giving birth
- *flexible working hours* – these would help mothers returning to work as they could fit in the hours they had to work around the demands of the children
- *organisational restructuring* – companies could be reorganised to take the needs of the working mother into consideration

- b. Elicit/Explain the meaning of any unfamiliar vocabulary in the opinions given; then play the cassette. Ss listen and match opinions to speakers. Play the cassette a second time. Check Ss' answers, encourage Ss to justify their choices. Play relevant parts of the cassette again if necessary.

Answer Key

1 B	3 C	5 P
2 P	4 P	6 B

- c. Ss discuss the topic in pairs or small groups.

Suggested Answer Key

Some students may feel that swift changes are necessary when they are rectifying serious problems in society whereas others might support slower amendments to less pressing problems so that the reforms can be more carefully and effectively formulated.

- 22 a. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions; then play the cassette. Ss listen and answer the questions. Play the cassette a second time. Check Ss' answers.

Answer Key

1 B	2 A
-----	-----

- b. Ss discuss the topic in pairs or small groups.

Suggested Answer Key

- *Computers can threaten individual freedom as personal information (financial/tax/professional/ family etc) can be stored on computer and then be accessed to check up on them.*
- *Culture involves customs and traditions so naturally affects individual freedom in that a certain amount of conformity is expected. Also a dominant culture may threaten the freedom of a minority culture in some countries.*
- *Rules and regulations by definition limit individual freedom, but they are often for the general good in order to maintain a balance in society– without rules and regulations an individual's freedom may jeopardise that of others and create anarchy.*

- 23 a. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions; then play the cassette. Ss listen and answer the questions. Play the cassette a second time. Check Ss' answers.

Answer Key

1 C	2 A
-----	-----

- b. Ss discuss the topic in pairs or small groups.

Suggested Answer Key

Some may feel that change is achieved by protests, demonstrations and petitions. Examples may be given of general strikes, other union activity, campaigns by organisations like Amnesty International, Greenpeace, etc. However, change isn't usually achieved quickly, and often these methods serve to raise public and governmental awareness, which hopefully will eventually create a favourable climate for change to occur. Some may feel that petitions are less effective, as a piece of paper can easily be filed away and forgotten. Others may favour this less aggressive approach.

- 24 a. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions; then play the cassette. Ss listen and answer the questions. Play the cassette a second time. Check Ss' answers.

Answer Key

1 C 2 A

- b. Ss discuss the topic in pairs or small groups.

Suggested Answer Key

In some countries (such as China and Japan) the elderly are treated respectfully and play a major role in decision making in both the family and their neighbourhood whilst in the West they are often regarded as useless members of society and have no active part to play in their societies.

- 25 a. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions, then play the cassette. Ss listen and answer the questions. Play the cassette a second time. Check Ss' answers.

Answer Key

1 B 2 A

- b. Ss discuss the topic in pairs or small groups.

Suggested Answer Key

There is a certain amount of vandalism in the form of graffiti on walls in most areas. Vandalism often arouses feelings of anger and frustration in the general public. Some people turn to vandalism if they are unemployed or bored with their lives and can see very little to look forward to in their future.

- 26 a. Refer Ss to rubric and prompt box. Brainstorm question to generate ideas and vocabulary. Explain to Ss that they will be expected to speak for 2 minutes on the question in this stage. Ss work in pairs: Student A speaks while Student B listens and assesses using the Peer Assessment Checklist.

Suggested Answer Key

Refer to Tapescript Section – Unit 8, Ex. 26c on p. 169

- b. Student B comments for up to 1 minute on what Student A has said. Then the pairs discuss the assessment together.

Suggested Answer Key

Refer to Tapescript Section – Unit 8, Ex. 26c on p. 169

- c. Play the cassette, asking Ss to take notes on ideas and timing. Discuss Ss' answers and elicit comments on student performance so far. Direct Ss' attention to the length of Kristina's contribution.

Students' own answers

- d. Refer Ss to rubric and prompt box. Brainstorm question to generate ideas and vocabulary. Remind Ss that they will be expected to speak for 2 minutes on the question in this stage. Ss work in pairs: Student B speaks while Student A listens and assesses using the Peer Assessment Checklist.

Suggested Answer Key

Refer to Tapescript Section – Unit 8, Ex. 26f on p. 170

- e. Student A comments for up to 1 minute on what Student B has said.

Suggested Answer Key

Refer to Tapescript Section – Unit 8, Ex. 26f on p. 170

- f. Play the cassette, asking Ss to take notes on ideas and timing. Discuss Ss' answers and elicit comments on student performance so far. Direct Ss' attention to the length of Omar's contribution.

Students' own answers

- g. Refer Ss to questions and assessment criteria from h and check Ss understanding of both. Play sample interview good model answers (questions 1 and 4). Ss listen to identify good qualities of the speech, according to the criteria given in h. Elicit comments from class and initiate discussion on what makes a good answer. Ss discuss remaining three questions in pairs. Monitor and help.

Suggested Answer Key

1 *Refer to Tapescript Section – Unit 8, Sample Interview on p. 170*

2 **Etienne:** *We tend to take our civil liberties for granted but we shouldn't let these rights be eroded. In my opinion, the most important liberty is freedom of the press. So often governments or political parties abuse the press and use it as a means to promote their own propaganda. We should endeavour to keep the press independent and then we can form our own opinions on political matters.*

Zoë: *Yes. With a free press we can defend our democratic rights. I also think the right to demonstrate and form associations must never be withdrawn. In some countries the governments ban marches and large gatherings but having this means to voice your opinion is essential in any democracy.*

Etienne: *The power of the police should also be controlled. In some police states people can be detained without a charge for months. Or certain minority groups are victimised and are arrested without firm evidence against them.*

Zoë: *That's another good point. The rights of religious and political minorities must always be respected even if they are at odds with the accepted ideas of the country. We may not agree with them but everyone must retain the privilege of being able to express his beliefs in a public forum.*

Etienne: *As long as these groups are not acting against the majority in the country then, of course, they must be allowed to express their own beliefs. But we shouldn't always believe that minority groups are the victims. Sometimes they are working to undermine the stability of the country and the rights of the majority.*

Zoë: *You have a point there, Etienne.*

3 **Philippe:** *The first thing we can do to help the physically challenged is to recognise that they are entitled to the same respect as everyone else. They may have to face physical problems but that doesn't mean they have to be treated as if they were children or mentally deficient.*

Eleni: *Right. We should do everything we can to make their lives as 'normal' as possible. For example, the disabled should be assured of access to buildings by the government making it the law to build ramps for wheelchairs outside all public buildings such as libraries. Then they can attend universities and have the same employment prospects as everyone else. But that's*

another issue. Employment. The government should also make discriminating against the physically challenged illegal and also provide incentives to employers to give them jobs. This would give them a feeling of worth and self-esteem.

Philippe: There is no reason why a physically challenged person can't excel in his chosen field. Actually, I believe a government minister in Britain is blind and he has a guide dog to help him move around. And that's what the government could do. Make sure that any equipment that would help improve their quality of life is provided free or at a subsidised rate. Machines like electronic wheelchairs or talking books for the blind, special phones for the deaf and so on.

Eleni: I think the main thing is to ensure that they do not feel as if they are outsiders and that they have the same rights as everyone else.

4 Refer to Tapescript Section – Unit 8, Sample Interview on p. 170

5 **Costas:** Well, these days every society faces social inequalities and some of its citizens do not enjoy all of the benefits it offers.

Pia: Yes, but hasn't that always been the case? There have always been sections of society who have been denied basic rights on account of their low standing in the class ranks.

Costas: I suppose we've always had a distinct social class system but now we have more groups associated with the under classes such as refugees, asylum seekers and women.

Pia: I don't think women are considered as an underprivileged sector nowadays, but yes, refugees and asylum seekers most certainly are. So how can a solution be found to this predicament?

Costas: The government must ensure that all asylum seekers have regular language classes because if they are not proficient in the language of their adopted country then they will face discrimination and exploitation in the workplace. They'd be taken advantage of by unscrupulous employers willing to make a profit at their expense.

Pia: Not only would they be mistreated by these unprincipled managers but they could face obstacles in finding employment of any kind. And they probably wouldn't be able to find decent accommodation or they might find themselves in the situation of being compelled to pay unacceptably high rents to landlords trying to swindle them out of the few resources they have. Indeed, they would not be in the position to do very much about this as their command of the language would probably be inadequate to even ask for assistance and support from agencies such as the Citizens Advice Bureau.

Costas: Apart from the language, they should be given equal opportunities to be educated and maybe even subsidised housing while they establish themselves. Not until they are provided with decent housing will they be able to feel an established part of their adopted community.

Pia: But what about trying to redress the inequalities by educating the average citizen? The refugees would benefit from a better-educated populace who would hopefully question the fact that some members of the public were not being afforded equal rights. Also, in order to improve lifestyles in general, we should endeavour to lower taxes for the poorer classes, abolish fees for teenagers attending university and construct houses with affordable rents.

Costas: Yes, subsidised accommodation would help and if the ordinary citizen pressed for a fiscal policy which would benefit the less comfortably off, then the workers would have more disposable income to enhance their lifestyles. And more financial support for the less advantaged in further education would enable them to acquire qualifications which would boost their career prospects.

Pia: So, have we reached a consensus of opinion? Improved housing for the poor, fewer punitive taxes and more educational support for asylum seekers. All these things would enrich the quality of life of the poor and so reduce social inequalities.

- h. Refer Ss to rubric. Check understanding of criteria again. Point out that one of the Ss they hear on the cassette will perform badly in some of the areas listed. Play cassette. Ss complete task. Elicit comments from class and encourage class discussion on performances. (Citizens Advice Bureau [CAB] is an organisation giving free advice to the public on civil matters.)

Answer Key

Both students tackle the question practising the required language but Costas uses a more varied and advanced vocabulary e.g. 'unscrupulous', 'fiscal' and a greater range of grammar including conditionals, passives and inversion. Pia tends to repeat many of the expressions used by Costas, e.g. 'enhance the lifestyles' and she has a smaller and more simplistic range of grammar, e.g. she uses 'mightn't' and 'wouldn't' frequently. Her vocabulary is more limited and uses informal expressions such as 'rip off' and 'kids'. The students did manage to deal adequately with the task in hand but Costas would have been given a higher mark in the grammar, vocabulary and discourse management bands as his proficiency in the language was more apparent.

Sample Interview: For this unit the sample interview contains a recorded model interview for two questions from the final stage of Part 3 of the speaking test (26g questions 1 and 4).

- 27 a. Elicit/Explain meanings of any unfamiliar words in the titles. Help Ss to match phrases to extracts.

Answer Key

1	extract 2	3	extract 4
2	extract 1	4	extract 3

- b. Ss read questions. Elicit/Explain any unfamiliar vocabulary in the questions; then allow Ss 10 to 15 minutes to read the texts and answer the questions. Check Ss' answers and explain any vocabulary they still do not understand. (The Great Depression refers to the period of great economic hardship from 1929 - 34.)

Answer Key

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

- 28 Ss work in pairs or small groups to answer questions.

Answer Key

- 1 The **Save the Children** text is probably an information leaflet published by the charity. The second text is a narrative and perhaps is part of a novel. The third text could be from an economics journal and the fourth text may be from a newspaper or magazine article.

- 2 The purpose of the first text is to inform the general public about the aims and beliefs of the charity.
- 3 We learn that Coleman did not face the same problems of prejudice experienced by his father due to his less apparent negroid features and his excellence at school, both academically and in sports.
- 4 The writer states that even within nations inequalities have been created by globalisation. Those who are educated or are skilled workers can benefit from it, whilst those who are illiterate or unskilled tend to have their positions worsened by the trend towards greater openness.
- 5 The writer means that most subjects can be discussed openly today, but loneliness, which many people are reluctant to admit they feel, is such a sensitive subject that it is rarely talked about or acknowledged.

- 29 a. Refer Ss to Grammar Reference. Go through the points with them. Elicit the future forms from the sentences. Check Ss understand their use.

Answer Key

- will have finished** – future perfect used to show future completion
- won't be able** – future simple used to express prediction
She'll be wearing – future continuous to describe a situation at a future point in time
- will have been talking** – future perfect continuous used to show future completion with emphasis on duration
- will ring** – future simple to express a promise
- will be landing** – future continuous to express a future event that will happen as a matter of course

- b. Allow Ss one or two minutes to complete answers. Check Ss' answers and review future tense uses if necessary.

Answer Key

- have loaded, will set off*
- will have been working*
- get, will have started*
- will still be sleeping*
- shall/will be lying*

- 30 Explain to Ss that the future can also be expressed using phrases such as *due to*, *about to* etc. Explain that the following exercises practise these. Elicit/Explain phrases containing the key words. Allow Ss five or six minutes to complete task in pairs. Check Ss' answers. Review forms if necessary.

Answer Key

- ... are due (to arrive) ...*
- ... changes are expected to be made/there are changes expected in ...*
- ... was about to start when ...*
- ... are not to be used ...*
- ... is not due (to arrive) ...*
- ... every likelihood of there ...*
- ... we may/may not have finished ...*
- ... had every/the intention of coming ...*
- ... with a view to buying ...*
- ... I'm (just) about to ...*
- ... soon going to sign ...*
- ... will take place ...*
- ... almost made up her mind to ...*

- 31 Elicit/Explain any vocabulary in the headlines the Ss are unfamiliar with. Ss complete task in pairs. Check Ss' answers.

Answer Key

- The Prime Minister has stated that he has no intention of agreeing to the railway workers' demands for a pay rise.*
- It is likely that the local fairground will close.*
- The Foreign Minister has said that the peace negotiations are bound to fail.*
- It is certain that 5000 workers in the steel industry will be made redundant.*

- 32 Elicit/explain any words from the chart Ss are unfamiliar with. Ss complete task, using dictionaries if necessary. Check Ss' answers.

Answer Key

Verb	Person Noun	Adjective	Abstract Noun
represent	representative	representative/ representational	representation
support	supporter	supportive/ supporting/ supported	support
colonise	coloniser/ colonist/ colonialist	colonial/ colonised	colonisation/ colonialism
defend	defender/ defendant	defensive/ defensible	defence
tyrannise	tyrant	tyrannical	tyranny
antagonise	antagonist	antagonistic	antagonism

- 33 Elicit content of text from title. Elicit/Explain meanings of any unfamiliar words in capitals. Ss read text and predict the forms of the missing words. Ss complete task, using dictionaries if necessary. Check Ss' answers, making sure that spelling is correct, and explain any vocabulary they still do not understand.

Answer Key

- | | |
|--------------------------|------------------------------|
| 1 <i>increasingly</i> | 6 <i>repellent/repulsive</i> |
| 2 <i>incompetence</i> | 7 <i>endangered</i> |
| 3 <i>Eastern</i> | 8 <i>package</i> |
| 4 <i>truancies</i> | 9 <i>detention</i> |
| 5 <i>recommendations</i> | 10 <i>offenders</i> |

- 34 Elicit from students what 'ageism' might be (discrimination against someone because of their age). Ss read whole text for general understanding. Elicit type of word missing from each gap (noun, verb, preposition etc.). Allow Ss four to five minutes to complete task in pairs.

Answer Key

- | | | |
|---------------------|-----------------|-------------------|
| 1 <i>else</i> | 6 <i>Most</i> | 11 <i>putting</i> |
| 2 <i>but/though</i> | 7 <i>myself</i> | 12 <i>What</i> |
| 3 <i>on</i> | 8 <i>came</i> | 13 <i>none</i> |
| 4 <i>Until</i> | 9 <i>As</i> | 14 <i>which</i> |
| 5 <i>so</i> | 10 <i>be</i> | 15 <i>little</i> |

- 35 Elicit/Explain any vocabulary Ss do not know in questions 1 & 2. Brainstorm with Ss for possible words to fill the gaps. Ss select the word which fills all three gaps. Allow Ss four or five minutes to complete the exercise. Check Ss' answers and elicit/explain any vocabulary they still do not understand.

Answer Key

- | | | |
|----------------|-------------------|-----------------|
| 1 <i>air</i> | 3 <i>course</i> | 5 <i>film</i> |
| 2 <i>board</i> | 4 <i>disorder</i> | 6 <i>notice</i> |

- 36 Present/Explain strategy point to Ss. Elicit/Explain any unfamiliar vocabulary in summary question and points for inclusion. Ss work in pairs to complete task. Check Ss' answers. Encourage Ss to provide reasons why the points are irrelevant.

Answer Key

1 C,D 2 B,D 3 B,E

- 37 a. Check that Ss understand task and summary questions. Ss read texts. Elicit/Explain any unfamiliar vocabulary, then Ss highlight relevant information. Check Ss' answers and elicit/explain any vocabulary from the texts Ss still do not understand.

Information to be highlighted

A1 *pay for a university education*

A2 *travelling to exotic places / opportunity to prove what you are really made of / men and women alike are given a warm welcome into our military family*

B1 *basked in self-pity / how unfair it was / depression*

B2 *sadness and hopelessness / bitterness at one's fate / negative emotions / melancholic episodes*

- b. Help Ss to paraphrase highlighted information. Allow Ss about fifteen minutes to write summaries. Invite individual Ss to read out completed summaries.

Suggested Answer Key

A *A career in the army or navy can offer someone the chance to travel and provides a personal challenge. The armed forces also give individuals of both sexes the feeling of belonging, and may fund their higher education.*

B *Heart attack victims are likely to suffer harmful psychological effects, feeling miserable and generally sorry for themselves. They may even be so despondent that they lose their desire to survive and might also feel resentful that life has treated them unfairly.*

- 38 Go through and explain strategy point to Ss.

- a. Ss read rubric. Elicit answers to questions 1 and 2. Ss work in pairs to answer question 3. Check answers (encourage Ss to give justifications) and explain any vocabulary Ss still do not understand.

Answer Key

1 *opinion*

2 *college/school tutor – writing should be formal*

3 **Suggested answer** – *the main points which have to be addressed are: 'vandalism is a social problem', 'vandalism seems to be spreading', 'young people are responsible for vandalism', 'we need to stop it happening'. We do not need 'the writer is tired of being a victim' as this is someone else's opinion and is irrelevant to the student's essay. The other points can be addressed according to the student's personal opinions.*

- b. Elicit suitable responses from as many members of the class as possible.

Students' own answers

- 39 a. Ss read model. Elicit/Explain meanings of any vocabulary Ss are not familiar with. Elicit/ explain the functions and refer Ss to Appendix 3 to help them match alternatives.

Answer Key

While – *Although*

a question of – *a matter of*

First of all – *To begin with*

say – *for example*

clearly – *obviously*

It follows from this that – *Consequently*

after all – *when all is said and done*

In conclusion – *To sum up*

- b. Ss work in pairs to answer questions. Check Ss' answers.

Answer Key

• *the writer has addressed all points but 'the writer is tired of being a victim', sometimes supporting the point and sometimes rejecting the idea stated*

• **Students' own answers**

• *the writer has referred to the original article and the article writer's viewpoint*

• *in the introduction the writer uses a question to begin the article. The subsequent paragraphs begin with **First of all, It follows from this that, It is, therefore, In conclusion***

• *the topic sentences in the main body clearly state the subject of each paragraph*

• *In paragraph 1 the writer gives an example of why people destroy property by saying it is more fun for them. This justifies the statement that something is wrong. In paragraph 2 the writer gives examples of the 'needs of young people' and supports this by saying what will happen if they have no way of using their energy constructively.*

• *the writer concludes the essay by summing up the main points and giving his personal opinion on the subject.*

• *the writer has also offered solutions to the problem. These are mentioned in the third paragraph*

- 40 a. Refer Ss to Appendix 3 and check that Ss are familiar with the use of the words and phrases given. Allow Ss about four minutes to complete task. Check Ss' answers.

Suggested Answer Key

1 *In many cases, vandalism is a result of boredom. Nevertheless, some people who spray graffiti claim that it is a form of artistic expression.*

2 *Ageism is a phenomenon that punishes old people through no fault of their own. Yet it would be a mistake to overlook the fact that young people also suffer from this kind of prejudice.*

3 *One of the main causes of prejudice is ignorance. The fact remains though that people's experiences also have a part to play.*

4 *Women have proved themselves capable of any job that can be done by a man. However, women are rarely given the chance to enter certain professions.*

5 *Crime in general is on the increase in large cities. What makes matters worse is that an increasing proportion of crimes are committed using firearms.*

- b. Elicit explanations/examples from Ss for each point.

Students' own answers (See Suggested Answer Key 40c)

- c. Ss write their paragraphs. Check Ss' answers making sure that Ss are using appropriate linking words.

Suggested Answer Key

- 1 In many cases, vandalism is a result of boredom. This may be due to the fact that many young people are unemployed and have no direction in how to spend their free time. Nevertheless, some people who spray graffiti claim that it is a form of artistic expression. Those graffiti artists who paint on buildings in rundown areas justify their actions saying their art beautifies the area and helps lift the moods of those who have to live in such depressing places.
- 2 Ageism is a phenomenon that punishes old people through no fault of their own. Employers are reluctant to take on new staff who are nearing retirement. That is to say, someone who is made redundant in their late 50s stands very little chance of finding another job of the same status. Yet it would be a mistake to overlook the fact that young people also suffer from this kind of prejudice. Often young graduates cannot get a foot on the career ladder as their age, and thus their lack of working experience, is counted against them.
- 3 One of the main causes of prejudice is ignorance. Those people who have never had any contact with people from other countries often raise the most vociferous objections to allowing continued immigration. The fact remains though that people's experiences also have a part to play. If you have encountered immigrants in a negative light, such as your being mugged or your house being burgled, then your personal experiences will influence your attitudes towards encouraging other nationalities to come into your country.
- 4 Women have proved themselves capable of any job that can be done by a man. In recent years they have even been seen in the armed forces in the front line or being sent into space. Also, in some countries, including Third World nations, they have achieved high governmental positions even up to the post of Prime Minister. However, women are rarely given the chance to enter certain professions. There are still jobs which are perceived as being male-oriented in which only a few women ever achieve high ranks, such as head of the secret service or chairperson of a major bank.
- 5 Crime in general is on the increase in large cities. The crime rate has risen in all areas in most countries and many people feel afraid to venture out at night. What makes matters worse is that an increasing proportion of crimes are committed using firearms. Even offenders committing muggings or petty crimes now have access to advanced weaponry such as automatic rifles. This adds to the citizen's fear of decreasing security in their cities.

- 41 Go through box on 'Balancing Both Sides' with Ss.
- a. Allow Ss four or five minutes to find points. Ask one or two pairs to read out their points.

Suggested Answer Key**For**

- criminals have to be isolated from law-abiding citizens
- prison can act as a deterrent
- victims must see that the perpetrators of the crime are being punished

Against

- does not always rehabilitate – some prisoners are influenced by more hardened criminals
- very costly to maintain the system and does not give anything back to the community

- criminals should be re-educated to fit into society rather than merely being locked up and isolated

- b. Discuss with Ss how well balanced the points are. Allow Ss four or five minutes to complete task in the same pairs. Invite two or three pairs to read out their answers.

Suggested Answer Key

On the one hand prison can act as a deterrent. On the other hand, it is a very costly system to maintain and does not give anything back to the community.

Some people claim that criminals have to be isolated from law-abiding citizens while others insist that instead they should be re-educated to fit into society rather than merely being seen to be punished.

It is true that victims must see the perpetrators of the crime being punished. However, it cannot be denied that some prisoners are not always rehabilitated and are influenced by more hardened criminals whilst they are imprisoned.

- c. Help Ss to arrange points into a logical order. Ss complete task individually. Ask one or two Ss read out their answers.

Suggested Answer Key

It would be acceptable to have two paragraphs to deal with the two aspects of the question.

- 42 Go through box on 'Suggesting Solutions' with Ss. Check Ss understand rubrics and elicit/explain any vocabulary Ss are not familiar with. Ask Ss to underline key words and phrases in the rubrics and prompts. Ss then work in pairs to fill in the tables. Invite as many pairs as possible to read out their answers.

Suggested Answer Key

A	Suggestion	Explanation/ example	Expected result
	1 legislation	pass laws against discriminating because of age	more opportunities for people of all ages in employment
	2 alternate posts of responsibility	fixed term posts would give chances to all ages to hold higher positions	the young would not have to wait until they were middle-aged to be given a post of responsibility
	3 get rid of stereotyping	use media to create non-stereotypical images of all age groups	a more open-minded attitude to different age groups

Suggestion	Explanation/ example	Expected result
1 conduct advertising campaign to show attractions of town	advertising campaign would bring the town to the attention of businesses in other parts of the country	new businesses may move to area and generate employment
2 encourage new local businesses to open	give loans to unemployed to establish own businesses	local people would not have to move away to find employment
3 seek government help to attract new types of business	move away from the traditional areas of business e.g. the government could set up new universities in depressed areas	the establishment of further education facilities would result in related businesses being set up e.g. shops, restaurants, accommodation services

- 43 Elicit meanings of any words from the discussion clock and gapped sentences Ss are unfamiliar with. Ss complete task. Check Ss' answers.

Answer Key

- | | |
|---------------|------------|
| 1 moral | 4 economic |
| 2 social | 5 personal |
| 3 educational | |

- 44 a. Allow Ss three to four minutes to read the beginnings and endings and match them. Check answers then elicit which pair is from which type of essay. Encourage students to justify their answers from the paragraphs. Elicit/Explain any vocabulary that is still unfamiliar to the Ss.

Answer Key

- an opinion essay — C2
- a balanced essay — A3
- an essay suggesting solutions — B1

- b. Ss work in pairs to predict content of main body paragraphs. Invite two or three pairs to present their ideas to the class.

Students' own answers

- 45 Elicit/explain any vocabulary Ss are unfamiliar with. Elicit answers for questions 1–4 for each rubric. Ss work in pairs to answer questions 5–8. Elicit answers from as many members of the class as possible.

Answer Key

- A
- 1 an opinion essay
 - 2 possibly your teacher/university tutor, formal
 - 3 a university assignment to show your views on poverty and literacy
 - 4 lack of literacy is one of the root causes of poverty, teaching literacy will take second place to feeding the hungry, eradicating illiteracy can make the difference between temporary alleviation and a long-term solution.
 - 5 students' own answers
 - 6 students' own answers
 - 7 by giving relevant examples

- 8 introduction referring to the situation stated in task - the conclusion summing up points from the essay and giving your opinion

- B
- 1 an essay suggesting solutions to a social problem
 - 2 the magazine editor – semi-formal/neutral in style
 - 3 to win first prize in the competition
 - 4 choose a social problem and put forward solutions to it
 - 5 find a minimum of three points and write a paragraph for each possible solution
 - 6 students' own answers
 - 7 by giving relevant examples
 - 8 introduction referring to the problem and giving a historical background – the conclusion should sum up the points you have made and give your personal opinion

- C
- 1 a balanced essay
 - 2 possibly your teacher/university tutor, formal
 - 3 probably a university assignment
 - 4 all the points mentioned in your notes
 - 5 each group of notes will be dealt with in one paragraph
 - 6 students' own answers
 - 7 by giving relevant examples
 - 8 introduction must refer to the points stated in the task – conclusion must sum up the points made in the essay and the writer's opinion should be recorded

- 46 Ss write their essay for homework, or alternatively it can be done in class as a group writing task.

Suggested Model Answers

- A Literacy has been defined as being able to read, write and understand a short, simple statement. In a highly technological society such as ours, being unable to read and write is clearly a handicap, condemning people to a life of unemployment, menial jobs or crime.

This need not necessarily be the case in other areas of the world, however. Illiteracy rates, particularly in societies that depend on agriculture, may be very high indeed with only three out of ten adults being able to read or write. In these cases, it is not illiteracy that is a root cause of poverty, as has been suggested, but lack of resources. Clearly, in this type of society, what is important is to be able to earn a living and there is no evidence that literacy improves the ability to produce enough food to eat.

It is therefore only natural that attention should be focussed on the need to improve food production so that people can be fed and housed. This means improved irrigation systems and better farming methods rather than an emphasis on learning how to read and write. In fact, in these societies, since literacy skills are not useful in helping to improve people's ability to earn their living, those with literacy skills tend to leave and migrate to areas where literacy skills are valued. Nowhere is this more apparent than in countries where the majority of the population rely on subsistence farming for their living. Clearly, feeding the hungry is far more important than achieving high rates of literacy here, and without wishing to deny the importance of improving literacy, I feel it must take second place to this.

Thus, whether the eradication of illiteracy can be a solution to the problem of poverty depends on what kind of society we are looking at. In our own culture, illiteracy has clear links to poor health, low income and unemployment. In others it is not the primary cause of poverty and while it will be a significant factor in improving quality of life in the future, for the present other factors should take priority

B One of the most acute social problems of our times is the gradual loss of a sense of community in people's lives. In this pluralist, diverse society there are few easy entry points into the heart of any locality. What is urban freedom for many, an escape from gossip and interference, is also desolate isolation for others.

Regarding the social perspective, community institutions are in decline – unions, churches, and clubs, voting, even eating out. Where there is community, there is less crime, better school performance, more happiness. Belonging to one community group delivers the same volume of happiness as doubling your income. Belonging is so good for you that it reduces the chances of ill health by 50 percent.

But where is this elusive community to be found? It is nostalgic to think of the scouts and choral societies or amateur dramatics groups. Times change and creating a new sense of community requires building on people's lives as they are now, the things people want enough to need to band together.

It should not be overlooked that community activity traditionally depended on women, but they have gone out to work instead. But seek out where strangers do still meet and it is largely parents – mainly mothers – outside school gates, playgroup, at the checkout or the baby clinic. Ask communities now what they need most locally and the answer is childcare.

Therefore if we really want to foster a community spirit, start with children's groups: attractive welcoming places, offering every service from pre-natal to after-school clubs. At a stroke it would bring together all parts of the community under one roof, in centres run by and for local parents, the only way to unite all classes, each contributing according to income. These would be the missing social heartbeat in each area, nurturing a multitude of voluntary and self-help groups, clubs, classes and community action run by volunteers side by side with professionals.

To sum up, around 10,000 such centres around the country would transform individual lives, binding together isolated families and socially divided communities everywhere. Getting back our community spirit requires less government theorising and more government outlay.

C There are a number of factors to consider when discussing the influences that affect the behaviour of young people. Lack of discipline, peer pressure, education and poverty can all play a part. One also has to consider parental attitudes and education, race, local crime rates in general, size of the family and lastly the neighbourhood where the teenagers live. No single factor can be blamed for fostering delinquent behaviour but two influences are clearly very strong – that of peer pressure from friends, and the influence of family members.

Initially, attitudes of parents and siblings toward such issues as race or class may promote prejudice or a sense of superiority in a pre-school age child. Lack of parental discipline would certainly lead to badly behaved children who may progress to acts of vandalism and other anti-social behaviour. Some parents may have been delinquents themselves, set a poor example or decline to impose acceptable guidelines on their children. Alternatively, over-strict parenting may not have the desired effect but instead cause a sense of rebelliousness in the children, who carry this on to their teenage years.

Teenagers in general need to feel that they belong to a particular group. They may be tempted to take part in anti-social behaviour to impress their friends and gain acceptance and credibility in the 'gang'. This could result in a 'crowd mentality' that may encourage acts of violence or

hooliganism. Additionally, studies have shown that a lack of organised activities in a group may often result in delinquent behaviour such as vandalism.

There is no clear-cut answer to the question of whether family or friends have the most influence on the behaviour of young people. It has been shown, however, that teenagers who belong to groups with rules and structured activities are far less likely to get into trouble than those that do not. Parents can help by taking a genuine interest and encouraging their children to take part in activities that promote 'team spirit', such as sport. In this way, family, friends and teammates will all contribute towards a positive influence on the behaviour of young people.

Self-Assessment Module 4

1	1	C	3	B	5	A	7	B	9	D
	2	B	4	A	6	B	8	D	10	D
2	1	with			5	stood			9	sees
	2	law			6	settle			10	sport
	3	ball			7	where				
	4	down			8	ceiling				
3	1	... is common knowledge that Beckham ...								
	2	... expected that there will be trouble ...								
	3	... do not see eye to eye ...								
	4	... remains to be seen what ...								
	5	... have bitten off more than she can chew ...								
4	1	disregarded			5	spatial			9	explanation
	2	outweighs			6	decisions			10	rankings
	3	disservice			7	dominant				
	4	historian			8	easily				
5	1	fit			3	sporting			5	power
	2	ages			4	drove				
6	1	A	3	D	5	B	7	B		
	2	D	4	B	6	B				
7	1	B	2	C	3	B	4	D	5	A

8 a. Suggested Answer Key

Student A

Many women need to take time off work when their children are young in order to look after them and this often means they lose their place on the career ladder. By the time they go back to work, they have missed promotion and they find they cannot rise beyond a certain level. With the Internet however, working from home on-line becomes a real solution, since a woman can simply move her office to the home environment and still stay in constant contact with what's happening at work. Although working from home in this way requires a great deal of discipline, it does mean that women can continue to hold positions of responsibility without depriving their children of their mother's presence. Since women often have very good communication skills, this is to their advantage because they do not need to have the long face to face meetings that men often require to establish a good working relationship. It also means that, working from home on-line, women do not feel the need to 'power dress', in other

words to wear the kinds of formal clothes that will force men to take them seriously as colleagues. They can simply be themselves and know that 'lookism' no longer applies. They will be judged on the quality of their work alone and not on their style of dress and whether or not it conforms to the male stereotype of female appearance.

Student B

I'm not sure that the Internet always helps. I would tend to think that however efficient the Internet is, you do miss out on personal contact and that is important in a career.

Student B

To a certain extent they do. Any international sporting event means that groups of people from different countries, who share a common interest get together and get to know each other better. So, on an individual level, better relationships are promoted because athletes know that nationality is unimportant, what matters is to be good at what you do. Differences between nations can be put aside and prejudices revealed to be just stereotyped ideas with no basis in reality. Consequently, in this respect, sporting events do promote greater international understanding. Of course, events like the Olympic games are so enormous that vast numbers of people come into contact with each other, and because they take place in different cities around the world, people watching TV at home also come to share the athletes' sense of respect for achievement. The impact of the Games is tremendous and there is a very strong argument for saying that here at least nations can meet in friendly rivalry. However, there is another side to the picture and that is hooliganism, which has increased lately. Certain countries have a reputation for tolerating hooliganism among fans and there have been some serious incidents involving groups of foreign hooligans at international matches. In these cases sporting events have actually damaged relations between nations.

Student A

I'd go along with what you've said, although I do think that the fact that big international events get so much media coverage could, in the end, increase national rivalries rather than decrease them.

Students A & B

- 1 A: Well if 'lookism' means judging people by their external appearance then I'd say we're all guilty of that to some extent or another. I know I've made snap judgments about people based purely on the way they're dressed, and been rather cool and unfriendly, then later found that they were people I had a lot in common with.
- B: Yes, it's something we're all aware that we shouldn't be doing, but nonetheless we continue to use appearance as a means of judging character.
- A: I suppose in some circumstances it's appropriate, though. Supposing you went to the doctor and were confronted by an untidily dressed, rather grubby individual, you'd surely be right to suspect that his carelessness spilled over into his job?
- B: Perhaps, but that wouldn't necessarily mean anything about his personality. Clothes are a uniform really, people often don't have much choice in what they wear. It's determined by their profession.

- 2 A: I'm not sure really. I suppose in cultures where participation in some form of sporting activity is seen as character building, then the sport plays an important role. Sport is very important in British culture for example, particularly team sports, because it is supposed to teach you how to get along with other people and how to play fair.
- B: Whereas perhaps in other cultures it wasn't something which was an important part of the educational system. For example, it was just something you did with your friends when you had nothing better to do. Perhaps kick a ball around anywhere you could find a bit of space, even on the street. Consequently, sport wasn't institutionalised in the sense that it was part of the culture. It was something extra.
- A: Yes, that's a good point. Perhaps that's why in sport in many cultures is seen as something for the experts and is competitive rather than recreational.
- 3 A: To my mind, there's nothing that can be done about any social problem until the underlying causes are pinpointed. Otherwise there can be no long-term solution to something like hooliganism. You can catch some of the troublemakers and put them in jail, but that is not going to stop others carrying on in the same way.
- B: I don't see why not. After all most hooligans are not actually professional criminals, they're mostly just rather wild young people, they don't want to run the risk of going to jail. I feel that a real threat of prison would keep things more under control. But I agree that the deeper reasons for it have to be looked into. For a start it's interesting that hooliganism is almost entirely associated with football, isn't it?
- A: Yes, very. It's obviously got to do with the strong feelings which the different clubs encourage their supporters to have. The club you support defines you, and you are supposed to feel intense hostility towards supporters of a rival team. I think the clubs are to blame in the end. So they have to be told to stop whipping up rivalry among supporters.
- B: You're probably right.
- 4 A: It can help to a certain extent but it's not a long-term solution.
- B: What do you mean? Don't you think that if, for example, every company has to hire a certain number of people from a minority group, or every school is obliged to take children from minority groups, that this will stop discrimination against minorities?
- A: Yes and no. My view is that positive discrimination works against minorities in the end, because it generates a great deal of resentment among the majority groups, who then feel that they have been excluded, not because of their abilities, but because of their beliefs or their race or whatever. I don't think it relieves tensions, I think it exacerbates them.
- B: In the short term perhaps. But measures like these are not expected to be in force for very long. They are essentially bridging measures designed to get everyone used to each other, so that different groups in society learn about each other and come to accept that it is not necessary for us all to be exactly the same. No, I'm afraid I would argue that positive discrimination is essential if we want to integrate minority groups into our societies.

- 5 A: As we said before, positive discrimination might help. What other measures could be taken?
- B: Well, there has to be legislation for equality. For example, if there are laws in place saying that everyone has an equal right to any kind of job, provided they have the skills, of course, then people who feel they have been discriminated against can have recourse to the law if necessary, and employers will be more careful about their actions.
- A: Education helps too. If schools teach children that all of us, whatever our background, are equal, then little by little the idea will become accepted. As these children grow up they will pass their ideas on to their children and schools will support this. In a few generations, inequality will no longer be an issue.
- B: We won't even think about it any more you mean. That would be one less problem to worry about and would certainly make the world a better place!

9 Suggested Answer Key

It is a very commonly held belief that if someone is homeless then that person is either in some way to blame for his or her situation, or that that is the way he or she has chosen to live. However, while this may be true of a minority of the homeless, it is unlikely to be the case for all.

First of all, many of the homeless people one sees today are elderly. No elderly person would willingly give up his or her home and take to the streets, so there are obviously other reasons for this. One which seems plausible is the fact that rents in cities, which used to be relatively low, have recently more than doubled, which has made it impossible for those people living on tiny incomes to continue to live in their own homes. If they do not have family who are in a position to take them in, their future is very bleak. While it is admirable that the government is building shelters for the homeless, it must be remembered that these people are long-term homeless and shelters provide temporary accommodation only. The government therefore needs to make other provisions for the elderly.

Literacy schemes are important for those who are on the streets because they cannot find a job, and so too is the fact that employers are working with the government to employ people from shelters. However, we must not forget that unemployment is a problem throughout the country and it affects those with and without homes. What the government needs to do is to make sure that people do not lose their homes in the first place, by providing affordable accommodation for all. It should then take serious steps towards solving the problem of unemployment.

Homelessness is indeed increasing, but the underlying causes of this situation are economic rather than a matter of personal choice. Once these have been dealt with the problem should become much less serious.

Unit 9 – Another Day, Another Dollar

Objectives

Vocabulary: work/business; jobs/careers; personal skills/qualities; money; dress

Reading: multiple choice; gapped text (missing paragraphs)

Listening: three-way matching; four-option multiple choice; three-option multiple choice

Speaking: speculating; evaluating; suggesting alternatives (negotiating a decision)

Grammar: participles; participle constructions; passive voice;

Phrasal verbs: take; tell

Writing: formal letters; thanks; application; complaint; apology

Elicit/Explain the meaning of the title. 'Another day, Another dollar' is a fairly common expression related to work, usually said with resignation: ie 'It may not be much fun, but you've got to do it to earn a living.' Similar expressions would be: 'No pain, no gain' and 'Business before pleasure'.)

- 1 Ss look at the lists of benefits and problems shown and speculate briefly about each topic. Elicit/Explain the meaning of any unfamiliar words/phrases in the lists. (e.g. 'Workaholism' is working compulsively at the expense of doing other things.) Ss then put the problems and benefits in order of importance (benefits) or the harm they can do (problems).

Suggested Answer Key

- *To me, room for creativity is the most important benefit a job can offer because it allows for self-expression, which is both satisfying and important for job satisfaction, and also leads to a sense of achievement. Connected to these, professional development also provides a sense of growth and achievement, progress and promotion. Social status is not as important as job satisfaction or a sense of achievement, while some stress is necessary to do your best work.*
- *Physical tiredness is especially dangerous if the work involves using machinery or driving vehicles. Overwork and lack of recognition can lead to poor performance at work, which is professionally damaging to both the worker and the company he works for. Both the pressure of meeting a deadline, and responsibility can cause high stress levels which may lead to ill health.*

- 2 Ss look at list of jobs/careers. Elicit/Explain what is involved in doing any of the jobs/careers that are unfamiliar to Ss to help Ss match them to the lists of benefits and problems. (e.g. A probation officer is someone who monitors the activities and behaviour of convicted criminals who have either been released from prison or who were not sent to prison but put on probation.) Ss then speculate on the benefits and problems that each job/career might have.

Suggested Answer Key

- *Farmers are often overworked, but must derive a sense of achievement when the harvest is brought in.*
- *Construction workers may not have much social status and their job can sometimes be dangerous, but completing a building must provide a feeling of satisfaction.*

- Home makers lack recognition and may suffer from physical strain from physically hard work.
 - Student advisors have little or no stress in their work and have the satisfaction of helping others.
 - Army officers are likely to suffer from strain and overwork in times of crisis but have plenty of opportunity for career advancement.
 - Solicitors have a certain amount of social status, but they take on the responsibility for people's legal problems which may cause some stress.
 - Airline pilots are likely to suffer from stress as they are responsible for the lives of their passengers, but they have high social status.
 - Telephone operators don't get much recognition for the work they do and are often overworked.
 - These days football managers get a lot of recognition, but are under pressure for their team to win all the time, which is stressful.
 - Probation officers have little social status, but finding work for and helping rehabilitate ex-convicts brings a sense of satisfaction to the job.
 - Newspaper reporters have the pressure of meeting deadlines and getting their articles in before their paper goes to print, but there's room for creativity in what they do.
 - School bus drivers don't have much social status but derive job satisfaction from working with children.
 - Carpenters have lots of room for creativity, and little or no stress when creating a new piece of furniture.
 - Investment consultants have high social status; however, they suffer from a certain amount of stress as they are responsible for large sums of other people's money.
 - Factory workers have little or no room for creativity, and long hours and monotonous work can cause physical tiredness.
 - War correspondents certainly don't lack recognition these days, but the job is dangerous and highly stressful.
- 3 Check that Ss understand the vocabulary in the rubric and questions. Play the cassette twice. Ss listen and match the opinions to the speakers. Check Ss' answers.
- Answer Key**
1 J 2 M 3 J 4 M 5 M 6 J
- 4 Get Ss to talk about what they think are the most important things at work that create a good working atmosphere and environment. Ask Ss if any have jobs or have worked and what was satisfying about the work, or what could have been done or was needed to make it better. Check Ss understand the vocabulary and instructions, then Ss complete the ranking task.
- Suggested Answer Key**
- An approachable employer means that any problem or idea you might have can be discussed and quickly dealt with.
 - A sense of being a part of the business is important because it gives a sense of belonging and encourages teamwork.
 - Financial rewards for high productivity increase employees' motivation and encourage them to work harder.
 - Flexible working hours make life easier for employees with children or with problems outside of work, yet allow them to work full time.
 - Good remuneration is important because people like to feel they are being properly rewarded for the work they do.
 - It is important that employees have the opportunity to progress and be promoted in their jobs as it provides them with ambition and a sense of achievement.
- The opportunity for personal development is as important in the workplace as in private life, so a stimulating working environment and new challenges should be part of any job.
- 5 Elicit the implication(s) made in each quotation, and help Ss to relate these to statements made by the speakers in Ex. 3.
- Suggested Answer Key**
- I agree with the first quotation because it's true that we need to work to earn the money to buy security to protect us from the harsher aspects of the world. Also I think it suggests that without work life wouldn't have much meaning.
 - I agree with the second quotation because I think it means that if you enjoy your work you are not just living for the weekend, and your life is lived to the full.
- 6 a. Present the rubric. Explain to Ss that before they read the article they must decide, by looking at the title and the pictures, which issue(s) related to work the article is most likely to focus on. (e.g. What aspects of work are shown in the pictures? Pleasure? Worry? etc.) Ss discuss their ideas in pairs or as a whole class.
- Suggested Answer Key**
The title and the pictures around it make 'How work can cause stress' the most likely answer. Second choice 'How work can negatively affect family life'.
- b. Check that Ss understand the meaning of the words and phrases in the list, then elicit guesses concerning the possible context in which they might be used in the text. (Assure Ss that the accuracy of their predictions is unimportant, but that the act of formulating expectations makes their reading of the text more efficient.)
- Suggested Answer Key**
- **Suicide** – would probably occur in the context of the negative effects of work related stress.
 - **Rewards and opportunities** – would be mentioned when talking about the positive side of work.
 - **Financial independence** – when talking about how necessary work is to our lives.
 - **Potentially damaging consequences** – the possible effects of work related stress on individual, family and social life.
- c. Ss scan the text as quickly as possible to find the items listed, then read the relevant sentences to check their predictions. Individual Ss explain what each item actually refers to, and how this compares to their expectation.

- 7 Elicit/Explain the meaning of any unfamiliar vocabulary in the questions - but not in the text itself - then allow Ss 10-15 minutes to read the text again and answer the questions. Check Ss' answers, then elicit/explain the meaning of any vocabulary in the text which Ss still do not understand (but not the words highlighted or in bold).

Answer Key

1 D 3 C 5 B 7 A
2 A 4 C 6 B

8 Answer Key

- 1 That we hear contradictory ideas
- 2 Being examined very closely
- 3 In the past people derived their sense of their place in the world from sources outside work.
- 4 They think it means that he has no social life outside work.

- 9 a. Elicit Ss explanations of the words in bold. Make sure Ss read the words in context, not in isolation.

Answer Key

child delinquency – criminal behaviour by children
avalanche – a huge amount/a large quantity
damning – criticising strongly
bangs on and on – talks non-stop about
nine-to-five – a routine job, from 9am to 5pm
affiliations – close connections
window into our souls – a way of telling what we're really like and want
salience – importance
deification – regarding with great respect
margins – the outer edges
intrinsically – basically/fundamentally

- b. Ask Ss to look at the highlighted words and find words with similar meanings. Make sure that Ss' suggestions are suitable synonyms for the words as they are used in the text.

Answer Key

woes – troubles/problems
reigns – prevails/dominates
cautions – warns
angst – anxiety/worry
dispersed – scattered
keenly – intensely/sharply

- c. Ask Ss to refer back to Ex.6a to help them answer the question. Elicit the purpose of the article and invite discussion as to whether the writer has achieved his/her purpose.

Suggested Answer Key

*I think the writer wanted to make us think more rationally, and positively, about work. He/She feels that we focus too much on the negative aspects – or are made to focus on the negative aspects by thousands of surveys, polls and the media – rather than thinking of the benefits it brings. Work has become the scapegoat for all our ills, when, in fact, the fault might lie elsewhere. I agree with the writer that work does become a part of our identity, and that a lot of our grumbling about it is, in a sense, commonplace and conformist – everybody complains about work, it's only natural. I think the article is successful in that it does make you think more clearly about how important and beneficial work is, and that the positive aspects outweigh the negative.
(Martha Lane Fox is a very successful businesswoman and founder of 'last minute.com')*

- 10 Check that Ss understand the words in the vocabulary list, then elicit/explain the meaning of any words which Ss do not understand. Ask Ss to complete the exercise, paying attention to context.

Answer Key

- | | |
|-------------|-----------------|
| 1 overtime | 7 work force |
| 2 redundant | 8 productivity |
| 3 promotion | 9 freelance |
| 4 full-time | 10 bonus |
| 5 temporary | 11 incentive |
| 6 vacancy | 12 white-collar |

- 11 Make sure Ss understand the rubric and that they are expected to explain why the word they chose does not fit. Point to the example. Allow Ss a few minutes to complete the task (this may be done in pairs or small groups). Check Ss answers.

Answer Key

- 2 **Tenants** – because the others are working people.
- 3 **Reprimand** – because the others mean being asked to leave one's job
- 4 **Occupy** – because the others involve taking on new employees.
- 5 **Assistant** – because the others are high positions in a company.
- 6 **Retirement** – because the others mean that you don't work because you have been forced to stop.
- 7 **Client** – because the others are people who want to be employed.
- 8 **Examinations** – because the others are needed by people who want to get a job.
- 9 **Style** – because the others refer to what you are able to do.
- 10 **Profit** – because the others refer to money being paid out.

- 12 Check that Ss understand the vocabulary in the rubric and in the list of occupations, places of work, and words connected with work. Elicit explanations of what each person does, what happens at the various places of work and the meaning of the work-related words. Ss then make sentences that elucidate the meanings of the vocabulary.

a. Answer Key

- **work in an office** – solicitor, clerk, accountant, civil servant, P.A.
- **do manual work** – labourer, carpenter, plumber
- **work in a shop** – ironmonger, stationer, florist, newsagent
- A **labourer** does manual work involving hard physical labour, such as digging roads.
- An **ironmonger** works in a shop and sells tools and other articles for maintaining a house and garden.
- A **clerk** works in an office and does low level work to do with filing or accounts.
- An **accountant** works in an office and is in charge of the financial records of a company.
- A **carpenter** does manual work and makes and repairs wooden objects such as furniture.
- A **stationer** works in a shop that sells paper, envelopes, pens, and other equipment used for writing.
- A **florist** works in a shop and arranges and sells flowers and houseplants.
- A **civil servant** works permanently in a government office.
- A **plumber** does manual work and repairs and installs the water pipes and bathrooms in people's houses.
- A **newsagent** works in a shop and sells newspapers, magazines and confectionary.
- A **PA** (personal assistant) works in an office as the administrative assistant to a manager.

b. Answer Key

- The **headquarters** of a company are its main offices.
- A **warehouse** is a large building for storing goods.
- A **picket line** is a line of striking workers standing outside their place of work in order to prevent other workers entering the building or to get them to join them.
- A **branch** of a company is one of the offices or shops which belong to it and which is located in a different place from the headquarters.
- A **boardroom** is a large room used by the company directors for meetings.
- A **department** is a section of a company which deals with a specific aspect of the company's business.
- A **conference room** is a room which is used for formal meetings, with representatives of other companies, for example.

c. Answer Key

demote – to be given a less important position

downgrade – to make sth of less importance

delegate – to pass some of your responsibility onto someone else

come out on strike – to stop work to protest about sth

take over – to take control of a company

sign on – to officially agree to do some work or a course of study, or to officially inform the unemployment office that you are out of work (informal)

apply for – to ask for sth officially.

make a profit – to make money over and above what it costs to produce a product

- A company might **downgrade** a job or position, because it has become less important in the company structure.
- A successful manager knows how to **delegate** less important work to others so that he can concentrate on more important issues that need his attention.
- Workers might **come out on strike** when they feel that management is not listening to their demands for more pay or better working conditions. Or they might do this to show their sympathy for other striking workers.
- One company might buy, or **take over**, another company when they feel that this company will increase their share of the market.
- An unemployed person will **sign on** at the Labour Exchange when he or she wants to ask for unemployment benefit (the dole).
- A person **applies for** a job when they fill in an application form.
- A company will **make a profit** if they have money left over after all the expenses have been paid.

- 13 Remind Ss that two words collocate when they are frequently used together to form a phrase (e.g. heavy rain). Check Ss understand the vocabulary in the two columns and elicit/explain which words in column A collocate with those in column B. Invite speculation about the possible meaning of each collocation (e.g. 'industrial relations' refers to the relationship between employers and employees in industry). Ss then complete the sentences using the correct collocations.

Answer Key

assembly line
civil servant
retail trade

fringe benefits
industrial relations

- | | |
|-------------------|------------------------|
| 1 civil servant | 4 retail trade |
| 2 fringe benefits | 5 industrial relations |
| 3 assembly line | |

- 14 Check Ss understand the vocabulary in the two columns and elicit/explain which words in column A collocate with those in column B. Invite speculation about the possible meaning of each collocation. Ss then complete the sentences using the correct collocations.

Answer Key

- | | |
|------------------------|------------------------|
| cheap labour | project leader |
| state pension | remuneration package |
| minimum wage | unemployment benefit |
| 1 state pension | 4 remuneration package |
| 2 minimum wage | 5 cheap labour |
| 3 unemployment benefit | 6 project leader |

- 15 Check that Ss understand the rubric and the vocabulary in the questions. Allow Ss two or three minutes to complete the task. Check Ss' answers.

Answer Key

- | | | |
|--------|--------|--------|
| 1 A, C | 3 C, D | 5 A, D |
| 2 A, B | 4 A, D | 6 A, C |

- 16 Ask Ss to read through the text quickly for gist, then elicit/explain any unfamiliar vocabulary in the text. Remind Ss that all the answers are prepositions and, if necessary, refer them to Appendix 1 at the back of the book. Allow Ss two or three minutes to complete the task.

(The 'fast lane' means a successful but stressful working life.)

Answer Key

- | | | |
|--------|---------|------------|
| 1 from | 6 at | 11 on |
| 2 with | 7 about | 12 behind |
| 3 with | 8 in | 13 for |
| 4 on | 9 with | 14 of |
| 5 with | 10 by | 15 between |

- 17 Elicit/Explain the meaning of any unfamiliar vocabulary in the list, then allow Ss two or three minutes to complete the task. If necessary, refer Ss to Appendix 1. Check Ss' answers, then ask them to make sentences putting the prepositional phrases into a suitable context.

Answer Key

- | | | | |
|------|-------|-------|-------|
| 1 at | 6 by | 11 at | 16 by |
| 2 at | 7 at | 12 by | 17 at |
| 3 at | 8 by | 13 by | 18 by |
| 4 at | 9 at | 14 at | 19 by |
| 5 by | 10 at | 15 by | 20 at |

Suggested Answer Key

- 1 I could tell **at a glance** that he was furious.
- 2 The boss wants the work finished by 3 o'clock **at the latest!**
- 3 Some people say that women's entry into the workplace is **at the expense of men**.
- 4 Despite the fact that the two partners are always **at odds with one another**, their business thrives.
- 5 The boss is a patient man **by nature**.
- 6 He was taken **by surprise** to hear he'd got the job.
- 7 He filled in the betting slip without a system; just choosing numbers **at random**.

- 8 She is the best **by far** at that kind of work.
- 9 Due to the great height of their players, that team is always **at an advantage**.
- 10 When you are **at peace** with yourself it's easier to get along with co-workers.
- 11 The employee was **at a loss** to explain his lateness.
- 12 Some people say that it is only **by chance** that she has advanced so far in her career.
- 13 The technicians found the solution entirely **by accident**, while they were working on something else.
- 14 The boss arrived at the site to see **at first hand** what progress was being made.
- 15 **By law**, all new business plans must first be approved by the local authorities.
- 16 He should have finished the job **by now**.
- 17 My secretary might not be back from holiday today, but **at all events** she'll be in tomorrow.
- 18 **By all means**, tour the factory; we would be very happy for you to do that.
- 19 This product is, **by degrees**, beginning to gain popularity over the others.
- 20 When I'm **at a distance** from my work, solutions to problems are easier to find.

- 18 Elicit/Explain the meaning of any unfamiliar vocabulary in the list, then allow Ss two or three minutes to complete the task. If necessary, refer Ss to Appendix 1. Check Ss' answers, then ask them to make sentences putting the prepositional phrases into a suitable context.

Answer Key

1 on	6 on	11 under	16 on
2 on	7 on	12 on	17 under
3 on	8 on	13 on	18 under
4 under	9 on	14 on	19 under
5 on	10 under	15 on	20 under

Suggested Answer Key

- 1 **On behalf of** all the staff, I'd like to present you with this token of our appreciation for your hard work.
- 2 If you get your plan down **on paper**, management might consider it.
- 3 She is **on good terms** with her boss, but it hasn't helped her advance her career.
- 4 Feeling **under the weather**, he took the day off work.
- 5 **On the whole** your performance on the job has been excellent.
- 6 We will **on no account** bow to the demands of the striking workers.
- 7 Just as she was **on the point of** closing the deal, the customer changed his mind.
- 8 These bonds are payable **on demand**.
- 9 He was **under the impression** that he'd be promoted at the end of the year.
- 10 She showed the customer the new product **on purpose**, knowing that it would make him more interested in the whole range.
- 11 The director assured us that the situation at the factory was **under control**.
- 12 We have this photocopier **on loan** from the supplier until they can provide us with the model we want.
- 13 The company was forced to lay off over a hundred workers **on account of** the downturn in demand.
- 14 He will refuse to help you with your work **on principle**, not because he can't do it.
- 15 The ability to work **on your own** is important in any job.

- 16 Unemployment is **on the increase**; the levels have now risen to 15%.
- 17 The shoplifter was placed **under arrest**.
- 18 He performs well **under pressure**.
- 19 The terms of the contract have been **under discussion** for weeks now.
- 20 During the meeting, a colleague muttered something to me **under her breath**, but I couldn't hear it.

- 19 Check that Ss understand the rubric. Invite speculation about the possible meaning of the idioms in bold, providing prompts where necessary. Allow Ss two or three minutes to complete the task. Check Ss' answers and elicit/explain the meaning of any vocabulary which Ss still do not understand.

Answer Key

- 1 A **a golden handshake** – money given to a retiring employee
- 2 B **it's a good job** – another way of saying 'it's fortunate'
- 3 A **just the job** – exactly what is needed
- 4 A **hand in your notice** – resign from your job
- 5 B **given the sack** – dismissed from your job
- 6 B **break even** – costs and income are equal.
- 7 A **shift work** – the day is divided into time periods called shifts; the employee can work during any of these periods.
- 8 B **the shop floor** – refers to the ordinary workers in a factory or the place where they work

- 20 Refer Ss to Appendix 2 if necessary.

Answer Key

1 in	4 apart	7 up	10 on
2 off	5 on	8 over	
3 up	6 against	9 out	

- 1 **take in** – deceive
- 2 **tell off** – reprimand
- 3 **take sb up on sth** – challenge or question them on what they have said, usually because you think it is wrong
- 4 **tell apart** – to recognise the difference between
- 5 **take on** – to fight
- 6 **tell against** – to spoil someone's chance of success
- 7 **take up** – to start doing sth as a leisure activity
- 8 **take over** – to become responsible for sth
- 9 **take sth out on someone** – to behave badly towards someone because you feel upset about something else
- 10 **tell on** – to give information about sth somebody has done wrong to a person in authority

- 21 Answer Key

1 c	2 e	3 d	4 a	5 b
-----	-----	-----	-----	-----

- 22 a. Elicit/Explain any unfamiliar vocabulary in the four answer boxes. Play the cassette once. Ss listen and write their answers in the spaces provided. Remind Ss that answers are only one or two words at most. Play the cassette a second time for Ss to check their answers.

Answer Key

1 people	7 spell (things correctly)
2 effective coaching	8 technical expertise
3 forward thinker	9 self confidence
4 awareness	10 personal credibility
5 fostering innovation	11 flexibility
6 stress management	12 teamwork

- b. Ask Ss to complete the sentences. Allow Ss two or three minutes to complete the task. Play relevant parts of the cassette again for Ss to check their answers.

Answer Key

- 2 *he's not really a forward thinker.*
- 3 *interpersonal awareness.*
- 4 *fostering innovation.*
- 5 *the stress management department.*
- 6 *being able to spell things correctly.*
- 7 *the latest developments.*
- 8 *self-confidence.*
- 9 *technical expertise*
- 10 *personal credibility*
- 11 *cultivate teamwork*
- 12 *formal qualifications.*

- 23 Refer Ss back to Exs 22a and b to help them with the task. Ss complete the task in pairs. Choose one or two pairs of Ss to act out dialogues aloud as a model for the rest of the class.

Suggested Answer Key

- 1 SA: *What do you think of Kevin Westwind to do the job of writing the text for the brochure? He's good with people, and that's one requirement.*
 SB: *Not a bad choice. However, the problem with him is he's not really a forward thinker. My suggestion would be Simon Wright. When it comes to writing, he's the best we've got.*
 SA: *Yes, I'll go along with that choice.*

- 2 SA: *How about Alison James as the person to introduce the three new recruits into the way we do things? When it comes to interpersonal awareness and anticipating how others will react to a situation, she's the best we've got. She's sympathetic in other words, and that's what we need.*
 SB: *The only problem with her is that she's not so good with stress management, and with a lot to explain in only a few hours there's bound to be some tension.*
 SA: *Mm, maybe you're right. Well then, what about Gary Wilson? He knows the company inside out - he's worked his way up from tea boy - and he's got the personal credibility needed for this kind of job.*
 SB: *You're right. His ability to be direct and flexible is unmatched. Just the man for the job.*

- 3 SA: *Who are we going to get to solve the morale problem and increase productivity?*
 SB: *My choice would be Kevin Westwind. He knows how to empower people better than anyone, and he's good at letting people know that they've got what it takes to get the job done.*
 SA: *The only problem with him is that he's not really a forward planner and tends to be taken by surprise when things crop up out of the blue. How about Simon Wright? He's enthusiastic, full of self-confidence and knows how to instil it in his team. That's an important criterion for the job.*

- 24 a. Elicit/Explain what is meant by the expression 'dress down day' and any unfamiliar vocabulary on the list. Ss tick items in list and justify their choice to the class. Encourage class discussion.
Students' own answers

- b. Play the cassette twice. Ss listen and answer the questions. Check Ss' answers.

Answer Key

1 B 2 S 3 B 4 S 5 F 6 B

- c. Refer Ss to prompt box and invite them to discuss their own ideas as to what influences the way people dress.

Suggested Answer Key

There are many reasons why people dress in particular styles or colours. One that probably affects us all is the need to feel better or change our mood. If someone feels a bit depressed, they'll often dress extra carefully to cheer themselves up. Looking good makes you feel better about yourself, too, so often people who are a little lacking in confidence will try to boost their self-esteem by dressing very carefully or expensively. People who have high status jobs, or who aspire to them, try to show this in the way they dress so they tend to choose expensive designer clothes, whether formal or casual. In the same way, people try to show their beliefs or ideas by the way they dress, a punk, for example, wears a particular style of dress to show that he belongs in that group, or other people, teenagers, perhaps, will say that the way they dress expresses the way they feel about the world. In a sense that is true; the way someone dresses is a general indication, a sort of rule of thumb, regarding his or her attitudes.

- 25 a. Elicit/Explain unfamiliar words and phrases in the exercise, then invite Ss to speculate on the various types and causes of stress. Allow Ss two or three minutes to complete the task. Check Ss' answers.

Answer Key

1 b 2 c 3 d 4 a

- b. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions, then play the cassette. Ss listen and answer the questions. Play the cassette a second time. Check Ss' answers.

Answer Key

1 B 2 C 3 C 4 B 5 A

- c. Ss discuss the topic in pairs or small groups.

Suggested Answer Key

- *I tend to get very anxious before exams.*
- *Whenever I'm just about to ask a question I start feeling worried.*
- *What really gets me is having to go somewhere where I don't know the people. I find that really stressful.*
- *Every now and again I get worried that I won't get my work finished on time.*

- 26 a. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions, then play the cassette. Ss listen and answer the questions. Play the cassette a second time. Check Ss' answers.

Answer Key

1 A 2 C

- b. Ss discuss the topic in pairs or small groups

Suggested Answer Key

One of the main advantages of getting a job as soon as you leave school is that you can start earning money and gaining

work experience. There's no guarantee you'll get a job after three or four years of study, and you're not learning the skills employers need. The sooner you get a job, the more experience you get, the better equipped you are for finding other, better jobs. You've got your foot in the door, so to speak.

- 27 a. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions, then play the cassette. Ss listen and answer the questions. Play the cassette a second time. Check Ss' answers

Answer Key

1 B 2 A

- b. Ss discuss the statements in pairs or small groups. Alternatively, it can be a class discussion.

Suggested Answer Key

- I agree with the first statement because I think it's important to be independent and in control of things. To be your own boss, in other words. A sense of achievement is very important too, and I think earning lots of money is a part of that.
- I agree with the second statement because no matter how much money you earn you'll never be happy if you don't enjoy your work. After all, work takes up a large part of our lives. It's true that all you really need is enough to live comfortably and have enough free time to do those things that are important to you.

- 28 a. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions, then play the cassette. Ss listen and answer the questions. Play the cassette a second time. Check Ss' answers

Answer Key

1 B 2 B

- b. Ss discuss the topic in pairs or small groups.

Suggested Answer Key

I think the best age for someone to get his own flat is about twenty-one years old. People are generally more mature then and more able to cope with daily responsibilities, like cleaning, cooking and paying the bills, that living away from home brings. It's also a time when people need to spread their wings a bit and live more independent lives.

- 29 a. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions, then play the cassette. Ss listen and answer the questions. Play the cassette a second time. Check Ss' answers.

Answer Key

1 B 2 B

- b. Ss discuss the topic in pairs or small groups.

Suggested Answer Key

I definitely think promotion should be based on achievement. Just because someone is already in a senior position doesn't necessarily mean that he's doing as effective a job as someone lower down in the hierarchy, or achieving as much for his company. In fact, he may have become complacent.

- 30 a. Brainstorm on the four pictures with the whole class to generate vocabulary and ideas. Refer Ss to rubric for task. Remind Ss that they will be expected to talk

for about a minute in this stage. Ss discuss the two pictures in pairs. Monitor and help.

Optional extra: two Ss can be asked to perform the discussion for the class.

Suggested Answer Key

Refer to Tapescript Section – Unit 9, Ex. 30 Sample Interview on p. 174

- b. Refer Ss to rubric and remind them that they will be expected to talk for about two minutes in this stage (with D it will be three minutes). Ss work in pairs to complete task. Monitor and help.

Optional extra: two Ss can be asked to perform the discussion for the class.

Suggested Answer Key

Refer to Tapescript Section – Unit 9, Ex. 30 Sample Interview on p. 175

- c. Explain /Elicit the meanings of the terms used for assessment and what would constitute an (un)successful performance in each of the areas listed. Explain that one of the Ss on the cassette will perform badly in some of the areas listed. Play cassette, Ss complete task. Encourage class discussion on performances.

Answer Key

Both students make contributions of a suitable length and both use a suitable range of appropriate vocabulary (though the boy's vocabulary is more sophisticated).

On interactive communication the boy is more successful than the girl: the boy communicates his ideas well and attempts to interact with the girl, by reacting to what she says and asking her opinion. The girl, however, only communicates her own ideas and fails to interact: she does not react to what the boy says, totally ignoring his ideas, does not answer or even acknowledge his questions, nor ask him any questions, and early on prevents him from speaking by continuing with her monologue as he tries to say something.

On grammatical accuracy again the boy is more successful than the girl: he is completely accurate over a wide range of structures, whereas the girl makes several errors with complex structures. She makes errors with modals (we should to use, we can to see, the man might had fallen asleep, might had been happier), with conditionals (if it would be sales figures, if you would be sitting, If I must choose only two I'd chosen them) and with a relative clause (a man who he is sitting).

- d. Give out Peer Assessment checklist. Refer Ss to rubric. Brainstorm quickly with whole class. Remind Ss that they should aim to speak for approximately one minute. Put Ss in groups of four. Pair A does the task while Pair B assesses them using the Peer Assessment Checklist. Ss discuss the results in groups. Monitor. Alternatively, elicit comments on pair performance from whole class.

(Optional extra: Pair B does task while Pair A assesses, or one pair is asked to perform in front of the class while the class assesses their performance. If the latter option is chosen, be careful to select very confident Ss to perform).

Suggested Answer Key

Refer to Tapescript Section – Unit 9, Ex. 30 Sample Interview on p. 175

Sample Interview: For this unit the sample interview contains a recorded model interview for Part 2 for the speaking test: 30a, 30b and 30d (30b and 30d are integrated together as they would be in the actual CPE interview). This can be played to the class as a whole interview section after the speaking practice. Alternatively, the first stage can be played immediately after Ss have practiced 30a and stage 2 after 30d. Initiate class discussion on how Ss' own performance can be improved.

- 31 a. Invite Ss to speculate on the situation shown in the photograph. Ask if working from home is common in their country.

Suggested Answer Key

The picture shows a mother and child at a desk with a computer. Perhaps she's teaching the child at home, or maybe she works from home and is entertaining the child at the same time. I don't think it's very common for people to work from home in my country, though lots of people have computers, but that's mostly for fun and games and surfing the net.

- b. Present the rubric. Explain to Ss that before they read they are asked to guess/decide, by looking at the picture and the title, which of the three statements is closest to the main argument of the article. Ss discuss their ideas in pairs or small groups and report their opinions to the class as a whole.

Suggested Answer Key

The title suggests to me that working from home might have the same or similar problems to working in an office. So I think that "Working from home is not as straightforward as people think" is probably the closest to the focus of the article.

- c. Ss do the reading task and answer the questions. Check Ss' answers. Elicit/Explain the meaning of any unfamiliar vocabulary.

Answer Key

1 F 3 C 5 A 7 D
2 G 4 H 6 E

- 32 a. Explain to Ss that it is good practice to underline or note the words or phrases that guided them to their answers. Ss discuss the reasons for their choices in pairs.

Answer Key

Para 1: 'I fidgeted ... I could steam into some work.'

F: 'When someone drops in for a chat, I am aware ...' 'You are the Pop-in Café.'

Para 2: 'Yet working from home ...'

Para 2: 'If your child...' 'But at least you can be there.'

G: whole paragraph

Para 3: 'Jane Alexander' 'It was bliss to come ... peace of home'

C: 'But there is a downside. She adds: ...'

Para 4: '... my ten-month-old daughter ...'

H: '... my sons break and enter ...' 'I have made pretend phone calls ... coffee for a friend with cold water.'

Para 5: 'Professor Gary Cooper ... role'

Para 5: 'Home working ... good work/life balance.'

A: the whole paragraph is an example of the point made in paragraph 5

Para 6: '... more emotional support ... reduce isolation.'

E: 'Hence my unappealing habit ...'

E: 'Business coach Rachel Pryor ... teleconference calls.'

Para 7: 'An alternative is ... says Pryor, ...'

Para 7: '... the personal coach ...'

D: 'But coaches communicate ...' 'Arrange for suppliers to come to you.'

Para 8: 'It seems rather tragic ... your envelopes.' '... Williams ...'

- b. Elicit/Explain the meaning of any unfamiliar vocabulary, and then ask Ss to explain in their own words what the sentences from the article mean. Encourage them to give the general meaning rather than a word by word transformation.

Answer Key

1 The writer's friend is relaxing on the couch and slowly drinking her coffee, while the writer is anxious for her to go so she can get on with her work.

2 Because she spends the day isolated at home, she is particularly keen to see her husband when he comes back home, and expects him to provide her with the social stimulation she has missed during the day.

3 People think that you don't actually have any work to do, so they think it's all right to visit you, to 'pop in' any time they like for coffee and a chat.

- 33 a. Ask Ss to point out the participles in the sentences. Elicit which are passive and which active.

Answer Key

"... a graphic designer who is based ..." – (passive)

"... hence my unappealing habit ..." – (active)

- b. Ask Ss to complete task. Check Ss' answers, then invite Ss to make their own examples.

Answer Key

1 active (the snow which was falling)

2 active (civilisations which have vanished)

3 passive (the language which is spoken/the language which is written)

- 34 Elicit/Explain the meaning of any unfamiliar vocabulary in the questions, and remind Ss that some answers may require more than just a participle to be complete. Refer Ss to Grammar Reference (p. 261). Allow Ss two or three minutes to complete the task. Check Ss' answers.

Answer Key

1 which is situated 4 playing 7 shining

2 hanging 5 missing 8 reflected

3 who is regarded 6 overlooking

- 35 Elicit/Explain the meaning of any unfamiliar vocabulary in the exercise. Make sure Ss understand the nature of the task and point out that participles are often used in this way. Give Ss four or five minutes to complete the task. Check Ss' answers.

Answer Key

- 1 *Having stayed on the beach too long in the middle of the day, the lifeguard was badly sunburnt.*
- 2 *Being inexperienced, Jenny didn't know what to do.*
- 3 *While going through the archives, the solicitor found an intriguing piece of information.*
- 4 *Never having used the computer programme before, I found it unbelievably difficult.*
- 5 *Having been found not guilty, he was released.*
- 6 *While trying to rescue those trapped in the burning building, the firefighter was injured.*
- 7 *Not being good at reading maps, I couldn't say where we were.*
- 8 *Having been written very carelessly, the letter was hard for me to read.*

- 36 Ss work in pairs using their dictionaries if necessary. Check Ss' answers.

Answer Key

Verb	Person Noun	Adjective	Abstract Noun
officiate	officer	official	office
industrialise	industrialist	industrial	industry
collaborate	collaborator	collaborative	collaboration
administrate	administrator	administrative	administration
organise	organiser	organisational/ organised	organisation

- 37 Elicit/Explain the meaning of any unfamiliar vocabulary in the exercise. Remind Ss that the word given in bold cannot be changed, and that the completed sentence must be as close in meaning to the original as possible. Allow Ss a few minutes to complete the task. Check Ss' answers.

Answer Key

- 1 ... *the plan had (been) changed, Peter ...*
- 2 ... *how enthusiastic I was, my boss asked me ...*
- 3 ... *been shopping for three hours, Jane went ...*
- 4 ... *having done the job before, Harry went ...*
- 5 ... *been a teacher, Kerry was ...*
- 6 ... *was badly hurt while trying to connect ...*
- 7 ... *car not being needed, his brother borrowed ...*
- 8 ... *as I reached for the jam that ...*
- 9 ... *to flying planes, Bond found it easy ...*
- 10 ... *longer feeling afraid/frightened of driving in heavy traffic ...*

- 38 Ask Ss to read the text through the text quickly at first for gist, without writing in their answers. Elicit/Explain the meaning of any unfamiliar vocabulary in the text. Then Ss read through text carefully and complete the task. Allow a few minutes for this. Check Ss' answers.

Answer Key

- | | | |
|----------------|-------------------|---------------------|
| 1 <i>of</i> | 6 <i>that</i> | 11 <i>later</i> |
| 2 <i>which</i> | 7 <i>on</i> | 12 <i>still</i> |
| 3 <i>where</i> | 8 <i>first</i> | 13 <i>cases</i> |
| 4 <i>there</i> | 9 <i>on</i> | 14 <i>As</i> |
| 5 <i>had</i> | 10 <i>between</i> | 15 <i>other/one</i> |

- 39 Ask Ss to look at the title and to predict content of passage. Ss read text to confirm predictions. Elicit/Explain the meaning of any unfamiliar vocabulary in the text, then allow Ss sufficient time to complete the exercise in pairs. Stress the importance of correct spelling and remind them that at this level they will probably be asked to make more than one change to the word.

Answer Key

- | | |
|---------------------|------------------------|
| 1 <i>noticeable</i> | 6 <i>relatively</i> |
| 2 <i>bargaining</i> | 7 <i>assembly</i> |
| 3 <i>renewal</i> | 8 <i>resolution</i> |
| 4 <i>discontent</i> | 9 <i>negotiations</i> |
| 5 <i>illegally</i> | 10 <i>compromising</i> |

- 40 Remind Ss that many common words in English change their meanings if the context changes. Elicit which part of speech the missing word is in each case. Brainstorm class for likely or possible words that will fit the gap in question 1 and test if they will work in all three sentences. Allow Ss sufficient time to complete the task in pairs. Check Ss' answers.

Answer Key

- | | | |
|------------------|---------------|---------------------|
| 1 <i>band</i> | 3 <i>drew</i> | 5 <i>impression</i> |
| 2 <i>claimed</i> | 4 <i>fell</i> | 6 <i>keen</i> |

- 41 Explain to Ss that both texts are about how work related stress is dealt with in a particular country (England, then the Netherlands). Read the rubric and the questions aloud and elicit what is/is not relevant to the summary. Ss read the texts and underline the relevant parts. Check Ss' answers, then elicit/explain the meaning of any unfamiliar vocabulary. Brainstorm with Ss on ways of paraphrasing relevant parts. Ss then complete the task by making their paraphrases of the relevant parts so that their answer does not exceed 70 words. Elicit suitable suggestions from the class, and write a model summary on the board.

Answer Key

- 1 *Habitually working over eight hours a day.*
- 2 *With great anxiety about completing their work.*
- 3 *There is no unemployment and no necessity for overtime.*
- 4 *He regards it as an imaginary condition.*
- 5 *In Britain, employees can be helped to reduce stress at work by their company, which encourages them not to stay at work late, and helps them to organise their time at work more effectively. In the Netherlands however, there is a government department which advises companies on their handling of stress, while workers who are suffering from stress are entitled to a year's paid leave to recover.*

- 42 a. Present the suggestions in the theory box preceding then task, then Ss read the rubric and prepare answers to the questions. Check Ss' answers.

Answer Key

- 1 *The letter should be formal because it is for the head of personnel.*
- 2 *The purpose of the letter is to provide detailed information about the employee and suggest whether or not you think he should be promoted.*
- 3 *The information suggests that the employee is suitable for promotion.*
- 4 Remind Ss that some words and phrases should not be paraphrased, as it would change the meaning and be off the topic. Paraphrasing in this case can include changing the form of the word, e.g. from verb to noun.

Suggested paraphrasing:

- *Present Position - currently employed as*
- *Has quickly adapted - proved himself to be adaptable*
- *new responsibilities - the challenges of his position*

- settled in well - integrated easily
- capable and reliable - able and dependable
- poor timekeeping - lax timekeeping, being late
- Excellent client relations - maintained an excellent relationship with clients/customers/the public
- highly effective - able to produce results
- project work - in groups, in a team, a good team player
- on own initiative - self motivated, a self-starter, without supervision

The reason for paraphrasing is to avoid unnecessarily 'lifting' the expressions from the prompt.

5 All of the points under the heading 'Comments' should be mentioned in the letter

b. Allow Ss about five minutes to read the model through quickly and complete the task. Check Ss' answers, then elicit/explain the meaning of any vocabulary in the model which Ss still do not understand.

Answer Key

- | | |
|----------------|---------------|
| 1 response | 6 social |
| 2 following | 7 fulfilled |
| 3 consistently | 8 asset |
| 4 adaptable | 9 judgement |
| 5 efficiently | 10 hesitation |

43 a. Ask Ss to speculate on the kind of language they would expect to find in the respective letters (application, complaint, apology). Then, Ss quickly read the extracts and complete the task, underlining the words/phrases that are relevant. Check Ss' answers.

Answer Key

- 1 B 2 A 3 C

b. **Words and phrases to underline**

A In addition to being rude, he was also inattentive. At one stage, he spilt tomato soup onto my white silk shirt. This was not only highly embarrassing at the time but I later discovered that the shirt could not be cleaned and had to be replaced.

B I consider myself to be totally reliable and capable of working on my own initiative. I enjoy fresh challenges and feel that I would be able to bring a great deal of enthusiasm to this post.

C I can assure you that every care is taken to deliver the goods as safely and rapidly as possible. I can only assume that, on this occasion, there was a problem with the courier service which we use.

44 a. Present the suggestions in the theory box preceding the next two tasks. Point out that the vocabulary in Ex.44a. is related to letters of application. Elicit/Explain the meaning of any unfamiliar vocabulary, then Ss complete task a. by putting the words/phrases into the correct category. Check Ss' answers.

Suggested Answer Key

Work Experience	supervisor, apprentice, handling cash, office duties, part-time
Academic Qualifications	Masters, attended a course, successfully completed, PhD
Personal Qualities	capable, trustworthy, dependable, motivated, committed

b. Ss complete task. Check Ss' answers.

Answer Key

- | | |
|--------------------------|-----------------|
| 1 handling cash | 5 apprentice |
| 2 attended a course | 6 part-time |
| 3 successfully completed | 7 office duties |
| 4 supervisor | 8 committed |

45 a. Allow Ss a few minutes to complete the task. Check Ss' answers, then elicit/explain the meaning of any vocabulary which Ss still do not understand.

Answer Key

details of the job he is applying for — Paragraph 1
 academic qualifications — Paragraph 2
 work experience — Paragraphs 3&4
 personal qualities/suitability — Paragraph 5

b. Allow Ss a few minutes to complete the task, replacing the information in the text with details about themselves.

Students' own answers

46 a. Present the suggestions in the theory box preceding the task. Point out that the vocabulary list in 46a provides useful language for use in letters of complaint. Elicit/Explain the meaning of any unfamiliar vocabulary. Allow Ss two or three minutes to complete the task. Check Ss' answers.

Answer Key

Product/goods	faulty, defective, (un)damaged, flawed, (un)available, obsolete, discontinued, (un)suitable, dangerous
Service/staff	slow, (in)attentive, (in)capable, (dis)courteous, (un)available, (in)experienced, (im)patient, careless, rude, (im)polite, (in)competent

b. Ss complete task. Check Ss' answers, encouraging them to justify their choices.

Wrong words

- | | |
|-------------|------------------------------|
| 1 careless | 3 inexperienced, unavailable |
| 2 incapable | 4 flawed, obsolete |

Justification

- 1 He/she would have to break/drop/spill something or perform a task badly to be **careless**.
- 2 **incapable** is only used for a person.
- 3 **inexperienced** does not collocate with 'service'. If the product was **unavailable**, it couldn't be returned.
- 4 **flawed** – does not collocate with 'for several years'. **obsolete** – once things become obsolete, their state does not change (does not collocate with 'no longer').

Suggested Answer Key

John doesn't concentrate on what he's doing and often makes **careless** mistakes.

Carol's the most tolerant of people, she's **incapable** of saying an unkind word about anyone.

They decided that Simon was too **inexperienced** to be given the position of Sales Manager.

"I'm sorry, sir, but the model you requested is currently **unavailable**. We'll try to have one for you by next week."

Graham's plan for the takeover bid is seriously **flawed**. I don't think we can use it.

Things change so fast these days, that if you buy a computer today it's **obsolete** by tomorrow.

- 47 a. Ss read the three extracts quickly. Invite speculation about the nature of the complaint in each extract, who is making the complaint and who is the most likely person they would complain to. Allow Ss a couple of minutes to complete the task. Check Ss' answers, then elicit/explain the meaning of any vocabulary which Ss still do not understand.

Answer Key

- 1 • Complaining about an unsatisfactory work experience course/placement.
 - Written by a student to the manager/ owner of the company where it took place
 - 2 • Complaining about the poor organisation at a conference/ series of seminars.
 - Probably written to the organisers by someone who attended.
 - 3 • Complaining about the poor quality of work done by a builder to the writer's roof.
 - Written by the home-owner to the builder who carried out the work.
- b. Ss read the extract again. Ask them to underline the tenses used, time words, and note the sequence of events. Ss discuss why the words/phrases they have underlined have been used in each case.

Narrative techniques

- 1 The arrangement that had been made for myself and my fellow-students was that we would be given one week in which to observe the diverse production methods in your factory. In reality, we were offered no information of any value. Instead, we were used as free labour and forced to do menial work for up to eight hours a day.
- 2 On our arrival at the hotel, we were informed that the Business Practices lecture, scheduled for that morning, had been cancelled. The next lecture, which was supposed to be held at 12 o'clock, was delayed by an hour and a half. When it finally started, the lecturer was ill prepared and did nothing more than repeat the basic information which we had already read in your advertising leaflet.
- 3 Not only is the ridge not straight, but the tiles on the roof have been fitted unevenly, with the result that rain has entered and caused damage to the woodwork in the loft space. On receiving no reply from your contractors, I consulted an independent building consultant who has informed me that it is only a matter of time before the whole structure becomes weakened and unsafe.

The narrative techniques have been used to describe a series of events, where these events make up the reason(s) for the complaint.

- 48 a. Present the suggestions in the theory box preceding the task, then Ss read the text and answer the question. Elicit/Explain any vocabulary which Ss do not understand.

Answer Key

The impression created by the extract is that the writer represents a disreputable and incompetent company. The language is:

simplistic – We're sorry, etc

idiomatic – searched high and low, etc

colloquial – a bit of bother, etc

unprofessional – I don't believe them, some fool, etc

vague – in a couple of days or so, etc.

- b. Elicit/Explain any vocabulary Ss do not understand. Ask Ss to complete task. Check answers and write final version on the board. Explain that, in this version, some irrelevant details are left out and the tone is much more acceptable for a letter of apology to a customer.

Suggested Answer Key

Please accept our sincere apologies for the trouble you have been put to. A problem arose with our delivery service. Apparently, they had difficulty finding your address. Subsequently, the hi-fi system sustained a small amount of damage while it was being unloaded. Unfortunately, a replacement proved difficult to find, as the model you ordered was out of stock. I assure you that we are doing our utmost to supply your order as soon as possible.

- 49 Present the information in the theory box that precedes the task. Allow Ss two or three minutes to scan the extracts and complete the task. Check Ss' answers, then elicit/explain the meaning of any unfamiliar vocabulary.

Techniques used

A – Reason for writing, details of place, date and people spoken to.

B – Reference to previous communication, who the writer is, reason for writing.

C – Reference to advertisement (with name of publication), reason for writing.

1 – Reiteration of the reason for writing, a reference to future action (offer of compensation).

2 – Reiteration of the reason for writing, a reference to future action (in the form of availability for interview).

3 – A reference to future action (in the form of a request for serious consideration/disciplinary action/a written apology).

A – 3 is a letter of complaint

B – 1 offers an apology

C – 2 is a job application

- 50 a. Ss read the rubric, underlining the relevant points, and prepare answers to the questions in pairs. Check Ss' answers.

Answer Key

• A letter of complaint.

• To the manager/customer service department of a railway company.

- With the reason for writing and specific information such as dates, times, etc.
- Formal, polite and respectful but firm.
- **Students' own answers**
(Answers will vary but since this is a complaint which has a particular chronological order, a narrative style is necessary. This will most logically mean presenting the reasons for the complaint in the order in which they happened.)
- With a request/demand for compensation and/or a reference to future action.

- b. Elicit/Explain any unfamiliar vocabulary in the text and the word list. Allow Ss three or four minutes to complete the task. Check Ss' answers.

Answer Key

- | | | | |
|---|----------------------------|----|-----------|
| 1 | express | 7 | obliged |
| 2 | which | 8 | while |
| 3 | Firstly | 9 | suggests |
| 4 | offered | 10 | satisfied |
| 5 | As if that were not enough | 11 | refund |
| 6 | incompetent | 12 | matters |

- 51 Go through the rubrics and accompanying prompts with Ss, eliciting the relevant points. Allow Ss four or five minutes to answer the questions in pairs. Check Ss' answers. Encourage discussion about how to organise and structure the letters. The writing task in Ex.52 can be set for homework.

Answer Key

- A
- 1 A letter of thanks/explanation
 - 2 The manager of the company
 - 3 Somebody who participated in a work experience course
 - 4 Reason for writing, dates, expression of gratitude
 - 5 The points from the prompt (reasons the placement was so good).
 - 6 You want to let the recipient of the letter know how much you have benefitted from their cooperation. This can best be done by itemising the individual benefits. One thing to avoid would be repeating phrases like 'Thank you' as this message should be made clear in the beginning, ending and the content of the main body.
 - 7 With a reiteration of your gratitude
- B
- 1 A letter of apology/explanation
 - 2 A customer
 - 3 A representative of a large department store
 - 4 Reason for writing, expression of apology
 - 5 The reasons for the delay, plans to correct the mistake
 - 6 The impression you should create is that the 'oversight' happened due to 'circumstances beyond our control'. You also want the customer to know that he is being taken seriously and that you feel bad about his being inconvenienced. To achieve this, 'neutral' phrases should be used, such as those in Ex 50b. Avoid informal or over-emotional language and do not admit that the mistake was the fault of the company.
 - 7 With an assurance and an offer of compensation (if this has not been done in the main body), a reiteration of the apology.
- C
- 1 A letter of complaint
 - 2 The contractors who did the work
 - 3 A representative of the company where you work

- 4 Reason for writing, dates, etc
- 5 The problems with the work that has been done (Ss will have to brainstorm for these.)
- 6 The impression you want to create is that you should not be expected to accept the standard of work which has been done. You need to politely but firmly make the contractors aware of the fact that the work is below standard by pointing out the defects. You should avoid insulting language or challenging the integrity of the workers (unless you are prepared to take the matter much further and demand that they cover the costs of you hiring different workers to correct the damage).
- 7 With a reference to future action (either in the form of a date by which you expect the work to be done, a threat of legal action or a refusal to pay the bill until the mistakes are corrected, depending on the approach the writer takes).

52 Students' own answers

Suggested Model Answers

A To: Mrs Peake,
The Manager,
Peake Enterprises Ltd

Dear Mrs Peake,

I am writing to thank you for the wonderful experience you gave me by allowing me to participate in your Youth Work Experience Week in June. It has helped me a great deal in seeing some of the differences that exist between school and work. I am sure that just that week with you and your staff has been invaluable, not only to myself, but also to all such young people who pass through your capable hands.

One of the best things, I must admit, about the work experience was that, in spite of the fact that it was only a week, I was made to feel part of a team and I felt rather sad when it came to an end. Everyone was very accepting of me, even when I made mistakes. But as you pointed out, that is the way one learns. It certainly made a change from all those boring computer lessons.

I am so pleased that I had the chance to get 'hands-on' experience with computers in a real working office and coming into contact with the public for the first time as a member of staff was rather awe inspiring. Dealing with people from outside my immediate group of friends has always been difficult for me, but the exposure I had in your firm has helped me overcome even this. This is an added bonus that is helping me in all my social contacts inside and outside school.

My experience is bound to stand me in good stead for my project work next academic year – I will certainly have a great deal of personal experience to draw on. One of the most important aspects will be of course that I will be able to describe the world as I see it looking through the eyes of a team rather than those of a rather shy individual.

Last but not least, it was an added bonus actually being paid for my week's work. I feel that my value as a person has improved and that my contribution has been recognised. It makes such a difference to how you feel about yourself. I am positive that some work experience is better than none at all, and I'm sure that my prospects for the future have been improved by my time with you. You have been the spark that starts the fire, so to speak.

Once again, many thanks.

Yours sincerely,

B Dear Mr Graham,

May I convey my most sincere apologies for the inconvenience you may have been caused with regard to your new Tinytrod television. I feel it an obligation to put you in the picture as to what has happened.

Due to circumstances beyond my control there has been a spate of delays in goods being dispatched from our main warehouse in Milton Keynes. Obviously, with business being so brisk these days distribution is a major problem the world over. However, I do sympathise with your position and I, myself would be feeling a little less than pleased with the situation.

In spite of the fact that it is nearly 13 days since you placed your order, I have been assured by the manager in Milton Keynes that you can expect to take delivery of your Tinytrod at the latest on Friday morning. I see from our customer records that you are a frequent shopper at Mixons and as a special way of expressing how much we value your custom and by way of compensation for your having being so understanding, we intend to supply you with a complimentary television/hi-fi stand at absolutely no extra cost to yourself.

I ask you to bear with us just a couple of days longer, and should Friday be inconvenient for you to take delivery, I am sure that the delivery department will arrange an alternative date for you.

Finally, should you have any more queries or problems about any aspect of Mixons' products or service please dial FREEPHONE 0800 67839 and an experienced product advisor will take your call and advise you on the best product range, service contracts and much more. The call is completely toll free, of course.

Yours sincerely,

C Dear Sir,

I am writing to inform you that there are outstanding problems with the renovation work that has been recently carried out by your firm at The Round House Office building.

In general the standard of workmanship does not meet the specification that we agreed upon at our pre-contractual meeting on 3rd May. The plastering on the ceilings has started to crack and the paint on the walls has started to flake off. I was told at the time that the walls would be specially treated to prevent such a thing from occurring.

Furthermore, the lighting system is far from adequate and fails to meet the specifications for office work. The natural lighting provided by the undersized windows is below that required by law and therefore the entire lighting issue has to be re-examined.

I also feel that I must bring to your attention the fact that the highly polished marble floor in the main reception area is dangerously slippery and my company will be held responsible for any injuries occurring on its premises. Needless to say, in the event of such a situation we would seek legal advice and take any necessary action to protect our interests.

In light of the above, I would be grateful if you would give the items I have mentioned above your most urgent attention in order that a practical solution may be found rather than seeking a legal remedy.

With regard to any outstanding payment, this will be withheld until a satisfactory solution to the above-mentioned problems has been found and implemented. Should there be a significant difference between the costs of correcting the existing problems, then we will be forced to seek a new contractor to complete the work to standard. Legal advice will be taken to recover the money already parted with.

In the event of no reply being received within fifteen days of the postmark of the present letter, I will assume that you have abandoned the project and the above-mentioned legal action will be embarked upon.

Many thanks for your cooperation in this matter.

Yours faithfully,

Unit 10 – Our Planet, Our Home

Objectives

Vocabulary: the environment; recycling; environmental problems; ecology

Reading: multiple choice; lexical close

Listening: listening for opinion, gist, detail, inference; multiple matching; sentence completion; multiple choice

Speaking: sharing information; giving instructions; monologues

Grammar: concession and comparison

Phrasal verbs: *turn*; *wear*

Writing: review of writing tasks

Ask Ss to discuss the implications of the title, and to speculate briefly about which specific topics the unit is likely to cover.

- 1 Elicit what environmental situation each photo shows, and help Ss to explain the long-term effects of each problem.

Suggested Answer Key

- A shows the aftermath of a forest fire. Fires of this kind can wipe out massive areas of forest. Apart from the destruction of vegetation, much of the local wildlife may be killed, and in the long term numerous species may be endangered as a result of the impact on their habitat, which may take decades to recover.
- B shows the pollution caused by a large factory. Air pollution has extremely harmful long-term effects, not only on the immediate area but on the entire planet; factory emissions cause acid rain and contribute to global warming, which leads to potentially catastrophic climate change around the world.
- C shows spillage from a tanker. Accidents like these pollute both the sea and neighbouring coastline, killing fish, sea birds and even some mammals. In addition, oil spills often upset the ecological balance in a particular environment, which may never completely recover.

- 2 a. Check that Ss understand the terms in the list, and elicit one or two possible effects of each problem. In pairs, Ss discuss how serious they feel each of the problems is, then compare their answers with another pair.

Suggested Answer Key

We think ozone layer depletion is the most serious problem, because it doesn't just increase skin cancer rates, but also accelerates global warming, and this could have catastrophic results for all life on the planet.

The overuse of fertilizers and pesticides is a very serious problem, because it can have far-reaching effects on the food chain and also pollute the water supply. It's a widespread problem, and the damage it causes is often hard to detect.

The dumping of hazardous waste is potentially a major ecological problem, because it could poison an entire local environment. We don't think it's as big a problem as the first two, though, because it isn't common practice any longer, and it's easier to prevent.

Acid rain mainly causes damage to the forests of Northern Europe. This is obviously a major problem in the countries affected, but it doesn't threaten the entire planet.

Urban smog is a health hazard for people living in certain large cities. However, we don't feel it's as important as the other problems on the list, because it is basically a localised issue, and one which could be overcome relatively easily.

- b. Elicit/Explain the meaning of any unfamiliar vocabulary, and elicit which suggested solution matches each of the environmental problems just discussed.

(CFC gas is used in aerosol sprays and fridges and is harmful to the environment, causing the ozone layer to deplete.)

Suggested Answer Key

- The overuse of fertilizers and pesticides could be checked by encouraging farmers to use alternative methods of growing crops, such as organic farming.
- As it is mostly emissions from factories and industrial processes that cause acid rain, the use of alternative energy sources should be made obligatory.
- Depletion of the ozone layer could be reduced by encouraging people not to use aerosols or other products that contain CFCs.
- Dumping hazardous waste can lead to both soil and water pollution. Stricter legislation regarding waste disposal would be one way of alleviating the problem.

- 3 a. Elicit/Explain the meaning of any unfamiliar vocabulary. Assure Ss that the accuracy of their guesses is not important, but the act of predicting the answers will enhance their listening comprehension in the task which follows. In pairs, Ss discuss each statement and decide whether it is true or false.

Ss' own answers

- b. Play the cassette once. Ss listen, check their guesses and correct the error in each of the false statements. Invite individual Ss to explain which facts they find most surprising. Alternatively, initiate brief class discussion on the environmental issues mentioned in the exercise.

Answer Key

1	T	3	F (2,000 species)	5	T
2	T	4	F (a packet a day)	6	F (100,000)

- 4 Help Ss to paraphrase each quotation and relate the implied message to the statements in Ex. 3.

Suggested Answer Key

Quote 1: We can't make unwelcome facts go away by refusing to think about them.

Quote 2: We have enough statistical knowledge now to know what environmental damage will be caused in the future.

The statements in Ex. 3 list statistics for current environmental problems; as Grass suggests, the long-term future effects of today's environmental destruction are well known, but industry and governments continue to ignore the truth, as if the problems will disappear on their own.

- 5 a. Elicit what the pictures show (caribou in what seems to be an unspoiled landscape), and elicit/explain that the title suggests a conflict between the interests of the oil industry (which wants to drill for oil in the Arctic Wildlife Refuge) and the survival of the caribou and their habitat. (Yukon is a territory of NW Canada on the border of Alaska which is sparsely inhabited and underdeveloped. Part of Yukon territory is known as Klondike where thousands of speculators went in the late nineteenth century to find gold. Serengeti is an area in Tanzania where a national park was created in 1951 to protect the wildlife of the area. The Sioux are a tribe of North American Indians famed for their struggle to protect their territories and buffalo from the white settlers in the mid-nineteenth century.)

- b. Elicit/Explain the meaning of any unfamiliar vocabulary in the prompts, then elicit guesses concerning the possible context in which they might be used. (Assure Ss that the accuracy of their predictions is unimportant, but the act of formulating expectations makes their reading of the text more efficient.)

Suggested Answer Key

- The term 'conflict' probably occurs in a discussion of a clash between industrial and environmental interests, as the title 'Oil Against Caribou' suggests.
- The term 'breeding ground' probably refers to an area where the caribou breed – perhaps one which is being threatened by oil pollution.
- The term 'crude oil' might occur in a description of an environmental accident which destroyed the caribou's habitat.
- The term 'well-paid jobs' might occur in a discussion of the advantages and disadvantages of the oil industry.
- The term 'toxic waste dumping' probably refers to one of the various forms of anti-environmental activity which threaten the caribou's habitat.

- c. Ss scan the text as quickly as possible to find the items listed, then read the relevant sentences to check their predictions. Individual Ss explain what each item actually refers to, and how this compares to their expectation.

Answer Key

conflict (line 18) refers to the clash between 'development and environment'.

breeding ground (line 40) refers to the purpose the refuge serves for 150 species of migratory birds.

crude oil (line 56) refers to the resource underlying the refuge, which the oil company wants to exploit.

well-paid jobs (line 73) refers to an advantage which oil production has brought to other parts of Alaska.

toxic waste dumping (line 85) refers to illegal and anti-environmental activity on the part of the oil company operating at Prudhoe Bay.

- d. Elicit/Explain the meaning of any unfamiliar vocabulary in the questions – but not in the text itself – then allow Ss 10 to 15 minutes to read the text again and answer the questions. Check Ss' answers.

Answer Key

1	A	3	D	5	B	7	C
2	C	4	B	6	A		

6 Suggested Answer Key

- 1 People who live by subsistence depend only on the natural resources available to them in their immediate environment for their survival.
- 2 By **fragile**, the writer means that the area is particularly vulnerable to damage from development.
- 3 The writer thinks that the local population will support the oil industry because drilling has brought wealth and prosperity to other Alaskan communities.
- 4 Faith Gemmill is making the point that, just as the traditional life of the Sioux depended on the survival of the buffalo, the traditional life of the Gwich'in will be destroyed if the oil company destroys the habitat of the caribou.

- 7 a. Help Ss to explain the words in bold from context. If preferred, allow Ss to complete the task using a dictionary, then check Ss' answers.

Suggested Answer Key

trekked: travelled a long distance on foot
odyssey: a long, eventful/adventure-filled journey
access – means of reaching a place
nestles – lies close against
refuge – safe place
dubbed – called, given the title of
soaring – high, towering
marshy – boggy, swampy
stunted – unusually short/small, because of poor conditions
explodes into vibrant reds and yellows: is suddenly covered in bright red and yellow (flowers/leaves)
smothered – completely covered in
primal – dating back to the earliest times
migrate – move according to the seasons
bitter: extremely cold, harsh, weather conditions.
dominate – have the most important place in
precariously – dangerously
snaking – moving in a series of bends
unblemished: unspoiled, perfect

- b. Help Ss to find synonyms for the words in bold. If preferred, allow Ss to complete the task using a dictionary, then check Ss' answers.

Suggested Answer Key

stark: plain / clear / obvious
impact: effect / influence
majestic: impressive / awesome / splendid
raid: attack / rob
count: depend / rely
intense: strong / concentrated / extreme
fundamental: important / basic

- 8 Allow Ss a few minutes to find the relevant information in the text. Check Ss' answers, and ask individual Ss to explain their opinion on the issue.

Suggested Answer Key

Firstly, the writer refers to the huge quantity of crude oil which lies beneath the caribou grazing grounds. Secondly, he/she mentions the wealth which would be generated as a result of drilling, and explains how this would greatly improve the quality of life for thousands of people living or working in the area.

Personally, I'd say that mankind should be investing in renewable energy sources rather than oil, and that we should protect the caribou and their habitat. On the other hand, if I was one of the local people, whose life must be quite hard, the promise of jobs and better schools might make me feel differently. It's always easier to

be high-minded about an issue if you aren't the one who has to make sacrifices.

- 9 Elicit the meaning of the terms in the list, or allow Ss to use a dictionary. Allow Ss a few minutes to complete the task. Check Ss' answers and elicit/explain the meaning of any further vocabulary which the Ss still do not understand.

Answer Key

- | | |
|--------------------|---------------------|
| 1 global warming | 9 greenhouse effect |
| 2 wetlands | 10 deforestation |
| 3 smog | 11 ozone layer |
| 4 emissions | 12 habitats |
| 5 dumping | 13 biodiversity |
| 6 desertification | 14 toxic waste |
| 7 renewable energy | 15 depletion |
| 8 biodegradable | |

- 10 Confirm that Ss understand the items in the groups by asking them to explain. Allow Ss a few minutes to complete the task. Check Ss' answers.

Answer Key

- 2 **oil spill** – because an oil spill is a man-made disaster; all the others are natural disasters.
- 3 **pollutant** – because pollutants are detrimental to the environment, whereas the others are aimed at preserving it.
- 4 **atmosphere** – the atmosphere is the essential aerospace surrounding the earth which can be polluted by all the other three.
- 5 **sheep** – because sheep are not an endangered species; types within the other three species groups are.
- 6 **refined** – because the others refer to something untreated, in its natural state.
- 7 **fertiliser** – because it makes things grow while the other three are used to destroy or repel plants or insects.
- 8 **organic** – the other three are synonyms of one another and are negative while organic is positive.

- 11 Help Ss to match the parts of each collocation, and elicit/explain the meaning of each term.

Answer Key

acid rain	fossil fuels
nuclear power	health risks

- **Acid rain** is corrosive and damages both organic and inorganic matter.
- **Nuclear power** stations can contaminate the surrounding countryside.
- The use of **fossil fuels** has contributed to the rise in cancer victims.
- **Toxic waste** creates a health risk to us all.

- 12 Help Ss to match the adjectives and nouns, then allow them a few minutes to complete the remainder of the task. Check Ss' answers and elicit/explain the meaning of any vocabulary that Ss still do not understand.

(WWF – The World Wildlife Fund for Nature, the international environmental organisation that raises funds for projects including the conservation of endangered species and habitats.)

Answer Key

wind / solar – power
 natural / man-made – disaster
 noise / air – pollution
 industrial / nuclear – waste
 wildlife / water – conservation

extinct / endangered – species
noxious / toxic – fumes

Answer Key

- | | |
|------------------------------|---------------------|
| 1 noxious/toxic fumes | 5 noise pollution |
| 2 wildlife conservation | 6 solar power |
| 3 extinct/endangered species | 7 natural disasters |
| 4 industrial/nuclear waste | |

- 13 Allow Ss a few minutes to complete the task. Check Ss' answers and elicit/explain the meaning of any vocabulary which Ss still do not understand. Elicit in what context the incorrect words could be used.

Answer Key

- | | |
|--------------------------|----------------------------|
| 1 contaminated, polluted | 5 devastation, destruction |
| 2 landfill, rubbish dump | 6 evacuated, relocated |
| 3 gases, fumes | 7 organic, natural |
| 4 balance, equilibrium | 8 station, plant |

- 14 Elicit a variety of sentences to illustrate the difference in meaning between the words in the second pair. Complete the task orally with the class, if preferred, explaining the difference of meaning where necessary; alternatively, assign it as a written exercise, perhaps as HW.

Suggested Answer Key

- I prefer things made of natural materials, like wood or stone, to those made of plastic or glass.
Wild animals kept in captivity may appear to be in good physical condition, but they are seldom happy.
- The vehicle shuddered to a halt when it ran out of fuel.
The athlete simply lacked the energy to run any further.
- Siberian tigers are frequently killed by poachers and are recognised as being an endangered species.
Dinosaurs became extinct thousands of years ago.
- Famine affected the entire area when crops failed for the second time in a year.
When their food supplies ran out, the stranded explorers faced starvation.
- The zoo is particularly proud of several rare species in its new aquarium.
The bird sanctuary at Rostherne provides a safe haven for migrating geese.
- Acid rain causes corrosion which has destroyed several historic monuments.
Soil erosion has left the mountainside bare and rocky.
- Oil can be used as fuel or as a lubricant.
Most cars run on petrol, while trucks tend to use diesel.
- Plastic melts when you burn it.
This headache pill dissolves in water.
- The purpose of conservation areas is to protect the natural environment.
David has joined a group dedicated to the preservation of historic buildings.

- 15 Refer Ss to Appendix 1, if necessary, and recommend that they read the text quickly for gist, then read it again and fill in the missing prepositions. Allow Ss several minutes to complete the task. Check Ss' answers and explain the meaning of anything that Ss do not understand.
(The Kalahari is a large, arid plateau in Botswana, S.W. Africa.)

Answer Key

- | | | | | |
|------|-------|--------|--------|-------|
| 1 of | 4 on | 7 from | 10 up | 13 at |
| 2 in | 5 for | 8 over | 11 in | 14 in |
| 3 of | 6 on | 9 in | 12 for | 15 of |

- 16 Allow Ss a few minutes to fill in the gaps. Check Ss' answers and explain the meaning of any unfamiliar vocabulary, then Ss make sentences with the completed phrases.

Answer Key

- | | | | |
|------|----------|----------|----------|
| 1 on | 6 in | 11 under | 16 on |
| 2 in | 7 in | 12 on | 17 under |
| 3 on | 8 on | 13 in | 18 in |
| 4 on | 9 in | 14 in | 19 on |
| 5 in | 10 under | 15 on | 20 on |

- You won't find any ivory products **on sale** in that shop.
- Our new ergonomically designed chairs will allow you to work at your desk **in comfort**.
- Building that new factory near our town won't improve our lives. **On the contrary**, it will create more problems than it solves.
- If you do an apprenticeship, you learn your skills **on the job** as well as in the classroom.
- If you had an electric saw, you'd finish the job **in no time**.
- The blue whale is the largest mammal **in existence**.
- He's Managing Director **in name only**; Mr. Smith's the real boss.
- He was arrested, but now he's out of prison **on bail**.
- Meetings are always announced a week **in advance**.
- The roof is still **under repair** after last week's hurricane.
- The troops were **under orders** not to fire on the crowd.
- You look a bit worried. Is there something **on your mind**?
- Board meetings are usually held **in secret**.
- All her efforts were **in vain**. She didn't get the promotion she wanted.
- What's **on the agenda** for today's meeting?
- The police are **on the trail** of the escaped convict.
- He wasn't allowed to see the film because he was **under age**.
- Jane was **in disguise**, so no-one recognised her.
- I'm sorry. I acted **on impulse**, without thinking.
- All our goods are sold **on approval**, and may be returned if you are not completely satisfied.

- 17 Allow Ss a few minutes to fill in the gaps. Check Ss' answers and explain the meaning of any unfamiliar vocabulary, then Ss make sentences with the completed phrases.

Answer Key

- | | | | |
|----------|----------|-----------|-----------|
| 1 at | 6 to | 11 at | 16 at |
| 2 out of | 7 at | 12 at | 17 out of |
| 3 to | 8 out of | 13 at/to | 18 to |
| 4 out of | 9 at | 14 at | 19 out of |
| 5 out of | 10 at | 15 out of | 20 out of |

- I didn't pay full price for it; I got it **at a discount**.
- We had to use the stairs because the elevator was **out of use**.
- To my surprise**, the boss said I could take the week off.
- I haven't played tennis for ages, so I'm a bit **out of practice**.
- Why don't you go and play **out of doors**? It's a lovely day.
- She wants to leave, but she doesn't have the nerve to tell me **to my face**.
- As a cod fisherman, he spends most of his time **at sea**.
- Climbing all those stairs has left me **out of breath**.
- I missed the match because I was working **at the time**.
- He buys old buildings, renovates them, then sells them **at a profit**.
- The robbers made their getaway **at speed**.
- They talked **at length** about their plans for the wedding.
- He may seem a bit aggressive, but **at heart** he's very kind and gentle.

She often insults people; it's part of her character but don't take it to heart.

- 14 What can have happened to them? They've been gone for **at least** three hours.
- 15 The brand of coffee I wanted to buy was **out of stock**.
- 16 I'm not sure what it is, but **at a guess**, I'd say it was a kind of mixer.
- 17 John's **out of town** at the moment and won't be back till next week.
- 18 **To this day**, I've never understood why you married Peter.
- 19 The bus went **out of control** and crashed into the shop.
- 20 Wearing real fur is **out of fashion** these days.

- 18 Check that Ss know the animals referred to in the task. Tell them that the words are used metaphorically and reflect characteristics each animal supposedly has e.g. a fox is supposed to be clever and can trick you so 'it foxed me' means 'it was too difficult for me, I couldn't understand it.' Write the words on the board and elicit possible characteristics. Allow Ss about five minutes to complete the task, using guesswork if necessary. Check Ss' answers, and elicit phrases in which some of the remaining words (eg beetle, ram, etc) are used.

Answer Key

1 beavering	6 dogged	11 ferret
2 worm	7 wolfed	12 crow
3 bird	8 elephant's	13 hared
4 foxed	9 hounding	
5 monkeying	10 badgered	

- 19 Refer Ss to Appendix 2 if necessary, and allow them two or three minutes to complete the task. Check Ss' answers and elicit/explain the meaning of any vocabulary that Ss still do not understand.

Answer Key

1 to	4 off	7 out	10 down
2 on	5 around	8 away	
3 off/out	6 out	9 over	

- 1 **turning to** – adopting, choosing, opting for
- 2 **wears on** – passes, goes by
- 3 **turn off/out** – switch off
- 4 **wear off** – disappear
- 5 **turn back** – reverse
- 6 **worn out** – can no longer be worn/exhausted the fabric of
- 7 **turned out** – proved to be/happened to be
- 8 **wears away** – corrodes
- 9 **turn over** – give it to sb else
- 10 **worn down** – made weaker through pressure

- 20 Allow Ss a few minutes to complete as many of the items as they can. Check Ss' answers, then explain the meanings of the fixed phrases in more familiar terms. As an optional extension, Ss may then be asked to make sentences of their own using some or all of the expressions used in the task.

Answer Key

- 1 There has been an unexpected **turn of events** regarding global warming.
- 2 The excuses of the oil companies are **wearing rather thin**.
- 3 By the **turn of the next century** we shall see universal use of renewable energy.
- 4 The condition of the planet has **taken a turn for the worse**.
- 5 Industry will stop at nothing to **turn a profit**.

- 21 a. Elicit Ss' prior knowledge of recycling. Direct Ss to the task and elicit suggestions for missing information. Do not confirm answers yet. Explain any unfamiliar terms within the task. Play the recording twice while students fill in their answers. Check Ss' answers and explain any vocabulary that Ss still do not understand.

Answer Key

1 glass containers	11 natural
2 light bulbs	12 scrap aluminium (furniture)
3 contaminate glass	13 soft drink cans
4 recycling symbol	14 metal
5 unmarked	15 hazardous
6 ruin a melt	16 labels or bands
7 printouts	17 lead
8 inserts	18 batteries
9 mouldy	
10 laminated	

- b. Check that Ss understand the task required then choose one or two pairs of Ss to act out dialogues aloud as a model for the remainder of the class; then Ss continue the task in pairs.

Suggested Answer Key

- 1 A: What kind of glass can I recycle?
B: Only recycle unbroken glass containers.
- 2 A: Is all paper recyclable?
B: Paper that has become wet or mouldy shouldn't be recycled, nor should stickers, milk cartons, laminated paper or foil.
- 3 A: What do I do if the plastic is unmarked?
B: You should throw it away rather than recycle it.
- 4 A: Can spray cans be recycled?
B: Not if they have contained paint or hazardous material.
- 5 A: What's the best way to recycle newspapers?
B: They should be packed tightly with natural twine and kept dry.
- 6 A: What glass should I not recycle?
B: It's no good taking in things like light bulbs or mirrors to be recycled.

- 22 a. **Suggested Answer Key**

I think space debris – old satellites, unmanned spacecraft and things left behind on space missions pose a threat to astronauts because they might crash into them.

- b. Check that Ss understand the task and allow time to read the sentences. Then play the recording once for Ss to listen and fill in the information. Play the recording a second time for Ss to amend and consolidate their answers. Check Ss answers and explain any vocabulary that Ss still do not understand.

Answer Key

1 environmental	6 fuel tanks deteriorate
2 commercial	7 by debris
3 orbital	8 gradually increase
4 lost his grip	9 meet their needs
5 tendency to erode	

- c. Elicit statements from the class concerning the topic.

Suggested Answer Key

Space exploration is very expensive, costing billions of dollars, which I think would be better spent trying to solve some of the problems we have here on Earth – the destruction of the environment, for example. We've already managed to pollute outer space with debris, and I think that should stop.

- 23 a. Elicit ideas and points of view from Ss on the topic.

Suggested Answer Key

- *Firstly, our towns and cities would be much cleaner if everybody took personal responsibility for disposing of paper wrappers, cans and fast food containers when they are walking around the city. In addition, where recycling facilities exist we should use them, though many people don't.*
- *Governments need to inform and educate the public in the first instance so that recycling becomes as much a part of everyday life as, say, shopping. They should also increase the number of collection points. I'm sure far more people would be willing to recycle if they had quicker access to recycling bins and knew what recyclable material should consist of.*

- b. Check that Ss understand the listening task. Allow them time to read the statements, then play the recording twice while Ss fill in their answers. Check Ss' answers and explain any vocabulary Ss still do not understand.

Answer Key

1 B	3 G	5 E
2 E	4 E	6 G

- c. **Suggested Answer Key**

I think education would be a better solution, though governments are going to have to come up with much more effective educational programmes than they have in the past. I also think that, in this case, incentives should be offered before fines are imposed. Regardless, I would be very suspicious of a government who imposed a fine of five hundred pounds for being in possession of a leaky dustbin.

- 24 a. Play the recording twice while Ss record their answers. Check Ss answers and explain any vocabulary that Ss still do not understand.

Answer Key

1 B 2 C

- b. **Suggested Answer Key**

As citizens, we should encourage food producers and retailers to maintain high standards of hygiene by either complaining if we feel that their standards are less than satisfactory, or by simply refusing to patronize their outlets. In repeated or serious cases, citizens should not hesitate to alert their local department of health and hygiene.

- 25 a. Play the recording twice while Ss choose their answers. Check Ss answers and explain any vocabulary that Ss still do not understand.

Answer Key

1 A 2 A

- b. Elicit opinions and ideas on the given topic.

Suggested Answer Key

Families can encourage young children to care for the environment primarily by example. For example, if parents don't litter and explain to their children why it is wrong to do so, the chances are that their children won't ever become litterers either. Similarly, if parents are seen to be interested, or actively involved in caring for the environment, their children will not think this strange or unusual behaviour. Better still, parents can encourage children to participate, too.

- 26 a. Play the recording twice while Ss choose their answers. Check Ss' answers.

Answer Key

1 C 2 A

- b. Elicit opinions and ideas on the given topic.

Suggested Answer Key

In our society, animals are exploited for food and within the fashion, sport, pet, pharmaceutical and entertainment industries. Levels of exploitation obviously vary, but I always feel sad and angry when I see animals suffering needlessly. Not having the power of human speech, animals are unable to defend themselves or articulate their feelings in the way we can. It's reasonable, therefore, to consider what an animal might say with regard to being eaten, skinned, raced, hunted or experimented on, and then act accordingly.

- 27 a. Play the recording twice while Ss choose their answers.

Answer Key

1 A 2 C

(The Docklands – former dock area in the port of London now redeveloped for residential and commercial use.

The East End of London was an area generally populated by poor and immigrant groups but in recent years many parts have been redeveloped and the professional middle classes now form a large proportion of the population.)

- b. Elicit opinions and ideas on the given topic.

Suggested Answer Key

I believe that parks play an incredibly important role in our cities- that is, if we are lucky enough to have them. In sufficient quantity, not only do they help counteract the effects of airborne pollutants, they also offer relief from the constant presence of traffic and noise pollution. As if that isn't enough, they also provide pleasant and, hopefully, safe surroundings for us to relax, meet others, play, or simply be alone.

- 28 a. Refer Ss to rubric and prompt box. Brainstorm question to generate ideas and vocabulary. Remind Ss that they will be expected to speak for 2 minutes on the question in this stage. Ss work in pairs: Student A speaks while Student B listens, keeps time and assesses using the Peer Assessment Checklist.

Suggested Answer Key

Refer to Tapescript Section – Unit 10, Ex. 28c on p. 178

- b. Student B comments for up to 1 minute on what Student A has said. Then the pairs discuss the assessment together.

Suggested Answer Key

Refer to Tapescript Section – Unit 10, Ex. 28c on p. 178

- c. Play the cassette, asking Ss to take notes on ideas and timing. Discuss Ss' answers and elicit comments on student performance so far. Direct Ss' attention to the length of both speakers' contributions.

Students' own answers

- d. Refer Ss to rubric and prompt box. Brainstorm question to generate ideas and vocabulary. Remind Ss that they will be expected to speak for 2 minutes on the question in this stage. Ss work in pairs: Student B speaks while Student A listens, keeps time and assesses using the Peer Assessment Checklist.

Suggested Answer Key

Refer to Tapescript Section – Unit 10, Ex. 28f on p. 178

- e. Student B comments for up to 1 minute on what Student A has said. Then the pairs discuss the assessment together.

Suggested Answer Key

Refer to Tapescript Section – Unit 10, Ex. 28f on p. 178

- f. Play the cassette, asking Ss to take notes on ideas and timing. Discuss Ss' answers and elicit comments on student performance so far. Direct Ss' attention to the length of both speakers' contributions.

Students' own answers

- g. Refer Ss to questions and assessment criteria from h and check Ss understanding of both. Play sample interview good model answers (questions 2 and 3). Ss listen to identify good qualities of the answers, according to the criteria given in h. Elicit comments from class and initiate discussion on what makes a good answer. Ss discuss the remaining three questions in pairs. Monitor and help.

Suggested Answer Key

1 Refer to Tapescript Section – Unit 10, Ex. 28h on p. 179

2 Refer to Tapescript Section – Unit 10, Ex. 28 Sample Interview on p. 179

3 Refer to Tapescript Section – Unit 10, Ex. 28 Sample Interview on p. 179

4 A: Oh I think it's immensely important to be environmentally aware, because as with any problem, awareness is a prerequisite for finding a solution. And indeed it's probably precisely due to a lack of awareness over a period of decades that the environmental problems we are facing today have become so severe. If people had known 50 years ago what we know about the damage to the environment caused by certain practices and substances, human development might have followed a completely different course.

B: That's very true. And what is essential is awareness in everyone, not just a handful of scientists who may easily be bought off and influenced by industries that

have vested interests in, for example, development which may cause untold environmental damage. Because after all, it's the general public who, at the end of the day, have the power to influence decisions, by forming pressure groups, participating in public protests ...

A: Yes, because I don't think we can trust the experts to tell us the truth, can we. It's up to us to make sure that we are informed and act accordingly.

B: And if we look to the future, it's awareness in the younger generation that is the only way forward, as they are the ones who hold the fate of our planet in their hands. So that just underlines how vital it is to give our children a good, solid environmental education.

5 A: In my opinion penalties should be extremely strict, far stricter than they are at the moment. To start from very everyday cases, how often is someone punished for dropping litter on the street, or leaving their picnic rubbish to spoil a lovely country beauty spot? Almost never, and that's why this kind of pollution is so common. After all, strict penalties generally act as a very strong deterrent.

B: Quite. And if we consider more serious cases of pollution, like dumping nuclear waste into the sea, or chemical waste into rivers, then the same should apply. At present, as far as I know, offenders may get off with a heavy fine, but since they are usually huge multinational companies, the fine makes no impact whatsoever on them. It's almost as if they are simply paying to buy the right to pollute. So I think jail sentences for serious polluters should be mandatory.

A: The problem is of course that quite often it is governments themselves which are partly responsible for such pollution – either by being directly involved, or by turning a blind eye and therefore implicitly sanctioning it. So in such cases, however strict the penalty may be, it is hardly likely to be imposed in practice.

B: Well yes, but I don't think that invalidates the idea of harsh penalties. At least some of the major polluters may be discouraged, even if there are others who would fall through the net.

- h. Refer Ss to rubric. Check understanding of criteria again. Play the cassette. Ss complete task. Elicit comments from class and encourage class discussion on performances.

Answer Key

In this unit both students perform very well in all of the areas listed. They communicate very successfully, using a good range of grammar and vocabulary accurately and precisely, and their pronunciation is clear and easy to understand.

Sample Interview: For this unit the sample interview contains a recorded model interview for two questions from the final stage of Part 3 of the speaking test (28g questions 2 and 3).

- 29 a. Check that Ss understand the meaning of the words and phrases in the list, then elicit guesses concerning the possible contexts in which they might be used in the text. (Assure Ss that the accuracy of their predictions is unimportant, but that the act of formulating expectations makes their reading more efficient).

Students' own answers

b. **Answer Key**

Go home, Grizzly Bear:

- *radio receiver (the radio component of a tracking device which can be fitted to a grizzly bear.)*
- *an easy food supply (indicating an easily available source of food for the grizzly)*

Home Power:

- *solar panels (in the context of modern methods of heating and supplying hot water to the home.)*
- *electricity supplier (referring to a company responsible for supplying homes with electricity.)*

Saving the Wilderness:

- *discovery and adventure (referring to our traditional concept of 'wilderness'.)*
- *ecologically degraded (in the context areas of wilderness which have been damaged by pollutants or other factors.)*

- c. Allow Ss 15 to 20 minutes to complete the task. Check Ss' answers, and elicit/explain reasons why the distractors are incorrect. Remind Ss of the importance of meaning in **context**.
(PV is polyvinyl, a plastic)

Answer Key

1 B	6 B	11 A	15 C
2 A	7 B	12 C	16 D
3 A	8 A	13 A	17 C
4 B	9 C	14 D	18 B
5 C	10 D		

30 **Answer Key**

- 1 **Words and phrases used to create suspense are:** alert; silent; pounds; anticipation; All of a sudden.
- 2 *The grizzly is visiting the residential area in order to scavenge for food in the dustbins. The locals are not amused because the bear in question is a large adult and potentially dangerous.*
- 3 *The sunslates on the roof are bright blue, rather than the usual dark grey colour, and sparkle in the sunlight.*
- 4 *Legget's electricity supplier sent him a cheque because Legget had been able to sell them his surplus electricity.*
- 5 *The passage could have come from a magazine article about the work of the national parks movement.*
- 6 *According to the writer, the wilderness offers people a sense of both mental and bodily renewal.*

- 31 Review different concession forms and refer Ss to Grammar Reference. Allow Ss a few minutes to complete the task, check Ss' answers and elicit/explain the meaning of any vocabulary which Ss still do not understand.

Answer Key

- | | |
|--|--------------------------------|
| 1 <i>whereas/while</i> | 4 <i>although/yet</i> |
| 2 <i>Nevertheless/However</i> | 5 <i>though/although</i> |
| 3 <i>Despite/In spite of/Notwithstanding</i> | 6 <i>Though/Although/While</i> |

- 32 a. Confirm that Ss understand the task and allow a few minutes for them to complete it. Check their answers and elicit/explain any vocabulary Ss still do not understand.

(GM foods – genetically modified foods)

Answer Key

- 1 *The new development may bring jobs and prosperity. However, it will also deface and possibly pollute an area of outstanding natural beauty.*
- 2 *The public transport system may be inefficient. Nevertheless it serves thousands of commuters every day and is better than no service at all.*
- 3 *Using fossil fuels contributes to air pollution, whereas/while solar power does not.*
- 4 *He claims to be a keen environmentalist, yet he drives his car a short distance to work every day.*
- 5 *Some people claim GM foods are perfectly safe. However, others are suspicious and claim that it would be wiser to leave nature well alone.*

- b. Explain/Elicit the meaning of any unfamiliar items in the list, the allow Ss a few minutes to complete the task. Check Ss' answers and explain the meaning of any vocabulary that Ss still do not understand.

Suggested Answer Key

- 1 *Some people think television is a waste of time, although/though it can be both informative and educational.*
- 2 *I truly believe that the best things in life are free, yet/though/although I can't deny the fact that money is terribly important.*
- 3 *Nuclear energy poses a serious threat to the environment, however/nevertheless it is cheaper than other sources of energy.*
- 4 *Some people believe that cloning should be banned despite/in spite of the possibility of it leading/though/although it may lead to important medical breakthroughs.*
- 5 *Development spoils the natural beauty of the area and leads to the pollution of coastal areas, nevertheless/however tourism may bring financial benefits to the local community.*

- 33 Point out the comparative structures in the sentences. Allow a few minutes for Ss to complete the task. Elicit more sentences using the structures.

Answer Key

- *eating at a restaurant or cafe is much more fun than eating at home.*
- *eating at home doesn't compare with the fun of eating out.*
- *the more often you try to speak the language, the sooner you will be able to speak it fluently.*

Suggested Answer Key

- 1 *near as much fun as travelling by motorbike.*
- 2 *Staying at home isn't anywhere near as much fun*
- 3 *study... learn*

- 34 Review/Present less common concession clauses (adjective/adverb + as/though, much as ..., however + adjective/adverb). Allow a few minutes for Ss to complete the task. Remind Ss to use between 3 and 8 words only and not to change the key word.

Answer Key

- 1 *... is nothing like as good as ...*
- 2 *... as I appreciate your generosity, it's impossible ...*

- 3 ... *hard you try, you will not ...*
- 4 ... *won't get you there as quickly as ...*
- 5 ... *as Geraldine may be, ...*
- 6 ... *spite of (all) his efforts, ...*
- 7 ... *the exam anywhere near as difficult as they ...*
- 8 ... *though the concert was called off, ...*
- 9 ... *harder John works, the sooner ...*
- 10 ... *is nowhere near as good as ...*

- 35 Elicit/Explain meaning of words in chart. Brainstorm words deriving from stem words with Ss, then allow Ss a few minutes to fill in the chart. Check Ss' answers.

Verb	Person Noun	Adjective	Abstract Noun
<i>preside</i>	president	<i>presidential</i>	<i>presidency</i>
<i>oppress</i>	<i>oppressor</i>	<i>oppressive/ oppressed</i>	oppression
<i>desert</i>	<i>deserter</i>	deserted	<i>desertion</i>
represent	<i>representative</i>	<i>representative</i>	<i>representation</i>
<i>criticise</i>	critic	<i>critical</i>	<i>criticism</i>
judge	<i>judge</i>	<i>judgemental</i>	<i>judgement</i>
<i>ally</i>	<i>ally</i>	allied	<i>alliance</i>

- 36 Elicit words based on the stem words from Ss. Ss read text and complete task. Remind Ss that the words may change into the negative form and that there may be more than one change in the word. Remind them that spelling must be correct.

Answer Key

- | | |
|-----------------------|--------------------------|
| 1 <i>dedication</i> | 6 <i>pollutants</i> |
| 2 <i>relentlessly</i> | 7 <i>competitive</i> |
| 3 <i>concerned</i> | 8 <i>recalls</i> |
| 4 <i>covering</i> | 9 <i>systematically</i> |
| 5 <i>profitable</i> | 10 <i>industrialists</i> |

- 37 Elicit what Ss know about the Galapagos Islands. Ss read text for gist. Allow Ss a few minutes to complete the task. Check Ss answers and explain/elicite any unfamiliar vocabulary.

(The Galapagos Islands are on the Equator, west of Ecuador and are famous for their abundant wild life.

Charles Darwin [1809-82] was the scientist who developed the theory of evolution.)

Answer Key

- | | |
|----------------------------------|---|
| 1 <i>about</i> | 9 <i>Of</i> |
| 2 <i>currently/far</i> | 10 <i>largest/rarest</i> |
| 3 <i>away/off</i> | 11 <i>ability</i> |
| 4 <i>bay</i> | 12 <i>declared/designated/
made</i> |
| 5 <i>group/lobby</i> | 13 <i>island</i> |
| 6 <i>especially/particularly</i> | 14 <i>less</i> |
| 7 <i>out</i> | 15 <i>aground</i> |
| 8 <i>more/so</i> | |

- 38 Allow Ss to work in pairs to complete the task. Check Ss' answers and explain any unfamiliar usages.

Answer Key

- | | | |
|------------------|----------------|---------------------|
| 1 <i>bill</i> | 3 <i>hard</i> | 5 <i>maintain</i> |
| 2 <i>feature</i> | 4 <i>light</i> | 6 <i>occupation</i> |

- 39 Present the material, ensuring that Ss are aware that it consists of two complimentary but separate texts. If necessary refer Ss back to the Strategy Point on p.87 (identifying echoed ideas). Allow a reasonable time for Ss to

respond, checking their answers and eliciting/explaining and vocabulary that Ss still do not understand. Remind Ss that they should not write full sentences.

(Strip mining is the removal of mineral ore from the earth by removing all the material on top of the ore. This technique is used because the ore lies close to the surface and is the most economically viable means of extraction. However, unscrupulous mine operators may not leave the site the way they should because this increases their costs and reduces profit. Strip mining is considered to be a problematic issue both ecologically and aesthetically.

Bleachers is used in the plural and is an uncovered stand of tiered planks providing seating for spectators, usually in sports arenas.)

Answer Key

- 1 *It is devastated*
- 2 *an unpleasant thing to have to live next to*
- 3 *go bankrupt or have to close down*
- 4 *'a veritable wasteland'*
- 5 Ask students to read the question and pick out the points they are to look for in the passages: 'negative effects/ those living near/ areas where strip mining occurs'. Ss read passage and underline relevant sections in both passages. Elicit these from Ss and write the relevant points on the board in any order. Brainstorm with Ss to find synonyms and rephrasings of points (e.g. blasts/ explosives, shake/ create tremors, barren/ devastated etc). Elicit suitable ordering of points from Ss. Ss work in pairs to complete task. Alternatively it can be set for homework.

Answer Key

Relevant points from text:

Text 1: *creating a veritable wasteland/ blasts toss rocks and dust into the air/ explosions shake homes and crack foundations*

Text 2: *acid and toxic material resulting from their mining practices/ damage to their property – dwellings and water wells included/ abandoned mines remain barren eyesores*

Strip mining involves using explosives to break up the rock formations, filling the air with debris and creating tremors, which seriously damage the houses in the vicinity, as well as polluting the area with poisonous substances which may also contaminate the water supply. This form of mining can permanently destroy the natural beauty of the landscape, since mined areas are frequently left in their devastated state by the mining companies.

- 40 Present the rubric to Ss and make sure that they understand: what they have to write; who the target reader is; what the appropriate style is; which points they need to respond to. If necessary, refer Ss back to 'Discuss and Write' section on p. 70.

Answer Key

In favour – *give us a fresh start, new resources, a chance to start a new society from scratch*

Against – *already have a society here on earth, who is to say that we'll do any better with a new one, what about the resources we have not exploited yet?*

- 41 Quickly review in what contexts the phrases would be used. Allow Ss a few minutes to read through the model and choose their answers. Check Ss answers and elicit/explain any unfamiliar vocabulary.

Answer Key

- | | | | |
|---|--------------------------------|---|---------------|
| 1 | beyond dispute | 5 | Furthermore |
| 2 | The question is | 6 | moral |
| 3 | On the one hand | 7 | Surely |
| 4 | From a sociological standpoint | 8 | In conclusion |

42 Answer Key**Paragraph 2:****First point in favour and example(s)/ justification(s)**

setting up of colonies → chance to begin again
 new societies without constraints → recognise where we went wrong/learn from mistakes.
 tremendous sociological experiment → untold benefits/forced to be more cooperative
 interesting to see how successful we were

Second point in favour and example(s)/justification(s)

practical aspect: location could provide untapped resources
 → major boon to the economy.

Paragraph 3:**First point against and example(s)/ justification(s)**

moral point of view: wrong to ignore damage and move on/
 problems could be arrested
 forests, rivers, seas and air do not exist on other planets/have a moral duty to protect them

Second point against and example(s)/justification(s)

human perspective: life in a colony would be intolerable/we would soon miss things

The essay could easily be written with four main body paragraphs, separating the arguments according to the plan above.

- 43** Elicit/Explain the meaning of any unfamiliar items of vocabulary and allow Ss a few minutes to complete the task. Make clear to Ss that appropriateness of vocabulary/style is specific to the intended reader/type of writing task.

Answer Key

- 1 c Action is needed now before it is too late.
- 2 g It should not be forgotten that the public also have a duty to act on this issue.
- 3 a If we allow this situation to continue, the consequences could be disastrous.
- 4 e It is only a matter of time before the situation becomes uncontrollable.
- 5 f The government is obviously either unable or unwilling to act.
- 6 h Yet it would be a mistake to overlook the fact that schools play a vital role in this.
- 7 b We have known about the situation for some time and yet very little action has been taken to correct it.
- 8 d Although some measures have been implemented, these are clearly not enough.

- 44** Ss complete task, then work in pairs to make a paragraph plan. The essay can be set for homework or written in class as a timed exercise and Ss should be encouraged to use the sentences from Ex. 43. As an optional extra Ss could be given copies of the suggested model answer and asked to compare it with their own essay, paying attention to planning, grammatical structures and vocabulary.

Answer Key**boxes to be ticked:**

- an essay suggesting solutions
- different from the one p. 228
- include future and hypothetical constructions
- formal because the target reader is your tutor

Suggested Model Answer

In less than a century the ecological damage brought about by mankind's unquenchable thirst for energy, raw materials and wealth has brought the global ecology to its knees. If we allow this situation to continue the consequences could be disastrous.

Take, for example, the greenhouse effect or global warming. The depletion of the ozone layer could be reversed in order to avoid catastrophe. Although some measures have been implemented, these are clearly not enough. The government is obviously unable or unwilling to act and therefore all of us who regard ourselves as responsible citizens have to make every effort to minimise the use of chemicals that destroy the ozone layer. Moreover, we have to become active in promoting renewable sources of energy at an individual level.

The world's supply of clean drinking water is another issue that needs to be examined. We have known about the situation for quite some time yet very little action has been taken to correct it. Countries with more than adequate supplies deprive counties of this most vital resource in many cases as matter of policy. It's only a matter of time before the situation becomes uncontrollable with droughts of biblical proportions becoming commonplace. Pressure must be brought to bear on those who deliberately deprive their neighbours of water by the international community. Furthermore, we all must get into the practice of using less water for non-essential purposes.

In conclusion, it would be a mistake to overlook the fact that schools play a vital role in all this. If we were all taught from early childhood to respect the natural resources that our planet is blessed with, many of the ecological problems we now face would simply not exist. Even at this late stage education is still of vital importance in remote parts of the world where people are simply unaware of the damage that they are causing to the environment. Education is the key to everyone's future.

45 a. Answer Key

One World, an international student magazine, is running a competition to give its readers the chance to submit articles for publication. You have decided to write an article about an environmental issue in your country that concerns you.

b. Students' own answers

- 46** Present the model to the Ss or allow them to read through the text. Explain/Elicit any unfamiliar vocabulary, then allow Ss a few minutes to complete the task, perhaps in pairs. Make clear to Ss that replacing the phrases makes the model less formal.

Replaced phrases:

- However, the threat which is posed is far more complex than it would at first appear – but the problem goes further than that
- Nevertheless, air pollution is an issue which we must address – Firstly, though, the air that we breathe is being poisoned
- some measures have been taken to improve the situation – something is being done about it
- The consequences include – The price we pay for this is
- increase the budget for – pour money into

- **alleviate the problems associated with traffic** – smooth the flow of cars
- **the number of traditional villages is rapidly dwindling** – there are fewer and fewer places worth visiting
- **although there can be little doubt as to their usefulness** – while we all feel we need one

These changes contain more colloquial language, idioms and metaphors which make the article less formal.

Such changes could be made to an article if the publication, the readership, the title or the subject of the article indicated that a less academic style was called for.

47 Suggested Answer Key

Paragraph 2:

Air pollution – measures already taken

Need for more measures

Damage being done

Paragraph 3:

Government plans – Present situation – Expected result

Alternatively the problems could be analysed in the first main body paragraph and suggestions/recommendations and expected results could be presented in the following paragraphs.

- 48 *give in to/to back down* – submit/acquiesce/surrender to
put up with/stand for – tolerate
tackle/get to grips with – deal with
take advantage of – exploit
frown upon/take a dim view of – condemn
talk sb into – persuade to
give it a go – make an attempt

49 Answer Key

The editor of your school/college magazine has asked you to contribute an article entitled 'The Environment on our Doorstep' to next month's issue. In your article, you should write about one of the environmental issues that you think your fellow students will be interested in.

boxes to be ticked:

- an article which will interest students
- should capture the interest of the reader
- a mixture of the two
- a logical progression of ideas
- you can write a less formal article because the title contains a less formal expression

Suggested Model Answer

The Environment on our Doorstep

It's always amazing how even in the middle of some of our most rundown inner city concrete jungles there are enclaves of naturally occurring beauty which, in the main are hidden tantalisingly from our view by an old dilapidated building or wall. But if you took the trouble to explore your own neighbourhood in a little more detail than your daily routine demands, you would find quiet lemon groves, with ivy covered walls and the dappled shade of beech trees.

Depending on the time of year a different set of flora greets you as you scramble, squeeze and crawl your way into these secret gardens, created by a mixture of man and nature. Often the freshly disturbed soil from demolition work will activate the tiny poppy seeds and cover the entire site in a blood-red blanket of blooms.

These in turn give way to wild herbs in the heat of summer which go largely unutilised for cooking purposes, which means that when they flower in late summer their seeds assure the spread and survival of the species.

Yet outside these forgotten pockets of nature the hectic streets and cars pretend to rule the jungle of cement with their ceaseless rhythm. The only clues to the existence of these little sanctuaries are the cats that appear from nowhere whenever there is food in the offing. Only to retreat after the meal to the peace and tranquillity of the maze of vine entwined rotting doors and iron spiral staircases.

It would be a mistake to think that these seemingly timeless secret places will be around forever, however. This mixture of man and nature is constantly under threat of redevelopment and we risk losing even these small reminders of what life should be like if Nature had her way. These small oases belong to all of us who live in the city and are willing to wander off the beaten track.

- 50 Quickly review report writing (pp. 114-118). Present the rubric to the SS. The table provides a good opportunity to elicit the different approaches. The main body can be divided up into sections based on **theme, age group** or **level of concern**.

Answer Key

The most suitable headings would be the problems though age groups could also be used. (Deforestation, Global warming, Endangered species)

- 51 Allow time for Ss to read through the model and explain any unfamiliar vocabulary. Give Ss a few minutes to choose their answers in pairs. Check Ss' answers and clarify any points that Ss still do not understand.

Answer Key

aim – purpose

determine – ascertain

data – information

overall – on the whole

respondents – those interviewed

effect – repercussions

mainly due to – largely as a result of

alleviating – easing

commute – go to work

pattern – tendency

On the basis of – Based on

account – consideration

- 52 Ss work in pairs to decide on information under each heading, then share results with the class. Record ideas on the board.

Suggested Answer Key

13-18 year-olds:

– most concerned about endangered species & global warming

– least concerned about deforestation

19-25 year-olds:

– most concerned about global warming & endangered species

– least concerned about deforestation

26-45 year-olds:

– most concerned about global warming

– least concerned about deforestation & endangered species

– least concerned overall

The main difference between the two plans is that this one emphasises and compares the age groups, as opposed to the individual issues.

- 53 a. Refer Ss back to the sections on writing reports (p.114) and proposals (p.160) and check that they are familiar with the differences between the two tasks. Allow Ss a few minutes to complete the task then check answers.

Answer Key

- | | |
|------------|------------|
| 1 Report | 3 Proposal |
| 2 Proposal | 4 Report |

- b. Ss work in pairs to find headings. Elicit and discuss suggestions with class.

Students' own answers

- 54 Make sure the Ss understand the task. Ss tick boxes. Check and brainstorm for ideas with Ss. Ss write proposal in class or for homework.

boxes to be ticked:

- a proposal
- future and hypothetical constructions
- essay suggesting solutions
- suggestions which are practical

Suggested Model Answer

To: Tim White, Group Organiser
 From: Jane Remington
 Subject: Proposal for Raising Public Awareness of Environmental Issues.
 Date: 27th June 2003

Purpose

The purpose of this proposal is to recommend ways of raising the level of public awareness in specific areas of environmental concern. Recommendations are based on the findings of a recent report prepared to determine the level of awareness of three age specific groups with regard to different issues concerning the environment. From this report it can be discerned that what is of concern to the individual regarding the environment is what is perceived to affect the individual personally. The three aspects singled out in the report are listed below.

Deforestation

All three age groups put deforestation low on their list of concerns. As mentioned above this is put down to it being perceived as a remote phenomenon affecting people in other countries. There is a lack of knowledge about the threat to the world's oxygen supply from the destruction of vast areas of tropical rain forest.

Global warming

This aspect seemed to be the one that most people had heard of and thought was of direct concern to them as individuals. This holds true across all age groups. It was assumed in the report that this is a direct result of the coverage in the media.

Endangered Species

The results of the report suggest that, in the main, when people think of endangered species, they tend to think about exotic birds and fail to realise that several hundred native species go onto the endangered species list every year. The attitude is the same; if it is far enough away, it is someone else's problem.

Conclusion

In the light of the high level of public awareness of global warming due to media coverage, it seems that the most effective means of raising public awareness of all the above issues would be through an intensive public awareness campaign carried out in the various different media. The emphasis should be on the two which have received the least attention so far, deforestation and endangered species.

- 55 a. Refer Ss to pp. 68 - 70 (Letters to the Press). Make sure Ss understand the task and any unfamiliar vocabulary in the rubric.

Answer Key

You have read the following news item in your local paper. As a resident of the area, you have strong views on the proposed new factory and have decided to write to the local authorities to air your views.

NEW FACTORY FOR OXTON

Plans were unveiled yesterday by the chemical giant, Barland Industries, for the building of a new fertilizer factory on the outskirts of Didlington. The factory, which would be one of the biggest of its kind in the country, is to be built just outside Oxtton. A spokesman for Barland's, Peter Chambers, said, "We are very excited about the new project. The factory could employ as many as 1000 people". Work is expected to start on the factory next March.

b. Students' own answers

- 56 Elicit possible paragraph plan from Ss and write it on the board. Allow Ss a few minutes to read through the model and reorder the paragraph sequence. Check Ss' answers. Ss compare their ideas to the model. Discuss any differences. Elicit/Explain any vocabulary that is unfamiliar to the Ss.

Correct order of paragraphs: 3 – 5 – 4 – 2 – 1

- 57 Allow a few minutes for the Ss to note down the main points for each paragraph. Elicit the Ss' ideas and check.

Answer Key

Introduction: Reason for writing

Paragraph Two

First point and example(s)/ justification(s)

- Oxbow River is natural habitat of endangered species
- Danger that the factory may pump waste into the river
- Push area's wildlife closer to extinction

Paragraph Three

Second point and example(s)/ justification(s)

- Potential threat to human health
- River/air/soil could become polluted
- Danger of spillages/breathing toxic fumes/eating contaminated food

Paragraph Four

Third point and example(s)/ justification(s)

- Local people employed in farming business
- Would have to bring in people from elsewhere/build a housing estate
- Area of great natural beauty despoiled/tourism discouraged/people deprived of livelihood

Conclusion: Summary of main body / Prediction of disaster

- 58 Tell Ss the missing words are used in the model. Allow Ss a few minutes to complete the task. Elicit/Explain any unfamiliar vocabulary.

Suggested Answer Key

1 express	4 For	7 short
2 While	5 mean	8 considered
3 note	6 pose	

- 59 Make sure that Ss understand the rubric. Ss work in pairs to underline points and tick boxes.

Answer Key

You have read the extract below as part of a newspaper article on pollution. Readers were asked to send in their opinions. You decide to write a letter responding to the points raised and expressing your own views.

'We have all heard of the dangers of pollution. In fact, we have heard so much that we don't really care any more. Seeing yet another oil spill on the news has lost its impact. And as for piles of rubbish in the countryside, it has become such a common sight that we hardly notice. I think maybe it's time to face the fact that pollution is here to stay and there's very little we can do about it.'

boxes to be ticked:

- a letter for publication in a newspaper
- follow one another in a logical sequence
- respectful at all times
- formal because you are writing to a newspaper

Suggested Model Answer

Dear Sir,

I am writing in response to the article on the environment which appeared in last week's edition of the Windborne Herald. As an active member of an environmental group I cannot agree with the comments made by the writer.

First of all, I am in total disagreement with the writer's view that we hear a great deal about the dangers of pollution. On the contrary, in my view we do not hear enough about it. While it is true that we are told by the media of major disasters, such as oil spills that threaten an entire coastline, we are not well informed when it comes to the ways in which we damage the environment in our everyday lives. We are not aware, for example, of what happens to our household rubbish after we dispose of it, nor are we sufficiently knowledgeable about the dangers of indiscriminate dumping of waste in the countryside. In fact, an accumulation of waste can be both a health and a fire hazard.

Secondly, I would like to take issue with the suggestion that we no longer care about the fate of the environment. Obviously there are people who take no heed of the warnings given, but the majority of us are very troubled indeed. What the writer of your article might regard as apathy is in fact frustration at the lack of concrete information available and at the inertia of governments.

Finally, I feel that the writer's suggestion that we cease to try and eradicate pollution is extremely unconstructive. The major causes of pollution are well known, as are the ways of controlling it. In fact it is through the efforts of concerned organisations to put pressure on governments and industry that pollution has been considerably reduced in many areas. It therefore follows that there is a great deal we can do about reducing pollution by continuing this policy.

In conclusion, there is considerable public concern about the environment and an increasing degree of interest in protecting it by any means possible. What we need is positive encouragement to continue our activities rather than the defeatist attitude shown in your article.

Yours faithfully,
J. Thompson (Ms)

- 60 a. If necessary refer Ss to Review writing section (pp. 134-138).

Answer Key

You have recently seen a documentary programme on television highlighting one of the major problems facing the environment. Write a review of the programme, to be published in your local newspaper, saying how effective it was at publicising the problem and mentioning any relevant information which you felt should have been included.

b. Students' own answers

- 61 Point out to Ss that it would be perfectly acceptable to write this review in a more formal, academic style. However, the style used in the model is very commonly used for reviews.

Answer Key

Informal elements in model:

Did you manage to catch
It didn't take long
a little bit
practically nothing
kill off
living hand to mouth
weren't
What I'd like to know

Elements of informal style are used because the review is for a local newspaper.

- 62 In pairs, allow a few minutes for the Ss to note down the main points for each paragraph. Elicit the Ss' ideas and condense them on the board.

Suggested Answer Key

Introduction

Details about the programme – name, channel, subject

Paragraph Two

details of the problem described in documentary

Paragraph Three

Details to show 'how effective' the documentary was

Paragraph Four

Relevant information which was left out

Conclusion

Summing up of final opinion

63 Try to arrange it so that all the Ss review the same film for purposes of comparison.

Answer Key

A nature magazine is holding a competition to find the best review of any full-length film which features an animal or animals. Write a review of a film that you have seen, saying what you thought of it. Your review should place special emphasis on the importance of animals to the film, as well as mentioning any environmental issues that you feel the film touched upon.

boxes to be ticked:

- a short documentary about nature
- focus on animals and environmental issues
- descriptive and informative

Suggested Model Answer

Ice Age

Congratulations to 20th Century Fox. The studio has managed to convert 'Ice Age' from an adequate example of family entertainment into one of this year's handful of must-see movies. The film's director, Chris Wedge has only one other film to his credit.

The time period is the Dawn of Man. The dinosaurs have long since vanished from the Earth and the ice age is fast approaching. The animals are heading south for the long hard winter. Among the exceptions are the industrious, frustrated squirrel, and three larger animals: Manfred the Mammoth, Sid the Sloth and Diego the Sabre-toothed tiger. These three have banded together on a quest to return a human baby to its tribe.

The previews for 'Ice Age' only give glimpses of the main plot. Instead they centre on the devilishly clever, exceedingly enjoyable interludes featuring the squirrel. All told, he makes about five appearances totalling about ten minutes of screen time.

The humour and sophistication of 'Ice Age' never quite reaches the level of the other computer-animated endeavours – except on those occasions when the squirrel is on screen. Also the quality of the animation is a shade lower. It's not bad, by any means, but it's definitely a step backwards, often more like the quality of a computer game than that of a big budget motion picture.

The rather hidden messages of a gang of endangered species rescuing what was to go on to become the most successful species on the planet (and the most destructive) is very ironic to those astute enough to catch it. The global climate change is a little easier to appreciate, with all its hidden implications for mankind.

However it is great family entertainment – the kind of film that parents can take their children to without worrying about inappropriate content. (running time : 82mins)

Self-Assessment Module 5

- | | | | |
|---|-----------|----------------|----------------|
| 1 | 1 recruit | 5 renewable | 9 biodiversity |
| | 2 remote | 6 woes | 10 dispersed |
| | 3 dumping | 7 wetlands | |
| | 4 impact | 8 productivity | |
-
- | | | | | |
|---|------------|-----------|----------|----------|
| 2 | 1 benefits | 4 impulse | 7 behalf | 10 verge |
| | 2 with | 5 glance | 8 turn | |
| | 3 tell | 6 ban | 9 on | |
-
- | | | | | |
|---|----------|--------|--------------|----------|
| 3 | 1 line | 4 mind | 7 breath | 10 given |
| | 2 turned | 5 out | 8 in | |
| | 3 on | 6 tell | 9 impression | |
-
- | | |
|---|---|
| 4 | 1 ... unable to tell them apart ... |
| | 2 ... having taken a turn for the worse ... |
| | 3 ... having been done, their excuses are wearing ... |
| | 4 ... much he badgered the company for more information ... |
| | 5 ... taken nearly as much by surprise ... |
-
- | | | | |
|---|----------|-------------|----------|
| 5 | 1 notice | 3 material | 5 strike |
| | 2 board | 4 dismissed | |
-
- | | | |
|---|--------------------|------------------|
| 6 | 1 unappealing | 6 destruction |
| | 2 independence | 7 endangered |
| | 3 unemployment | 8 hazardous |
| | 4 insecure | 9 tendency |
| | 5 environmentalist | 10 deforestation |
-
- | | | | | |
|---|-----|-----|-----|-----|
| 7 | 1 C | 3 A | 5 C | 7 B |
| | 2 C | 4 D | 6 D | |
-
- | | | | | |
|---|-----|-----|-----|-----|
| 8 | 1 B | 3 B | 5 A | 7 B |
| | 2 C | 4 C | 6 C | 8 C |
-
- 9 a. **Suggested Answer Key**
- A: Environmental pollution, obviously. Well, picture D shows factory chimneys pouring out smoke into the atmosphere. Judging by the thickness of the smoke it's probably very toxic, in fact, at a guess, I'd say this was a factory that had not installed any filters at all. It seems to be pumping out chemicals into the atmosphere without any regard for the people living in the area.
- B: Yes, it does look as though it's a picture that has been taken in a town or city, doesn't it. It's extraordinary that after so much talk about the damage caused to the environment, about health problems and the destruction caused by acid rain, factories still send their waste out into the air and there are no attempts made to enforce regulations on emissions which pollute the atmosphere and aggravate the greenhouse effect.
- A: Yes, there doesn't seem to be any end to the problem. Look at picture C, for example. I'm fairly sure that must have been taken in what was once the rainforest, after the forest had been cleared and the wood sold. Now companies are moving in to turn the area into a housing development, or to use the land for farmland. People have been saying for years how dangerous it is to cut down these forests and how much the planet will lose in terms of biodiversity, but no notice has been taken.
- B: There doesn't seem to be anywhere any longer where the environment remains undamaged, whether it is in the cities, as in picture D, or in the countryside, as in picture C.

b. Suggested Answer Key

- A: *Well, these pictures show a wide range of environmental problems, don't they? Picture A seems to be some kind of a waste pipe spilling a very nasty looking green liquid into the sea or the rivers. Picture B shows a dolphin, I think, so it must be referring to pollution of the sea.*
- B: *And pictures C and D as we have already said concern air pollution and the destruction of the rain forests, or it could be deforestation in general.*
- A: *Hmm. Deforestation is a big problem nowadays, isn't it? The loss of forested areas is affecting climate change and causing disasters such as mudslides and floods which cause thousands of people around the world to lose their lives every year. I don't know what we can do about it though, it's more of a national problem.*
- B: *I don't know, I think it's a worldwide phenomenon which will affect all of us, and so it needs our support. Similarly the protection of the world's oceans is something we should be looking at. We tend to regard the sea as a sort of general rubbish dump. We think that it doesn't matter what we throw into it, it will just disappear without trace and never affect us again.*
- A: *And what about all the varied species that live there? Some types of fish are already on the verge of extinction because of overfishing, and our carelessness is endangering marvellous creatures like the dolphin. Yes, you're right, it's an important area to support.*
- B: *Yes, I think we should focus on those two. Atmospheric pollution is something that people are very much aware of and there is already legislation in place to deal with it. It's a matter of enforcement more than anything else, and while contamination of rivers is very important, again, people in affected areas are very conscious of the dangers and have already formed groups to work out guidelines for factories on the cleaning of their waste products before disposing of them.*
- A: *This also relates to the pollution of the sea though, doesn't it? Whatever goes into the rivers eventually ends up in the sea, so in fact the two are combined. But yes, I take your point, there is already a lot of interest in those two areas and a lot of work is being done to protect the environment in these cases. So that leaves us with contamination of the sea and the fact that many animals living in the sea are endangered on the one hand, and deforestation and the destruction of the rain forests on the other. Which one are we going to help protect?*
- B: *Yes, they're both big issues. On balance, I think I'd recommend we support the campaign to stop the contamination of the sea and to save species such as dolphins. The situation has become very urgent, but there is still time to reverse it.*
- A: *With an educational campaign you mean? Something which makes people understand how important the oceans are to our own survival. After all there has been a lot of publicity about the rain forests and many organisations are involved in trying to save them, while the state of the oceans has not tended to attract much attention.*
- B: *Right, so we've decided to support the issue shown in Picture B.*
- A: *Yes, that's right.*

10 Suggested Answer Key

I recently watched a television documentary which looked at the ways in which we use energy and how our increasing demands for electric power can be met, without causing irreversible damage to the environment. An interesting comparison was made: in manpower terms eleven people would be needed to do the work electrical appliances do for us! The point was that either we change our lives or we find other sources of energy to replace fossil fuels.

The feasibility of using solar power was the first looked at. It seems solar power is already quite advanced and although it is still expensive to install, it does prove cost effective. There are interesting new developments too, which enable you to incorporate the solar panels into the roofing tiles or the windows, avoiding having to fix an ugly panel onto the roof of your house. The second part of the documentary looked at less publicised sources of power, such as wind and wave energy. Both of these are potential sources of a relatively large amount of power and a great deal of research has been done into them. Wind farms are already in existence and attempts are being made to harness wave power with varying amounts of success at the moment.

The documentary was clearly trying to promote use of alternative energy sources through detailed explanations of how energy is generated using these different sources and then looking at existing installations and analyzing how effective they are in meeting the needs of the communities they serve. It was a very persuasive presentation, although I did feel they tended to underplay the amount of research still needed to make the wind sun and sea fully effective sources of power. I was also slightly disturbed by the assumption that only fossil fuels endanger the environment. In fact, it seemed that the construction of wind farms required bulldozing roads through large tracts of previously unspoilt countryside.

However these are minor criticisms compared with the excellence of the programme as a whole and the convincing case it put forward for using alternative sources of energy.

Practice Test

Paper 1 – Reading

Part 1	1	D	6	D	11	C	16	D
	2	B	7	A	12	B	17	A
	3	A	8	C	13	C	18	B
	4	D	9	C	14	A		
	5	C	10	B	15	D		
Part 2	19	C	21	A	23	C	25	C
	20	C	22	D	24	B	26	D
Part 3	27	C	29	E	31	A	33	B
	28	G	30	H	32	F		
Part 4	34	B	36	A	38	D	40	C
	35	B	37	D	39	B		

Paper 2 – Writing**Part 1****1 Suggested Model Answer**

Dear Sir/Madam,

I am writing to express my opposition to the proposed wind farm to be built around Markwell, the town where I live.

My objections are threefold. Firstly, while it is true that we need to generate more electricity and to develop renewable energy sources, Markwell is set in an area of great natural beauty and is visited by a great number of tourists in the course of the year. Establishing a wind farm in this area would ruin the landscape and discourage further tourism. This would deprive those who depend on tourism (and there are many of us here who do) of a living, not to mention the fact that the ordinary resident would no longer be able to enjoy the beauty of the scenery, since the hillsides would be covered with machinery.

On a similar note, there is the potential threat to human health to consider. Wind turbines may be environmentally sound in that they do not produce toxic waste which is emitted into the atmosphere, as the conventional power plants do, but they are undeniably noisy. Surrounding a small community such as ours with such a large number of turbines will mean that residents will be subjected to high levels of noise both day and night. It is an accepted fact that constant noise during the working day can be very damaging, and in our case these negative consequences will be aggravated by lack of sleep, since the turbines do not stop during the night.

Finally, I would like to point out that the electricity which will be generated is not intended for the benefit of our community, but will be used to meet the needs of the capital city. Surely then it is the capital which should suffer the inconvenience and disturbance of having this excessively large number of machines around it?

To conclude, in my view the building of a wind farm in this area would both jeopardise the local tourist industry and have serious consequences for the health and well being of the people living in the immediate vicinity. It would bring advantages only to those people living in the city and should therefore not be built here.

Yours faithfully,
Martin Swinburne

Part 2**2 Suggested Model Answer**

'The Race' is a charming film which gives an interesting glimpse into the lives of the ordinary people living and working in a big city.

It concerns a brother and sister from an impoverished family. The elder, the boy, manages through his own carelessness to lose his sister's only pair of shoes. The two children do not feel able to add to their parents' troubles the burden of buying another pair of shoes and so contrive to keep it a secret while they try to track down the shoes. Luckily they attend school in different shifts, so they manage to share the brother's shoes to go to school. This means, though, that that boy must wait for his sister to get the shoes to him after she has finished school and then run the considerable distance to his own school, if he is not to be late. They do eventually track down the shoes, only to find they have been found by a little girl even poorer than themselves; they do not have the heart to demand them back.

However, there is a happy ending. Constant running to school has turned the little boy into an extremely fast long distance runner. He enters an important race, hoping to win second prize, which is a new pair of running shoes. Unfortunately for him he wins the race to become the school hero, though without the precious shoes! However, it transpires that his father has managed to earn a little money and bought the children new shoes!

The film presents a completely unsentimental view of childhood and manages to present the vulnerability of children to events which, although they may seem small and unimportant to adults are world-shattering to children. At the same time however, the stoicism and endurance of children in the face of adversity is beautifully presented through skilful camerawork and a simple yet thought-provoking script.

This is an insightful film, which draws its success from its ability to evoke memories moments of childhood in every adult. It should not be missed.

3 Suggested Model Answer

Life in the future! Will it be exciting or will it be frightening. That is a question people have asked themselves from time immemorial, but perhaps today, with our advanced technology and our knowledge of what is happening to the environment, our speculations can be a little more accurate than they were in the past.

Firstly, we are likely to be using only renewable energy sources in fifty years time, since we will have run out of fossil fuels by then and nuclear energy plants will have been deemed too dangerous. It is therefore very probable that houses will be built, not as they are now with solar panels jutting from the rooftops, but with the walls and roofs themselves incorporating solar panels. There will of course, no longer be cars and buses running on petrol, but instead all means of transport will be electric and only for group movement. Neither will there be such a thing as the private car any more, that will have been considered far too wasteful of precious resources.

However, far fewer people are likely to be moving around on a daily basis, since commuting to and from work will be a thing of the past. Working people will be based in their own homes, in touch with their colleagues through their computers and activities such as video conferencing will be part of every businessman's daily life. This will mean changes to family life of course, since both parents are likely to be at home all day, so it is very probable that life will become more sociable and less stressful than it is now. There will be more time and inclination for talking to each other and meeting friends. Furthermore, lack of space and enormous population increases will have caused the demise of the private house, and life in large communal buildings, sharing common

facilities like kitchens and living areas to conserve energy will be the norm.

The future looks exciting! New ways of living, helped by technology, will mean a good, fulfilling and interesting life for everyone.

4 Suggested Model Answer

To: Mark Sutton, Head of Leisure Services,
Moulton Council
From: Celia Dawson, Secretary, Moulton Music Society
Subject: Review of Moulton Music Society
Date: March 24, 2002

Introduction

The purpose of this report is to inform the Council and the general public of the music and social activities of the Moulton Music Society over the past six months. The proposed programme for the summer with the view to increasing interest in the group and thus boosting future membership, is outlined.

Music Events

During the last six months the Society has played an active role in the cultural life of the town by organising a programme of musical events for its members, both in the form of regular concerts by local musicians and a series of masterclasses by prominent artistes. One such masterclass conducted by a prominent concert pianist and another by a soloist from the regional opera company were well attended and popularly received. Also, every fortnight students from established music schools have put on lunchtime concerts in the Town Hall and on the first Saturday of each month there have been evening concerts ranging from opera to chamber music in the Civic Centre.

Social Events

Apart from the frequent musical events, the Society has organised excursions with accompanying specialist lecturers to places of interest with connections to the musical world such as Edward Elgar's birthplace, as well as dinners in local restaurants so that the members can get to know each other in a more relaxed and convivial atmosphere. In addition, several evening trips took place to the Royal Albert Hall to see performances by world class musicians.

Future Plans

The Society has the intention of widening its range of activities by planning longer trips and is in the process of arranging one to Bayreuth, Germany to attend the annual festival. In addition, in order to encourage more people to join, the Society has decided to include more popular music in its programme and has booked seats for some of the musicals now running in London's West End. However, the main purpose of the Society will continue to be the promotion of classical music and an open-air concert in the municipal park featuring a major symphony orchestra is being planned for August.

Conclusion

To conclude, it is hoped that this report has created an awareness of the interests and main activities of the Society and that it will result in a larger membership in the coming year.

Paper 3 – Use of English

Part 1	1 gain	6 suggests/indicates	11 tell
	2 into	7 group	12 when/if
	3 not	8 One	13 must
	4 based	9 further	14 round
	5 like	10 why	15 have

Part 2	16 dramatically	21 irrevocable
	17 restless	22 extraordinary
	18 estranged	23 narrative
	19 successful	24 allusions
	20 novelist	25 ponderous

Part 3	26 register	29 flat
	27 shift	30 appearance
	28 hold	31 sharp

Part 4	32 must be trebled (in order) to reach
	33 has called for a ban on illegal
	34 had never heard
	35 has been a significant drop in numbers over
	36 is no limit to the time/how long
Part 5	37 voice was virtually inaudible
	38 should have known better than
	39 remains to be seen

Part 5	40 because viewers can comment on novels or plays that they have never read or seen.
	41 At first hand
	42 The writer began his early programming with a sense of wonder but this now seems somewhat old fashioned.
	43 Television has played a key role in bringing culture to the masses.
44 Both texts suggest that art and culture have been influenced by the advent of television. In the first text it is suggested that TV chat programmes enable viewers to experience and analyse art second-hand. In the second text the writer explains how television encourages new work and brings it to a much wider audience.	

Paper 4 – Listening

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

Part 2	9 beat and spirit	14 20 months
	10 inspiration	15 a blues singer
	11 her stepmother	16 Miss Standing Ovation
	12 programme director	17 a wheelchair
	13 1941	

Part 3	18 C	19 D	20 C	21 B	22 A
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Part 4	23 B	25 J	27 J
	24 A	26 B	28 A

Paper 5 – Speaking (Suggested Answer Key)

Part 1 Students' own answers

Part 2

Stage 1

A: These pictures show different ways of living. The first photograph portrays isolated living conditions whereas the other picture is about a complete contrast, illustrating life in a huge, modern city.

B: Yes, life in the first place would be much calmer as there would be no traffic or noise – except the sounds of passing ships! You would enjoy a stress free life with fresh air and peace while in the built up area inevitably you would be exposed to dangerous levels of pollution and all the tensions of urban life – you know, traffic jams, crime, fumes, overcrowding and so on.

A: On the other hand, cities do provide you with all the facilities you need for a comfortable life. They are a rich source of culture with art galleries, museums and theatres as well as more opportunities for employment and education. Also, you have greater choices in your life. You can decide which shop or doctor to go to rather than there just being one in the area.

B: I agree. That is an important aspect of living in a city.

Stage 2

A: All the pictures show examples of housing in the twentieth century but some are more common than others. For example, pictures 3 and 4 depict modes of life familiar in Europe or the West. We see examples of the kind of house in picture 4 in most suburbs of large towns and the style would represent the early twentieth century. It is the kind of house the affluent professional classes would buy.

B: Yes, we should have a range of houses in the exhibition showing styles from the whole period, not just houses from the latter part of the century. But I do feel that picture 3 is clearly representative of the second half of the century as so many cities were transformed from the style of picture 4 to 3 during this time. Now skyscrapers and concrete tower blocks are the norm in cities and there is no evidence that this will change. We should show how buildings have become higher to accommodate the increasing number of people moving into cities from rural areas.

A: But what about the other two photos? I think they are interesting pictures but they are hardly representative of houses where most people live.

B: OK. Fewer people live in these kinds of dwellings but nevertheless, they are examples of housing in some areas of the world.

A: Perhaps you're right. I suppose picture 2 could be an example of how architecture need not be dull and uniform and how natural materials can still be used in constructing houses. I think this picture shows that individual style was still evident in the previous century. It could be a picture from a tourist brochure as all the houses are well maintained and cared for.

B: And the lighthouse could also be included as an archetype of less conventional housing. However, this photo really is showing a place which is connected with someone's work rather than his choice of housing so maybe this is not suitable for the exhibition.

A: I tend to agree with you as I also feel that this picture shows a lighthouse which was probably built before the twentieth century. I don't feel that this photo adds anything to the theme of the exhibition whereas the rest are good examples of twentieth century style. But how do you envisage homes in the future? I find it hard to speculate on this matter but I believe houses as we know them today will soon be a thing of the past. As populations grow, land becomes more precious and detached housing with gardens will be a luxury very few will be able to afford. Housing will be in the form of multistorey blocks and life will become increasingly

impersonal. I think new building materials will be developed and housing will be built to withstand the natural disasters they are now prey to. We won't see news reports on TV about collapsed houses due to earthquakes and hurricanes.

B: And other things will change. Alternative forms of energy will have to be found as the current resources are drying up. Solar power is only suitable in some areas of the world at the moment but scientists could find ways to harness energy from the sun even in cooler northern climates. Wind power and wave power could become more common, as domestic sources of energy such as electricity become a thing of the past.

A: I also believe that the size of houses will start to shrink as land becomes more valuable and so interior design will concentrate on making the best use of the limited space available. Rooms will have to serve more than one purpose and the days when people had separate studies or guest bedrooms will have gone. Perhaps sitting rooms will double as bedrooms and there will be less space for superfluous decorations like ornaments and paintings.

B: Something that is already happening is the inclusion of helicopter pads on the roofs of multistorey blocks and this will be a compulsory feature of any building in the future. Now they are for the rich but helicopters will replace cars as the usual means of transport in cities. The pads will replace underground parking spaces as basements will become deeper but be needed for living space instead. There will be many changes in housing in the near future but most are only in the minds of inventive people at present.

Part 3

A

Strangely enough, although people seem to be more health conscious these days, they are not, in fact, in my opinion, any healthier. The more we read about health the more obsessed we become with eliminating certain foods from our diets and so face possible deficiencies of minerals and vitamins essential to our well being. There is a fashion now to be tested for allergies to foods in the hope of finding cures for the feelings of lethargy desk bound workers experience. All we do is cut out foods we all need for a balanced diet. We seem to believe that if we remove wheat or dairy produce from our meals then ailments which are maybe hereditary will be miraculously cured. I'm rather sceptical about this obsession with the wonders of certain foods and the ills of others. Now, exercise is a different matter. Some people seem to take exercise to the extreme while others do no exercise whatsoever. We should take some form of exercise every day even if it is a matter of walking up the stairs at the office rather than taking the lift as lack of exercise has been proved to be a contributing cause of heart failure and obesity. But I believe some people's obsession with exercise goes to the extreme. You hear of people attending their local gyms two or three times a day. Some gyms are open twenty four hours a day and what I find hard to believe is that they are busy during the night! I could never contemplate going for a workout after an evening's entertainment but some do to work off the calories they have consumed at dinner. This is taking keeping fit out of all proportion. As far as medication is concerned, again it depends on how you use it. There is no doubt that science has developed many cures for diseases which were killers a century ago and this has been a great breakthrough but many people have the tendency to resort to pills at the drop of a hat and not allow the body's natural resources fight off the infection. The best cure for the common cold, in my opinion, is to stay in bed, rest and drink plenty of liquids as then you can sweat out any infection. However, with all these so called miracle cures for colds on the market, we usually continue to go to work and expect a handful of pills to make us feel better at once. We then wonder why colds linger for weeks. But what I consider to be the biggest misuse of medicine is the current obsession with anti-biotics. Whatever we have wrong with us we turn to

anti-biotics to make us better and with this excessive consumption the real purpose of the pill is negated. If we take them on all occasions, then when we do need something powerful enough to fight a serious disease, our bodies have become immune to their beneficial effects. So, I do support the notion that we are far too obsessed with our health nowadays.

B

I am afraid I can't agree with everything you have said. To my mind, it is not a matter of obsession but common sense to be more aware of the benefits of diet and exercise. We have to face so many health hazards we can have no control over, such as pollution and passive smoking, that we have to be more aware of the things we do have a degree of control over. If we take care of ourselves and avoid eating too much fat, then we can help fight against or minimise the severity of diseases even if they are hereditary. Nevertheless, I do sympathise with your comments on anti-biotics as to me, they are the bane of modern medicine. Or should I say, the way they are currently overused. Correctly administered they are lifesavers and we should all be made to realise the consequences of long term overconsumption.

A & B

- A: I suppose the interest in alternative medicine stems from the dissatisfaction we feel towards conventional treatments. Often these have little effect on us so we turn to other forms of medicine in desperation to find a cure. If you are ill, you are willing to try anything within reason to find a solution to your problems.
- B: Yes, it could come from the fact that some people are disillusioned with modern medicine and are wary of the possible side effects you could experience. Alternative medicine uses more natural products and you probably have more confidence in something you know comes from a plant growing in your garden rather than from a laboratory. However, I do feel that although interest in this field is growing, it is only supported by a certain sector of the public. I think the majority still has more faith in conventional medicine.

B

Scientific and technological advances have certainly made an impact on the world, sometimes good and sometimes bad.

As far as employment is concerned, many people feel that technology has worsened the situation. Computers have replaced many workers in offices and factories and robots are used on assembly lines in the car industry. I suppose employers prefer this as machines do not demand pay rises or go on strike! But technology has also helped to make working practices better. Now secretaries have word processors which save them a lot of time and check out girls do not have the responsibility of calculating the change for supermarket customers as the till dispenses the money automatically, making life easier for the employee. Perhaps this might be considered a negative point as boredom levels could rise and lead to less efficiency in the workplace.

Considering medicine, the invention of X-ray equipment to help detect cancer or dialysis machines to keep patients with damaged kidneys alive can only be positive aspects of technology. It has also helped reduce patient stress in operations as key hole surgery shortens recovery time and causes less pain. And I suppose this helps the economy as costs are lowered in after care facilities. I can't think of any drawbacks of technology in medicine.

It is a different matter with pollution. In my opinion, technology is the biggest creator of pollution, thus making the world a more intolerable place to live. It has helped to make cars cheaper through mass production and with the increased circulation on the roads, levels of carbon monoxide have risen. This is so bad in some places that even historical monuments have been irreparably damaged. Imagine what it

must be doing to us! And huge industrial plants have been built in areas which were once countryside destroying the natural habitats of wild life and species of plant life.

Although there are disadvantages to scientific and technological advances, on the whole, I feel that the benefits are more.

A

I have the same opinions on this subject. However, I would like to add that destruction of the environment by technology need not happen. The governments should enforce stricter guidelines on the sites where new plants can be constructed and impose harsher penalties for factories who do not install filters to reduce poisonous emissions. What I think should be done is to use technology to break down harmful waste and dispose of it in a more ecological manner rather than simply dumping it in rivers, as so many companies do.

A & B

- A: Scientific research is of vital importance in order to find new medicines and to improve the quality of life nowadays but I am totally opposed to conducting experiments on animals. To me this is cruel and unnecessary, especially if the tests are for cosmetic purposes. To subject animals to such torture merely for vanity is unacceptable.
- B: I'm afraid I'm going to have to differ. Although I am an animal lover, I believe that it is better to experiment on animals rather than humans. But what we must endeavour to do is to make sure that the animals are not subjected to inhumane treatment in the laboratories and that the experiments must be carefully monitored by an independent body.

A & B

- A: To my way of thinking, the government should be solely responsible for the health care of the nation. It is a basic right of a citizen to have the security of knowing that if he becomes ill, there will be facilities provided to help his recovery.
- B: But often the economy of a country, even in richer nations, cannot support such a costly policy. It is my firm belief that health care expenses should be graded according to individual circumstances. The poor should be guaranteed free health coverage but the better off should either pay all the costs themselves or at least, partly fund the treatment from their own resources.
- B: For years the richer nations exploited the countries of the Third World, using them to boost their own economies, and so now it is time to repay them and use Western expertise to assist with the problems the less developed nations face.
- A: That is certainly true but the West cannot feel guilty about the past forever. They should assist the poorer countries by providing technical specialists to teach their skills to the Third World citizens so they can become self-sufficient and develop their economies. I don't think giving huge sums of money is the answer as the underdeveloped countries will become dependent on the wealthier nations. Perhaps giving short term, low interest loans would be a solution.
- A: Increasing urbanisation is evident all over the world. Bigger cities give citizens chances to find employment and to enjoy more varied entertainment facilities, such as theatres and restaurants. And education is better. There are libraries and museums to help young people gain more knowledge outside the classroom.

- B: *There are obvious advantages and better health care is one of them. Nevertheless, urbanisation brings problems such as isolation and less communication between people. Also, crime is a much bigger problem in cities than in the countryside and so people feel more vulnerable and less secure.*
- B: *Climatic changes have become more noticeable in recent years. For me, the biggest change is the disappearance of four seasons a year. Spring and autumn seem to last only a matter of days and I miss the gradual change of temperature we used to experience.*
- A: *And the summers are hotter so we have to adapt our homes to cope with this. We have to install air conditioning and change our working hours so that we only have to be occupied in the cooler parts of the day. Above all, we have had to be prepared for natural disasters that only rarely used to happen and in other parts of the world. Who would have thought that we would be facing hurricane force winds and storms in northern Europe on a regular basis?*

Unit 1 – Getting the Message Across

➤ Tapescript for Exercise 4b (p. 7)

Extract 1

Newscaster: ...hit by a catastrophic earthquake on Tuesday. The Global Web Appeal, launched yesterday, has attracted the attention of those members of the global 'surfing' community with a good deal of public spiritedness. In less than 3 hours of being aired, the appeal had clocked up over a quarter of a million visitors, donating an average of four pounds each. By this morning the grand total had more than quadrupled to top the four million mark, and organisers were hopeful that ...

Extract 2

Newscaster: The Commercial Association watchdog group has issued a damning report on customer welfare performance in Internet financial transactions. During a honeymoon period following the inception of the idea some years ago, customers flocked to the e-banks in their thousands to reap the rewards offered in the form of above-average interest rates and 24-hour instant access. What they didn't bargain on was the fact that transactions conducted on-line are subject to network failures, computer crashes and, most importantly, hackers. The report cites dozens of instances where people have lost ...

Extract 3

Newscaster: ... on behalf of the Scottish Miners Association. Barrow-in-Furness inshore rescue volunteers were called upon to aid two fishermen who were stranded 10 miles from the Cumbrian coast. What was unusual about this particular incident was the fact that the distress call did not come as a satellite-transmitted voice message, but in the form of Morse code. Fishermen John McGregor and Harry Malloy of Oxenholme, Cumbria, were surprised by a thunderstorm, which severely damaged their navigational system and their onboard communications electronic transmitter. A Morse radio which hadn't been used in 40 years, and was kept primarily as a dashboard ornament, came in extra handy in their desperate situation. Inshore rescue boats located the distressed vessel just before four in the afternoon ... [fade]

Extract 4

Newscaster: ... an overwhelming majority came out in favour of Bell's invention. The poll, carried out on behalf of the mobile phone industry, found that 3 out of 4 people would prefer to communicate by word of mouth than to sit down at a keyboard and read and write their messages in the cold, lifeless environment of cyberspace. Of those who expressed their preference for phones over e-mails, by far the most common reason cited was that e-mail lacked the personal element that only speech could provide. There are, of course other factors that play a role ... [fade]

➤ Tapescript for Exercise 22a (p. 13)

- 1 **Woman:** Julie Brown speaking.
Man: Hello, Julie – Paul here.
Woman: Oh hi, Paul!
Man: Sorry I couldn't talk earlier – Ian was here with some new figures ...
Woman: Oh, that's OK.

Man: So, what can I do for you?
Woman: Well, it's about the ...

- 2 **Man:** Hello, Kay. It's Bob.
Woman: Hi again.
Man: Listen, about this afternoon ... I'm afraid I can't make it.
Woman: Oh, that's a pity.
Man: Yeah, it turns out I can't leave work early after all. But, look, can we arrange it for tomorrow?
Woman: Sure – same time and place?
- 3 **Woman:** Lowell & Vermont.
Man: Good morning, Helen. Terry here.
Woman: Oh hi, Terry.
Man: Is John in yet?
Woman: I'm afraid he isn't. But he should be coming in any minute now. You want to try him again in 10 minutes?
Man: Actually, I'm going into a meeting, so ...
Woman: Oh – can I take a message, then?
Man: Yes, please. Could you tell him that Terry called from Paris, and the discount we wanted has been arranged.
Woman: OK sure. I'll pass that on for you.
Man: Thanks, Helen.
- 4 **Recording:** [Beep]
Man: Hi, Barry, it's Tom. Listen, something has come up and Tanya can't make it tomorrow. Fred is coming, though, so we can still have the discussion. The other option is to move the meeting to Friday so that we can all be there. Give me a ring when you get a chance, so that I know what you want to do. It's two thirty now. I'll be at work for another couple of hours. After that you can reach me on my mobile. Cheers.
- 5 **Receptionist:** Good afternoon. Clair de Lune – how may I help you?
Woman: Oh yes, good afternoon. I'm phoning on behalf of Maria Clarkson, of Clarkson Enterprises, and I would like to enquire whether you have a table available for a party of five for this evening.
Receptionist: What time would Ms Clarkson and her party be joining us?
Woman: Eight thirty would be fine.
Receptionist: If you could just hold for one minute while I check reservations, and I'll be with you in a moment.
Woman: Oh, certainly.
(muzak)
Receptionist: Yes, it appears there has been a cancellation and our finest table will be available for eight-thirty this evening.
Woman: Oh, that's lovely. Thank you so much.
Receptionist: My pleasure. Goodbye.
Woman: Goodbye.

➤ Tapescript for Exercise 25b (p. 14)

Harry: Well, what did you think?
Sandra: Well, two very different candidates really, weren't they?
Harry: Yes, yes ... I mean, no problem with either's academic record ...
Sandra: No – very good degrees, both of them.
Harry: So, what did you think?
Sandra: Umm. Well, I was more impressed by Michelle, to tell you the truth. Weren't you?
Harry: Really? That's interesting.
Sandra: Did you think that Allyson ...
Harry: Well, Allyson is obviously a quieter person, if that's what you mean.

Sandra: She is quieter, yes, but she's obviously less confident, too. I mean, it's little things, like her handshake.

Harry: What about it?

Sandra: Well, you know, really limp and hesitant. And then she kept picking at her ring all the time. She was extremely nervous.

Harry: Well ...

Sandra: And she couldn't look either of us in the eye. I don't know. Great CV, great qualifications, but total lack of confidence. Michelle looked more the part, in my view – nice pin-striped suit.

Harry: Well yes, she was more appropriately dressed ...

Sandra: And not just the clothes. Good posture. Alert and interested. Seemed to be taking everything in.

Harry: I just don't feel that rejecting a candidate simply because they're a bit nervous is the fair thing, that's all ...

Sandra: Well, how do we choose then, given that their qualifications are almost identical?

Harry: Well, Allyson is a more experienced computer programmer.

Sandra: Is she? Let's have a look ... [shuffling paper] Oh, come on, Harry!

Harry: Well, she *is* more experienced.

Sandra: By three months! Allyson started work as a programmer in October 97, and Michelle in January 98. Not much of a difference.

Harry: Well, yes, but there *is* a difference.

Sandra: Not enough of a difference. And anyway, did you see the way she kept looking away when we were talking to her? It almost makes me feel that she was ... I don't know, being deceptive or something.

Harry: Well, maybe she was a bit intimidated by the whole setup ... Quiet people are usually quite brilliant, you know.

Sandra: Well, as I said, what else have we got to base our decision on?

Harry: Okay, look, can we discuss this again after lunch?

Sandra: Need some time to think?

Harry: I think so.

Sandra: Okay.

➤ Tapescript for Exercise 27a (p. 14)

Presenter: Few people are aware of what is referred to, in psychology circles, as impression management – the science of reacting in the right way to someone's body language – and even fewer people realise how extremely useful recognising and exploiting body language can be. To enlighten us, we have with us today behavioural psychologist, Sidney Parr. Mr Parr, thanks for coming.

Man: My pleasure, Pete. If I could just comment on something you just said? You were correct in saying that it is a rare individual indeed who is aware that he is making an impression before he has even opened his mouth. The reason for this oversight is that most people tend to think of communication as verbal language only.

Presenter: So, you're saying that we communicate in other ways as well?

Man: Exactly. I'm talking about body language. Body language, the way one stands, sits and moves, speaks non-verbal volumes about a person. To begin, let's take posture. Now, a person who is adopting what we call an open posture stands fully facing his audience. His arms hang loosely at his sides and the palms of his hands are clearly visible. Both feet are planted firmly on the ground and he holds himself erect. An individual who maintains this body posturing is sending out positive signals. He is silently indicating that he is open to what the other party is saying. He is relaxed about, and interested in, the other person.

Presenter: Wow – you've got me thinking about my last few conversations. What does it mean if a person seems kind of ...

well, you know, closed in on himself?

Man: You're talking about a closed posture. A person with a closed posture stands with his arms folded, or even wrapped about his torso. His hands are hidden from view and he is partially turned away from his audience. If he is sitting, his legs are crossed. Perhaps he is slightly hunched over. Bad impression management. This type of stance signals 'I don't want to be here' and that they are on the defensive. They feel uncomfortable and they are expecting some sort of attack, most likely verbal. Not particularly conducive for making a good first impression, right?

Presenter: Too right. So does the actual conversation mean anything, or does your body language do all the talking?

Man: Well, let's go one step further and see what body language shows about an ongoing conversation. You've just said something. Your listener is leaning forward and looking directly at you. Good time for you to ask for a favour or a date. Why, you might ask? Well, because this person is open to what you just said. They are actively listening to you and they are readying themselves to respond in a positive manner.

Presenter: What if they aren't particularly impressed with you?

Man: Let's put it this way – you'll know when it's not the right time to ask for that loan or raise if the person you're engaged in conversation with appears to be leaning away from you, or is staring at some imaginary spot on the ceiling. This person is not accepting, or even listening to what you have to say. At times like this, it's best for you to either be quiet for a moment, step back a bit, or politely end the conversation and leave.

Presenter: I think you'd have to be pretty insensitive if you missed getting that message!

Man: I know all this must seem perfectly obvious, but surprisingly it isn't. At least that's what we have found when doing research under test conditions. People are not reading other people's unspoken messages, and they are not exploiting their own body language to communicate productively.

➤ Tapescript for Exercise 28b (p. 15)

Interviewer: Now, most of us have heard of Esperanto and know that it is a planned language that was intended to be used between people from differing language backgrounds. Speaking for myself, that is really all I know about it. Here to shed some more light on the subject is Stan Riggs, a leading expert on Esperanto. Stan, why don't you begin by telling us who was behind this fascinating linguistic phenomenon?

Man: That sounds like as good a place to start as any. Well, Esperanto was developed over a two-year period sometime between 1877 and 1885 by a Polish doctor called L L Zamenhof. Now, Zamenhof grew up in a multi-lingual society and he was convinced that a common language would be necessary to put an end to many of the problems that lead to international rivalry and conflict. He rejected the major languages of his day because they were difficult to learn and would give their native speakers an advantage over non-native speakers. He also rejected the two 'dead' languages he was familiar with – Latin and Greek – because they were even more complicated and unwieldy than the major modern languages. Amazingly, he began work on his planned language when he was only a junior in high school, but he eventually published the first textbook on Esperanto in 1887, when he was newly married and just starting out as a doctor.

Interviewer: Obviously a very bright lad. Do we know where the actual name, Esperanto, came from?

Man: Indeed we do. The word, which in Esperanto means 'a person who is hoping', was adopted as a pseudonym by Zamenhof for his first book. It was gradually adopted in popular parlance as being the name of the language itself.

Interviewer: Very apt. Aside from Esperanto, are there any other so-called 'constructed' languages?

Man: Believe it or not, there are at least a thousand of them. The most successful of these is probably Bahasa Indonesian, which was developed by a Dutch linguist in the 1920s and is still spoken today by around eighty million people in the Republic of Indonesia. Two of the better-known constructed languages in this country are JR Tolkien's elvish tongues from *The Lord of the Rings* and Klingon, used as background material in the more recent *Star Trek* movies and the television series *Star Trek: The Next Generation*. But of the various planned languages which have been developed over the years for international use, the best known would have to be Esperanto.

Interviewer: In your opinion, is Esperanto superior to other planned languages, or other languages in general?

Man: Well, linguistically speaking, Esperanto is neither superior nor inferior to any unplanned language; whether it's superior or inferior to other planned languages is open to debate. Speaking from personal experience, for an English speaker, Esperanto is perhaps five times as easy to learn as Spanish, ten times as easy as Russian, and considerably easier than Chinese.

Interviewer: If it's that easy to learn, maybe I'll start taking lessons.

Man: You should give it a try.

Interviewer: We're going to take a short break now, and afterwards there will be ... [fade]

➤ Tapescript for Exercise 29d (p. 15)

Interlocutor: Now I'd like you to talk about something together. Here are some pictures on the theme of communication.

First of all, please look at pictures A and D and talk together about how the people in the pictures might feel, and what might have made them feel this way. I'd like you to talk for about a minute on this, so if I stop you, please don't worry.

A: Shall we start with picture A? They look really amused don't they?

B: Yes, they do. I wonder what made them laugh so much?

A: It's difficult to say for sure, but it looks as though someone else, I mean a third person that we can't see in the picture, may have just told them a really good joke, and these two people are reacting to it.

B: Oh yes, that's a possibility. Or else they might be a married couple, mightn't they? I can't be positive, but they might have young children, and you know how young children sometimes come out with strange things, well one of their children might have just said something really hilarious, and that might have just set them off laughing. Anyway, let's move on to picture D now. Ah, aren't they sweet!

A: Yes, aren't they! And they obviously feel at ease, and happy, and warm and affectionate towards each other. Look at the way the little boy's cuddling the girl!

B: I can't say for certain, but I think they're just posing, for the picture I mean. What do you think?

A: Well, it's hard to tell from the picture, but they could be. Yes, their dad might be taking a photo of them, that's assuming they're brother and sister of course, and he might have asked them to cuddle each other like this, just for the photo.

Interlocutor: Thank you. Now, I'd like you to look at all the pictures. Imagine that they come from a photographic exhibition entitled 'Talk is good for the soul'. Together, decide on the two pictures which best exemplify the importance of being able to talk to loved ones. Then suggest two other photographs which you would like to have seen at the exhibition.

Please talk about this for about three minutes.

A: Talk is good for the soul ... mm, well, I'm sure everyone would agree, on the whole, that talking is beneficial to us in all kinds of situations.

B: Oh yes, and especially to loved ones, to family, and close friends. Now let's look at these pictures.

A: Right, well, all the pictures are interesting, but the first one gives a stronger idea of communication, so shall we start with that one? In a way this is the most obviously relevant picture, as far as I can see. Because this couple definitely illustrate the benefits of talking, I mean look at them, they're relaxed, they're laughing, they seem to have a kind of mutual understanding ...

B: Yes, and especially when you think of the difficulties that do so often arise between married couples, which, if not discussed, can really poison a relationship. Whereas somehow talking about things, and even better laughing about things together, as this couple are doing, allows feelings to come out into the open, and so you can clear the air, and sort things out.

A: Yes, and so they've got very healthy souls!

B: Exactly! Now let's think about the second picture. Personally, I fail to see the point of picture B, at least in the context of this particular exhibition. I mean there's no talking in it, this woman is completely alone, in a rather bare and unfriendly-looking office. But perhaps its purpose is to show some kind of contrast, to show the isolation that comes from being on your own without anyone to talk to.

A: And the interesting thing is that this woman looks as if she's quite successful at work, but she's got a rather uncertain, nervous expression, and that could be showing us, for example, how professional success is all very well, but without friends and family to talk to you can never be happy.

B: Yes. And in a way picture C is quite similar, because although it shows a family situation, a mother and her daughter, there isn't actually any talking going on between them. I mean the mother is talking to someone on the phone, but not to her child, and that's clearly why the child is so bored, and impatient, waiting for her mum to pay her some attention.

A: True, but in my opinion this picture doesn't show the negative effects of a lack of communication quite as clearly as Picture B.

B: Well, shall we go on to the last picture now, and more little children! Of course, we talked about this picture before, didn't we, and I suppose it's another illustration of good, healthy communication with loved ones, isn't it.

A: Yes, I suppose so, but it's perhaps not as relevant as the first one, as you can't actually see any evidence of these children talking to each other. For young kids, playing together tends to be more important than discussing things ...

B: Mmm, that's true. So, I think we've agreed, haven't we, that of all the pictures, picture A is by far the best to show the beneficial side of talking to people we love.

A: Yes, and as far as I'm concerned, Picture B is the other one that exemplifies really well the negative effects of a lack of communication.

B: Yes, I agree with that. So we've chosen Pictures A and B. Now, what about two more pictures to add to the exhibition.

A: Perhaps if there were also a picture showing a group, maybe a family group, with the parents, children of different ages, maybe even the grandparents too; and they would be in the garden having a barbecue party, and there'd be lots of different conversations going on and they'd all be smiling and laughing and generally having a good time. And that would be a good example of talking to people within the family, showing what a joyful and relaxed atmosphere can be created by good communication.

B: Mmm. And I'd like to see a picture that shows how talking can help us to solve problems. For example, a picture showing a teenage girl perhaps, looking rather worried about

something and confiding in her mother, who would have a fairly serious but sympathetic expression, and look as if she was giving helpful advice; that would illustrate the importance of talking to loved ones in times of trouble, and so visitors to the exhibition would understand that talking isn't just about laughing and joking and having fun, but is also useful in more serious contexts.

Unit 2 – The Happiest Days of your Life?

➤ Tapescript for Exercise 4 (p. 27)

Mark, 33, engineer

The college I went to was a big place, smack bang in the middle of Birmingham. I had this one teacher, Mr Alistair Wood, whom I worshipped. The subject he taught was considered to be sort of marginal, if you know what I mean – technical drawing. But this man was really captivating. It wouldn't have mattered what the subject was, because, apart from teaching us technical drawing, he was teaching us to learn from every experience in life.

It has been said that education enables one to earn more than an educator but, to tell you the truth, having been inspired by that teacher all those years ago has given me a lot more than earning power. It's empowered me to be able to really understand what goes on around me day after day ...

Jim, 40, retired footballer

I really shouldn't moan – I've had a great time playing football. I went to places, met people, most of all I did what I loved doing for over 20 years. But I left school with a handful of O-levels, and then one day I woke up and I wasn't playing football any more. Thankfully, I was earning, since the club kept me on as a youth team coach. But I didn't feel right – I didn't feel in a position to help those kids develop as people, and I thought that, as someone 20 years older than them, that should be part of my job. So I took a BA in sociology. The difference it made to me is that I feel more comfortable with whatever I'm doing now. Some people might feel differently – I don't know. I just felt that I couldn't go on working without furthering my education.

Claire, 51, university lecturer

Back in the 15th century, a chap called Comenius – the first person to treat education in a scientific way – said 'he who teaches, learns'. Now, upon first reading that when I started out as a young teacher, more years ago than I care to remember, I didn't really grasp what he meant. But now that I've had so many students pass through my hands, I've started to appreciate what I myself have gained in terms of knowledge from my profession. Taking up the gauntlet and making the decision to become a teacher was my first step towards becoming an active citizen – having a direct impact on shaping my world, and at the same time laying the foundations of the world of the next generation. It is a transforming experience, and I wouldn't have swapped it for anything.

➤ Tapescript for Exercise 14a (p. 31)

Good morning, everyone. Firstly, let me say thank you to you all for volunteering and making time to show the new arrivals around the campus. I have called you all here to tell you about the information the University Administration would like you to pass on to the freshers. If any of you have any questions, I'd be grateful if you would save them until the end, so that I can deal with them all together.

Now, as soon as each student has completed registration he or she will be assigned an Adviser of Studies. The role of the adviser is to deal with any questions the students may have regarding their academic work. You all know how concerned people get about things during the first couple of weeks at Uni.

Okay, let me move on to tuition fees – these can be paid over the course of the term in four equal instalments. The Bursar's office is in the same place as it's always been – the Administration building.

Next, tell those who are living on campus that during the first couple of weeks of term there is likely to be more noise being made than usual. More than likely they will be the ones making it, but for those who find that the noise level is not conducive to study, there are several study booths on campus that can be used outside of normal library opening hours. And while I'm on the subject of rooms, the allocation of rooms in the Halls of Residence has already been finalised and, apart from one or two exceptional cases, cannot be changed – unless the person who wants to change can find another person who is willing to swap.

Right, now on to the library. The library is only for fully-registered students. This means that everyone *must* have been processed through the registry and been issued with a library card before they can take any books out. Oh, and I should also have mentioned that, as you know, every student automatically becomes a member of the Students' Union upon registration.

I think that about covers all the points I wanted to mention for the moment. Incidentally, you could just mention the various places in town that have special rates for students. There's a list of these establishments on notice board 6 in the main library.

Oh, sorry – I've just remembered one of the basic things that almost everyone asks. The bus stop, as you know, is behind the School of Arts, but there are plans to have it moved round the corner, outside the main library, which will be more practical in bad weather. It might be worth mentioning that the medical centre is over near Geddes Court, just in case anyone needs to see the doctor.

➤ Tapescript for Exercise 23 a (p. 33)

Chair: Now, included in the minutes from last month's meeting is a proposal regarding the establishment of a membership fee for library privileges. The proposal was made on the grounds that the fees would be directed back into the library to allow for the purchase of more titles and to generally improve the way the library functions. The floor is now open for any comments regarding the matter, so ... Yes – Professor Downing.

Professor Downing: Let me say, first of all, that I am in favour of the proposal. As we are all aware, when individuals have a vested interest in something they take more responsibility for it. I don't feel I'm being unfair in saying that many students see the campus library and its contents as their given right, as opposed to the privilege which it actually is. As a result of this erroneous supposition, books and other source materials are often never returned, returned well after the due date, or returned in such a sorry state they are of no further use to anybody. If students realise that their library fees are going towards the purchase price of reference materials and the like, then perhaps books will be returned on time and in their original condition.

Student 1: If I may, Professor – I'm afraid I have to differ with you. Firstly, I think your accusations are a bit exaggerated. There are always a few bad apples. However, I feel that the majority of library users respect the library and its property, and act accordingly. I would also like to point out that, as you so sarcastically put it, the library *is* indeed the 'given right' of the

student body. At the price that we pay for tuition every year, it's only fair that the use of the library be included in the annual fees we pay to attend the university. Why should we have to pay twice to use the library?

Student 2: I second that. I have very strong reservations about the whole idea, even if the money is going to be used to make the library more complete. Personally, as things are right now, I'm barely getting by on the shoestring budget that I have at my disposal. If I were forced to pay an additional fee, one which I had not been expecting, then I would either have to get a second part time job, or ...

Professor Downing: Oh, come on, Robert! We're talking about an annual subscription which is probably less than what the average student spends in the pub every other day!

Student 2: ... Or, as I was saying, I would have to further burden my parents for the money. I do *not* frequent the pub, Professor. But I think I'm speaking for a lot of students when I say that, if this membership fee issue goes through, I will start using the city library, even though it is at least a half-hour's walk from the campus. As it is, my study time is severely limited, but I refuse ...

Professor Downing: Hang on a minute! I just don't see the logic behind your using the city library. Their subscription fee is three times what this committee has suggested!

Chair: Order, please. Let's all calm down.

Professor King: Robert, I do sympathise with you and those students who are in a similar plight. However, we are not talking about a huge amount of money here. Something which must be borne in mind is that the fee would be nominal – no more than £20 annually. And if one takes into consideration the fact that profits from the memberships could go towards purchasing sorely-needed essentials such as photocopiers, scanners, printers, etc ... well, then I feel that there's much to be gained from such a move. What's your feeling about that?

Student 2: It's not fair to be asking us to pay, Professor King, that's all I'm saying.

Professor Downing: Not everything in life is free, Robert.

Student 2: Professor, please don't patronise me.

Chair: All right, all right, I think it'd be best if we just went to a vote now ...

➤ Tapescript for Exercise 25 b (p. 34)

Interviewer: Today we're talking about the highly controversial subject of home schooling. In the studio are Tina Hobbes, author of *DIY Education*, and David Price, a retired secondary school teacher. Welcome to the show. Tina, teaching children at home is becoming more and more commonplace. Why do you think so many parents are opting to keep their children out of the school system?

Tina: Well, Ben, I think basically parents want more control ... more input into what their children are learning in today's very complex world. By teaching them at home, they know first hand what their children are experiencing, both academically and socially, and they can decide on what form that experience will take.

David: In the home, yes – but these children do venture out of the house from time to time, and they aren't always going to be chaperoned and shepherded by their well-meaning parents. There will come a time when they emerge from their cocooned environment, and they are sure to encounter something which they will then have absolutely no idea how to handle.

Tina: David, 'well-meaning' is the key word here. These parents want to help their children. And protect them, too. They are not isolating them from the world, they're acting as a sort of a ... a guard against the negative elements which abound in it. And they honestly feel that they can provide a better environment for

their children than the average school can. What with delinquency, teacher-student ratios ...

David: Of *course* parents do what they do because they believe it is beneficial for their children ... and yes, it goes without saying that reduced educational funding means too many students per classroom – but I still can *not* accept this as adequate reason to take them out of a real-world situation and force them into a situation where they have no chance to socialise or ...

Tina: Not *that* old fallacy, please! Why does everybody think that if a child doesn't put in an eight-hour school day they are not going to have ample opportunities to make and maintain friendships? Parents who choose home schooling are only too well aware of the importance of children developing good social skills, and they make a conscious effort to set up play-dates for their kids, arrange group outings, enrol them in extra-curricular activities, and so on.

David: But again, these periods of socialisation are somehow false ... not real. They have been set up ... staged, if you like. It isn't going to be like that when these young people become adults. They'll have to meet people on their own, make their own way.

Tina: That's all very true, but statistics show that children with a background in home schooling do just fine. Nothing ...

David: Sorry, Tina. What statistics are you referring to? Is it not true that even the most detailed demographic picture of home educators to date was based on a survey with a response rate of a mere 25%?

Tina: The reason for the insufficient number of responses speaks volumes about how intrusive the government can be. Home schoolers do not want – or need – any outside assistance or intrusion. Filling out questionnaires to supply information to government and judicial committees is not exactly their cup of tea. Statistics aside, the high level of education they receive at home is evident in the fact that more and more colleges are not only accepting, but wooing home-schooled students.

David: Perhaps ... but once again, it is still far too soon to see how these children will fare as adults.

Tina: Maybe, but I'm quite sure that time will bear out the successful results we've been seeing so far.

➤ Tapescript for Exercise 26 b (p. 34)

Interviewer: Every day we hear about new technological advances – mobile phones that tell us where the caller is, or smart houses – even smart clothes! – and those of you that use the Internet may already be familiar with e-books. We have award-winning novelist Jonathan Keene with us in the studio today. Jonathan, can you tell us more?

JK: Well, I can tell you what an e-book is – it's a whole book reproduced on the Net, which you either download and read, or, if you're lucky, you have a portable reading device, like a mini-computer screen, and you read from there.

Interviewer: As a writer of fiction, how do you feel about this kind of technology, Jonathan?

JK: I'm afraid I have to say that I can't stand it! It takes all the excitement out of reading. At the moment, reading an e-book means choosing from a list selected by the publishers. In a bookshop, *you* choose. And then how do you make that choice? You look at the jacket – it's got a cover design that attracts you, you might like the colours, for instance ... well, then you open the book ... you read what it says about the author on the inside, or read about the book itself, or what the critics have said ... you turn the pages, you read a line here, a paragraph there, you browse ... you may meet a friend and talk ... that's what reading's all about, isn't it? Now, just compare that experience with reading some pages downloaded from your PC!

Interviewer: Sorry to break in, Jonathan, but don't e-books give writers the opportunity to avoid going through publishers? Isn't it going to make more books available to us at a much lower price?
JK: Well, yes and no. First of all, most publishers won't allow that to happen, and secondly, even if they did, the Net would be flooded with writing and it would be impossible for the average reader to find a good read. In addition, the technology involved isn't fully developed yet, and portable reading devices are very expensive. What publishers and authors are expecting people to do at the moment is to download a whole book, or an instalment, from the Web ... and that's where, for me, the whole disadvantage in e-books lies. As I said before, the *appearance* of a book is part of the experience of reading it. Think of the bedtime story for children, for example. A child wants to touch the book, to turn the pages, to look at the brightly coloured illustrations and to colour them in or add more pictures. Or throw the book down if he wants to. A pile of computer printouts just doesn't have the same magic. If we are concerned about literacy levels and we want to get children reading, we need to make reading attractive on all levels ... and the materials must be cheap and durable.

Books are not just storybooks, either. What about schoolbooks? Not all children have the financial means to equip themselves with portable reading devices, or even PCs. If we didn't have traditional books, thousands of children would have no access to education.

Or gifts. Many books are given as special gifts ... some of them are very beautifully presented editions on art, architecture or travel, which people use as decorative objects in their homes, and pick up now and again to look through. However good the graphics, an e-book can't serve the same purpose.

Or reference books. There are many reference works available online – and to be frank, I think that this is where e-books work best – but still, when you look something up in a real book you always tend to read other items around the one you have searched for, so you learn more. Online, you go straight into the information you have requested and nothing more.

What I really feel is that e-books only serve one purpose – that is, providing information – while the traditional book does that *and* much more ... it's part of a social occasion. Paperbacks are light, cheap and convenient to carry around with us. E-books, on the other hand, are difficult to handle and aren't available to everyone. And for the time being, it requires expensive equipment to be able to access them.

➤ Tapescript for Exercise 27a (p. 34)

Woman: Timed examinations discriminate against intelligent students who are absorbed in their subject, and favour canny students who concentrate on learning how to pass exams. They promote the fluent and glib over the deep and thoughtful, the single-minded over the many-faceted. All are forced into a linear grading system that cannot, by definition, do justice to the different kinds of intellectual aptitude that students – and people in general – possess. Two weeks of non-stop examinations after three or four years of study represent a sudden change of pace, a stressful and disconcerting episode that stimulates some while others are disoriented and defeated.

And that's my point. Exams are arbitrary, stressful and unfair – just like life. Students, welcome to the world! How you respond to the stress of examinations can reveal more about you than a dozen dissertations ... whether you stay up all night revising and fall asleep in the examination hall, whether you make yourself ill with worry and take your exams in hospital, or whether you resign yourself to fate and just cope.

➤ Tapescript for Exercise 28 a (p. 35)

Louise: Hullo, Chris. You're looking a bit tired – what have you been up to?

Chris: Well, I *am* tired, actually. I've started going to evening classes three times a week, and ...

Louise: Evening classes! But Chris, how can you manage? You already have to put in a lot of overtime at work as it is, without taking up a hobby as well!

Chris: Well, it's not exactly a hobby. I'm doing my Higher Accounting Diploma. And it's quite a lot of extra work, but ... well, you know I don't like my job, and I've been looking for another one, but everyone wants the Higher Diploma ... so I decided that, if I was ever going to get anywhere, I'd better get on and pass a few exams.

Louise: Well, good for you! I don't think I'd have the courage to take on any more work at this stage in my life.

Chris: I *have* to. If I don't, I'll be stuck in the same dead-end job for the rest of my life. And actually I quite enjoy it. The other people doing the course are really friendly and nice, and the teachers are excellent – no comparison with school. I really feel I'm benefiting. I thought I might do a foreign language when I finish this, and then I'll be *really* well qualified!

➤ Tapescript for Exercise 29 a (p. 35)

Why is it that we consider mathematics and sciences important, but not music or art? These are equally important in forming one's personality, and are also areas that children take to very easily and unselfconsciously, unlike adults. Young children are expressive and uninhibited, and music, drama and painting can help them express what they don't yet have the words for.

Let me give you some examples: a child can express its fears through painting a picture, or can reveal problems through acting out situations. This innate creativity in children is so easily developed through the performing arts, and can then lead into other areas, like language development, even science and mathematical skills.

But if a child is to develop its creative side, it must be encouraged from an early age – and that means that there should be ample opportunity for creative expression and freedom to try new things, rather than simply imitating what was done in the past. Every single activity, from a sport to working in an office, requires some form of creative thought and expression – the ability to react, change direction and invent.

➤ Tapescript for Exercise 30 a (p. 35)

I don't think children today realise quite how lucky they are! Yes, I know there are valid complaints to make, but just compare the freedom they have nowadays with what things were like in the past. What about school six days a week? How would they have liked *that*? No going out after school, of course ... no meeting your friends at a fast food outlet. Not that there were any. Well, we weren't given the money, anyway, not like now! Or the discipline! We weren't allowed to do anything – there seemed to be hundreds of rules and any transgression meant a beating, probably at home as well as at school.

Now parents discuss everything with their children. In our day, if my father said 'No', that was that – his word was law. And the uniforms! I still shudder when I think of mine. It was green, yellow and brown. Ugh! The summer version was particularly nasty – in my case, a rather long, skimpy, green and white checked dress. My friends said I looked like a limp lettuce leaf in it. What I wouldn't have done for the jeans and T-shirts they all wear now ...

➤ Tapescript for Exercise 31c (p. 35)

Interlocutor: In this part of the test I'd like you each to talk on your own for about two minutes. You should listen to what your partner says because I'll ask you to comment afterwards. Celeste, I'm going to show you a card. There is a question written on the card and I'd like you to give us your opinions. There are some ideas on the card and you can use them if you want to. So, here is your card Celeste, and here is a copy for you to look at, Marco. Don't forget Celeste, you have about two minutes to talk before we join in. Would you like to start?

Celeste: Well, naturally schools should offer all students 'education', I mean in the old traditional sense of learning various subjects and skills ... but of course any modern educational system recognizes that schools should offer you a lot more than that. School doesn't just prepare you for the academic side of life anyway, it prepares you for adult life in general, or at least that's what it should do. Preparing for life at work is a good example. Obviously, schools are obliged to provide children with the chance to learn the skills and qualifications needed to get a job, but this also means learning to get along with other people, accepting responsibility, having good work habits, things like that. It's just as important for schools to make sure that children are competent here, as it is to ensure that they should be able to pass exams.

It's the same when it comes to many other things adults need in their daily lives – awareness of social issues, moral values, tolerance and so on. Some people say schools should leave this kind of teaching up to the family, but I disagree. Most parents don't have the time or the talent to teach something effectively, but teaching is what schools are there for. And I think it's especially true for teenagers, who don't accept parental guidance nearly as much as younger children do; teenagers usually look to their friends. They don't like to admit their own doubts and fears to each other either, so schools, or at any rate school psychologists or sympathetic teachers, should try to help adolescents deal with all the emotional problems they are bound to go through. After all they are the most well-equipped to do it. They are outside the family; parents inevitably clash with their children over a variety of different issues. Teachers focus only on the educational side of things and whatever may be interfering with that. There is no emotional involvement so they should be able to stand back and look at problems dispassionately, which parents of course, being much more personally involved, can't do.

So, yes there are a lot of things that schools should offer teenagers apart from a traditional education, and in fact, I think that most schools do try to do this.

Interlocutor: Thank you. Is there anything you'd like to add to that, Marco?

Marco: Yes, well, I'm not too sure whether I'd entirely agree that most schools offer these things. I think some schools do, but most of the others concentrate only on traditional education. The old idea of pastoral care, or the school actually having some responsibility for the emotional development of the children in their care, seems to be disappearing.

Interlocutor: Thank you.

➤ Tapescript for Exercise 31f (p. 35)

Interlocutor: Now Marco, I'm going to give you your question. So, here is your card and a copy for you, Celeste. Don't forget, Marco, that you have about two minutes to give us your opinions. There are some ideas on the card and you can use them if you want to. Right. Would you like to begin now?

Marco: The first quality I would look for in a friend is loyalty. There are a lot of people who I am happy to spend time with but, if I am to look upon someone as a true friend, they have to be loyal. Being loyal doesn't mean that they stay friends with you no matter how badly you treat them, either – it's a two-way arrangement, and you have to be loyal to them, too. Someone I count as a true friend would never repeat something I told him in confidence. I would have to feel a hundred percent secure in the knowledge that what we discussed would go no further. I don't find it easy to talk about problems and I'd feel abused if I found out that what I said was not handled with discretion.

Being a good listener is also important and, again, it has to work both ways. There are times when you might be called upon to listen to your friend's problems, when you feel that you have problems enough of your own. So the ability to recognise that somebody needs to get something off their chest is important. It's not a true friendship if one person is always doing the talking while the other one listens and advises. That's just abusing people.

I think it goes without saying that I wouldn't be friends for long with someone who was selfish. But there are times in our lives when we are all a bit selfish, so a little bit of flexibility might be called for. If it happens too often, it might be time to cool things off a bit. Anyway, I think it's probably unrealistic to expect a friend to be totally unselfish, if by that we mean they should always put our interests before their own. People can't do that, and while I suppose that considering yourself as someone's friend means that there's a tacit agreement not to betray each other, there is always a selfish element in any relationship. I mean, you think your friend can do something for you, cheer you up because he's amusing, for instance, and he thinks you can do something for him. It's reciprocal and not necessarily a bad thing.

Interlocutor: Thank you.

What do you think, Celeste?

Celeste: I'd go along with what Marco has said, but I'd like to say as well that I think people's expectations of friendship are far too high on the whole. No friend is going to be absolutely perfect, and friendships are like any other relationship, they have their ups and downs, so I think we have to accept imperfections in our friends.

Interlocutor: Thank you.

➤ Tapescript for Sample Interview – Ex. 31g (1 & 2) (p. 35)

Interlocutor: Now, to finish off we're going to talk about modern life in general.

What constitutes quality leisure time?

Celeste: For me, quality leisure time is when you spend time relaxing and having fun with your friends or with your family, I suppose. Although often going out with your friends can be more fun and make you feel better-equipped to deal with lessons on Monday, for example. This can sometimes mean just wasting time, sitting around while everyone tries to agree about what to do. Then it's definitely not quality leisure time because you end up feeling bored and frustrated. I think I'd tend to say that it's better to treat leisure time like work time, that is, plan beforehand to exploit it to the full. So, while I enjoy going out with friends, I think there has to be a purpose behind our outings, whether its going to a film or on a short trip somewhere, in order to get the most out of free time.

Marco: But it might differ from person to person ... I mean, I spend a lot of my working day with other people, so I find that the best way to relax is on my own, listening to music or watching a video, or getting on with a hobby. When I've had a very busy day I find that being with a lot of other people makes me more on edge. I need quiet time, to unwind and recharge my batteries and build up some energy for the

following day by doing something completely different from what I've spent the rest of the day doing.

Celeste: You can't really objectively define quality leisure time can you? Different people have different ideas about it. It's a matter of individual taste

Interlocutor: What can be done about the problem of unemployment?

Marco: What can be done to fight unemployment? Well, to start with by improving the educational system, I suppose. That's the obvious answer. It would be an enormous help if the government could somehow make sure that people leave school with the right qualifications to fit into the job market, after all, there are plenty of jobs to be taken out there and not enough people with the right background. People in the computer industry, for instance, are always complaining that there are simply not enough sufficiently skilled applicants for the posts they need to fill. The root of the problem is probably to be found in schools, which haven't really moved with the times, so it's the educational system we should be looking at.

Celeste: True enough, but don't forget that the computer industry is only one area of the market. I think unemployment is selective. There are areas where people are desperate to find skilled personnel, and others where there are no jobs at all. The government needs to step in and create more jobs where necessary, after all, not everyone can be computer specialists or investment analysts, which seem to be the jobs with the most demand at the moment. There are too many cutbacks these days too, and by cutting a few jobs you can deprive a whole community of its livelihood. The government needs to look on job creation as an investment, from which it will reap benefits not only in the form of taxes but in increased prosperity for the country as a whole.

Marco: You mean more jobs would give a larger share of the pie to everyone. That would be the ideal situation, of course.

➤ Tapescript for Exercise 31h (p. 35)

Interlocutor: How easy is it to meet new people nowadays?

Anna: It's not particularly easy to meet new people nowadays. I suppose in the past, when communities were smaller and closer it was simpler. Then anyone new coming into the community was introduced to everyone else as a matter of course, but now, although we should in theory be able to meet a lot of new people because we live in huge, densely populated cities, people are either very lonely or stay within a small group of friends and actively discourage outsiders from joining it.

Stefanos: Yes, I've come across that. What people have to do, is ... to ... er ... try ... make ... try ... find ... er try to find places ... those places ... where people meet ... do things ... do hobbies which make you meet people. As you say, um ... in the community there aren't any ... groups ... groups of people that help us to find new people as we had before, so we have to look out of the community now. Work is a good way to meet people now, in fact, I think most people's ... life ... entertaining is around their work. It's the same ... it's like...how children are friends, they ... er ... make ... er... tend ... to meet new people through school and people ... who are grown up meet people through work.

Anna: It's quite noticeable isn't it how few social contacts people who don't work have. Although on second thoughts, perhaps we're exaggerating a bit. After all we do meet new people and not just through work or school. What about friends of friends, or people we might meet at parties or when

we're on holiday. What we're really talking about, I suppose, is that it's difficult to meet new people if you're on your own, if you're not already part of a social group of some kind.

Stefanos: Mmm. Perhaps you're right. It is the character ... kind of person you are too, not only ... how ... what your life is ... We do have lots of different ... groups ... together, so we do meet new people. It's more a question of ... if we ... go on and see them again. After all, just because we find new people doesn't mean that we become close friends. Some people are just not very interested in ... er wide ... er no ... getting to know new people, ... while ... other people are very ... interested in people and really want to get to know them ... a lot.

Self-Assessment Module 1

➤ Tapescript for Exercise 8 (p. 50)

H: Now we both learnt French at school, didn't we, and I don't know what your experience was, Tom, but I think mine was an example of how not to learn a language! I mean all we did was endless and apparently pointless translation, dictation and grammar exercises which, in retrospect, I see may indeed have served some purpose, but at the time that was never explained.

T: That all sounds very familiar! Mm, and it's not until you acquire some familiarity with pedagogical issues like methods of language acquisition for example, that it dawns on you what it was all for. But frankly I'm not sure the teachers themselves had a clear purpose in mind. They just went through the book, page one to page 364!

H: They seemed more interested in finding a way of shutting up a potentially rowdy class rather than actually providing us with the tools for expressing ourselves or functioning in a French-speaking society.

T: And we never really had any opportunity for oral practice, in fact I don't think we even knew how to pronounce the words. Maybe the teacher didn't either! I think if I hadn't already been to France and heard real live people speaking French, I don't think I'd have realised, from classes at school that it was actually a living language. Imagine.... and France is just across the channel.

H: No, it seemed a bit like Latin, didn't it? And do you remember reciting the verbs off parrot fashion, in chorus with the rest of the class? Like chanting. It was quite a laugh actually, I suppose because it gave us a chance to let off steam a bit.

T: Well I missed out on that - our teachers seemed to discourage any form of expression whatsoever. But it sounds pretty embarrassing.

H: Oh no, it wasn't really, as we were all in the same boat, so we all just shouted out the past tense together. It all seemed fairly meaningless at the time, but I must say there are some things, like standard verb endings for example, that have kind of stuck in the mind for life, presumably all that repetition just drives it in somehow.

T: Did your teachers use visual aids at all?

H: Well, from time to time there were some pictures in the course book, which our teacher would get us to describe, and sometimes they served as a springboard for discussion - it 's just a pity there weren't more of them.

T: Most of ours didn't bother really but then I remember this one teacher who was a bit younger than the rest, I mean in his thirties I suppose, who decided to liven up the

lessons with slides. So he brought in this projector one day, and spent some time setting it up in the classroom and of course we all got quite excited. But when we saw the slides we just cringed, it was a dated cartoon strip, I think it was Tin Tin, with really inane captions. They didn't go down well!

H: Your poor teacher, and I bet he'd made a real effort. He'd probably spent hours preparing! It's things like that that put them off for life! But you don't realise that as children do you. But anyway, when I see what goes on in a language classroom now, it's like chalk and cheese – groupwork, pairwork, oral skills, communicative strategies, all these things are practised, sometimes at the expense of basic grammar, of course.

T: Well from what I see, overall teachers seem to have become conscious that the whole point of learning a language is to be able to use it in some way, whether speaking or writing. But I don't think we should underestimate the importance of grammar, because after all it's grammar that holds the words together to make meaning come across out of those words.

Unit 3 – Extra! Extra!

➤ Tapescript for Exercise 3 (p. 53)

Presenter: In this week's edition of our media programme *Headline*, we have with us in the studio two old hands at journalism, Jane MacLeod and Matthew Wright. Matthew, let's get the ball rolling by asking you what *your* opinion is regarding sponsorship of newspapers.

Matthew: Well, to tell the truth, I can't understand why newspapers have yet to figure out that accepting money – albeit in the name of sponsorship, either from political parties or big corporations – will inevitably lead to their downfall.

Jane: What's their alternative? Are they just supposed to call it quits and close down their presses?

Matthew: Well, as a matter of fact, yes. Just like any other business, if they can't manage to make a profit, then they'll go under. And, anyway, how can they not make a profit? They make a fortune out of advertising and

Jane: But our quality newspapers – *The Times*, *The Herald Tribune*, to name just two – are national institutions. They're a part of our democratic culture. One doesn't allow a democratic voice to fall silent because they can't pay the rent or

Matthew: You're taking the words out of my mouth, Jane.

Jane: Sorry?

Matthew: Well, in a democratic country, freedom of the Press is a given. Newspapers should be free to express what they feel is the truth. In no situation should they be used as a propaganda tool for this or that particular party. They must be an independent entity. When your man on the street picks up his favourite newspaper every morning, he does so with the belief that what it contains will be as objective and unbiased as can be expected in today's highly subjective world. The reader wants to believe that the lead stories and editorials are uninfluenced by any political pressure or, ... well, or else he'll buy a different paper ...

Presenter: Let's talk about something a little different, if we could. Jane, do you feel that the role of a journalist has changed over the years? ... I mean, do you think that today's journalists are as dedicated as their predecessors were?

Jane: Hmm. Good question! Personally speaking, I wouldn't particularly relish having to cross into enemy territory or go into a

war-zone to get a story, but then I'm not a war correspondent. I don't think that it's so much that journalists are less dedicated or less courageous than their counterparts of ... say the 40s or the 50s ... I think it's more that the face of news stories has changed, or at least the way news stories are investigated has become more ...

Matthew: Speaking of wars and war correspondents, I remember as a young reporter, covering the Big One ... World War II, for you young people who don't know what I'm blathering about ... anyhow, I can remember being told by my editor that what we could and could not say in our columns and stories was strictly controlled by the higher-ups. Now at the time, I thought that this control ... it was censorship, really, plain and simple ... was justified. I mean, we were at war, and what we reported could be read by anybody, so it would have been rather foolish to print something that could weaken our country's position ... Anyway, now that I'm a bit more experienced, I know that any kind of censorship is wrong ... It robs the public of a very basic human right ...

Jane: Well, that is certainly an incredibly controversial issue and one we could probably argue for hours. But I think the main point here is that nowadays, what with technology and all, a lot of uncertainty has been taken out of our business. I think it's much more difficult for the press to get away with distortion these days. I mean, there are so many sources out there that the press has to stick with the facts or they'll be caught out for subjectivity and the like.

Presenter: Now, let's move on to another topic here ...

➤ Tapescript for Exercise 20b (p. 59)

Man: Anything interesting on the telly?

Woman: Couldn't tell you. Pass me the TV guide, will you?

Man: Here you are.

Woman: Let's see ... (Pause) Well, there's a couple of films we could watch ... Have you seen *Proof of Life*?

Man: What's that about?

Woman: Well, it says here, it's about an American guy who gets kidnapped somewhere in South America.

Man: An action drama, then. Sounds interesting. Who's in it?

Woman: Russell Crowe and Meg Ryan.

Man: Should be fun. What time is it on?

Woman: Quarter past nine ... Oh, wait! *Forget Paris* is on ITV Plus at nine o'clock!

Man: Forget what?

Woman: *Forget Paris*, with Billy Crystal. It's a really sweet romantic film. Shall we watch that?

Man: To be honest, I'd rather watch the other one.

Woman: Oh come on, Peter! We always watch what you want! Every time there's a film I'd like to see, you say you want to watch something else!

Man: Alright, alright, alright! Fine. Can I at least watch the news at eight?

Woman: Well, I was kind of planning to watch the rest of that video.

Man: Susan!

Woman: Aw, OK.

➤ Tapescript for Exercise 21b (p. 60)

Interviewer: Satellite broadcasters, telecommunications giants and hardware manufacturers alike have been striving to be the first to develop a system which will allow limited interactivity with multi-channel television. Now that the goal has been achieved, and interactive TV is making its presence known in many living rooms, there is still confusion over what it actually is and does. Even people in the industry hedge with a swift 'Can I get back to

you?’ Now, with me in the studio today is Ted Whitehead of the National Broadcasters’ Association to tell us more about what we’re in for. Ted.

Whitehead: Well, in a nutshell, interactive TV makes use of something called a set-top box, a kind of super remote control, if you will. This gadget allows the subscriber access to four different interactive services. Firstly, there is what is known in the business as ‘enhanced TV’ ...

Interviewer: Is that anything like cable or satellite television?

Whitehead: Not exactly. Instead of simply giving you extra channels, enhanced TV makes use of a back channel to allow the viewer to join in chat groups and take advantage of interactive advertisements and such things. Then there’s limited web browsing, where you can surf the web via your TV, and t-commerce, which is similar to e-commerce, but instead of using your PC to buy things, you make purchases by using the set-top box. Lastly, there’s teletext – basically, coded information about news and sports which is deciphered and displayed on your TV screen.

Interviewer: Do you think that interactive TV will gradually supersede the Internet?

Whitehead: Hmm. Let’s put it this way – by combining television, telephone and the Internet, interactive television will reach the kind of mass audience that the PC alone never could. Still, the Internet is a very basic component in interactive television, so it looks like it will still be with us for a while.

Interviewer: What do you think about Internet companies’ claims that they are responsible for the ever-increasing rate of homes going on-line?

Whitehead: Well, to give them their due, they have attracted a great number of users. However, the fact remains that if 31 per cent of UK homes do have PCs, then almost 70 per cent are still managing without them. Even in the US, where numbers show that PCs are found in 50 per cent of homes, it still means that a lot of people are offline.

Interviewer: What part do the interactive companies think they have in all this?

Whitehead: Well, they say that they will accomplish what the Internet hasn’t. Many of the makers of interactive TV boast that only they have the means to reach the mass market and turn every UK home online. It’s well worth remembering that the government plans to ‘switch off’ TV, in its present form, some time between 2006 and 2010. Therefore, interactive TV makers say this will force their service into virtually every home in the UK.

Interviewer: Is it primarily the UK that the interactive companies are targeting?

Whitehead: Actually, no. One IT research company is predicting that interactive television will grow faster than the PC Internet in the US. According to a report published last week, the number of interactive TV subscribers will grow by 83 per cent per year, which means that by 2005, IT services will be up and running in more than 46 million homes. It’s this optimism which is leading forecasters to believe that the value of goods and services bought via interactive television, or t-commerce as it’s called, will actually exceed the value of Internet consumer shopping within five years.

Interviewer: In your opinion, do you really think that interactive TV is as good as the Internet?

Whitehead: Well, as of yet, you can’t access news groups or upload content from the Net through the set-top box. And a PC screen has many more pixels per inch than a television, which means the images are much better defined on your PC. From personal experience, I can tell you that unless you have eyes like a hawk, surfing the Web from the comfort of the settee is not an easy thing to do. To date, there are very few Internet websites offering specially configured web pages for the TV.

Interviewer: So you’re going to stay loyal to your PC?

Whitehead: I didn’t say that! I feel that interactive TV has a very bright future. I mean, it does let you access your bank details, arrange insurance and send email. And surfers are becoming more and more choosy about what they watch. Interactive television offers them the option to be selective.

Interviewer: So do you think interactive TV is here to stay?

Whitehead: I’m going to sit on the fence on that one! There’s still a lot of confusion in the market. Despite all the bold predictions, the interactive television industry is looking shaky, what with customers not taking to interactive TV as quickly as everyone thought they would. But many of the operators insist that it’s still a young medium. Really, something as new as this will take years to assess.

Interviewer: And on that note I’m afraid we’ll have to leave it there. Ted, thanks for coming on the programme ...

➤ Tapescript for Exercise 22a (p. 60)

Woman: Have you ever noticed that, every time you turn on your radio, regardless of what station you’re listening to, they’re all boasting about the fact that they are ‘Number One’? Have you ever wondered how they can get away with it? It’s easy. Not everyone uses the same rating system. OK, all the ratings come from one particular company called, let’s say ... ABC Demographics, but this company is out to make money, and they do that by making the particular radio station look good.

What ABC Demographics does is allow stations to customise statistics to their best advantage. Figures from different survey areas, such as age groups, time periods or demographics, are compiled and then juggled until a flattering result is found. Effectively, for a fee, the paying customer – the station – can have ABC Demographics make its ratings reflect the numbers the station wants to see ... and give numbers which sell. So, when you’re listening to your preferred click on the radio dial, beware of the station’s claim of popularity – apart from listening to your favourite tunes, you’re probably being fed a line of highly selective statistics.

➤ Tapescript for Exercise 23a (p. 60)

Man: I see they’re taking on more people at that distribution centre down on the industrial estate. And there’s a job going in Abingdon at the research lab ...

Woman: Bob, do you have to read the entire Situations Vacant section out loud? If I really wanted to know what’s in the paper, I’d read it myself!

Man: It isn’t the newspaper – it’s that free trade paper that comes through the door every Thursday. There are a couple of articles on something that is of no concern to anybody, and about 10,000 advertisements. It’s free because the advertisers pay a fee for placing their ads.

Woman: So why do you spend hours on end reading it if there’s nothing in it? If you were unemployed I could understand it, but you’re a successful businessman!

Man: Well, I suppose in a way it does give me a rather good first-hand insight into the economic climate in our little town. I mean, that’s what really counts to me in my line of business – not what’s happening in government circles. I suppose you could say that it’s raw, unedited news.

Woman: So what’s in it for whoever publishes the paper?

Man: Nothing really – not that I can think of ...

Woman: Show me a newspaper publisher without a vested interest and I’ll show you a vegetarian wolf.

➤ Tapescript for Exercise 24a (p. 60)

Over the past decade, the term ‘paparazzi’ has crept into our language and become almost a household word. It evokes many emotions, albeit mostly negative, but from an etymological point of view the word itself does have a rather interesting background. In its original form, the word ‘paparazzo’ means ‘a buzzing insect’. Many people feel this is a perfectly apt definition of the contemporary paparazzi, since they view these intrusive freelance photographers as pesky little bugs that they’d like to swat.

Perhaps you’re curious to know how a word that very few can correctly pronounce, let alone spell, has found a place in our culture so rapidly. The term is actually taken from the film *La Dolce Vita*, a 1960 Fellini classic, starring Marcello Mastroianni. He played Signor Paparazzo, a celebrity-chasing photographer, and from that role came the prototype for our word. It’s speculated that the character’s name was an Italian derivative of the word ‘razzolare’, which means, literally, ‘to scrape about in debris’. The ‘papa’ sound at the beginning may have been added to simulate the sound of the popping flashbulbs used by photographers of that era.

➤ Tapescript for Exercise 25a (p. 60)

It was 1888 when Nellie Bly approached her editor with an idea that would catapult her to international fame. Frustrated one Sunday evening by her inability to come up with a story for the week, she found herself wishing she were anywhere else. Any place would be better, even the opposite end of the earth. The thought quickly took on a life of its own.

The next morning, she astounded her editor by proposing that she make a trip around the world. He turned her down flat, claiming that firstly, as a woman, she would need a protector, and secondly, as a woman, she would need to carry so much baggage that she would never be able to make her connections on time!

Nellie may have failed that day, but one year later, when her editor called her into his office and bluntly asked, “Can you start tomorrow?” she knew exactly what he meant. She took herself immediately to a seamstress and demanded a dress that would stand constant wear for three months. She pared herself down to the bare essentials, packing only those items necessary for keeping polite company – regretting only leaving behind her jar of cold cream, which would have taken up more room than anything else in the bag.

➤ Tapescript for Exercise 26b (p. 61)

Presenter: On Sunday, October 30, 1938, thousands of listeners were shocked as radio news alerts announced the arrival of Martians on Earth. They panicked when they learned of the Martians’ ferocious and seemingly unstoppable attack. Though the audience was actually hearing an adaptation of the H.G. Wells book *War of the Worlds*, many of them believed they were listening to a factual account. Susan Andrews reports:

Susan: Before the era of TV, people would sit for hours in front of their radios listening to music, news reports, plays and various other programmes. In 1938, the most popular radio programme was the *Chase and Sanborn Hour*, which was aired on Sunday evenings at 8 pm. Unfortunately for dramatist Orson Welles, his show *Mercury Theatre* was aired simultaneously on another station. Welles, of course, tried to think of ways to increase his audience, hoping to take listeners away from the leading competition.

For the Halloween show, Welles decided to adapt the well-known novel *War of the Worlds* for radio. By shortening the story

and updating the setting, Welles managed to reinvigorate the book and make it more personal for the listeners. On Sunday, October 30, 1938, at 8 pm, the broadcast began when an announcer came on the air and informed the audience that it was about to hear a version of the famous classic.

The play itself opened with Welles coming on air and setting the scene. As he was concluding, a scripted weather report faded in, stating that it came from the Government Weather Bureau. The official-sounding report was quickly followed by a programme of dance music, supposedly being broadcast live from the famous Hotel Park Plaza in New York. The music was soon interrupted by a special bulletin announcing that a professor at the Mount Jennings Observatory in Chicago, Illinois, had reported seeing explosions on Mars. The staged dance music resumed, until it was interrupted again, this time by a news update in the form of an interview between a newsman, Carl Phillips, and an astronomer, Professor Richard Pierson at the Princeton Observatory in New Jersey. The listeners who had just tuned in sat in amazement as they heard a running commentary of Martians invading New York.

The script specifically attempted to make the interviews sound as realistic as possible. Though the programme began with – and was interrupted by – announcements telling the audience that they were listening to a novel-based story, many people didn’t stay tuned in long enough to hear them. At the same time, a lot of the radio listeners who had been listening to other stations turned the dial, just as they did every Sunday, during the musical section of the show. On this particular evening, they were shocked to hear news warnings of Martians attacking Earth. Upon listening to the authoritative and real sounding commentary and interviews, and not having heard the introduction to the play, many believed the Earth was actually under attack!

All across the United States, listeners reacted. Thousands of people called radio stations, police and newspapers. Many in the New England area loaded up their cars and fled their homes. In other areas, people went to churches to pray. People improvised gas masks. Miscarriages and early births were reported. Many people hysterically thought the end was near. The power of radio had fooled the listeners.

➤ Tapescript for Exercise 27c (p. 61)

Interlocutor: Now I’d like you to talk about something together. Here are some pictures on the theme of conflict.

First of all, please look at pictures B and D and talk together about the differences and similarities between the two types of conflict depicted. I’d like you to talk for about a minute on this, so if I stop you, please don’t worry.

Sophia: Well, as far as I can tell, the similarities are that both pictures show people in the uniformed services facing a form of conflict. They are both there because they are following orders. But in B they are being used to prevent any conflict occurring while in D they seem to be acting in the role of the aggressor. They are probably fighting on enemy soil or they could be trying to defend their frontiers.

Guido: Yes, you could be right. I think the most important difference is that B shows the police and D shows the armed forces.

Sophia: True, there is a difference but surely that’s not the most significant difference.

Guido: OK. Something else to notice is that the conflict is taking place in different situations. One is in a city whereas the other is in a desert.

Sophia: So probably the police are dealing with a demonstration or maybe a football crowd and they are trying to prevent

conflict on their home ground. They might even know some of those in the crowd or be sympathetic to their cause. On the other hand, the soldiers will be facing opponents in unfamiliar surroundings and have no associations with the people they are fighting.

Interlocutor: Thank you. Now, I'd like you to look at all the pictures.

Imagine that these pictures come from a photographic exhibition entitled *News Photography: We'll Always Be There*.

Together decide on how appropriate the pictures are for the exhibition and then select the two pictures you think would be suitable for the poster advertising the exhibition.

Please talk about this for about two minutes.

Sophia: In my opinion, I believe the exhibition is going to show pictures to prove how important the photographer is in news journalism and how his job can put his life in real danger. Reporters and photographers are always there in the front line.

Guido: Yes, they are very courageous people. Now, Sophia, what about picture C. I think it is an appropriate picture for the poster. It is scary. It's got lots of colours. It's nice. I think people would like this one.

Sophia: Yes, I agree, Guido. This photograph struck me as having a profound impact on anyone seeing it for the first time. To me, it shows the force of nature and how man, despite the technology at his disposal, has so little control over nature. We often see pictures like these broadcast on the news in the summer with firefighters battling to extinguish the fires destroying our countryside. And just think what risks the photographer must have taken to get this shot. It would certainly catch the eye of passers by.

Guido: OK. I agree with you. I also like A. It's nice. It shows happy people who are probably celebrating something. Maybe they have won something. Visitors would want to attend an exhibition with such a cheerful exhibit.

Sophia: I can see your point. We should try to portray positive features of the news but do you think this one is suitable for the poster? Personally, I would definitely not include picture A. After all, the picture on the cover should impress the person looking at it and it should transmit a powerful message instantly. I think this one is a bit too bland for our purpose. Pictures like this are too open in their interpretation of the subject. Surely the exhibition must have a purpose, a clear message to give.

Guido: Does it matter if it is open to interpretation? But what if this was a picture of players winning a football match? That would interest and impress a lot of people.

Sophia: Maybe you are right. I suppose sport is always a topical subject and is enormously popular throughout the world. By putting this on the poster people who are not so interested in the more depressingly negative connotations of the other photos may be attracted to the exhibition. That's what the poster is for, to encourage visitors to attend the exhibition. This picture may be of famous players who would be instantly recognisable. Then people would be interested in the exhibition.

Guido: We can't dismiss pictures B and D either. They too would catch the eye of potential visitors to the exhibition.

Sophia: Don't you think we see too much of this kind of picture? If we see the horrors of war too often, we become desensitised to what is happening. Also, news photography is most commonly associated with wars these days so we should move away from that theme. Let's make this poster portray another aspect.

Guido: But all these pictures are in the exhibition so the visitors are going to see them when they go there.

Sophia: Fine, but I don't think we need to make war photography seem to be the main focus of this event. To me they evoke really gruesome images and we shouldn't be using shock tactics to get people to attend. Anyway, I'd like to have pictures A and C on the poster. To me, they would be the most successful in making people interested enough to want to attend. What about you?

Guido: So now we agree on A! However, I beg to differ about C. I feel D should be on the poster. So, I'm going for A and D.

Interlocutor: Thank you.

➤ Tapescript for Sample Interview – Ex. 27 (a, b, d) (p. 61)

A Interlocutor: Now I'd like you to talk about something together. Here are some pictures on the theme of conflict. First of all, please look at pictures B and D and talk together about the differences and similarities between the two types of conflict depicted. I'd like you to talk for about a minute on this, so if I stop you, please don't worry.

A: Well, picture D shows what is obviously an armed conflict between soldiers, while the other shows what looks like a demonstration involving civilians.

B: I agree. The main difference is between the people involved in the conflict and where the conflict is taking place. In picture D the soldiers seem to be in a war zone, while the demonstration is taking place in a residential area.

A: And despite the police presence, the demonstration appears to be peaceful and well-organised.

B: So, in other words, another major difference is the level of violence involved and how serious the situation is.

A: And probably the cause of the conflict. In most cases war is a result of conflict between nations, but demonstrations are usually the result of conflict between the government and the public.

B: But I suppose they are similar in that both kinds of conflict could spring from political issues.

A: Yes – and we know that a peaceful demonstration can develop into a violent one, and then the possibility of casualties is another factor which is common...

B Interlocutor: Thank you. Now, I'd like you to look at all the pictures.

Imagine that these pictures come from a photographic exhibition entitled *News Photography: We'll Always Be There*.

Together decide on how appropriate the pictures are for the exhibition and then select the two pictures which you think would be suitable for the poster advertising the exhibition. Then suggest one other photograph you would like to see in the exhibition saying what it would add to the poster.

Please talk about this for about three minutes.

A: Mmm ... *We'll Always Be There* ... I think we need to pick at least one picture that shows the hardships and sometimes the dangers which are involved in being a news photographer.

B: And that would bring us to a choice between B, C and D, I suppose. I don't think picture B would have a place – at least not on the cover of the exhibition posters. It attempts to show confrontation, but I think that picture D does this more effectively, because it's much more immediate.

- A:** Oh yes, picture D would be essential to this poster. It's this kind of on-the-spot reporting that would make people realise just what being a news photographer means ...
- B:** What about the other two - B and C?
- A:** Well, I think that B attempts to show that domestic issues are just as newsworthy as international affairs, which they are, but I think C does this much more effectively ...
- B:** And it's sufficiently sensational, isn't it?
- A:** Yes, and it's very clear that the photographer who took the picture did put himself in a very dangerous situation. But I do think that we should aim for some kind of balance ...
- B:** What do you mean?
- A:** Well, the exhibition won't just cover the dangerous side of being a news photographer. Perhaps a positive image, such as the golden moment shown in A, would be better.
- B:** The two footballers? But how does that blend with the title of the exhibition, which implies that news photographers make sacrifices and even compromise their safety to bring us these images?
- A:** Well, the phrase *We'll Always Be There* might very well be interpreted as meaning 'we'll be there, whether the occasion is a happy one or not.'
- B:** Mmm ... I suppose if we used C and D the effect might be a little overwhelming ... make it look as though news photographers believe that they place themselves in as much danger as the soldiers or the firefighters themselves.
- A:** Good point, yes. So I think perhaps the picture of the two footballers could feature.
- B:** Yes, I think I'm inclined to agree with you, after all.
- A:** Do we agree that A and D would be the best choices, then?
- B:** A and D it is. What about another photo for the poster?
- A:** I think what would be really effective would be a picture showing the collapse of the Berlin Wall or some other turning point in history that most people could identify with. What do you think?
- B:** Yes, that would work. The poster would be much better if it were to show an event that most people found momentous and one that is easily recognisable. And that happened quite recently. Say, in the last 20 years.
- A:** Right. What about another picture? Something a little different.
- B:** How about having one with a more unusual approach? The poster could show a humorous moment in the life of a public figure or celebrity when they were unaware that they were being photographed ...
- A:** As long as the photograph-taking is not too intrusive... We don't want to imply that serious news photographers have anything to do with the paparazzi. This exhibition is not dealing with sensationalist issues.
- B:** That's true, we'd have to be really careful with that one. No, I think your original suggestion is the best, something like the Berlin Wall or some historic event of similar importance.
- A:** Ok. So we'll add the Berlin Wall or a similar recent significant event to give a contemporary feel to the poster but at the same time showing how news

photography records momentous historical events for posterity.

Interlocutor: Thank you.

Unit 4 – Planes, Trains and Automobiles!

➤ Tapescript for Exercise 3a (p. 73)

As far as public transport is concerned, of all male respondents, thirty-three percent said that they preferred to use the train to get to and from work, which differs very slightly from a figure of thirty-two percent for women. Of course trains represent only a small part of all commuter services because the vast majority of people are employed in their own locality. Now, when it comes to that other great British commuting tradition – the bus – thirteen percent of men were willing to queue for the bus, as opposed to just seven percent of women. And for those who envisage themselves as needing to travel to work in luxury, taxis polled a mere two percent of male respondents as opposed to seven percent of women who were willing to go to the expense of being driven to work, while the percentage of men that preferred to drive themselves to work was fifty-one, slightly higher than the figure of forty-nine for women. As for pedal power, men seem to be more inclined to go to work on two wheels, with eleven percent of them responding affirmatively to the question as to whether they would be prepared to get slightly breathless on the way to work, with a corresponding figure for women being only five percent. It would seem as though men, at least as far as the results of this survey bear out, are more willing to expend physical energy, rather than money, on their daily commuting.

When it came to the level of general satisfaction with public transport, men were generally 'very satisfied' with the rail service, while women recorded a verdict of 'moderately satisfied'. Buses fared less favourably than trains across the board, with men being 'moderately satisfied' with services in contrast to 'total dissatisfaction' in the case of women. Of course it can't be overstated that public opinion surveys of this type are extremely susceptible to erroneous results and are rarely a good basis on which to base public transport policy in isolation; there's a whole gamut of social and other factors to be taken into consideration.

➤ Tapescript for Exercise 21a (p. 79)

Right, is everyone here? Right ... Good morning, my name is Helen Hardy, I'm a driving instructor, and the university you're attending has asked me to give you a few general pointers about what driving in Britain is like, especially when you want to travel fairly long distances. Now, I know that the thought of driving on the opposite side of the road from the one you're accustomed to is rather nerve-wracking, but take my word for it, it's not as bad as you think. After the first few miles – sorry, kilometres – you'll be wondering what you were so worried about. You'll take to it like a duck to water.

Of course it makes things slightly easier when the vehicles are all moving in the same direction, as is the case on a motorway or dual carriageway. The basic difference between a motorway and a dual carriageway is that a motorway has three lanes whereas a dual carriageway has two. The orange-coloured strip on the left of a motorway isn't normally used for driving on and is referred to as the hard shoulder. It's used as a place to stop without obstructing other vehicles in the event of a breakdown and by the emergency services in the event of the road itself being

blocked by an accident.

Under normal driving conditions, you should drive in the left-hand or middle lanes. The outside lane is only for overtaking and you should move back into the middle lane – after signalling of course – when you have overtaken the vehicle in front.

Exit and entry points to a motorway are known as junctions and are given numbers to provide points of reference along the motorway. Getting on and off a motorway may be different to what you are used to. To start with there is always a slip road – a straight road which gradually converges with the main motorway allowing traffic to speed up or slow down. This system greatly reduces the risk of collision.

A feature that greatly improves safety on dual carriageways is a central reservation which separates the two streams of traffic. This central reservation greatly reduces the risk of head-on collisions. In the event of drivers losing control of their vehicles crash barriers are placed along the length of the central reservation.

Oh, I forgot to mention that dual carriageways don't have a hard shoulder, but they do have lay-bys – stopping places at the side of the road. These are provided so that people can stop to rest let's say, without blocking traffic.

➤ Tapescript for Exercise 21b (p. 79)

Now, as I said previously, you should only use the outside lane of a motorway when you want to overtake. I know you're used to overtaking on the left, but this is not the case in Britain. You can only overtake on the right of the slower vehicle, using the middle or outside lane. If you do use the outside lane to overtake, you must leave it and return to the middle lane as soon as your manoeuvre is complete.

In the event that you need to stop on the hard shoulder or at a lay-by, you need to let other drivers know by using your hazard lights. Hazard lights should also be used when you see any kind of trouble ahead of you - a traffic jam, perhaps, or the scene of an accident. In this way you give warning to the people driving behind you about the need to slow down.

When leaving a motorway you should indicate your intentions well in advance and exit using the slip road. As soon as you're on the slip road, take your foot off the accelerator and reduce speed immediately; some of them suddenly become quite narrow and windy - they can give you a nasty surprise if you're still going at motorway speed.

Whenever you change lanes, regardless of whether you're overtaking another vehicle or exiting a motorway, always remember to signal. Switch on the indicator and let it flash three times before you make your move, so you can be sure that everyone behind you is aware of your intentions.

The speed limit on British motorways and dual carriageways is 70 mph, which equates to about 120 kph. If you're ever in a "born to be wild" kind of mood, just bear in mind that, if you're caught speeding, the least you can expect is a heavy fine. And don't assume that you can drive as fast as you want just because you don't see any police cars; there are thousands of speed cameras scattered along British motorways, so if you don't want to find a note from the police in your mail, always drive at 70 mph or slower.

A final note: a good driver is not an arrogant driver; a good driver is a polite, considerate and careful driver. Whenever possible, give way to other drivers. And, most importantly, never assume other drivers are as good or as careful as you are; expect the unexpected, and drive defensively.

➤ Tapescript for Exercise 23b (p. 80)

Interviewer: Most of us dread the thought of that inevitable day-to-day grind of getting to and from work. We either risk our lives on the over-crowded motorways or waste precious time on the none-too-efficient public transport system. Well, I think there might be another alternative. Today we're talking about carpooling, a relatively new, convenient way of getting to work. With me are two very experienced commuters, Stan Ryan and Marie Saks. Stan, how do you normally get to work?

Stan: Well Connor, I live quite far away from my office and for years I travelled by public transport. First I'd have to walk to the nearest bus stop, transfer twice, and then take the train for the rest of my trip. It wasn't so bad in the summer, but when it was raining or snowing, you can just imagine what I had to go through. Anyway, just recently I started carpooling with some colleagues from work. I can't begin to explain how much time and money I've saved, not to mention that it's less stressful. Carpooling lets you get to work without all the hassle.

Marie: I have to travel a fair distance as well each morning and I'm sure that, psychologically, sharing the drive into the city must be far more relaxing than taking the bus or the train, but is it really more economical? To begin with, you need extra insurance coverage.

Stan: Not necessarily. My regular insurance policy covers me and my passengers in case of an accident. The only time I've ever heard about somebody's coverage going up, was if they were receiving petrol money or taking a fee from the occupants of the vehicle. But then, that wouldn't really be carpooling. You'd be acting as kind of a chauffeur. I do think I'd increase my medical-payment coverage if I was, say, carpooling kids at the weekends though.

Marie: I would as well. It really speeds things up in cases where there's a question of accident liability. Always better safe than sorry. To tell the truth, last year I did give some thought to driving into work with a co-worker of mine, but the deciding factor was that I could never find a convenient place to leave my car. I'd end up paying an arm and a leg to park it in a public car park or risk having it clamped and towed.

Stan: Initially, that happened to me too, but, the municipality where I live just constructed a huge Park And Ride. It's located fairly close to my house and believe it or not, it's free.

Marie: Oh yes, one of those big parking areas. Unfortunately, there aren't any of those near me. In fact though, the company where I work has just introduced a plan where those who carpool get preferential parking in the company garage. I really think it acts as an incentive to get people to leave their cars at home. Schemes like that are really necessary, regardless if you're a die-hard public transport fan like me, or a car-pooler like yourself, Stan. There can never be enough done to create ways to help the environment. I feel that by taking the bus every day, I'm doing my little bit to help good old Mother Earth.

Stan: You've obviously never been stuck behind the number 45 to Covent Garden! A gas-mask would have been in order. Until the government puts some money into upgrading public transport vehicles, I'll stick with getting a lift with a friend.

➤ Tapescript for Exercise 25b (p. 80)

Interviewer: Earth is a big place, and there are lots and lots of beautiful and interesting places to go on holiday, but if this planet's attractions are too mundane for your taste, you might soon be able to get away from it all like nobody has done before. Jeremy, what's all this about holidaying in space?

Jeremy: Thank you, Brian. Yes, this really is something for the novelty seeker, although we'll have to wait a while for it to

become reality. I think I should really start by giving a little bit of background. I expect most people will have heard of the Russian space station, Mir. It was launched in 1986 as a space base for Russian cosmonauts and was equipped with work rooms and living quarters for the crew. Apparently all the cabins were painted in light pastel colours, there were carpets on the floors (dark green in the work rooms), and pictures on the walls to make it feel like home! Originally the space station was supposed to last for five years but in fact it remained in operation for fourteen, by which time it had suffered a series of mishaps. In 1997 there was a fire on board, a crash with another unmanned craft and a computer failure. The various crews, by this time consisting of Americans and Europeans as well as Russians, coped with disaster after disaster. It culminated in 1999, when oxygen started to leak into space and the final trio of cosmonauts closed down the station, locked the door behind them and left.

And that's where private enterprise stepped in! In Russia, the space station had symbolic value and there was a great deal of resistance to proposals to scrap the station and ... well ... for the super rich, space is the ultimate frontier. A Dutch based company was raising money to, among other things, use Mir as a space hotel, and to keep Mir going for expensive space tours. Their first customer was American millionaire Denis Tito, who is reputed to have paid out \$20 million dollars to be the first space tourist and who spent \$1 million dollars on special training to prepare for the launch! James Cameron, the director of the film *Titanic*, is also rumoured to have been interested!

Interviewer: So should we expect to see space tours happening soon?

Jeremy: No, not for some time I don't think. The Russian government disappointed entrepreneurs and would-be space travellers when it decided the station was too unsafe to remain in space and brought it down to earth last year, but the idea's still there, although I don't know how much people will enjoy it once the novelty has worn off. It's not easy living without gravity and American astronauts could not tolerate more than two weeks in orbit, although the Russians stayed longer. The body stretches in space and muscles atrophy. Some astronauts have to be carried out of their capsules when they return to earth because they haven't got the strength to cope with gravity any more. Then there are everyday problems like the ultimate in travel sickness – space nausea, or what has been described as 'sleeping on the wall and eating upside down above the table.' In fact, British astronaut Michael Foale described his sojourn on Mir as being like a 'very dirty and grimy camping trip in an old car'. So I think the facilities will have to be smartened up a bit and obviously the price will have to come down before we can say the place to holiday this year is outer space. But it will happen.

➤ Tapescript for Exercise 26a (p. 80)

Man: My father used to take me down to Brighton on the charabanc when I was a small boy. In those days they had a big boot at the back and everyone used to take their own packed lunch. Instead of stopping at a motorway rest area as people do today, we'd stop at the road-side and have a picnic. The charabancs were open-top and were rather breezy - even in the summer. The day trip was, for many people, the closest thing to a real holiday – the group often consisted of colleagues from the same factory. The atmosphere was akin to that which you experience on a school outing. Everyone would join in with the singing and joviality – a totally different experience to sitting on a train or plane in more or less total silence with a lot of strangers you'll never see again. At the end of the trip we'd return home tired but with a feeling of fulfilment that I've never been able to recapture until this day.

➤ Tapescript for Exercise 27a (p. 81)

Woman: Oh hi, Andy! How was the trip to Los Angeles?

Man: Don't talk about it. It was a nightmare!

Woman: Oh, why?

Man: It was the jet lag. I was there for three days and was jet lagged the whole time. I felt drowsy, but I couldn't sleep at night. I had trouble remembering the smallest things, like whether I had taken the right papers with me in the morning. It wouldn't have been a problem if the negotiations hadn't been so important - I really found it difficult to concentrate. We brought it off, but only just.

Woman: Look, next time you go you'd better take some precautions. If I were you I'd read up on it a bit .. There are things you can do. There's a homeopathic pill on the market, I think. Why don't you ask the chemist? Then they say you should be as rested and relaxed as possible before the flight. Exercise as much as possible during the flight, too; cramped conditions can lead to circulation problems.

Man: Thanks for the tips, but I'm not sure I ever want to fly again!

➤ Tapescript for Exercise 28a (p. 81)

Woman: I'm not one of those people who can spend hours stuck in front of the computer screen, in fact I've been holding out against using computers. I declined to buy one when my children waded advertisements about special offers under my nose, you know, like those people who wouldn't allow a TV into the house! Well, I was one of those technology dinosaurs! And as for the Internet – just the word was enough to set me off. Danger to the eyes! Isolating! Hackers! Used by criminal organisations! No control over the kind of information sent out! Tricking people into buying rubbish and then getting their credit card numbers and charging up huge amounts! And more ... But I have to admit that I've become hooked. You see I've discovered that you can book trips over the Internet – flights, hotels – everything, and you can get the lowest prices. It's wonderful! I've even overcome my worries about using my credit card! What I haven't done though is admitted this to the children. They have no idea ... but the owner of the local Internet café is getting to know me quite well!

➤ Tapescript for Exercise 29a (p. 81)

Man: We started the company about five years ago and originally we set it up as a straightforward agency specialising in the slightly more unusual destinations, and still do. However, we began to notice that we were getting more and more requests from people wanting to take their pets with them, either on holiday or because their jobs were taking them abroad and they didn't want to leave the animals behind. It's not easy to travel with a pet; there's an enormous amount of paperwork involved, since different countries have different health and safety requirements. So we take care of all of that. And then, since most of our clients are travelling by air, we deal with the airline's requirements. Depending on its size, the animal may be able to travel in the cabin with its owner, but if it is very large, then it must go into the hold as cargo. Whatever the case, it needs a special airline-approved container which must be clearly marked with its owner's name and address. It's developed into such a successful line of business, in fact, that we're thinking of diversifying into the pet care business.

➤ Tapescript for Exercise 30c (p. 81)

Interlocutor: In this part of the test I'd like you each to talk on your own for about two minutes. You should listen to what your partner says because I'll ask you to comment afterwards. Maria, I'm going to show you a card. There's a question written on the card and I'd like you to give us your opinions. There are some ideas on the card and you can use them if you want to.

So, here is your card, Maria, and here's a copy for you to look at, Alex.

Don't forget Maria, you have about two minutes to talk before we join in. Would you like to start?

Maria: Well, travelling can help a person develop in many different ways. First of all, there's no doubt that travel of any kind exposes the traveller to a variety of new and exciting experiences, and these experiences will undoubtedly have a profound effect on the traveller, and in most cases this will be a positive one. Of course there are many factors that affect the nature of the experience and its long-term consequences, such as the nature of the journey itself, the length of time spent in each location, the location itself, and your travelling companions. For example a week's package holiday in a luxury hotel with your young kids is going to be an entirely different experience from hitch-hiking round Europe on your own.

But I think that at the most fundamental level, any traveller will gain some kind of experience of alternative lifestyles and culture. It may not be a very profound insight, indeed it may be quite superficial, but even so, such a glimpse into the alien lives of those living in different parts of the world must have some sort of effect. A person who spends some time in another country, or perhaps another continent, cannot fail to become aware that his own culture is not the model upon which the rest of the world is based. And it may indeed come as quite a shock to the first-time traveller to realise that his own is not the only or even the most desired lifestyle, that there are a multitude of different ways of thinking, of behaving, ... of eating... and generally of living.

And I believe that generally, the more you travel, the more you begin to question your own place in the world and the significance of your own country in the grand scheme of things. And it's also true that the longer you spend in any one country the more likely you are to accept its culture and become a little less smug about your own. Now, in my opinion, this is actually very healthy, because it is this very act of questioning that may lead the more discerning traveller to realise that the differences between the people of the world are really quite superficial, and that underneath lies human nature, which does not differ so much from one country to another. And if everyone had such an open mind, I really think there would be far less conflict in the world today.

Interlocutor: Thank you.

Is there anything you'd like to add to that, Alex?

Alex: I agree that it's wise to keep an open mind when travelling, and that the type of journey I think you're describing definitely requires one. But people travel in different ways. I'm not convinced, for example, that holiday makers on a two-week package tour are likely to undergo a period of self-assessment and return home with a deeper understanding of anything – but they are still travellers. I think most people just want to have fun when they travel. I suppose it all depends on what kind of travel you have in mind.

Interlocutor: Thank you.

➤ Tapescript for Exercise Ex. 30f (p. 81)

Interlocutor: Now, Alex, I'm going to give you your question. So, here is your card and a copy for you, Maria. Don't forget, Alex, that you have about two minutes to give us your opinions. There are some ideas on the card and you can use them if you want to.

Right. Would you like to begin now?

Alex: There's no place like home. Well yes, I definitely agree with this! Basically the implication of this saying is that our home is a place where we feel better, more secure, more comfortable than anywhere else – and this is natural because usually at home we are surrounded by our families and we are in a familiar environment, so we can relax fully.

But actually I think most people who have this love of home are probably people who don't in fact spend very much time there at all – I mean for example busy professional people who work long hours at the office or perhaps travel on business, and who have to undergo stress and pressure on a daily basis – these are the people that I can imagine saying with relief at the end of the day 'there's no place like home', meaning that at last they can take off their smart, maybe uncomfortable clothes, sink into a hot bath and unwind, chat to their families, perhaps read, watch TV, do some gardening or otherwise potter around.

But I think someone who spends the best part of their day at home, such as for instance a mother with young children, may think of home in rather a different light. After all, she's probably desperate to get out of the home, and may regard her house as something of a prison. I think this is a particularly common problem for women who have perhaps given up a high-powered job to do the right thing for their children, to give them full-time maternal care, as these women have to cope with a loss of professional and social status as well as the problems of isolation and frustration that may result from being housebound with only young children to talk to. So for women in that situation home is probably the last place they'd rather be, given the choice! And quite understandably, in my opinion.

And I'd like to add that for the rest of us, however much we may love our homes, we shouldn't be afraid to leave them at least for a while, and to gain a wider experience of the world, by travelling, for example. So I don't think it's healthy to be so attached to and dependent on your home that you're homesick whenever you're away from it, because then you're missing out on the fun and excitement of exploring new places.

Interlocutor: Thank you.

What do you think, Maria?

Maria: Well, basically I agree with everything Alex has said, and I think that, for the majority of people, there really is 'no place like home'. It constitutes a very basic resource in terms of human need. True, we are social creatures, but home also provides privacy, a hiding place and a venue in which we have the power to allow or deny access. I can think of few other places where such fundamental human requirements are met.

Interlocutor: Thank you.

➤ Tapescript for Sample Interview – Ex. 30g (1 & 5) (p. 81)

Interlocutor: Now to finish off we're going to talk about travelling in general.

Why do we need holidays?

Alex: Oh, I think there are a lot of reasons why holidays are essential ... Firstly, we are not machines, and simply cannot work non-stop, week after week, month after month without a break. I think we would most probably start getting ill if we tried to, and if not ill, at least under-productive, which wouldn't be to anyone's advantage in the end. Sometimes things can get quite tough at university, with the stress and anxiety of lengthy examination periods, and what keeps me going through all that is the thought that there will come a time at the end of the year when I'll be free to switch off and relax.

Maria: It's exactly like that when you have a job, too. Knowing that I'm going to go away for a month in the summer can be what gets me through the hard times – so indeed, it's a motivating factor. But it's not just the rest that you need and benefit from during the holidays, but the change it involves as well. Even if you don't go away anywhere terribly exotic, there's a huge difference between your life during the holidays and life at work, and I think that change of activity and focus is really rejuvenating. I know when I go back to work after the holidays everyone says I look years younger!

Alex: Yes, I think we all feel invigorated and refreshed after a holiday.

Interlocutor: How important is it to speak the language of a country you are visiting?

Maria: In my opinion, it's absolutely essential if you want to gain any meaningful insight into the mentality and culture of the country. I mean obviously many tourists have perfectly enjoyable holidays without even speaking a word of the local language, but they are really missing out. Because if you do make the effort to at least have a working knowledge of the language of the country you're visiting, you will be rewarded by being able to enter into conversations with local people and begin to learn how their society works, how their minds work and so on.

Alex: Well actually I don't see that it's always necessary. I mean nowadays English seems to have become the international language of communication, whether we like it or not, and basically you can get by in most countries if you know English. I don't mean that you'd be able to have a deep intellectual discussion about the meaning of life, but if you're just going on holiday for a couple of weeks, there's no point in spending months trying to master the language.

Maria: But I do think it makes a positive impression on locals if you at least try to use a few simple phrases in their language, instead of arrogantly assuming that they can make the effort to speak English, or your language. It somehow shows a certain respect towards their culture.

Alex: That's true I suppose, and I admit that when I travel to foreign countries I do make sure I have a phrase book with me. But I have noticed in some countries that locals are keener to try out the smattering of English they've picked up than to listen to my stumbling attempts at their language!

➤ Tapescript for Exercise 30h (p. 81)

Interlocutor: What is the difference between a traveller and a tourist?

Girl: Well, to start with, a traveller might be travelling for various different reasons, mightn't he – I mean travelling

might be part of his job, if he's a travel writer for example. In which case he'd have a totally different attitude from a tourist, who is basically just on holiday and out to have a good time and relax, while a traveller would probably be trying to gain some kind of insight into the way of life and culture of the place he's in.

Boy: Yes, a typical tourist, on the other hand, at least in my experience, tends not to be that interested in learning, and though he might visit historical sights, he's probably more interested in taking some nice snapshots to show people at home than in actually finding out about the historical background and civilization of the place he's visiting.

Girl: Exactly, though it does of course depend on the individual. I mean perhaps that's a bit of an overgeneralisation. After all, not every tourist is necessarily a typical one, is he. Indeed, I myself have met some very well-informed and conscientious tourists, who have immersed themselves in the local culture during their stay.

Boy: Yes, I admit there must be exceptions, but my idea of a serious traveller is somebody who would first of all stay away from home for quite a substantial period of time, compared with the average 2 or 3 week package holiday that a lot of tourists have. A traveller may well be on the road for months, even years, and during that time clock up a wealth of experiences that enrich his mind.

Self-Assessment Module 2

➤ Tapescript for Exercise 8 (p. 96)

My wife Verilyn and I have just completed the classic Coast-to-Coast Walk from St. Bee's on the west coast of England to Robin Hood's Bay on the east coast. This is not an 'official' trail, but a combination of public footpaths and country roads. The total distance of the Coast-to-Coast Trail is 190 miles, but we reduced the hiking mileage to 120 miles by driving across the less scenic farming areas while hiking through three national parks – the Lake District, the Yorkshire Dales, and the North York Moors.

For the active walker, England is just short of paradise, with a lifetime of destinations. Post a map of England on the wall, close your eyes, and point to any place on the map, and you're likely to be only a stone's throw from a public pathway. England and Wales alone – not including Scotland – offer some 135,000 miles of public footpaths, and bridle ways (for walkers, horseback riders, and bicyclists).

Our Coast-to-Coast walk generally followed the route pioneered by A.W. Wainwright, first published in book form in 1973. After walking the Pennine Way (which involves walking 252 miles), Wainwright set out to plot a long walk, partly because the growing popularity of the Pennine Way indicated that many people of all ages welcomed the challenge of a long-distance walk and partly because he wanted to encourage in others the ambition to devise with the aid of maps their own cross-country marathons and not be merely followers of other people's routes.

After plotting his Coast-to-Coast walk, Wainwright concluded, and I quote, 'Surely there cannot be a finer itinerary for a long-distance walk! Few other walks in England apart from the Pennine Way offer such variety of landscape, and in terms of sustained beauty, it puts even the Pennine Way to shame.'

Since Wainwright first published his guide, many British and foreign hikers have hiked all or a good portion of the Coast-to-Coast trail. They have experienced the exhilaration of crossing the high ridges, with expansive views, now brilliantly clear and then shrouded

in fog; windswept moors; soggy peat bogs; deep forests; rushing rivers; and manicured farmlands. They have hiked through England's diverse culture, walked in the shadow of Wordsworth and Herriott, viewing the ruins of a 12th century abbey, old castles, old Roman roads, and sturdy stone walls stretching in all directions. And when the hiking day is done, the Coasters can spend the evening enjoying the good cheer of the village inns, and bed and breakfast in the simple comfort of stone farmhouses. This is long-distance hiking at its best.

Anyone wishing to hike the Coast-to-Coast Walk can obtain a vast amount of material to plan the trip. Wainwright's *A Coast-to-Coast Walk* is the best place to start. Since it was published in 1973, the guide was reissued with minor changes in 1995 and 1998. It features interesting pencil drawings and map segments of the route and is meant to be used in conjunction with Ordnance Survey Maps. These maps, plotted on a scale of 1 inch to 1 mile, show a tremendous amount of detail, including the placement of farm buildings. The maps are indispensable as you plot your course from Rosthwaite to Grasmere, or to any other villages along the trail.

Rather than describe this walk in detail, I will reflect on some interesting aspects of hiking this trail. Our trip was a package arranged by Wilderness Travel of Berkeley. The trip was 16 days, which included 12 days of hiking. Each day we walked about six hours and averaged about 11 miles. The high point on our hike was 3,118 feet elevation on top of Helvellyn Peak. While this was not high by California standards, most trails start from near sea level, so your final elevation is all gain. Our cumulative elevation gain was 16,300 feet, or about 3 miles, the equivalent of hiking to the bottom of the Grand Canyon and back again three times. Our most aggressive hiking day was an ascent and descent of 2,300 feet. We had two fine guides – Hugh Westacott (this was his 24th Coast-to-Coast hike) and Peter Goddard (a veteran of 15 trips).

And this is the way it was – ...

Unit 5 – The Science of Life

➤ Tapescript for Exercise 3b (p. 99)

In my career as a doctor, spanning almost thirty years, I've witnessed many changes in the diagnosis and treatment of disease. As a GP I come up against everything, from ingrowing toe nails to cancer, and it never ceases to amaze me how much ill health there is around.

Speaking of cancer, nowadays we can cure about 1 in 3 malignant cancers outright and, in addition to this there are many other cases where we achieve what is referred to as a five-year cure. It's never easy to predict the future, but I'd say that, given the breakthroughs now taking place in the realm of genetic engineering, we could well see a 100 per cent cure and/or prevention rate within the next 30 years.

Infectious diseases spread by vectors such as mosquitoes are still a major source of ill health in many parts of the world. Most governments have measures in place, designed to limit and eventually wipe out these vectors and the malaria and sand fly fever along with them. Within our lifetime we should have seen the last of them – that's hopefully in about 25 years in my case!

While I'm on the subject of longevity, the average life expectancy for someone who today is in their youth, provided they take care of their health, is around 82. With any luck, by the time their grandchildren are pensioners that figure may have reached the magic 100. That's about 100 years hence.

In 1982 the world was hit by what was dubbed the 'last great scourge of the twentieth century' – AIDS. Scientists around the world are working feverishly in an all-out effort to find a vaccine that will either cure people who have the virus that causes AIDS or provide immunity from it. At the rate things are advancing we can expect to see a vaccine by the end of the decade.

The aptly named common cold is one of the earliest recorded diseases and is mentioned by Hippocrates. Because the virus causing the illness keeps mutating, the 'cure' for the common cold remains illusive. I'd hazard a guess at half a century if you were to ask me how long before a cure is discovered - but don't hold your breath.

Now, I have many patients who come to see me with one thing or another wrong with their heart. The prospect of having to have heart surgery frightens the life out of many people, but often they are amazed to hear that their operation involves no incisions, no pain and no blood. This is because an increasing number of procedures are carried out using minute probes which are inserted into blood vessels in the top of the leg and manipulated towards the heart by the surgeon. I wouldn't be at all surprised if at least 80 per cent of heart surgery were to be performed in this way within the next 5 years.

➤ Tapescript for Exercise 3c (p. 99)

The medical advances I've mentioned so far are all, directly or indirectly, dependent on research involving the use of animals. Speaking as a scientist and a doctor, I have seen with my own eyes the enormous benefits to people such research can bring. If there were another way of achieving the same gains without the use of animal trials, believe me I'd be wholeheartedly in favour of it. Unfortunately, for the time being at least, no such alternative exists. People who vandalise research establishments – so called animal rights activists – succeed only in slowing up progress in achieving the results we're after. The only other thing they achieve is to attract media attention. The media, in turn, take the opportunity of creating a 'human interest' story out of the issue.

Conversely, when a medical breakthrough, such as a new development in transplant surgery, is announced it gets a passing mention on page 4 in one column near the bottom. One can only assume that this reflects the general public's lack of enthusiasm for news of such importance to them. I'll never understand this.

Of course apathy is also a trait of governments when it comes to reacting to demands for better state health provision. They tend to meet demands for increased funding with calls for belt-tightening. Their telling us that we must break out of the nanny-state mentality has also become commonplace.

➤ Tapescript for Exercise 19a (p. 105)

- 1 **Man:** Hmm ... five o'clock is a bit late ... Have you got anything earlier?
Woman: Let's see ... I can give you an appointment at 4:15. How does that suit you?
- 2 **Woman:** Graham, hi, Linda here. Listen, about meeting you tomorrow ... Something's come up. I'm afraid I can't make it.
Man: Oh that's a shame. Well ... maybe next week then.
Woman: I'll try.
Man: Okay Linda, never mind then. Thanks for letting me know.
- 3 **Man:** Is there an earlier appointment?
Woman: Well ... I can fit you in at 11:30. How's that?

- 4 **Woman:** So, has he got any free time today?
Man: I'm afraid he's booked solid today, Ms Clarkson.
- 5 **Woman:** Hello, I would like to make an appointment to see the manager, please.
Man: Certainly. May I ask what this is in reference to?
- 6 **Man:** Good morning, my name is John Bart and I have an appointment with Dr Robson.
Woman: Certainly. Why don't you have a seat, and I'll let him know you're here.
- 7 **Woman:** Brian, hi, it's Patricia.
Man: Hi there.
Woman: Listen, I'm stuck in terrible traffic and I'm late for picking up my son ... Can we move the appointment to sometime tomorrow?

➤ Tapescript for Exercise 20b (p. 106)

Interviewer: Once again, Filipino psychic surgeon Gary George Magno is in the headlines. This time, however, it is neither because of his supposed ability to cure terminally ill patients, nor is it the recent spate of publicity over his claimed 'supernatural powers. Instead, this week, his American wife, Terry Lynn Stanley, was arrested by immigration agents in their home in Malate and later deported to the United States for the fraudulent practice of medicine. With us to shed some light on the credibility of these so-called miracle workers or faith healers is Sean Flint, leading psychologist at Glen Haven Psychological Institute. Sean?

Sean: Thank you Graham. The practice of working miracles, faith healing, or performing psychic surgery was developed in ancient or prehistoric times and is still used by primitive cultures as a means of coping with sickness and death. The shaman or witch doctor would palm bits of one thing or another and pretend to pull them from the patient's body. Now, what he was doing was totally staged, but it was not done to intentionally deceive anybody. The idea behind the production was that the 'miracle' would relieve anxiety and bring peace of mind to both the patient and his loved ones. Today's faith healers, such as the gentleman and his wife whom were referred to earlier, are frauds, plain and simple. And the reason behind what they do, is even simpler. It's a good way to make money. Although it's commonly believed that psychic surgeons don't charge for their services, the facts say otherwise as the luxurious lifestyles of several healers clearly show.

This is not the first time psychic surgeons have been exposed as fakes. In February 1989, Baguio-based healer, Placido Palitayan, was arrested in Oregon for the same offence. And in March 1987, Brother Jose Bugarin who operated in Sacramento, California, was arrested for quackery and the illegal practice of medicine. He was sentenced to nine months in jail. The arresting officer who frisked him found several red-coloured cotton balls in his left rear pocket. Healers use these balls, nicknamed bullets, to create the illusion of blood at the appropriate time during sham surgery.

Even though there have been numerous documented cases of such trickery and its subsequent harmful results, people still believe in, and seek out miracle cures. The myth still persists, and this is due largely to unscrupulous agencies that promote these 'wonder healers' and the testimonies of patients who assume they have been cured. Most of the time, the people who respond to psychic surgery are those suffering from psychosomatic illnesses - disorders that are caused or aggravated by prolonged stress. This does not mean that the patient's problem is psychological. On the contrary, such disorders can produce physical symptoms like acne, eczema, arthritis, headache, and backache among others.

In chronic pain disorders, for instance, the person has episodes of chronic pain that may last for months yet no underlying cause is ever found. As with other psychosomatic ailments, these symptoms are the result of stress and are the patient's way of getting the attention and sympathy of others. As soon as the stress is gone - as soon as the person's anxiety is relieved - these symptoms disappear. Despite the fact that most of these cases are self-limiting and clear up regardless of the treatment offered, patients attribute their 'cure' to their psychic surgeons, and the faith healing myth is further propagated.

➤ Tapescript for Exercise 21b (p. 106)

Woman: In today's edition of *Careers Today* we'll be examining jobs in healthcare provision; and with me to discuss the various aspects of them is John Wilkinson of *The National Health Worker*, the healthcare industry's periodical. John, I know that there are more professions in the healthcare industry than most of us realise, can you tell us a little about them and the kinds of skills and aptitudes that are required for some of them?

John: Well, Cathy, as you just reminded the listeners, there's more to health than just doctors and nurses. As techniques of medicine and care-giving progress, the number and variety of specialisations increase too. Increasingly, much of the daily business of healthcare provision is in diagnostics. Some of the tools available to doctors have been with us for some time, such as X-ray photography, while others are on the cutting edge of technology, for example Nuclear Magnetic Resonance imaging. Almost all of the hi-tech diagnostic techniques are the responsibility of the Health Physicist. His or her main concern is with ionising radiation, and the safety of both patients and staff hinges on the Health Physicist's expertise in the area of radiological protection.

Woman: What other jobs are there in the area of technology?

John: More than most people realise. Hospitals these days are full of all kinds of hi-tech gadgetry that, just like the human bodies it's designed to treat, has the propensity to malfunction. A hospital can't rely on outside contractors to the extent that you or I rely on various repairmen and the like to come and sort the problem out for us; it has to have in-house expertise to cope with any eventuality. Then there's the routine maintenance of things like kidney dialysis machines that have to be stripped down and re-fitted out for each patient. Even down to the fitting of new batteries in a hearing aid - nothing is too big or too small for the teams of highly skilled technicians.

Woman: I've never had to go into hospital - apart from visiting other people. Is the food as bad as everybody makes it out to be?

John: I'm glad you asked me that because that's one of the areas I was going to touch on - Dietetics. It's no secret that the real key to a long and healthy life lies in what we eat, and it's the job of the hospital dietician to devise eating regimes for both the needs of people with complaints such as renal failure, sugar diabetes, cardiovascular problems and for the general health of both patients and staff. It would be mortifying for a dietician, having advised a patient to avoid fatty foods, to then go into the hospital cafeteria only to find that sausage and eggs was the first thing on the menu. And just to answer your question - no, hospital food isn't as bad as some people would have us believe.

Woman: Could you tell us a little about the Ambulance Service and what skills are required?

John: Certainly. The mental picture that everyone has of ambulance personnel is somebody driving a white van at a diabolical speed making a terrific noise in the process. Well, they sometimes do that, but their work is generally much more complicated. The paramedics - men and women well versed in a wide spectrum of life-saving procedures - are often the first on the scene in many medical emergencies, be it a motorway traffic accident or a domestic

emergency. It's often their ability and cool-headedness that make all the difference at critical moments. They radio ahead details of a patient's condition to the hospital casualty department so that the trauma team can be in readiness to administer the appropriate treatment on arrival. I'd say that the aptitude that is required for this kind of work is an ability to keep calm under all conditions and to be able to maintain a totally detached attitude towards the job.

Woman: John, I keep hearing the term Hospital Social Worker being used and I'm ashamed to say that I really don't know what a Hospital Social Worker does.

John: Well, Hospital Social Workers fill a key role in what is referred to as Continuing Care. To explain what I mean I'll give you an example. Let's say a senior citizen who lives alone has a spell in hospital and is subsequently discharged. There would be little wisdom, after curing them of their illness, in sending them home to an empty house with no food in the fridge and perhaps not being in a condition to do any shopping or cooking. It would be the Hospital Social Worker's responsibility to ensure that the person's situation is such that they are able to fend for themselves, or in the event of them not being able to do so, to arrange for meals to be delivered to the person's home and for Care Workers to visit them to ensure that their needs are being met. As I said, this is merely an example of what a Hospital Social Worker does.

Woman: Well, I, for one, feel that I now know more than I did about the functions of the people who provide such an invaluable service to our country and I'm sure that our listeners feel the same. Thanks for joining us.

John: Pleasure.

➤ Tapescript for Exercise 22a (p. 107)

Man: The Post-modern era has brought about changes that were unimaginable just a few years ago. Knowledge, it seems, not only advances but also accelerates, and suddenly it seems safe to say that absolutely anything is possible. Back in the Age of Discovery, when good old know-how seemed to be the panacea we all thought would provide limitless energy, resources, wealth and, yes, life, it never crossed our minds that one day we ourselves would come to the point where we would say that enough was finally enough.

When the cloning of animals became a reality, the world was captivated by the possibilities and suddenly we all had the opportunity to be in on a world-changing event. Just as the previous generation had witnessed the discovery that threatened ultimate destruction, so we too had come to the threshold of the secrets of life. Then, in the batting of an eye, we had passed emergency legislation banning experiments into human cloning, lest we fall into the trap of confusing the roles in the grand scheme of things and become not just masters of our own destiny but also our own creators.

What is the reason for our reluctance to push beyond our role of world-changers and undertake the role of life-makers? Maybe we are precocious adolescents; overstepping our level of responsibility, not yet mature enough to don the mantle of parent, preferring to sidestep our duty. Maybe it is just a case of 'too much, too young'.

➤ Tapescript for Exercise 23a (p. 107)

Man: What on earth is that?

Woman: It's my biology project. I've got to monitor the growth of cultures of micro-organisms over the weekend. It's what you might call a cultural weekend.

Man: Very funny! I hope that stuff isn't dangerous – you can't be too careful, you know. Anyway, just how are you supposed to monitor the growth of micro-organisms without a high-powered microscope?

Woman: Voila! The last word in optical microscopes, complete with student-friendly carrying case. It's got a magnifying power of five thousand.

Man: I say! That's very trusting of the school to let you take the microscope home for the weekend.

Woman: Dad, it's not *the* microscope, it's *my* microscope. We're all issued with one at the beginning of the school year. Of course we're expected to look after it until the time comes to hand it in. It wouldn't be possible to do weekend projects if we didn't have the equipment, now would it?

Man: Suppose not. Things have progressed somewhat since my school days, that's for sure. We used to have the books provided and sometimes the odd musical instrument but we usually had to share it with somebody else. You don't realise how lucky you are.

Woman: Lucky! What are you talking about? Measuring the growth rate of microbes all weekend isn't exactly what I'd call lucky.

Man: I give up.

➤ Tapescript for Exercise 24a (p. 107)

Woman: If there's one thing that sticks out in my mind from my childhood it's all the time I had off from school because of my ears. I had some kind of recurring ear problem that I was always being dragged off to the doctor's with, and I was excused from swimming on more occasions than I care to remember. As I remember, there were always a lot of children off school; somebody was always coming down with something or other. In my job as a teacher, I've gradually seen the amount of absenteeism due to illness decline over the time I've been in the profession. Some of my colleagues took the time to look into whether the apparent decline in childhood illness could be put down to the general improvement in the nation's health or whether there are other factors at play. Of course it's very difficult to separate all the variables, but one possible alternative explanation that they came up with was that the level of childhood illness has, in fact, remained static, and that the fall in numbers of children off school is explained by the fact that because there are more and more families where both partners are in full-time employment, there's simply no-one at home during the day to take care of a sick child in any case. If this is indeed the case, the implication is that we have sick children in the classroom who, firstly, can't concentrate fully on the lesson and become disruptive and, secondly, in all probability, will bring the rest of the class down with whatever it is they have. This is a wonderful example of how, what appears on the surface to be an improvement, is in fact, a worsening situation when looked at in more detail.

➤ Tapescript for Exercise 25a (p. 107)

The soaring autumn sales of vitamin C supplements conjure up mixed emotions for a dietician. On the one hand, I am relieved that the correct nutritional message is getting through - vitamin C can help prevent and reduce the severity of the common cold. On the other, though, loading our bodies with vitamin C tablets is not always necessary - and sometimes it can cause damage.

The recommended daily intake of vitamin C for adults is 60mg, with children needing roughly half this amount. Despite popular belief, consuming more than 1,000mg a day is of no real benefit; vitamin C is water soluble; therefore the body will simply excrete what it doesn't need. I sometimes find that people who take excess vitamin C in the form of supplements suffer from sensitive and irritable stomachs and mouth ulcers.

However, the reasons for making sure your body gets enough vitamin C are many. Also known as ascorbic acid, vitamin C helps the body absorb iron, a very important mineral necessary to ensure growth in young children, among other essential functions. It is also one of the best anti-oxidant vitamins - a group of nutrients that help

prevent heart disease, premature ageing and cancer. Furthermore, it is needed for growth and healthy body tissue, and is important in the healing of wounds.

➤ Tapescript for Exercise 26d (p. 107)

Claire: How about including a picture of a pregnant woman smoking? There's a poster like that, it's one that's often displayed in hospitals and clinics to put across the message that smoking can harm the unborn child. If one of these were to be included, it would broaden the scope of the leaflet.

Michel: Yes, I had seen that image, but wouldn't you say it's a bit over-used? It is no doubt it delivered its message too effectively in the past, but overexposure to an image desensitises the people for whose it is intended and I doubt if it would have had the same impact today that it had previously.

Claire: Well, alright, but while pictures A to D all show how smoking can affect the individual, they don't show how smoking can be a danger to non-smokers, which is something which needs to be pointed out in this kind of publication. After all a smoker makes his own choices, but those around him are the ones whose health will also be affected.

Michel: You're meaning passive smoking; that's a so valid point. Passive smoking isn't represented among the pictures, yet it's certainly a controversial issue in today's society. Perhaps the image you mentioned of the pregnant woman could be altered. She and her baby could depict the victims to passive smoking: rather her, the smoker could be her husband.

Claire: Yes, that would be much more effective.

➤ Tapescript for Sample Interview – Ex. 26 (a, b, c) (p. 107)

Interlocutor: Now I'd like you to talk about something together. Here are some pictures on the theme of health.

First of all, please look at pictures A and B and talk together about which picture you think sends out the stronger message. I'd like you to talk for about a minute on this, so if I stop you, please don't worry.

A: Well, let's start with picture A, shall we? A photograph of a skull with a lighted cigarette hanging out of its mouth. Horrific really, isn't it?

B: Yes, it's obviously designed to shock. The fact that the skull has been stained a tobacco brown makes it even worse. The other one is less obvious, what do you think it is?

A: Yes it's been puzzling me a bit, too. I think, though, that it must be something medical, perhaps two lung X-rays showing the effects of smoking on the lungs, you know, how tar clogs up the lungs.

B: Ah yes, I see what you mean. Which one do you think has the stronger message? I think I'd go for picture A. I mean, everyone knows that smoking is bad for you, but they don't like to face up to the fact that it can kill you!

A: Hmm ... yes, picture B just shows a condition without any comment, no indication of how bad it is or whether it's a reversible or incurable condition, while A really makes you sit up and take notice. I'd go along with you there, I think.

Interlocutor: Thank you.

Now, I'd like you to look at all the pictures. Imagine that two of these will be selected to go on the front page of a government publication entitled *Smoking Kills*. Together, decide on the two pictures you would use. Say why the pictures you have not chosen do not do the job as well, and then suggest one other photograph that you would like to see on the cover.

Please talk about this for about three minutes.

A: Right, now, pictures to go on the front of a government anti-smoking publication. I suppose we should start by thinking about who the publication is directed at. That will help us choose the pictures.

B: Well, I'd say that it should probably be directed at young people and sent round to schools. After all, they're the people the tobacco companies are targeting in their advertising campaigns, so they're the people at risk.

A: In that case I think we should discard picture B. I don't think it's the kind of picture to make much of an impression on young people, it's too scientific, and as we said before, it doesn't make the point very strongly.

B: Yes, but remember it is a government publication. They tend to avoid sensationalism, so perhaps in this case it would be better to have the X-rays on the cover rather than the skull.

A: I'm not so sure about that, but if we do choose the X-rays, then I think the other picture we choose has to be more descriptive. I'd tend to prefer picture D to picture C.

B: Hmm, picture C is quite dramatic, but it could be any medical emergency, it doesn't necessarily indicate smoking. As well as that it shows someone being rushed into hospital from an ambulance, and if you are taken to hospital, the implication is that you're going to recover. So the message 'Smoking Kills' isn't put across very effectively here.

A: No it isn't, which is why I prefer picture D. It shows a young woman in a haze of smoke, but it's not a glamorous image, as cigarette advertisements tend to be. She looks as if she can't breathe and is choking on the smoke. She's definitely suffering from that cigarette. Actually, I'd like to go back to what I suggested before. Despite it being a government publication, there should be a strong message conveyed. Pictures A and D really underline the title. I think I'd say they're dramatic rather than anything else.

B: Ok, point taken. Particularly since we've decided that the publication is directed at young people, so we need something that attracts attention and relates to them in a way, like the picture of the young woman. So, we've chosen A and D.

A: Yes, that's right. Now another photograph ... It might be a good idea to include a photograph showing the effects of passive smoking. What do you think?

B: Yes, people are inclined to feel that it is only the smoker him or herself that is at risk, when in fact it is everybody in the immediate vicinity as well. Young children are particularly vulnerable.

A: Mmm. So we could include a picture of a family at home, the parents both smoking and their children sitting in a smoke-filled environment. Something like a mother feeding her baby while she's smoking ...

B: Or a pregnant woman smoking. According to statistics, children born to women who smoked during pregnancy are likely to be underweight and to be far more susceptible to chest ailments.

A: Yes, both of those would be good. Which one should we choose?

B: Um, I think the picture of the family would probably be the best. That moves the whole question away from just the individual and makes us think of the bad effects on society, especially on those closest to us.

Interlocutor: Thank you.

 Unit 6 – The Art of Entertainment

➤ Tapescript for Exercise 4 (p. 119)

Woman: I think I'd say that I always keep my audience in mind. It's important not to underestimate them, but you shouldn't overestimate them either. I mean, we're not making a picture for university professors, we're making it for ordinary people, the people we pass in the street every day. What I really want to say, I suppose, is that we shouldn't bore them or give them subjects too far from their own interests.

Man: Mmm, I've got rather a different point of view, I think. To be honest, I'd rather do what I want to do and what's interesting for me, something that breaks new ground, than make a film just because it's commercial and will go down well in Hollywood! The result may not have crowd appeal, but it makes a contribution to the development of film as an art form! In fact, I always make low cost movies. If you're on a small budget, you're not answerable to anyone else and you can do what you like.

Woman: But who's going to go and see them? There has to be an audience and that audience must be made to laugh or to cry... enjoy themselves. To feel that the money they handed over for the ticket was worth it.

Man: Entertainment takes different forms, though, doesn't it. You can be just as entertained by seeing something a bit different and which makes you think, as you can by laughing your head off at a comedy. They're just different aspects of the same thing.

➤ Tapescript for Exercise 14b (p. 122)

Professor: Personally speaking, I'm a member of the school of thought that insists on inwardly comprehending art before it's possible to truly appreciate what the artist intended to convey when painting it. It is also important to bear in mind something of the background of the individual. This is never truer than in the works of John Singer Sargent and René Magritte. Magritte's *The Lovers II* is a fine example of the often challenging images that stem from his revelations of the mystery of the visible world. To him this world was a more than adequate source of lucid revelations, so that he didn't need to draw on dreams like other surrealists. He remains one of the art world's most obscure figures. But those who find him obscure shouldn't forget that he had turned his back on the fantastic and on the immediate world of dreams. He didn't seek to be obscure. There are many who fail to see what it is about this particular piece that made it so well known.

John Singer Sargent's famous painting *Carnation, Lily, Lily, Rose* is in complete contrast to *The Lovers II*, in that it has a light and innocent quality which gives those unversed in his work the impression that he was shallow and lacked the philosophical depth of the Surrealists. Sargent, however, predated the Surrealists, and closer examination of his work reveals elements of movement, which helped define the surrealist school of painting.

➤ Tapescript for Exercise 27b (p. 126)

Interviewer: Good evening everyone, this is Friday Night Blues, and I'm Shona Kennedy. Now, there are so many wonderful young jazz musicians around, but every now and then you get one who is more than just a success. In fact, the one I have the honour of having with me tonight is a young saxophonist who's made such an impact that Patrick Wilson himself went so far as to suggest he is 'the most important new musician in twenty years.' Jonathan Redgrave, welcome to the programme.

JR: Thank you, Shona.

Interviewer: Now, I understand that your first contact with Jazz music was John Coltrane's *A Love Supreme*. How much do you think this particular album has influenced your music?

JR: Well, I can remember looking at the album cover and hearing that music when I was 3 or 4. It's hard to say what effect the album had on me because that was music for me. In other words, *A Love Supreme*, along with a few other records were my first exposure to music, so they were kind of the definition of music to me. And I think the thing that always amazed me about that album was just the intensity and the force of the music, and the soulfulness of it. I think that is the case for most people when they hear that record. They may not have any understanding of what's happening musically, the incredibly deep and complex musical concepts that Coltrane is working on, but I think the conviction and the intensity and the passion and the sincerity, the honesty – you feel these qualities when you hear this record.

Interviewer: Do you ever feel Coltrane's music can be a little inaccessible?

JR: No, I certainly don't. Coltrane, in a certain way, is a paradox, because he is one of the most elusive and one of the most uncompromising artists. Everything that he did was all about music and all about artistry. No concessions were made to commercial issues. Yet, at the same time, he is one of the most compelling, and in some ways one of the most accessible artists in the history of jazz. There are people who own Coltrane albums, and those are the only jazz albums they own or they are the only jazz albums that they like.

But I certainly don't think that any kind of jazz is inaccessible. For example, if I put Ornette Coleman on for some people, and don't tell them it's Ornette Coleman, or don't tell them that it's free jazz, sometimes they love it and they can relate to it because there is melody, there is deep feeling, there is an incredible sense of humour. Sure, some people understand jazz better than others because they've listened to more of it or they've read about it or I don't know what. But you don't have to be a member of that club to enjoy jazz.

Interviewer: You were commissioned by a playwright to create a piece of music that would be used in her play. Tell us a few things about that.

JR: Yeah, that was Mary Whithaven, it was a year or so ago ... She wrote a play called *Moving House*, and she wanted me to create a piece of music that put the audience in a state of uncertainty, where things are unclear, in a time of change ... That was a lot of fun to do, because I had to work on the compatibility of the music with what went on on stage. I actually went to many rehearsals, and I even videoed one of them and I would write music at home, watching that video.

Interviewer: And would you say the music you wrote for that play is also influenced by Coltrane?

JR: His influence can never be that far away. No matter what you do, music is a part of your identity. But it's very dangerous for me to compare myself to Coltrane while I am doing my own work, because if I do that, I am basically going to stop playing. I am never going to sound as good as John Coltrane, I am not going to come close to achieving what he did, so I basically try to put him and his music completely out of my mind when I am doing my own stuff, because otherwise he will be like this ghost that is haunting me.

Interviewer: Tell us a little bit about your new album ... *The Open Sea*, is it?

JR: That's right, *The Open Sea* is my latest work, it contains 12 saxophone pieces, and I've got some very highly esteemed musicians playing with me, Luke Palmer at the piano, Neil Conway playing the bass, and Alex Fielding at the drums. And four of those 12 pieces are actually live recordings from the handful of gigs we did in London last summer. But my focus

when playing remains the same as it was on my previous two albums, and there won't be any surprises for people who have listened to my music before. I'm still committed to making good, mellow, approachable jazz.

Interviewer: Well, shall we perhaps listen to one of the songs?

JR: I don't see why not.

➤ Tapescript for Exercise 28b (p. 126)

Interviewer: Today, we continue with the next segment in our series on famous entertainment spots. This afternoon, we're travelling to America, to sunny California in fact, to talk about Grauman's Chinese Theatre. We're lucky to have in the studio, Jill James, manager of this illustrious theatre. Thanks for coming Jill. Why don't we begin with a bit of historical background on the theatre.

Jill: That's as good a starting place as any. Well, Grauman's Chinese Theatre was opened over 70 years ago by legendary showman Sid Grauman, the man who also built the nearby Egyptian Theatre and the Million Dollar Theatre on Broadway. The theatre was renamed Mann's Chinese Theatre after it was purchased by Ted Mann, in 1973. But by any name it's still the same grand landmark. The Chinese Theatre has been the site of more gala Hollywood movie premieres than any other theatre in the world. In 1939, for instance, over 10,000 spectators showed up for the world premiere of *The Wizard of Oz*. And back in the 1940's, Grauman's Chinese Theatre hosted the annual Academy Award ceremonies.

Interviewer: Why is it called The 'Chinese' Theatre?

Jill: Ah, that's because of its architectural design. Sid Grauman had a flair for the dramatic, and he was the one who came up with the idea for the unique oriental theme. The ornate exterior of the theatre is almost as enticing as its celebrated forecourt, which we'll talk about in a bit. Resembling a giant, red Chinese pagoda, the theatre's architecture features a huge dragon snaking its way across the front, two stone lion-dogs guarding the main entrance, and the silhouettes of tiny dragons racing up and down the sides of the theatre's decorative, copper roof.

Interviewer: Sounds wonderful. What could we expect to see inside the theatre?

Jill: As a matter of fact, you'd be in for quite a surprise. You might suspect that after seven decades, the theatre's interior would be dilapidated, like many of the other older theatres in L.A., but in fact, the Chinese Theatre remains in surprisingly good condition. Its interior decor is a dazzling blur of exotic Asian motifs and the lobby boasts elaborate wall murals depicting life in the Orient and a colossal, intricate Chinese chandelier. In the lobby's west wing is a glass case containing three wax figures wearing authentic Chinese costumes. Moviemakers used to consider it good luck to come to the theatre and touch these wax figures before embarking on a new film project.

Interviewer: You were going to tell us a bit about the forecourt.

Jill: That's right. This renowned forecourt represents a virtual 'Who's Who' of Hollywood greats with its extensive display of footprints, handprints and autographs immortalised in the legendary cement. There have only been about 173 star prints made so far, and the remaining empty space in the courtyard is scarce – so the honour is now reserved solely for true Hollywood superstars.

Interviewer: Gosh, we're nearly out of time already. Any last words for our audience, Jill.

Jill: Yes, actually a bit of advice for those who visit the theatre in person. Near the forecourt, you'll find that the tourist business, with all its inherent evils, is thriving. Beware of the booths set up hawking various guided bus tours of Hollywood and the movie stars' homes. More often than not, the tours are incredibly high

priced and not worth half of what the guides are charging. Also, even though the outdoor courtyard is open 24 hours a day, be warned: Hollywood Boulevard can be a rough place at times, especially in the late hours. Use common sense, stick with a group, and come at a sensible hour.

Interviewer: I'll certainly bear that in mind.

➤ Tapescript for Exercise 29a (p. 126)

People have always found strange ways of spending their free time but origami is one of those things that outsiders find very difficult to understand – 'folding paper!' is the usual response to an admission that your hobby is origami – 'what on earth is so interesting about that?' In fact origami is practised the world over among an enthusiastic group of people and is increasingly being considered an independent art form. It originated in the Far East, supposedly in China, where simple designs were made. In the sixth century when paper was introduced into Japan and integrated into the culture, being used in architecture and in many aspects of daily life, origami developed there. Designs were transmitted via an oral tradition, with the recreational designs being passed from mother to daughter. Meanwhile, paper folding was also being developed by the Moors in Spain, in this case the designs made a study of the geometrics inherent in paper, since the creation of human figures in art was forbidden. Origami, therefore, is not just a modern fad but an activity with a long and varied history.

➤ Tapescript for Exercise 30a (p. 127)

Man: Jack was a good friend and an outstanding artist and I can still remember him almost forty-five years on. We were in the same year group together at the Art Student's League in New York. He was starting to be influenced by the Mexican muralist painters and a little while later by certain aspects of surrealism. By the mid 1940s he started to paint in a completely abstract manner and it was around that time that he developed his drip and splash style that he became renowned for. He would put his canvas on the floor and pour his paint from a can. Instead of using brushes he manipulated the paint with knives and trowels and anything else that came to hand. This 'action' painting was supposed to result in a direct expression of the unconscious moods of the artist and he became its best-known practitioner. As I recall, it was around this time that his name became associated with the introduction of the all-over style. This avoids any points of emphasis or identifiable parts within the whole canvas and therefore abandons the traditional idea of composition in terms of relations among the parts of a painting. One thing that perhaps not many people know is that the design of his paintings had no relationship to the size or shape of the canvas and this was often cropped to suit the image subsequent to the work being painted. Neat trick, I always thought.

➤ Tapescript for Exercise 31a (p. 127)

There's actually quite a funny story behind this song ... This was written especially for a performance I was doing last summer down in Cornwall. Sarah Dunwich was supposed to be coming to the gig and singing a couple of songs with me, but I gave her the wrong date, you see ... People that know me are not surprised when I tell them this... Anyway, I'm talking to Sarah on the phone three days before the gig, and at some point I said something to the effect of "I'll see you in three days," so there's this long pause, and then she says "you mean next week," and I say "no, I mean this week". Anyway, that's how the mix-up came to light ... She says "Well, I'm sorry Bob, I'm playing in London on Wednesday." So, resourceful guy that I am, I had this great idea

where we would hook up during the concert through the telephone lines, and we would do a song together which would be heard at the same time in Cornwall and London, and Sarah loved the idea, and so we started talking about which song to do, and at some point I suggested that I should write a song for the occasion and call it *Long Distance*, which I actually sat down and did that very evening. The next thing I did was I got my brother, who's a bit of a computer freak, to record the song and encode it into MP3 on his computer, and I emailed it to Sarah, and so she was able to rehearse and become familiar with it. So, on the day of the actual concert, the guys from BT came along and they were extremely helpful, and I was talking to Sarah and hearing her from the speakers in no time ... And when it finally came to playing the song live ... well ... the audience absolutely adored it in Cornwall, and Sarah tells me that it was extremely well-received in London too ... And there you have it, who said rock'n'roll can't be high-tech?

➤ Tapescript for Exercise 32a (p. 127)

Andy: Isn't it wonderful the way we have music in the streets now, you're sitting at home and you can hear old songs drifting up from the street below, and see people leaning over their balconies to listen ...

Helen: Well, yes, it is if you look at it like that. I can't help thinking about the musicians, the reason they're doing it is obviously because they're desperate and they've no other means of making money. I don't know how many streets they have to walk through or how long they have to go on for. And here we sit in our nice comfortable houses! The other night I was at the cinema – the late show – and when we came out there were people busking in the foyer, all trying to look as happy as possible, but no one was giving them anything. People just put their heads down and scurried off!

Andy: Well ... maybe, but I'd say that on the whole they make quite a lot of money, look how many buskers there are in the main shopping streets ...

Helen: True, but ...

➤ Tapescript for Exercise 33c (p. 127)

Interlocutor: In this part of the test I'd like you each to talk on your own for about two minutes. You should listen to what your partner says because I'll ask you to comment afterwards.

Pierre, I'm going to show you a card. There is a question written on the card and I'd like you to give us your opinions. There are some ideas on the card and you can use them if you want to.

So, here is your card, Pierre, and here is a copy for you to look at, Joanna.

Don't forget, Pierre, you have about two minutes to talk before we join in.

Would you like to start?

Pierre: As far as I am concerned, art is all around us all the time. Everywhere we go, we hear music blasting out of car stereos, radios and sound systems. Sometimes this can be irritating. For example, when we are in a café, trying to have a quiet chat over a coffee with a friend, and the music is so loud that we cannot hear what the other is saying, we often feel stressed. At other times, however, music can provide a soundtrack to our lives, and contribute to our memories of certain events or occasions. For instance, we may associate an event in our lives with a song that was playing at the time, and every time we hear that song in the future, it will evoke the feelings we had at the time we first heard it. The music we hear as we go about our daily business can also affect our mood and make us feel happy, sad or energetic,

depending on the rhythm and tune of what we hear. I always listen to the radio when I am getting ready for work in the mornings, and the songs I hear influence my mood for the rest of the day, especially as I tend to get songs stuck in my head and hear them over and over again in my mind!

And then there are books, which we use all the time. I think that reading can be very relaxing, especially after a stressful day at work or school. When you immerse yourself in a novel, you escape your daily routine and enter another world, encountering fantastic characters and locations. The same applies to films, everyone now can watch any kind of film at the cinema or on a video at home, although when watching a movie you do not have to use as much imagination as you do when reading. The stories told in books take place in your mind, whereas stories told in films are the product of someone else's imagination. When watching a film, we are completely passive. I think that is why many people find watching films more relaxing than reading; they don't have to make any effort and can just lose themselves in the plot and imagery.

In my opinion, it is wonderful to have so much access to art in our daily lives. Music, books and films can relax us and help to bring colour to our lives.

Interlocutor: Thank you.

Is there anything you'd like to add to that, Joanna?

Joanna: Yes, I agree with what Pierre says about being constantly surrounded by music and having plenty of access to books and films, but I don't think that any of these necessarily fall into the category of 'art'. I think that if we are going to describe something as art, then there has to be some sort of criterion of quality involved and not many of the books and films, or much of the music for that matter, which we are exposed to, would accord with that.

Interlocutor: Thank you.

➤ Tapescript for Exercise 33f (p. 127)

Interlocutor: Now Joanna, I'm going to give you your question.

So, here is your card and a copy for you, Pierre. Don't forget, Joanna, that you have about two minutes to give us your opinions. There are some ideas on the card and you can use them if you want to.

Right. Would you like to begin now?

Joanna: Art can play a great role in helping children to develop their personalities. When children become involved in an artistic project, they learn how to express their inner feelings through different mediums. By painting or drawing, they can show their moods and thoughts. This can give them a sense of freedom and can also help others to understand their frame of mind. There are plenty of child psychologists, for example, who ask children to draw or paint an episode or person in their lives in order to get an idea of what is on the child's mind. Sometimes, the child may not even be aware that they are trying to express anything, but art nevertheless provides an outlet for their feelings, unconscious or otherwise.

Children can also experience a sense of achievement when they take part in an artistic activity. They feel proud of the things they create, particularly when their handiwork is displayed in a prominent place by their parents or teacher. This can help to build their self-confidence and help them to overcome shyness, as they feel that others appreciate their creations.

Another important way in which art can aid children's personal development is by teaching them to be creative. Having the freedom to paint or draw whatever they like gives children the opportunity to use their imagination and come up with original ideas. Through being able to choose their own colours, shapes and styles, they learn different ways of creating pictures and patterns, and learn new artistic skills.

Personally, I think that it is essential for every child to be involved in art in order to acquire creative skills, greater self-confidence and self-awareness. All children should experience the feeling of possibilities which a blank sheet of paper and a box of colours can offer. And not only develop their personalities, but open up a whole new area of satisfaction and fulfilment. It's something like being able to play a musical instrument, it provides the child with a great source of enjoyment.

Interlocutor: Thank you.

What do you think, Pierre?

Pierre: I feel that art is very valuable to children, but I think it's a mistake to think that it's only small children who are going to derive any benefit from painting and drawing. After all, older children and adults have the same need to express themselves and it is still easier for many to do that in the more concrete form of a painting. I would say that schools should regard art teaching as just as important as any other subject in the school curriculum.

Interlocutor: Thank you.

➤ Tapescript for Sample Interview – Ex. 33g (2 & 4) (p. 127)

Interlocutor: Now, to finish off we're going to talk about the arts in general.

Do some artists earn too much money?

Pierre: Well, certainly some artists earn a lot of money, but whether it's too much money depends on your opinion of their work. It's difficult to be objective about it, particularly if you're talking about something like abstract art which arouses greatly diverging feelings. Some people think it is brilliant, others think they could do just as well themselves and it's worth nothing. Then again, people we now consider some of the greatest artists of the modern world like Picasso, for example, could hardly give away their paintings when they began, but later could almost ask any price they wanted. So if they ended up earning a lot, well perhaps that was compensation for the years with nothing.

Joanna: It also depends how you view art, doesn't it? If you consider the acquisition of works of art to be an investment, as many people do, then in a sense it suits you that artists should be able to ask high prices, because it means your investment retains its value, but if you consider painting or sculpting to be a kind of higher vocation which should never be associated with money, then of course you think that artists are belittling themselves by asking for a lot of money. You feel that they are giving in to commercial pressures.

Pierre: It's just a matter of market forces. There's no moral question here.

Interlocutor: How can governments encourage people to enjoy art?

Joanna: Well, I'm not sure how much it has to do with governments. It's got more to do with schools really, and educating children to appreciate and enjoy art and the arts in general. I suppose where governments come in is in setting up the initiatives. I mean, they are the ones who direct school policy in the first place so they could make sure that all schools go on theatre visits or to galleries and that, as we've said before, art is taught or there are pottery classes or photography classes or whatever. Perhaps it's not enough to leave it up to individual schools, but to put the schools under an obligation to promote the arts of all kinds.

Pierre: Yes, the government's role is in providing funding. But I think we have to look beyond schools, although they are important, to a whole range of things like providing the means to set up museums, galleries, theatres and so on in the first place, and then to subsidise events. Governments need to establish a grants system whereby performers or organisations can apply for financial help. Then they have to have a policy of making all these events and organisations accessible to the general public which means putting on productions and shows that people will enjoy, as well as sponsoring arts festivals of various kinds.

Joanna: And to go back to schools, one of the things that governments could sponsor would be theatre companies touring schools and putting on productions for the children, or art competitions for schoolchildren.

➤ Tapescript for Exercise 33h (p. 127)

Interlocutor: How important is art in your community?

Chris: Well, I come from a big town which prides itself on the contribution it makes to art and the arts - there is a very lively arts scene with a number of different things going on. Then, every summer we have an important music festival to which people from all over the world come. What makes it particularly interesting is that it doesn't just feature international music but, owing to our area being one of the richest sources of folk music in the country, it also has a strong local element. It could be said that none of these reflect the interests of the inhabitants, of course, yet, in fact, the majority of people in my city, whether they have an artistic background or not, are involved in the arts in some way or another. People are always putting on their own productions or forming clubs to promote some aspect of the arts, for example and events are always full, bookings have to be made well in advance. I don't think I could imagine living in a place without this sort of artistic life.

Maria: Try my town! I'm the opposite. I come from a small town. It's a village really. The arts do not play a significant role because people in the village are extremely busy. They have to work in the fields and maintain their farms. There is little time for the theatre or the cinema and galleries. I imagine we could call the agricultural festivals a kind of interest in the arts. Every year there is a two or three-day festival when the whole village celebrates and people take time off. This celebration usually consists of inviting a well-known performer to come and sing. The audience sing and dance until the early hours of the morning. It's great fun, but not really artistic. Your town is much more impressive in that respect. I know that other places in the area have developed more of an interest in the performing arts or in painting. But not in my village. TV takes priority!

Chris: But were someone to initiate some other events, I'm sure people would be interested!

Self-Assessment Module 3

➤ Tapescript for Exercise 8 (p. 142)

Presenter: Hello and welcome to the show. Tonight we're doing a special feature on the nature of pain, its causes, how it can be measured and, more importantly, how it can be controlled. I have with me in the studio this evening eminent physiologist, Dr Clive Liddle, who is going to shed some light on this biological mystery for us. Clive?

Clive: Well, before I begin, I just want to say that, while none of us welcome pain, it is nonetheless crucial to our survival. It protects us from serious injury and death and alerts us to illnesses and diseases that require treatment. As to its nature, I'm afraid I can't do much more than scratch the surface in the short time allotted us, but I'll do my best to dispel a few myths and answer some of the more frequently asked questions.

The problem with pain, apart from the fact it's unpleasant, is that because it is intangible, a blood test, scan or any other diagnostic method cannot be used to measure it. Therefore, in order to remedy it, doctors have to listen to their patients' descriptions to understand what's causing it. Now this is where the problems begin. Deciding on the cause, and ultimately the remedy, is difficult because people's experience of pain differs widely and often depends on their situation. For example, pain is worse when you're tired or anxious. It

can also be masked, temporarily, by the adrenaline rush caused by fear, joy or anger. Then there are some people who seem to be impervious to pain, such as the pain of a heart attack. Electrocardiograms show that the damage caused by so-called 'silent' heart attacks, in other words heart attacks that the sufferer is unaware of, is no less than that caused by attacks described as agonising. Even more interestingly, pain thresholds tend to vary according to the patient's cultural background. In experiments, for example, Mediterranean people had a vastly different reaction to high temperatures, which they considered pleasantly warm, to that of Northern Europeans who described them as painful. However, it seems the significance we attach to pain depends more on our social conditioning, in other words, people who have been brought up to keep a stiff upper lip are less likely to seek relief from pain and thus determine its cause, often to the detriment of their health, I might add.

As to how pain works, well, the way in which the brain interacts with the body to produce pain is so complicated that it is still far from being understood even by modern science. What we do know is that there are masses of nerve endings scattered throughout the body which are programmed to respond to stimuli such as pressure, heat, cold, etc. When stimulated, these nerve endings send a message to the brain via the spinal cord. When it reaches the brain, it is at this point that we register we are in pain.

Fortunately there are many ways of controlling pain. In fact no one should have to put up with it at all these days because there have never been so many methods of relief - from herbal remedies to designer drugs to mind control, not forgetting the body's own natural painkillers, endorphins, which shouldn't be underestimated. Tests revealed that one of these endorphins is one hundred times stronger as a painkiller than morphine. Unfortunately, they are usually only released in extreme cases, such as battle and other traumatic circumstances, which is why you still have to reach for the aspirin when you have a headache. In fact, analgesics have long been the mainstay of pain treatment and are very effective, mainly because they work in one of two ways, either by stopping the pain signal production at the site of the damaged body tissue or by blocking the signal transmission to the brain. However, as I said, drugs are not the only way of controlling pain. Chinese doctors have used acupuncture to treat pain for more than 2000 years.

Presenter: Sorry to interrupt, Clive, but does it actually work?

Clive: Apparently so, although it's not fully understood how. It's believed that the needles somehow release endorphins or that they block the signals the nerve endings are attempting to send to the brain, but nobody really ...

Unit 7 – Born to Win!

➤ Tapescript for Exercise 1c (p. 145)

Man: The 400 metre hurdler, Sally Gunnell, achieved a personal best and world record of 52.74 seconds, at the Stuttgart meeting in 1993 and was one of Britain's greatest track athletes. Prior to Stuttgart, in what was probably the pinnacle of her career, Sally claimed the Olympic gold in '92.

Jonathan Edwards, whose personal best of 18.29 metres in the triple jump gained him the World Record in the 1996 Olympic games, finally lost his world title to a Cuban competitor at the August '97 world championship in Athens. He was disappointed not to hit gold, but was still delighted to have come away with a silver medal.

Scoring in his Liverpool debut at Wimbledon in 1997, Michael Owen became the hottest property in the British game and one of the brightest talents to emerge in soccer for many years.

In 2001, while in red-hot form he scored a hat trick, his best performance to date, against Germany in Munich when England historically triumphed 5-1 in a World Cup qualifier. The last Englishman to have scored three against Germany was Geoff Hurst in the 1966 World Cup final at Wembley.

He was the youngest player in the twentieth century to play for England making his debut against Chile in 1997, at the age of eighteen years and two months – quite a claim to fame.

➤ Tapescript for Exercise 20c (p. 151)

- A:** In my view, a swimming pool would bring more people to the centre.
- B:** Yes, but it is terribly expensive. What about spreading the money over more items?
- C:** I don't think we should dismiss the swimming pool idea. It will attract families and generate a lot of revenue, which means that we can use the money to develop other facilities.
- B:** You're right but I believe it would be a good idea if we spent some money on a medical centre. The clients would feel safe and we wouldn't have to worry if people were injured.
- C:** Yes, but there is another option. We could spend the money on a 5-a-side soccer pitch and a grandstand. That would cost a hundred thousand pounds and we would still have money left over to do something else.
- A:** I still think the first idea was the best. Why don't we go for some cheaper items like the switchboard and the soft drinks dispenser and then choose the one expensive item that we think will generate the most income.
- C:** Well, if you want something that will provide a steady income for the centre, surely that facility would be the swimming pool.
- B:** Actually, now I think you are probably right about the pool. And I agree with the drinks dispenser but I believe that as aerobics is such a popular activity we should have the synthetic flooring.
- A:** OK. Let's go for those three facilities. And an added bonus is that we'll have 5000 pounds left over. Any suggestions on how we could use that ... (fade)

➤ Tapescript for Exercise 22c (p. 152)

Presenter: You're listening to Planet Sport Radio 97.8, this is Football on Sunday, and I'm Rob Elliott. If you've just joined us, today I am joined by sports journalist Jill Wilson and former Nottingham Forest striker Gary Hill. So, Jill, before the break you were saying that the huge amounts of money footballers are earning today are actually bad for their form, but how can that be?

Jill: Well, actually that's not exactly what I said. A young footballer can be earning a lot of money and be a perfectly conscientious sportsman. But sometimes, it goes the other way. Imagine a 20-year-old kid who grew up on pocket money of £5 a week and had to do a year of paper rounds in order to buy a games console or something. Suddenly that kid is earning thousands of pounds a week. I think it's logical that he will want to go out and party - buy a fast car, go to fancy restaurants, take his friends to nightclubs. And all of that is just not good for an athlete of any sort.

Gary: I think you're quite right, Jill. Young kids who are just making it into the world of professional football do come up against that sort of temptation. But that's why they've got coaches like me; to help them resist it and focus on their game.

I'm proud to say that most of my lads are doing just fine. And, anyway, I don't see how earning less money would enable them to focus better ...

Jill: But do you think it's fair for a society to allow some kids that work all day and all night to be earning £150 or £200 a week while some others are earning 100 times as much? What I mean is, what about a little bit of perspective here? From 1985 to 1995, footballers' average earnings went up by about 1600%. Why this massive inflation? Aren't you worried that this inequality will eventually generate a lot of social discontent towards the game of football as a whole?

Gary: Why should we be looking at why footballers earn a lot of money, and not at why other professionals earn as little as they do, Jill? So you're saying that everyone should be earning as much as footballers? That's a little far-fetched, no?

Jill: Gary. {laughs} That's definitely not what I said ... Look, I'm not saying footballers shouldn't get paid well. After all, how long can anyone play professional football for? 12-13 years if they're very lucky.

Gary: Exactly.

Jill: But why not apply a little bit of restraint here? Why does it have to be £30,000 a week for some of these lads? Why not £5,000 a week? I mean, even that's about twice the salary of a top nuclear physicist!

Gary: It's the way the market works, isn't it? There's more demand for star footballers than there is for nuclear physicists, so that's just the way it goes, they get more money.

Jill: Unfortunately, you're right. That's how our national economy functions. But it doesn't make it fair. And how about the kids playing in lower divisions? Do you know what the difference is between the earnings of a Premiership player and a lad who plays in Division 2 or 3? Massive. You're talking thousands of pounds a week.

Gary: Now you've certainly touched upon something I feel very strongly about, too. The difference is completely unjustifiable. I'm not saying that lower division players should be earning quite as much as their Premiership colleagues, but certainly not as little as they do now.

Jill: You see, Gary, it's all part of the same thing, though. If footballers' salaries were more in proportion with those of other professionals, then there would be less of a discrepancy between salaries in higher and lower football leagues.

Gary: Hmm ... I don't quite see the connection.

Jill: I'm saying it's a social issue, and not something to be examined as a football phenomenon only.

Gary: I can't say I'm following you.

Presenter: Maybe this is a good time to have a short commercial break, and we'll be right back to this most interesting discussion.

➤ Tapescript for Exercise 23b (p. 152)

Presenter: We are well aware of the fact that the coverage of sporting events is not what it used to be. What with interactive television and the like, gone are the days of one-camera, one-commentator broadcasts. The latest development in sports coverage technology can be seen in the fully interactive, highly informative websites that are built to host detailed live information as an event takes place. A prime example is the website of the forthcoming New York marathon. Susan Bates reports.

Woman: Just weeks after the Baseball World Series brought the attention of legions of sports fans to the Big Apple, participants and spectators from all over the world will gather in the city on the 5th of November for the New York City Marathon. Not only will approximately 30,000 participating athletes from 100 countries, and more than 2 million spectators fill the streets of

New York, but the event is also expected to draw a record number of visitors to the marathon's Web site.

As the last Olympics recently illustrated, a corresponding Internet presence has become a vital source of information and entertainment for major sporting events. New York City Marathon organisers this year boosted the marathon's Web capabilities with new real-time data feeds from the course and, more importantly, personalised athlete tracking features. This means that you can log onto the site, key in your favourite runner's name, and get all kinds of detailed statistics about his or her performance.

At the 10-kilometre, half marathon, and 20-mile points in the race, data will be collected from the runners using a timing system from ChampionChip, a company based in The Netherlands. ChampionChip makes mats that are placed at the finish line and other locations throughout the course to record a runner's times. High-speed transponder chips attached to the shoes of runners transmit the recorded times to antennas within the mats.

Marathon organisers plan to use wireless data services to relay this information from the course to the Internet. The tracking system will allow Web-based spectators to follow runners in real time as they move through the five boroughs.

By entering a runner's name, Web spectators can create a personal tracking page for an individual runner. A real-time tracker will appear in a separate window which will regularly receive updated content.

There will be a huge peak of Web traffic on marathon day. The organisers are expecting hundreds of thousands of people to watch the progress of people they know over the Internet. For this reason, the New York Road Runners Club, which is a non-profit organisation that sponsors the marathon, strengthened the Web site's underlying infrastructure with a content delivery service designed to accommodate the expected increased number of page views.

The NYC Road Runners club gets a few thousand hits during an ordinary day. During the five days around the marathon, it could be millions of page views a day. And the web site is bound to get hammered in the hour of the finish. Without changing hardware or software, the new content delivery service gives the club the capacity to service millions of requests at the same time.

Mirror Image, the company who are behind the development of the web site as well as the new content delivery system, are excited not only about trying out the new technology on such a huge sporting event, but also about the future prospects of the whole endeavour. As home computers and modems become capable of higher transmission and reception speeds, the content delivery system will be able to go one step beyond transmitting performance statistics. Live camera feeds taken from TV camera cars following the course will also become available, so the benefits of interactive TV will become available on the Net, with the added bonus of the viewer being able to choose the athlete or athletes he wants to follow.

➤ Tapescript for Exercise 24a (p. 153)

Man: One of today's foremost 100 metre runners has no feet. That may be a little hard to believe but it's true. 25-year-old Tony Volpentest, who was born with neither hands nor feet, nevertheless came within one point five seconds of Olympic gold medallist Donovan Bailey's winning time – nine point eight four seconds.

Volpentest went to Atlanta having already bagged two Paralympic gold medals and a silver in Barcelona. Volpentest ran on carbon-graphite feet bolted to carbon-composite sockets that encased his legs. The arrangement acted like a springboard. With

each step, he punched the track, catapulting himself forward more efficiently than if he were running on two feet.

It isn't only in track and field that amputees are making an impact. On 27th May 1999 Tom Whittaker became the first physically challenged person to reach the summit of Mt. Everest. The 49-year-old mountain climber is an instructor of adventure education in Arizona, where he also teaches skiing, kayaking, rock climbing and caving. Whittaker made his historic climb on a leg which had been custom-made and designed by a specialist company in America.

So, will physically challenged athletes one day outstrip their able-bodied peers? Some people hold that, given the right conditions, they already can. The technical advances that have been made in materials, coupled with the sheer tenacity common in paraplegics and amputees make for a truly winning combination of man and mechanics.

➤ Tapescript for Exercise 25a (p. 153)

Man: I see that new 'smart' arena's won yet another architectural award.

Woman: Which arena's that, then?

Man: Saitama Super Arena in Japan. Apparently it converts from an intimate concert hall into a fully-fledged stadium in less than half an hour using what's known as a movable architectural block. It can host exhibitions for 27,000, an American football game for 36,000, or a concert for 5,000.

Woman: So what! The Colosseum could hold 50,000 and could be converted from an outdoor venue to an indoor one using rigging that operated a series of awnings and it's still one of the most aesthetically pleasing buildings in the world - 2000 years after it was opened.

Man: Well Saitama isn't exactly ugly, you know. It's got a gleaming silver exterior and there are large areas of glass that allow natural light to illuminate the pathways.

Woman: That's probably done just to make it energy efficient. I wouldn't call it aesthetic - not a patch on the Colosseum. And I bet Saitama wasn't a gift from the government to the people.

Man: Er ... no, I don't think it was.

Woman: And I bet it won't be functioning 500 years after it was built.

Man: Point taken.

➤ Tapescript for Exercise 26a (p. 153)

Man: Do you still feel scared when you jump?

Woman: Oh, yeah! If I wasn't scared, I wouldn't get the adrenaline rush and what fun would that be! All it takes is being away from jumping for even a few days and the fear is back, especially at a new jump site. After one jump though, I could jump all day and just enjoy the flight, even off a 200 metre bridge. Fear's a good thing; it keeps you from doing stupid things. Courage isn't lack of fear, it's the conquering of it.

Man: And after you jump, how do you get back on the bridge?

Woman: Well, either a rope is dropped and you're pulled back up, usually by your fellow jumpers through a pulley system, or you and the bungee cord are lowered to the ground or a boat on the water.

Man: But what I don't get is how you actually compete.

Woman: You do stunts, a bit like the ones they do in springboard diving, except you have the opportunity to do tricks on the first few rebounds as well as on the initial jump.

Man: Maybe I'll come and watch you one day.

➤ Tapescript for Exercise 27a (p. 153)

Man: It was good of you to rearrange your day to fit me in, Sarah. I don't know what I'd do if I didn't have you to iron these things out. I don't trust anybody else.

Doctor: Believe me, there's nothing I can do that any other sports injury specialist couldn't sort out. Just because we play a few games of squash together doesn't ...

Man: Ouch!

Doctor: Sorry Mike. I was just trying to assess the degree to which the joint can be bent before the onset of pain. Not very much is the answer to that one. Did you carry on with the work out when you felt it go?

Man: Yes. I thought I'd just muddle on through and the pain would sort of just wear off. If I stopped my routine every time I got a slight twinge, I'd never make any progress. It's slow enough as it is.

Doctor: You're suffering from the same thing that almost everyone I see suffers from.

Man: What's that?

Doctor: Chronic impatience! When *will* you get it into your cranium that fitness doesn't just happen overnight, no matter how hard you train. In fact, by overdoing it the way you do, it takes even longer because now, for example, you won't be able to do anything for at least a month.

Man: I don't get it. I've been progressing so well. Why me? Why now?

Doctor: Okay, I'll tell you why. You've made some muscular gains in the few months you've been training. The problems you're now encountering are because it takes a lot longer for your bones to get stronger to cope with the extra load you're putting on them. Try using less weight and doing more repetitions. When your arm's better, of course.

Man: Isn't there anything you can give me to speed things up a bit?

Doctor: I'm in favour of letting nature take care of things, you know that. The best thing you can do is just take it easy and start a few stretching exercises in a few days so that you remain supple. Just give me a call if you have any problems.

Man: Thanks, Sarah. What about a game of chess on Tuesday?

➤ Tapescript for Exercise 28d (p. 153)

a. **Interlocutor:** Now I'd like you to suggest two other photographs you could put in the same leaflet. You have about a minute for this.

John: So, Linda, can you think of any other pictures we should have in the leaflet?

Linda: What about a football team with the company logo on their shirts holding a cup for a tournament they have won?

John: That's a good idea. Apart from having the opportunity to bond in the training sessions, when they win it would give them more pride in the company.

Linda: Yes, and that would make them feel more personally involved and motivate them to work harder. Let's find another photo for the leaflet. Why don't we have some people boxing to show how strong and healthy sport makes you?

John: The general idea would be appropriate but I hardly think boxing is the kind of sport we should promote. It's too brutal and violent. Perhaps we could come up with a more sociable sport.

Linda: OK, you're probably right, John. How about tennis or badminton?

John: Tennis is preferable as it is usually played outside in the fresh air. We could have a couple of fit players at the company's sports ground, maybe coming off the court smiling.

Linda: That would definitely be an example of bonding but does it show motivation?

John: Remember Linda, they do say 'a healthy body is a healthy mind' so if you do sport you should feel fitter and so have more energy for your work. You can concentrate on what you're doing and produce work of a higher quality.

Linda: That's true. When I am fit I feel more disposed to hard work and in fact, take more interest in my job.

John: Good, so we've decided on our extra pictures, the football captain and the tennis players.

Interlocutor: Thank you

- b. **Interlocutor:** Now I'd like you to suggest two other photographs you could put in the same leaflet. You have about a minute for this.

Nick: Well, Cathy, we should have a photo of a football team with the company logo on their shirts and the captain holding a cup.

Cathy: Why, Nick? I can't see the point. Let's have a picture of some people boxing.

Nick: How can you even suggest that? It's a ridiculous idea. Boxing is not a suitable sport for the company to promote. What we could have is a photo to show people who get fit through sport and that would encourage them to work harder and be more productive. If we had a sport like badminton or squash, or maybe tennis or basketball, well, these are sociable sports, that's my opinion, of course, but I think I'm right, and I suppose they demonstrate how the employees could bond with each other. Or maybe horse riding or golf. I like those sports. Or perhaps water polo would be OK. I play it in the summer. It certainly keeps me fit, not that I am a particularly competent player. Do you agree?

Cathy: Possibly basketball is ...

Nick (interrupts): Actually, no, you're wrong. Tennis is the best sport to have in the leaflet.

Cathy: I don't agree. (pause)

Nick: Well, in my opinion we should have the photo showing the footballers and the other with the tennis players. What do you think, Cathy? (pause) OK, we'll go with my choice, shall we? (pause) Shall we, Cathy?

Cathy: (pause) I suppose so.

Interlocutor: Thank you.

➤ Tapescript for Sample Interview – Ex. 28 (a, b, c) (p. 153)

Interlocutor: Now I'd like you to talk about something together. Here are some pictures on the theme of people involved in sports.

First of all, please look at pictures A and C and talk together about what the photographer is trying to portray in each photograph. I'd like you to talk for about a minute on this, so if I stop you, please don't worry.

A: In my opinion, the photographer in picture C is trying to portray the idea of physical equality between the genders.

B: Do you really think so? To me the woman seems to be winning and so appears stronger. You can see this from the posture of the man. He is bending backwards as if he is being pushed over by the force of the woman's grip. Maybe the photographer is trying to show that women can be considered physically strong.

A: Sorry, I don't agree. I believe from the expression on the woman's face, she's smiling, that this contest is just an example of friendly rivalry. But what about A? I'd say that the idea that comes across most vividly is the concept of how we enjoy ourselves when we feel part of a team. Yes, that's it. He's trying to emphasise the idea of working together.

B: I hadn't thought of that, but yes, everyone in the photo appears to be having fun being together as a team. Also, the clear blue sky gives a positive feel to the photo. So the photographer wants to show us feelings of fellowship and solidarity.

Interlocutor: Thank you. Now, I'd like you to look at all the pictures. Imagine that these pictures come from a leaflet entitled *Sport Can Make Us Better*. Together, decide on the two pictures which best show how sport can instil motivation and team spirit and then suggest two other pictures you would like to have seen in the leaflet. Say what they would have added to the leaflet.

Please talk about this for about three minutes.

A: Personally, I'd have chosen photos A and D as the best examples of trying to instil motivation and collaboration in people. Photograph A is good at this because the whole scene looks like fun and we're usually motivated by things that we enjoy doing. It's a lively picture, full of action and that is motivating.

B: Yes, it would make me want to take part in something with other people too. It's really a positive, bright, colourful picture. But as the most graphic image of collaboration between individuals towards a common goal I'd have chosen photo D. It epitomises the concept of team spirit. Working together hand in hand. And it implies that success is based on mutual effort.

A: I agree with you on that score. The inter-racial theme is a good way to emphasise the concept of collaboration between individuals from possibly different backgrounds or cultures. That is really important in multi-cultural societies.

B: I wouldn't have selected photo B because it involves too much of the idea of struggling and the whole scene looks rather messy and not at all appealing. It's a bit too aggressive for me.

A: I'd agree to a certain extent, but it is a team game, nonetheless. I know it appears to be rather aggressive but they do have to co-operate to win the game. It's just the nature of this sport which makes it look messy. Personally, I would choose this photo. However, I think that photo C, perhaps mistakenly raises the issue of physical differences between the genders, such as strength. I think that this particular aspect of gender difference and similarity is best not touched upon when you are trying to instil team spirit. It's altogether another issue.

B: Yes, especially since the emphasis is on co-operation, we shouldn't introduce the idea of conflict between the two sexes. We've got to have a powerful visual image of something positive in order to encourage team spirit. We should avoid anything that could give a conflicting message. So, which pictures should we select?

A: Well, for me, I'd like to have pictures A and D.

B: I'm not sure, I like A, D and B. It's difficult to choose. Shall I also have A and D? No, I think B and D are the most appropriate photos.

A: Fine. Let's now think about two other photos we could put on the poster. A possible addition might be a photo showing a group of people engaged in a common effort such as rowing, the vessel being symbolic of the whole.

The people all rowing together each contributing whatever he or she can to propelling the vessel forward regardless of differences of race or class. 'The whole is greater than the sum of its parts', could be the theme.

B: Along the same lines as that, we could have a photograph of a formula one racing car in the pits being serviced by the pit team. This would provide a perfect visual metaphor for the same concept. Everyone having to work together to get the car back into the race.

A: They have to work quickly too, don't they? So this picture is good for motivation. Working quickly but also having to work efficiently together to fix the car. But are there any other sports which we could include?

B: Possibly more team games – like basketball or hockey.

A: I suppose so. Actually, I was thinking of including a picture of a businessman playing squash. This always seems to be a sport where you have to have strength and use speed and tactical skill to win. I always associate squash with dynamic, successful businessmen.

B: True, but it's a sport for individuals so in actual fact it contradicts the messages we're trying to give.

A: Yes, of course, you're right. So, what about choosing pictures of a rowing crew and the formula one team?

B: OK, our original choices seem to be the best.

Interlocutor: Thank you.

Unit 8 – Respect!

➤ Tapescript for Exercise 2a (p. 165)

A year everyone in Europe remembers is 1914, which marked the outbreak of the First World War, also known as the Great War. It lasted until 1918. Involving most of the great Western powers, it was the largest war the world had ever seen, the worst and, some say, the most gruesome, characterised by more sophisticated weaponry than ever before. A conservative estimate of the total losses is about 10 million dead and 20 million wounded or maimed for life. When it ended, the immense suffering it had caused gave rise to a general revulsion for any kind of war, and a large part of mankind hoped that this was 'the war to end all wars', a view which was, however, belied by subsequent events. Indeed the conditions of the peace treaties resulting from the Great War were largely responsible for World War II.

A key year for women in Britain was 1928, the year when Britain granted women the right to vote. This did not happen without a struggle. The question of women's suffrage had been an important phase of feminism throughout the latter part of the 19th century, but the movement had made no real headway. At the beginning of the 20th century a militant suffrage movement emerged under the leadership of Emmeline Pankhurst and her daughters. Determined to keep their objective prominent in the minds of both legislators and the public, the suffragettes used high profile methods such as heckling political speakers, street meetings, chaining themselves to railings and hunger strikes, and were frequently imprisoned for inciting riots.

One important financial event which had severe widespread and long-term repercussions on society in the United States and Europe was the U.S stock market crash of 1929. This precipitated the severe economic crisis in commerce, finance and industry that is known as the Great Depression. There had been other

depressions, but this one was unprecedented in its length and in the wholesale poverty and tragedy it inflicted on society. The economic disaster with its soaring levels of unemployment, numerous bankruptcies and resulting social dislocation was to last for more than a decade.

August 6th 1945 marks one of the most controversial decisions in military history. It's the date when an atomic bomb was dropped on Hiroshima, Japan, levelling 90% of the city. Three days later another one was dropped on Nagasaki. It is generally recognised that this helped to bring World War II to a speedy close, but there is still considerable debate about the need for the use of weapons of such unparalleled destructive power. The bombs caused widespread death, injury and devastation, with the scourge of radiation and its horrific effects remaining to haunt the survivors for decades. This was the first, and last, use of atomic weapons in combat.

Looking at another, arguably more constructive use of 20th century technology, the Russian astronaut Yuri Gagarin was the first man in history to be rocketed into orbital space flight. His flight in the Vostok on April 12th 1961 lasted 1hour 48 minutes and it circled the Earth once. The success of this flight may be said to have begun the modern era of man in space, paving the way for further space exploration. Eight years later, many of us remember watching televised film footage of American astronaut Neil Armstrong walking on the moon, the first person to do so, uttering his now famous words, "One small step for a man, one giant leap for mankind".

Another great achiever of the century was Dr Martin Luther King, who, in 1964, was awarded the Nobel Peace Prize. An important American civil rights leader in the battle to assure African Americans an equal political and legal status, and to grant them full constitutional freedoms and rights, he attained national prominence by advocating a policy of passive resistance to segregation. Thanks partly to the pressure of the civil rights movement, a new Civil Rights Act was signed in 1964, making segregation in public facilities and discrimination in employment, illegal. The struggle for full equality, however, was not over and Martin Luther King was assassinated in 1968.

➤ Tapescript for Exercise 18a (p. 171)

Extract 1

Man: When I first heard about the plan to install closed circuit TV cameras at strategic points around our small town in Warwickshire, I nearly fainted. "Where do you think this is?" I said "Los Angeles?" Well, it did seem a bit over the top at the time. Crime wasn't unheard of in our parts, but it wasn't widespread, either. My next-door neighbour had her lawn mower nicked about five years ago but that's as far as it went. Of course, that was the whole point - crime wasn't obvious. Who'd expect it to be? I mean you don't really see people with bags on their backs saying 'swag', do you? Anyway, when the police installed them there was a public outcry. The inhabitants were up in arms. Not surprising really. I mean it is an infringement on our privacy in a way. But then again, they're not in private areas, they're in public areas, so I suppose that argument doesn't really hold. The thing is, if you're not doing anything wrong, what have you got to fear – Big Brother? They're there to protect the law-abiding members of the public like you and I. They can help catch offenders and deter would-be criminals at the same time. I suppose they could also be of use in proving your whereabouts at a given time. Anyway, all I know is that I feel a lot better about walking home through the park late at night these days. I used to think that somebody was about to jump out and mug me ... [fade]

Extract 2

Woman: When Mum came out of hospital she was even frailer than she was before she went in. We were called to the hospital before she was discharged to discuss what arrangements needed to be put into place for when she came home. I explained that she'd lived alone for quite a while and she had friends and neighbours who dropped by to see how she was. She didn't have to worry about cooking at lunch time because she had meals-on-wheels everyday except Sunday when she has lunch with my brother and his wife. The rehabilitation unit had assessed that she was able to cope on her own to an acceptable degree and that she wouldn't need to leave her home and live in a residential home, which was the alternative. More and more old people live in their own homes these days. The quality of life is much higher when they're able to be in familiar surroundings with access to friends and neighbours whom they have known for years – they tend to live longer too! Perhaps there is a possibility that they may fall over in the bathroom, but this falls within what they refer to as the 'limit of acceptable risk'. We don't go through life cocooned in cotton wool and old people don't want to be treated as if they are useless. Apart from anything else, these residential homes are ridiculously expensive to stay in, so Mum can spend her money on things that she wants – like that new DVD player she keeps going on about.

Extract 3

Man: Every night, when I get home from work, I put some old clothes on and when it's starting to get dark, I go down to the garage, grab my can of spray paint remover, and I'm off on one of my nocturnal wanderings – cleaning up the neighbourhood. Graffiti pollution has reached an all-time high where I live. Now, I'm not talking about the fantastic works of art that you see in some countries. I mean just wanton vandalism born of the lack of respect that a mindless minority show. More often than not the only thing they can think of to spray is their names – and therein lies the possible solution to stamping out the graffiti problem. If the police would only keep a record of graffiti offenders I'm sure that we could root them out. Of course it might be a bit demanding of police resources – I'm not sure how many hours of police time they'd be willing to devote to it. Even if it failed, it would be an incentive for the midnight marauders to write something else apart from their names. I don't know though, my wife tells me that graffiti was found on the walls of Pompeii, so perhaps it'll take more than my personal crusade to stop it. Besides, who knows what else they'd go and do if they didn't write graffiti.

➤ **Tapescript for Exercise 20c (p. 172)**

Interviewer: Good evening, and welcome to tonight's edition of *Collage*, the programme which really looks into social issues. With me tonight is leading sociologist Martha Nesbitt, and together we're going to talk about a very large subject - prejudice. What is it? Where does it come from, and how can we deal with it? Martha, welcome to the programme.

Martha: Thank you, John.

Interviewer: So what are the sources of prejudice?

Martha: Prejudice is created by many factors, some of which cause more extensive damage than others. Often, prejudice is easily erased unless originally prompted by a traumatic experience. However, when cultural attitudes are strengthened by real experiences, prejudice is much more difficult to remedy. Some of the factors that strengthen prejudice are fear, guilt and shame.

Interviewer: But why is it that prejudice and discrimination are so prevalent in society?

Martha: Well, John, prejudice and discrimination result when any individual or group of people see themselves as being different from another individual or group of people. Because a group feels that their beliefs and ways of doing things are correct and unquestionable, they cannot condone another group believing or behaving in a different manner. Discrimination is often strengthened when a group feels threatened by outsiders. While solidarity is often a good thing, in this particular instance it can lead to groups forming and maintaining negative stereotypes of another group and discriminating against members of that group based on those.

Interviewer: I see. Martha, I understand that you are involved in various workshops which aim to reduce discrimination and prejudice in certain societies. Could you tell us a little about them?

Martha: Certainly. These workshops are based on a Freudian theory, in which prejudice has an 'aim' and an 'object'. The object of prejudice are those people who are seen as inferior in one's own culture, while the aim or purpose of prejudicial behaviour and attitudes is to discharge feelings of rage or hatred, which stem from personal experiences of hurt or pain caused by the object of prejudice. In other words, basically we discriminate against others because we ourselves are frightened or inadequate.

Interviewer: Do the workshops utilise any specific methods to dispel these feelings?

Martha: Well, we concentrate first on asking participants to focus on how they feel about themselves and about other groups. Next, people are divided into pairs and asked to react spontaneously to a word repeatedly thrown at them by their partner. Just for example, one person might repeat the word 'poor', 'unemployed' or 'immigrant' over and over again and the other person offers a spontaneous verbal response. This exercise is then brought back to the whole group and discussed in the context of honesty and feelings evoked by hearing prejudicial statements about others, and more specifically about one's own cultural group.

Interviewer: Sort of an open discussion?

Martha: Exactly. People have the opportunity to air their feelings and to vent any negative emotions they may have. The next step is the formation of small groups made up of people from similar cultural backgrounds. The people in each group discuss similar life experiences, including hurtful experiences brought on by prejudice or discrimination, they have had to deal with. Finally, these small groups come together in one large mixed group and share their personal ordeals, particularly the hurt caused by prejudice.

Interviewer: Some of these discussions must become very heated.

Martha: They can and very often do, but the process helps people to shed their defensiveness, to let their guard down so to speak. By doing this, they can understand that everyone has both experienced and participated in prejudice, and they are given the opportunity to reflect on any hurtful, prejudice-related experiences they've had. It also allows people to discuss personal experiences and hear the life experiences of people from culturally different backgrounds. After these steps, if those involved have participated with open minds, they should be ready to turn inward and deal with their own feelings of hatred and fear.

Interviewer: Well, the important thing is that the issue is finally being addressed and not before time either ...

➤ Tapescript for Exercise 21b (p. 172)

Presenter: Hello, welcome back, you're listening to Talk Radio 98.7, and I'm John Rollins. If you just joined us, with me in the studio tonight are Claire Furness, editor-in-chief of an Internet magazine on employment questions, and Philip Carpenter, head of the organisation *Fairplay*, which deals with equality issues. Claire, just before the break you mentioned the expression 'glass ceiling'. What does the term refer to, exactly?

Claire: It is a term which is used to describe those invisible artificial barriers which prevent women from reaching top positions in companies, not because they can't do the job, but because of male prejudice against them. And, unfortunately, whichever way we look at things, these are not perceived barriers, but real ones.

Philip: The glass ceiling really is something that concerns us in *Fairplay*, Claire, and I think you're right when you say that it really does exist and it's not something that's come out of a feminist activist's imagination. However, when you look at the statistics, you can see a vast improvement in the position of women in the workplace over recent years. More women are in the workplace than ever before, and they are better educated and better qualified than they used to be, as a result ...

Claire: While this is true, if we look at the statistics closely enough, we'll see that this improvement largely concerns low-level or middle-level management positions, Philip. Secretaries are now called 'executaries' and their role in the success of a business is much greater than it used to be, but it is still at best a middle-management job. Sure, there are childcare facilities, maternity leave, flexible working hours, and we're very happy with it all, but all these things are not really relevant when a woman works hard in order to get to the top.

Philip: I think what we're dealing with here, and I'm sure you'll agree with me, is a social issue rather than simply a work issue. Looking at the same set of statistics, we can see that, in the United Kingdom, only 10% of the women holding higher corporate positions are married, while for men in similar positions the figure is 95%! And that says something: women need to stop work at some point, have children, then raise those children; men can call home and say they'll be a couple of hours late because there's an emergency meeting going on, women cannot. But that's more to do with the way society functions, rather than the way in which companies function.

Claire: I do agree that the issue has several social facets - how could it not? It's true that women cannot simply stay an extra two hours at the drop of a hat, but that doesn't mean that the company has fewer things to gain from a female high-level executive. This is a very old-fashioned way of thinking, and perhaps the major source of glass-ceiling situations. No, the benefits of allowing women to reach the top are there, they're great, they're mutual to the company and the female executive, and companies simply must begin to consider some organisational restructuring in order to accommodate the needs of the female executive.

Philip: I think what you're describing as an old-fashioned way of thinking is business peoples' appreciation of commitment - how can we blame them for it? What if you had your own business, wouldn't you hire people whom you know you could call upon at all times? I know I would.

Claire: Actually you're making a very important point there, in that high-ranking executives want their colleagues to be like them, someone who will fit in, and since most of them are male, they're biased in favour of the male candidates. Qualifications and experience are, unfortunately, not the only factors involved. And the only way to solve the problem is to push for the organisational changes which will allow more women into the boardroom.

Philip: But pushing for this change must be done carefully, Claire; sudden and poorly thought-out organisational changes can upset the very finely-balanced workings of a business with disastrous effects.

Claire: I believe it can be done swiftly and safely.

Presenter: Well I think this is a good time to take a short commercial break, but we'll be back with your calls and emails to Philip and Claire, so ... (fade)

➤ Tapescript for Exercise 22a (p. 172)

Man: My name is Paul Townsend. I know that, you think that you know that, and since I'm the only one who can confirm the fact, you'll just have to take my word for it. Whenever new identification measures are proposed, the emphasis has been on privacy and libertarian values such as the right or freedom to travel, associate, 're-invent' ourselves through aliases and new names or simply be anonymous. Any call for a mandatory national identification card has always been political suicide in this country, but life's increasing complexity means that many new ID measures have been proposed: some have called for a mandatory national identity card, others for optional or service specific ID cards, and some for enhanced usage of existing types of ID card. There are some compelling reasons to rethink our identification systems, one of the most pressing being the fraud and misrepresentation problems plaguing the development of e-commerce and the Internet generally. Yet, the largest single obstacle to strengthening our identification systems may be the belief that any such strengthening must be a trade off between freedom and privacy, on the one hand, and security and convenience on the other.

➤ Tapescript for Exercise 23a (p. 173)

You sometimes hear people saying they don't know why people bother to go on protest marches. They point to all the protests about globalisation and Third World debt and say nothing has changed at all, and in fact, according to this point of view, because some protesters cause trouble, all protesters are labelled hooligans ... When people say things like this, I always point out that there are a lot of very peaceful protests, which don't make the TV news, of course, but which have an effect! Take debt relief, for example. It moved from being a marginal issue to getting global attention in just three years. That there has been a pledge from the industrial nations to reduce Third World debt is due to peaceful protest: 70,000 people forming a human chain outside the conference headquarters in one case, or 24 million people signing a global petition! We must always remember that protest does make a difference, but to be effective it must be peaceful protest!

➤ Tapescript for Exercise 24a (p. 173)

Universities have become very keen to attract mature students onto their courses, with many of the newer universities offering special access courses to those returning to study, some even accepting appropriate work experience instead of more formal qualifications. One of the reasons for this is, of course, financial, in that universities are constantly seeking to fill their places in order to qualify for subsidies, but there is another, more pedagogically correct reason and that is that older students, particularly those who have retired or have come late to education, bring with them a wealth of experience - both world knowledge and professional knowledge - that makes for much more informed and lively debate. A further advantage is that it brings different generations into touch with each other and promotes better understanding, or at the very least forces them to argue out their differences and come to terms with the fact

that another opinion is possible. It's a very welcome initiative on the part of the universities, since the sad fact is that in our society we tend to dismiss anyone over a certain age as useless and fail to take advantage of what the elderly have to offer.

➤ Tapescript for Exercise 25a (p. 173)

Man: Did you call Julie?

Woman: Nope.

Man: What happened?

Woman: What happened? It's broken, that's what happened. It's smashed to bits. Soon there won't be one single public telephone in this town.

Man: Oh dear. Well, that's okay, I'm sure Julie will be here soon.

Woman: I suppose so.

Man: Are you okay?

Woman: Yes ... No. I mean, what kind of person does that? What kind of spoilt little brat has so little to do with his life that he smashes up public phones for fun? I don't get it! What kind of pleasure can possibly be found in such an act?

Man: I don't know. I don't think they really do it for pleasure. I think they're trying to say something. You know, get a message across.

Woman: What? What message? The only message I'm reading from this is 'I'm spoilt rotten and have nothing to do.'

Man: Well ... Kids are not inherently bad. Something drives them to behave like this.

Woman: Oh, I'm sure we can come up with hundreds of excuses ... Boredom, difficult teenage years, inability to express frustration and anger ... Of course we can. Still, I've felt frustrated and angry, but I never got out and started smashing up telephone booths!

Man: It really annoys you, doesn't it?

Woman: Well, doesn't it you?

Man: Sure it does. I've learnt to live with it, though. That's the city for you. Its pros and its cons.

Woman: Sometimes I wish we were back in the country. There may be no theatres and no fancy restaurants but you can at least find a public phone.

Man: Come on, don't let it spoil your mood. I think I can see Julie coming, by the way.

Woman: At long last.

➤ Tapescript for Exercise 26c (p. 173)

Interlocutor: In this part of the test I'd like you to talk on your own for about two minutes. You should listen to what your partner says because I'll ask you to comment afterwards.

Omar, I'm going to show you a card. There is a question written on the card and I'd like you to give us your opinions. There are some ideas on the card and you can use them if you want to.

So, here is your card Omar, and here is a copy for you to look at, Kristina.

Don't forget Omar, you have about two minutes to talk before we join in. Would you like to start?

Omar: Well, in my opinion, without a doubt, more people are leaving their own countries, for social, political and economic reasons and moving to more prosperous areas, particularly Western Europe. Countries like France and Germany. They are probably reluctant to do this but have little choice in the matter if they are to survive. They can't find jobs in their own countries so they have no means of supporting their families and so they emigrate. However, I believe the consequences of this mobility are felt by not only the immigrants but also the natives in the country they go to.

One plus factor, I think, is that societies becoming multicultural creates a cultural diversity which can be seen as an advantage, not just a problem. A mixing of nationalities can promote, or at least provide an opportunity for, cultural exchange. We can learn so much from the immigrant cultures and enrich our own without ever having to go abroad. So often, I believe, we are taught about our own history in detail and barely cover that of other nations so we tend to think that we are more important and played a greater role on the world stage than others. Sometimes, this creates exaggerated feelings of nationalism and can lead to conflicts with other countries. If we have greater contact with more nationalities, perhaps we could see ourselves in a more realistic light and accept that all nations have a part to play in the world scene.

However, I really feel that things are not always easy for immigrants. I know migrants, particularly refugees and illegal immigrants often live in terrible poverty, and if they are not allowed to work cannot improve their situation. Sometimes their situation is worse than in their own country. They are often exploited by employers keen to maximise their profits so the workers are paid a pittance and do not receive any welfare benefits. I suppose the migrants are prepared to tolerate this in the hope that their children will be educated and be able to better themselves in their employment prospects in the future. There is a more positive aspect of migration. I know for those citizens within Europe, they now have the opportunity to work in other EU countries with a minimum of red tape, so theoretically the EU should become more of a united whole and all workers have the ability to move from country to country to develop their careers.

I suppose on the face of it, life should be better with increased mobility but I believe, in reality xenophobia is increasing nowadays, particularly in places with large numbers of incoming immigrants. Some natives resent the influx of foreigners and worry that their own culture will disappear. In my opinion, often ignorance of the lifestyles of the immigrants helps to create a divide between the two groups and support for nationalistic political parties is on the rise. We tend to fear that which we do not understand. We also are less prepared to adopt liberal attitudes to other people in times of economic recession when we feel less secure about our jobs. In times of prosperity, xenophobia does not rear its head quite so frequently. But we all have to remember that this increased mobility has given many people the opportunity to lead better lives and that just because you were born in an underdeveloped country it doesn't mean you can never improve your situation.

Interlocutor: Thank you.

Is there anything you'd like to add to that, Kristina?

Kristina: I tend to agree with what Omar has said but I would also like to add that I think the press has helped to exacerbate the anti-foreign lobby by always reporting negative stories about refugees and immigrants. We are always reading about old ladies who have been mugged by refugees rather than presenting a more positive image of them, such as how they have brought traditional work skills to the country which have, to a large extent, died out in Western Europe. I also think that some people are afraid that if they accept too many immigrants that their country won't have sufficient resources to cope with the expanded population. This is something that has to be considered as some countries do have larger immigrant populations than others. For myself, I want to say that I welcome the opportunity to move to different countries to expand my own career horizons.

Interlocutor: Thank you.

➤ Tapescript for Exercise 26f (p. 173)

Interlocutor: Now, Kristina, I'm going to give you your question. So, here is your card and a copy for you, Omar. Don't forget, Kristina, that you have about two minutes to give us your opinions. There are some ideas on the card and you can use them if you want to.

Right. Would you like to begin now?

Kristina: I am personally very happy that the role of women has changed since my grandmother's time. Being a female is undoubtedly so much easier for me than when my grandmother was a young woman. There was no question of my brother going to university and not me. It was just accepted that I would go onto further education whereas 70 years ago you would have been in the minority as a female at a university. I expect you probably would have been thought of as an oddity, rather bohemian, and would not have been expected to get married and have a family. You had to make a choice between having a family and a career. It was not acceptable to have both. Luckily, it is very different nowadays.

I now have a responsible, executive post and earn more than my husband, who is employed in a similar field. Many men are still opposed to women enhancing their careers at the expense of the male employees but at least nowadays it is possible for women to be considered for management posts. And, in fact, some women do have positions that were once considered only as male domains. I'm thinking of being the head of a national airline or head of the Secret Service. Women in Britain have these jobs now. But my grandmother never had this chance to work and develop her potential. She was only expected to be a housewife and a mother and to obey her husband. She could never have left her husband as she was dependent on him financially – she was trapped for life. She could never have left him as she would have been destitute. As far as I'm concerned, I'm not opposed to the concept of marriage. In fact I'm happily married and would like children one day. I am sure I will be able to combine being a mother and a professional. Yet many of my female friends have chosen their careers over marriage and children. They want to go as far in their careers as they can without the restrictions that married life can have. Some have even said they would be prepared to become single parents and raise their children alone without a partner. This would have been a scandalous idea when my grandmother was a young woman.

Yet, I can't ignore the fact that even though women do have more opportunities there are still so many barriers that have to be overcome before they will be truly equal with men in all aspects of life.

Interlocutor: Thank you.

What do you think, Omar?

Omar: Well, in my opinion the role of women has not changed a great deal since my grandmother's time. I believe that progress in my country is much slower than in Europe and although there are more educated women, there are very few in high positions other than the traditional female jobs such as primary education. We all have to remember that factors such as religion and tradition play a part in female development and that progress for women will vary according to country. Still, I want to add that in some Third World countries women have achieved more than their western counterparts as there have been more female Prime Ministers in those places than in the West!

Interlocutor: Thank you.

➤ Tapescript for Sample Interview – Ex. 26g (1 & 4) (p. 173)

Interlocutor: Now, to finish off we're going to talk about social problems in general.

What kind of attitude should we have towards old people?

Kristina: Of course, the obvious answer to that is that we should show respect and offer everything they need to make their final years as comfortable as possible. In reality, I'm afraid, here in the West, we do not take care of our senior citizens as we should.

Omar: That's true. So often we read of old people who die from the cold or neglect. It must be terrible for them to be so alone when they most need help. I believe that there must be more emphasis placed on the welfare of old people.

Kristina: Yes, we should employ more specialist social workers to deal with their needs and also the government must make sure that they have adequate pensions to cover their expenses. Sometimes they don't eat a healthy diet as their financial resources are so limited.

Omar: Health care is something that should be addressed too. Sometimes old people are not given the treatment they require just because the hospital thinks they should spend the money on patients who will benefit for a longer time.

Kristina: So, we should treat the elderly with more respect and make sure they are financially secure.

Omar: Yes.

Interlocutor: What can we learn from experiencing other cultures?

Omar: Most of us are inclined to think that what we know is best, that the way things are done in our own culture is superior to the way it is done anywhere else. Which is a very natural reaction of course, because usually we don't know anything else. It's only when we are exposed to other cultures and other ways of looking at the world that we can make comparisons. We can stand back a little from the way we do things and very often the realization hits us that there is more than one right way of carrying on daily life. One example would be the custom of sleeping in the afternoon and working in the evening. To people living in cold climates this is just an instance of idleness, but to those living in extremely hot climates the only sensible thing to do is to rest during the heat of the day.

Kristina: Yes, and recognition that the world is multi-cultural and no one culture is superior to any other all the time, that all cultures have their oddities, is the first step towards truly understanding the way people from different cultures think and react, and so perhaps the first step towards establishing a truly global community. It's not necessary for all cultures to be melted down into one indistinguishable whole, as some people seem to think, but rather that we should become more tolerant and understanding of each other's differences.

Omar: Which is easy to do if we try to experience other cultures and not cut ourselves off from them.

➤ Tapescript for Exercise 26h (p. 173)

Interlocutor: Now, to finish off we're going to talk about social problems in general.

How can social inequalities be redressed?

Costas: Well, these days every society faces social inequalities and some of its citizens do not enjoy all of the benefits it offers.

Pia: Yes, but hasn't that always been the case?

Costas: I suppose we've always had a distinct social class system but now we have more groups associated with the underclasses such as refugees, asylum seekers and women.

Pia: I don't think women are an underclass but yes, refugees and asylum seekers definitely are. So how can we redress this situation?

Costas: The government must ensure that all asylum seekers have regular language classes because if they are not proficient in the language of their adopted country then they will face discrimination and exploitation in the workplace. They'd be taken advantage of by unscrupulous employers willing to make a profit at their expense.

Pia: They mightn't even get a job in the first place if they can't speak the language. And they wouldn't be able to find anywhere to live or they might have to pay huge rents to landlords who could rip them off and they could do nothing about it. They probably wouldn't have sufficient language to ask for help from places like the Citizens Advice Bureau.

Costas: Apart from the language, they should be given equal opportunities to be educated and maybe even subsidised housing while they establish themselves. Not until they are provided with decent housing would they be able to feel an established part of their adopted community.

Pia: But what about trying to redress the inequalities by educating the ordinary people? Not just the refugees. We can't expect the government to do everything. We should try to get people to ask for lower taxes for the poorer classes, no fees for kids wanting to attend university and build houses for them with cheap rents.

Costas: Yes, subsidised accommodation would help and if the ordinary citizen pressed for a fiscal policy which would benefit the less comfortably off, then the workers would have more disposable income to enhance their lifestyles. And more financial support for the less advantaged in further education would enable them to acquire qualifications which would enhance their career prospects.

Pia: So, we agree – better houses for the poor, fewer taxes and more language classes. All these things would enhance the lifestyles of the poor and so reduce social inequalities.

Interlocutor: Thank you.

Self-Assessment Module 4

➤ Tapescript for Exercise 7 (p. 188)

Presenter: Kevin Keegan and Manchester City are back in the Premier League and, as usual, it promises to be entertaining. Richard Carson has the report.

Reporter: With the wounds from his spell as England coach still healing, Keegan made a shaky start as manager of Manchester City. But after finding their feet in Division One, the Maine Road outfit stormed to the title in true Keegan style, scoring over 100 goals.

Kevin Keegan not only wants the players to win, but he wants them to win with intelligence and flair. He likes to have more and more attacks for the fans. If his team can score five or six, all the better. He wants everyone, from the attackers to the goalkeeper, to play football.

But he has been criticised for his 'cavalier football', unsurprisingly so at times when playing tactics are more conservative than ever. But in the end it's results that count, and this year Keegan's tactics helped his team back to where the fans want it – in the country's topmost football league.

When asked about his ambitions for the coming season, he insists that City are not back in the Premiership just to struggle for another year only to find themselves relegated again next May. To his mind,

his current Manchester City side is better than the Newcastle side he helped to promotion a decade ago. He would never admit it himself, but apart from Peter Beardsley and Barry Venison, that Newcastle team had hardly any Premiership-class players. With his current City side, however, you cannot question that players like Ali Bernabia, Steve Howey and Richard Dunne will feel perfectly at home in the Premiership. And his high hopes of a highly competitive season for City might be well justified when one takes into consideration his own experience in English football's top flight.

Talented though his squad is, he has already confirmed that he will be delving into the transfer market, with shiny names such as Stefan Effenberg and Edgard Davids among his targets. Robbie Keane and Ian Walker are other names linked with a summer move to Manchester. But the first arrival is an ex-Manchester United legend, goalkeeper Peter Schmeichel.

Despite Keegan's lofty ambitions, City fans would probably settle for a good run which will keep them in the Premiership for the next season, wary that they've twice been relegated from the Premiership. The fact that the manager's ambitions are greater than those of the fans is reminiscent of another time in football, one when belief in the self was often more important than tactics. So if City fans are looking for a manager who doesn't get carried away, they've got the wrong man.

Unit 9 – Another Day, Another Dollar

➤ Tapescript for Exercise 3 (p. 191)

Judith: I don't know, I've chatted with all sorts of advisors and friends and they all seem to come out with the same stuff: just because you've got a degree it doesn't mean that you'll land on your feet job-wise. The job market's changed – employers are on the lookout for skills, not knowledge per se.

Mark: Tell me about it. I don't care what anybody says, if you're going to spend forty odd years in whatever, you'd better hope and pray that you like doing it regardless of whether it's very lucrative. That's what my dad's constantly drilling into me, anyway.

Judith: To be honest, I'm not sure I want to think about the next forty years all at the same time – seems a bit of a mountain to climb, doesn't it? No, I think the ideal career path is one that provides the scope for you to grow along with the job; nothing stays the same forever, that's the same for people and jobs.

Mark: I think the work environment plays an enormous role in how satisfied with your job you are. I mean, if you don't feel at ease in the place you're going to spend such a large part of each day, how can you be expected to be creative and feel fulfilled by what you do?

Judith: I'm so glad we see eye to eye on that score. You know, if you don't feel that you're achieving things in your professional life, you feel like nothing – worthless.

Mark: Totally! And if you were to ask me the best way of assuring job satisfaction, I'd say it's to be Number One. I think it's the only sure-fire way of getting that feeling. I never want to play second fiddle to anyone.

➤ Tapescript for Exercise 22a (p. 197)

Judy: Right then, who's first on your short list?

Mark: Kevin. Kevin Westwind. You know, the chap on the first floor.

Judy: Ah, yes. I know who you're on about. So what does he have going for him?

Mark: Well, he's quite good at empowering people, and he's always telling people that he believes that they've got what it takes to get a job done. He gives effective coaching, which facilitates the personal and professional development of the members of his team.

Judy: Okay, what about the downside?

Mark: The downside is that he's not really a forward thinker, if you know what I mean. Things have a nasty habit of cropping up out of the blue and taking him by surprise.

Judy: That's okay if he can go with the flow. What's her name?

Mark: Alison.

Judy: Jones, isn't it?

Mark: James. And she's big on interpersonal awareness. She can anticipate how others will react to a situation. She's also strong on fostering innovation and she often proposes new approaches and methods. But, to tell you the truth, she doesn't fare so well in the stress management department. She gets somewhat hot under the collar under pressure.

Judy: It's something we're all prone to from time to time. That's Simon what's-his-name.

Mark: Wright. Aptly named too. Simon's forever sending out memos. Don't get me wrong - being able to write well is very important. He has the added advantage of being able to spell things correctly, which is quite an achievement for a science graduate!

Judy: Okay, okay. I understand that his technical expertise is good.

Mark: Yes, he keeps abreast of new developments in I.T. He's oozing with self-confidence and he knows how to instil it into members of his team. It's an important ability.

Judy: I know. That's why we employed him. Now who's the last one?

Mark: Gary Wilson - my personal favourite for the project leader.

Judy: Gary's been here longer than I have. Is it true that he started off making the tea?

Mark: That's right. He's got the personal credibility that's all important in this role. He's always honest and forthright with people and he's got the right degree of flexibility that we're looking for. That lets him see the merits of ideas other than his own. I think his ability to cultivate teamwork is second to none.

Judy: What about his lack of formal qualifications? I mean, surely that's got to be taken [FADE] into account to a certain extent ...

➤ Tapescript for Exercise 24b (p. 198)

Interviewer: Casual attire has replaced traditional business dress at least once a week for 90% of businesses, and over 55% of workers are dressing down daily for work. Looking casually powerful is trickier business than achieving that blast of mightiness with an Armani suit. With us today we have two top dress consultants who are going to give us their expert advice on what goes and what doesn't for those casual Fridays. Sarah, over to you.

Sarah: Personally, I love this new trend that is taking the business workplace by storm, but the problem is that the majority of working people confuse casual wear with loser wear.

Fred: All of us are grappling with what casual Friday means - dress-wise - and as you say an incredibly high number of us are losing the fashion battle.

Sarah: It seems to me that if people just followed a few simple rules of thumb when choosing what to wear at the office, the problem would be solved.

Fred: Ahh, but there are so many different situations to consider: Do you work in a part of the office where you are visible to the public? Do you often meet with clients and customers? Does your job require you to attend business luncheons or dinners? Each and every one of these situations has to be considered carefully before deciding on that dress or those chinos. Contrary to popular belief, women can sabotage themselves just as well as men when it comes to casual power dressing.

Sarah: If not better! When will women realize that jeans or even jean skirts are a no-no. Not even if you wear a hundred dollar pair of designer jeans can you get away with it. The office is off-limits for any kind of jean garments. Full-stop.

Fred: That applies to men, too. Many males think that if they top off those well pressed dungarees with a snazzy jacket or blazer they'll make the grade. Not so. Cotton chinos are fine, if worn with a good shirt, but jeans are just too casual.

Sarah: In my books, leather is taboo as well. You would think it would go without saying that leather mini-skirts should be left hanging in the cupboard till the weekend, but no, women still cram themselves into them and think they look professional ...

Fred: Leather jackets, the dressy ones, are a nice touch, especially worn with a button down shirt and mesh tie. For men of course ...

Sarah: Hmmm. Maybe if you work for, or interact with excessively casual companies like Internet or Dot.Com ... otherwise ... best leave it for the ranch ...

Fred: Oh, that brings up a point ... boots ... footwear in general. You can judge a man by his shoes. If you want to give the John Wayne kind of impression, go ahead and wear those cowboy boots, otherwise stick with polished leather loafers or brogues.

Sarah: And no sandals! If you can wear something to the beach, you can't wear it to the office. That includes short-sleeved shirts and blouses. To create a good impression wear a long-sleeved shirt with sleeves rolled up.

Fred: Just the right mix of businesslike and casual. The important thing to remember is casual dress does not mean 'anything goes'. It simply means that you don't have to wear a dress suit.

Sarah: When you look in the mirror on Friday morning, ask yourself, 'Could I meet a Managing Director today and feel comfortable?'

Fred: You dress for the part you aspire to, Sarah. If someone aspires for the gardener's job, well why not a pair of Wellington's ... [fade]

➤ Tapescript for Exercise 25b (p. 198)

Interviewer: I can sit in this claustrophobic recording studio and speak, live, to millions of people because I'm used to it; it's the job I've been trained to do and I employ certain relaxation techniques to help with the butterflies in the stomach. To be honest I quite like the feeling I get when the red 'On Air' sign lights up and I feel the adrenaline level peak as the producer points at me from the other side of the glass and says "Cue Sarah". Someone else put in the same position might well faint from the stress. With me today is Timothy Fry, a stress management expert. Timothy, what exactly is stress and what can cause it?

Timothy: The way we use the word in everyday life you would be forgiven for believing that stress only has the negative connotation commonly associated with it. A helpful definition of stress is 'anything that stimulates you and increases your level of alertness'. Life without stimulus would be incredibly dull and boring. Life with too much stimulus becomes unpleasant and tiring, and may ultimately damage your health. Too much stress

can seriously interfere with your ability to perform effectively, which is what you were referring to when you mentioned fainting. The art of stress management, as distinct from stress elimination, is to keep yourself at a level of stimulation that is healthy and enjoyable.

Interviewer: And just how does one pull off such a balancing act?

Timothy: Well, most people realise that aspects of their work and lifestyle can cause stress. While this is true it's important to know that it can also be caused by your environment and by the food and drink you consume. All in all there are four major causes of stress. At the top of the list there's survival stress. This may occur when your very survival is threatened or when you experience some challenging event. Your body produces adrenaline in readiness for flight or fight. Then there's internally generated stress that comes from worrying about events beyond your control, from a tense, hurried approach to life, or from relationship problems caused by your own behaviour. Third, there's environmental and job stress where your living or working environment causes the stress. It may come from noise, untidiness, distractions or events at work. Last but not least is fatigue-induced stress that builds up over long periods. This can occur when you try to achieve too much in too little time.

Interviewer: Fine, but why is that some of us seem to thrive on stress, like entertainers for instance, while others avoid it like the plague?

Timothy: Your personality can affect the way in which you experience stress. You may be familiar with the idea of 'type A' personalities who thrive on stress, and 'type B' people who are mellow and more relaxed in their approach. The increased levels of certain substances in the brains of 'type A' persons can give a feeling of confidence and elation. They can therefore subconsciously put off things until the last minute to create 'deadline euphoria', or can create a stressful environment at work that feeds their enjoyment of the situation. The downside of this is that they may leave tasks so late that they fail when an unexpected crisis crops up.

Interviewer: So what's the difference between stress and anxiety?

Timothy: Anxiety occurs when you are concerned that circumstances are out of your control. In some cases being anxious and worrying over a problem may generate a solution. More often than not it just results in negative thinking. For example, it's unrealistic to want the love and admiration of those around you all the time because we have no control over other people's minds. They have 'off' days and cranky moods. Another big mistake is to desire to be thoroughly competent at all times. This is unrealistic because you can only achieve competence at a new level by making mistakes. Everybody has bad days and can make mistakes. But perhaps the greatest mistake made by all of us, and I'd include myself here, is to believe that external factors cause all our misfortune. Often negative events can be caused by our own negative attitudes; what's referred to as a self-fulfilling prophecy. Conversely, your own negative attitudes can cause you to view neutral events negatively. Associated with this is the desire for everything to turn out the way we want them to and that people should always do what we want. We have to remember that other people have their own agendas and do what they want to do.

Interviewer: So, out of what you've told us today, to what should we give the most emphasis?

Timothy: It's paramount that you realise that you are responsible for your own stress – more often than not it's a product of the way you think. Learn to monitor your stress levels and adjust them up if you need to be more alert and down if you're feeling too tense. By managing your stress effectively you can significantly improve the quality of your life.

Interviewer: And, being powerless over the passage of time, we'll have to leave it on that note. Timothy Fry, thank you for joining us.

➤ Tapescript for Exercise 26a (p. 198)

Man: 'Tinker, tailor, soldier, sailor. Rich man, poor man, beggarman, thief,' goes the old nursery rhyme. The question of what we are going to 'become' upon leaving school was, for many years, a question to which the answer was predetermined not by one's academic achievements but by one's gender and the status of one's family. Things have changed. Now young people have equality of opportunity and the right to self-determination. In short they have the chance to be whatever they want to be. And the question "What do you want to be?" has changed to "Who do you want to be?" The issue of finding out who we actually are in the sense of self-discovery is now of more concern to our youngsters. If I had had the benefit of having a school counsellor when I was younger, I'm sure I wouldn't have had all those feelings of self-doubt and inadequacy that plagued me all through my adolescence. We spend more than a quarter of our lives at school, yet we look upon the day we leave as the day when everything will suddenly fall into place. We think we will mysteriously know how to handle situations that we have never encountered before. When we come to the realization that we can't, there will most likely be no-one to call on for advice. For this reason I've recently set up a Saturday morning drop-in advice centre at the school where I'm the counsellor. Recent school leavers can drop by and have a chat about anything they want. As a result young men and women are helped through the transition between school and life after school. But perhaps the biggest advantage is that it gives a breathing space to people to perhaps decide whether to go on to higher education or not while they still have access to someone they trust who can provide information and advice. I hope it catches on.

➤ Tapescript for Exercise 27a (p. 199)

Man: So have you got a quote from the training specialists yet?

Woman: Yes. A bit steep.

Man: How steep?

Woman: Four thousand pounds.

Man: Four thousand pounds? Helen, there's no way we can afford that. I think we'll give the computer courses a miss for this year.

Woman: I think it's worth it.

Man: What?

Woman: Well, think about what kind of investment we're making here. I mean, think of the increase in productivity. Think of the returns.

Man: I know, but ...

Woman: Think about it: we've got 39 people working for us, only 14 of which can use a computer properly. With another 25 people producing the same amount of work.

Man: But how do you get that? Are you saying that the 14 people who are fluent computer users are producing twice as much as their other colleagues?

Woman: Maybe not quite, but close.

Man: Don't you think we need to look into it before we make the investment?

Woman: Sure. I could get Rob to do a report for us.

Man: With proper measurements?

Woman: Of course.

Man: Without treading on anyone's toes?

Woman: Absolutely.

Man: Then do so. And if things are as you say they are, we'll consider it.

Woman: Okay.

➤ Tapescript for Exercise 28a (p. 199)

Man: I'm 23 years of age, a university graduate in science and I recently attended an interview at a well-known research institute in central London. The job sounds really interesting and Professor Newmann, the head of department, seems to think that I'm just what they're looking for. The thought of living in London is really exciting – a lot more appealing than my boring little town in the provinces. But there's a catch. In actual fact it's a 'catch 22' situation. The salary they want to pay me as a fresh graduate is less than I'd need to live on in London, where rents, transport and even food is more expensive than elsewhere. I live with my parents at the moment, so I thought that I could commute by train into work every day but even with a season ticket the cost is about the same as if I lived in London. You can't win.

I've been thinking about the deeper implications of this and it seems to me that what's happening is that jobs for graduates in London are, in effect, only open to those who already live there. The capital city will be, for all intents and purposes, another country. Who knows where all this will lead. Will we ever see the day where the rich south wants independence from the burdensome north? Will we see a return to a patchwork of separate states in a balkanisation of Britain? Who knows?

➤ Tapescript for Exercise 29a (p. 199)

Woman: One of the peculiarities of the British school system is the hierarchical structure that exists, not as one would imagine, amongst the staff, but within the school body. At the top of the hierarchy are the head boy and head girl. They are chosen by the teachers according to criteria based mainly on academic performance. Then there are the prefects. They are also appointed by the staff and are given the responsibility of maintaining order amongst their peers and generally setting a good example. Finally there are the monitors. They are given minor responsibility for things like fetching the register from the secretary's office and the like.

In the past there were hierarchies within hierarchies, such as those found amongst the servants in the mansions of the gentry. The butler, himself a servant, was in charge of the housekeeper, she in turn would head the army of cooks, kitchen staff, gardeners, chauffeurs and valets, which itself encompassed sub-hierarchies. Even at sea, on board pirate ships there were strict chains of command – from the ship's captain to the ship's cat.

Small wonder then, with such an educational, social and historical tradition, that even in our modern management structures we reproduce the 'pyramids of power' which have become almost universal in our culture.

➤ Tapescript for Exercise 30c (p. 199)

Interlocutor: Now, I'd like you to look at all the pictures. Two of these pictures will be used in a seminar for businessmen entitled *Is your staff motivated?* The organisers have asked you to select two photographs to be used on the cover of the seminar notes that will be handed out. Together decide on the two pictures which you feel are most suitable. Please talk about this for about two minutes.

A: Well, it seems to me that we can divide these pictures up into two quite distinct categories – the positive ones, that is pictures A and B, and then the negative ones, pictures C and D. So I suppose the big question is what sort of message we want to give.

B: In the first picture these two men, businessmen probably, are looking very happy or excited about something so they could be a good example of highly motivated staff. We

don't know exactly what they're looking at but if it would be sales figures for example, then we can see that they feel involved in the company's success. So I think we should to use this photo on the leaflet.

A: Yes er ...

B: In the second picture we can see a businesswoman in her office, and from her appearance and expression I would say she is contented and successful in her job, and therefore another good example of motivated staff. In the third ...

A: Well yes, I agree that the first two pictures are, as I said before, more positive, but I think it would be a good idea to decide first what message this seminar wants to get across and how it wants to convey it. Do you think that showing examples of motivation in the office is enough?

B: In the third picture there's a man who he is sitting in front of a really impressive computer.

A: Yes, yes, but what I'm suggesting is that just showing examples of staff who are motivated may not actually help businessmen to learn anything at all. Perhaps two photos showing quite opposite ideas might make businessmen think a little bit about the contrast between motivated and unmotivated staff. In this respect the picture ...

B: The man might have fallen asleep at his desk because he's tired, or perhaps because his work is so boring. And if you would be sitting all day working on computer, it would get pretty monotonous. So I think this man lacks motivation, and might have been happier in another type of job altogether.

A: Oh indeed, I'm sure he would. But I think this would be quite a suitable picture to use on the seminar notes, because it might serve to underline to businessmen the result of failing to make any attempts to motivate your staff. If you don't give them incentives, rewards or other forms of encouragement they tend to just stop trying. What do you think?

B: In the last picture we see another rather disgruntled-looking office executive. I don't really think he's very motivated.

A: No, well, he might have just had a really difficult interview with an uncooperative person! Anyway, we need two pictures, so personally I'd choose A and C, to show the contrast between staff with and without motivation.

B: Picture A and B show motivated staff, so if I must choose only two, I'd chosen them.

Interlocutor: Thank you.

➤ Tapescript for Sample Interview – Ex. 30 (a, b, d) (p. 199)

Interlocutor: Now I'd like you to talk about something together. Here are some pictures on the theme of work.

First of all, please look at pictures A and D and talk together about what might have happened just before the pictures were taken. I'd like you to talk for about a minute on this, so if I stop you, please don't worry.

Jenny: Well, in picture A the two men look as if they're in an office, and they both look pleased, don't they, so we can assume that they've had some good news. They may have just heard that they've pulled off a successful business deal, for example.

Pedro: Yes that's possible, and that would give them a sense of achievement. Or else one of them might have just learnt that he's been given the promotion he's been waiting for, and being friends, they're both excited about it.

Jenny: Yes, that's an idea. What about picture D? This man must also be at work, judging from his smart clothes, but the situation must be quite different.

Pedro: Yes, he looks as though he's frustrated or annoyed about something. He might have just lost out on a deal, or he may have just been told that someone else has got that promotion he was after. It might even be related to picture A in that case, as they could all be working in the same company, and might have all applied for the position of manager or something like that.

Jenny: That's certainly a possibility. But I get the impression that this man is looking at someone else, in which case that other person, a colleague perhaps, may have just been rude or uncooperative, or even insulted him, and he is feeling exasperated about that.

Interlocutor: Thank you. Now, I'd like you to look at all the pictures.

Two of these pictures will be used in a seminar for businessmen entitled *Is your staff motivated?* The organisers have asked you to select two photographs to be used on the cover of the seminar notes that will be handed out. Together, decide on the two pictures which you feel are most suitable and then suggest one other photograph which you would like to have seen on the cover of the leaflet.

Please talk about this for about three minutes.

Pedro: I think that Picture A would be great to use in a seminar called *Are Your Staff Motivated?* As we said before, both men look very happy. I think that the younger man could be the company manager, and another interpretation of this situation is that he's showing the older man some figures or something on a computer screen. The figures might show the company's profits, which would explain why they both look so pleased. Working for a successful company and knowing that you have contributed to its success can be very motivating.

Jenny: Yes, I think you might be right. They also seem to have a very good working relationship. The younger man has his hand on the older man's shoulder, which shows that they are friends as well as colleagues. In my opinion it is extremely important for staff motivation to have a friendly atmosphere in the workplace. However, I would prefer to use Picture B, as the woman in the picture seems to be very satisfied in her work. She appears to be relaxed and looks as though she is enjoying the conversation she is having. I think therefore that this picture best portrays a motivated employee.

Pedro: That's true. It is important to get pleasure from your work. On the other hand, perhaps it would also be a good idea to show the drawbacks of having unmotivated staff. In that way, the businessmen at the seminar would realise how vital staff motivation is. I would quite like to use Picture C to show that when staff are not fulfilled or motivated, they become bored and tired of their jobs, and so do not have any energy to achieve their objectives.

Jenny: Yes, I like that idea. And the man in this picture, who has literally fallen asleep at his desk, really illustrates boredom very powerfully. I think having one picture of motivated staff and another showing unmotivated workers would get the message across very effectively. So, we can use Picture C to convey the dangers of having an unmotivated workforce, and either Picture A or B to show how much more efficient people can be when they are motivated.

Pedro: Exactly. Personally, I prefer Picture A to Picture B, because I think it shows quite clearly how people can be motivated by friendly managers and a sense of involvement in the company's success, whereas Picture B does not give such a clear message.

Jenny: Yes, I see your point. OK, then, let's use Pictures A and C for the seminar.

Now, what about another photograph to put on the cover of the leaflet. Perhaps we should focus on a different working environment. I mean all these pictures show typical business people, in offices.

Pedro: Yes that's true. So what about factory workers – you know, workers on an assembly line, who would presumably be looking pretty fed up, and tired, and generally demotivated from doing such monotonous work.

Jenny: Well, yes, they would, but that's more because of the nature of the work isn't it, rather than because of what their employers do or don't do to motivate them. I think it would be better to show a staff meeting in a company of some kind, with everyone looking interested and involved.

Pedro: Oh yes, I like that idea. Because a very important factor in motivation at work is feeling part of the company that you work for, and being involved in the decision-making process, so staff meetings, where employees are informed, encouraged and praised, and also asked their opinions, can be really useful. So the meeting in our picture would have a very positive atmosphere, with no hint of it being used as a forum for criticism of the staff.

Jenny: Absolutely! Criticism at work can be truly demotivating, can't it?

Pedro: Yes!

Interlocutor: Thank you.

Unit 10 – Our Planet, Our Home

➤ Tapescript for Exercise 3b (p. 213)

Woman: In all probability, the radio you're listening to came in a cardboard box that was made from pulp whose origin was undoubtedly organic, and we all know what that means. It means that even a product that could well be ecologically sound, in that it may be wind-up or even solar powered, still requires the destruction of timber resources for its packaging and sale. The total forest area destroyed annually surpasses that which is subject to reforestation by a factor of 32. And again, when we're not chopping down living trees we're digging up fossilised ones, in the form of coal and oil, both on land and under the sea. The squandering of fossil fuels was, to an extent, to blame for the 15 per cent rise in the incidence of cancer on a worldwide scale in the 1990s, the remainder being largely attributed to a sudden upsurge in cigarette smoking. And it isn't only man's activities under the sea that continue to give rise to concern. Something like two thousand species of sea life became the permanent inhabitants of history books and encyclopaedias during the 1990s just because we thought it was a good idea to get rid of something by chucking it *into* the sea. Air pollution too, particularly in the cities, continues to be a problem. Although air quality in general has got better, on a bad day in London a pedestrian can inhale pollutants equivalent to smoking a packet of cigarettes a day. Britain is also seeing its beaches gradually washed away. Unusually violent storms, a consequence of global warming, have inflicted erosion damage on 15 per cent of the coastline. And if that's not something to shout about, did you know that UK city councils get about 100,000 noise complaints each year? Not bad for a reserved people!

➤ Tapescript for Exercise 21a (p. 219)

Man: Now, as you can see from the chart, recycling isn't the haphazard process that many of you may think it is. You can't just assume that someone is going to sort through all the stuff that you send for recycling to make sure that it's free from items or substances that would render the whole thing a waste of time. So, bearing this in mind, as far as glass is concerned, only glass containers that are intact are really suitable for recycling. Items such as light bulbs and other household items including mirrors aren't of any use. The ceramics used as insulation contaminate glass.

On down to plastics, and we can see from the chart that the recycling symbol, with which you're all familiar, should be printed or embossed onto the item you wish to recycle. Conversely, any unmarked material should be disposed of by an alternative method, with the proviso that it isn't burned. The tiniest trace of unsuitable plastic can ruin a melt, and that's why it has to be thrown away.

Paper of various kinds, unsolicited mail, computer printouts, dry newspapers and newspaper inserts and cornflakes boxes are all candidates for recycling with the exceptions being things like paper that has become sodden or mouldy. Also stickers, milk cartons and laminated paper, such as that used in some fast food containers and foil cannot be recycled. Newspapers should be bound together with natural twine, and stored somewhere where they're not going to get wet, as I just mentioned.

Finally, we come to metals and, in particular, aluminium. Scrap aluminium, including old garden furniture, window frames and the like, along with soft-drink cans, caps, lids and foil, are all recyclable. Metal parts that may be magnetic or spray cans that may have contained paint or hazardous material are not. The way to tell if something is aluminium or steel is to use a magnet - aluminium isn't attracted to magnets.

Labels or bands need not be removed from containers before recycling as this is burned off when the material is melted down.

Before I finish, I want to make a special plea to everyone to be vigilant in keeping used motor oil and lead from polluting the environment. If you need to get rid of car batteries, please call your local council to arrange collection and disposal.

➤ Tapescript for Exercise 22b (p. 220)

Presenter: Now, as every school pupil can tell you, as long as an object is above the last traces of Earth's atmosphere, it will stay in orbit for thousands or even millions of years. Eventually, a month or a millennium after launch, it will hit one of the millions of other objects orbiting the Earth. That collision will generate new fragments that will go whirling around the planet until they too are involved in collisions. Over time everything in Earth's orbit will be ground into celestial scrap.

With me in the studio is Dr Frank Novak of the European Space Agency who is going to tell us more about space junk. Dr Novak.

Novak: Well, venturing into space is inherently risky and orbital debris is just one of the many hazards that a space traveller faces. But the debris hazard is unique in being a product of our own environmental negligence. After a mere forty years in space we have seriously polluted the final frontier. Valuable orbits are peppered with debris that threatens the operation of satellites and the lives of astronauts. A small group of orbital debris experts have been concerned about this problem for years and have slowly gained the attention of the government agencies and commercial enterprises that are now leading the way into space. Yet every four days, on average, another rocket will be launched into space making the problem worse.

Space may seem remote, but it's really not that far away. If you could drive your car straight up, in just a few hours you'd reach the altitude at which the space shuttle flies. The popular orbits for satellites begin twice as far up - about 400 miles above our heads. Since 1957 there have been over 4,000 space launches. The leftovers from these launches - used up satellites, the rockets that carried these satellites aloft, equipment from aborted scientific experiments - form a sort of orbital time capsule, a mausoleum of space technology. In 1963, 400 million tiny antennas about the size of needles were released into orbit in order to see if radio waves would bounce off them. Communications satellites soon made the antennas obsolete but they still float in lethal clumps 1,500 miles overhead. In 1965, the astronaut Michael Collins lost his grip on a camera while on a space walk. Many spacecraft shed debris - bolts, lens caps, equipment covers - the way children shed toys. Even the paint on spacecraft has a tendency to erode in the harsh environment of space, creating a cosmic grit that now pelts everything in orbit. Many of the objects released into space, like Collins's camera, have fallen back to Earth. The upper atmosphere, where the space shuttle flies, gradually slows objects down; they re-enter the atmosphere and burn up within a few months or even years. But a few hundred miles higher the atmosphere is so thin that it is ineffective for cleanup. Spacecraft that are launched into orbits at this height will stay in space indefinitely.

Especially troublesome are pieces of the more than a hundred rockets and satellites that have exploded in orbit. At the end of their useful lives spacecraft typically contain some fuel left over from the launch. The fuel tanks deteriorate over time or are punctured by debris. The leftover fuels mix together and explode. In the worst case on record, the explosion of a European Ariane rocket produced more than 500 pieces of debris big enough to disable a spacecraft.

Eventually the number of explosions will diminish, but by then spacecraft will be breaking up for another reason. As more objects go into orbit, spacecraft will begin colliding with - and being shattered by - debris. Furthermore, collisions beget more collisions in a process known as collisional cascading. Once cascading begins, the number of objects in a particular orbit will gradually increase - and the risk to satellites and manned spacecraft will rise accordingly. A team of researchers in Italy have calculated that enough objects are already present in two popular orbits for cascading to begin. By the time the cascades have run their course, in a hundred years or so, even small spacecraft will suffer damaging collisions after just a few years in orbit.

Human societies have done plenty of things that we, or our descendants, may some day regret. At the beginning of the Atomic Age we seriously polluted vast tracts of land that will take years to clean up. We have increased the amount of carbon dioxide in the atmosphere despite a scientific consensus that global temperatures are rising as a result. In 1987 the World Commission on Environment and Development defined sustainable development as meeting the needs of the present generation without compromising the ability of future generations to meet their needs. In space we are failing the sustainability test miserably. A hundred years from now, when our descendants want to put satellites into orbits teeming with debris, they will wonder what we could have been thinking. The simple answer is that we weren't thinking at all.

➤ Tapescript for Exercise 23b (p. 220)

Presenter: ... and in the light of the controversial new measures to limit the amount of litter and noise pollution on city streets, I have with me in the studio the Rt Hon Graham Busby, MP for Cheltenham, who brought this whole issue to parliament three weeks ago, and Elaine Richardson, a civil rights advisor from the Citizens Advice Bureau. Mr Busby, I would like to start with you if you don't mind... We all feel better when our environment is clean and tidy, no argument there, but you're proposing a £500 fine if your rubbish bin leaks on the pavement. Somewhat over the top, don't you think?

GB: Not at all, Steve. I think we grossly underestimate the possible consequences of such an offence, and as a result such a fine looks a bit steep. But the truth is, it is a very serious issue. Apart from a leaking rubbish bin being unhygienic and unsightly, consider the possibility of an elderly person walking on the grease, falling and hurting themselves. It really is a matter of making it very clear that there simply is no choice but to be considerate of our environment and our fellow citizens, and find a way to...

ER: If I may just cut in here, Mr Busby, I think you are quite right to point out the possible consequences of leaky rubbish bins or the fact that the point needs to somehow be hammered home. But the penalties you are suggesting simply do not fit the crime. I mean, if we start fining people £500 for a leaky rubbish bin, what are we going to fine them for other more serious offences, like driving too fast for example? Right now the fine for ...

GB: Well, no, no, these measures cannot be seen as the beginning of a ... a series of tougher measures across the board, these measures are to do with public cleanliness and respect for our environment. This government has been trying for a very long time to convince citizens not to throw litter on streets, to make sure that their rubbish bins are in good condition, not to allow their dogs to foul pavements and parks, to sound their horns only when truly necessary, and we simply have not got through. The result is noisy and dirty cities across the country. With things like the highway code there is no need for stricter fines, because people respect the highway code, feeling that violating it endangers their very lives. We've got to find a way to convince them that ... that the environment ... that it is just as important to respect the environment.

ER: I'm pretty sure there are plenty of other ways to convince people to respect the environment, more effective ways, in fact. For example, why not adopt the same method that the previous government did three years ago when they wanted to make sure that drivers wore seatbelts? There was no increase in fines; rather, through a well-organised and very extensive information campaign, the government managed ...

GB: Of course, information campaigns can be very effective at times, but I must say again that convincing people to drive safely is a whole different story. It is their very lives that are put at risk when they don't wear seatbelts, and this is easier for them to understand. Keeping our streets clean and healthy is harder to look upon as a life-or-death issue, although it undoubtedly is. So we have to do something as a government, and introducing heavy fines is the only option we have.

ER: But the fines you are proposing have made people think that all the government is after is more money in the kitty. You realise that this is going to make people resent the whole business and ...

GB: Miss Richardson, I think the British are a very responsible people, and the vast majority of us need no government interference when it comes to keeping our streets and our neighbourhoods clean. The monetary fines are there as deterrents, and I'll tell you one thing: this government will not

consider these measures a success if they bring us huge amounts of money. Rather, we will feel that we have really accomplished something if the few people who pollute our cities through irresponsible behaviour are brought round to respecting the place where they live and the other people that live there. The measures will be successful only when we can fine nobody for littering.

Presenter: I'm sorry to interrupt, time flies, we've got to go to the 1 o'clock news and we'll be right back.

➤ Tapescript for Exercise 24a (p. 220)

As more and more people fall victim to food poisoning, reports show that standards of food hygiene are steadily dropping. Since the 1980s, reported cases of food poisoning in England and Wales have risen sevenfold, with increases in Scotland and Ireland, too. Experts are unable to come up with a clear explanation for this, but there has been speculation that as the population increases and the demand for food grows there are likely to be lapses in hygiene in food processing. Another reason that has been put forward is the trend towards eating out and 'snacking' rather than eating home-prepared food. With most foods vulnerable to contamination, such as chickens and turkeys, consumers can protect themselves by taking care that the food is always carefully cooked and refrigerated. Fresh items such as fruit and vegetables must always be well washed. However, it seems that little can be done about shellfish, except to avoid them entirely, since these creatures feed off the waters in which they live and, given the high levels of pollution in our seas, inevitably absorb bacteria and viruses from their environments.

➤ Tapescript for Exercise 25a (p. 221)

Woman: Listen to this, it says that children from local schools have volunteered to form groups to clean up the beaches before the summer comes. Isn't it wonderful that they should do that!

Man: Yes of course it is, and thank goodness for their enthusiasm. We should feel very guilty as adults that we just sit by and do nothing. We're very good at complaining, of course, but not much good at getting things done.

Woman: Well that's for the kids isn't it? They're at a time in their lives when they can see what is wrong and they want to change things. After all, all we've managed to do is talk about the environmental changes and do nothing. It's their turn now and with all their energy and enthusiasm I think that we might get somewhere.

Man: Hmm ... You could be right. It says here that another school group has started a tree planting scheme ... [fade]

➤ Tapescript for Exercise 26a (p. 221)

Fake fur has been a trend in recent years and one which is showing no signs of abating. But the whole point about fake fur is that it is blatantly fake; it's a bit wild, definitely over the top, in electric blue or shocking pink. Its attraction lies in the fact that while it is recognizably a kind of fur, with all the luxurious softness and realistic movement of real fur, everyone knows it isn't. And it's a statement: both fashion and ecological – it says you don't have to kill real animals to look great. That statement was in evidence at the show sponsored by PETA, the People for Ethical Treatment of Animals, in New York for Manhattan Fashion Week, with fake versions of the old-style fur coat. Perhaps they are aiming at the young market, which is all set for retro, combing market stalls and charity shops for second hand furs, of both varieties, setting a trend for tattered luxury.

➤ **Tapescript for Exercise 27a (p. 221)**

... I'm speaking to you now from the Mudchute. It is a remarkable place, a patch of paradise made by the people of the Isle of Dogs in London's East End. There are oak trees bordering green fields full of poppies and cornflowers, and hedgerows strewn with wild roses. Close by Docklands' hard streets and high rise blocks, the sounds of a skylark and children's laughter break the peace of a summer afternoon. It is truly a people's park. Only thirty years ago it was a treeless heath littered with concrete, but from it, with support from the local business community and volunteers, the Mudchute Association has created a haven used by 50,000 people a year. Help came in the form of anything from money and sponsorship to skilled staff and heavy machines for building work and land clearance, and from the volunteers who landscaped and planted it with 12,000 trees. The park does many things. They have set up the biggest urban farm in the country, with pigs, cattle, sheep, goats and llamas. There's a nature study centre used by 15,000 children a year from 78 local schools, and an environmental youth work project. Above all, it shows youngsters from one of the most deprived school populations in the country, the green world.

➤ **Tapescript for Exercise 28c (p. 221)**

Interlocutor: In this part of the test I'd like you each to talk on your own for about two minutes. You should listen to what your partner says because I'll ask you to comment afterwards. Tina, I'm going to show you a card. There is a question written on the card and I'd like you to give us your opinions. There are some ideas on the card and you can use them if you want to.

So, here is your card, Tina, and here is a copy for you to look at, Paul.

Don't forget, Tina, you have about two minutes to talk before we join in.

Would you like to start?

Tina: There are so many aspects of the environment that should worry us that it's difficult to isolate any one problem to be most concerned about. The fact that so many species in the world are dying out is terrible, and as many as possible need to be saved before it is too late; not only the large animals like elephants and tigers, but the small birds and insects that make our planet so rich and vibrant, as well. This applies to the sea as well as the land; there are many different species of fish that have become extinct through overfishing and others, like dolphins, are in danger because of the way that we tend to use the sea as if it were an enormous rubbish tip. We dump all kinds of waste products into it, thinking that they will automatically disappear or biodegrade; since most of our waste is either wholly or partly plastic, this can't happen, of course.

Environmental problems do tend to be linked though, and I would therefore be inclined to think that global warming is probably the one we should be putting most of our energy into trying to reverse. There are two reasons for this: one is that the warmer the earth gets, the more difficult it is going to be for any living creature to survive as all our habitats will undergo drastic change, so marine pollution and endangered species as separate problems will become irrelevant. The other is that global warming exists because of our attitude to our environment: that we can pour any kind of chemical into it we like without there being any negative consequences to us. And this attitude is evident behind the other problems we have mentioned too, which is why they exist. So in a sense, I

think global warming and the attitudes that go with it constitute the basis of the problems we face.

Interlocutor: Thank you.

Is there anything you'd like to add to that, Paul?

Paul: I think we have to be aware of the scale of the problem and its diversity, so I don't think I would put all the problems together like this. What I do feel though, is the urgency of doing something to stop the destruction of the environment. It seems to me that we are still at the stage of making people aware that the problem exists, when we should be getting out and doing something about it.

Interlocutor: Thank you.

➤ **Tapescript for Exercise 28f (p. 221)**

Interlocutor: Now Paul, I'm going to give you your question.

So, here is your card and a copy for you, Tina. Don't forget, Paul, that you have about two minutes to give us your opinions. There are some ideas on the card and you can use them if you want to.

Right. Would you like to begin now?

Paul: I agree with this statement in the sense that the environment we are born into is certain to affect our behaviour, but I don't believe that we are entirely products of our environment.

For example, just because a person's earliest experiences are of growing up in a large, busy city doesn't necessarily mean that they will feel comfortable in that environment, or function better there than in another. The same applies to somebody living in the countryside. Many young people who grew up in this relatively quiet and tranquil environment can't wait to leave it for the excitement and fast life of the city. Exactly how they will fare there, of course is a different matter.

I do think that our environments condition us to behave or react in certain ways in different situations. Logically, we might also expect a city dweller to have higher stress levels than a country dweller and, similarly, country dwellers to be calmer, more relaxed individuals than people living in cities. Nevertheless, this isn't always the case, either. What is certain, though, is that certain aspects of the environment you grew up in stay with you wherever you go later in life. For example, most people brought up in the country have a knowledge of flowers and plants, which never really leaves them. And they tend to be more at ease with animals than people brought up in cities. These things have become ingrained in them, they're not really conscious of them as talents or abilities. People brought up in a city, on the other hand, are more streetwise, less naive perhaps; they've grown up having to get around all the problems city life has thrown at them.

I think a person will be a product of many different factors. The values and beliefs they were brought up with or acquired as they matured for example, have a significant role to play in shaping the person they will ultimately become. In addition, I believe that every individual possesses character and personality traits which they inherited from their parents, which do not fundamentally change throughout their lifetime, irrespective of where they are geographically.

Interlocutor: Thank you.

What do you think, Tina?

Tina: Well, I agree that it is a complicated question, but I don't think we should forget that our environment is also made up of the people, ideas and beliefs we are surrounded by, as you mentioned, and I do think that these have a strong influence on the way we develop. Whether we reject them and look for

alternatives, or whether we accept them, either way we are certainly a product of them.

Interlocutor: Thank you.

➤ Tapescript for Sample Interview – Ex. 28g (2 & 3) (p. 221)

Interlocutor: Now, to finish off we're going to talk about the environment in general.

Are the world's governments doing enough to protect the environment?

Paul: In my view, no they are not. They pay a certain amount of lip service to environmental concerns, but they always allow short-term interest to win over long-term environmental protection. There are still so many influential pressure groups which persuade governments to do things their way and, extraordinary as it may seem, environmental groups do not appear to have much power. Look at road building, for example. We all know that one of the major contributors to the greenhouse effect is carbon dioxide emissions and one of the biggest culprits is the motor car. Yet governments still do nothing to dissuade people from buying as many cars as they can afford. In fact one could say that they encourage car ownership by building more and more roads to accommodate an even greater number of cars.

Tina: And there is very little funding for research into powering cars by other means. Alternative sources of energy exist and the technology to use it is there, but there simply isn't enough interest from governments in promoting it. I'd like to take up something else you said too, about pressure groups. Obviously, if governments can respond to one set of lobbies, then they can respond to another. What needs to be done is for environmentalists to form their own pressure group and lobby governments to take decisive action. Any protection we have at the moment comes from individual environmental groups and in many cases governments mistrust them and put obstacles in their way. It's high time that those in power around the world realized that they have a duty to protect their citizens against those who wish to destroy the environment.

Paul: Another point is that we have to show our governments that this is what we want them to do, even if it means that we have to go without some of our precious electrical appliances!

Interlocutor: What can we do to protect the environment in our everyday lives?

Tina: Oh, there's a lot we can do. First of all there's the question of water. A lot of us never even think about it. We just turn on the taps and it's there. Apparently, we overuse water to a remarkable extent, especially in agriculture, and waste huge amounts, with the result that ground water is being used up at a far faster rate than rain can replenish it. If we add to that the prospect of global temperatures soaring and the desertification of some parts of the world, then there is obviously going to be a problem with water resources sooner or later. We can all be much more aware of the amounts of water we use, not leave taps running for example, take showers instead of baths and not throw excess water away but use it to water plants. Then there's energy saving ...

Paul: Yes, there's been quite a lot written about that recently. It would seem that we are very wasteful there, too. Again, it wouldn't take much for each household to considerably reduce its energy use by taking a few simple measures like turning off lights and limiting the use of hot water heaters and electric ovens. But there is another area I'd like to bring up and that's household waste. According to research, the average household produces literally tons of waste per month,

a lot of which consists of plastic packaging, which is not biodegradable, of course. It would be very simple to refuse to buy food which has been pre-packed and if possible to provide our own shopping baskets instead of using the plastic bags from the supermarket. Following on from that would be to take recycling seriously and separate all household waste into different categories for recycling or disposal.

Tina: It's just a matter of being interested and motivated enough, really.

➤ Tapescript for Exercise 28h (p. 221)

Interlocutor: How can people be convinced to leave the city and return to the countryside.

Helen: It's a matter of economics. If one asks why people left the countryside in the first place to go and live in cities, it was only because the city offered employment opportunities and the country did not. In many countries this was how cities initially came into being. It therefore follows that the same incentive would take people back to the countryside. If more jobs and opportunities were available elsewhere, then there would probably be a reverse migration, from urban environments back to rural ones.

George: Yes, people have to have a way to get money. The way we live has changed too, though. People want to get a lot more from their lives than they wanted to in the past. They think they should be given a lot too. If we think about why people want to stay in cities it's because they can get to a hospital or they can get a good education for themselves or for their children. They don't want to be far away from these things, they want to be able to get to them easily.

Helen: That's true. There are many people who are only reluctantly living in cities because there are simply no adequate amenities, consequently if governments were to make it a priority to provide these in rural areas, then more people might return. Another point to think about is leisure and entertainment. Cities do offer a lot in the way of theatres and cinemas, while in country communities there is really very little to do except to stay at home and watch television. Young people particularly find this an intolerably dull existence.

George: Well, I think there are two things to do in this case. The first thing is to build theatres and cinemas in the country, so that people could get out in the evening if they wanted to and the second thing is to build better roads and to make a better bus and train system. Then if people wanted to, they would be able to get into the nearest big city for an evening's entertainment. If people could get everything the city offers, but still live in the country, then they wouldn't want to live in the city.

Self-Assessment Module 5

➤ Tapescript for Exercise 8 (p. 238)

Extract 1

Man: Phew! I'm glad to be out of that place, it was giving me such a headache! Surely the noise levels in there must have been over the accepted limit!

Woman: Yes it was pretty deafening – the bare walls and floor probably magnify the noise, too. It's not just the music though is it, though that's bad enough. It's everyone shouting and screaming at each other to make themselves heard!

Man: Yes, it's not the kind of place to go if you actually want to have a conversation with the people you're having dinner with, is it?

Woman: Well, judging by how stressed out I feel right now, I'm beginning to think there's something in the theory that high levels of noise and aggressive behaviour are connected. The frightening thing is, that it's become so widespread that people seem to accept noise pollution as quite usual.

Man: Well, we already know it causes stress, but I read somewhere that the brain acts as a filtering device, in other words it switches us off to unnecessary background noise because if we were alert to everything that went on around us, we'd go mad.

Woman: Well, my brain doesn't seem to be doing a very good job of it right now. My head's really throbbing!

Extract 2

Interviewer: Martha Goodman is a psychologist who has been working with children and adults for many years. Martha, in your book you say it's a mistake to attribute certain characteristics to each sex and that parents are often unaware they are doing it.

Martha: Not exactly. What I say is that they aren't fully aware of why they're doing it, which is because society tells us it is the right thing to do. It's not an easy thing for a parent to do, to go against what society expects them to, but we need to give boys and girls the tools to respond to society's typecasting in ways that bolster their self-esteem rather than their sense of being a boy or a girl.

Interviewer: Is this mainly to help girls make their way in the modern world?

Martha: No, quite the opposite, actually. Both boys and girls benefit from this move away from gender stereotyping, but particularly boys. Despite the value society places on developing 'male' attitudes, encouraging boys to be expressive is essential to their mental health. By not allowing them to show their feelings we risk making them into lonely, frustrated adults and placing them at a disadvantage in the workplace, which is becoming increasingly dominated by women.

Extract 3

Woman: Suffragettes from Britain, under their founder, Mrs Pankhurst, at first organised protests that were strictly non-violent. However, frustrated by their lack of success, they began to use more belligerent tactics, advocating force as a means of securing political change. They orchestrated huge demonstrations, heckled politicians and set fire to homes of prominent political figures. They did this in an attempt to encourage the insurance companies, who were having to pay large amounts in compensation for these acts of sabotage, to feel the need to persuade the government to give women universal suffrage in return for their continued political support. A young suffragette, Emily Davison, shocked the nation when, on Derby Day 1913, she threw herself in front of the king's horse. Tragically, she died four days later as a result of her injuries. In the aftermath of the suicide, there was a public outcry and several bills were introduced into the House of Commons promoting female suffrage. But, despite all the sacrifices that had been made by the suffragettes to promote their cause, none of the legislation was passed. It was going to take a world war, in which women were to play a significant role, to ultimately turn the tide for the women's movement.

Extract 4

Man: Rita, since DNA profiling was first pioneered in the '80s it has helped to convict hundreds of criminals who might otherwise have got off scot-free. So what's the problem?

Rita: It's not DNA fingerprinting I'm against, but the government's proposal to extend the national database to include profiles of people who have no criminal record. I feel that the needs of the

public must be balanced against the individual's right to privacy.

Man: But the government has said that no data will be held without the consent of the person in question.

Rita: Yes, but you know as well as I do that it's only a matter of time before the police will be compelled to retain test results as a matter of course.

Man: Which makes perfect sense in the light of the fact that it's very often necessary to question suspects several times during the course of an investigation, which makes retaining test results very cost-effective.

Rita: That's not the point. The point is, that the big brother scenario is getting out of hand. There are already far too many databases containing sensitive information on people, for who knows what purpose.

Practice Test

➤ Tapescript for Part 1 (p. 249)

Extract 1

Well I can honestly say that these have been the most stressful 12 months I can remember! Everything just seemed to go wrong! I mean, to begin with, we were supposed to be moving house from Aberystwyth in March, but there were endless complications – first one thing and then another! It all started when the buyer pulled out at the last minute, which I know shouldn't be totally unexpected these days, but when it happens to you, you know, it just throws you. So of course we lost the option on the house we had lined up, which meant we'd have to start the whole process all over again. And then, as if that were not enough, a couple of weeks after that, my husband had an accident, falling down an uncovered manhole in the street, would you believe! Anyway he was laid up for the next four months, and after that he couldn't walk without crutches for simply ages.

Extract 2

Presenter: People have always had a tendency to be obsessed with age, and the sale of life-extending elixirs has, not surprisingly, always been big business. In the past, people have been persuaded to do all kinds of things in order to regain their youth, like, for example, drinking gladiator blood or even injecting themselves with concoctions made from monkeys and guinea pigs. And even nowadays, a lot of people are happy to pop anti-ageing pills and inject themselves with youth-giving hormones, whatever the cost. But have any of these strategies ever really worked? Let's ask Professor Hayflick, who is an authority in the field of ageing. Professor?

Professor: Well obviously a lot of research is still going on in this field, but so far no intervention has been proven to slow or stop ageing. In fact evidence suggests that even the most legitimate anti-ageing therapies can only make you a bit healthier, which reduces your risk of dying young. They neither make you young nor increase your lifespan.

Extract 3

Interviewer: So how did Panic Theatre begin?

Ben Miller: Well, I'd got my first taste of fringe theatre in the late 1980's, when experimental theatre was really where it was at. And there were Arts Council grants to be had, all you had to do was devise your own work and apply. And so that's what

happened. My friend Gareth Edwards had come up with the name and had already booked us into arts centres in Oxford, Bristol and Newcastle. We had all the basic qualifications of a good fringe company: we were a small clique of friends from university, we were middle class and incredibly idealistic.

Interviewer: And did you have a particular aim at that time?

Ben Miller: Our company aim was to produce classical texts using a 'physical' approach. 'Physical' was a buzz word at the time. The theory, as far as I could grasp it, was that we weren't going to be actors so much as physical instruments. The practice was that we performed in bare feet and did lots of strange warm-up exercises.

Extract 4

I used to think that preparing a room for decoration meant shifting the sofa to paint behind, but that was when I worked as a professional decorator. Years later, working on my own place, I came to appreciate preparation as a more nebulous time, spent skiving, drinking tea and not actually decorating. Only now, when I have far more unpleasant things to do, such as fending off the taxman, does preparing a room seem like recreation. Which is exactly what it should be. Elevate preparation to a Phase (Phase One, perhaps), so that only when the entire Phase is complete can you proceed to Phase Two: applying paint. Otherwise, you'll find yourself sanding a window-sill on to a freshly-glossed radiator. You'll be getting dirty, so make sure you wear the right kit (my preference is for overalls and goggles; easy to wash). Then clear the room. Don't mess about. Remove ornaments, books, coffee tables and plants, then move the big stuff into the centre and cover with dust sheets. Don't use newspaper, as it gets out of control.

➤ Tapescript for Part 2 (p. 250)

Presenter: In this week's programme on famous popular singers of the 20th century, Wilfred Soames is going to talk to us about the great American singer-composer and jazz and pop legend, Peggy Lee. First of all Wilfred, what was it about her voice that was so special?

WS: Well, she had a cool, breathy voice that was almost unsurpassed in its flexibility, its ability to follow the beat and spirit of a ballad, blues or jazz song with remarkable ease. She was certainly in the same league as Billie Holiday, Ella Fitzgerald and Bessie Smith. But unlike Ella Fitzgerald, who made vocal acrobatics sound as easy as singing in the bath, Lee cultivated every move she made on stage – from the curl of a lip to the arch of an eyebrow, or the resolving note of a song – it was a mesmerising act. And countless vocal artists, including the late Frank Sinatra and Elvis Costello, quote her work as an inspiration.

Presenter: Indeed. I think Sinatra described her presence as 'pure elegance and charm' didn't he? Now, Peggy Lee wasn't her real name, was it?

WS: No, she was born Norma Delores Egstrom in 1920, in Jamestown, a North Dakota farming town, where her father worked as a handyman and part-time railroad station agent. Her mother died when she was 4, and she didn't get on well with her stepmother, who used to beat her. She began singing when she was 14, earning 50 cents a night at gigs for local school parents' groups. A few years later she was singing on a local radio station, and this is when she acquired the name Peggy Lee, a name change suggested by the programme director.

Presenter: And after that she went to Hollywood, didn't she?

WS: Yes, she arrived in Hollywood with just \$18 to her name, supported herself working as a waitress, and started singing with swing bands and some solo work in nightclubs. By the late 1930's

she was working with bands on the West Coast and in Minneapolis and Chicago, but her real break came in 1941 when the famous bandleader Benny Goodman, then known as the King of Swing, hired her to sing with his band after hearing her perform at a Chicago hotel. Then, in 1942 Lee recorded her first major hit, the million-selling *Why Don't You Do Right?* By the time she left Goodman, after 20 months, her career was made. She had fronted the biggest swing band in the United States and followed that period with touring and radio performances. She worked with Capitol records for a bit, and had quick successes with *It's a Good Day* and *Manana*.

Presenter: And she didn't only sing, did she?

WS: No indeed, she composed too. In 1951 she provided the lyrics and several characters for Disney's *Lady and the Tramp* and in 1954 she composed the theme for the western *Johnny Guitar*. She appeared in films as well, most famously opposite Danny Thomas in the 1954-5 remake of *The Jazz Singer*, and she was cast as a blues singer in Pete Kelly's *Blues*, for which she got an Oscar nomination. Her film career was short-lived, though, and she needed little persuading as to where her best options lay – her singing. She had become one of the best loved performers in the US and much of the world, and her concerts began to be sell-outs that even Frank Sinatra had trouble rivalling. Jazz critics christened her 'Miss Standing Ovation'. Of her many hit recordings, the song *Is That All There Is?* won her a Grammy for best contemporary female vocal performance in 1969.

Presenter: But her later career was hampered by ill-health, wasn't it?

WS: Well, Lee was a diabetic and stopped work twice due to pneumonia in the 1950's and 1960's. She also suffered a serious fall in 1967 that affected her sight and hearing, and made standing difficult. And in 1985 she had arterial surgery, and a double heart-bypass. Yet she continued to use her remarkable achievements – more than 650 recorded songs on more than 60 albums, many of them gold discs – to entertain audiences worldwide. In 1994, aged 73, she sold out the Royal Festival Hall in London, though singing from a wheelchair. So she really didn't let her health problems get the better of her. It wasn't until 1999, when she suffered a stroke that impaired her voice, that she had to stop performing ...

➤ Tapescript for Part 3 (p. 250)

Presenter: ... and our guest tonight on *Ask a Celebrity* is one of Britain's best-known chefs, presenter of the cult TV cookery series *The Nimble Chef*, writer of the best-selling book that accompanies it, and perhaps the byword for a trendy, young, dynamic style of cooking ... Jake Oliphant. Hello Jake, and welcome to the programme.

Jake: Hi! It's great to be here!

Presenter: Now we have a sackful of questions from viewers for you, so I'm going to have to be a bit selective here! First of all, there's a question from T Sayers from Liverpool asking 'When did you start to cook and why?'

Jake: Well actually I started when I was very young, about seven years old. I wanted some pocket money and my parents had a restaurant so I helped the chefs. It was easy money. But I didn't want to become a chef professionally until I was about 16. I'd been doing a lot of cooking before that but the move to do it as a career was a big one!

Presenter: And you studied at Westminster Catering College, if I'm not mistaken?

Jake: Yeah, that's right. And then apprenticeship under some of the great London restaurant chefs, Antonio Carluccio, Rose Gray, Ruth Rogers.

Presenter: Mmm. Now, we've received several questions from teenagers who want to follow in your footsteps! Let me read you two of them. P. Hughes writes 'I am 14 and work in a kitchen. I have all your videos and books and watch you on TV. I really want to be like you, where do I start?' and R. Jones says 'I am an 18 year old student just finishing A-levels. I am very passionate about food and I would like to know how you got to where you are, and what you would suggest to someone who would like to become a successful chef?' So, Jake, can you help them?

Jake: Well, if you're cooking already you're halfway there! So keep up the cooking! And cook the food you want and work in the places you want, and keep at it. And always try and be the best at whatever you do, even scrubbing potatoes. Then of course you should read lots of cookbooks, or magazines, find out what chef inspires you and then write to them and say how you love what they do and ask if you can work with them for a while. If you work hard, they might give you a job. So get working!

Presenter: Right! Now Jake, your TV cookery show was an overnight success, attracting the kind of audience that wouldn't normally watch food programmes. We have a letter here from Iain Gillespie asking: "Why is it, do you think, that you are so successful?"

Jake: Ah ha – I get asked that one a lot! Well I think it's a combination of things – a little bit of luck, a little bit of passion and a little bit of knowledge! Everyone was always telling me it was going to be a young persons' programme and I wanted it to be for everyone and in fact it's got the biggest young and old age pensioner following on BBC2. My shows are all about style, simplicity, fun and getting your hands dirty, and I think that's what really appeals to an awful lot of people.

Presenter: And also, of course the fact that the food you cook isn't too fiddly, is it? I mean you don't put too much emphasis on measuring ingredients for example, do you. It's rather the antithesis of Delia Smith!

Jake: Absolutely, it's all about common sense, and bit of good taste. And plenty of herbs and olive oil!

Presenter: (laughs) Now, a question from C. Fugle in Newcastle about the possibly pernicious effects of success on your life! She writes 'How do you think fame has affected you and do you think you have changed?'

Jake: I don't really think I've changed much at all, though perhaps you'd better ask my wife about that! Certainly, personality wise, no, I'm the same, but as soon as you realise you're a bit of a commodity you have to become something of a businessman quite quickly. But on the whole I just get on with a normal life really and the nice thing is I'm known for being myself, so people are quite nice when I meet them.

➤ Tapescript for Part 4 (p. 251)

Jim: So what do you think makes a good garden?

Ann: It's quite a simple thing, but in my opinion a good garden must have humanity, and that can only come through personality, dedication, a sure sense of place, and, of course, love. There are gardens that demonstrate dedicated work and skill of an extraordinary level, but when there's no love involved, the result is sterile and unlovely.

Jim: Well I think that good gardens have a soul. And I am sure that the reason for gardening is to make something beautiful and, at the same time, to nourish the soul. You need both. A garden with no soul seems somehow empty. And gardens must have personality and style; they must never be formulaic ...

Ann: uh huh, ... or predictable. And this might seem hypocritical, coming from a professional gardener, but most professionally designed gardens simply don't fit that description. It's incredibly

difficult to make a good garden for someone else. I've tried and given it up as a hopeless job. Chucking money at a piece of outdoors will merely decorate it, and that is somehow depressing.

Jim: That depends on its function, surely. Perhaps public spaces are more amenable to being designed by an outsider than private ones. The impersonality suits them. Because in a way they belong to the audience, not to the household.

Ann: Well I think anyone who has a genuine interest in gardening would never get someone to design their garden for them, however public or secluded it may be.

Jim: But the truth is that if you are lazy then you will never garden yourself. Gardening is hard work, it can be difficult, confusing and frustrating, not to mention the money it could cost you! It demands commitment and a desire to learn and keep learning. You have to accept that you'll get wet and cold, hot and sweaty, sore, tired and depressed.

Ann: Well, speak for yourself! But more to the point it takes up more time than a lot of people have to spare.

But gardening can make you feel, at times, as fully alive and as content as body and mind can be. And to my mind one of the best things about it is that it's never really done. The excitement of seeing a garden grow is exactly the same pleasure as seeing a seedling emerge from the soil and within a few weeks become an outrageous flower. Gardens run along a dozen different timelines simultaneously. There are of course, seasonal and plant-driven timescales, but there is also the human factor. As you grow and change, so, too, does your relationship with a garden.

Jim: In a way I think it's the relationship that's so vital. I know that I prefer to work in my own garden rather than anyone else's. I like the way that intimacy with a garden only grows with hundreds and hundreds of hours of acquaintance, of seasonal, even daily change and the knowledge of your plants as they grow from seed to maturity.

Ann: But don't you think it's difficult to do alone? Personally I can't imagine the degree of self-sufficiency needed to make a garden entirely by and for myself. I think a solo garden must be tinged with loneliness.

Jim: Do you think single gardeners are necessarily so lonely? A lot of people choose to live alone, and are perfectly happy to do things solo, and enjoy their own company. Frankly, the thought of having to share decisions about my own garden with someone else horrifies me!

Ann: But if there's more than one of you involved there's discussion, maybe arguments, whatever, an awful lot of 'What do you think?' and 'What if...?' and it becomes a genuinely collaborative effort. But perhaps I'm just showing a failure of imagination here, and I'm just revealing my personal horror of being really alone.

Jim: Well, we're all different I suppose!

Peer Assessment Checklist

Oral performance is assessed in accordance with five different criteria.

1 Grammatical resource

- The ability to use a variety (range) of different grammatical structures and to produce them correctly (accuracy).

2 Lexical resource

- The ability to use a variety (range) of vocabulary in the appropriate context.

3 Discourse Management

- The ability to connect ideas using a variety of linking words and other devices, such as subordinate clauses in complex sentences.
- The ability to organise ideas and produce a contribution of a suitable length.

4 Pronunciation

- The ability to pronounce individual sounds clearly and to use stress and intonation patterns to highlight meaning.

5 Interactive communication

- The ability to speak fluently without frequent pauses to search for words (fluency).
- The ability to communicate ideas and participate in a discussion by interacting with a partner.

Peer Assessment Checklist

Grammatical Resource

- accuracy
- range

Lexical Resource

- range

Discourse Management

- linking of ideas
- organisation of ideas
- contribution

Pronunciation

- clarity of individual sounds
- stress and intonation

Interactive Communication

- contribution
- communication of ideas
- interaction
- fluency

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