

Upstream

PROFICIENCY C2



Student's Book

Virginia Evans - Jenny Dooley



Express Publishing

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English in Use

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Listening	Speaking	Writing
multiple matching (listening for opinion, specific information); sentence completion (listening for specific information); multiple choice questions (listening for opinion, gist, detail, inference)	telephone conversations; asking for and promising discretion; introducing news; expressing surprise; speculating; evaluating; suggesting alternatives	<ul style="list-style-type: none"> expressing opinions in essays, letters and articles
multiple matching (listening for opinion, specific information); multiple choice questions (listening for opinion, gist, detail, inference)	discussing opinions; making suggestions; making recommendations; debating; inviting somebody to give their opinion; interrupting; monologues	<ul style="list-style-type: none"> making suggestions and recommendations in letters and essays
sentence completion (listening for specific information); multiple choice questions (listening for opinion, gist, detail, inference)	discussing TV programmes; making suggestions; asking for further information; accepting/rejecting suggestions; speculating; evaluating; suggesting alternatives	<ul style="list-style-type: none"> letters to the press/authorities; balanced arguments
sentence completion (listening for specific information); multiple choice questions (listening for opinion, gist, detail, inference)	giving advice; giving instructions; monologues	<ul style="list-style-type: none"> descriptive and narrative articles
multiple matching (listening for opinion, specific information); sentence completion (listening for specific information); multiple choice questions (listening for opinion, gist, detail, inference)	making decisions; expressing opinions; expressing agreement/disagreement; making, rearranging & cancelling appointments; comparing; evaluating; suggesting alternatives	<ul style="list-style-type: none"> assessment reports reports making suggestions
sentence completion (listening for specific information); multiple choice questions (listening for opinion, gist, detail, inference)	talking about films & music; monologues; evaluating; making choices; making recommendations	<ul style="list-style-type: none"> reviews (reviewing films, festivals, books, restaurants and products)
multiple matching (listening for opinion, specific information); sentence completion (listening for specific information); multiple choice questions (listening for opinion, gist, detail, inference)	making decisions; exchanging opinions; making suggestions; making predictions; insisting on a point; speculating; evaluating; suggesting alternatives	<ul style="list-style-type: none"> proposals (format and content, appropriate vocabulary and style)
multiple matching (listening for opinion, specific information); sentence completion (listening for specific information); multiple choice questions (listening for opinion, gist, detail, inference)	expressing agreement/disagreement; discussing pros & cons; expressing hesitation; expressing an alternative viewpoint; monologues	<ul style="list-style-type: none"> discursive essays (developing an argument, balancing both sides, discussion clock)
multiple matching (listening for opinion, specific information); sentence completion (listening for specific information); multiple choice questions (listening for opinion, gist, detail, inference)	expressing approval and disapproval; making assumptions; evaluating; speculating; suggesting alternatives;	<ul style="list-style-type: none"> formal letters: letters of application, recommendation, complaint, apology
multiple matching (listening for opinion, specific information); sentence completion (listening for specific information); multiple choice questions (listening for opinion, gist, detail, inference)	sharing information; giving instructions; monologues	<ul style="list-style-type: none"> review of writing tasks

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Finding your Way to Knowledge



UNIT 1

Getting the Message Across

UNIT 2



Before you start ...

- What comes to mind when you hear the word "communication"?
- Discuss the ways in which education helps a person develop.

Listen, read and talk about ...

- means of communication
- facial expressions
- styles of communication
- dress norms
- body language
- languages
- the Internet
- ways of speaking
- communication technology
- education
- school subjects
- jobs in education
- learners
- university life
- home schooling
- e-books
- literacy

Learn how to ...

- talk on the phone
- introduce news
- express surprise
- encourage sb to continue
- ask for/promise discretion
- speculate
- evaluate
- suggest alternatives
- debate
- give an opinion
- interrupt

Phrasal verbs

- act
- break
- come
- call

Write ...

- articles expressing your opinion
- essays expressing your opinion
- letters expressing your opinion
- letters/articles making suggestions

Practise ...

- present/past tenses
- modal verbs
- conditionals

Getting the Message Across



Lead-in

- 1 What is 'good communication'? Rank the following according to how important you think they are. Compare your answers with a partner.

- 1 getting the message across quickly and efficiently
- 2 developing an interesting exchange of ideas
- 3 using language correctly
- 4 having time to think before you speak
- 5 being able to express your feelings

- 2 In what situations would you use the means of communication shown in the pictures?

I would write a letter if I wanted my message to be warm and personal.

- 3 Match the following to one or more of the photographs, then make sentences, as in the example.

- | | |
|---|------|
| 1 intrusive/be disturbed when trying to relax | E |
| 2 personal/take time to express yourself | .... |
| 3 slow/take weeks to reach destination | .... |
| 4 efficient/be reached wherever you are | .... |
| 5 versatile/send sound or pictures | .... |
| 6 impersonal/not communicate meaningfully | .... |
| 7 artistic/use customised paper/handwriting | .... |
| personal | .... |
| 8 limited/only send brief messages | .... |

I believe mobile phones can be intrusive because you can be disturbed when you're trying to relax.

- 4 a. Read the following headlines and guess the content of each report.

1 **WEB EARTHQUAKE
CHARITY RAISES £4M
OVERNIGHT**

2 **INTERNET NOT
SECURE ENOUGH,
SAY BANKERS**

3 **150-YEAR-OLD TECHNOLOGY
SAVES STRANDED FISHERMEN**

4 **E-MAILS TOO IMPERSONAL
TO COMPETE WITH PHONES**

- b. Now listen to four extracts from news programmes and complete each sentence with a short phrase.

- 1 The Internet community showed great
..... when asked to help the earthquake victims.
- 2 Financial transactions which are
..... can go wrong because of network failures.
- 3 The fishermen used a morse radio to send out a
.....
- 4 Research showed that people value the
..... speech provides.

- 5 Discuss the following quotations.

"The more elaborate our means of communication,
the less we communicate."
Joseph Priestley (British political theorist)

"Good communication is as stimulating as black
coffee and just as hard to sleep after."
Anne Morrow Lindbergh (US author)

- Write a paraphrase of each quotation.
- Say whether you agree or not, and why.

- 6 a. You will read a passage about Morse telegraphy. Before you read, look at the following words and phrases which have been taken from the passage. In what context might they be mentioned?

• back-up plan • short and long tones • tedious procedure • dying art • distress calls • military services

- b. Think of three things you would like to know about Morse telegraphy.

- 7 Skim the article to see if your questions were answered. What is the topic of each paragraph?

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

Reading – Part 4

Dots and Dashes Still Alive

In orbit high above Earth, a multi-billion-dollar formation of communications satellites stands ready to instantly connect pilots, seamen and all kinds of navigators to every available aid when they find themselves in an emergency. But what if the communication computers on board these ships and aircraft started acting up or even broke down? The world could go **silent**, and leave travellers groping around for directions. Not to worry. There is a backup plan, in part using technology that was invented in 1835, the year Mark Twain was born. It's the Morse code, the language of dots and dashes that has survived the assault of higher technology for a century and a half.

Named after its inventor, Samuel F B Morse, the code is a series of combinations of short and long tones (dots and dashes) representing letters of the alphabet that can be transmitted manually by a key operator. A telegrapher combines the dots and dashes to form letters and words. It is a seemingly **tedious** procedure, but **skilled** operators can transmit and receive faster than most secretaries can type. The fastest Morse transmission ever recorded is an amazing 84 words per minute, sent by an operator named T L McElroy in 1951.

Morse telegraphy may seem like a **quaint anachronism**, with its brass sounder and key operated by the world's most **basic** tool, the human finger. However, it is sometimes vital to worldwide communications. When the Mexico City earthquake occurred in 1985 and all the power **went off**, calls for help were transmitted in Morse by an amateur radio operator. "We see the Morse code as a dying art, but we refuse to let it die completely," says Major General Leo M Childs, the US Army's Chief Signal Officer. "Newer isn't always better. Even though it is old and slow, Morse is still the most **reliable** in difficult conditions."

Every merchant vessel bearing the US flag must carry a radio officer who can both transmit and receive Morse code. Under US law, the officer must spend eight hours every day at sea monitoring the radio for Morse distress calls. Should you ever find yourself adrift at sea in a lifeboat launched from a sinking passenger cruise ship, it will be equipped with a single communications device: a Morse transmitter that automatically signals a distress call, but is also equipped with a keyboard in case you happen to know the Morse code. Perhaps the best-known bit of Morse code is the call for help – SOS. In the code, these letters form a **distinctive** pattern (dot dot dot, dash dash dash, dot dot dot) easily recognised in an emergency.

The enduring use of Morse telegraphy is the **legacy** of a burst of industrialisation in 19th-Century America, when railroads and telegraph developed side by side. Most of those railroad telegraph lines were used well into the mid-20th century, well after radio, television and computers became commonplace. Until 1985, the Milwaukee Road had a Morse telegraph line between Milwaukee and La Crosse that was used **routinely** to **relay** orders to train crews. This Milwaukee Road operation was **shut down** quietly in the late Eighties. In many other countries, however, railroad Morse is still used.

The military services continue to be the most serious users of Morse telegraphy. While billion-dollar satellites and sophisticated ground networks are good in theory, such communication systems can **break down** on the battlefield. As a matter of **prudence**, the Army keeps a functional Morse capability. Morse code signals require much less broadcasting power to transmit than voice messages. In addition, even an unclear Morse signal can be interpreted, whereas a **distorted** voice transmission is **virtually** useless. The Army annually trains about 2,800 men and women in Morse code for a variety of signal jobs in infantry, artillery, intelligence and even Special Forces. A Morse transmission will get through when all else fails, and especially in military conflicts, "he who communicates first, no matter how primitively, will **come out on top**," says Major General Childs.

In that case, retired railroad telegraph operators will probably **take over** the world. Each evening, the amateur radio waves come alive with the Morse transmissions of the retired railroaders known among themselves as 'old heads'. "I get on the air and use the code every night to chat to old railroad men," says Craig Becker, the retired Milwaukee Road telegraph operator who received the railroad's final telegraph message in 1985. "There are lot of telegraphers around. Every night you hear them pecking." Experienced Morse operators say the code is not so much a **clatter of sounds** as a language, because operators don't hear dots and dashes. "You can sit back and hear a conversation," says Becker.

When Morse inaugurated the telegraph service in 1844, he wired from Baltimore to Washington the now-famed message: "What hath God wrought!" Ever since, the death of Morse code has been predicted regularly. However, although the telegraph has **receded from public view**, experts say that they cannot envision an end to its use any time soon. "I can carry a very small Morse key in my pocket and transmit around the world," says Burke Stinson, a public relations man for American Telephone & Telegraph Co. "I don't think you will ever see the Morse code die. It is going to be difficult to find another method that is as **flexible** and reliable."

STRATEGY POINT

Get the gist by looking at the title and skimming the text. Read the question stems (rather than the choices) carefully. Read the passage thoroughly, underlining the parts of the text which are relevant to the questions. Select your answer to each question. Bear in mind that answer choices which reproduce sentences or long phrases from the text are usually distractors.

Some traps to watch out for:

- Some wrong choices are generally true statements, but they don't answer the question.
- Some wrong choices are almost correct, except for one word (e.g. an adverb like 'always').

- 1 The reason the writer mentions the possibility of satellite-based communication systems failing is to
 - A underline the importance of a reliable alternative.
 - B suggest that satellite communications are unreliable.
 - C emphasise the drawbacks of satellite communications.
 - D compare Morse to communication satellites.
- 2 The process of communicating using Morse code
 - A involves more than transmitting tones.
 - B is tedious even for experienced users.
 - C is not as laborious as people think.
 - D is simple enough for anyone who can type.
- 3 In the third paragraph, the writer implies that the use of Morse code is
 - A old-fashioned, but attracts many enthusiasts.
 - B only useful to the armed forces and some hobbyists.
 - C being revived by amateur radio operators.
 - D often the only way to communicate during a crisis.
- 4 In the fifth paragraph, the writer
 - A implies that Morse telegraphy developed faster than the railroad.
 - B implies that Morse has survived for so long because of the railroad.
 - C suggests that the railroad developed because of Morse telegraphy.
 - D explains why Morse telegraphy eventually became redundant.
- 5 The American military
 - A needs simple communication methods.
 - B has recently neglected its Morse capability.
 - C allows its forces some Morse equipment.
 - D offers training for recognising distorted Morse.
- 6 By saying that retired railroad telegraph operators will "take over the world", the writer
 - A completely changes the focus of his text.
 - B is being sarcastic about Morse telegraphy hobbyists.
 - C criticises the neglect of Morse telegraphy.
 - D attempts to give his text a more light-hearted feel.

- 7 The first message to be transmitted in Morse code
 - A symbolised the code's flexibility.
 - B was used for commercial purposes.
 - C took a long time to reach its destination.
 - D was sent by Samuel Morse himself.

Follow-up

- 9
 - a. Read the text again and underline any words associated with *communication*. Make sentences using the **verbs**.
 - b. Explain the words/phrases in bold from the text, then use them in sentences. Use a dictionary if you wish. Suggest synonyms for the highlighted words.
- 10 Underline the word or phrase which best completes each of the sentences below.
 - 1 The old man **groped around/searched about** the dimly-lit room for his slippers.
 - 2 I wanted to get up and leave because the speech was so **tedious/strenuous**.
 - 3 Good letter writing is fast becoming a **rare thing/dying art**.
 - 4 The sailor was **adrift at/out to** sea for four days before he was rescued.
 - 5 The sinking ship sent out a distress **message/call**.
 - 6 The secretary busily **pressed/pecked** away at the keyboard of her word processor.

- 11 Read the table and answer the following questions.

STRATEGY POINT

- When you are asked to explain the meaning of a phrase (as in questions 1 and 3 below) or to locate and reproduce information from the passage (as in question 4 below), do so in your own words and not by repeating words or phrases from the text.
- With back-reference questions (like question 2 below), bear in mind that you may be looking for a noun or a whole clause (e.g. "it" might refer to "the fact that Japanese is difficult to learn").

- 1 What does the writer mean by saying that the Morse code "has survived the assault of higher technology for a century and a half" (lines 10-11)?
- 2 What does the word 'it' refer to in the phrase "It is a seemingly tedious procedure" (lines 16-17)?
- 3 What does the writer mean by saying that the military are "the most serious users of Morse telegraphy" (lines 55-56)?
- 4 What are the two major advantages of Morse transmissions over voice transmissions, as discussed in paragraph 6?

Facial Expressions

- 12** The following verbs are used to describe facial expressions. Match them to the pictures. Why do you think the people in the pictures feel the way they do?

• beam • glare • smirk • frown • wince • grimace



The man in photograph A is glaring. He may be having an argument with someone.

Styles of Communicating

- 13 a.** Match verbs from list A to adverbs from list B to make collocations. There may be several possible combinations.

A: pause retort cheer smile
instruct (sb) comfort sb shrug

B: angrily gently abruptly firmly
diplomatically indifferently enthusiastically

pause – abruptly / diplomatically / angrily

- b. Chain story.** Take it in turns to continue the story below using verb-adverb combinations from Ex. 13a.

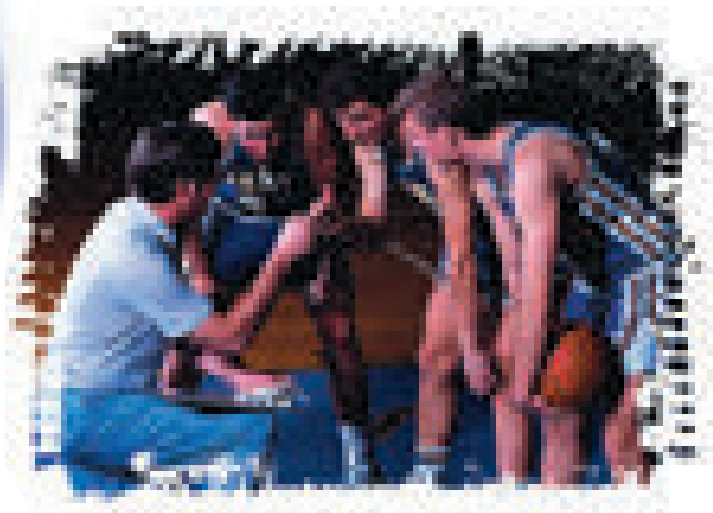
*Paul Smith had been briefing his colleagues for about five minutes when he **paused abruptly**.*

Collocations

- 14 a.** Fill in : *information, language, report, discussion, conversation, speech, words*

a dead, colloquial
b damaging, informative
c animated, heated
d kind, profound
e political, rousing
f confidential, pertinent
g informal, intellectual

- b.** Use one adjective from each pair to complete each of the sentences.



- The coach gave a speech to his team as they prepared for the game.
- The students had a(n) discussion on text messaging, which is one of their favourite pastimes.
- Despite his lack of formal education, he was perfectly capable of engaging in conversation.
- You must avoid using language when writing a university essay.
- Thank you for your words, but I really feel that Ian also deserves some praise.
- The factory was closed down after the publication of the report.
- I'm sorry, but I am really not at liberty to reveal such information.

Cloze texts

- 15** Read the extracts and choose the most suitable word to fill in each gap. Consult a dictionary if you wish. What is each text about? Where could you read it?

A

Supraphone

Please follow these instructions carefully

Installation

- Locate the grey twin cable and 1) it into your wall-mounted telephone 2) Next, insert the auto-rechargeable battery into the 3) in the back of the telephone.
- Place the 4) on the telephone base and look at the electronic 5) at the top right. It should read "Ready to connect."
- 6) "000" using the telephone 7) After a few seconds, you should see the message "Ready" on the telephone.

Operation

Your cordless phone is operated similarly to a(n) 8) phone. You need to 9) the aerial before you use your phone. After use, the aerial 10) automatically.

- | | | | |
|--------------|------------|----------------|-------------|
| 1 A thrust | B plug | C check | D push |
| 2 A catch | B section | C nook | D jack |
| 3 A niche | B gap | C compartment | D void |
| 4 A receiver | B headset | C handle | D recipient |
| 5 A screen | B reel | C display | D picture |
| 6 A Phone | B Call | C Form | D Dial |
| 7 A controls | B keypad | C switchboard | D dialler |
| 8 A usual | B common | C conventional | D typical |
| 9 A draw | B extend | C lengthen | D prolong |
| 10 A recalls | B retreats | C retracts | D recoils |

B

MR MOORE

What made Sandra fear Mr Moore the most was neither his 1) appearance nor his 2) manners. Rather, she was terrified by the way he would suddenly materialise out of nowhere. He'd suddenly be standing there, often 3) at her with what could equally well be silent contempt or hatred. He would 4) an instruction and, after 5) at her menacingly for a few seconds that always seemed like eternity, he would disappear into his office again.

- | | | | |
|--------------|------------|-------------|------------|
| 1 A stern | B severe | C firm | D fixed |
| 2 A rash | B careless | C abrupt | D sharp |
| 3 A scowling | B jeering | C simpering | D growling |
| 4 A munch | B mumble | C muddle | D muster |
| 5 A gaping | B ogling | C glancing | D staring |



Commonly Confused Words

- 16** Circle the **two** suitable words in bold which best complete each sentence correctly.



- 1 When she saw the spider, she let out a piercing scream / **yelp** / shout / shriek.
- 2 When reading, you have more time to appreciate the shadows / **subtleties** / nuances / tones of meaning than when you're listening.
- 3 It is sometimes difficult to absorb / interest / capture / comprehend all the necessary information if someone is talking too fast.
- 4 Some people like the straightforward / shortcut / modest / minimalist style of Internet conversations.
- 5 I liked her novel, although her verbose / long-winded / elongated / stretched-out style bored me at times.
- 6 She mumbled / muttered / stuttered / spluttered something under her breath about being bored and walked out of the lecture hall.
- 7 His tendency / pitch / expression / tone was sarcastic; he obviously thought very little of his colleagues.
- 8 I have read through his work and I haven't found any clear / clean / hard / striking examples of a text which is hard to understand.



Prepositions (Appendix 1)

- 17** a. Fill in **on** or **about**, then make sentences.

1 argue sth; 2 be intent sth; 3 boast sth; 4 lecture Politics; 5 lecture sb his bad habits; 6 act sth; 7 experiment sth; 8 insist sth; 9 be excited sth; 10 comment sth

- b. Fill in **for** or **from**, then make sentences.

1 fear of sth; 2 sb's sake; 3 time to time; 4 the time being; 5 memory; 6 take granted; 7 now on; 8 sure

- c. Fill in **on** or **in**, then make sentences.

1 the premises; 2 duty; 3 an island; 4 recession; 5 the name of; 6 leave (=not at work); 7 jest; 8 strike

Idioms

18 Match A to B to make idiomatic phrases. Then use the phrases to complete the sentences that follow.

A	B
mince my	of mouth
a man of	in on a secret
paint a	words
by word	small talk
speak your	few words
let you	of the town
making	cheap
hold my	pretty picture
the talk	mind
talk is	tongue

- He tries to *paint a pretty picture* of being an actor, but he's been unemployed for six months.
- If you can promise to be discreet, I'll
- I'm not going to
— I think your behaviour was absolutely disgraceful.
- Let me show you how the fax machine works rather than talk about it. After all,
- I was very angry with him, but I decided to
..... because he's very old.
- The local boy who won the National Lottery is
- On the rare occasions Arnold speaks, he never says much; he is
- We spent most of our date talking about the weather, and generally
- Feel free to about the proposal; I value your opinion, even if you disagree.
- This restaurant doesn't advertise; its reputation has grown alone.

19 a. Choose a word to complete the following sentences and explain the idiomatic phrases in bold.

- The letter doesn't mention Bob's name, but when you **(look/read) between the lines** you can tell it's about him.
- It's been such a long time since I saw Jo; I'm dying to **(catch/reach) up with her news**.
- I've really enjoyed my visit. If you ever come to New York, **(send/drop) me a line** so I can return the hospitality.
- She had that man's name **on the tip of her (mouth/tongue)**, but she couldn't remember it.
- Everyone in the office knew about her illness; **bad news (spreads/travels) fast**.

b. Choose five idioms from Exs. 18 & 19 and write sentences of your own.

He's not a man to mince his words; he'll tell you if he thinks the idea's no good.

Phrasal Verbs (Appendix 2)

20 Fill in the gaps with an appropriate particle, then explain the meaning of the completed phrasal verbs.

- My computer has been **acting** lately. It keeps crashing.
- The signal started to **break** and then the radio went dead.
- Negotiations between the two organisations appear to have **broken**
- Communication often involves performance: that is, the **acting** of the roles of transmitter and receiver.
- A computer at the main telephone exchange has **broken** , causing big problems.
- The operator **broke** our conversation to tell me I had an emergency call.
- She **broke** in mid-sentence when she heard someone enter the room.
- Several leading members **broke** from the party and set up an independent parliamentary bloc.
- The flu epidemic which has **broken** in Asia and Europe is caused by a new type of virus.

Fixed Phrases

21 Rewrite the following sentences using a fixed phrase containing the verbs **act** or **break**. Use the words in brackets.

- Mary told her brother to stop behaving so childishly. **(age)**
- Her sister took her aside to tell her what had happened. **(news)**
- If you want to convince them you really are a tough businessman, you'll have to behave like one. **(part)**
- Although it is not yet making a profit, the company does not owe any money. **(even)**
- We were told not to communicate by radio except in an emergency. **(silence)**

Telephone Conversations

22 a. Listen to five extracts from telephone conversations and match them to the situations.

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

b. Match the sentences to the phone calls (1-5).

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

c. Act out the following telephone conversations, using some of the phrases above.

- make an appointment with your doctor
- return a telephone call from your boss
- cancel a lunch date with a friend
- leave a message on your home answering machine

A: Stairhill Medical Centre – how may I help you?

B: Hello. I would like ...

Gossip

23 Below are boxes which contain useful language for giving and reacting to surprising news.

Introducing a Piece of News

- You'll never believe this ...
- Did you hear about ...?
- You'll never guess who ...
- Have you heard that/about ...?

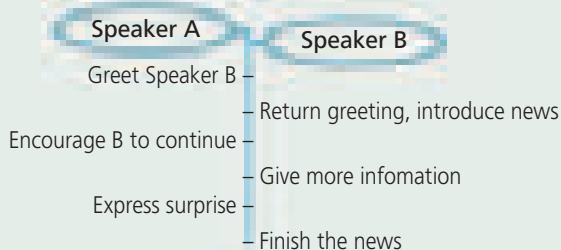
Expressing Surprise

- Are you serious?
- You're joking!
- Are you having me on?
- You've got to be kidding!

Encouraging Somebody to Continue

- Go on ...
- I'm all ears ...
- Okay, tell me more!
- And then what?

In pairs, use language from the boxes and follow this outline to act out dialogues about the situations described below.



- A mutual acquaintance of yours is getting married to a famous pop star.
- A boy you haven't seen since primary school has announced that he is going to run for Parliament.



A: Hi, Jenny.

B: Oh, hi, Bob. Listen, you'll never guess who Susan's getting married to!

B: Okay – tell me more!

A: Well, Helen tells me that she's getting married to ...

B: Are you serious? ...

Asking for / Promising Discretion

24 With a partner, act out dialogues based on the following situations. Use phrases from the boxes in Ex. 23, as well as from the boxes below to ask for and promise discretion.

Asking for Discretion

- Can you keep a secret?
- Keep it under your hat.
- Let's keep this between ourselves.
- Mum's the word.

Promising Discretion

- We never had this conversation.
- I won't tell a soul.
- My lips are sealed.
- I won't breathe a word.

- Your supervisor has inherited a million pounds. He has asked you not to tell anyone, but you just have to share it with your closest colleague.
- You overheard a conversation at school about your teacher retiring. Tell your best friend, but make sure he keeps it a secret.
- A person you both know is going to marry someone without his/her parents knowing. Discuss it with your neighbour, but make sure the news doesn't spread.
- A neighbour has been arrested for tax evasion. Tell your friend in strictest confidence.

Listening & Speaking

- 25 a.** You are applying for the post of Executive Assistant in a large organisation. Which of the following would you choose to wear? Why?

- scruffy jeans • lounge suit • tie-dye T-shirt
- pin-striped suit • trench coat • bomber jacket
- baggy cords • tuxedo jacket • fashionable tie
- sandals • matching skirt and jacket • low-cut dress • well-polished shoes

Obviously, if I were applying for such an important position I wouldn't wear a bomber jacket as I would give the interviewer the impression that I was not taking the interview seriously.

Listening – Part 4

- b.** Now listen to the recording and match the sentences (1-6) to the speakers. Write (S) for Sandra, (H) for Harry or (B) for both if they agree.

- 1 Although the candidates are quite different, they are both well qualified.
- 2 Allyson is probably a shy person.
- 3 Michelle's mode of dress was more appropriate.
- 4 The difference in experience between the candidates is negligible.
- 5 The decision has to be made based on the general impression each candidate gave.
- 6 Posture and gestures are not enough to base a decision on.

- c.** What would be the accepted norm regarding dress in your country in the following situations?

- attending an interview for a job as a Personal Assistant (PA)
- attending an official ceremony
- going to the college disco
- visiting relatives
- socialising with friends

- d.** Discuss the following sayings.

- Clothes (don't) make the man.
- First impressions last.

- 26 a.** What impression do you get from someone during a conversation if they are:

- leaning forward towards you?
- leaning away from you?
- staring at the ceiling?

- b.** Complete the phrases (1-4) about yourself. Use the words/phrases below if you wish.

- gaze upward • wide-eyed • point accusingly
- frown • touch chin with hand • scratch head



- 1 When I'm feeling anxious, I ...
- 2 On the rare occasions that I lose my temper, I ...
- 3 When I'm confused by something, I ...
- 4 Whenever I'm deep in thought, I tend to ...

Listening – Part 2

- 27** You are going to listen to part of a radio programme about 'Impression Management'. Listen and complete the following sentences with a word or short phrase.

Impression management is the science of **1** appropriately to another person's body language.

An open posture involves a speaker standing **2** his audience.

An open posture projects **3** to listeners.

Crossed legs and **4** arms are characteristics of a closed posture.

A closed posture suggests that the person is afraid of **5**.

6 when listening indicates that the person is accepting what you are saying, and that he is ready to **7** affirmatively.

When someone stares at the ceiling, it may be a good idea to **8** for a little or end the discussion.

Observations of people under **9** have shown that most of us do not understand the basics of impression management.

- 28** a. Read the following sentences and say how they are related. Then try to explain the underlined phrases.

Growing up in a multi-lingual society must be interesting.

Latin and Ancient Greek are considered to be dead languages.

Esperanto is a constructed/planned language.

English has become the lingua franca of the modern world.

As a native speaker of French, she has an advantage over non-native speakers.

STRATEGY POINT

Read through the question stems and underline the key words before you start listening. Listen to the piece once and make your choices. Listen again to check your answers.

Listening – Part 3

- b.** You are going to listen to an interview with a linguist about a language called *Esperanto*. Listen and answer questions (1-5).

- Zamenhof invented his language because he felt
 - there was too much linguistic rivalry.
 - familiar languages had been rejected.
 - it would promote world understanding.
 - so many languages were dying out.
- The first book written on Esperanto
 - was of an academic nature.
 - was written very quickly.
 - was published by a student.
 - concerned medical matters.
- The name of the language, Esperanto,
 - can be translated as 'inspiration'.
 - was originally a book title.
 - was Zamenhof's pen name.
 - changed several times.
- Bahasa Indonesian
 - is widely spoken in Holland.
 - was created by a language specialist.
 - has been used in films.
 - was intended to be an international language.
- Compared with other planned languages, Esperanto is
 - more effective.
 - inferior.
 - better known.
 - more personal.

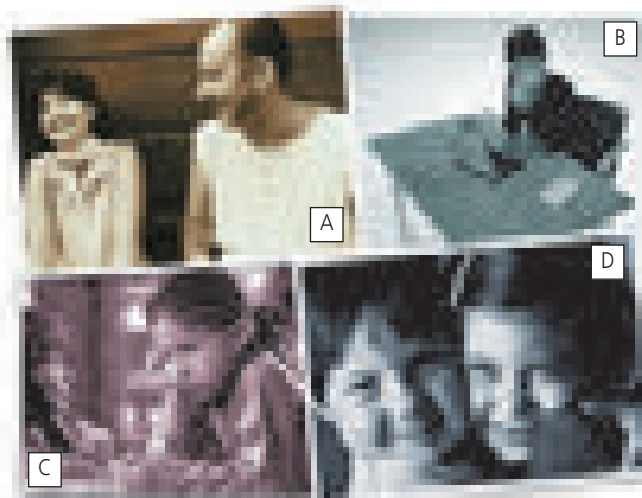
Speaking – Part 2: Communication



Speculating

Stage 1

- 29** a. With a partner, look at pictures A and D. How do the people in the pictures feel, and what might have made them feel this way?



Useful language: Speculating

- I can't say for certain, but I believe ...
- It's difficult to say for sure, but it looks as though ...
- I can't be positive, but he might have ...
- It's hard to tell from the picture, but they could be ...



Evaluating

Stage 2

- b. Now look at all the pictures. Imagine 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. Say why the other pictures are not so successful.

Useful language: Evaluating

- I fail to see the point of picture ...
- Picture ... does not show ... quite as clearly as ...
- Picture ... is by far the best to show ...
- All the pictures are interesting, but ... gives a stronger idea of ...



Suggesting Alternatives

- c. Suggest two other photographs which you would like to have seen in the exhibition. What would their themes be, and what would they have added to the exhibition as a whole?

Useful language: Suggesting Alternatives

- Perhaps if there were a picture showing ...
- A picture showing ... would illustrate the aspect of ...
- I'm surprised there's no picture showing ...
- A picture of ... would get the message across more efficiently.

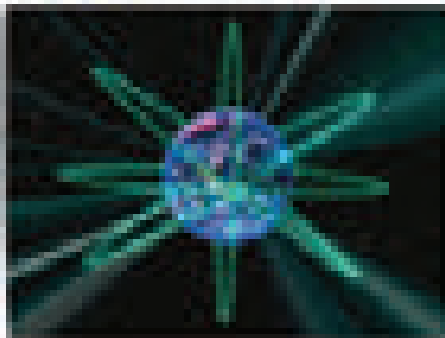


- d. Listen to two students doing the speaking tasks above. How similar were their ideas to yours?

- 30** What does the title of the article refer to? How do you think the Internet evolved? Read the article to check. Seven paragraphs have been removed from the article. Choose, from paragraphs A-H on the opposite page, the one which fits each gap (1-7). The first one has been done for you. There is one paragraph which you do not need to use.

Reading – Part 3

How the Internet Became a Big Boy



In the summer of 1968, experts at the RAND Corporation, America's foremost Cold War think tank, were considering a strange strategic problem. How could the US authorities successfully communicate after a nuclear war? No matter how thoroughly a network was armoured or protected, its switches and wiring would always be vulnerable to bombs. An attack could reduce any conceivable network to tatters.

1

D

The principles were simple. All the nodes in the network would be equal in status, each with its own authority to originate, pass and receive messages. The messages themselves would be divided into packets. Each packet would begin at some specified source node, and end at some other specified destination node. It would wind its way through the network on an individual basis.

2

This excited and intrigued many, because it did sound like a theory for an indestructible network. In the autumn of 1969, the first node was installed in UCLA. By December 1969, there were four nodes on the infant network, which was named ARPANET, after its Pentagon sponsor (the Advanced Research Projects Agency). An added bonus was that scientists and researchers could share one another's computer facilities from a great distance away. This was a very handy service, for computer time was precious in the early '70s. In 1971 there were fifteen nodes in ARPANET; by 1972, thirty-seven nodes. And it was good.

3

The invention of the mailing list followed naturally. This was an ARPANET broadcasting technique in which an identical message could be sent automatically to large numbers of network subscribers. Interestingly, one of the first really big mailing lists was "SF-LOVERS," for science fiction fans. Discussing science fiction on the network was not work-related and was frowned upon by many ARPANET computer administrators, but this didn't stop it from happening.

4

As early as 1977, TCP/IP was being used by other networks to link to ARPANET. ARPANET itself remained fairly tightly controlled, at least until 1983, when its military segment broke off and became MILNET. But TCP/IP linked everyone to everyone else. And ARPANET itself, though it was growing, became a smaller and smaller neighbourhood amid the vastly growing constellation of other linked machines.

5

In 1984 the National Science Foundation got into the act. The new NSFNET set a blistering pace for technical advancement, linking newer, faster, shinier supercomputers, through thicker, faster links, upgraded and expanded, again and again, in 1986, 1988 and 1990. And other government agencies leapt in: NASA, the National Institutes of Health, the Department of Energy, each of them maintaining their own digital kingdom in the Internet confederation. A mere twenty years had passed since the invention of the ARPANET, but few people remembered it now.

6

The Internet's pace of growth in the early 1990s was spectacularly ferocious, at some point achieving a monthly growth of 20%. The number of 'host' machines with direct connection to TCP/IP doubled every year from 1988 to 1997. The Internet moved out of its original base in military and research institutions, into elementary and high schools, as well as into public libraries and the commercial sector and, of course, into millions of homes.

7

And so the story goes. The real Internet of the future may bear very little resemblance to today's, or even today's predictions. Predictions have never seemed to have much to do with the seething, fungal development of the Internet. After all, today's Internet bears little resemblance to those original grim plans for RAND's post-holocaust command grid. It's a fine and happy irony.

STRATEGY POINT

- Read through the whole of the gapped text. Get a general idea of the text.
- Read again and focus on one gap at a time. Look carefully at the paragraphs before and after the gap.
- Go through the jumbled paragraphs and try to find the one that fits the gap. Discourse markers (e.g. reference words, time words and linking words) may help, but text organisation, cohesion and coherence are more important.
- Once you have inserted a paragraph in a gap, read the three paragraphs (before and after) to see if the text flows.
- If you cannot find the answer for a gap, move on and return to it later.
- Be flexible: be prepared to change your answers later if necessary.

- A** By the second year of operation, however, an odd fact became clear. ARPANET's users had warped the computer-sharing network into a dedicated, high-speed, federally subsidised electronic postal service. The main traffic was not long-distance computing, but news and personal messages.
- B** All these sources of conflict remain in a stumbling balance today, and the Internet, so far, remains in a thrivingly anarchical condition. Once upon a time, the NSFNET's high-speed, high-capacity lines were known as the 'Internet Backbone', and their owners could rather lord it over the rest of the Internet; but today there are 'backbones' in Canada, Japan, and Europe.
- C** As the '70s and '80s advanced, other entire networks fell into the digital embrace of this ever-growing web of computers. Since TCP/IP was public domain, and the basic technology was decentralised and rather anarchic by its very nature, it was difficult to stop people from barging in and linking up. In fact, nobody really wanted to stop them from joining this branching complex of networks, which came to be known as 'the Internet'.
- D** And how would the network itself be commanded and controlled? Any central authority would be an obvious and immediate target for an enemy missile. RAND mulled over this grim puzzle in deep military secrecy, and arrived at a daring solution. In the first place, they would design a network with no central authority. Furthermore, they would design it to operate while in tatters.
- E** The ARPA's original software for communication was known as NCP, 'Network Control Protocol', but as time passed and the technique advanced, NCP was superseded by a higher-level, more sophisticated standard known as TCP/IP. This software converted messages into streams of packets at the source, then reassembled them back into messages at the destination.
- F** Why did so many people want to be on the Internet? One of the main reasons was simply freedom. The Internet is a rare example of a truly, modern, functional anarchy. There is no 'Internet Inc.' There are no official censors, no bosses, no board of directors, no stockholders. This virtual freedom, many hold, was the major reason why this form of communication attracted so many users so quickly.
- G** For it had become a happy victim of its own overwhelming success. Its users scarcely noticed, for ARPANET's functions not only continued but steadily improved. The use of TCP/IP standards for computer networking is now global. In 1971, there were only a handful of nodes in the ARPANET network. Today there are hundreds of thousands of nodes, scattered over virtually every country in the world. Five hundred million people use this gigantic mother of all computer networks.
- H** The route that the packet took would be unimportant. Only reaching its final destination would count. Basically, the packet would be tossed like a hot potato from node to node to node, until it ended up in the proper place. If big pieces of the network had been blown away, that simply wouldn't matter.

Follow-up

Answer the following questions.

- 1 Which parts of the text helped you insert the missing paragraphs? Underline them and compare answers with a classmate.
- 2 What is meant by the phrase "reduce any conceivable network to tatters" (paragraph 1)?
- 3 What does "got into the act" mean (in the first line of the paragraph after gap 5)?
- 4 In your own words, explain why the writer calls the Internet a "functional anarchy" (paragraph F).
- 5 According to the last paragraph, what can we expect from the Internet of tomorrow?

Modal Verbs

Grammar Reference

31 Fill in the gaps with suitable modal verbs.

- Mary has trained as a private pilot and so she **can** fly small planes. (**ability**)
- It looks like it / / rain. We'd better take our umbrellas. (**possibility**)
- When I was little, I stand on my head. (**ability in the past**)
- / / I borrow some sugar? (**asking permission**)
- You pay the rent on the first working day of each month. (**obligation**)
- You / see a doctor about those headaches. (**advice**)
- You / / eat or drink in this room. (**prohibition**)
- She be only 15 – she's a university student. (**impossibility**)
- We have started earlier – we're running very late. (**criticism for past actions**)
- I give you a lift, if you want. (**offer**)



Key Word Transformations

32 Rewrite the following sentences using the words in bold type. Do not change the meaning of the original sentence. Use between 3 and 8 words.

- Becoming a member of the library requires you to fill in this form.
must You
..... a member of the library.
- It was his duty to tell us about her resignation.
ought He
..... about her resignation.
- We must reduce the company's outgoings.
choice Our
..... reduce the company's outgoings.
- Anyone can attend the conference.
open The conference
..... anyone.
- We must start spending more on advertising.
alternative We
..... more on advertising.
- Alan was unfit, and that's why he didn't finish the run.
couldn't Alan
..... not fit enough.
- They would have been unable to succeed without Mark's help.
been If it
..... not have succeeded.

- Will Barry be able to play tonight even though he has a cold?
ability Will Barry's cold affect
..... play tonight?
- I found it impossible to accept that Janice and Graham had broken up.
couldn't Janice and Graham's
..... terms with.
- You don't need to water the plants today.
necessary It
..... water the plants today.

33 Look at the pictures and make as many logical assumptions about each one as possible. Use **could**, **can't**, **might**, **may** and **must**.



The man in picture A must have ...



Word Formation

34 Form adjectives from the following verbs using **-able**, **-ing** or **-ive**. You may have to change the form of some words.

- desire • relax • cleanse • respond • die • intrigue
- invade • strike • conclude • dismiss • commend
- avoid • support • assert • electrify • please

35 Form adjectives from the following nouns using **-al**, **-ic** or **-ous**. You may have to change the form of some of the words.

- finance • problem • torture • drama • trauma
- critic • religion • art • poison • adventure • surgery
- system • dogma • mischief • liberty • diplomacy
- advantage • margin • monster • coast

36 Fill in the gaps with words from the ones in capitals.



Both scientific and sociological research 1) indicate that, although the Internet has 2) the way people work, at a more personal level the more old-fashioned ways of communication are not being 3) by the new technologies.

4) to statistics, a person who uses the Net at home to send and receive e-mails talks on the phone for 19 minutes on a Sunday – a mere one and a half minutes less than someone who does not use the Internet 5)

Keele University's Psychology Professor Tim Baxter says it's all to do with how 6) the Internet is, as opposed to the much greater 7) of the human voice to convey a person's emotions. "Only the greatest writers can actually put their feelings on paper," he says, "and when people talk to friends or 8) they want them to know how they feel."

Things are very different at the workplace. It is estimated that corporate telephone usage in the UK has fallen 9) (by more than 40%) since 1995, indicating that the Internet is seen as a more 10) way to communicate with colleagues.

CLEAR

FORM

THREAT

ACCORD

DOMESTIC

PERSON

ABLE

RELATE

DRAMA

RELY

 **Open Cloze**

37 Fill in the gaps in the following passage. Use only one word in each gap.

STRATEGY POINT

- The title is there to give you a general idea of the passage. Read for gist first, ignoring the gaps.
- Both grammatical and lexical items are tested in this part. Grammatical items tested include auxiliary verbs, modals, standard parts of easily recognisable structures (such as *if* in conditional sentences) etc. Lexical items tested include parts of fixed phrases (e.g. *once in a while*), parallel structures (e.g. *on the one hand ... but on the other*) etc.
- Don't look for difficult words; vocabulary is not tested here.
- Trying to understand what part of speech a missing word is can sometimes help.
- When finished, read the passage again to check your answers.

How Mobile Phones Turn us into Fugitives

I remember it well. 0) *There* was a time in the past when I 1) go to lunch without having to answer calls 2) my boss, my wife, my children and my bank manager. There 3) to be a time when notions 4) as 'peace', and 'privacy' actually had a literal meaning. And when there was someone that you didn't want to speak to, never mind the reasons, you had the freedom not to 5) Excuses were easy: I was out, I was sleeping, the phone was off the hook, and so on. It's all changed now. 6) of those old defences work. The callers simply come back at you with something like "but didn't you see my unanswered call on your mobile?" 7) about the very phrase for a moment: to see one's unanswered call. No running 8) from it, folks; you'd have to be deaf and blind to be able to sit on that old park bench. And even then, if you've got one of those mobile phones 9) have vibration alert, you could still be in for some trouble. I'm not a technophobe, I'm really not. It's just that I've 10) shown to be tragically wrong about this one. I once 11) "It's just a fad – it'll go away." That was eight years 12) , and the people that walked around the streets talking away on those clumsy-looking devices were few and far 13) and they looked ridiculous to everyone else. Now it's the other way around. 14) you don't have a mobile phone, you're the 15) one out, and others look at you as though you're walking around without any trousers.





Words with Multiple Meanings

38 a. Select the best answer – A, B, C or D – which is appropriate for all three gaps in each of the following sets of sentences.

- 1 • This medication could affect your , so you must only take it before you go to bed.
• Success in motivating your staff requires striking a delicate between asserting your authority and giving praise.
• She could not explain the deficit in her bank
A decision B balance C statement D ability
- 2 • Karen and Brad got married last week, in a ceremony in London.
• She never really got along with her cousin, but they had always managed to be to each other.
• He objected to the company's no-smoking rule, claiming that it was an encroachment on his liberties.
A personal B dignified C civil D formal
- 3 • Developments took a new on Tuesday, with the stock market tumbling by 5.4%.
• Mark admitted that he had spoken out of
• The of the century found Europe in a state of turmoil.
A place B end C shape D turn
- 4 • There is a(n) invitation for the trade unions to take part in the negotiations, but they have chosen to ignore it.
• Most universities have days in May, so that prospective students and their families can visit and find out more about the institution.
• Never leave children under 14 alone in a room with a(n) fire.
A exposed B extended C common D open
- 5 • Under pressure from the opposition, the government decided to call a election.
• Not only will keeping fit help you control your weight, but it will also give you a sense of well-being.
• Latest figures confirm a increase in unemployment despite recent government measures.
A general B major C round D full

b. Find one word which is appropriate for all three gaps in each of the following sentences.

- 1 • Under normal , your cellular phone will recharge in less than thirty minutes.
• There were several in her father's will, one of which stated that she would only get the money after she married.
• The school was an old, run-down building, where teachers and children had to work in the most appalling
- 2 • The easiest way to get from Glasgow to Ayr is by train, but there's also a bus
• Most of his in the Ministry of Technology has been as an administrative officer.
• Restaurant prices include VAT and , but most people leave tips for the waiters anyway.
- 3 • A serious injury during practice a severe blow to his chances of retaining the championship for the third year in succession.
• Rhonda often with Japanese businessmen when she worked for Microsoft, so I think she would be useful in the meeting.
• Frank the cards, and another round began.
- 4 • The young mother the baby in her arms until he was fast asleep.
• A huge explosion Waverley station this morning, and several people are reported to have been injured.
• The shocking revelations about the actress the British showbusiness world.
- 5 • Scientists from every of the world attended Dr McBean's seminar.
• The driver attempted to turn into Brick Lane, but he was going too fast to negotiate the safely and smashed into a lamp post.
• The young politician was inexperienced, but he had several senior party members in his



Summary Writing

STRATEGY POINT: Introduction to Summary Writing

- Before doing anything, read the summary question carefully.
- Next read the two texts and underline any information which is relevant to the summary question.
- When writing your summary, avoid using exact words from the texts. Always try to paraphrase the information, using synonymous phrases and different structures.
- Make your summary easy to comprehend by using sequence words (*firstly, finally*, etc) and linking devices (*moreover, in addition, also*, etc).
- Remember that spelling and grammatical mistakes which interfere with communication will lose you points, so always check your work.

39 Read the texts and the summary question below. The parts of the texts that you need to paraphrase and include in your answer have been underlined and numbered. However, four underlined parts are irrelevant. Find the relevant ones and use them to complete the summary.

Letter-writing in France, it seems, is not what it was. Faced with an e-generation of youths rendered incapable of penning a decent missive themselves, the ancient profession of public scribe is making a comeback.

The Sorbonne University, citing the bad influence on the nation's epistolary skills of ungrammatical e-mails and 'txt msgs', said yesterday **1) it was launching a degree course for professional letter writers.**

After 350 hours of tuition and 400 hours of work experience, twenty-five professional writing graduates will leave France's most prestigious university in two years' time armed with all the skills necessary for the French to communicate with one another by non-electronic means.

But teaching people how to write pretty letters is not the only current linguistic concern in France. Even France's better-educated citizens sometimes need help communicating with the country's legendary bureaucracy. **2) The civil service minister, Michel Sapin, recently ordered a full overhaul of some 1,600 famously incomprehensible state forms.** **3) He also created the Committee for the Simplification of Administrative Language** (whose name could itself do with some simplification), which is the first serious attempt to make French paperwork more user-friendly since **4) Francois the First dropped Latin as the country's official language in 1539.**

The Plain English Campaign is an independent organisation fighting for crystal-clear language and against jargon and other confusing language. Based in Derbyshire, England, its workers define "plain English" as something that the intended audience can read, understand and act upon the first time they read it. They take into account design and layout as well as language.

5) The premise that people have the right to understand language which affects their lives is pivotal in the Plain English Campaign. Because people need to be able to make informed decisions about money and the law, the Campaign tries to make sure that the government, as well as large commercial organisations, use Plain English in all kinds of public information, such as forms, leaflets, agreements and contracts.

The Campaign does more than **6) criticise the use of confusing language;** **7) training courses for writers of official forms are available** (ranging from one-day events held in hotels all over England to Plain English Diploma courses which take about a year to complete), and **8) they also act as a pressure group for the enforcement of the statement in the Fair Terms in Consumer Contracts Regulations which says that terms in public documents must be "in plain and intelligible language".**

In between 50 and 70 words, and using your own words as far as possible, summarise what, according to the texts, is being done about the simplification of official forms and documents in France and England.

In France, the government

In addition,

In England, the Plain English Campaign offers

as well as trying to make sure that public documents

OPINION-BASED WRITING

Many writing tasks ask you to express your opinion on one or more issues. In particular, opinion-based writing can be found in **articles, reviews, essays** and **letters to the press/authorities**. When writing, the following factors should be remembered:

- **Relevance** – it is essential that you address **all** the main points in the rubric.
- **Target reader and style** – the style of writing used should always be appropriate to the reader(s).
- **Organisation** – usually you start a new paragraph with each new opinion. Each opinion should be stated clearly using a topic sentence. Supporting sentences should then be added to explain and/or give examples.
I believe that mobile phones are a tremendously useful invention. [Topic sentence]
Not only do they enable you to stay in touch wherever you are, but they are also indispensable in emergencies. [Explanation]
If, for example, your car breaks down in a remote place, you could use your mobile to call for help. [Example]
- **Linking** – you should make use of linking words and phrases, such as *furthermore, however, in contrast, in this way*, etc, in order to connect your ideas.

Understanding the Rubric

40 Read the rubric below, paying careful attention to the underlined words and phrases. Then answer the questions that follow.

A magazine for students of English has invited readers to send in articles for a feature entitled 'Are e-mails and text messages destroying the language?' Write your article for the feature, giving your opinion. Your article should make reference to the effect that e-mails and text messages have on such things as spelling and grammar.

- What do you have to write?
- What kind of publication are you writing for? Who are the target readers? What style is appropriate?
- Tick the boxes below to show which of the points are relevant to the question. Try to suggest other points of your own.

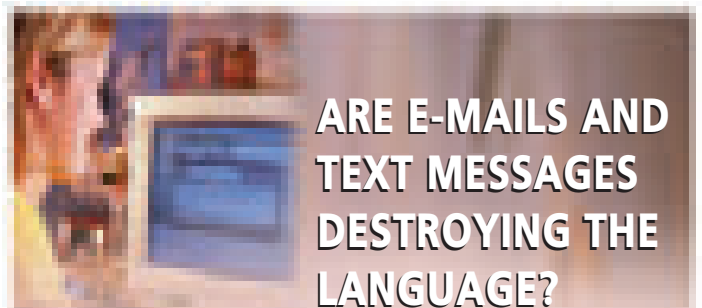
- ☐ When sending text messages and e-mails, people do not always use correct grammar.
- ☐ Writing correctly is not so important as getting the message across.
- ☐ Text messages and e-mails are more fun than letters.



Analysing the Model Linking Words & Phrases

41 a. Read the model and fill in the gaps with the appropriate linking word or phrase. Then suggest your own alternatives.

- for instance • first of all • finally • to sum up
- secondly • particularly • by this I mean



Technology has undoubtedly brought about a revolution in communication. Most people would agree that this has been a positive development. Recently, however, there has been concern over the negative effect that modern methods of communication are having on the English language.

1) , the increasing use of e-mails and text messages is changing the way we use grammar. 2) that certain words are dropped in order to keep messages short. *In my view*, this cannot be avoided. In a text message, 3) , 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. In both cases, the need to be brief often means that the grammar is changed in some way.

4) , it is fashionable nowadays to shorten the spelling of words, 5) in text messages. One example of this is when people write 'CU later' instead of 'See you later'. 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.

6) , *in my opinion*, writing English correctly is not so important as getting the message across. 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. *As far as I am concerned*, we should allow a certain amount of flexibility. Not everyone has a perfect command of the language but that should not stop them from being able to communicate.

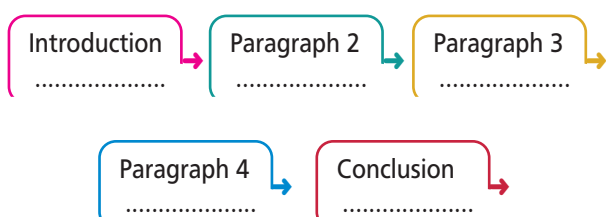
7) , the effect that e-mails and text messages are having on written English is a significant one. This may, in the future, result in major changes to the language. However, we should not let rules get in the way of communication. After all, isn't that the reason language was developed in the first place – so that we could communicate?

- b. The expressions in *italics* in the text have been used to introduce the writer's opinion. Look again at these expressions and suggest suitable alternatives.

→ Paragraph Planning

- c. Put the points from the model into the appropriate boxes.

- A summarised opinion
- B opinion concerning spelling
- C background information
- D opinion about communication
- E opinion concerning grammar



- d. Look at the main body of the model again and find examples of:

- Topic sentences
- Explanations
- Examples

→ Topic & Supporting Sentences

- 42** Read the following paragraphs and say whether they contain explanations, examples or both. Then think of an appropriate topic sentence for each one. The first one has been done for you.

A *First of all, I totally disagree with the plans to build the mobile phone aerial.* Not only is there the threat of radiation to local residents, but it will also destroy their views of open countryside and reduce the value of their properties.^[Explanation] This will be disastrous for residents of places such as Harlesden and Pemble Waters.^[Example]

B

 This appears to be the only sensible solution. After all, many children today know how to use a computer but may not be able to afford one at home. Providing them in schools will ensure that no one is deprived of this valuable learning aid.

C

There is no need for this at all. School is a place of learning, and talking to their friends or sending text messages is something that students should do in their own time. Furthermore, they cannot use the excuse that they need them for emergencies, since in a real emergency, they can use the school phone.

D

In other words, there is no way that we can be sure that mobile phones are safe. Even if we take all the precautions available today, we do not know what to expect in the future. What will happen if, for example, they discover a link between mobile phones and cancer? If we wait until then, the damage will have been done and it will be too late to act.

43 Read the following topic sentences and complete the supporting sentences.

- a) I believe that, thanks to technology, people are able to communicate far more easily than ever before. For example, we only have to look at the Internet to see that

 In addition,

- b) As far as I am concerned, mobile phones are the worst invention of the twentieth century. By this I mean that

 What is more,

- c) In my opinion, it is far nicer to receive a hand-written letter than an email. One of the disadvantages of emails is that they are

 It is much more pleasant

Writing: Expressing your opinion



Expressing Your Opinions

- 44** a. Read the sentences below and choose appropriate words/phrases to give your opinion, as in the example.

I think/feel/believe (that) ...,
 I strongly believe (that) ...,
 In my opinion/view ...,
 The way I see it ...,
 It seems/appears to me that ...,
 To my mind ...,
 I (do not) agree with/that ...,
 As far as I am concerned ...,
 I completely/fully agree with/that ...,
 I am totally against/I strongly disapprove of/
 I completely disagree with (the idea/ suggestion/
 statement that) ...,
 I fully support ...,
 I am entirely in favour of ...

- 1 Knowing how to use the Internet is a tremendous advantage nowadays.
I fully agree that knowing how to use the Internet is a tremendous advantage nowadays.
- 2 Children should be allowed to take their mobile phones to school with them.
- 3 All schools should give basic training in writing emails.
- 4 You should not judge people by the clothes they wear.
- 5 Life would be far better if we did not have telephones.
- 6 True communication involves the ability to listen as well as speak.

- b. Now say how you would support these statements.

- 1 *I fully agree that knowing how to use the Internet is a tremendous advantage nowadays. The Net is an incredible source of knowledge and information, both at work and in the home. In addition, it provides us with a quick and easy means of communication in the form of emails.*

Relevance / Brainstorming

- 45** a. Read the rubric and underline the key words.

- 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. In pairs, correct the following points.

- 1 you have to write a newspaper article
you have to write a letter based on a newspaper article
- 2 the telephone has greatly benefited society
- 3 the telephone has directly brought about a wide variety of problems
- 4 the writer of the extract thinks fax machines, the Internet and mobile phones are great inventions
- 5 mobile phones caused the death of letter-writing
- 6 there is excellent communication between people today

- c. Which of the points made in the extract do you agree with? Which do you disagree with? Make brief notes below.

Agree	Disagree
.....
.....
.....
.....

- d. For each of the points above, say how you would support your opinion.

I completely disagree with the statement that the telephone has led to poor communication. First of all ...

BEGINNINGS AND ENDINGS

The purpose of the **beginning** is to make sure that the target reader knows what to expect in the main body of the writing.

The **ending** must conclude the writing in a way that will satisfy the target reader.

When expressing your opinion, the way you begin and end depends on what you are writing (letter, essay, article, etc). You can make your writing more interesting by the inclusion of various techniques.

Techniques for beginnings include:

- addressing the reader directly
If you were to be offered a free mobile phone, you would probably gratefully accept it. You probably wouldn't stop to think about ...
- mentioning background information
Over the last fifty years, businesses have become increasingly dependent on the use of telecommunications ...
- asking a rhetorical question
Just how useful are all these developments?
- stating the reason for writing (for letters)
I am writing in response to the announcement that ...

Techniques for endings include:

- making a thought-provoking statement
Perhaps the Internet was not such a good idea after all.
- making a prediction for the future
Maybe one day we will no longer need telephones at all.
- summarising the main opinion
On the whole, it would seem that there are a number of disadvantages to the Internet.
- asking a rhetorical question
Who knows what the future has in store for us?
- making reference to further action (for letters)
I strongly urge the council to reconsider its decision.

2 I am writing to express my support for the opinions raised by your columnist in last week's *Advertiser*. Not only do I fully agree that the telephone is a marvellous invention, but I also feel strongly that the latest developments in mobile phone technology will make life considerably easier for all of us.

3 A considerable number of people are against mobile phones. These people claim that these phones are an invasion of privacy, and that their users are inconsiderate. It is also often said that mobile phones are dangerous. But how many of these people have stopped to think of the benefits that mobile phones have brought us?

4 So, what with all these changes coming our way, the future looks interesting. Perhaps we can all look forward to the day when we can do our jobs from the comfort of our own homes!

5 Once again, congratulations on printing such an enlightening article. It is encouraging to find such well-researched and informative journalism in a weekly newspaper. I look forward to reading more in future issues.

6 All in all, it would seem that there is a lot to be said in defence of mobile phones. They are indispensable in business and great fun for young people. What is more, they are invaluable in an emergency. I think they will be with us for a long time to come.

b. Using some of the techniques above, write a suitable beginning and ending for the rubric in Ex. 45a.

46 a. Read the following beginnings and endings and identify the techniques which have been used.

1 Throughout the twentieth century, technology played an increasingly important part in the development of the telephone. Now, in the early years of the new millennium, we are about to see even greater changes in the way we communicate. Let's have a look at some of those changes.

STYLE

The style you use in your writing depends on the target reader and the type of writing. For example, a business letter written to your bank manager requires a more formal style than a light-hearted article written for teenagers.

Formal style includes:

- sophisticated vocabulary
- more frequent use of the passive voice
- complex grammatical constructions

Informal style includes:

- colloquial (spoken) and idiomatic English
- less frequent use of the passive voice
- less complex grammatical constructions

Writing: Expressing your opinion

- 47** a. Read the following paragraph and make it more formal by replacing the words/phrases in bold with suitable ones from the list.

- furthermore • played a major role in • after all
- rather than • such as • an invaluable aid
- particularly suitable for • by this I mean
- I have little doubt that • had it not been for

I'm pretty sure that the telephone was a big help with the changes that took place in the last century. What I'm trying to say is that, without the telephone, we would never have had other developments, like faxes, mobiles or the Internet. Apart from that, the telephone is really important for businesses and the best way of keeping in touch with friends. Let's face it, most people prefer to pick up the phone instead of writing a letter.



- b. Now rewrite the underlined sections of the following paragraph to make it more formal.

The way I see it, instead of getting closer together, we're moving further apart. What I'm trying to say is that communications don't really help us understand each other, especially in areas like politics. And something else – computers aren't really the best way of doing one's work. Let's not forget, human contact is very important too.



- 48** Read the following rubrics and underline the key information. Then, for each one, answer the questions that follow.

- 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.

- B You have read the extract below as part of a newspaper article on ways of communicating. 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?"

- 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 What type of writing is this?
- 2 Who are the target readers?
- 3 What style is appropriate?
- 4 What are your views?
- 5 What linking words and phrases can you use?
- 6 Which techniques will you use in your beginning and ending?



Planning & Organisation

- 49** Choose one of the rubrics above and, in the main body paragraph plan below, make notes about what you will include.

Paragraph 2

Topic Sentence

Example(s)/Explanation(s)

Paragraph 3

Topic Sentence

Example(s)/Explanation(s)

Paragraph 4

Topic Sentence

Example(s)/Explanation(s)

- 50** Using what you have learned in this unit, write the task you discussed in Ex. 49. Write between 300 and 350 words.



The Happiest Days of your Life?

- 3 Complete the following questionnaire, then talk about your early school days, as in the example.

*I attended St. Catherine's Primary in Bath from 1985 to 1991.
The school was located ...*

Primary School attended			
Years			
Location	Countryside <input type="checkbox"/>	City <input type="checkbox"/>	
Number of pupils			
How do you rank your teachers?	Good	Average	Poor
Knowledge of their subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to convey knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rapport with pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How well did your primary school prepare you for...	Well	Poorly	Not at all
- Going on to secondary education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Facing the challenges of your teenage years?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write a short sentence (no more than 10 words) which describes your primary school years.			

Lead-in

- 1 a. Which school subjects do the pictures show?
How does each subject help a child develop?

Think in terms of

- providing the foundations for more advanced learning
- helping the child develop into an emotionally healthy teenager

Arithmetic teaches children to deal with figures, which is an essential skill whatever educational path the child may later follow.

- b. In your country, are the following subjects taught in: primary school? secondary school? both? neither?

- literacy • art and design • physical education
- music • civics • world history • economics
- drama • foreign languages • computer studies
- technical drawing • environmental studies
- creative writing • psychology • anatomy

- c. Are there any subjects which you feel should be taught at school but which are not? Why do you think they are essential?

- 2 Work in pairs. Look at the following character qualities. Should schools aim to develop these in children? Why? In what ways?

- competitiveness • interpersonal skills
- self-confidence • team spirit

A: *I'm not sure whether schools should be teaching children to be competitive.*

B: *Why not? After all, it's preparation for the outside world ...*

- 4 Listen to three people talking about their experiences in education. Which speaker's feelings does each of the following statements summarise? Write M (for Mark), J (for Jim) or C (for Claire).

- When a teacher tries to help a student understand the world, the teacher's own understanding is enhanced.
- Whatever subject we study, education can teach us to learn from life.
- Having an education is important, even in careers which do not normally require academic qualifications.

- 5 Discuss the following quotations.

"Education's purpose is to replace an empty mind with an open one." *Malcom Forbes (US publisher)*

"A school's reason for existence is to provide opportunity for experience." *J L Carr (British novelist)*

- 6** a. You are going to read an article about 'emotional literacy', the ability to put feelings and emotions into words. Before you read, discuss the following.
- What might be the consequences of not being able to express how you feel?
 - How can emotional problems interfere with someone's work / progress at school?
- b. Look at the title of the passage. Discuss what may be meant by the phrase "or else".
- c. The following words/phrases appear in the passage. In what context do you think they will appear?
- violent outburst • emotional ignorance
 - isolation • open up • emotionally healthy
 - destructive emotional training

- 7** Read the article and check your answers in Ex. 6c. Then answer the questions that follow (1-7).

- 1** Luke is the kind of boy who
- A regularly flies into fits of rage.
 - B is not popular with his peers.
 - C has a limited circle of friends.
 - D wouldn't normally need counselling.
- 2** In narrating the incident which prompted Luke's mother to seek help, the writer presents Luke as being
- A spoilt.
 - B troublesome.
 - C tough.
 - D distressed.



Reading – Part 4

Teach Boys Emotional Literacy, or Else

Luke, thirteen, pauses at the office door, undecided whether to take his baseball cap off or leave it alone; he pulls it off and steps into the room – the school psychologist's office. "Come on in, Luke. Have a seat in the big chair."

- 5** Luke's a 'good kid.' He plays drums in the school band and makes fair grades, though they've dropped lately. At school he's not part of the **popular clique**, but he does have a few good 'mates'.

- So what brings him here? In the past few months Luke has grown increasingly sarcastic and **sullen**. A few evenings ago, concerned about his grades, his parents turned down his request to participate in an optional after-school activity. Luke **flew into a rage**. He slammed doors and kicked a hole in his bedroom wall. His mother was stunned by the violent outburst, his father was livid, but they left him alone to cool off. The next morning Dad left early for work, Luke had a headache and took a sick day off from school, and his mother called in at the school to see if anyone there might know what was troubling him. Luke's advisor suggested the counselling visit.

- As we talk, my questions cruise the perimeter of his life: academics, music, friendships, family. His answers are curt, cautious and begrudging, punctuated with shrugs and a **steely expression** intended to keep the conversation from moving any closer than that outer edge. "About the other night. The rage and that hole in the bedroom wall. You must have been pretty mad to do that?" Luke looks wary, and even a little scared. He shrugs. "You look sad. Do you feel sad?"

- Luke quickly looks down, and I see that tears are beginning to **well up** in his eyes. Clearly he is hurting, but it is masked in the toughness that fills his voice. "I don't know. Maybe, I guess."

"Let's see if we can figure out what's making you feel so bad."

Beyond Fight-or-Flight

Every troubled boy has a different story, but their stories share a disturbing theme, a theme of emotional ignorance and isolation. Each day we try to connect with boys like Luke, who are **unversed in** the subtleties of emotional language and expression and threatened by emotional complexity. When we ask them to open up, most, like Luke, respond with the same **fight-or-flight** response we all have to threatening situations.

A boy longs for connection at the same time he feels the need to begin to pull away, and this opens up an emotional divide. This struggle between his need for connection and his desire for autonomy finds different expression as a boy grows. But regardless of their age, most boys are ill-prepared for the challenges along the road to becoming an emotionally healthy adult. Whatever role biology plays (and that role is by no means clear) in the way boys are characteristically different from girls in their emotional expression, those differences are **amplified** by a culture that supports emotional development for girls and discourages it for boys. Stereotypical notions of masculine toughness deny a boy his emotions and rob him of the chance to develop the full range of emotional resources. We call this process, in which a boy is steered away from his inner world, the *emotional miseducation* of boys.

If you ask a boy the question "How did that make you feel?" he very often won't know how to respond. He'll talk, instead, about what he did or plans to do about the problem. Some boys don't have the words for their feelings – 'sad' or 'angry' or 'ashamed', for instance. A large part of our work with boys is to help them understand their emotional life and develop an emotional vocabulary. We try to teach them

- 3 Luke's behaviour during the counselling session
 A is not consistent with a violent temperament.
 B shows that he is afraid of punishment.
 C is typical of boys visiting the psychologist.
 D shows fear which may not be entirely genuine.
- 4 The writer suggests that, when asked to talk about their feelings, boys feel
 A vulnerable. C ridiculed.
 B offended. D bullied.
- 5 The writer believes that the differences between boys and girls
 A are mostly of a biological nature.
 B are made greater by society.
 C cause boys to become tough.
 D give girls an unfair advantage.
- 6 When asked about their emotions, boys think of
 A ways of understanding them better.
 B dealing with them in practical terms.
 C how they can express themselves.
 D how they can use them to their benefit.

- 7 In the last paragraph, the writer stresses that
 A adults also need to develop emotionally in order to help boys.
 B boys won't suffer if they have a good emotional vocabulary.
 C admitting that boys are sensitive is hard for the male parent.
 D parents and teachers must be encouraged to help boys.

Follow-up

- 8 Look at the words in bold in the text and try to explain them.
- 9 Find words/phrases in the passage which are synonymous to the words/phrases in the list below.

shocked (paragraph 3)

snappy (paragraph 4)

independence (paragraph 8)

introspective (paragraph 10)

- 10 a. Look at these sentences taken from the first two paragraphs of the text. Why is different punctuation used?
- "Come on in, Luke. Have a seat in the big chair."
 - Luke's a 'good kid'.
- b. Why does the writer put the word 'mates' (l. 8) in quotation marks? Why does he put the phrase "fight-or-flight" (l. 41) in italics? Use the box below to help you.

STRATEGY POINT

Quotation marks ('.....') are used when:

- The writer is quoting someone else's words.
- The writer is using special terminology.
- The writer is not using the word in the way or the context it is usually used in.
- The writer is being ironic.

Italics may be used when:

- The writer is using a technical term.
- The writer wishes to emphasise a word/phrase.
- The word is from another language.

emotional literacy – the ability to read, understand and put
 65 into words our emotions and those of others.

We build emotional literacy, first, by being able to identify and name our emotions; second, by recognising the emotional content of voice and facial expression, or body language; and third, by understanding the situations or reactions that
 70 produce emotional states. By this we mean the link between loss and sadness, between frustration and anger, or threats to pride or self-esteem and fear. In our experience with families, we find that most girls get lots of encouragement from an early age to be emotionally literate: to be reflective and expressive
 75 of their own feelings, and responsive to the feelings of others.

In the Shadows

When we first began working with and speaking about boys, a large part of our task was to convince sceptical parents and educators of a truth we knew from our years of experience as therapists; that boys suffer deeply as a result of the
 80 destructive emotional training our culture imposes upon them, that many of them are in crisis, and that all of them need help. Perhaps because men enjoy so much power and prestige in society, there is a tendency to view it as a **foregone conclusion** that boys will have future success and to diminish the
 85 importance of any problems they might experience in childhood.

We have to **come to grips with** the fact that every boy has an inner life, that their hearts are full. Every boy is sensitive, and every boy suffers. When we do acknowledge it, and use
 90 this understanding to advance our own emotional education as parents and teachers of boys, we can help them meet the shadows in their lives with a more meaningful light. If we can give them an emotional vocabulary and the encouragement to use it, they will unclench their hearts.



Jobs in Education

11 Underline the correct word to complete each sentence.

- As a **travelling / visiting / touring** professor in sociology, he spends much of his time abroad.
- The **overseer / supervisor / administrator** of your thesis will advise you on what kind of content is appropriate for your introduction.
- The **tester / marker / inspector** refused to correct the paper, claiming it was illegible.
- Thanks to weekly lessons with a private **lecturer / tutor / professor**, her reading ability improved steadily.
- He looks as if he lives on the streets, but in fact he's a respected **headmaster / don / dean** at Oxford University.
- All applications must include the names and addresses of two academic **referees / arbitrators / evaluators**.
- If you think your work has been graded unfairly, file a complaint with the **head / chief / leader** of the department.
- Students' performance will be judged by external **prefects / graders / assessors** to ensure objectivity.
- The ski **teacher / coach / instructor** warned the new skiers about the risk of frostbite.
- Your careers **director / analyst / adviser** is there to help you make the best choice for your future.

Learners

12 Underline the correct word to complete each sentence.

- As an office **trainee / learner / novice**, she was expected to follow the lead of the more experienced secretaries.
- Becoming a doctor requires a lengthy period of study followed by several years as a **junior / trainee / houseman**.
- The carpenter's **pupil / apprentice / helper** envied his master's skill and precision.
- A first-year **undergraduate / post-graduate / senior** often needs time to adjust to their new campus environment.
- She finished her degree and then specialised as a **nursery / baby / toddler** school teacher.
- The successful **entrant / applicant / finalist** will serve a three-month trial period before being offered a permanent position.

University Life

13 a. Fill in the gaps in the library floor plan using the words in the list.

- modern • returns • facility • finance • information
- archives • criticism • magazines • textbooks • loan

University of Addington Central Library	
Level 1 (Basement)	<ul style="list-style-type: none"> • Short 1) section • Videos and CD-ROMs
Level 2 (Ground floor)	<ul style="list-style-type: none"> • 2) & registration • Check out & 3) • Literary Journals • Newspapers & 4) • Computerised search 5)
Level 3	<ul style="list-style-type: none"> • Scientific 6) • Physics, Chemistry, Biology
Level 4	<ul style="list-style-type: none"> • Classical & 7) Literature • Literary 8) • Philosophy
Level 5	<ul style="list-style-type: none"> • History, Sociology • Newspaper 9)
Level 6	<ul style="list-style-type: none"> • Marketing, Management, Accounting and 10)

Speaking

- b. Work in pairs. Student A is a library assistant. Student B is a library member. Use the prompts to act out short dialogues, as in the example.

A: Can you tell me where I can find the Complete Works of Shakespeare?

B: Certainly – try the Classical Literature section on the fourth level.

A	B
1 Abraham Lincoln's biography	a I'm not sure, but you might find one on ...
2 A textbook on magnetics	b You'll need to go to for that.
3 Membership renewal	c Have a look in the ... section on the ... floor.
4 Old newspapers	d You'll find that in the ...
5 Information about foreign stock markets	e I think some things we have in the section would be helpful.

14 You are a third-year student at the University of Addington, and you have volunteered to be a fresher guide – that is, you will help new students get to know their way around the university.

a. Listen to the talk given to fresher guides by an administrator and complete sentences 1-7, then fill in the gaps on the map (8-10).

- 1 As soon as they register, all new students are assigned an who can help them with their academic queries.
- 2 may be paid in four monthly instalments.
- 3 If your room is noisy, there are several study located around the campus which can be used when the library is closed.
- 4 Once a student has been allocated a room in the, he or she can only change it if another student is willing to exchange rooms.
- 5 Only fully-registered students have access to the
- 6 As soon as a student registers, they automatically join the
- 7 There are many places in the town which give students There is a list posted on notice board 6 in the main library.



Speaking

b. Work with a partner. Student A is a fresher and wants to find out about the following. Student B, based on the information above, answers his/her questions.

- 1 who/ ask questions / my course?
A: *Who can I go to if I want to ask questions about my course?*
B: *Well, actually, as soon as you register you'll be assigned an Advisor of Studies.*
- 2 my Local Education Authority / not sent / cheque / yet – instalments?
- 3 quiet place / study / when library closed?
- 4 what / I / not like / room?

- 5 how / I / join / Student's Union?
- 6 cheap places to eat / this town?
- 7 bus-stop?
- 8 medical centre?

Collocations

15 Fill in *course*, *degree* or *school*, then make sentences.

- 1 boarding *school*
- 2 Master's
- 3 holidays
- 4 crash
- 5 hold a
- 6 leaver
- 7 beginner's
- 8 correspondence

Chris goes to boarding school, so he only comes home once a month or so.

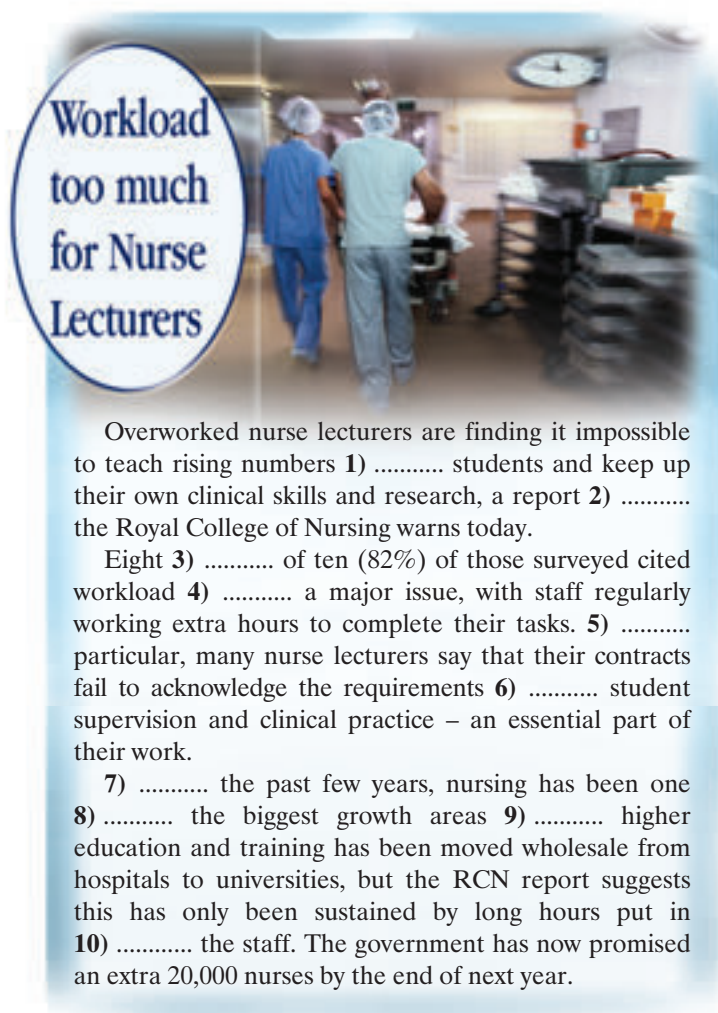
16 Match the words in columns A and B to form collocations, then complete the sentences below. You might need to change the form of some verbs.

A	B
expel	truant
drop out of	a student
play	students' progress
attend	school
assess	a lesson

- 1 Last term the headmaster *expelled a student* for bullying.
- 2 Bernard was reprimanded for failing to
- 3 It is difficult to without testing them regularly.
- 4 Children who regularly are twice as likely to leave school without any qualifications.
- 5 Once an energetic and bright student, Jill shortly after her father's accident.

➔ Prepositions (Appendix 1)

17 Fill in each gap with the correct preposition.



Workload too much for Nurse Lecturers

Overworked nurse lecturers are finding it impossible to teach rising numbers **1)** students and keep up their own clinical skills and research, a report **2)** the Royal College of Nursing warns today.

Eight **3)** of ten (82%) of those surveyed cited workload **4)** a major issue, with staff regularly working extra hours to complete their tasks. **5)** particular, many nurse lecturers say that their contracts fail to acknowledge the requirements **6)** student supervision and clinical practice – an essential part of their work.

7) the past few years, nursing has been one **8)** the biggest growth areas **9)** higher education and training has been moved wholesale from hospitals to universities, but the RCN report suggests this has only been sustained by long hours put in **10)** the staff. The government has now promised an extra 20,000 nurses by the end of next year.

18 Fill in **to** or **with**, then make sentences.

- | | |
|--------------------------------|--------------------------|
| 1 accustomed sth | 7 friendly a cause |
| 2 acquainted sb/sth | 8 patient sb |
| 3 bear sb | 9 plead sb |
| 4 coincide sth | 10 resort sth |
| 5 differ sb (= disagree) | 11 succumb sth |
| 6 engaged sb | 12 unequal sth |

19 Fill in **at** or **by**, then make sentences.

- | | |
|-------------------------|-------------------|
| 1 means of | 4 luck |
| 2 one's request | 5 all costs |
| 3 popular request | 6 virtue of |

➔ Idioms

20 Choose **A** or **B** according to the meaning of the words in bold.

- 1 He has been **burning the midnight oil** recently preparing for final exams.
A staying up late B conserving energy

- 2 He's been **living on a shoestring** since he became a full time student.
A managing on little money B ignoring his health
- 3 She's been living like a **down-and-out** since she lost her job.
A homeless person B street performer
- 4 I just can't **suss out** this calculus problem.
A solve B explain
- 5 He's just not **in the same league** as his fellow students.
A on the same team B as good as
- 6 Sandra is a real **bookworm**.
A sloppy student B avid reader

➔ Phrasal Verbs (Appendix 2)

21 Fill in the gaps with an appropriate particle, then explain the meaning of the completed phrasal verbs.

- 1 The police are asking witnesses to **come**
2 We didn't expect success to **come** so easily.
3 The government **came** a lot of criticism after the revelations.
4 She **came** her grandmother's ring while looking for an old book in the attic.
5 After his uncle died, Bob **came** a lot of money.
6 Everyone agreed that the situation **called** immediate measures.
7 The match was **called** due to heavy rain.

➔ Fixed Phrases

22 Rewrite the following sentences using a fixed phrase containing the verbs **call** or **come**. Use the words in brackets.

- 1 The recent poor examination results raise the issue of quality of today's education. (**question**)
.....
- 2 The truth about the missing exam papers will be revealed at the enquiry. (**light**)
.....
- 3 There is no reason to be sarcastic. (**for**)
.....
- 4 The new examination regulations will become operational next month. (**force**)
.....
- 5 The teacher told the class to use his first name when they spoke to him. (**by**)
.....

Language for Debate and Discussion

23 a. You will hear an extract from a staff-student committee meeting discussing a library membership fee. Listen and mark the following statements *T* (true) or *F* (false).

- 1 The money raised will be used to build a second library.
- 2 Most students do not use library books with care.
- 3 Students are currently using the library for free.
- 4 Students at this college are not paying tuition fees.
- 5 The proposed fee will be quite small.
- 6 Robert is offended by a professor's remarks.

b. *Your university is considering introducing the following changes in regulations. Work in pairs. Student A – express your opinion about each of the issues below using phrases from column A. Student B – agree or disagree by using phrases from column B.*

- For security reasons, it is proposed that a curfew be imposed on students living on campus. The doors in all halls of residence will close at 11 pm. Students returning after this time will not be able to sleep in their rooms.
- Due to the increased number of late returns, it is proposed that a £5 fine be imposed upon any student who is late returning his or her library books.
- To encourage class attendance, it is proposed that the number of classes a student can miss before failing a course be reduced from 3 to 1.

A

B

- Let me say, first of all, that ...
- I don't feel I'm being unfair in saying that...
- I would like to point out that...
- Quite right. And I would also like to add that ...
- I'm afraid I have to differ. You see, ...
- I tend to agree with you. And another thing that must be borne in mind is ...
- To tell you the truth, I have very strong reservations about ...
- You have my support on this one. And I think I'm speaking for a lot of us when I say ...
- I just don't see the logic behind ... , especially if one takes into consideration that ...

24 Look at the following phrases, which are commonly used in discussions and debates.

Inviting somebody to give their opinion

- What's your reaction/response to this?
- Can we have your input on this?
- How do you feel about this?
- What are your views?

Giving an opinion

- I have to say that I totally agree / disagree ...
- That's a really valid point.
- I'm afraid I'm going to have to differ.
- I can't say I have strong views either way.

Interrupting

- Just a second ...
- If I may just cut in here ...
- Sorry, but could I just say something here ...
- Excuse me, but ...

Work in groups. Below is the agenda of a Students' Union meeting. Using the phrases above, as well as phrases from Ex. 23b, discuss the items.



THE UNIVERSITY OF ADDINGTON STUDENTS' UNION

AGENDA FOR MEETING OF 22 NOVEMBER

- 1 This year's budget has allocated the Students' Union an extra £10,000. The following suggestions have been made regarding spending this money:
 - Redecorating the recreational area and the restaurant
 - Offering free meals for a year to 50 students whose families' annual earnings do not exceed £12,000
 - Organising an educational visit to the US
- 2 The University's medical centre is greatly underused. Only 24 students used the centre last semester. Most students are registered with a GP in town. It has been suggested that the medical centre should be closed down and the money currently spent to maintain it be used elsewhere. The University's administration has asked for the opinion of the Students' Union.

Chair: The first item on today's agenda is the extra fund of £10,000 which ...

Can we have your input on this, George?

A: I have to say, I totally disagree with the idea of ...

B: If I may just cut in here, I'd like to say that ...

25 a. You are going to hear two people talking about home schooling.

- What do you understand by the term 'home schooling'?
- Discuss what some of the advantages/disadvantages might be.
- Have you ever taken a course at home (e.g. by correspondence)? How was it?

Listening – Part 4

b. Listen and decide whether the opinions are expressed by only one of the speakers, or whether the speakers agree. Write *T* (for Tina), *D* (for David) or *B* (for both) where they agree.

STRATEGY POINT

- Read the six statements before you listen.
- Note: some statements contradict each other. It is unlikely that these are expressed by both speakers.
- Do not assume that non-contradictory statements are expressed by both speakers. They may be generally accepted truths, but only one of the speakers may express them.

- Parents who teach their children at home can better influence what their children are exposed to.
- Cushioning children does not give them the best preparation for life.
- Schools cannot give students adequate help or attention.
- It is a misconception that attending school is necessary for socialisation.
- Home-schooled children have too much help in social situations.
- Research concerning homeschooling is based on insufficient data.

c. How do you feel about parents educating their children at home? Think about the following:

- socialisation • quality of education
- parent-child relationship • financial aspect(s)

26 a. You are going to hear a writer talking about e-books. What do you think an e-book might be? Which of the following words would you associate with an e-book?

- download • a portable reading device
- a bookshop • a publisher • a printout
- a book jacket • a coffee table book

Listening – Part 3

b. Listen and answer the questions (1-5).

- Jonathan implies that e-book availability**
 - A is limited compared to printed books.
 - B is determined by unknown factors.
 - C is too dependent on technology.
 - D is not influenced by individual publishers.
- In talking about how one chooses a printed book, Jonathan**
 - A tries to show how uninteresting e-books are.
 - B assumes most people buy printed books.
 - C implies that we don't know enough about e-books.
 - D attempts to define what an e-book is.
- Jonathan claims that doing away with publishers**
 - A will never become possible on the Internet.
 - B will produce a lot of poor quality books.
 - C might reduce the average price of a book.
 - D could lead to lower e-book prices.
- It is implied that children are likely to find e-books**
 - A awkward.
 - B frustrating.
 - C incomprehensible.
 - D uninteresting.
- According to Jonathan, a good e-book is likely to be**
 - A a storybook.
 - B a dictionary.
 - C a schoolbook.
 - D an art book.

c. What are your views? Would you rather read a conventional book or an e-book? Why?

Listening – Part 1

27 a. Listen to a talk about exams and answer the questions.

- According to the speaker, exams work against clever students because exams**
 - A do not encourage depth of learning.
 - B favour those who are engrossed in their studies.
 - C cannot assess any knowledge.
 - How does the speaker defend examinations?**
 - A by saying they are unjust
 - B by likening them to reality
 - C by claiming they build character
- b.** To what extent do you think exams are the best way to assess students' progress?

28 a. Listen to a conversation and answer the questions.

- 1 Chris has decided to do evening classes
 - A because his employers asked him to.
 - B because he needed a new hobby.
 - C to improve his career prospects.
- 2 Louise's reaction is
 - A shocked.
 - B critical.
 - C admiring.
- b. Which of the following is the most important factor to consider before deciding on a career?
 - How much you will enjoy your job
 - How much money you will earn
 - What you can learn from it
 - How many other opportunities it will give you

29 a. Listen to a teacher talking about art subjects, and answer the questions.

- 1 According to the speaker, young children
 - A may be shy when they start doing drama.
 - B may have insufficient language to communicate.
 - C may be frightened of acting or painting.
- 2 In the speaker's view, creativity
 - A is found in everything we do.
 - B is only developed in young children.
 - C comes from using traditional methods.
- b. How creative are the following activities?
 - listening to music • learning something by heart
 - playing football • using a computer
 - acting in a play

30 a. Listen to a woman talking about life as a schoolchild in the past, and answer the questions.

- 1 The speaker implies that
 - A there were fewer rules in the past.
 - B children hated fast food restaurants.
 - C children stayed at home more in the past.
- 2 The speaker thinks school uniforms were
 - A necessary.
 - B impractical.
 - C ugly.
- b. How important do you think rules and discipline are in our daily lives? In pairs, discuss the following:
 - work • family • school

Speaking – Part 3: Being a Teenager

31 a. Talk about the following question for about two minutes. Use the ideas in the prompt box if you wish.

Apart from education, what should schools offer teenagers?

- Preparation for the workplace
- Awareness of social issues
- Psychological support

b. Comment briefly on what has been said. Is there something you would like to add?

c. Listen to a student talking about the same question, and take notes. How similar were the student's ideas to yours?

d. Talk about the following question for about two minutes. Use the ideas in the prompt box if you wish.

What are the characteristics of a good friend?

- loyalty
- being a good listener
- unselfishness

e. Comment briefly on what has been said. Is there something you would like to add?

f. Listen to a student talking about the same question, and take notes. How similar were the student's ideas to yours?

g. Discuss the following questions.

- 1 What constitutes quality leisure time?
- 2 What can be done about the problem of unemployment?
- 3 How can the elderly help young people?
- 4 Are young people's lives easier than they were in the past?
- 5 How easy is it to meet new people these days?

Sample Interview

h. Listen to two students discussing question 5 above. Whose ideas are closer to what you said? Which of the two students is more successful? Why? Think about:

- grammatical accuracy • range of vocabulary
- pronunciation • fluency

- 32** a. Is it right for universities to charge tuition fees? Think about:
- highly intelligent students who cannot afford to attend
 - the expenses involved in running a university
- b. What is the role of administrators (especially secretaries) in schools and universities?
In general, how important are the staff who do administrative work in any large organisation?
- c. Now read the two passages thoroughly and answer the questions that follow (1-4). How do the ideas expressed relate to your answers in a and b?

Reading – Part 2

OXFORD BURSARIES OFFERED TO WIDEN UNDERGRADUATE ACCESS

Oxford University and its undergraduate colleges are today launching a new bursaries scheme and a major fundraising campaign to assist the process of widening participation. The Oxford Bursaries will be the most comprehensive scheme of this kind to be offered by any UK university and, when fully operational, will distribute over £3/4m a year.

Undergraduates whose tuition fees are paid in full by his or her local authority will be eligible to apply for Oxford Bursaries of at least £2,000. The scheme will be introduced for UK and EU undergraduate students taking up places at Oxford in Autumn 2002; it is estimated that around 400 students will be eligible for bursaries in the first year. Each bursary will be worth £1,000 in a student's first year, and £500 in each subsequent year of the course. The scheme will initially be offered to eligible students who begin their courses in 2002, 2003 and 2004.

Launching the scheme, Dr Colin Lucas, Vice-Chancellor, said: "Oxford is a world-class centre of learning. To maintain this standard, it needs to attract the brightest and best students, whoever they are and wherever they live. The University wants to do all it can to remove barriers – real or perceived – which might deter students with potential from applying for a place."

- Oxford University is
 - worried they are attracting the wrong students.
 - increasing the number of courses on offer.
 - facing very serious financial difficulties.
 - keen to encourage gifted students from all walks of life.
- The bursaries are being offered
 - to any student who applies for one.
 - only to students who apply in Autumn 2002.
 - to students already receiving financial aid.
 - to students taking part in fund-raising activities.

LIFE AS AN ACADEMIC SECRETARY



As 1.6m students flood into universities for the start of the new academic year, who gives a thought to the thousands of underpaid backroom staff who make the massive operation happen – the secretaries?

I've worked for 25 years at a highly respected university, have two degrees, and a range of experience which includes managing a highly successful international research project. But I inhabit a space at my institution, as perceived by the hierarchy, which remains obstinately diminutive, however far I expand it. I'm a department administrator – a low-grade one,

but nevertheless paid on an academic-related pay scale.

I achieved these dizzying heights after years of campaigning, appealing, whingeing, persisting, and working damned hard. But for 23 of those years I was a secretary. And, in many respects, I'm still perceived as such.

University secretaries are small when measured by their formal recognition and the salaries they earn (the majority around £4,000-£16,000). Measure me by my verbalised value, though, and you'll hear phrases such as "she's the one who really runs the show," or "ask the boss". Remarks like this do not flatter us; they patronise and offend us.

- What does the writer say about her job at the university?
 - The working conditions are substandard.
 - She has reached the top of the scale.
 - She is paid as much as high-grade professors.
 - Her hard work goes largely unrecognised.
- What is the writer's purpose in this passage?
 - To make readers aware of the importance of secretaries.
 - To criticise the university's management structure.
 - To convince readers that secretaries are more than administrators.
 - To suggest that secretaries must be highly educated.

33 Read the passages again and answer the questions.

- Explain in your own words what is implied by the phrase "real or perceived" (Passage 1, line 49).
- Which phrase in paragraph 3 of the second passage is used ironically?

34 a. Look at the titles of the two passages that follow. In which passage are each of the terms below likely to occur? In what context?

- the Normandy landings of 1944 • complicated language • communicative forms • ignorant
- human history • landmark events • animal communication

b. Now read the passages and answer the questions (5-8).

Were your predictions above correct?



THE EVOLUTION OF LANGUAGE

Philosophy 6395
(sec. 10328), Autumn.
2:30-5:30 Thurs. (512AH).
Professor Justin Leiber.

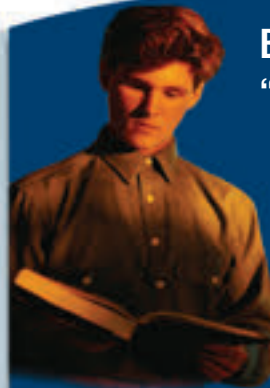
- 5 All through human myth and history some authorities have confidently maintained that every species of animal thinks and has its own complicated language (perhaps tantalisingly unknowable for us), while others have as confidently maintained that animals certainly do not have anything remotely like human language. Only recently have researchers managed to get specific results, along with some hotly contested speculations about how human language might have evolved out of prior communicative forms. This new course focuses on
- communication among animals - social insects, fish and amphibians, birds, mammals and, in particular, primates. How and why has communication evolved? Are "evolutionary explanations" worth much? (We will trace the recent fiery debates between Stephen Gould, Daniel Dennett, and Jerry Fodor). Further, how does (or doesn't) human language differ from animal communication? We will examine the theories and arguments of linguists such as Noam Chomsky and Derek Bickerton, philosophers Elliot Sober and Philip Kitcher, and the work of primatologists such as Dorothy Cheney and Marc Hauser.

5 What does the course outline imply about communication?

- A The evolution of language is only a theory.
- B Different animals cannot talk to each other.
- C Its origins are highly controversial.
- D Our language has its origins in the animal kingdom.

6 This course will

- A mostly focus on recent philosophical debates.
- B draw on material from disciplines outside philosophy.
- C examine the inadequacies of "evolutionary explanations".
- D involve extensive study of linguistics.



BRITISH YOUTH "HISTORICAL PHILISTINES"

British youth was dismissed yesterday by Encyclopaedia Britannica as "a generation of historical philistines", ignorant of some of the key events in their nation's story.

Britannica said recent school leavers "miserably failed to recognise landmark events in British history", with most of them seeing no attraction whatsoever in their past. In its indictment the encyclopaedia added: "Hours spent in the classroom are obviously wasted on Britain's youth." But knowledge was also sorely lacking among adults.

Britannica based its strictures on a telephone survey of 1,000 people in October. Only a quarter of young people (compared with 36% of adults) knew that Richard III was a 15th century king. Only 19% (and 38% of adults) knew Victoria reigned for 64 years. Only 26% (63% of adults) recognised D-Day as the date of the Normandy landings in 1944.

Christine Hodgson, a Britannica marketing executive, said: "As a nation whose history has shaped the face of the world, it seems incredible that the younger generation have decided to dismiss it. Britain in particular is envied for its rich history - it's a real shame that the young take so much for granted. I think it's time for all of us - not just young people - to hit the books again."

7 Which of the following is implied as a possible cause of the survey's findings?

- A bad schooling
- B social problems
- C lack of interest
- D poor television programmes

8 Christine Hodgson seems to think that

- A British history is more difficult than the history of other nations.
- B British youths are deliberately ignoring their nation's past.
- C Britain has strongly influenced the way the world is today.
- D rectifying this situation will only be achieved through educational reform.

35 Read the passages again and answer the questions.

- 1 What do the phrases "hotly contested speculations" and "fiery debates" (Passage 3, lines 22-23 and 37) suggest about the evolution of language?
- 2 What is meant by "Hours spent in the classroom are obviously wasted on Britain's youth" (Passage 4, lines 10-11)?
- 3 Explain in your own words the meaning of the phrase "hit the books again" (Passage 4, line 23).

Conditionals

Grammar Reference

36 Rewrite each of the following sentences beginning with "If".

- 1 Should you require further information, please call our helpline.
.....
- 2 Were I an artist, I would paint your portrait.
.....
- 3 Had I more experience in teaching, I would apply for that job.
.....
- 4 But for his laziness, he could be a successful businessman.
.....
- 5 Were it not for his stubbornness, he wouldn't have got into so much trouble.
.....

37 a. Mixed Conditionals. Match items from column A to those in column B, then say which conditionals are being used.

A	B
1 If you were hard-working,	a if you hadn't spoken to the coach like that.
2 If he was informed of the teachers' meeting,	b if I didn't admire his approach to the subject.
3 You would be the captain of the football team now	c she will join us for the seminar this morning.
4 I wouldn't have gone to Professor Smith's lecture	d you wouldn't have lost your job.
5 If she finished her assignment last night,	e he'll be here.

b. Now make four sentences using mixed conditionals.

38 Complete the following sentences in your own words, and say what type of conditional you used.

- 1 Only if you enjoy your work,
- 2 If you didn't give her the address,
- 3 He could have been a successful businessman
- 4 If you take his advice,
- 5 He would be top of the class

- 6 Unless you finish this project by Monday,
- 7 I would have finished earlier
- 8 Should you break any school rules,
- 9 If I had wanted to be an engineer,
- 10 I wouldn't have dropped out of school

39 a. Using the prompts, take turns to continue the story below.

play truant so often → be expelled → get qualifications → go to university → get a degree → find a good job → work as a gardener

If he hadn't played truant so often, he wouldn't have been expelled from school. If he hadn't been expelled ...

b. In pairs, write your own prompts. Exchange these with other pairs, and tell the stories.

Key Word Transformations

40 Rewrite the following sentences using the words in bold type. Do not change the meaning of the original sentence. Use between 3 and 8 words.

- 1 I can't apply to university because my grades aren't good enough.
could Were university.
- 2 He must have been taking lessons, otherwise he wouldn't skate so well.
if He not been taking lessons.
- 3 Aggression leads to you becoming isolated.
become You aggressive.
- 4 My schedule doesn't allow me to take up a hobby.
time Had take up a hobby.
- 5 His rudeness caused his colleagues to dislike him.
rude If not dislike him.
- 6 His not being dressed warmly was the reason he caught a chill.
had If caught a chill.
- 7 You have to pay a £15 entrance fee.
unless They £15.

➔ Open Cloze

41 Fill in the gaps in the following passage. Use only one word in each gap.

STRATEGY POINT

- The words must fit the context, so read the whole text before you start choosing words.
- Your choice should be based on meaning, context and style – don't focus only on the gap, but the text around it.
- Read again to check after you have finished.

Memories of a 1940s Childhood

In primary school, we were introduced to poetry
1) a punishment. Failing to deliver a composition on 2) , I was ordered to memorise 15 lines of Scott. Nineteen forty, that was.

In second form, we finally connected with an admirable Scottish class master 3) was a passionate poetry lover. A veteran of the Great War, Mr McLetchie told us that 4) the nightly bombardments on the Somme, he fixed a candle 5) his steel helmet, which enabled him to read poetry.

Unfortunately, we were not yet ready for the pretty stanzas of Keats, Shelley or Wordsworth. I mean, “A host of golden daffodils”? Forget it. We dismissed 6) lines as girly stuff, remote 7) the experience of our own city streets. What we needed as an introduction was an anthology that featured poets who addressed 8) directly in our own idiom, like W H Auden or e e cummings. But they 9) to come much later.

The war in Europe intruded, inadvertently giving me a taste for what 10) scorned as “classical” music. When I was 12, back in 1943, wartime radio broadcasts were preceded by four emphatic musical notes. 11) notes replicated the Morse code’s three dots and a dash for the letter V and were conscripted as a symbol for “V for Victory”, the slogan we lived with in those troubled 12)

“Who wrote 13) ?”
I once asked an aunt.


“Beethoven,” she said.

14) was my introduction to genius. For those, of course, were the opening notes to Beethoven’s Fifth Symphony. So at a tender 15) , I learned there was more to music than ‘Gertie from Bizerte’ and ‘Besame Mucho’, two of 1943’s hit parade ditties.



➔ Word Formation

42 Use the word in capitals to form a word that fits in the space.



PRISON EDUCATIONAL SYSTEM FAILING

“Prisons’ educational facilities are failing to provide youths with adequate training,” Chief Inspector of Prisons, Edna Owers, said today. “Young 1) are offered little vocational training and are taught by 2) staff. This results in institutions failing to meet standards.”

This came from a report published today by the Prisons’ Inspectorate. It went on to say that little was being done to improve levels of 3) and numeracy for the 3,000 youngsters in the care of the prison service, and proposed 14m of 4) to improve standards.

Ms Owers said that the Inspectorate’s account was a “progress report” in grading prisons’ educational facilities and their efficacy.

“The report describes a system which is clearly still in 5) , and which is dealing with an extremely demanding and vulnerable group of young people,” she said. “We hope the report’s 6) will assist the positive development of the system, and offer support to the staff and young people within it.”

Among the key 7) were that effective teaching was made difficult by the constantly changing prison population, staff 8) , unpredictable attendance patterns and varying degrees of 9) The report recommended a greater use of 10) educational methods and better training and support for teachers.

OFFEND

EXPERIENCE

LITERATE

INVEST

TRANSIT

CONCLUDE

FIND

SHORT

MOTIVE

CREATE

43 Use the prefixes *in-* or *un-* to form the opposites of the following adjectives.

- | | | |
|---------------------|---------------------|------------------|
| 1 .....admissible | 7 .....controllable | 13 .....audible |
| 2 .....conclusive | 8 .....interesting | 14 .....clear |
| 3 .....appreciative | 9 .....appropriate | 15 .....willing |
| 4 .....conspicuous | 10 .....frequent | 16 .....reliable |
| 5 .....compromising | 11 .....determined | 17 .....decisive |
| 6 .....approachable | 12 .....trustworthy | 18 .....settling |

44 Use the prefixes *dis-*, *im-*, *il-* or *ir-* to form the opposites of the following adjectives.

- | | | |
|------------------|-------------------|-----------------|
| 1 .....balanced | 7 .....reputable | 13 .....mobile |
| 2 .....revocable | 8 .....resistible | 14 .....loyal |
| 3 .....connected | 9 .....resolute | 15 .....polite |
| 4 .....engaged | 10 .....literate | 16 .....moral |
| 5 .....reducible | 11 .....honest | 17 .....legible |
| 6 .....regular | 12 .....relevant | 18 .....logical |

45 Find one word which is appropriate for all three gaps in each of the following sets of sentences.

STRATEGY POINT

- The missing word will be a fairly common one – don't try to find difficult words.
- The missing words will all be the same part of speech e.g. nouns, verbs, etc.
- In each sentence the word will have a different meaning.

- The figure was momentarily silhouetted in the of his bike's headlight, and then disappeared into the darkness.
 - This seems to have been attacked by woodworm, so when you have the roof redone, you had better make sure it is replaced.
 - She opened the door to her guests with a(n) of pleasure on her face.
- My cheque was returned, as I had forgotten to it.
 - These traditional dances, though still popular today, back to the Middle Ages.
 - Those hats Sally wears really her: they're like the ones my grandmother wore.
- Professor Jenkins is considered to be one of the world's leading experts in his
 - The players took the to deafening applause.
 - This year's contest features perhaps the strongest ever assembled for an international golf competition.
- Your subtle hint seems to have missed its ; perhaps you should try being less subtle!
 - All schools and businesses remained closed for the day as a(n) of respect to the victims of the disaster.
 - The she received for her project was one of the highest in the class.
- Surgeons announced that the on their famous patient had been a success.
 - Although the revised system has only been in for a few weeks, we are already seeing promising results.
 - It was clear that the President was against any kind of military
- Not many people swim during the winter, so the is not very crowded.
 - The company has a(n) of cars that are used by members of the sales team.
 - They were not exactly friends, but had played together a few times in the café.
- Prices seem to have up in the last few months, while salaries have remained relatively stable.
 - The story is set in Paris, but most of the film was on location in Palm Springs.
 - On realising his silly mistake, he out of the room to try and catch up with her and apologise.
- These paper tissues have been with eucalyptus oil, which helps to relieve congestion
 - The various issues involved in the problem are quite different and should be separately.
 - At the time I his comments as a joke, but now I realise he was probably quite serious.

Summary Writing

46 a. Read the summary question and the two passages below.

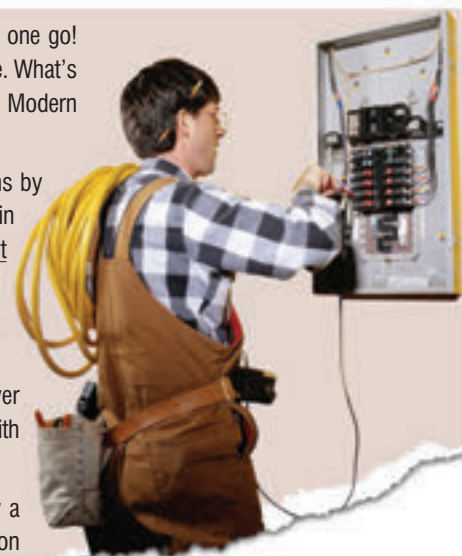
In a paragraph of between 50 and 70 words, summarise what apprentices gain from classwork.

- A You'll be working out in the real world, getting your hands dirty and gaining experience all at the same time. What's more, you'll be gaining skills and qualifications that are recognised by employers everywhere, so a Modern Apprenticeship is a great first step on the career ladder.

Modern Apprenticeships are for young people, aged 16 to 18, who want to gain skills and qualifications by working and studying. As part of your apprenticeship you will spend approximately ten hours per week in the classroom. Under the tutelage of some of the best instructors in their fields, 1) you will gain important insights into the theoretical side of your chosen trade. Modern Apprenticeships are available in over 80 different sectors of industry and commerce. So whether you'd like to look after animals or work in a bank, learn to repair trucks or write for a newspaper, there's bound to be a Modern Apprenticeship to suit you.

Details of how the scheme works vary from sector to sector, but basically you get a job with an employer who's offering a Modern Apprenticeship. You start classes, and at the same time you do 'real' work with them. Working allows you a wage today, and 2) your classwork will give you qualifications for the future.

And there is another great thing about Modern Apprenticeships: you can go at your own pace. Usually a Modern Apprenticeship lasts about three years, but it can be a bit shorter or longer – it really all depends on you.



Grant Chettleburgh is the golf course superintendent at Perth's Sun City Country Club and currently supervises two new apprentices. Grant only recently completed his own apprenticeship and is the 1999 Western Australia Apprentice of the Year.

- B Having completed his Certificate of Turf Management, Grant is qualified to take care of the turf at venues ranging from cricket grounds to racetracks. His aim is to gradually move up into management and Grant believes his apprenticeship has laid a strong foundation for his career path.

During his apprenticeship, he studied one day a week for the first three years at college, where he learned more of the technical aspects of turf management. Doing classwork gave Grant exposure to other methods and ideas that he wouldn't have got just by working at the same place. It also gave him a chance to make some good friends who are in the same industry. The skills and ideas picked up in class could then be tested in the real world at work, which is one of the benefits Grant sees in doing an apprenticeship – whatever you study can be applied in a real situation.

Being only 23 years old, he is seen by some of the 'old hands' in the business as moving too fast. However, his continuing commitment to studies (he has started a Diploma of Horticulture), a swag of awards while at Southern Metro College and his real desire to get into higher management all show that Grant knows where he is going.



- b. Look at the underlined points in the first passage. Using some of the prompts below, rewrite these points in your own words.

1 • obtain • develop • deep understanding • theory • career • follow

2 • proof of ability • certificate • improved job prospects • potential employer • apply for a (better) job

- c. Underline the relevant points in the second passage and rewrite them in your own words.

- d. Connect your paraphrased sentences to write a summary, using some of the linkers listed below.

Introducing your first point: *First of all, To begin with, Firstly, ...*

Adding a point to a sentence: *in addition to, as well as, at the same time as, ...*

Adding a point using a new sentence: *Moreover, Furthermore, In addition, What is more, ...*

Indicating that you are going to discuss the second of two points: *On the other hand, Secondly, ...*

Writing: Making Suggestions and Recommendations

STRATEGY POINT

Some writing tasks (e.g. proposals, essays, letters to the press/authorities) ask you to suggest or recommend something that should be done. With each suggestion, you should say what the expected result would be. Sometimes it is also necessary to include analysis of the problem(s) and/or cause(s) and effect(s). Always keep the following in mind:

- **Relevance** – you should understand the problem clearly and give practical suggestions/recommendations.
- **Target reader and style** – the style used should always be appropriate to the type of writing.
- **Organisation** – in the first paragraph you should state the problem and its causes/effects, and state your opinion. In the main body paragraphs you present each problem, with your suggestions and expected results, in a separate paragraph. Alternatively, you can analyse the problem, its causes and effects in the first main body paragraph, and in the following paragraphs present your suggestions/ recommendations and their expected results. You should present each suggestion in a separate paragraph. In the conclusion you summarise your opinion or restate it using different words.
- **Linking** – a variety of constructions should be used, e.g.
One/another solution/recommendation is to ...
This would mean ... *Consequently ...*
Steps/measures should be taken to ...
Conditional and hypothetical sentences are also useful, e.g.
If we/the government were to ... , this would ...

Understanding Rubrics

47 Read the rubric below and underline the key words and phrases. Then answer the questions that follow.

- In a class discussion, you agreed that the points below are pressing problems in secondary education.
- *Too many students per class*
 - *Lessons uninteresting*
 - *Students are not sufficiently prepared for getting a job*
- Now your teacher has asked you to write an essay analysing these problems and suggesting solutions.

- 1 What do you have to write?
- 2 Who is the target reader? What style is appropriate?
- 3 Which problems do you need to suggest solutions to?
- 4 Tick (✓) the suggestions which are practical. You can suggest others of your own.
 - Limit the number of students per class ...
 - Employ twice as many teachers ...
 - Drop boring lessons from the school timetable ...
 - Give students greater choice over the lessons attended ...
 - Include more vocational training in the curriculum ...
 - Increase the school-leaving age to 20 ...

- 5 Match the expected results to the suggestions above.
 - a students would be prepared to start a career
 - b students would pay more attention
 - c classroom conditions would improve
- 6 Where could you analyse the problem?

Analysing the Model

48 a. Complete the phrases (1-6), then read the model and fill in the gaps with the appropriate phrase.

• solution • by • result • steps • lead • mean

- 1 one *solution* to this problem
- 2 this would
- 3 this would to
- 4 should be taken to
- 5 as a
- 6 limiting student numbers

Secondary education is vitally important in the upbringing of young people. School plays an essential role in preparing them for adulthood. **However**, there are a number of problems associated with secondary education in this country and the situation could be greatly improved if these problems were addressed.



First of all, it is frequently reported that classrooms are overcrowded, with as many as forty students per class. The result of this is that it is difficult for the students to follow what is going on in the lesson. **1)** to, say, a maximum of twenty-five per class, we could ensure a more suitable environment in the classroom. **2)** that students would be able to concentrate better and would learn more.

Secondly, a frequent complaint heard from school students is that their lessons are boring. Although some teachers might say that the fault lies with the student, rather than with the teacher, it is logical that not everyone will be equally interested in all school subjects. **3)** would be to allow students to exercise a certain amount of choice regarding their lessons. **Since** they will have chosen to attend each subject, **4)** students paying more attention in class.

Finally, too many young people leave school without the necessary qualifications to find a job. **5)** make sure that the subjects taught in schools are of value to them in the outside world. **By this I mean that** schools should place greater emphasis on vocational skills, which could be readily adapted for use in a job. **6)** , people would still be educated, but their qualifications would be suitable to allow them to embark on a career.

To sum up, there are a number of ways to improve the standards of secondary education. No system is ever perfect but **I believe** that if the above measures were taken, and these three problems were eradicated, then our young people would benefit from the best educational opportunities that can be practically offered to them.

- b. Look at the expressions in bold and choose suitable alternatives from the Appendix at the back of the book.



Paragraph Planning

49 Complete the plan below with information from the model in Ex. 48.

Introduction

background information *secondary education plays essential role in the future of young people*

main content of essay *problems need addressing*

Paragraph Two

problem
effect of problem *difficult for students to follow*
suggestion
expected result

Paragraph Three

problem
explanation *not everyone equally interested in all subjects*

suggestion
expected result

Paragraph Four

problem
suggestion
explanation *place emphasis on useful skills*
expected result

Conclusion

writer's opinion *no system perfect*
overall expected result *young people would benefit*

Making Suggestions

50 Match the first half (1-7) of each suggestion to the second half (a-g), as in the example.

- 1 *One useful suggestion would be ... (b)*

2 It would be a good idea if

3 Steps should be taken

4 Universities should be encouraged to

5 Government-subsidised university education would result in

6 Were we to impose stricter school rules,

7 By working part time, students
- a we were to increase the rate of pay for teachers.

b *to raise the school-leaving age.*

c accept applications from people of all backgrounds.

d could help finance their studies.

e fewer problems of this kind would exist.

f a better-educated population.

g in order to reduce the level of truancy.



Matching Suggestions & Results

51 a. Read the rubric below, underline the key words and say which problems you need to address.

You have read the following extract as part of a newspaper article on problems in schools. Your teacher has asked you to write an essay which suggests solutions to the problems mentioned.

“Examination results in some areas reflect a marked decline in educational standards. Teachers have also reported that homework is simply not being done. In addition, truancy has reached a record high. Perhaps most importantly, violent incidents among school children are more common than ever before.”

b. Match the suggestions (1-4) to the expected results (a-d) and complete each of the points, making any necessary changes. The first one has been done for you.

- 1 One way to improve the examination results would be to force children to re-sit examinations if they fail to achieve a minimum mark. This would mean that *(c) those students who were not trying would have to take their examinations more seriously.*

2 Furthermore, if teachers and social workers took a stricter approach to students who play truant,

3 It would also be a good idea if any child caught using violence was suspended or expelled from the school. The effect of this would be

4 One final suggestion concerns the issue of homework. Parents need to accept a certain amount of responsibility. If they exercised tighter control over their children's behaviour
- a deter other students and remove violent children from schools

b make sure that children are prepared for school

c *take examinations more seriously*

d discourage students from missing school

c. Underline the phrases that introduce the expected results, then choose alternatives from the Appendix at the back of the book.



Constructing a Paragraph

- 52 a.** Read the paragraph below and, in each set of words/phrases in bold, cross out the one which is not appropriate.

Unemployment is a problem which is of 1) **prime** / **major** / **high** / **utmost** concern in society today. One way to 2) **alleviate** / **deal with** / **face up to** / **combat** the situation is by creating more university places. This 3) **would** / **need** / **may** / **could** not be difficult, if the government agreed to provide the necessary funding. The 4) **outcome** / **solution** / **effect** / **consequence** of this would be that people 5) **ought to** / **would be able to** / **could** / **would** gain more qualifications and learn skills which are in demand in the labour market.

- b.** Read the paragraph again and identify the sentences which contain a(n):

- suggestion
- expected result
- outline of the problem
- explanation of the suggestion

- 53** Using the prompts below, write a paragraph like the one above.

- Bullying / problem / concern / schools today
- One way / the situation / by / punish / offenders
- This / be not difficult / teachers and parents / persuade / provide / necessary support
- The outcome / this / bullies / learn / consequences / their actions / stop / hurt other children

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BRAINSTORMING FOR IDEAS

In some writing tasks, you are not given the facts, but are expected to provide them yourself using your imagination. In such cases, you need to brainstorm for ideas.

e.g. *You work as a researcher for your local education authority and have been asked to suggest improvements that could be made to the education system in your area. Write a letter to your head of department in which you outline changes that you would recommend.*

In this example, you have to brainstorm for problems and effects:

The present situation & effect(s)

- 1 no local technical colleges → students have to travel
- 2 shortage of college lecturers → some courses cancelled
- 3 inadequate transport for primary schools → young children exposed to danger from traffic

You should then make recommendations based on this information, and say what the result(s) would be – e.g.

Changes that could be made & expected result(s)

- 1 a) open a new science department at the further education college → provide places for at least some of the students in the area
b) establish a new technical college in the town centre → accommodate all students in the area / attract students from other areas / improve the reputation of the area
- 2 advertise in the national press → attract new staff into the area / be able to run the full range of courses on the curriculum
- 3 improve the bus service to neighbourhood schools → keep children safe from harm going to and from school / remove the pressure on working parents

- 54 a.** Read the following paragraph, based on point 1 above, and fill in the gaps with a suitable word or phrase.

One way to 1) the problem of the lack of technical colleges would be to open a new science department at Marsden Further Education College. This would mean that places could be provided for at least some of the students in the area wishing to study sciences. 2), if funds permitted, 3) solution would be to establish a new technical college in the town centre. The 4) of this would be that all of the students in the area could be accommodated. 5), students from other areas would be attracted to the college, 6) improving the reputation of the town as a seat of learning.

- b.** Using the paragraph in Ex. 52 as a model, write a paragraph based on either point 2 or point 3 above.

Brainstorming & Organisation

- 55 a.** Read the rubric below and answer the questions that follow.

The college where you study has been given a grant to be used for improvements. As student representative, you have been asked to propose ways in which the money should be spent. Write a letter to the school/college authorities outlining your suggestions.

- What problems could/does your school/college face? (Think about the following areas: *buildings, staff, equipment, books, sports facilities, etc*)
- What are the causes/effects of these problems?
- In what ways could the money be spent to help to solve these problems?
- What results would you expect?
- Would you write about the problems in a separate paragraph or in the same paragraph as the suggestions?

b. Read the model below and find examples of:

- Problems • Causes • Effects
- Suggestions • Results of suggestions

What is the main difference between the organisation of this model and the one on p. 42?



Dear Sir/Madam,

I am writing in regard to the grant recently made to our school by the Dunstan Commission. I represent the student body and I have been asked to pass on to you our suggestions for what the money might best be spent on.

Due to its age and government cutbacks in recent years, there are three aspects of the school which are in need of improvement. Firstly, the library is under-stocked and badly in need of renovation work, as well as a computerised filing system. Secondly, the roof of the gymnasium is in a very poor state of repair, with the result that rain enters and has already caused considerable damage to the interior. Finally, the lack of a computer laboratory means that the school is out-dated as far as facilities are concerned.

We recommend that the bulk of the money be spent on modernising the library. The cost of this would be in the region of £4,000. The result of this investment, however, would be of great benefit to the school. Not only would students be able to have reference material at their fingertips, but a new filing system would also ensure that fewer books were lost.

Repairs to the gymnasium should also be treated as a priority. If the necessary repairs were carried out, it would mean that there would be no further damage to the property and Physical Education classes would no longer need to be cancelled in bad weather.

Lastly, we recommend that a portion of the money be used for the establishment of a computer laboratory in the school. This would bring many advantages. For example, our students would be able to learn computer-related skills which would help them in their future careers. Another advantage would be that a computer laboratory would attract a significant number of enrolments from students in other areas.

In conclusion, we feel that if the money was spent in the ways I have outlined above, the school would be brought up to date and would significantly improve its standing in the community. I hope that these suggestions meet with your approval and I look forward to hearing from you.

Yours faithfully,
George Cowling

BEGINNINGS AND ENDINGS

When beginning and ending, it is important to use a style suitable for the *type of writing*, the *reason for writing* and the *target reader*.

Techniques for beginnings include:

- mentioning the problem/cause/effect
In recent years, due to the weak economy, the number of people entering university has dropped alarmingly.
- stating the reason for writing (for letters)
I am writing to express my concern over the ...

Techniques for endings include:

- summarising the expected result(s) of the suggestion(s)
If the above measures were taken, I believe that the situation would be resolved with a minimum of disruption.
- making reference to further action (for letters)
I recommend that the authorities act immediately.

56 a. Read the beginnings and identify the techniques used. Which one is the least effective? Why?

1 Secondary education in this area is among the best in the country. However, there is a serious problem stemming from the lack of a suitable college of further education. There are a number of ways in which this problem can be addressed.

2 I am writing to request that you reconsider your decision to close Hampton Secondary School. Although I am aware of the financial implications, I feel that there are other options which should be considered.

3 You know, there's nothing worse than local councils sticking their noses in and closing down perfectly good schools. There are loads of things that we can do and it's just amazing that nobody's thought of them.

b. Read the endings and identify the techniques used. Which one is the least effective? Why?

A I hope that, in the light of this information, the decision will be reversed. The education of our youth is not something which should be measured in financial terms. The benefits to the community of keeping this school open far outweigh the advantages of closing it down.

B So if the government wants to save money, why don't they go somewhere else? We've already lost our sports centre. Don't tell me they're going to start on our schools next.

C If the above steps were taken, not only would we stop the flow of talented youngsters leaving the area, but we would also attract students from all over the country and abroad. This could only have a positive effect on our town.

c. Match the beginnings (1-3) to the endings (A-C) and say whether each is from a *letter* or an *essay*.

Writing: Making Suggestions and Recommendations

Discuss & Write

57 Look at the following writing task and answer the questions that follow.

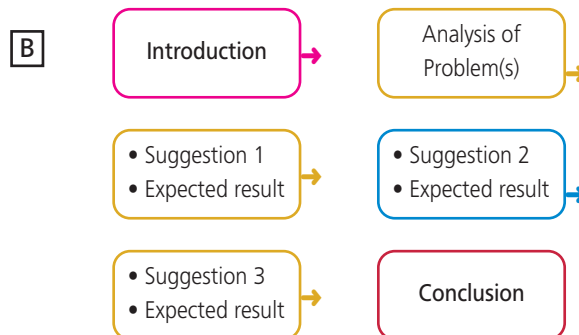
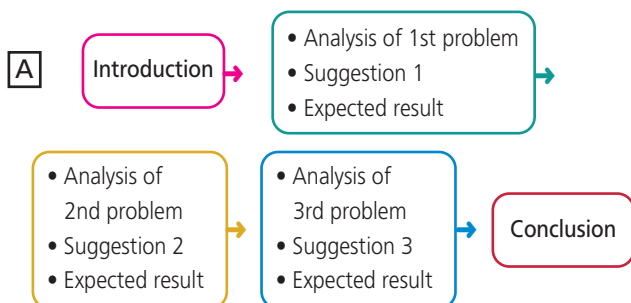
- Your school/college is threatened with closure. As student representative, you must write to the authorities suggesting ways in which the school can be saved. Write your letter outlining your suggestions.



- 1 What do you have to write?
- 2 Who is the target reader?
- 3 What information must you include?
- 4 What style of writing is appropriate?
- 5 What do you imagine the problem to be?
Where could you mention this?
- 6 Match the suggestions (1-3) to the expected results (a-c).
 - 1 persuade government to step in
 - 2 school/college hold fund-raising activities
 - 3 charge small fee for each student
 - a make school more self-sufficient
 - b raise money
 - c people get education they are entitled to
- 7 Can you suggest any other solutions? What result(s) would you expect?

Planning & Organisation

58 Which paragraph plan would you use – A or B?
Think of appropriate topic sentences.



59 Using the information you have learned in this unit, write the task you discussed above.

60 a. After writing, check your work for spelling mistakes. Then, consider the following:

- **Content**
 - 1 Have you stated and analysed the problems?
 - 2 Have you made clear and practical suggestions?
 - 3 Have you mentioned what the results of implementing those suggestions will be?
- **Language**
 - 1 Have you used appropriate language for making suggestions and talking about results? Find examples in your writing.
 - 2 Have you used sophisticated vocabulary? Where?
 - 3 Have you used linkers? Where?
 - 4 Check thoroughly for grammatical errors.
- **Format and Register**
 - 1 Is your writing appropriate for the target reader?
 - 2 Is the format of your writing appropriate?
 - 3 Is your style appropriate? Give examples.
- **Organisation and Cohesion**
 - 1 What is the content of each paragraph?
 - 2 What topic sentences have you used?
 - 3 What is the content of your supporting sentences?

b. Now go back to your work and address any weaknesses you may have found.



Self-Assessment Module

1

Vocabulary & Grammar

1 Choose the most suitable word to complete each sentence.

- As she told me the story, tears up in her eyes.
A raised B mounted C welled D filled
- The news of the attack left us completely
A stunned B stirred C moved D upset
- His mother into a rage when she heard what he'd done.
A rushed B soared C flew D fell
- His educational theories are hotly
A contested B perceived C received D disapproved
- Social differences tend to be when private and state schools exist side by side.
A raised B augmented C added D elevated
- The new teacher soon to grips with the discipline problem in class.
A went B set C put D came
- Fiona didn't lie, but she did give rather a picture of the situation.
A defaced B disfigured C disguised D distorted
- It's a conclusion that Sally will get into university.
A guaranteed B foregone C foolproof D granted
- The speech was proving rather, and the audience were yawning.
A strenuous B tedious C loquacious D arduous
- Thanks to generous support from parents, the threat of the college being closed down has now
A retreated B revised C retired D receded

(5 marks)

2 Complete the sentences by putting **one** word in each space.

- Don't take it granted that Peter will help you – he's rather busy at the moment.
- I'm afraid Mrs Hobbs is leave at the moment. She'll be back next week.
- I'll remember the word in a minute – it's on the of my tongue.
- I'll you in on a secret – John isn't ill, he's playing truant!
- Helen have known better than to rely on Peter! He's most untrustworthy.
- Paul pleaded his father to let him borrow the car.

- There's no need to be so formal – please call me my first name.
- My mother says I can't go out I promise to be back by 11pm.
- Max intended to succeed at costs.
- If you across my good luck charm while you're cleaning the house, please don't throw it away.

(10 marks)

3 Complete the passage by choosing **one** suitable word for each gap.

The teachers at the F.E. College had had enough of

- 1) **doing/going/living** on a shoestring, and when it
- 2) **came/made/got** to light

that the college was not just breaking 3) **out/open/even** but actually making a substantial profit, they decided that the situation called 4) **for/to/of** urgent action. On Monday the news of a meeting that was to take place that evening 5) **to/on/in** the college premises was passed round the staff by 6) **means/way/** word of mouth, and although the meeting coincided 7) **to/in/with** a very important football match, it was well attended. After much heated discussion, it was finally agreed that although they were intent 8) **to/for/on** getting a substantial salary increase, the teachers were not willing to resort 9) **to/in/on** industrial action, and that for the 10) **while/ time/moment** being it was best to attempt to achieve their aims through negotiation.

(10 marks)



Use of English

4 Rewrite the following sentences using the words in bold. Use between 3 and 8 words. Do not change the meaning of the original sentence.

- George phoned before leaving home in case they had cancelled the meeting.
might George phoned before leaving home because he thought the meeting..... off.
- Earlier enforcement of the new regulations could have improved the situation.
force Had the new regulations not be so difficult now.
- It was entirely due to Mark's diplomacy that people didn't criticise us.
come But..... for a lot of criticism.

- 4 Surely you didn't find this book recently – it's been out of print for years.
across You can't
..... this book recently – it's been out of print for years.
- 5 I realised that I had needlessly kept quiet because John had already told them.
held I realised that I need
..... tongue because John had already told them.

(10 marks)

5 Think of one word which can be used appropriately in all three sentences.

- 1 • Tina had a sarcastic on her face.
• The of negative emotions can help one to come to terms with them.
• Jean used an unusual which I hadn't heard before.
- 2 • There are some examples of inefficiency which cannot be overlooked.
• Tim is a(n) young man and so he's used to being admired.
• Families of workers will be paid subsistence by the Union in recognition of their participation in the struggle.
- 3 • For more information about assessment you should speak to the of department.
• At mealtimes, my father usually sits at the of the table.
• No, I won't come mountain-climbing : I've no for heights.
- 4 • Our ski was a dynamic young Austrian chap.
• We travelled by , so we saw some wonderful scenery.
• At midnight Cinderella's changed back into a pumpkin.
- 5 • If you want to learn Spanish, ask if there's a beginners' at the local college.
• In the of the conversation I realised I'd forgotten her name.
• It was a simple meal: the main was roast chicken.

(10 marks)

6 Use the word in capitals to form a word that fits into the space.



While the number of adults who remain illiterate are fewer than ever, it is becoming
1) clear that they are more
2) than such people were in the past. Nowadays the written word is so important that without it much information that is vital for the running of our everyday lives becomes 3) Ashamed to admit it, illiterate adults often become 4) to concealing their ignorance, and 5) many do so with remarkable success. This may be one of the reasons why Bristol's 'Literacy for You' scheme has been received rather less than 6) Not surprisingly, adults have some 7) about coming forward and openly admitting that they find 8) a page of print that a child of seven could read without effort. Programmes for teaching basic literacy skills to adults need to be sensitively assembled so as not to discourage or humiliate the learner, who is probably already experiencing high levels of frustration on a day to day basis. Reading materials need to be graded carefully in terms of 9) and some authentic texts may require considerable 10) before the learner is able to handle them.

INCREASE
CONVENIENT

ACCESS

CUSTOM
SEEM

ENTHUSIASM
RESERVE

COMPREHEND

COMPLEX

SIMPLE

(10 marks)

Reading

- 7** You will read an extract from Charles Dickens' *Bleak House*. Read and answer the questions that follow (1-7).

Esther

I have a great deal of difficulty in beginning to write my portion of these pages, for I know I am not clever. I always knew that. I can remember, when I was a very little girl indeed, I used to say to my doll when we were alone together, "Now, Dolly, I am not clever, you know very well, and you must be patient with me, like a dear!" And so she used to sit propped up in a great arm-chair, with her beautiful complexion and rosy lips, staring at me--or not so much at me, I think, as at nothing--while I busily stitched away and told her every one of my secrets.

My dear old doll! I was such a shy little thing that I seldom dared to open my lips, and never dared to open my heart, to anybody else. It almost makes me cry to think what a relief it used to be to me when I came home from school of a day to run upstairs to my room and say, "Oh, you dear faithful Dolly, I knew you would be expecting me!" and then to sit down on the floor, leaning on the elbow of her great chair, and tell her all I had noticed since we parted. I had always rather a noticing way - not a quick way, oh, no! - a silent way of noticing what passed before me and thinking I should like to understand it better. I have not by any means a quick understanding. When I love a person very tenderly indeed, it seems to brighten. But even that may be my vanity.

I was brought up, from my earliest remembrance - like some of the princesses in the fairy stories, only I was not charming - by my godmother. At least, I only knew her as such. She was a good, good woman! She went to church three times every Sunday, and to morning prayers on Wednesdays and Fridays, and to lectures whenever there were lectures; and never missed. She was handsome; and if she had ever smiled, would have been (I used to think) like an angel--but she never smiled. She was always grave and strict. She was so very good herself, I thought, that the badness of other people made her frown all her life. I felt so different from her, even making every allowance for the differences between a child and a woman; I felt so poor, so trifling, and so far off that I never could be unrestrained with her--no, could never even love her as I wished. It made me very sorry to consider how good she was and how unworthy of her I was, and I used ardently to hope that I might have a better heart; and I talked it over very often with the dear old doll, but I never loved my godmother as I ought to have loved her and as I felt I must have loved her if I had been a better girl.

This made me, I dare say, more timid and retiring than I naturally was and cast me upon Dolly as the only friend with whom I felt at ease. But something happened when I was still quite a little thing that helped it very much.

I had never heard my mama spoken of. I had never heard of my papa either, but I felt more interested about my mama. I had never worn a black frock, that I could recollect. I had never been shown my mama's grave. I had never been told where it was. Yet I had never been taught to pray for any relation but my godmother. I had more than once approached this subject of my thoughts with Mrs. Rachael, our only servant, who took my light away when I was in bed (another very good woman, but austere to me), and she had only said, "Esther, good night!" and gone away and left me. Although there were seven girls at the neighbouring school where I was a day boarder, and although they called me little Esther Summerson, I knew none of them at home. All of them were older than I, to be sure (I was the youngest there by a good deal), but there seemed to be some other separation between us besides that, and besides their being far more clever than I was and knowing much more than I did. One of them in the first week of my going to the school (I remember it very well) invited me home to a little party, to my great joy. But my godmother wrote a stiff letter declining for me, and I never went. I never went out at all.

It was my birthday. There were holidays at school on other birthdays--none on mine. There were rejoicings at home on other birthdays, as I knew from what I heard the girls relate to one another--there were none on mine. My birthday was the most melancholy day at home in the whole year.

- 1 What did Esther value most about her doll?
 - A The fact that it didn't criticise her.
 - B Its attractive appearance.
 - C The fact that she could confide in it.
 - D Its vacant expression.
- 2 Esther felt that affection
 - A made her more perceptive.
 - B can make life more bearable.
 - C was often unrequited.
 - D was somewhat egoistic.
- 3 What impression are we given of Esther's godmother?
 - A She was condescending.
 - B She was two-faced.
 - C She was affected.
 - D She was self-righteous.
- 4 In comparison with her godmother, Esther felt
 - A foolish.
 - B inadequate.
 - C childish.
 - D unaffectionate.
- 5 In the fifth paragraph, we learn that
 - A Esther wished she could remember her mother's voice.
 - B Esther was sure her mother wasn't dead.
 - C Esther's mother had instructed Esther to respect her godmother.
 - D Esther felt that information about her mother was being withheld.
- 6 What was Esther's schoolmates' attitude to Esther?
 - A They were fairly well disposed towards her.
 - B They excluded her because of the age difference.
 - C They thought she was stupid.
 - D They ignored her totally.
- 7 In the extract as a whole, Esther as a child seems to have been
 - A indignant.
 - B self-deprecating.
 - C nostalgic.
 - D apprehensive.

(14 marks)

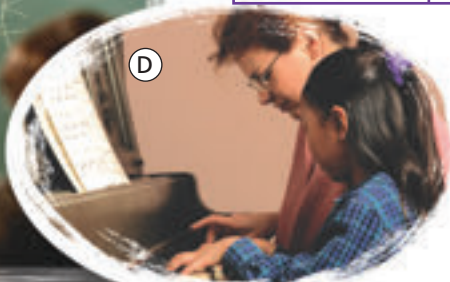
Listening

- 8 Listen to Helen and Tom discussing their language learning experiences at school. For each question, decide whether the opinions are expressed by Helen (H), by Tom (T) or whether the speakers agree (B for Both).
- 1 The point of activities in school language lessons became apparent later.
 - 2 Language classes did not teach students to communicate.
 - 3 Some activities in the language classes were enjoyable.
 - 4 Visual aids were not helpful.
 - 5 Pupils may unwittingly discourage teachers.
 - 6 Grammar teaching tends to be neglected nowadays.

(6 marks)

Speaking: Learning

- 9 a. Here are some photographs which show people learning. Look at photographs A and C and, in pairs, talk about what the people are learning and how enjoyable and effective you think these methods of learning are.



- b. Now look at all the pictures. Imagine that a teacher training college is going to include these pictures in their new brochure. In pairs, talk together about which sections of the brochure each photograph might be relevant to, and which two pictures would be best to put on the front of the brochure to illustrate two contrasting aspects of the college.

(10 marks)

Writing (a letter to the editor)

- 10 You have read the extract below as part of a letter sent in by a reader to your local newspaper. Write a letter to the editor of the newspaper responding to the points raised and expressing your views.

I am very pleased the old daily Exeter News has finally gone weekly! I for one never had time to read a newspaper every day, and am relieved to see that the new weekly edition has reduced the national and international news section to one page and increased the local sports and entertainment coverage to six pages. After all, we can find out what is happening in the world on television.

(15 marks)
(Total = 100 marks)

Progress Update

How do you rate your progress? Tick (✓) the box that applies to you.

	Excellent ****	Good ***	OK **	Could do better *
Vocabulary & Grammar				
Listening				
Speaking				
Reading				
Writing				
Communication				

Broaden your Mind



UNIT 3

Extra! Extra!

UNIT 4

Planes, Trains and Automobiles



Before you start ...

- What is the role of the media in society?
- For what different reasons do people travel?

Listen, read and talk about ...

- | | |
|------------------|----------------------|
| • journalism | • means of transport |
| • newspapers | • signs |
| • media | • air travel |
| • TV | • carpooling |
| • advertising | • space travel |
| • sensationalism | • holidays |

Learn how to ...

- interpret headlines
- make suggestions;
accept/refuse a suggestion
- give instructions
- give advice

Phrasal verbs

- do
- drive
- get
- fall

Practise ...

- the passive
- the causative
- inversion

Write ...

- letters to the press/
authorities
- balanced arguments
- articles (narrative,
descriptive)



Lead-in

- 1 a. Look at the historic front-page reports above. Which of the two, A or B, do you think each of the following phrases comes from?

- | | |
|--|--------------------------------|
| 1 stock market crash | 5 19 October, 1987 |
| 2 collision with iceberg | 6 economic recession |
| 3 great loss of life | 7 15 April, 1912 |
| 4 400 miles (640 km) south of Newfoundland | 8 world economy affected |

- b. What do you know about these two events?

- 2 Define the qualities of a good newspaper article by matching the adjectives on the left to the phrases on the right. Which three do you think are the most important? Explain your opinion to a partner.

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

A good newspaper article should be unbiased so that it can comment fairly on current events.

- 3 Listen to an extract from an interview with two veteran journalists. Mark whether the opinions below are expressed by Matthew (M) or Jane (J).

- It's better for a newspaper to be independent and risk closure than to accept sponsorship.
- Holding a particular ideology is damaging for a newspaper.
- Today's journalists are as courageous as their colleagues of the 1940s and 50s.
- A journalist must never keep a fact quiet, regardless of what effect it might have on the public.
- Today's newspapers have the opportunity to be more objective than those of the past.

- 4 a. What factors decide how you get the news? Complete the following questionnaire.

Tick the appropriate box

- How often do you ...

read newspapers?
watch the news on TV?
search for news on the Net?

Daily

1-4 times
a week

Less than
once a week

Rank the choices in order of importance

- When I get the news, I want the source to be ...
reliable. ☐ direct. ☐ entertaining. ☐

- I am mostly interested in coverage concerning ...
politics. ☐ weather. ☐ sports. ☐ art & entertainment. ☐

Grade your response to each of the statements, from 0 (completely disagree) to 5 (completely agree)

- How far do you agree with the following statements?

Journalists should tell the public the truth, no matter what the consequences. ☐
News should be delivered in a way that makes us think. ☐
Nobody's privacy is more important than the truth reaching the public. ☐

- b. Talk about your responses.

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.

- 5 Discuss the following quotations. How do they relate to the people's statements in Ex. 3?

"Newspapers should have no friends."
Joseph Pulitzer (Hungarian-American publisher)

"Journalism can never be silent: that is its greatest virtue and its greatest fault."
Henry Anatole Grunwald (US writer and diplomat)

6 You will read an article about British TV journalist Jeremy Paxman. Read these phrases, used in the article to describe Paxman, then answer the questions.

- “the interviewer from hell”
- “the man British politicians love to hate”
- “the most feared interviewer on British television”
- Why might an interviewer be so feared and hated?
- Are there any TV journalists in your country who have a reputation for being particularly tough when they interview politicians?
- What incident(s) gave them this reputation?
- What do you think of them?

7 The following words and phrases appear in the article. Suggest what they might refer to.

- respect • rubbish • macho • confrontations
- viewers • evasive responses • conscience
- vested interest

Now read the article once to see if you were right.

8 a. Read the article again and choose the best answer – A, B, C or D – for the following questions.

- 1** How could Paxman’s attitude to recent government measures be described?
 - A perplexed
 - B dismissive
 - C indifferent
 - D insensitive
- 2** What does the writer mean by the phrase “a thorn in the side of the establishment” (lines 24-25)?
 - A Paxman causes discomfort to politicians.
 - B Paxman has an acute sense of humour.
 - C Paxman often embarrasses the BBC.
 - D Paxman has been the root of much criticism.
- 3** According to the writer, what is it that TV audiences look for in a news programme?
 - A one they can understand
 - B one that treats news seriously
 - C one with far-reaching coverage
 - D one that relates to them

Reading – Part 4

Some Things will Simply not Change

Steve Cawley on the Unchanging Face of Newsnight

preoccupied with the changes in the police force announced by the Home Secretary. He watches the monitor transmitting the Prime Minister’s statements, **grumping** and raising his eyebrows as one political **platitude** is followed by another. “That’s rubbish,” he says at one point, and it’s not clear whether he’s talking about the PM or some other issue burning a hole in his intellect.

Only months after its **inception**, *Newsnight* had already made itself a household name. Cajoling, intimidating, aggressive, revealing, persistent – Paxman comes across as the interviewer from hell, a newsman who refuses to learn to respect things he doesn’t respect. The programme’s editor admits that Paxman can be too “macho and Oxbridge” at times. But he’s still there, a thorn in the side of the establishment. And it doesn’t look like that thorn is going to be getting less sharp any time soon.

Newsnight has been called many things: “an important part of the democratic process”; “a **traitor** in our midst”;

The scene: the dormitory of a minor English public school. An officious **prefect** orders a small boy to get into bed. The boy refuses and is **frog-marched** off to the Headmaster’s Room. “Why didn’t you obey the prefect’s orders to get into bed?” asks the headmaster. “Because I don’t respect them,” answers the boy. “The purpose of a public-school education, Paxman,” intones the headmaster, producing a long cane, “is to teach you to respect things you don’t respect.”

Now **spool** forward a few decades to the present time. The BBC’s very own Jeremy Paxman sits in his small airless office to the side of the main *Newsnight* newsroom. Today he is

4 What is the implication of the phrase “a more accessible agenda” for *Newsnight* (line 49)?

- A It will cater for a less intellectual audience.
- B It will have a more appealing format.
- C Topics of a sensitive nature will be dropped.
- D People of all ages will be able to watch.

5 What criticism does Paxman make of current television programmes?

- A They are often full of lies.
- B They tend to be very repetitive.
- C There is too much unprocessed information.
- D There is excessive emphasis on trivial events.

6 What was Paxman’s attitude when questioned about the proposed change in the *Newsnight* team?

- A He seemed pleased.
- B He was very put out.
- C He was unforthcoming.
- D He became rather bashful.

7 Paxman disagrees with the idea that he should fall in with modern trends, because he believes

- A in tried and tested journalistic methods.
- B journalists should find out things for themselves.
- C respect for the journalist is an overriding principle.
- D the independence of journalists to be paramount.

b. Look at the words in bold and try to explain them.

Follow-up

9 Answer the following questions.

- 1 What does the writer mean by the words “*that thorn ... getting less sharp*” (lines 25-26)?
- 2 Which two phrases in the fourth paragraph suggest that Paxman is an aggressive interviewer?
- 3 In your own words, describe the general public’s attitude to *Newsnight*.
- 4 What is the writer’s opinion of the BBC’s choice of a new *Newsnight* team member?
- 5 What plans are the BBC and Paxman making, and how will these affect *Newsnight*?

30 “dangerous”; “increasingly irrelevant”. For many years, we have been watching Paxman being attacked by politicians from all ranks for “sneering interviews”, or in such brutal **confrontations** as the one where he dealt with a politician’s **evasive** responses by asking him the same question 14 times. He is clearly the man British politicians love to hate.

35 The public, however, remain loyal. On 4 June, 2001, a bruising encounter between the Prime Minister and Jeremy Paxman brought nearly 2.5 million viewers to *Newsnight*. The programme’s ongoing success is living proof that people expect current affairs programmes to be hard-hitting and truth-
40 searching. Especially after the BBC scrapped *News at Ten*, the public have turned to *Newsnight* in their search for more serious analysis in a world of increasingly consumer-oriented news.

The programme is now twenty years old and Paxman, the most feared interviewer on British television, will remain
45 dedicated to the original cause for the existence of *Newsnight* – asking politicians those tough questions that other current affairs programmes prefer not to. Sin Kevill, the editor who oversaw the programme’s **relaunch** last January, says it now has a broader, more accessible **agenda** – from the
50 documentary-style films from poor inner-city areas to arts and culture. Will this modernisation negatively affect the programme’s depth? “Definitely not. I’m quite traditional,” Kevill says. “There are some things about *Newsnight* that will simply not change.”

55 The programme’s role as the nagging voice of the nation’s conscience is becoming more and more important. Viewers and listeners are increasingly overwhelmed by news, news and more news. Those programmes, of necessity, lack the one thing *Newsnight* has – context. “There is a shortage of analysis and
60 generally a lack of interest in whether people are telling the

truth,” Paxman says. “Things rush on to television at a fantastic speed, get recycled, pushed out and not thought about again. It’s one big sausage machine. This is not how a nation should perceive events and developments that affect its everyday existence.”

In an **ill-inspired** attempt to make news more ‘accessible’ to the public, the BBC made the surprising announcement last summer that a former game show host and radio presenter was to join the *Newsnight* team. Was Paxman surprised when he heard the announcement last August? “No.” “Why not?” “Because
70 someone had phoned me to tell me about it.” He pauses. He knows he’s not answering the question. Was he surprised? “Mind your own business.” There is another long pause. “I think he is very good on radio.” Whatever the personal feelings Paxman **harboured**, and they were obviously not ones of positive
75 excitement, the deal seems to have fallen through, and the team remains unchanged.

Does Paxman ever think that he should change his style to something more in tune with the caring, sharing new millennium? Of course he doesn’t. “Any self-respecting journalist must be
80 concerned to define for themselves what the important issue is and then to pursue it, and not blindly follow some line laid down by the **vested** interest in question.”

There have been discussions about a new, highbrow interview programme for Paxman in the style of his head-to-head
85 with Bill Gates last October. It has even been reported that he has drawn up a wish list of people he would interview in that programme. This doesn’t mean, however, that he has any intention of retiring from *Newsnight* for a long time to come, nor that he will somehow start respecting things he simply doesn’t
90 respect.

→ Newspapers

10 Check your understanding of these words, then complete the sentences that follow.

- editorial • circulation
- correspondent • coverage
- column • readership
- obituaries • supplement
- broadsheet • feature
- tabloid • censorship

- 1 The newspapers are printed on small pages and usually contain light or popular news stories, while a newspaper that is printed on large pages is called a
- 2 On Sundays I often read the glossy colour before I turn to the main newspaper.
- 3 Although we publish a university newspaper, our extends far beyond the students attending the college.
- 4 Although we sold more copies than we did in January, figures are still not satisfactory.
- 5 There will be a special on health education in next week's *Sunday Times*.
- 6 David works as foreign for the *Daily Telegraph*.
- 7 My daughter loves reading the gossip in the paper, to find out what her favourite film stars have been up to.
- 8 When Picasso died, all the major newspapers carried on him.
- 9 The editor's opinion on important current events can be found in the
- 10 There was extensive media of the Kyoto climate treaty talks.
- 11 In certain countries, of the press means that not all political opinions can be printed.

→ Headlines

11 Which of the following sections do you think each of these newspaper cuttings comes from? Underline key words in each cutting to justify your choice.

- financial • situations vacant • classified ads • politics • sports

A PEUGEOT 306, 25,000 miles, electric windows, central locking, in excellent condition, price negotiable. Terry Carter, 0131 948375

B Mike's Mechanics is seeking an experienced Accounts Manager to work in our Wolverhampton Branch.

C Yesterday's announcement from Downing Street of a complete Cabinet reshuffle, the fifth since election victory, was viewed with cynicism by Tory opposition and Labour backbenchers alike.

D Following Wall Street, the FTSE 100 fell 60.8 points to 5,205.2, as Tuesday's much weaker-than-expected US consumer confidence figures continued to weigh on equities.

E The capture of Robbie Fowler was to be the only triumph Leeds enjoyed against Chelsea and their departure from the Worthington Cup exposed a lack of imagination in attack.

12 Look at the following headlines and work out what they mean, then say what each story may be about.

A YARD TO PROBE FIRE ALARM RIDDLE

B SALLY SAFE HOME AFTER CLIFF PLUNGE ORDEAL

C DOCTORS ON STRIKE AFTER PAY TALK ROW

D PM PLEDGES TO BOOST SCHOOLS BUDGET

E LATEST UK INFLATION FIGURES SHAKE INVESTOR CONFIDENCE

F CAPACITY CROWD AS ROVERS MARCH ON

Media

13 a. The following adjectives describe how often a publication comes out. Put them in order.

- monthly • biannual • weekly • daily • quarterly
- fortnightly

- | | | |
|---|-------------------------|--------------|
| 1 | every day | <i>daily</i> |
| 2 | once a week | ..... |
| 3 | once every two weeks | ..... |
| 4 | every month | ..... |
| 5 | once every three months | ..... |
| 6 | once every six months | ..... |

b. Talk about the publication of magazines/newspapers in your country.

Newsweek is a weekly news magazine.

14 Fill the gaps in the sets of sentences below using the words given with each set.

- 1 a If you want to receive our organisation's free monthly, please tick this box.
b Harry is a big Kylie Minogue fan; he's got all her CDs, and he subscribes to her most popular
c They published a two-page for advertising purposes.
 - fanzine • flyer • newsletter
- 2 a The station wanted to broadcast the show in the morning, but the insisted that it be aired in the afternoon.
b He has thorough knowledge of jazz music, but his voice is not good enough for him to be a(n)
c He's been a(n) with Radio Wales for years, but he's just not as good on TV.
 - newscaster • producer • announcer
- 3 a He hosted a current affairs programme which featured many a heated between politicians.
b During his with Jonathan Stevenson, the Minister was unable to come up with satisfactory answers.
c In tonight's programme, criminologist Ian Crown will attempt a thorough of the alarming rise in crime.
 - interview • debate • analysis

Fixed Phrases

15 Choose whether A or B best completes the stem sentence, then explain the phrases in bold.

- 1 The dispute is not going to **die down** overnight;
A it's a very controversial issue.
B they'll have reached an agreement by tomorrow.
- 2 The speech is really **dragging on**;
A it's so fascinating.
B I hope it ends soon.
- 3 Don't **egg her on** –
A she takes enough dangerous risks as it is.
B she's already finished breakfast.
- 4 Thank goodness we had **something to fall back on**;
A we could have been seriously injured.
B we could have been left penniless.
- 5 Helen has **fallen behind with** her work;
A she'll have to do some overtime.
B she has lost most of her readership.
- 6 We have to **get** the office **fitted out** for opening day;
A there's a long list of equipment we have to buy.
B it has to be cleaned from top to bottom.
- 7 The sub-editor just doesn't **follow things through**;
A he doesn't like obeying the rules.
B he needs to show more perseverance.

Phrasal Verbs (Appendix 2)

16 Put the verbs **do** or **drive** in the correct form and tense with one or two appropriate prepositions to complete the following sentences.

- 1 The editor knew that if he didn't boost circulation, the newspaper was (**doom**)
- 2 Personally, I could have all the publicity. (**prefer not to have**)
- 3 They tried to the gang of reporters waiting outside the house. (**repel**)
- 4 The reporter felt the editor's decision had him a major story. (**deprive**)
- 5 He claims the newspaper has often him with biased reports based on innuendo rather than fact. (**unfairly give sb a bad reputation**)
- 6 The newspaper's offices have been twice in recent months. (**burgle**)
- 7 Before long, analogue TV will be and replaced by digital TV. (**dispose of**)
- 8 It took me some time to understand what the interviewer was (**allude to**)
- 9 The film set was in shades of blue and green. (**decorate**)
- 10 The magazine was business by its better organised rivals. (**force to disappear**)

Collocations

17 Match items from A and B to make collocations, then use them to fill in the gaps in the sentences.

- | | | | | | | | | |
|---|---------|----------|------------|---------|-----------|------------|-------|-----------|
| A | couch | prime | TV & radio | quality | regular | commercial | press | satellite |
| B | officer | listings | dish | potato | columnist | time | break | press |

- To receive foreign channels on your TV, you need a *satellite dish*.
- If you want to know what time the film is on, look it up in the
- We will continue our discussion with the Minister after a short
- My brother is a for *The Independent*, so he has to produce an article every week.
- He never does anything except watch TV. He's becoming a real
- Tabloids have greater circulation figures than the
- Advertising on TV during is expensive, but the advertiser's message reaches a wider audience.
- The company's updated journalists on the latest developments.

Commonly Confused Words

18 Select the **two** words that would each complete the sentence correctly.

- There is coverage of the World Cup final on all major sports channels.
A long B extensive C whole D full E entire
- Tonight's feature film is a drama starring Jack Nicholson.
A gritty B grinding C gripping D grasping E grating
- We go now to Wembley for the FA Cup final, with commentary by John Motson.
A living B live C running D lasting E current
- All the press carried stories on the wedding of the famous actor.
A topical B popular C general D local E typical
- The weather on Channel 4 is always extremely smartly dressed.
A man B broadcaster C girl D interpreter E commentator

Prepositions (Appendix 1)




19 Fill in each gap with the correct preposition.

- I'm telling you this complete confidence: Mark is not going to be able to continue in the team.
- There is no doubt that students who need to work to pay their fees are a disadvantage.
- some respects, the government is right to be reducing public spending.
- Thank you for joining me on tonight's programme, especially such short notice.
- A romantic comedy is being screened place of the cancelled football match.
- It looked as though Johnson was going to be elected, but the end he lost by about 600 votes.
- The staff is agreement with the introduction of a no-smoking rule.
- Never enter this room when filming is progress.
- After Fred's resignation, the whole endeavour is up the air.
- Craig was obviously not ease during the interview.

TV

20 a. Look at the following TV guide, and fill the gaps using the words below.

- pundits • viewers • looks ahead • affairs • romantic • award-winning • psychological • regional • mystery
- action drama • analysts

TV programme		
		
19:15 Eurosoccer Michael Everett 1) to tomorrow's crucial UEFA Cup fixtures. With 2) Graham Souness and Bobby Robson.	19:00 National and 4) News and Weather 20:10 Film: The Conversation (1974) 5) thriller starring Gene Hackman. A surveillance specialist, lonely, cynical and plagued by guilt from a previous assignment, is hired to monitor a young couple. (**)	19:30 Police! 9) sit-com with Will Brown and Andy McGhee. Harry is looking forward to his day off, but Lt White has other ideas.
20:00 Evening News With Michael Paling	22:05 Have Your Say Current 6) programme. Political 7) Keith Blake and Robert Dawson look at today's events and talk to 8)	20:00 Murder, She Wrote Murder 10) with Angela Lansbury. Jessica is attending a writer's convention in Switzerland, but something odd is going on at her hotel.
21:15 UK Premiere: Proof of Life (2000) 3) with Russell Crowe and Meg Ryan. An American civil engineer is kidnapped in South America. (*)		21:00 Film: Forget Paris (1995) 11) comedy starring Billy Crystal. An American goes to Paris to bury his father and meets the love of his life. (****)

b. Listen to a conversation between two people deciding what to watch, and mark the following statements as true (T) or false (F).

- The man seems to like action films.
- The woman can't stand romantic films.
- The woman finally agrees to let the man watch the film he prefers.

c. Look at the following phrases and tick (✓) the ones you heard in the recording.

- Anything interesting on the telly?
- Have you seen *Proof of Life*?
- Not really my cup of tea.
- Sounds interesting. Who's in it?
- How many stars does it get?
- What time is it on?
- Do you fancy watching *Forget Paris*?
- To be honest, I'd rather watch the other one.

d. Study the phrases in the prompt boxes on the right. Then, with a partner, look at the TV guide again. Using the phrases in the prompt boxes, as well as expressions from the exercise above, decide what you are going to watch.

Making a suggestion

- Guess what's on at ...
- How about watching ... ?

Asking for further information

- What time does it start/finish?
- Is that the one with/where ... ?

Accepting a suggestion

- Should be fun.
- Sure – why not?
- Sounds alright to me.
- Good idea.

Rejecting a suggestion

- I'm not really into that.
- Isn't there anything else on?
- Can't we watch something else?

A: Anything interesting on TV?

B: Well, how about watching ...

A: What's that about?

B: It's ...

Listening & Speaking

- 21 a.** You are going to hear part of a radio programme about interactive television. Before you listen, discuss the following questions.

- 1 Do you think television is "a window on the world" or just a passive form of entertainment?
- 2 Is there too much advertising on television? When is TV advertising particularly annoying?
- 3 Would you opt for a far greater range of television programmes to choose from if this option included an increase in advertising?

Listening – Part 2

- b.** Now listen to the radio programme and answer the following questions (1-5).

- 1 What does interactive television entail?**
 - A more people having Internet access
 - B superior television services
 - C improved web browsing
 - D a larger number of operators
- 2 In several years' time it is likely that**
 - A the Internet will be a mass medium.
 - B interactive TV will be widely adopted.
 - C conventional television will be phased out.
 - D every home worldwide will be online.
- 3 The growth of interactive TV may**
 - A be slower in the UK than in the US.
 - B lead to people buying more.
 - C overtake the growth of the PC Internet.
 - D not live up to expectations.
- 4 What are the drawbacks to interactive TV?**
 - A Image quality is not as good as on a PC.
 - B There is a huge amount of advertising.
 - C You can only download information.
 - D There are no news programmes.
- 5 What does the future hold for interactive TV?**
 - A It is doomed to failure.
 - B It is too soon to say.
 - C It seems to promise confusion.
 - D It may be too young to attract customers.

- c.** What is your opinion of interactive television? Do you think it is a good idea? Why/Why not?

Listening – Part 1

- 22 a.** Listen to a woman talking about radio station ratings, and answer the questions.

- | | |
|--|-------------------------------------|
| 1 The speaker directs criticism at | 2 What is the speaker's aim? |
| A ABC Demographics | A to defend ratings companies |
| B radio stations and ABC Demographics | B to inform the public |
| C radio stations, ABC Demographics and listeners | C to advertise a service |

- b.** Have you ever been misled by a radio or TV programme? In what way? Discuss in pairs.

- 23 a.** Listen to a couple discussing free local newspapers, and answer the questions.

- | | |
|---|---|
| 1 The man believes that trade newspapers | 2 The woman thinks that newspaper publishers are |
| A are full of useless information. | A arrogant. |
| B act as an economic barometer. | B benevolent. |
| C provide social cohesion. | C motivated by self-interest. |

- b.** Do you follow your local news, or are you mostly interested in national news? Why?

- 24 a.** Listen to a linguist talking about the word 'paparazzi', and answer the questions.

- | | |
|--------------------------------|------------------------------------|
| 1 Signor Paparazzo | 2 The speaker's attitude is |
| A adored famous people. | A prejudiced. |
| B coined the term 'paparazzi'. | B objective. |
| C was a fictional character. | C insulting. |

- b.** How do you feel about the paparazzi? Do you think that being a celebrity means that your life must be constantly under scrutiny?

- 25 a.** Listen to a talk about one of the world's first woman journalists and answer the questions.

- | | |
|---------------------------------------|---|
| 1 Nellie came up with her plan | 2 What was the editor's immediate reaction to Nellie's suggestion? |
| A to impress her boss. | A He fired her. |
| B as a result of writer's block. | B He rejected it outright. |
| C to show her femininity. | C He imposed certain conditions. |

- b.** How would you like to be in a job where you travelled all the time? Discuss in pairs.

- 26 a. You are going to hear a documentary about a famous radio broadcast. Before you listen, discuss the ways in which the media can sometimes behave irresponsibly.

Listening – Part 2

- b. Listen and complete the sentences.

Mercury Theatre's 1 was a programme entitled 'Chase and Sanborn Hour'.
Welles' adaptation of *War of the Worlds* involved shortening the story and 2 the setting.
Welles came on air and those who were tuned in heard him setting 3 .
A(n) 4 interrupted the music to announce the sightings of explosions on Mars.
The script was such that the interview with the astronomer sounded particularly 5 .
Many listeners missed the announcements that the programme was only a(n) 6 story.
The commentary and interviews sounded so real and 7 that people who had missed the announcements had no idea they were just a story.
Some people improvised gas masks; there were even reports of some early births and 8 .
This incident shows how the 9 can mislead audiences.

Speaking – Part 2: The News in Pictures

Comparing

Stage 1

- 27 a. With a partner, look at pictures B and D. What differences and/or similarities are there between the two kinds of *conflict* depicted?



USEFUL VOCABULARY: COMPARING

- Picture B shows ... whereas/while picture D...
- I think the two pictures are similar/different in that ...
- The most important difference/similarity between the two pictures is ...
- It's easy/It's not hard to see/notice the similarity/difference in ...

Evaluating

Stage 2

- b. Now look at all the pictures. Imagine that these pictures come from a photographic exhibition entitled *News Photography: We'll Always Be There*. The organisers have asked you to select two photographs for the poster advertising the exhibition. Together, decide on the two pictures which you feel are most suitable.

USEFUL LANGUAGE: EVALUATING

- I don't think picture * would have a place ...
- Picture * attempts to ... but I think picture * does this more effectively.
- I would definitely (not) include picture *.
- To me, picture * is essential for this kind of poster.

- c. Listen to two students doing the speaking task in the exercises above. Who is more successful? Why?

Think in terms of:

- contribution • wealth of ideas
- ability to communicate
- grammatical accuracy and breadth of vocabulary

Suggesting alternatives

- d. Together, suggest one other photograph which you would like to have seen on the poster. What would its theme be, and what would it add to the poster?

USEFUL LANGUAGE: SUGGESTING ALTERNATIVES

- What would have been really effective is ...
- It's a shame we don't have a picture showing ...
- The poster would be so much better if we had a picture of ...
- A picture of ... would do the job so much better.

Sample Interview

- 28 a. Look at the products pictured below and talk about what is being advertised. What is your opinion of TV advertising? How successful do you think it is?
- b. Read this article about the early days of British TV advertising. Some paragraphs have been removed from the article. Choose from paragraphs A-H on the opposite page the one which fits each gap (1-7). There is one paragraph which you do not need to use.



A Short History of British TV Advertising



Reading – Part 3

Television advertising in Britain began on 22 September, 1955 with the **inaugural** broadcast of ITV, the first commercial television channel. Up to this point, the only television channel was the BBC, which operated a strict policy of no advertising. Viewers seemed happy with this arrangement, and less than enthusiastic about the prospect of advertising on their screens. Most commentators gave the new ITV station little chance of success.

1

The early commercials were rather different from those we are familiar with today. Most noticeable is that they were in black-and-white, but they were also much longer than today's adverts, and they were far more **stilted**. In effect, they were moving newspaper adverts. In part, this was a result of the lack of experience in television advertising in Britain. But, more importantly, it was because the television industry was concerned not to appear too American – the bogey of public service broadcasting.

2

The morning after the first commercials appeared, Bernard Levin wrote in the *Manchester Guardian*: "I feel neither deprived nor uplifted by what I have seen ... certainly the advertising has been entirely **innocuous**. I have already forgotten the name of the toothpaste."

3

Other formats followed, this time in the no-man's-land between advertisement and editorial. These were known as time spots and advertising magazines. In time spots, the advertiser booked the station clock and tied in his product with the time announcement. "Time to light a red-and-white" claimed one cigarette manufacturer. Other punctual advertisers were Ever-rite watches and Aspro. The Independent Television Authority (ITA) regarded the time spots as annoying and abolished them in December 1960.

4

It first appeared in the spring of 1957. It relied on a believable story line, recognisable characters and the warm personality of the landlord. Products, from the familiar to the **outlandish**, were skilfully woven together each week. After the demise of the ad mag format, the same actors appeared running Jim's stores in a series of adverts for Daz, continuing the successful mix of popular proprietor and 'good' advice.

5

The type of products advertised on television have changed over the years. In the 1950s advertising was dominated by the soap powder manufacturers and food advertising. In the 1960s there was little car advertising, due to an agreement between manufacturers. The car manufacturer Datsun arrived from Japan in the 1970s and broke the cosy agreement between the cartel not to advertise.

6

In the 1980s advertising changed again. New outlets for the message arrived in the form of Channel 4 and Breakfast television, but there were also cultural changes brought about by Thatcherism. The possibility of advertising on the BBC replacing the licence fee was strongly suggested by the Adam Smith Institute. Their report went on to recommend that cigarette advertising, banned in 1965, should be reinstated. (The BBC still does not carry advertising, and the ban on tobacco advertising remains in place.)

7

Television advertising has come a long way since 1955. Many products have disappeared from the screens and been replaced by ones undreamt of forty years ago. But the great adverts live on in the viewer's memory.

- A** The '70s brought us new ads such as the Smash Martians and the Hamlet cigar adverts. Old favourites remained on the screen, often with a new twist to liven up a familiar product: thus the popular star of one series of ads, Katie, was sent to America with her family, letting her explain all about Oxo to her new American friends while **giving an added gloss** to a familiar product.
- B** The advertising magazine ran for a few more years until 1963 when it, too, met its end. Created to encourage small advertisers who could not afford their own ad slot, they had a loose story format and each episode featured a collection of products. The most famous was *Jim's Inn*, set in a hotel with Jimmy and Maggie Hanley as the owners.
- C** The first commercial was for Gibbs SR toothpaste. It featured a tube of toothpaste, a block of ice and a commentary about its "tingling fresh" qualities. Its style was jerky and uncertain. Typically of the early adverts, any single frame could be used with a written caption as a newspaper advert. The first Persil adverts were actually adapted from their familiar posters, with dancers and sailors in different shades of white and the announcer reassuring us that "Persil washes whiter. That means cleaner."
- D** ITV's detractors claimed it would be too American, the British public would not want their programmes interrupted by adverts and it would never be as good as the BBC. Bound up with the new challenge to the BBC was the issue of advertising. The British, it seemed, felt that the proper place for advertisements was in newspapers. When it came to television, nobody could have predicted the relationship that the viewing public would later have with their favourite TV ads. But that was still a long way off.
- E** Until the 1970s, the advertisers' approach was very much to tell the viewer why they should use that product. The style changed in the 1970s, with viewers being invited to share in the lifestyles and values of the characters using the product on screen. Whether as a result of the introduction of colour **spurring people on** to new heights of creativity, or simply because viewers were now television-literate and demanded higher production values, adverts in the 1970s were noticeably different from what went before.
- F** This emphasis on money was to change the face of advertising completely. Soon, major corporations started to grow up around the new industry, and the type of programmes shown was dictated by large financial concerns. Gone were the days when the television-viewing public actually had a say in what they watched. From this point on, we would be subjected to sponsorship by all kinds of manufacturing and service industries. Nor were we likely to forget, with their constant reminders that "This programme is brought to you by Smiths – the tastiest crisps money can buy."

- G** Clearly, there was a need for more effective advertising, and the presenter commercial was a standard format which was arrived at very quickly. The presenter, often a personality with whom the viewers would be familiar from popular programmes or the theatre, would appear using the product and **extolling its virtues**, perhaps with the aid of a chart or 'scientific' demonstration. At the end, a sincere out-of-vision announcer would recap on why that presenter had chosen the product. It was a popular, easy-to-write format that could be produced with minimal sets and therefore was cheap to make. Even so, many of the early presenters seemed to confuse shouting with communicating.
- H** Interactive adverts started to appear in the late 1980s. The first was an advert for Mazda cars. In this, viewers were instructed to video-record the ad and play it back frame by frame. On doing so they were able to take part in a competition to win a Mazda car. First Direct also ran interactive adverts, simultaneously on ITV and C4; by switching between the two channels, viewers could see either a positive or a negative outcome to the story. Neither of these examples were truly interactive, but they did force viewers to become more involved.

Follow-up

- 29** a. Underline the parts of the completed text which helped you to choose which paragraph goes where.
- b. Match the phrases in bold from the text to their synonyms below, then make sentences.
- | | |
|---------------|-------------|
| 1 encouraging | 5 enhancing |
| 2 inoffensive | 6 unusual |
| 3 first | 7 unnatural |
| 4 praising | |
- 30** Describe your favourite TV advertisement and explain why you like it.



The Passive

Grammar Reference

31 Change the following paragraphs from active to passive where appropriate.

- 1 When Steve made the local football team, a talent scout spotted him, and before he knew it, the owner of a major team asked him to sign a contract. People say he is the best soccer player England has ever produced.
- 2 Most of us feel that the Council should supply more dustbins to alleviate the refuse situation. Litter covers the path in the local park, and rubbish overflows from the few dustbins that the Council has provided.
- 3 When they promoted Bess to CEO of the company, they gave her the authority to hire or fire anybody she wanted to. She replaced two of the lazier secretaries, and people say she will hire an extra person for Saturdays.
- 4 We regret to inform you that we have misplaced your luggage. It appears that a baggage handler put it on a plane to Italy. We will contact you as soon as we have discovered its exact whereabouts.

32 Decide which prepositions – *by*, *from*, *in* or *with* – are needed with these passive verbs.

- 1 The door was opened a long piece of wire a clever and experienced thief.
- 2 The stadium was packed cheering fans.
- 3 I'm not particularly interested animals.
- 4 My wife's name, Zoe, is derived the Greek word for 'life'.
- 5 The wooden table was painted a special protective varnish.
- 6 He was distracted his work as a result of the noise.
- 7 He was covered bruises after the fight.

33 Change these sentences into the passive, paying special attention to prepositions.

- 1 I resent your laughing at my efforts.
.....
- 2 You should listen to the editor's advice.
.....
- 3 In the '50s nobody had even dreamt of interactive TV.
.....
- 4 Someone must take care of the details.
.....
- 5 Is somebody going to pay for the radio?
.....

The Causative

Grammar Reference

34 Make suggestions/comments, using the causative, in response to the following sentences.

- 1 There's a constant draught coming through that broken window.
We need to have it repaired.
- 2 The GP couldn't do anything about Michael's bad back.
- 3 I really don't have the time to do my own tax this year.
- 4 Fred realised it would be unwise to proofread his own essay.
- 5 It was really foolish of you to leave the car doors unlocked.
- 6 Keith doesn't even know how to use an iron.
- 7 I wish you weren't so careless when you eat. Look at your shirt!
- 8 Trying to cut my own hair was a terrible mistake.

Key Word Transformations

35 Rewrite the following sentences using the words in bold type. Do not change the meaning of the original sentence. Use between 3 and 8 words.

- 1 He wore a wig and sunglasses so that nobody would recognise him.
avoid In
..... he wore a wig and sunglasses.
- 2 Betty's house was burgled last night.
broken Betty
..... last night.
- 3 Fox hunting is prohibited in this county.
allow They
..... in this county.
- 4 She doesn't appreciate it when people at school confuse her with her twin.
being She doesn't appreciate
..... at school.
- 5 I hate it when shopkeepers put pressure on me.
having I hate
..... shopkeepers.
- 6 Her claim that she was ill didn't fool me.
taken I
..... she was ill.
- 7 This dress is said to have been worn by Marilyn Monroe.
wore Rumour
..... this dress.
- 8 Apparently the government is about to lower taxes.
believed The government
..... lower taxes.

Open Cloze

36 Fill in each gap using **one** word.



ADVICE FOR ASPIRING JOURNALISTS

Getting a newspaper job is one of the biggest challenges you will face in becoming a breadwinning news-writer. You might 1) want to hear it, but for 2) opening in a newsroom, there are, on 3) , fifty qualified applicants. On the up side, editors are always eager to hear from 4) who have a solid education and who demonstrate the talents and skills of journalism. Your 5) of landing an apprenticeship or your first full-time job are enhanced 6) you prepare carefully. When preparing your curriculum vitae, go through your personal background to identify experiences 7) will make you stand out from the 8) applicants. Travel, educational specialties, volunteer 9) , knowledge of languages or different cultures are experiences that could give you that leading edge 10) the competition.

Before you apply, 11) time with the newspaper you're hoping to write for. You might find past issues in your college or journalism school library, or you 12) get a one-month subscription. Read the paper, then study it. Is it well organised? Are features and sections easy to locate? Does it carry information that is useful to someone new 13) the area? Are the stories interesting, informative and balanced? Jot 14) your impressions on the paper's strengths and weaknesses. Learn the basics about the paper: 15) major market, circulation, history and traditions.

Word Formation

37 Use the word in capitals to form a word that fits in the spaces.



THE BIRTH OF SENSATIONALISM

At the time of the 1) of President John F Kennedy, television news was still very much in its 2) as far as presenting such 3) live events was concerned. For the first time, the people of an entire nation sat before their screens in horror as details of the attack and subsequent death of their President unfolded before their 4) eyes.

Unfortunately, far from presenting the events and their implications with professional detachment and 5) , the various broadcasters involved allowed their 6) to be usurped by inappropriate displays of personal emotion.

With hindsight, such a loss of that all-important detachment can be understood and even forgiven, given the fact that the medium was faced with such an 7) act of calculated violence at a time when the nation as a whole had never experienced such an event within the television age.

For the following 25 years, television news 8) reported on many tragedies. It was not until the disaster of PanAm Flight 103 over the small Scottish village of Lockerbie in 1988 that the news media were again galvanised to such an extent. More 9) , though, the Lockerbie disaster also highlighted a far more disturbing trend in television news' handling of the 10) aftermath: the unrestrained use of sensationalistic reporting.

ASSASSIN

INFANT
SHOCK

BELIEVE

CLEAR

OBJECT

EXPECT

ROUTINE

WORRY

HORROR

38 Look at these words using the prefixes *re-*, *over-*, *under-* and *out-*. How do the prefixes affect the meanings of the words?

recycled	underpaid	underground
overwhelmed	overheat	outwit

Match the words above with the idea conveyed by the prefixes:

a excess	c more or better than	e below
b repetition/again	d insufficient	f power/authority

Now make as many words as possible from each of the words below, using the prefixes *re-*, *over-*, *under-* and *out-*. Then make ten sentences using some of the words you have formed.

• do • cook • live • class • developed • look • use • go
• estimate • fund • run • play • dress • write • line

39 Look at the noun suffixes in these words from texts in this unit.

creativity conscience irrelevance sponsorship

Use these suffixes to make nouns from the words below. Then make sentences using the nouns you have formed.

• present • tolerant • complex • court • persist • dependent • brief
• craftsman • sincere • anxious • fragile • resilient • leader • resonant

Words with Multiple Meanings

40 Find one word which is appropriate for all three gaps in each of the following sets of sentences.

- It is difficult to all the information given in a lecture, so you should always take notes.

We will coat the walls with sound-proof material so that they most of the noise coming from outside.

We would rather advertising did not so much of the company's budget.
- These prices do not to weekends and holidays.

The doctor instructed her to the ointment twice a day on the affected area.

Unless you are British, you cannot for a student grant.
- My cat climbed up to a high of the oak tree and could not make its way back down.

Our London has a vacancy for an accounts manager.

The of philosophy dealing with morality is called Ethics.
- His sense of humour made him popular.

Mild, wet winters and summers are characteristics of the Mediterranean climate.

The paint on this window isn't yet, so don't touch it!
- A long of people stood outside the theatre, patiently waiting for possible cancellations.

I have John Wilcox on the ; he says it's an emergency.

The groom began his speech with a well-known from a Shakespearean sonnet.

Summary Writing

41 a. Look at the following summary question and underline the relevant parts of the two texts.

In 50-70 words, summarise the two journalists' opinions about when the use of a hidden recording device is justified.



STRATEGY POINT: Working within the word limit

Always respect the 50-70 word limit specified in the rubric. To do this, you will have to condense ideas appearing in the two passages. Some ways to do this include:

- Using a **categorising term**, e.g. *required qualifications* instead of *a good degree in a Science subject and a certification of competence by the National Engineering Association*.
- Using **quantifiers**, e.g. *Most people believe that...* instead of *With the exception of doctors, pilots and lawyers, people believe that ...*
- **Omitting unnecessary information**, e.g. *The government* instead of *The government and all of the people who work alongside it ...*
- **Cutting out repetition**



A Reporters at the Lexington Herald-Leader knew they were on to an extremely hot story when they learned that a group of fans were plying basketball players with cash and other gifts in violation of NCAA rules. There was only one problem. All the reporters had were handwritten notes. To counter recanting, they wanted to tape-record all interviews.

All journalists have encountered people who are inhibited by being taped, and our reporters were concerned that sources wouldn't be sufficiently forthcoming if they knew a recorder was running. But is it legal to tape people without their consent? We checked and found that the answer is 'yes'. There is no federal law to bar anyone from taping their own phone calls without informing the other party. But that still left us with another concern. We didn't want to get a reputation for being sneaky, and find ourselves with dried-up sources.

Our editor advised the staff, in writing, to be upfront with all sources and generally not to tape interviews without people's knowledge. But the basketball story presented some unusual problems. We didn't want to be faced later with a flood of lawsuits from players who came under pressure to take back their testimony. And tapes would protect us by providing indisputable evidence of what had been said. Would this be breaking faith with our sources? No. The key point was that people would know they were talking to us on the record and were expecting to be quoted. Tapes are merely a more complete form of notes.

B Television journalists must be responsible in deciding when and how to use hidden cameras. Too often, we recklessly use these powerful tools and in so doing cause great harm to others and to ourselves. There are times when using hidden cameras may be the only way to effectively tell an important story about a significant issue. The best of hidden camera reporting has exposed systemic racial discrimination, critical weaknesses in airport security, gross incompetence by law enforcement officers and abhorrent patient care in nursing homes and hospitals. Unfortunately, such examples of excellence are outweighed by the glut of hidden camera stories focusing on small-scale consumer scams, 'gotcha' pieces targeting someone for a minor breach of behaviour, or weak investigative reports that don't justify deception.

When truly needed, hidden cameras should be put in the hands of skilled journalists who recognise their great potential both to document important truths and to cause considerable harm. Most hidden camera reporting involves some level of deception, and since we are in the business of pursuing truth, there is more than a hint of hypocrisy in employing such methods.

It is only acceptable when we truly serve a greater principle, such as exposing a highly important and otherwise elusive truth. Therein lies the first standard for deciding when it is appropriate to use hidden cameras: we must be uncovering exceptionally important information. It must be of vital public interest, such as preventing profound harm to individuals.

- b. The summary below contains the relevant points from the texts, but is 138 words in length. Edit it so that it does not exceed 70 words.

The two journalists who wrote these two texts feel that it is justified to use hidden microphones or hidden cameras in a few specific instances. First of all, the writer of the first passage believes that hidden microphones or hidden cameras may be used in order to provide concrete proof of what someone previously testified, in case they are persuaded to change their mind. He also believes that using these devices is appropriate when a newspaper may have to defend itself against possible legal action coming from the people who have given them information. The writer of the second passage, on the other hand, claims that using hidden cameras is permissible if they are the best and only means of clearly presenting news which is controversial, and for news reports which concern the general safety of the public.

Letters to the Press / Authorities

Formal letters are often written in response to something you have heard or read. There are many reasons for writing (e.g. to complain, to offer your opinion, etc). It is essential, when writing such letters, that the register is appropriate for the target reader (e.g. a newspaper/magazine editor, the local council, etc). In other words, the tone of the letter should be respectful, and the person receiving the letter should have a clear idea of the reason you are writing.

A formal letter should contain:

- An **introduction**, in which the reason for writing is clearly stated. In many cases, it is necessary to state who you are and what you are responding to (e.g. an article which you found offensive, an advertisement that you object to, a television programme that you felt was inaccurate, etc).
- A **main body**, in which the task is covered according to the instructions given. Each point is presented and analysed in different paragraphs. We start each paragraph with a topic sentence introducing the topic, then we write examples/justifications to support each point (supporting sentences).
- A **conclusion**, in which you summarise your opinion. The conclusion can also contain a demand/recommendation/etc concerning any action you want taken.

Understanding Rubrics

42 Read the writing task below and answer the questions that follow.

- You have recently read the following as part of a newspaper article about television. You have decided to write a letter to the editor of the newspaper, responding to the points raised and expressing your own views.

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

- 1 What are the main points that need addressing?
- 2 Who do you have to write to? How formal should your writing be?
- 3 In the table below, tick the boxes to show how strongly you feel about the points mentioned.

	Fully agree	Tend to agree	Tend to disagree	Strongly disagree
Television is little more than a waste of our time and energy.				
The way it has become, television neither informs us nor entertains us.				
It acts like a drug on society, keeping people at home watching programmes of poor quality.				
Viewers are bombarded with advertisements for products and services which they think they need.				
Life would be much better if we abolished television altogether.				

Agreeing & Disagreeing

43 Use the phrases below to comment on the opinions in the rubric in Ex. 42. Support your opinions with explanations and/or examples.

Showing agreement

- I could not agree more that ...
- I entirely/fully agree that ...
- I am inclined to agree with/that ...

Showing disagreement

- I totally disagree with/that ...
- It is untrue/incorrect/unfair to say that ...
- I do not agree (with the statement) that ...

I could not agree more that watching television is a waste of time and energy. In fact, ...

Analysing the Model

44 a. Read the letter opposite and replace the words/phrases in bold with those given below.

- believe • view • in fact
- moreover • to conclude
- challenge • clearly • while
- totally disagree with
- grossly inaccurate
- with reference to • tend

b. Answer the following questions.

- 1 Do you think the letter is effective? Why (not)?
- 2 What information is included in the introduction?
- 3 Do the topic sentences in the main body of the letter clearly state the subject of each paragraph?
- 4 Does the writer agree or disagree with the points in the rubric in Ex. 42?
- 5 What examples/justifications does the writer give in support of his/her views?
- 6 How does the writer conclude the letter?
- 7 What changes would you make to this letter in order to express your own opinions?

Dear Sir/Madam,

I am writing **1)** in response to the article about television in yesterday's issue of your newspaper. As a keen television viewer, I **2)** strongly object to some of the comments made, and I find the claim that television is a waste of time and energy to be **3)** completely misinformed.

First of all, I am totally against the **4)** statement that television is neither informative nor entertaining. **5)** On the contrary, I believe it is a highly educational medium which is of particular value to young people. We only have to look at the programmes produced for schools and colleges to realise that this is a very effective way of teaching. **6)** In addition, the entertainment that television provides is beyond dispute, given the fact that it has proven so popular among its millions of viewers worldwide.

Secondly, I would like to **7)** take issue with the suggestion that television acts like a drug on society. **8)** Obviously there are people who abuse television, but its popularity is partly based on the relaxing effect it can have. To suggest that this is in some way a form of political control is a gross exaggeration. Furthermore, the implication that all television is of poor quality is also misleading, as the many prize-winning productions will bear out.

As far as advertisements are concerned, I **9)** am inclined to agree that they are excessive. **10)** Although I recognise the need for TV stations to fund themselves through advertising, I **11)** feel that stricter limits should be applied in order to determine the quality and quantity of commercials. Whether or not viewers genuinely need the products or services on offer is beside the point – the fact remains that advertisements have become extremely intrusive and should be subjected to greater control.

12) In conclusion, television is a highly useful medium which, if properly used, can be of great educational and entertainment value. To abolish it would be a violation of our fundamental right to freedom of choice. I look forward to seeing this letter printed in your newspaper as I feel confident that many of your readers will support my point of view.

Yours faithfully,

Walter Graham

W D Graham



Finding the Right Phrase

45 Underline the correct word or phrase in bold in the sentences below.

- According to / In view of** your report, the situation is far more serious than was originally thought.
- The article **implied / inferred** that young people were somehow responsible for this trend.
- I also disagree with the **point / message** that your journalist made concerning the power of the press.
- I found the comments about students particularly **offending / offensive**.
- Despite / Although** I agree with this up to a point, I feel that there is more to the issue than your correspondent seems to be aware of.
- As **far / long** as television news is concerned, I believe that the standards of journalism are exceptional.



Beginnings and Endings

46 Match the beginnings and endings of the formal letters below. Then say which letter has been written:

- to the local authorities
- to a newspaper/magazine editor
- to a television programme controller

BEGINNINGS

A Dear Sir/Madam,

I am writing in my capacity as chairman of the residents' committee to request that action should be taken regarding the dangerous state of the children's playground in Walden Street.

B Dear Sir,

The purpose of this letter is to draw your attention to certain inaccuracies in the report on education which appeared in yesterday's *Globe*.

C Dear Mr Crouch,

I am writing to express my disapproval of the content of your documentary, 'A Cruel World', which was shown last night at 9 pm. I found the scenes of horror and disaster to be in very poor taste, especially at a time when young children were watching.

ENDINGS

1 ... Since this a very serious matter, I would urge you to give greater consideration to the nature of images which are shown.

Yours sincerely,

P Newton

(Mrs) P Newton

2 ... I trust you will give this matter your immediate attention in order to avoid a potentially serious accident.

Yours faithfully,

George K Sanderson

George K Sanderson

3 ... I feel that the public has the right to know the truth about this situation, and I look forward to seeing this letter published in order that the record can be set straight.

Yours faithfully,

KF Wilson

KF Wilson CBE

Discuss & Write

47 Read the rubric below and answer the questions that follow.

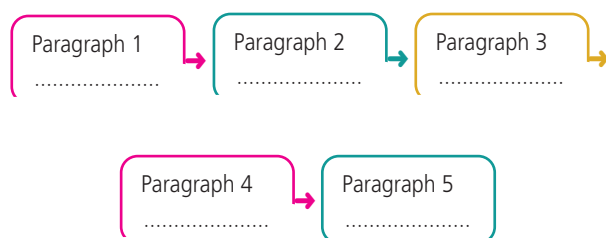
- You have read the following as part of a newspaper article on the coverage of news in the media. You have decided to write to the editor of the newspaper, responding to the points raised and expressing your own views.

There is simply no way that we can get any kind of objective reporting anywhere. Current affairs programmes are biased and uninformative. Newspapers are more interested in gossip than anything which can be called 'news'. TV news programmes are more concerned with showing sensationalist details than reporting the facts. Where is this going to lead?

- Who must you write to?
- What is your reason for writing?
- Which points must you respond to?
- Say whether you agree or disagree with each point.
- How could you support your views?
- Suggest words and phrases that would be suitable to use in expressing your opinion.
- How would you begin and end your letter?

Paragraph Planning

48 Look back at the rubric and extract above and, in the plan given, make notes about what you will include in each paragraph.



49 Using the information above, write the letter outlined in Ex. 47.

Writing a Balanced Argument

Some writing tasks require you to look at an issue from both sides. Balanced arguments are usually found in articles or essays written for a teacher or tutor. They are often on a serious or academic subject, so the writing needs to be formal. The key to a balanced argument is that it gives equal weight to opposing or contrasting viewpoints.

Balanced arguments should contain:

- An **introduction**, in which you clearly mention both sides.
- A **main body**, in which the paragraphs are divided equally between the two opposing viewpoints.
- A **conclusion**, in which you summarise the main body and/or make a thought-provoking comment.

Understanding Rubrics

50 Read the rubric below, underline the key words and phrases and answer the questions that follow.

- You recently read the following in an article about television. Now your teacher has asked you to write an essay, based on the article, in which you examine the positive and negative aspects of television.

Television: A Blessing or a Curse?

Mention the subject of television these days and you're sure to get a mixed response. One side claims that it is a boon to mankind which provides us with a wealth of entertainment and is a rich source of information. Others say that it is damaging for the individual and is responsible for a number of society's ills. Is it possible, with such extreme views in favour of and against television, that both sides are right?

- What do you have to write?
- Who is the target reader? What style is appropriate?
- Which points do you need to respond to?

Paraphrasing

51 Match phrases 1-6 to their equivalents (a-f). Why should these changes be made? Can you suggest other suitable ways of paraphrasing these expressions?

- | | |
|---|------------------------------------|
| 1 to get a mixed response | a has harmful influences |
| 2 is damaging for the individual | b on society |
| 3 is responsible for a number of society's ills | c has a lot to offer in the way of |
| 4 boon to mankind | d is very informative |
| 5 is a rich source of information | e can actually harm the viewer |
| 6 provides us with a wealth of | f marvellous invention |
| | g to stir up disagreement |

→ Analysing the Model

52 Read the model below and replace the words and phrases in **bold** with suitable alternatives from Ex. 51. Then answer the questions that follow.

Without doubt, the question of television's value **1) gets a mixed response**. Some believe that it is a **2) boon to mankind**, while others maintain that it is the cause of a number of serious problems. Could there be an element of truth in both arguments?

First of all, it cannot be denied that television **3) provides us with a wealth of** entertainment. The huge variety of programmes available has made television the single most popular activity in millions of homes around the world. To take just two examples, the mass appeal of quizzes and reality shows means that many traditional forms of entertainment have been almost entirely replaced.

In addition, there can be no doubt that television **4) is a rich source of information**. Thanks to the fact that so much money has been invested in the medium, television is able to broadcast a huge range of well-researched and educational programmes. Thousands of dedicated professionals help to ensure that documentaries and current affairs programmes are as factually accurate as possible, as well as guaranteeing a fast and reliable news service.

On the other hand, certain aspects of television **5) are damaging for the individual**. For instance, spending long periods of time in front of a television screen could have adverse effects on the eyesight, or on the person's general level of health and fitness. Even more worryingly, television is influential enough to affect the mind. It is not difficult to imagine how this influence could lead to viewers gaining a distorted vision of the world.

What is more, it seems clear that television **6) is responsible for a number of society's ills**. Examples of this include a marked increase in violence and bad language, both of which are frequently attributed to the widespread influence of television. Genuine fears have also been expressed that it is a medium which lends itself to abuse in the form of political propaganda.

On balance, there are a number of convincing arguments both in favour of and against television. Since it is obviously here to stay, perhaps it is not the medium itself which should come under closer scrutiny, but rather the way we use it.

- 1 What has the writer included in the introduction?
- 2 How are the main body paragraphs divided?
- 3 How is the final comment 'thought-provoking'?

53 Fill in the gaps with suitable points from the model.

Introduction:

according to some, television is
but others think it is

1st point in favour of TV:

TV provides entertainment

explanation: variety of programmes → popular home activity

examples: /

2nd point in favour of TV:

TV is

explanation: money and dedicated professionals → quality programmes

examples: /

1st point against TV:

TV can be bad for you

examples: negative effects on /

..... / /

2nd point against TV:

TV can be bad for society

examples: / /

..... /

Conclusion:

there are a number of both

..... and television.

The way we use television should

→ Paragraph Building

54 Read the following rubric and topic sentences. Then use the prompts given to write supporting sentences for each paragraph. Then, for each one, write an additional sentence of your own to make a complete paragraph.

- You recently heard the following statement during a lecture on Media Studies. Now your tutor has asked you to write an essay analysing both sides of this issue.

"Freedom of the Press means two things – newspapers have the right to print what we want to hear, but they can also print things that we don't want to hear."

- a Firstly, people have the right to know the truth about what is happening in the world.
For example, / war or natural disaster, / press have / responsibility / keep / public / inform.
- b Furthermore, it is the job of a newspaper to report the facts as objectively as possible.
By this I mean / all events / report / regardless / opinion / editor.
- c On the other hand, newspapers need to exercise caution with some of the things they publish.
*In other words, / opinions vary / what / consider / good taste.
Photographs / graphic details / such things / accidents / cause offence.*
- d In addition, newspapers can also be used as a political weapon.
For instance, / newspaper / linked / political party / unfairly criticise / opposition.

→ Error Correction

- 55** The following extract from a letter contains some mistakes. Find them and correct them. What kind of letter is this?

Dear Sir,

I write 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 the suggestion that the French do not respect the British.

The animosity which your writer mentions exist only in old-fashioned prejudice which, thankfully, is quickly becoming extinct. Whenever differences there might be between the international policies of the two countries (particularly in matters pertaining to the European Union), we must no forget that, in times of world crises, the French have been our good neighbours and trustworthy allies. This is most clear reflected in the harmonious relationships formed whenever a Britton 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. 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 the English language fluently and are familiar with British history and traditional which forms an important part of their primary, secondary and higher education.



- 56** Read the following rubrics and underline the key words and phrases. Then, for each one, answer the questions that follow.

- A** You have read the extract below in a magazine about home entertainment.

Is Radio Dead?

There has been a lot of talk recently about the death of radio. Television has advanced so rapidly that the humble radio has been left far behind. Is it time to throw our transistors in the rubbish bin – or is there still some life in the medium? We want to know what you think. Write a letter analysing the good and bad points of radio and telling us if you think it has a future.

Write your letter.

- B** Following a discussion on advertising in the media, your tutor has asked you to write an essay examining the positive and negative aspects of advertising. Listed below are the main points from the discussion.

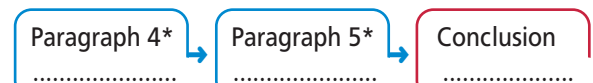
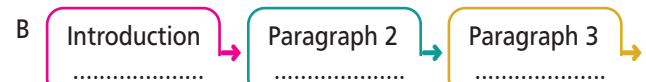
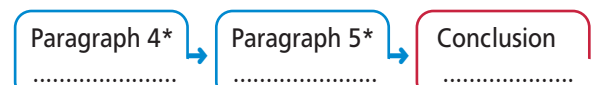
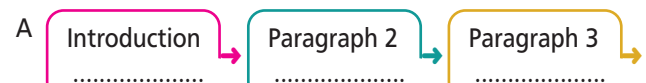
Advertising:

- helps finance programmes, newspapers, etc, and therefore provides for more choice and better quality in the media.
- is intrusive and should be controlled more strictly.
- informs consumers of the availability of new products.
- creates an artificial demand for products and encourages excessive consumerism.

- 1 What type of writing is this?
- 2 What style is appropriate?
- 3 Who are the target readers?
- 4 What are the main points for and against?
- 5 Suggest how you could paraphrase items from the writing task to avoid repetition.
- 6 What would you include in the beginning and ending?

→ Paragraph Planning

- 57** a. In pairs, discuss the information that you would include in the paragraph plans below.



** These paragraphs may not be necessary.*

- b. Think of appropriate topic sentences for your main body paragraphs. How will you support your topic sentences?

- 58** Using the information you have learned in this unit, write one of the tasks you discussed in Ex. 56.

Planes, Trains and Automobiles

4



Lead-in

- 1 a. Which of the means of transport shown in the pictures do you associate each of the words below? What other words can you think of?
- romantic • affordable • safe
 - comfortable • versatile • tedious
 - pricey • stressful • dangerous
 - tiring

- b. Talk about these means of transport as in the example.
- Travelling by train can be quite safe, but some people find it tiring.*

- 2 Match these notices with the pictures above. What do they mean?



- 3 a. Following are the results of a survey on how British people travel to work every day. Listen and fill in the gaps in the table.

HOW DO YOU TRAVEL TO WORK EVERY DAY?			HOW SATISFIED ARE YOU WITH THE MEANS OF PUBLIC TRANSPORT YOU MOST REGULARLY USE?		
	MEN	WOMEN		MEN	WOMEN
	1)	32		very	5)
	13	3)		moderately	not at all
	2	7			
	2)	49			
	11	4)			

- b. Now report the survey's findings using the prompts below.
- most/least popular amongst...
 - more/less frequently used by...
 - rarely used by either group
 - satisfaction levels amongst ... are high/low/moderate

Using their private car is by far the most popular means of commuting amongst women.

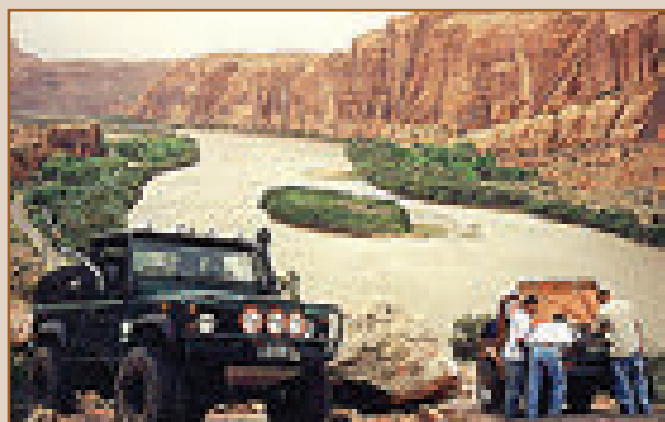
- c. What do you think the results of a similar survey would be in your country? Make sentences using the prompts below.
- would (not) be as/less/more popular ...
 - the corresponding figure would probably be in the region of ...
 - satisfaction levels would probably (not) be as high/low ...

- 4 Look at the following quotations. What do they suggest about the reasons for which people travel?

"I travel a lot; I hate having life disrupted by routine."
Caskie Stinnett (US writer)

"We wander for distraction, but we travel for fulfilment."
Hilaire Belloc (British writer and historian)

- 5** a. Look at the pictures on the right. Where are they taken from?
- b. Now look at the title. Why might you have to "conquer" *Raw Deal* and *Predator*? Can you guess what these might be the names of?
- c. The following words appear in the article. In what context do you think they will appear?
- four-wheel drive fanatics • desert • mountainous terrain • adrenaline • obstacle • punctured
- d. Read the text quickly and check your answers.
- 6** a. Read the text again and answer the questions below (1-7).
- 1** According to the first paragraph it seems that
 - A a cold climate is essential for four-wheeling.
 - B four-wheeling is most challenging in forested areas.
 - C the area mentioned is green all the year round.
 - D wet weather is not ideal for four-wheeling.
 - 2** The trails mentioned in the second paragraph
 - A were specially built for four-wheeling.
 - B have been shaped by natural forces.
 - C are too dangerous for vehicles.
 - D have been carefully cleared.
 - 3** According to the writer, the *Raw Deal* trail
 - A is the most dangerous of its kind.
 - B is more difficult than meets the eye.
 - C can only be used by trucks.
 - D is fairly straightforward to drive on.
 - 4** The two paths which diverge from *Raw Deal*
 - A lead to an unpaved route.
 - B are equally treacherous.
 - C return you to your starting point.
 - D present potentially hazardous conditions.
 - 5** The writer points out that the *Predator* trail
 - A is less challenging than *Raw Deal*.
 - B can damage your vehicle.
 - C requires rock climbing skills.
 - D is constantly immersed in water.
 - 6** What does the writer say about the *Predator* trail in the penultimate paragraph?
 - A People have defaced it with graffiti.
 - B It can cause people to lose their tempers.
 - C Larger vehicles will find it impassable.
 - D It consists of fairly uniform terrain.



- 7** From the text it would seem that four-wheeling is a sport that
- A can be practised in all weathers.
 - B is only for professional sportspeople.
 - C does not require any physical fitness.
 - D requires no particular skills.
- b. Who do you think the writer of the article is?
- c. How do you like the idea of four-wheeling? Would you try it? Why? Why not?

Reading Part 4

CONQUERING RAW DEAL & PREDATOR

While much of the north end of the country lay buried under a blanket of the cold white stuff, a group of American four-wheel drive fanatics in Arizona decided it was high time to hit the trails. It was a bright February day with weather just perfect for desert wheeling. Our destination for the day was a group of trails near the small town of New River. This area could be considered high desert and is riddled with Palo Verde trees, and other arid-climate vegetation. Since it was **the dead of winter**, much of the area was relatively green **due to** recent rains. There were also a variety of wildflowers **in bloom**.

A group of trails snake through this region of the state. Some are hill trails that **traverse** more mountainous terrain and offer extensive views of the desert. Others, such as the ones we sought, are wash trails that follow the **meandering** paths carved in the canyon floors by flash floods and rain run-off. These washes are scattered with **rocky outcrops** and surface boulders, providing hard-core challenge for rock crawlers.

Our group, specially **hand-picked** for this day of off-road adventure, included a small collection of Toyota trucks and Ford 4-Runners. With adrenaline flowing, hubs locked and gear shifts in low position, we dropped into the sandy trail that winds its way to what is called Raw Deal. Rated a 3.5 on a scale of 1 to 5, Raw Deal is a deceptively easy-looking course. It's rough and it offers an **intriguing** challenge, even to those who count themselves among the best. It is relatively wide for this type of trail, and therefore suitable for a range of vehicles. It offers enough room to spread out, so that obstacles can either be tackled full-on, or, if the driver so chooses, be driven around.

Toward the end of Raw Deal, there are two paths back to the main dirt road. One is an easy wash, but the other offers an optional obstacle or two. A particularly interesting spot is a deep rock cleft that is almost always

partially filled with water. The lie of the land here is such that you're in **constant** danger of **tipping over** if you don't watch every play of the steering wheel: the chance of this happening is usually determined by tyre diameter and 40 vehicle width.

Having completed the first leg of our journey in decent time, our group **opted for** another trail in the area. The Predator trail carries a 4.5 rating and does so due to a number of narrow rock obstacles. Similar to the other 45 trails here, Raw Deal included, it is short in length, but big on challenge. Given the recent winter rains, there was also a fair bit of standing water in the low areas. This made some of the deeper ravines more interesting and left your tyres soaked, making it tougher to grab traction 50 when climbing the rock faces. The rocks strewn along this wash are of the particularly **nasty** variety, which are rough on wheels and tyres, and wet tyres are even more **vulnerable**.

Though the individual obstacles on Predator don't 55 carry specific names, you can be sure they've been called a few by those that have been beaten by this trail. There are narrow passes, rock ledges, and tight turns to contend with. Paint marks on some of the canyon walls are none-too-subtle reminders of the times when sheet metal has 60 **kissed** unyielding rock. Wider vehicles may certainly find the fit a bit too tight for comfort.

As our group meticulously picked its way through the terrain, several of us struggled on some of the larger obstacles. We all made it through in due time, but not 65 without a few mishaps. We punctured two tyres and had to change them while a sudden downpour drenched us to the skin. Still, despite the **ruined** tyres, and the colds we were all sure to come down with, all of us agreed it was all part and parcel of an action-packed day of wheeling. 70

Follow-up

7 The words/phrases on the left appear in the article. Match each one to its synonym on the right.

- | | |
|-------------------------|-------------|
| 1 riddled with (line 8) | a gap |
| 2 cleft (line 36) | b full of |
| 3 traction (line 50) | c accidents |
| 4 mishaps (line 66) | d soaked |
| 5 drenched (line 67) | e grip |

8 Explain the words in bold from the article and make sentences. Use a dictionary to help you.

9 Find synonyms for the highlighted words.

10 Answer the following questions.

- What does the writer mean by saying that Raw Deal was 'deceptively easy-looking'? (line 26)
- Explain in your own words why, according to the fourth paragraph, drivers may risk 'tipping over'.
- Why does the writer mention 'paint marks' in line 59?

At Sea

11 Use the words below to complete the sentences

- crossing • drift • moor • disembark • fleet
- gangway • deck • steered • board • ran aground

- The harbour was so full that many boats were forced to just outside.
- In the summer it's more pleasant to travel on than to sit inside.
- The boys stopped rowing and let the boat slowly with the current.
- Apart from a rough from the mainland to the island, the journey was very pleasant.
- All visitors to the ship were asked to half an hour before it sailed.
- The captain the ship carefully through the narrow harbour entrance.
- He owns a of oil tankers, that's why he's so wealthy.
- Local fishermen have rescued the passengers and crew of the yacht which in thick fog last night.
- Walking up the and onto the ship, she felt as if her new life had already begun.
- Cruise liners always have a doctor on

Air Travel

12 Select **two** appropriate words to fill each gap.

- You cannot board the plane unless you have a boarding
A pass B permit C card D licence
- Eventually, we managed to book a seat on a/ flight to Cairo.
A charter B straight C stand-by D direct
- The seats in/ class were a little wider than in economy.
A commercial B executive C exclusive D business
- The plane's takeoff was delayed due to/ visibility on the runway.
A poor B meagre C deficient D limited
- The pilot advised us to expect a(n)/ landing.
A uneven B coarse C rough D bumpy
- After take-off, we settled down to watch the in-flight/
A programme B movie C entertainment D feature
- I asked the person at the check-in if I could have a(n)/ seat.
A gangway B starboard C window D aisle

- During the flight we encountered some/ turbulence.
A heavy B grave C stern D severe

Multiple choice Cloze

13 Choose the correct word to fill in each gap.

A ROMANTIC RESORT

There are more than ten all-inclusive resorts 1) in the most exotic and picturesque areas of Jamaica. Everything is taken care of, from hotel 2) to evening entertainment. At all of the resorts, you will not pay for a single meal, drink or sports activity and, if you try to tip, you will be politely refused. Why? because everything is 3)

Sandals Resort is the perfect 4) if you want to rekindle romance. This tropical hideaway was created especially for couples. Walk along a seven mile 5) of beach where the only other person you are likely to see is your significant other. At night, 6) in fine cuisine and dance the night away to live entertainment.

- A positioned B placed C situated D sited
- A transfers B relocations C moves D shifts
- A incorporated B included C integrated D involved
- A terminal B destination C goal D end
- A length B stretch C track D spell
- A rejoice B pamper C indulge D exult

IT'S ALL IN THE MAGNETS

Yoshihiro Kyotani is a jolly man, with a mischievous 7) in his eye. Now 75, he has 8) 40 years of his working life to Japan Railways and is one of the engineers behind the bullet train. From his office 9) the maze of railway tracks that 10) through the centre of Tokyo, he obligingly explains the technology he refers to as TTS – Tube Train System. The principle of TTS is based on super-conducting magnets. Superconductivity is the phenomenon whereby some materials, when 11) to low temperatures, lose all resistance to electrical currents. Kyotani's TTS would make use of magnets to both levitate the train, and to 12) it forward with a series of magnetic pulses from the side of the track.

- A glow B twinkle C speck D wink
- A expended B bequeathed C dedicated D surrendered
- A overseeing B overlooking C overhanging D overlapping
- A twirls B coils C curves D snakes
- A cooled B reduced C frozen D thawed
- A pluck B propel C compress D rotate



Collocations

14 Match words/phrases from columns A and B to make collocations, then fill in the gaps in the sentences that follow.

A	B
cabin	magazine
passport	insurance
breathtaking	handler
guided	liner
ocean	deck
luggage	view
travel	lounge
upper	control
departure	tour
in-flight	pressure



- For some strange reason, the dropped and many passengers felt quite faint.
- After passing through security we waited in the for our flight.
- We climbed to the top of the hill, from where we had a of the surrounding area.
- Our host picked us up from the airport and gave us a(n) of the city.
- The luxurious took four days to sail across the Atlantic.
- All crew members proceeded to the to participate in the fire drill.
- It is advisable to take out before you go abroad.
- Duty-free items are featured in our which is in the pocket of the seat in front of you.
- My suitcase was lost due to the negligence of a certain in Rome.
- The suspicious looking man was stopped at by airport security.



Commonly Confused Words

15 Circle **one** suitable word to complete each sentence.

- He lost control of the car and it **slipped** / slid / skidded on the ice.
- Please **fasten** / tie / fix your seatbelts when the seatbelt sign is on.

- They usually make you **return** / reverse / retract round a corner when you take your driving test.
- It's better to use the gears to **adjust** / modify / shorten speed than to use the brakes all the time.
- When a dog ran across the road in front of him, Davis only just managed to **swing** / veer / swerve in time.



Prepositions (Appendix 1)

16 Fill in the gaps in the following passage with a suitable preposition.

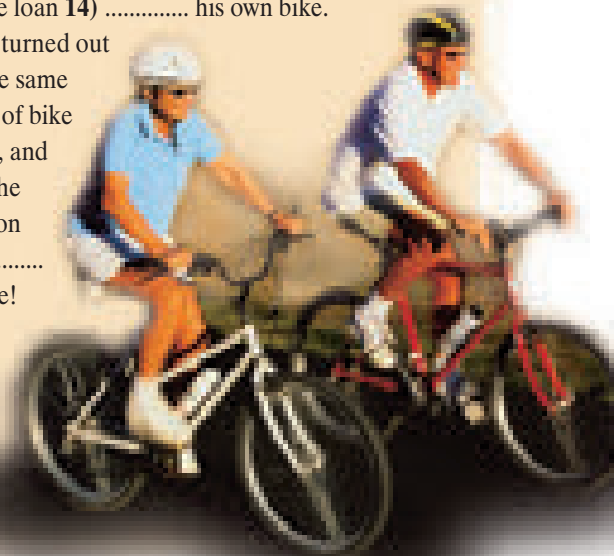
Biking Down Under

The Jacob's Creek Tour Down Under, a six-day cycling race based in and **1)** Adelaide, was held **2)** the first time less than seven months after the end of the 1998 Tour de France. Since then it has gained grass-roots support of the kind many European race organisers could only dream **3)** This January, as the 96-strong group pounded **4)** dusty summer roads **5)** flourishing vineyards and **6)** hills dotted with gum trees, official estimates suggested that crowd numbers would be more than 400,000 for the whole event.

There is no denying that, in South Australia **7)** least, the popularity **8)** the sport is increasing. This year for example, the group of cyclists rode past everything on the 733km route from stuffed two metre high toy kangaroos **9)** bikes to bungalow-sized banners featuring two-wheeled sharks. Combined **10)** the more typical balloons and kites, not to mention 'sausage sizzlers'. **11)** the hungry, it all made a very colourful and imaginative spectacle.

The best story this year was that Australian rider Michael Rogers had come close to quitting after colliding **12)** a race marshal's motorbike. **13)** sheer coincidence, an amateur cyclist was standing nearby and he generously gave Rogers the loan **14)** his own bike.

Remarkably, it turned out to be exactly the same model and size of bike Rogers needed, and he completed the course – and won the race – **15)** a borrowed bike!



17 Fill in *off* or *out of*, then make sentences.

- 1 danger; 2 date; 3 day;
 4 the road; 5 reach; 6 debt;
 7 work; 8 the record; 9 duty;
 10 the ordinary

Idioms

18 Match the beginnings and endings to make idiomatic phrases. Then use them in their correct form to complete the sentences below.

to take sb	things ride
to walk	same boat
to go to	great lengths
to swim against	the boat
to be in the	for a ride
to let	and dealing
wheeling	the tide
to drive sb	off the handle
to fly	on air
to rock	round the bend

- I'm convinced that the travel agent *took us for a ride* when he sold us those tickets at such an outrageous price.
- I'm enjoying myself so much on this holiday. I'm
- Gill has been annoying me lately, and yesterday she was really
- The hotel bill was more than I'd expected, but I paid it without questioning it; I didn't want to
- My sister and I ; neither of us have the money to go on holiday.
- The hotel staff to ensure that every customer is completely satisfied.
- I still can't understand why the taxi driver when I told him which route to take; he must have been upset about something.
- You'll only make things worse if you try and confront the problem now. Just for a week or two and see what happens.
- It's not clear to me why the company chose to go into partnership with Smiley's travel agency. There must have been a lot of going on behind the scenes.
- Running a business nowadays without using computers is really

Phrasal Verbs (Appendix 2)

19 Fill in the gaps with an appropriate particle and explain the phrasal verbs.

- I can't stand here all day chatting. I should be getting – I've a bus to catch.
- Should the terrain be too mountainous for jeeps we can always fall back the mules.
- The agreement between the two airlines to merge has fallen
- I wouldn't be able to get as much as I do if I didn't have my car.
- The local residents have finally fallen with the proposal to build a light rail system.
- It's high time the bus company got to replacing its buses.
- We're going to get from it all by going on a cruise.
- That old car of yours is slowly falling
- Ultimate responsibility for the upkeep of the motorway network falls the government.
- On the long flight back from Mexico I fell conversation with the person seated next to me.

Fixed Phrases

20 Rewrite the following sentences to include a fixed phrase containing the verbs *get* or *fall*, using the word given in brackets.

- The entire ship's crew is unwell. (*ill*)

- Something tells me that we're going to have a long delay in getting through customs. (*feeling*)

- What category does this car belong to? (*fall*)

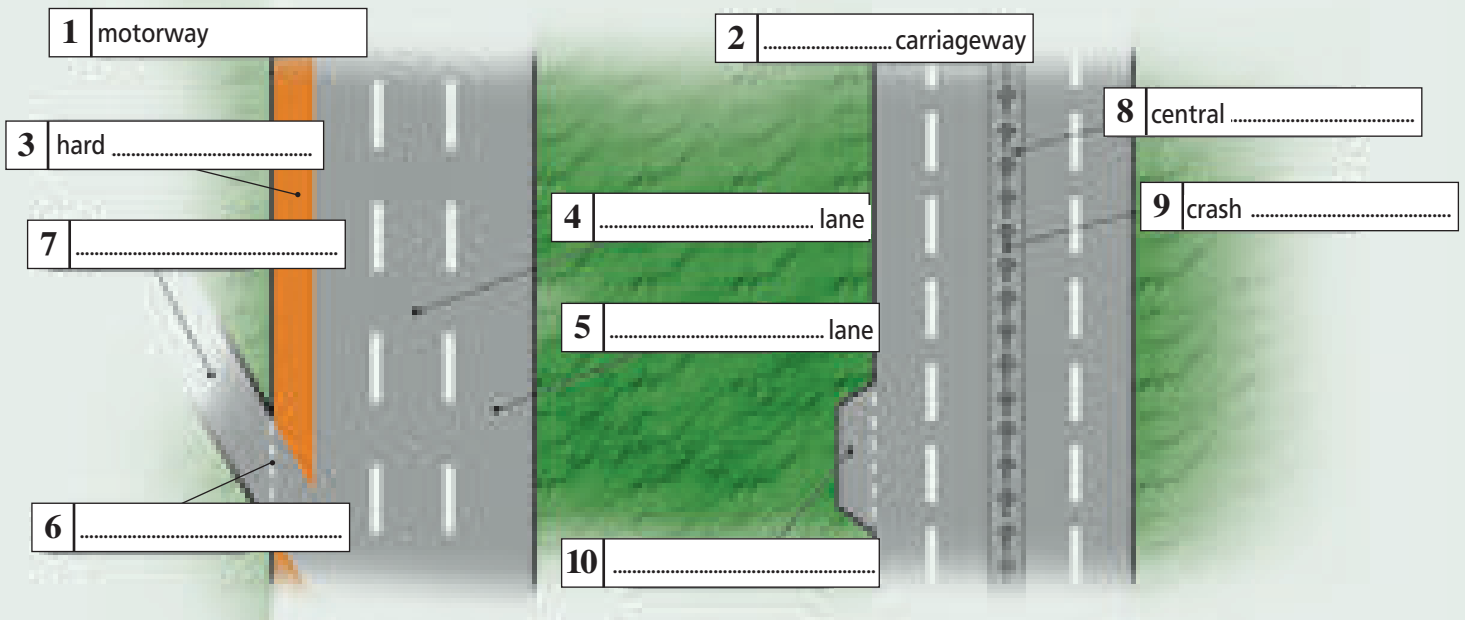
- The national railway network had been totally neglected. (*disrepair*)

- How much do you think my old car is worth? (*get*)



Giving Instructions and Advice

- 21 a. A driving instructor is familiarising some foreign students with British roads. Listen to the first part of her talk and provide the missing information in the diagram below.



- b. Listen to the second part of the talk and fill in the missing information.

- Always 1) on the right. Move into the outside lane.
- If you need to stop, let the other drivers know by putting your 2) lights on. Carefully move onto the hard shoulder or the lay-by.
- To leave a motorway, take the slip road. Once on the slip road, 3) speed immediately.
- When executing these 4) , never forget to 5)
- Respect the 70 mph speed 6) Motorists caught 7) have to pay heavy 8)
- Be considerate and polite; give 9) as often as you can. Drive 10) , and never assume other drivers are as careful as you.

- c. Ask and answer questions as in the example.

- overtake?
A: *How should I overtake?*
B: *Move into the outside lane. Always overtake on the right. Don't forget to signal.*
- leave/motorway?
- how fast/drive/motorway?
- when/signal?
- when/hazard lights?
- general advice?

- 22 Your friend has asked you for some advice about travelling to Morocco. Below are the notes you made. In pairs, use the notes and the prompt box to give your friend advice about her trip.



Giving Advice

- You should (n't)
- If I were you, I would
- Make certain that
- Try to
- You must never
- It's always a good idea to

- A: *I'm not sure about the things I need to do before I leave for Morocco. Can you offer me any good advice?*
B: *Well, it's definitely a good idea to plan ahead. For example, if you require vaccinations, ...*

Listening & Speaking

- 23 a.** You are going to listen to two people, Stan and Marie, talking about carpooling, a system whereby several people arrange to share one private car to get to work. Before you listen, discuss the following question:

How easy is it to commute in your country?

Think about

- reliability of public transport
- density of rush-hour traffic

Listening Part 4

- b.** Now listen to the recording. For questions (1-6), decide whether the opinions are held by one of the speakers or whether they agree. Write S (for Stan), M (for Marie) or B (for both) where they agree.

- 1 All things considered, carpooling is an efficient way to commute.
- 2 Those in a car pool pay higher insurance rates.
- 3 It's wise to have extra insurance when transporting children.
- 4 Parking one's car can be expensive.
- 5 Taking the bus is environmentally sound.
- 6 The public transport system is in need of funding.

- 24** Does your country have any schemes to cut down on traffic and its detrimental effects? Consider the following points.

- convenient public transport
- commuter incentives
- restrictions on drivers/vehicles

- 25 a.** You will hear part of a radio programme about space travel. Before you listen, discuss the following:
- Would you ever consider holidaying in space? Why? Why not?
 - What do you think would be the major attractions of such a holiday? What would be the drawbacks?

Listening Part 2

- b.** Now listen and complete the sentences (1-9) with a word or short phrase.

Mir's mission was to provide Russian cosmonauts with a

1

Mir was 2 for nine years longer than had been originally planned.

Only when oxygen started leaking into space was Mir finally

3

4 to the suggestion that Mir be scrapped was significant.

A Dutch company envisaged a future for Mir as a 5

One person invested \$1 million in preparation for the 6 which would make him the first space tourist ever.


Few people can endure being 7 for a prolonged period of time.

Returning to Earth, some cosmonauts are so weak that they can't even come out of their 8

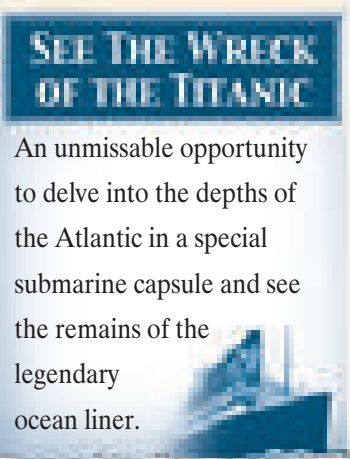
9 is described as by far the worst kind of travel sickness.

- c.** Look at these two advertisements for unusual holidays.

- Would you go on either of them? Why? Why not?
- What kind of person would each holiday attract?



Call us or visit our website to enter the realm of gold prospecting, mule pack tours, fishing, hunting, camping, prospecting equipment, and the thrills of a lifetime!



An unmissable opportunity to delve into the depths of the Atlantic in a special submarine capsule and see the remains of the legendary ocean liner.

Listening Part 1

- 26 a.** Listen to a man talking about childhood daytrips on a charabanc and answer the questions.

- 1 What does he say about refreshments on the trips?
 - A They were taken on the move.
 - B They took up a large amount of space.
 - C They were provided by the passengers.

- 2 It can be inferred from the recording that the speaker's father may have been
- A a bus driver
 - B a factory worker
 - C a school teacher

- b. Describe a day trip or school outing that you enjoyed.

27 a. Listen to a man and a woman talking about jet lag and answer the questions.

- 1 The speaker seems to have
- A had a wasted journey.
 - B managed to achieve his purpose.
 - C picked up an infection on the flight.

- 2 The woman advises the man to
- A get informed about jet lag.
 - B avoid flying economy class.
 - C move around before flying.

- b. What things can stop someone from enjoying travelling?

28 a. Listen to a woman talking about making bookings on the Internet and answer the questions.

- 1 The woman initially objected to the Internet because
- A she was suspicious of all the special offers.
 - B she was worried she wouldn't be able to use it.
 - C she thought it was generally dangerous.

- 2 The woman now uses the Internet
- A with extreme caution
 - B without her children knowing
 - C without using her credit card

- b. Have you ever used your credit card to purchase things through the Internet?

29 a. Listen to a man talking about his job in the travel industry and answer the questions.

- 1 Initially, the man's agency dealt in
- A caring for travelling pets
 - B organising foreign travel
 - C arranging travel paperwork
- 2 Travelling with animals is complicated because of
- A airlines refusing to deal with big animals
 - B varying regulations across different countries
 - C shortage of special animal containers

- b. How do you like the idea of moving to another country? Would you like to study abroad? Would you take a job in another country?

Speaking Part 3: Travelling

30 a. Talk about the following question for about two minutes. Use the ideas in the prompt box if you wish.

Student A

In what ways can travelling help a person develop?

- Experiencing other lifestyles
- Becoming aware of different peoples' similarities
- Understanding other peoples' appreciation of art and culture

- b. Comment briefly on what has been said. Is there something you would like to add?

Student B

- c. Listen to a student talking about the same question and take notes. How similar were the student's ideas to yours?

- d. Talk about the following question for about two minutes. Use the ideas in the prompt box if you wish.

Student B

Do you agree with the saying "there's no place like home"?

- Regular contact with loved ones
- Safe & familiar surroundings
- Home comforts

- e. Comment briefly on what has been said. Is there something you would like to add?

Student A

- f. Listen to a student talking about the same question and take notes. How similar were the student's ideas to yours?

- g. Discuss the following questions together.

Students A & B

- 1 Why do we need holidays?
- 2 In what ways is travelling easier today than it was 50 years ago?
- 3 How important is it to travel with good company?
- 4 What is the difference between a traveller and a tourist?
- 5 How important is it to speak the language of a country you are visiting?

◆ Sample Interview

- h. Listen to two students discussing question 4 above. Whose ideas are closer to what you said? Which of the two students is more successful? Why? Think about:

- grammatical accuracy • range of vocabulary
- pronunciation • interactive communication

31 a. You are going to read four extracts associated with travelling. Before you read, discuss the following questions.

- 1 What can city authorities do to encourage people to use their private cars less?
- 2 If you visited a new place for a few days, would you try to see as much as possible, or would you carefully pick a few sites so that you can experience them fully?
- 3 Have you ever visited a foreign city? Tell the class about it.
- 4 Is there anything about travelling that scares you? Think of
 - being in a place where you don't speak the language
 - having to drive or fly long distance
 - not knowing the local customs and etiquette

b. Read the extracts and answer the questions that follow each one (1-8).

Reading Part 2



Have your Bike and Ride it

New Jersey kicked off a programme of complementary commuting that allows bus and train passengers to bring their bikes along for the ride. "From a city-planning perspective it's just good, smart management to encourage people to get out of their cars," says Jeffrey Warsh, executive director of New Jersey Transit (NJT).

Cyclists can participate in the Rack 'n Roll programme whether their goal is a weekend trek to Cape May or a daily one-mile commute from the bus stop to their workplace. The bike compartments, which extend three feet in front of the buses, initially had some drivers up in arms. But so far, the worries have been unwarranted. "We actually have a lower rate of bus-related incidents," says Warsh. The large cruiser buses carry bikes in their underneath cargo spaces, free of charge.

Rack 'n Roll was developed in response to the plan initiated by former New Jersey governor, Christine Whitman, to carve out 2,000 miles of bike trails throughout the state over the next ten years. The first big change in state transportation policy was the lifting of a permit requirement for bringing bikes on trains. Policy-makers felt that the permits were the only thing standing between well-ordered trains and unruly bike-packed carriages, but to date no such problems have been reported.

- 1 At the outset of the programme some people had concerns about
 - A how the bikes would be transported.
 - B a possible increase in bus road accidents.
 - C the possibility of bikes being stolen.
 - D the need to licence their bikes.
- 2 The programme is aimed primarily at
 - A people who can't drive their cars to work.
 - B those who have no other means of getting to work.
 - C people who want to get away from time to time.
 - D bikers who have, until now, driven to work.

Much of the wisdom and experience one gains through travel cannot be passed on to others in an oral fashion. The lessons learned while on the road are hard to put into words, and are therefore, probably best left unsaid. It's impossible to plan completely for what you'll encounter along the way. At some point, you just have to trust your instincts and hope for the best. There is, however, one great truth that you can count on with absolute certainty: You can't see it all!

It's so easy to forge ahead on the road, eager for whatever might be around the next corner or over the next pass, never quite content. In a way, after all, that is the essence of what motivates a traveller. For many, travel time is when anticipation runs rampant. As a traveller, you shift from a home routine into a world of novel situations, blind decisions, and unfamiliar hazards. Many travellers get so wrapped up in the logistics of where they've just been and where they're going to be next that they're never quite anywhere at all. Unfortunately, these travellers may find themselves at the end of their trip, back in familiar surroundings, wondering where the time went and despairing over the fact that they hadn't stopped more often to 'smell the roses along the way'.



- 3 The writer feels that some knowledge gained from travelling
 - A is best left for the individual traveller to discover.
 - B is the only way for one to learn to plan a trip.
 - C must be passed on to others in writing.
 - D is only useful if the traveller relies on instinct.
- 4 The writer claims many travellers aren't satisfied because
 - A they are in too big a hurry to get somewhere else.
 - B there is not enough time to take it all in.
 - C the adjustment from their normal life is too great.
 - D they are too concerned about possible dangers.

Unsettling Paris

Paris unfolds like a multi-layered novel, its characters and narratives weaving tales of beauty and ugliness, pleasure and hardship.

I was 18 when I first found myself there, as a student at the Sorbonne and living at an address I couldn't pronounce. I can just about articulate it now: 33, rue de Grenelle. Of course, it was an attic, with pigeons murmuring on my windowsill. And I now understand - 30 years later - that some part of me has ever since that time been attached to Paris.

In David Gentleman's introduction to his marvellous book of Paris watercolours, he writes: "Paris is indeed a beautiful and life-enhancing city. But because its vigour and variety shake one up, it is also an unsettling one. Visiting Paris makes one reassess one's own ingrained and comfortable habits, views and assumptions." He adds: "If this prospect seems a little risky, think it over: it might perhaps be safer not to go."

Should somebody have warned me at 18 that it would be "safer not to go"? There's no doubt that first experience engendered a life-long restlessness: the whole yearning, no doubt, to be joined again to the limb or organ left behind. And I sometimes wonder whether a large portion of my work as a writer represents, above everything else, my profound desire to find an appropriate, adequate response to this place where my particular sensibility feels so much at home.

5 The first time the writer went to Paris

- A she came to love the city.
- B she didn't speak the language.
- C she lived in a humble flat.
- D she knew she would never forget it.

6 It seems that the writer

- A realises that Paris has shaped her.
- B regrets having gone to Paris.
- C is still struggling to understand Paris.
- D is now permanently resident in Paris.

The Fear of Flying Clinic

- Do you postpone or avoid travelling because you'd rather not fly?
- Does the thought of taking off in an aeroplane make you come out in a cold sweat?
- Do you have nightmares about flying?
- If you answered yes to any of those questions, join the club.

YOU ARE NOT ALONE One in seven Europeans deliberately avoids commercial air-travel.

Your fear of flying is real and important. It is especially significant in this fast-paced world, where more and more of us are expected to fly for business.

If the fear of flying has led you to turn down jobs or promotions, to put off visits to family members who live far away, or to pore over road maps or bus and train schedules when planning holidays, know that help is available.

HOW WE CAN HELP YOU We utilise various aviation facilities at several airports around the world. Under the leadership of Jeanne McElhatton and a team of highly qualified aviation professionals still active in their field, we have achieved a consistent success rate of over 90% in helping people overcome their fear of flying.

Our mission is to debunk misconceptions about air travel. We wish to replace irrational fears with solid facts.

We employ licensed behavioural therapists who work closely with fearful fliers in developing techniques to conquer their anxieties. Our role is to educate people, but if we simply educate without facilitating a change in attitude, it won't help the fearful fliers. Ours is really a two-pronged approach – education plus behavioural change.

7 It is implied that fear of flying

- A may seriously hamper your career.
- B suggests psychological problems.
- C is largely an imagined condition.
- D mostly affects travelling businessmen.

8 The clinic's methods

- A force people into admitting their fears are important.
- B help patients change the way they view flying.
- C offer fearful fliers extensive behavioural therapy.
- D place fearful fliers on special educational courses.

32 The words and phrases on the left appear in the extracts in the lines indicated in the parentheses. What do they mean in the context? Choose from the suggested meanings.

- | | |
|-------------------------------------|-------------------|
| 1 smart (extract 1, line 4) | |
| A intelligent | B elegant |
| 2 lifting (extract 1, line 20) | |
| A raising | B abolition |
| 3 runs rampant (extract 2, line 16) | |
| A becomes uncontrollable | B becomes violent |

- | | |
|-------------------------------|----------|
| 4 vigour (extract 3, line 12) | |
| A strength | B energy |
| 5 solid (extract 4, line 27) | |
| A genuine | B dense |

Inversion



Grammar Reference

33 Rewrite the following sentences beginning with the word(s) given.



- 1 They dusted the snow off the car and then they set off on their journey.
Only
- 2 Pete didn't go to Colloseum; he didn't go to the Vatican either.
Pete neither
- 3 The town was so busy we returned to the hotel.
So
- 4 It was such a lovely resort that I spent the whole two weeks there.
Such
- 5 Sarah had no idea that the museum tickets would be so expensive.
Little
- 6 As soon as the plane took off the little boy started to cry.
No sooner

34 Complete the travel rules using inversion.

- 1 You should never leave for the airport before confirming your flight.
Only after
- 2 You should remember to carry a basic first aid box with you.
Under no
- 3 Never go on holiday before taking out travel insurance.
Not until
- 4 Do not plan to hire a car unless you have an international driving licence.
Only if

- 5 If you are driving in a foreign country, you should make sure you know the national highway code.
Never
- 6 Always carry a phrase book with you.
At no time
- 7 Do not forget to order traveller's cheques early in order to receive them in time.
Only when
- 8 Planes are often overbooked, so make sure you do not arrive at the airport later than the check-in time.
On no
- 9 Ships are often late due to the weather, so do not use them if your time is limited.
Not unless
- 10 In some countries you should definitely not drink tap water, however thirsty you are.
On no condition

35 Complete each sentence with your own words.

- 1 Only by taking the train
get there on time.
- 2 Never in my life
such an amazing sight.
- 3 Little
what would happen the next day.
- 4 Scarcely
they all began discussing him.
- 5 I didn't see Joan there and
neither Mike.
- 6 Hardly
the phone rang again. It was
Mark this time.



36 The following sentences contain mistakes. Rewrite them so that they are correct.

- 1 Little Brian knew that Tanya was already in Egypt, enjoying her holiday.
.....
.....

- 2 Never had I seen such a beautiful place, nor I had met such friendly people.
.....
.....
- 3 On no condition you should take photographs inside the museum.
.....
.....
- 4 Scarcely he had started to eat when the waiter removed his plate.
.....
.....
- 5 No sooner the train had set off than she started feeling homesick.
.....
.....

→ Key Word Transformations

37 Rewrite the following sentences using the words in bold. Use between 3 and 8 words. Do not change the meaning of the original sentence.

- 1 He worked so hard that his boss gave him a promotion.
did So
..... that his boss gave him a promotion.
- 2 Should our plans change, you'll be the first to know.
if You'll be the first to know
..... in our plans.
- 3 He had scarcely entered the house when his dog jumped on him.
sooner No
..... his dog jumped on him.
- 4 Sam seldom goes out during the week.
does Rarely
..... during the week.
- 5 John didn't go to the office; he didn't phone in either.
neither John
..... phone in.
- 6 You are not allowed to leave work early for any reason.
no On
..... work early.
- 7 He treats everybody so badly that even his dog avoids him.
treat So
..... that even his dog avoids him.
- 8 As soon as he started down the hill his ski cracked.
sooner No
..... his ski cracked.

→ Open Cloze

38 Fill in the gaps with **one** appropriate word.

Overbooked Flights

Long after a flight is sold

0) *out*, airlines continue to oversell tickets. At departure time, if the flight is overbooked and more passengers arrive with confirmed reservations than the airlines **1)** seats, the gate attendants will ask passengers to voluntarily **2)** up their seats for some form of compensation – **3)** cash or a free ticket for use on the same carrier at a later date. The carrier then puts the volunteers **4)** the next available flight they have going to that destination. **5)** the time, these giveaways probably appear very attractive. However, this type of 'bumping' **6)** not regulated and these volunteer bonuses **7)** to be negotiable and dependent **8)** the gate attendants trying to get the flight off the ground. They offer no guarantees that the next suitable flight will be **9)** the next hour, or even the next day.

If there are not **10)** volunteers, airlines take the next step – involuntary bumping. **11)** avoid this situation, it is important to be at the airport well **12)** of your scheduled flight time: the early bird gets the worm – and the aeroplane seat. Allow **13)** of time to get to the airport. Be aware of your carrier's check-in requirements, **14)** they vary from airline to airline. Often, the last passenger **15)** the gate and checked in is the prime candidate to be bumped.



Word Formation

39 Fill in the gaps with derivatives of the words in capitals.



In the first 0) *eventful* months of my new career, my very demanding boss had me travel to Europe seven times. He then very 1) threw in several trips within the US and Canada for good measure. The most 2) lesson that all this flying back and forth taught me was how necessary it is to sleep during plane rides. It is of the utmost 3) because if you get insomnia, or are otherwise prevented from dozing off in mid-air, you will be exhausted and virtually 4) once you reach your destination.

EVENT

The worst thing about air travel is that even if you are bent and determined on 5) snoozing the flight away, there are always a million and one 6) which will not allow you to do so. Take, for example, the passenger who is seated beside you. He or she is a potential 7) If you see that this person has no reading matter, be sure to immediately feign sleep or heavy interest in whichever novel you are reading. The reason for this is that bookless people always want to drink cup after cup of coffee and regale you with all the details of their lives which makes it impossible for you to drift off to dreamland.

CHARITY

FORGET

SIGNIFY

USE

CONTENT

DETER

DISTRACT

Another sure snore-stopper is 8) If the plane does start rocking and rolling, and you are like me and get white knuckled, wide eyed, and can 9) refrain from screaming "Let me out of here!", try to gain comfort from the extremely calm people who are either chatting happily or sleeping even as their 10) peanuts hit the ceiling.

TURBULENT

BARE

SALT

Words with Multiple Meanings

40 Find *one* word that fits all three sentences in each set.

- Mrs Jenkins opened the door a to see who was there.
 - You shouldn't have made a about her hair; she's really upset now.
 - I want to have a at the cryptic crossword so please don't throw the paper away.
- Chris is not a man to; he's got a foul temper.
 - After reading it again, she decided to out two whole sentences.
 - How long did it take you to the Channel last summer?
- The college is an educational with a very high reputation.
 - As a young man, he rebelled against the
 - The local government have provided funding for the of a community centre.
- You'd better check the time as my watch is a bit
 - He drove all the way to Birmingham in the lane.
 - Only cotton garments with colours should be washed on programmes 7 and 8.
- The new no-smoking policy is going to come into next month.
 - The class turned up in despite the bad weather.
 - They decided to use to extract the information from their prisoner.
- The coconut hit the with a dull thud.
 - Although the committee covered quite a lot of today it was felt that a second meeting would be necessary.
 - Politically correct non-sexist terms like 'chairperson' have rapidly gained

Summary Writing

STRATEGY POINT: Answering open-ended questions

Some Use of English Part 5 questions ask you to identify ideas that are shared by both texts. This can occur in the form of 'echoed ideas', where the two writers say the same thing in different ways. You may also come across questions that ask you to locate where one writer responds to a statement found in the other passage.

41 a. Read the following texts on family holidays and answer the questions that follow.

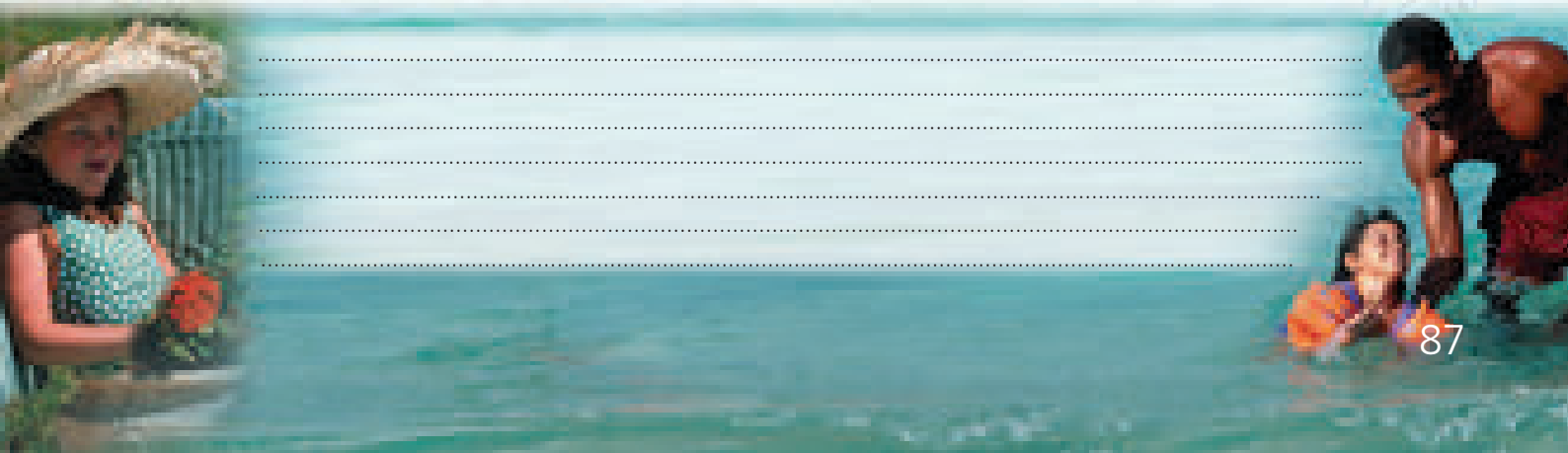
The first thing that strikes you at the FDR, as the resort is affectionately known, is how welcome you and your family feel the minute you arrive. Greeting you in your suite is someone you will come to know and love – your very own Holiday Nanny. With tuneful names like Georgia, Jasmine and Francine, your Holiday Nanny is there to look after you for most of the day, every day. It's people like your Holiday Nanny throughout the Franklyn D. Resort that make your whole family feel at home. There are no formalities, and best of all, no worries. Your Holiday Nanny looks after you, your suite (you will never need to lift a finger to make sandwiches, call room service or rinse a wet swimsuit), and especially your children, whom she will happily supervise all day long. One feature of FDR that many parents particularly enjoy is how nearby everything is – organised play groups, supervised pool activities – so the kids are never far away. Safety and security are always our priority. Children enjoy a sense of independence that never takes them too far from a parental eye, or the attentive companionship of your Holiday Nanny and our fun-loving Coordinators.

We've all been there. The kids are bored, you can't find a decent restaurant, the cafés are all full and you're fed up. Tempers fray and you're left wondering why you went away in the first place – hardly a good way to spend precious holiday time. There is a way of escaping the stresses of being away from home. Staying at an all-inclusive hotel means you don't have to plan meals, activities or nightlife – everything is catered for, leaving you to sit back, relax and enjoy your holiday. Most importantly, all-inclusive holidays come at all-inclusive prices, which means you pay for everything before you go away. And don't think you'll be limited to one or two resorts. These days, holiday companies offer all-inclusive deals in every main resort around the Mediterranean, as well as more exotic locations such as the Caribbean, the Maldives or Mexico. If you think this may be the sort of holiday you're after, there are a few things to keep in mind. Firstly, remember that you'll be spending most of your time in the hotel, so make sure you choose one which has the facilities you require. If you're travelling as a family, many hotels offer excellent children's facilities such as kids' clubs, playgrounds and crèches. For older children, there are a number of hotels offering supervised activities for teens, while others offer comprehensive sports facilities including team game activities, water sports and gym facilities.

- 1 Where in the second text do we come across the idea of "no worries", as mentioned in the first text?
.....
- 2 What term does the first text use to refer to the "kids' clubs" which we read about in the second text?
.....

- 3 The first text talks about "never needing to lift a finger to make sandwiches". Where is this echoed in the second text?
.....
.....

- b. In a paragraph of 50-70 words, summarise in your own words as far as possible, what makes for a great family holiday according to the two texts.



WRITING AN ARTICLE

Articles are written for newspapers, magazines, newsletters, etc. The content and style of an article depend entirely on the type of publication so it is important to read the rubric very carefully. In general, an article should contain:

- An introduction, in which the subject of the article is clearly stated in a way that will attract the reader's attention.
- A main body, in which the task is covered according to the rubric in a style suitable for the publication.
- A conclusion, in which we restate our opinion or summarise the main points.

Articles can be written using mainly discursive writing. In addition, many articles require descriptive and/or narrative writing. For example, *an article describing a journey you have made* is clearly narrative. However, descriptive vocabulary will also be used.

On the other hand, an article describing *someone you know well* will use descriptive vocabulary and very little narrative writing (in this case, some narrative writing might be used to describe *the first time you met the person*, which could appear near the beginning of the article).

Interpreting the Rubric

- 42** a. Read the rubric below, underline the key words, and write T (for true) or F (for false) next to the statements that follow.

Your local newspaper has asked readers to send in articles entitled, 'How we came here'. In your article, you should say how you or your family came to live in your present area. Your article must also include your own thoughts about the neighbourhood where you live and you should give reasons why you like or dislike the area.

- 1 The target readers will expect you to use a very formal style.
- 2 Your article should use the title given in the rubric.
- 3 You will use narrative writing to explain how you or your family came to the area.
- 4 When including 'your own thoughts about the neighbourhood', you will use descriptive writing.
- 5 The words 'give reasons' in the rubric suggest that you will need to include some discursive writing.

- b. Read the following sentences and say whether each one is mostly **descriptive**, **narrative** or **discursive**. Then, say which ones are **not** suitable for the article, giving reasons.

- 1 I first came here ten years ago when my family moved from the country in search of better employment and education prospects.

- 2 I spent two hours waiting at the bus stop and, when the bus finally arrived, it was full so it didn't stop.
- 3 I think there is a certain charm to its rows of symmetrical houses and tree-lined streets, especially in the winter, when the pale morning sun rises from behind the surrounding hills.
- 4 The floors will be a combination of wood and cork which will add warmth, while two of the interior walls will be draped with maroon velvet to contrast with the plain fabric used in the upholstered furniture.
- 5 Apart from the points mentioned above, one of the main attractions of this area for me is the fact that everything is within walking distance.
- 6 Although it could be argued that it is preferable to live in a suburban area, a large proportion of the residents have opted for flats in inner-city tower blocks.

Types of Articles

- 43** a. Read the three extracts below and say which one is mostly **descriptive**; **discursive**; **narrative**. Underline the words and phrases that helped you decide.

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. In pairs, discuss the articles the above extracts have been taken from. Suggest what kind of publication they would have appeared in, the readership and how they might continue.

DESCRIPTIVE WRITING

All articles will use some descriptive writing. Consider the following examples.

Write an article in which you describe the ...

- events at a festival you attended
- changes that you think should be made
- effects of pollution in your country
- achievements of a famous person
- work that needs doing to a building
- way you felt when ..

Descriptive writing makes use of:

Adjectives - e.g. a joyful occasion, impeccable organisation, problems of a professional nature, an outstanding contribution, a major issue, a poorly-

maintained factory, a reduced level of activity

Adverbs - e.g. the situation is steadily improving/brilliantly directed/conditions would be greatly improved

Verbs - e.g. we should strive to ensure that ..., the lawyer claimed to represent the ...

These descriptive words and phrases should be used instead of basic or informal vocabulary (nice, happily, sad, etc) but care must be taken to make sure that the words collocate (a joyful occasion,

~~NOT a joyful cup of coffee~~; steadily improving, ~~NOT evenly improving~~; to emit fumes, ~~NOT to transmit fumes~~; he refused to cooperate, ~~NOT he denied to cooperate~~).



Collocations

44 Match the words and phrases below to form collocations.

totally
in a badly neglected
deeply
absolutely
of great historical
are being gradually
provides a valuable
one of the few remaining
to wander
to spend hours

around
interest
enchanted
restored
exploring
unjustified
concerned
state
insight
examples

- b. Now read the following passage and underline the sections which you think are too informal. Then, in pairs, suggest how you could re-write this passage with more sophisticated vocabulary.



Language Upgrading

45 a. In the passage below, the underlined descriptive words and phrases are too informal. Replace them with those given.

- are fairly expensive • tend to be unhygienic
- the service is infrequent • poorly lit • unpleasant
- somewhat unsafe • gather • quite unattractive
- reasonable • in a neglected state
- certain undesirable characters

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 not very nice to look at. They can be dirty and they are dark at night. This is not nice and it makes them a bit dangerous because there are some not very nice people who hang around there. The trains themselves are OK but some of the carriages are not very well looked after. In addition, they don't run very often and the tickets are not cheap.



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.

- c. In pairs, discuss where the two passages above could be from.

NARRATIVE WRITING

Narrative writing is used when we want to describe a series of events. Its purpose is usually to 'tell the story of what happened', so most of the verbs are in past tenses. This type of writing can mainly be found in articles and letters. Consider the following examples of first-person narratives:

- ... write an article describing an occasion when you needed to make an unexpected journey ...
- ... write a letter of complaint to the travel agent, explaining what went wrong ...

With narrative writing, there should be no confusion as to the order in which the events took place. For this reason, it is essential that the writing contains effective use of:

Tenses – e.g. When the bus arrived, we were eating lunch and the guide had disappeared.

Time words and phrases – e.g. Hardly had the guide left the room when the bus arrived. Meanwhile, we were still eating lunch ...

Tenses

46 Read the following sentences and put the verbs in the appropriate tenses. In some cases, more than one tense may be correct.

- 1 I (wait) at the check-in desk when the announcement (come) over the tannoy.
- 2 It was only then that Tim (realise) that he (not/pack) his passport.
- 3 While he (gather) his things up off the floor, the noise outside (get) louder.
- 4 Immediately after she (speak) to the manager, she (contact) the consumer advice department.
- 5 As we (turn) the corner, we (notice) that there was a strange knocking noise which (come) from the engine.

Time Words and Phrases

47 Match items from the two columns to make time phrases. Then use these phrases to write full sentences.

- | | |
|---------------------------|---------------------------|
| By the | afterwards |
| Not until | when ... |
| Hardly had I unpacked | than ... |
| No sooner had I got there | time I had ... |
| Had I known, I would | the bus arrived did I ... |
| While I | never have ... |
| Immediately | was getting ready |

48 a. Read the following extract from an article and, in pairs, discuss why the underlined tenses have been used. Which tense is used most often? Why?

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.



b. Now read the extract again and circle the words and phrases which indicate the passing of time. Suggest sentences of your own using these time references.

49 In the sentences below, one of the words is wrong. In pairs, find the word and discuss why it does not fit in the sentence.

- 1 We had only just fixed the radiator when one of the windows blew open and hardly smashed.
- 2 We had been trying all morning to get through to the office but nobody had been being there.
- 3 Even though I had already tried phoning three times earlier, he still insisted on doing it himself.
- 4 It was much later when we learned afterwards that there had been an accident.
- 5 Earlier on, the sun had been shining but now that huge clouds were beginning to form and the sky grew dark and ominous.
- 6 Only then, when it was too late, did I once realise that there was no way out.
- 7 If it hadn't been for the map that Andrew had drawn it, we would never have found our way back to the school.
- 8 Prior to leaving, we had taken the precaution of phoning the rescue centre earlier in case there was any news.
- 9 During the course of the meeting, it became increasingly obvious then that we were not being taken at all seriously.
- 10 On receiving no assistance from the police, I had no longer alternative but to give up and go home.

50 Read the rubric below, paying careful attention to the underlined words and phrases, and, in pairs, discuss the questions that follow.

A travel magazine is running a competition to find the best article with the title, 'The worst holiday I have ever had'. Write an article for the magazine, describing a time when your holiday plans were unsuccessful. You should explain what went wrong and mention the likely causes.

- 1 How much of your article should be: *descriptive; narrative; discursive*?
- 2 Which tenses will you use? Why?
- 3 What could make a holiday disastrous? What kind of things could go wrong?
- 4 Do you have any experiences of your own to write about, or will you have to make some details up?
- 5 Which time words and phrases could you use to make the writing more interesting?

51 Read the introductions below and say which one:

- is likely to go off the topic
- is too informal and general
- is too formal
- is suitable for the task

A After a difficult term at school, with exams that I found tougher than I had expected, I was looking forward to the chance to unwind for a week or two on a foreign beach. Unfortunately, things did not turn out the way I had planned them.

B Most people have a holiday in the summer and they probably deserve it. Holidays are fantastic and I have had some great ones. Sometimes, though, holidays can be really horrible and I'm going to tell you about one that I had that you wouldn't wish on your worst enemy!

C Of all the leisure activities known to man, taking a holiday is perhaps the most important. In today's society, the need to escape from the routine of urban life is greater than ever before. However, despite the wealth of choices available and months of meticulous preparation, some holidays fail to provide the psychological recuperation which is so necessary in the modern age.

→ Model Analysis

52 Read the model and cross out the phrases in bold that do not fit, giving reasons why they are wrong. Then discuss the questions over the page.



About two years ago / Two years before / Two or three years ago, I decided to go on holiday to a small coastal town with three friends from school. Unfortunately, it was a decision I was later to regret.

The first sign that things **were going wrong** / **had gone wrong** / **might go wrong** was on the journey. **Prior to leaving** / **After we left** / **Before setting off**, we had agreed to split the cost of petrol between us. However, Mark suddenly decided that, since it was his car, he **wasn't going to** / **shouldn't have to** / **hadn't had to** contribute. He had a point, but we hadn't brought much money with us so it created a certain amount of bad feeling. This got considerably worse when, **within the hour** / **an hour later** / **over an hour**, the car broke down and we spent half a day getting it repaired.

On arriving / **After arriving** / **When arriving** in Worthing, we went in search of a cheap caravan site. Having found a four-berth caravan for a very reasonable price, we cheered up a little, but were too tired to do anything more than unpack the car and get ready for bed. Unfortunately, **just at that moment** / **in a moment** / **all of a sudden**, the heavens opened and everything got soaked, including the sleeping bags. While I **was struggling** / **struggled** / **had been struggling** to get our things dry in front of a tiny gas heater, an argument was developing between the others over who **will** / **would** / **was going to** sleep where. Eventually, we got to sleep, but not before we discovered why the caravan was such a bargain; the roof leaked.

From that point on / **From then on** / **Up to that point**, things just got worse. The next morning, lack of sleep made us irritable with each other. We couldn't agree on what **to do** / **we were going to do** / **we would do** so we all went our separate ways. We met up again in the evening but we barely spoke to each other. Incredible as it may seem, we actually lasted another three days like that, before finally cutting the holiday short and returning home in near silence, miserable and penniless.

Close friends would no doubt have laughed it off but we didn't really know each other very well. Had we had more money, I suppose there would have been less tension between us. Still, **by the time** / **at the time** / **once** we got home, we were in agreement about one thing; it had been a complete disaster.

- 1 How does the writer introduce the article?
- 2 Which tense is used most often in the model? Why?
- 3 Which other tenses have been used? Why?
- 4 Which time words and phrases have been used? Suggest alternatives.
- 5 How has the writer divided the main body paragraphs?
- 6 Where has the writer mentioned the causes of the disaster?

➔ Comparing Descriptive & Narrative Articles

- 53** a. Read the two extracts below and underline the descriptive language. Then, circle the verb tenses and the time words and phrases.

A Instead of going straight on at the junction as we had been told, we decided that it would be interesting to see what lay to the west of the river. No sooner had we got over the humpback bridge than a huge bank of clouds gathered over the distant hills, casting a gloomy shadow over the farmland up ahead. Just as we turned the corner, the sun appeared from behind the clouds and we stood gazing at the magnificent sight of the village square. As we sat on an old stone wall, mesmerised by the picturesque village before us, we were glad that, for once, we had broken our unwritten rule and gone off the beaten track.

B Situated on the Brefi, the river from which it gets its name, Llandewi Brefi is a small but picturesque village in the west of Wales. To my mind, the most attractive feature of the area is the spectacular countryside, with its wooded hills and winding country lanes. The visitor cannot help but marvel at the lushness of the landscape and the rich variety of wildlife. A word of warning though; this part of the country is green for a reason. Expect rain at any time and carry waterproofs – even if the sun is shining and there's not a cloud in the sky!

- b. Which extract

- 1 contains mostly past tenses?
- 2 is more romantic in style?
- 3 contains some practical advice?

- c. In pairs, discuss what type of article these two extracts could be taken from. How would you expect each piece of writing to continue?

Discuss Write

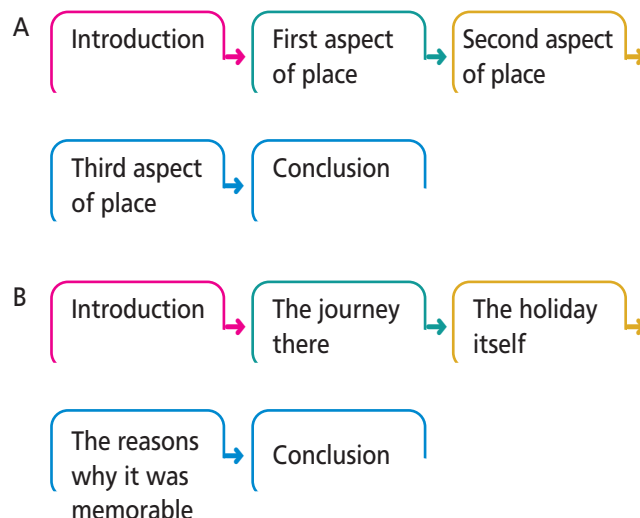
- 54** Look at the following writing tasks and answer the questions that follow.

- A** You have just returned from a resort holiday which you enjoyed. Now the organisers of the holiday are collecting articles about the resort, to be published in a future brochure. Write an article describing the resort, with particular emphasis on the aspects of the place which you liked the most.
- B** A holiday magazine has asked its readers to send in articles describing their own experiences of holidays. Write an article, describing a holiday you have taken and explaining what it was about the holiday that made it so memorable.

- 1 Is this mainly descriptive or narrative writing?
- 2 What information must you include?
- 3 Who is the target reader?
- 4 Is it important to use time words and phrases? Which ones could you use?
- 5 Which tenses should you use?
- 6 How formal/informal does your writing need to be?
- 7 What information would you include in the beginning and ending?

➔ Paragraph Planning

- 55** In pairs, discuss any changes you would make to the paragraph plans below. Then say what information you will include in each paragraph.



- 56** Using the information you have learned in this unit, write both the tasks you discussed in Ex. 54.

Self-Assessment Module 2

Vocabulary & Grammar

1 Choose **one** word from the box to complete each sentence.

• complementary • drenched • evasive • innocuous
 • intriguing • outlandish • solid • stilted • vested
 • vulnerable

- 1 All of us who earn a living working for this magazine naturally have a/an interest in its success.
- 2 Barry tends to be rather about his private life, rarely giving a straight answer to personal questions.
- 3 The book was well translated, except for the dialogue, which was rather and unnatural.
- 4 It was a perfectly remark so I don't know why he's taken offence.
- 5 The fashion pages in this magazine show such clothes that I can't imagine anyone wanting to wear them.
- 6 Without a car alarm or special security lock, cars parked in the city centre are particularly to theft.
- 7 That's a(n) idea – I'd like to hear more about it.
- 8 George came home after riding through the storm on his motorbike.
- 9 Petrol stations these days don't only sell petrol; they offer a lot of services, such as selling food, drinks and toiletries for your journey.
- 10 It's an interesting article but there's rather too much speculation and a lack of facts.

(5 marks)

2 Complete the sentences by putting **one** word in each space.

- 1 Very dense fog around the south part of the island caused the ship to aground.
- 2 This meeting is on; I hope it will end soon.
- 3 to recent snowstorms, lots of villages have been snowed in.
- 4 He does nothing but watch TV. He's a potato.
- 5 All passengers are asked to proceed to the upper
- 6 I would rather travel class whenever I can afford it – it's so much more comfortable.

- 7 The steward woke me up and told me to my seatbelt as we were about to land.
- 8 The politician emphasised that his remarks were off the and not for publication.
- 9 The guide will meet us at the hotel to give us a of the city.
- 10 He lost of the car and crashed into a tree.

(10 marks)

3 Complete the passage by choosing **one** suitable word for each gap.

How was my trip to England? Well, fine, actually, though nothing **1) out/through/except** of the ordinary. As you know, the week before I left I still hadn't **2) got/looked/done** round to booking a flight, and quite honestly I didn't think I'd find one at such **3) short/little/small** notice. I wasn't worried though, as I always have my grandmother's place in the village to fall **4) back/off/behind** on for the holidays if I have nothing else arranged. And **5) on/in/at** some respects it's just as nice there: I remember last Easter, when my plans to go to France **6) drove/fell/did** through at the last minute, I went to stay with Granny and had a great time – it's so quiet and peaceful. But anyway, this time my travel agent was really helpful – she went to great **7) extent/lengths/places** to find me a flight on the dates I wanted; she rang round all the airlines, and **8) on/in/at** the end, apparently **9) from/by/for** sheer coincidence, I ended up travelling on the same flight as Sarah, which was nice – oh, and Jack – you know that awful boy from school – we could have done **10) without/with/to** him, he's so boring.



(5 marks)

Use of English

4 Rewrite the following sentences using the words in bold. Use between 3 and 8 words. Do not change the meaning of the original sentence.

- 1 Her inefficiency made me lose my temper.
flew So the handle.
- 2 This month the regular crossword page will appear for the last time.
done The regular crossword page is as of next month.

- 3 I offered to help because she was behind in her work.
fallen Only because she
..... offer to help.
- 4 During the investigation, somebody stole Fred's papers.
while Fred had
..... progress.
- 5 There were rumours that the tour operators had agreed with the price cut.
been The tour operators
..... agreement with the price cut.

(10 marks)

5 Find one word which can be used appropriately in all three sentences.

- 1 • We are pleased to announce that
to popular demand our travel pages will be continuing.
• The visitors are not to arrive for another two hours yet.
• A decision will be made after consideration of the facts.
- 2 • I listened to a(n) commentary of the match on the radio.
• I think I left the tap I'd better go back and check.
• The flight to Edinburgh has been cancelled three days
- 3 • What I like most about my house in the mountains is the breathtaking
• In my, everyone should be encouraged to travel abroad.
• As we rounded the bend, the lake came into
- 4 • The postcard showed a long of beach lined with palm trees.
• These jeans are comfortable because the fabric has a bit of in it.
• A lion can stay without moving for hours at a(n)
- 5 • Don't miss next week's special on the history and social role of coffee.
• One interesting of life in the tropics is that plants grow very rapidly.
• The News will be followed by tonight's film at 10pm.

(5 marks)

6 Use the word in capitals to form a word that fits into the space.



The Barnstaple Herald is celebrating its fiftieth anniversary. This small local newspaper has managed to 1) all of its rivals, none of which survived the last recession, and whose owners obviously 2) our dedication and determination to succeed. Over the years our 3) has steadily increased, and many Barnstaple residents now take out annual 4) Our paper boasts a wide 5) of local and national events, written by experienced and qualified 6), and we pride ourselves on our 7) from governmental or political party control. Any 8) that takes place is on purely ethical grounds and we have not allowed ourselves to be intimidated by 9) pressure groups. And while there has been some 10) of the brevity of our reporting of international sports news, we feel that as a local paper, our duty is first and foremost to supply the public with local news.

LIVE
ESTIMATE
READ
SUBSCRIBE
COVER
COLUMN
DEPEND
CENSOR
EXTREME
CRITIC

(10 marks)

Reading

7 You will read an extract from a novel by Emma Tenant entitled *The Queen of Stones*. Read and answer the questions that follow (1-7).

- 1 What do we learn about the fog in the first paragraph?
A It was coming in from the sea.
B It had unnerved the twins.
C It had obscured historical landmarks.
D It was behind the group of children.
- 2 It was natural for the pilot to misinterpret the situation because
A he was disappointed by his earlier failure.
B he was distracted by the beauty of one of the girls.
C the picture of the land from the air was confusing.
D visibility from the air was not very good.

Lost in the Fog

Five hours' hard walking and they'd come to that long stretch of green, a second tier of protection against the sea, that goes up in a tall bank and bears the mark of early settlers – Romans, Saxons – who, like seabirds or a child passing with a trailing stick, have left their marks, half washed away. Bess stopped and looked out ahead. It seemed they were being pushed down the coast, for the fog, although it couldn't be seen to be moving, made any sort of circular return impossible. Already, apart from the panic stampede of Class Four, there had been difficulties. The twins, with their quiet, precise voice and air of self-assurance, had started the trouble.

'It's not a fog.'

'Nor a mist.'

'It's nuclear war. That white stuff's radiation.'

'It said it was going to be today.'

'On TV. It was on TV.'

On that part of the coast of Dorset, above Chesil Bank, there are green slopes, beyond them green hills like tilted hats, once terraced for vines or holding in the Roman soldier, and in them are lanes and byways that criss-cross and intersect in a labyrinth of contradictory lines. It wasn't surprising, therefore, that the helicopter pilot, Mr Jimmy Carr, sent out to rescue a boy from a cliff at West Bay and returning (it was a false alarm) empty-handed, mistook the group of girls for a returning school – tall Bess the leader – a school returning to the village of Kingston Russell, where, at that juncture in the lane, they did appear to be heading.

The pilot gazed down at Bess with some appreciation. Her long red-gold hair was fiery; redder than the few leaves already turning – chestnut, beech – in the forests that lay as part of the enigmatic shading on the board below him. He thought he'd come down and take a closer look. The girls would go out of sight sometimes, when there were trees on either side of the lane: for a few seconds he lost them altogether – until he saw a bunch of six-year-olds emerge on to a field, slipping and screaming in the mud. There had been cows along the lane, and the pilot wondered that the girls should have chosen this route back to Kingston Russell. He started to come down low. The hedges, to please him, lowered too at this point and he caught sight of a girl in a black coat,

bringing up the rear. Then the red-haired girl again, and this made him come even lower: she was walking along with her head held high. But then she lifted her head and looked up at him. She almost slipped. The mud was terrible.

Trying to recall the order of the procession, Mr Carr said two girls, with that immediate recognizable quality of twins, walked ahead of the black-haired girl, holding hands. The screaming six-year-olds were pulled back in from the field by a girl of eight or nine, bossy-looking. (When interviewed afterwards, the pilot said he couldn't remember for the life of him whether or not she wore glasses.) One girl was crying – extravagantly crying, and tugging at the sleeve of the red-haired girl of twelve or thirteen. He picked up distress. In the faces of the class of young ones he saw panic and fatigue. There was one small one – looked as if she were walking in her sleep – right up on the verge so that her ankle kept turning, and her head on one side. Only the girl in the black coat – and she must have been about twelve too, but one of those mysterious shut-in girls – seemed composed. It wasn't as if she knew where she was going to. It was more as if she were obeying some orders, going where she thought she had to go.

It wasn't, the pilot said, anything so much as the mixture of that girl's black, inward look, and the obvious agitation on the part of the others, that made him veer away for a fatal minute, rise a couple of hundred feet, and come face to face with the fog. He later admitted that he had not behaved with courage. But the white unexpectedness, the picture which, like Bess, he had been seeing in his mind's eye of the wooded hills down to Beaminster, the roofs of Melpash, the formed red brick of Parnham and the grey courtyard of Ferndale School, just going like that as if hit by a bomb of exploding vapour, caused him to rise even more steeply and go off towards the coast. By the time he'd circled, the girls had disappeared. There were other covered lanes, and he assured himself they had taken one, down to Kingston Russell. The fog wouldn't catch up with them. That was the strange thing: it seemed to have stopped, to hang like a white arras by that tree he'd often used as a guiding point – the tree with the words on a board, pinned to the bark.

- 3 Why did the pilot initially decide to fly lower?
 - A To see one of the girls better.
 - B To find out where the girls were heading.
 - C To admire the changing colours of the trees.
 - D To rescue the girls from their predicament.

- 4 After the event, the pilot
 - A had a very clear recollection of all of the girls.
 - B felt particularly concerned about the smallest children.
 - C remembered one girl more clearly than the others.
 - D was unable to provide all the details of what he had seen.

- 5 How did the pilot explain why he momentarily changed course?
 - A One girl seemed competent to take care of the situation.
 - B He was affected by the girls' conflicting reactions.
 - C One of the girls was obviously in charge.
 - D He could not give any explanation at all.

- 6 The pilot was surprised at
 - A how fast the fog obliterated everything.
 - B how high the fog had moved.
 - C how far he could see from the helicopter.
 - D how far off-course he had strayed.
- 7 When the pilot returned,
 - A he realised the girls had turned off the lane.
 - B he assumed the girls would find their way.
 - C he thought the girls must have seen the tree.
 - D he had a feeling the girls must be in trouble.

(21 marks)

Listening

8 You will hear part of a radio feature on hiking across England on the Coast-to-Coast Walk. For questions 1-9, fill the gaps with a word or short phrase.

In order to shorten the walk, the speaker crossed some agricultural parts of the country by car, as they were 1 .
Whichever part of a map of England you look at, there will probably be a(n) 2 nearby.
Wainwright felt that people enjoyed long-distance walks because of the 3 they offered.
He thought the Coast-to-Coast Walk was better than the Pennine Way because of its 4 .
In the mountains, visibility is sometimes excellent, but the scenery can very quickly become 5 .
Overnight accommodation is available at 6 .
Wainwright's guide to the walk includes 7 and relevant parts of maps.
When planning a route on this walk, detailed Ordnance Survey Maps are 8 .
The majority of mountain ascent paths on the walk begin 9 .

(9 marks)

Speaking

Student A

9 a. Talk about this question on your own for about two minutes. Use the ideas given if you wish.

In what ways can mass tourism have both beneficial and detrimental effects?
• culture • environment • prices

Student B

Is there anything you would like to add?

Student B

Talk about this question on your own for about two minutes. Use the ideas given if you wish.

To what extent do you think that money spent on space exploration is well spent?
• natural resources • poverty • research

Student A

What do you think? How do you feel about space tourism?

Students A & B

b. Discuss the following questions together.

- 1 How far do you think that watching travel programmes and reading travel literature replaces the need to travel yourself?
- 2 What do you think are the benefits and drawbacks of jobs which involve travelling on business?
- 3 How should one prepare for a foreign trip in order to make the most of it?
- 4 When travelling abroad, is it better to opt for an organised package tour or travel independently?

(10 marks)

Writing (an article)

10 A media magazine is planning to run a series of articles on the most influential television programmes of the decade. The Editor has asked for contributions. You decide to send in your article, describing an influential television programme that you are familiar with and explaining why it is so influential.

(15 marks)

(Total = 100 marks)

Progress Update

How do you rate your progress? Tick (✓) the box that applies to you.

	Excellent ****	Good ***	OK **	Could do better *
Vocabulary & Grammar				
Listening				
Speaking				
Reading				
Writing				
Communication				

Be Healthy, Be Happy



UNIT 5

The Science of Life

UNIT 6

The Art of Entertainment



MODULE 3

units 5-6

Before you start ...

- What everyday life situations can negatively affect our health?
- How important is leisure time?

Listen, read and talk about ...

- | | |
|--------------------------------------|-----------------------------|
| • medicine | • healthy eating |
| • health | • forms of entertainment |
| • medical breakthroughs | • the arts |
| • physical ailments | • jobs in the film industry |
| • careers in the healthcare industry | • music |
| • psychic healing | • entertainment spots |
| • childhood illnesses | • hobbies |
| • vitamins | • festivals |
| • exercise | • cultural events |

Learn how to ...

- make, rearrange and cancel appointments
- comment on films/music
- recommend a film

Write ...

- reports assessing good/bad points
- reports making suggestions
- reviews

Practise ...

- reported speech
- gerund/infinitive

Phrasal verbs

- keep
- hold
- look
- make

The Science of Life

A
First ECG: 1903
First heart transplant:
Dr Christian Barnard, 1967.
Today: 25% of heart surgery bloodless

B
Principles of vision correction:
Vincent Lance, 1898.
Today: Laser surgery -
92% curability of eye diseases

C
Computerised Axial Tomography (CAT):
engineered by Godfrey Hounsfield, 1972
Today: Complete 3D imaging of human
body possible

D
First researched: 1953, Watson and
Crick (Nobel Prize 1962).
Today: complete map of human DNA

Lead-in

- 1 a. Match the medical fields below to their areas of speciality.

- | | |
|-----------------|-----------------------------|
| 1 cardiology | a eyesight |
| 2 geriatrics | b inherited characteristics |
| 3 paediatrics | c x-rays and ultra sounds |
| 4 genetics | d children |
| 5 ophthalmology | e the elderly |
| 6 radiology | f the heart |

- b. Match four of the medical fields with the pictures. Then use the information to talk about each science, as in the example.

Cardiology → Picture A

*The first heart plant operation was performed by
Dr Barnard in 1967.*

- 2 The following are parts of the body. Where are they located? Use a dictionary to help you.

- shin • sole • retina • Adam's apple • sternum
- abdomen • shoulder blade • calf • cheekbone
- tonsils • knuckles • ribcage • palms

The shin is the front part of the lower leg.

- 3 a. Look at this list of possible medical breakthroughs. In how many years do you think they will occur?

- | | |
|--|-------|
| 1 Epidemics like malaria will be eradicated. | ..... |
| 2 All types of cancer will be curable. | ..... |
| 3 Average life expectancy will rise to 100 years. | ..... |
| 4 An AIDS vaccine will be discovered. | ..... |
| 5 The cure for the common cold will be discovered. | ..... |
| 6 80% of heart surgery will be bloodless. | ..... |

I think that in five years' time epidemics like malaria will have been eradicated.

- b. Listen to the first part of a talk by a doctor and check your answers.

- c. Now listen to the second part of the talk and write whether the following statements are true (T) or false (F).

- | | |
|--|-------|
| 1 Animal rights activists have caused considerable delays in medical research. | ..... |
| 2 The press tends to treat medical breakthroughs with apathy. | ..... |
| 3 The general public are always eager for medicine to progress. | ..... |
| 4 Governments overreact to demands for better health services. | ..... |

- 4 In Ex. 3, you heard the doctor suggest that research involving animals was a necessary evil. Look at the following quotations and discuss the stance they take on animal testing.

"The question is not, 'Can they reason?' nor, 'Can they talk?' but rather, 'Can they suffer?'"
Jeremy Bentham (British philosopher)

"If we stop animal research, who'll stop the real killers?"

Foundation for Biomedical Research

Which of the two do you agree with?

5 You are going to read an article about the invention and development of the stethoscope. Before you read, discuss the following questions.

- 1 Why do you think the title of the article refers to the stethoscope as "a triumph of simplicity"?
- 2 Read the quote which introduces the article.
 - Where do you think it comes from?
 - Read the article quickly and find the paragraph where the ideas in the quote are repeated.
- 3 The writer of the article uses the words/phrases below to describe the stethoscope. In what context do you think he uses each one?
 - simple • fully-fledged symbol of medicine
 - stiff unwieldy tube • precision-engineered instrument

6 Read the article and answer the questions (1-7).

- 1 In the first paragraph, the writer mentions "hi-tech diagnostic equipment" in order to
 - A emphasise the simplicity of the stethoscope.
 - B stress the usefulness of the stethoscope.
 - C show the symbolic role of the stethoscope.
 - D explain why doctors use the stethoscope.
- 2 In the past, lack of adequate diagnostic equipment meant that
 - A many patients died unnecessarily from heart disease.
 - B cause of illness was often discovered only after death.
 - C diagnosis was based solely on subjective hypothesis.
 - D many contagious diseases were never detected.
- 3 The advent of the stethoscope meant doctors
 - A were less likely to catch something from patients.
 - B could distance themselves from those under their care.
 - C were facilitated in detecting contagious illnesses.
 - D could now hear a patient's heart beating.
- 4 How many versions of the stethoscope did Laënnec devise?
 - A one
 - B two
 - C more than two
 - D more than three
- 5 The modern stethoscope
 - A is meticulously crafted.
 - B closely resembles the original.
 - C consists of two moveable parts.
 - D was developed by an American.
- 6 Although simple in design, Laënnec's invention
 - A forced doctors to use reason with their patients.
 - B brought about great change in medical procedure.
 - C caused a revolution in philosophical thought.
 - D has yet to be bettered as a diagnostic tool.
- 7 The last sentence of the article implies that
 - A medicine would not have been a science if the stethoscope hadn't been invented.
 - B Laënnec was one of the few 18th-century doctors who practiced medicine scientifically.
 - C without Laënnec, medicine might have progressed at a much slower pace.
 - D the invention of the stethoscope helped medical practice become more systematic.



A SYMBOL OF MEDICINE, A TRIUMPH OF SIMPLICITY



"I rolled a quire of paper into a sort of cylinder and applied one end of it to the region of the heart and the other to my ear, and was surprised and pleased to find that I could thereby perceive the action of the heart in a manner much more clear and distinct than I had ever been able to do by the immediate application of the ear..."

RENÉ-THEOPHILE-HYACINTHE LAËNNEC (1781-1826)

Follow-up

7 Answer the following questions.

- 1 What exactly does the phrase 'such transmission' in line 23 describe?
- 2 What disadvantages of the first stethoscope were soon corrected?
- 3 Explain in your own words what the writer means by the phrase 'simply rode on the wave of change' (line 82).

Reading Part 4

Despite the trend toward the use of hi-tech diagnostic equipment, the simple stethoscope remains the tool most closely identified with medical care. Even those doctors in specialties other than internal medicine who do not routinely examine patients' hearts and lungs tend to keep a stethoscope close at hand. More than just a helpful device, it has become a **fully-fledged** symbol of medicine.

The 18th-century doctor attempting to diagnose diseases of the heart and lungs had to rely almost completely on the patient's verbal description of symptoms – the 'history'. Although the then novel practice of anatomical **dissection** was leading to revelations about the physical basis of many diseases, doctors had few means of gathering objective data that might point to a specific condition (such as a leaky heart valve) before the patient reached the autopsy table.

In trying to hear the sounds coming from the thoracic organs, the doctor would press an ear directly against the patient's chest – a manoeuvre known as "direct auscultation," from the Latin *auscultare*, to listen carefully. Apart from being unrewarding from a diagnostic standpoint, this technique was considered undignified and sometimes **imprudent**. Since it required close physical contact between doctor and patient, it **inevitably** increased the incidence of contagious diseases spreading. Such transmission may have contributed to the death of one **proponent** of this approach, the French doctor Robert Bayle, who died of tuberculosis.

Laënnec solved the problem by recalling an acoustic phenomenon he had experimented with as a child in Brittany. By scratching one end of a wooden plank, he could send coded messages to his friends at the other end. When he applied this **principle** to the problem at hand, Laënnec literally transformed the practice of medicine. Tightly rolling up the pages 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**.

Laënnec later replaced the rolled-up paper tube with a slim wooden one resembling a child's horn. With this simple instrument he was able to hear and describe the sounds associated with diseases that were the **scourges** of his time. Continuing to study patients from hospital ward to autopsy table, the dedicated doctor tried to match the sounds he had heard in the clinic to the physical signs of disease found after death. For example, the large cavities noted in lungs **ravaged** by tuberculosis produced one type of sound, while the **solidified** lung tissues of pneumonia yielded another. The names he applied to these distinctive sounds – rales, bruits, and

egophony – are still used.

The stethoscope did not remain a stiff **unwieldy** tube for long. To make it more compact, Laënnec divided the cylinder into sections that could be carried more easily in an inside pocket. Other European doctors later developed flexible versions, and in 1855 an American doctor named George Cammann devised a binaural stethoscope that had two ivory-tipped earpieces connected to an ebony chest plate by cloth-covered, spiral-wire tubes. This version, which cost about £2, allowed doctors to listen to a patient's chest with both ears.

Since then, the stethoscope has changed only **modestly**. Today it is a precision-engineered instrument (often costing £80 or more), with two plastic earpieces attached by rubber tubes to a chest piece with interchangeable 'heads': a flat diaphragm, used to hear distinct, high-frequency sounds such as the clicks characteristic of mitral valve prolapse, and a domelike bell, which allows the listener to detect soft, low-frequency noises such as the rumbling murmur of blood flowing through a narrowed mitral valve. To hear these various heart sounds, doctors will often use the diaphragm to listen to several areas of the chest and then apply the bell to the same areas.

Beyond providing insights into heart and lung diseases, Laënnec's invention encouraged doctors to **pursue** objective data investigating these and other conditions, instead of relying solely on a patient's often misleading account of his or her complaints. Doctors not only attended more carefully to sounds **emitted** by the chest, but – in the interest of **correlating** their findings on physical examination with what they had learned at autopsy – they also began what has been referred to as "laying on of hands": **probing** more deeply, palpating the **abdomen** and other areas of the body, and using the sense of touch to detect abnormalities such as tumours.

Laënnec's discovery reflected the **impact** of the French Revolution on the field of medicine. As the Old Regime was driven out, new ideas could be explored that emphasized observation rather than reason alone. These philosophical shifts helped make Paris the centre of medical science in the early 1800s. Whether Laënnec started a revolution or simply rode on the **wave** of change, the trend toward collecting information by more objective means and **correlating** physical findings with laboratory data continues today with the widespread use of x-rays, echocardiography, and other diagnostic **tests**. With his invention, medicine moved closer to becoming a science.

- 8 a. Look at the words/phrases in bold and try to explain them.
- b. Find a synonym for each of the highlighted words.
- c. Which of the words in the article come from a language other than English? Which words are the same in your language?

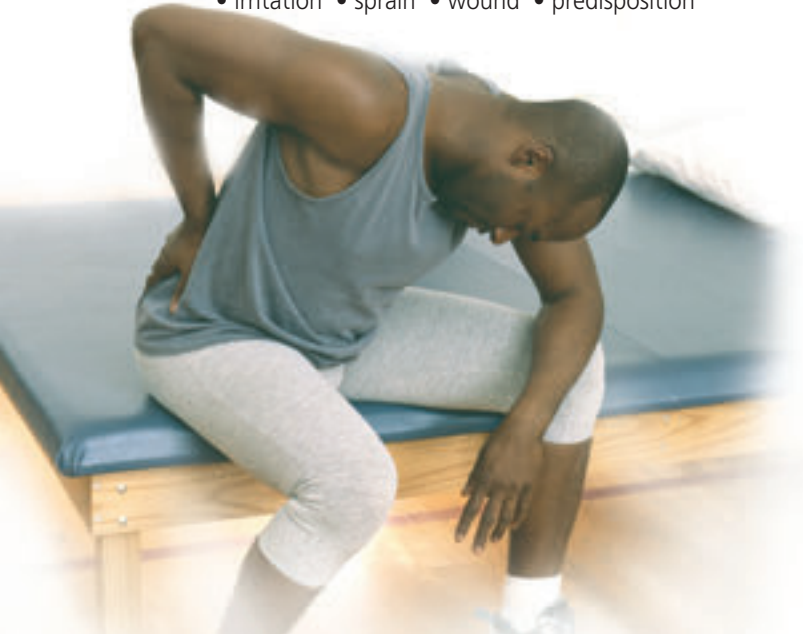
- 9 The invention of the stethoscope came from Laënnec's individual genius and inspiration rather than from scientific teamwork. Some people believe that most scientific breakthroughs occur in this way. What do you think? Do you know how the following breakthroughs were achieved?

- the development of the theory of gravity by Isaac Newton
- the discovery of the properties of radioactivity by Pierre and Marie Curie and A.H. Becquerel

Physical Ailments

10 Check your understanding of the words in this vocabulary bank, then fill in the gaps in the sentences that follow.

- ache • clot • concussion • condition • cramp
- deficiency • discomfort • disorder • exhaustion
- fractured • infection • inflammation • injury
- irritation • sprain • wound • predisposition



- The patient complained about a constant dull in his back.
- She had severe in her right leg while swimming and had to be rescued by lifeguards.
- The face cream was withdrawn from the market after several complaints of painful skin
- In a three-hour operation, doctors removed a from one of the patient's main arteries.
- Jim hasn't broken his ankle, it's only a bad
- The recurrence of an old knee kept Roger out of football for three months.
- After five days stranded on the mountain, the climbers were found suffering from
- He escaped a very serious car crash with only a couple of ribs.
- Even a small blow to the head can result in
- If you eat nothing but junk food you'll end up with a serious vitamin
- All cuts should be treated with antiseptic to prevent
- If the has not healed in a week's time or if there is any swelling or around it, see your doctor.
- After the operation, you will suffer a little, but no pain.

- Anorexia is an eating which is common in teenagers.
- He suffers from a rare which causes his skin to blister every time he goes out in the sun.
- His weak chest means he has a to ailments such as bronchitis.

Odd One Out

11 Find the odd one out, then briefly explain why it doesn't fit in its group. Use a dictionary if necessary.

brain – eardrum – jaw – shoulder blade

'Shoulderblade' is the odd one out because all others refer to parts of the head.

- prevent – treat – cure – heal
- finger – toe – thumb – knuckle
- gasp – pant – faint – wheeze
- muscle – bone – nerve – eyelash
- surgery – ward – stretcher – lab
- slide – beaker – powder – vial
- knee – elbow – thigh – calf
- surgeon – consultant – specialist – orderly

Collocations

12 Match words from columns A and B to make collocations, then make sentences.

A	B
lab	reaction
medical	intake
passive	tests
allergic	smoking
respiratory	history
vitamin	activity
strenuous	infection

The **lab tests** will reveal whether iron deficiency is the cause of the problem.



13 Match the sets of adjectives to the nouns to form collocations. Choose any 3 sets and make sentences.

- | | |
|--------------------------|-----------|
| 1 fatal, contagious | condition |
| 2 congenital, chronic | wound |
| 3 serious, slight | dizziness |
| 4 holistic, conventional | treatment |
| 5 speedy, miraculous | injuries |
| 6 multiple, internal | disease |
| 7 superficial, flesh | medicine |
| 8 emergency, on-going | recovery |

Anyone suffering from a contagious disease has to be quarantined in order to prevent the infection from spreading.

Commonly Confused Words

14 a. Select **two** suitable words which can complete each sentence.

- He felt a **stabbing** / **knifing** / **cutting** / **piercing** / **needling** pain in his side as he bent to pick up the ball.
- Most doctors do not usually know much about **non-conformist** / **holistic** / **alternative** / **conventional** / **orthodox** medicine.
- He will have to **suffer** / **take** / **undergo** / **experience** / **have** treatment at the cardiac clinic very soon.
- David was doubtful about whether he could play in the match or not because of a/an **niggling** / **irritable** / **recurring** / **inflammatory** / **terminal** injury.
- The dentist assured me that I would feel only **petty** / **mild** / **trivial** / **slight** / **little** discomfort as he did the fillings in my teeth.
- A surprising number of people have **toxic** / **noxious** / **poisonous** / **allergic** / **adverse** reactions to very common foodstuffs.

b. Study the pairs of words/phrases below and make sentences in order to show their difference in meaning.

- cut / incision
- pain / tenderness
- dizzy / faint
- hoarse voice / sore throat
- nausea / vertigo
- diagnosis / prescription
- consultation / examination
- exhaustion / exertion
- midwife / matron
- recuperate / improve

The young boy had a nasty **cut** on his finger.
The surgeon stitched up the **incision** and removed his gloves.



Prepositions (Appendix 1)

15 Complete the sentences by filling in the correct prepositions and explain the phrases in bold.

- The **amount** paperwork that doctors have to do these days is phenomenal.
 - The number of serious injuries sustained in traffic accidents **amounts** more than half of the total from all causes.
- Caring** patients is only part of a nurse's responsibilities.
 - It is important for doctors to **care** patients' quality of life too.
- The Hospital Administrator is **charged** the responsibility of providing an efficient and cost-effective service.
 - Patients are **charged** treatment if they don't carry medical insurance.
- My GP told me that I would **benefit** more physical exercise.
 - With the **benefit** hindsight we now know that too much meat is detrimental to health.
- His doctor has put him on a special diet and he has no **choice** what he eats.
 - Faced with the **choice** becoming a nurse or a laboratory technician, I'd sooner be a nurse.
- The Government appears to be **deaf** the demands of health professionals for better funding.
 - Ann has always been slightly **deaf** one ear due to a childhood illness.
- The hospital spokesperson **declined** comment on the patient's health.
 - There is a **decline** the number of people taking up nursing.

- 8 • The patient complained of having **difficulty** getting around.
 - She's having **difficulty** her Anatomy assignment this week.
- 9 • The doctor was reluctant to **commit** himself a prognosis.
 - The man was **committed** a psychiatric hospital.
- 10 • The article on stress related illness will **feature** the medical journal *The Lancet* next month.
 - The spacious gardens are an attractive **feature** the hospital grounds.

Idioms

16 Fill the gaps with words for various parts of the body. Now explain the idioms in bold.

- 1 Getting your **in the door** is the difficult part; once you are in, there are very good career prospects.
- 2 Don't **take his comments to**;he doesn't really mean what he says.
- 3 John is a tolerant man but their behaviour was so bad that even he finally **put his** **down**.
- 4 Children always have a sneaking suspicion that their teachers must **have** **in the back of their heads**.
- 5 How sweet! Married for thirty years and they still only **have** **for each other**.
- 6 Deadlines are getting closer and everyone is **rushed off their** at the moment!
- 7 Philip's business must be really successful. He seems to be making money **over fist**.
- 8 Economic problems and political instability have **brought the country to its**
- 9 When the getaway car wouldn't start the thieves **took to their**, with the police in hot pursuit.
- 10 Without definite proof you won't **have a** **to stand on** in court.
- 11 Mark has retired as a commercial pilot but has joined a flying club just to **keep his** in.
- 12 Her opponent just wasn't on her level and Stephanie **won the match** **down**.
- 13 You need a **strong** to watch those films; they're extremely violent.
- 14 On her first day in Paris, Greta **fell** **over heels in love** with the tour guide.

Phrasal Verbs (Appendix 2)

17 Fill in the gaps with an appropriate particle and explain the meaning of the phrasal verbs in bold.



- 1 Regular cleaning in hospitals is necessary to **keep** the levels of contamination.
- 2 Prohibiting research that involves animals may **hold** medical science.
- 3 My doctor doesn't **hold** the theory that coffee is bad for your health.
- 4 Liam has always found it difficult to **hold** a job as a nurse.
- 5 There have been reports of operations being **held** as result of cutbacks.
- 6 The striking health industry workers are **holding** for more money.
- 7 My doctor **keeps** me about my lack of a physical fitness regime.
- 8 I have to make sure that I **keep** the diet that the doctor prescribed.
- 9 The local health centre can only **keep** a limited number of workers.
- 10 The Minister for Health was sure that current levels of health care could be **kept**

Fixed phrases

18 Match the two halves of the sentence fragments to make logical sentences.

- | | |
|--------------------------------|--|
| 1 The specialist held | a in high esteem by the community. |
| 2 Our local GP is held | b still while I give you this injection. |
| 3 The nurse asked me how | c I had been keeping. |
| 4 Hold | d of a doctor all morning. |
| 5 I've been trying to get hold | e degrees in cardiology from a number of institutions. |

→ Making, Rearranging and Cancelling Appointments

19 a. Listen to extracts from some telephone conversations and complete the following sentences.

- 1 How does that?
- 2 Something's
- 3 I'm afraid I can't
- 4 That's a
- 5 Thanks for
- 6 I can at 11:30.
- 7 I'm afraid he's today.
- 8 I would like to to see the manager.
- 9 I with Dr Robson.
- 10 Can we to sometime tomorrow?

b. Now use these phrases to fill in the missing parts in the dialogues below. What do the phrases in bold mean?



- A: Cato Productions.
- B: Hello, Linda. Neil Conway here.
- A: Hello, Mr Conway. How can I help you?
- B: I need to **1)** to see Mr Howard. Has he got any time today?
- A: Let me see Not today, I'm afraid, Mr Conway. The earliest I can **2)** is tomorrow at 10:30.
- B: Can't you **squeeze me in** sometime today?
- A: Hmm ... no, I'm afraid not. He's **3)** today. Sorry about that.
- B: OK, Linda, no problem. Tomorrow, 10:30.
- A: That's fine, then, Mr Conway. Have a good day.
- B: Bye.

- A: Good morning, Airthrey Medical Centre.
- B: Hello, my name is Chris Fowler and I **4)** with Dr Kennedy this morning at 11 o'clock.
- A: Yes, Mr Fowler, how may I help?
- B: **5)** at work. Can we **6)** to sometime this afternoon?
- A: Let me check for you... Yes, **there's a slot** at 2.30. How does that **7)**?
- B: That's fine.
- A: Okay then, Mr Fowler. 2:30, Dr Kennedy.
- B: Thanks very much.
- A: Hello?
- B: Hi, Keith – it's Julia.
- A: Oh, hi.
- B: Listen, it's about lunch tomorrow. I'm afraid **8)**
- A: **9)** Is Harry still coming?
- B: Oh, yes, Harry's going to be there.
- A: OK then, Julia. Thanks for **10)**
- B: Thanks, Keith. Bye.

c. In pairs, act out the following conversations.

- Call the hairdresser's to move your appointment from 11.30 to sometime after 2 o'clock.

A	B
– Answer.	Identify yourself, mention existing appointment.
– Greet, ask how you can help.	– Mention a mix-up at work; ask for your appointment to be moved.
– Ask caller to hold on.	– Agree.
– Inform caller that there are no appointments after 2; suggest tomorrow 11.30.	Accept suggestion.

- A: *Lara's Salon, how may I help you?*
 B: *Hi, my name is Louise Simpson and I've got an appointment for this morning.*
 A: *Yes, hello Miss Simpson, how can I help you?*
 B:

- You requested an appointment with your lecturer to discuss your assignment, but you have decided to go on an excursion for the day instead. Call him, make an excuse, and arrange an appointment for a later date.
- Call your bank and make an appointment with the manager to discuss a loan.

Listening & Speaking

- 20** a. You are going to hear a report on the fraudulent medical practice of 'psychic surgery'. The following words and phrases are heard in the recording. In what context do you think they will be heard?

- witch doctor • exposed • sentenced
- psychosomatic illnesses • the myth still persists

Listening Part 2

- b.** Now listen to the recording and complete the sentences (1-9) with a word or short phrase.

Sean Flint reports that the tradition of psychic healing dates back to **1** _____ or _____

The miraculous cures wrought by psychic surgeons brought **2** _____ to sufferers and their families.

There is a general misconception that faith healers **3** _____ for their work.

A man in California was charged with posing as a doctor and the illegal **4** _____.

Cotton balls are used to generate the illusion of **5** _____ when fake operations are being performed.

The rumours surrounding the efficacy of psychic surgeons are spread by disreputable **6** _____ and word of mouth.

7 _____ are brought on by extended periods of stress.

Often **8** _____ is ever discovered for persistent pain in people suffering from psychosomatic illnesses.

The fallacy concerning miracle cures is also **9** _____ by the people who attribute their return to health to psychic surgeons.

- c. Which of the following two statements is closest to your opinion? Discuss.

- People are naturally more gullible when they are suffering, and psychic surgeons take advantage of this.
- As long as psychic surgery has cured some people (even if their ailments were psychosomatic), its practitioners should not be persecuted.

- 21** a. You will hear part of an interview about careers in the healthcare industry. Before you listen, think of as many occupations as you can that are connected with the healthcare industry.

Listening Part 3

- b.** Now listen to the recording and answer questions (1-5).

- According to John Wilkinson, what is the relation between medical progress and health-care careers?
A Medical progress encourages the creation of new specialisations.
B When progress slows down more specialisations become necessary.
C The faster the progress, the fewer the health-care careers.
D New specialisations are never created when progress is slow.
 - According to John Wilkinson, hospital equipment tends to be
A too complicated.
B costly to maintain.
C prone to breaking down.
D highly reliable.
 - It seems that a hospital dietician
A has to consult with doctors before putting together menus.
B sees that available meals are suitable for everyone at the hospital.
C could never allow a patient to visit the hospital cafeteria.
D must make sure that doctors don't set a bad example.
 - John Wilkinson thinks that the general public's image of ambulance workers is
A simplistic.
B comical.
C exaggerated.
D offensive.
 - It can be inferred that hospital social workers
A perform various hospital administrative tasks.
B are only useful to elderly patients.
C offer mostly psychological support to patients.
D may spend time outside the hospital.
- c. Do you think a career in the healthcare industry would be rewarding? In what ways?

Listening Part 1

22 a. Listen to an extract from a radio talk on human cloning and answer the questions.

- What does the speaker say about man's belief in knowledge?
 - It was misguided.
 - It was ultimately abandoned.
 - It was viewed as a universal remedy.
 - The general tone of the speaker is one of
 - anger.
 - scepticism.
 - pensiveness.
- b. In what ways can scientific progress harm humanity? What can we do to stop this from happening?

23 a. Listen to part of a conversation between a man and his daughter and answer the questions.

- We get the impression that the girl
 - doesn't like science.
 - doesn't mind science.
 - doesn't understand science.
 - The daughter's tone is slightly
 - patronising.
 - sarcastic.
 - hostile.
- b. How important is it to have 'hands-on' experience when you are learning something new?

24 a. Listen to a teacher talking about childhood illness and answer the questions.

- What do we gather about the speaker's parents?
 - They were mindful of her health.
 - They seemed over-protective.
 - They could be overbearing.
 - The apparent improvement in children's health might be
 - due to better all-round health.
 - a result of smaller class sizes.
 - due to changes in employment patterns.
- b. To what degree do you think parents should be involved in the educational process?

25 a. Listen to a dietician talk about vitamin C and answer the questions.

- We get the impression that the speaker
 - does not approve of vitamin supplements.
 - is worried that people will overdo it.
 - is anxious to warn people about the common cold.

2 What does the speaker say about excess vitamin C in the body?

- It can't do any harm.
- The body dissolves it.
- It can be harmful.

b. What do you associate the term 'healthy eating' with? Do you eat healthily, or do you tend to resort to junk food and ready meals? Why?

Speaking Part 2: Health



Comparing

Stage 1

26 a. With a partner, look at pictures A and B. Which one do you think sends out a stronger message? Why?



Evaluating

Stage 2

b. Now look at all the pictures. Two of these four pictures 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 are not as successful.



Suggesting alternatives

c. Together, suggest one other photograph which you would like to see on the cover of the publication. What would its theme be, and what would it add to the publication?

d. Listen to two students doing the speaking task in c. Who is more successful? Why? Think in terms of:

- contribution
- range of vocabulary
- ability to communicate
- grammatical accuracy



Sample Interview

- 27** a. You are going to read three extracts associated with health and medicine. Before you read, look at the title of each extract and the photographs. What might the content of each extract be?
- b. Read the extracts quickly, ignoring the gaps. How close were your ideas to their actual content?

Reading Part 3

- 28** Read the extracts and choose the best words to fill in the gaps.

An Old-fashioned Hospital

On my recent visit to this hospital, I saw no 1) of new technology. Not much had changed. A computer had arrived in the nurses' room, which they seemed to use for 2) , ordering drugs from the chemist and for recording some tests on a patient's database. This was more than could be 3) for the consultants' offices and consulting rooms in 4) , which appeared to be computer-free zone. The trolley full of folders still made its triumphal appearance on the wards during some consultants' 5) Although I did 6) suspicions that there was a rudimentary electronic patient record somewhere in the hospital, it was clear that the paper folder on the trolley was still the master record.

- | | | |
|----------------|---------------|------------|
| 1 A sign | 3 A marked | 5 A rounds |
| B mark | B told | B hikes |
| C track | C said | C walks |
| D print | D written | D circles |
| 2 A admissions | 4 A surgery | 6 A hold |
| B entrances | B theatre | B make |
| C influxes | C outpatients | C fee |
| D enrolments | D casualty | D have |

Plants Can Help

There was a time when no self-respecting 7) would be without its herb garden, for both culinary and therapeutic uses. "Children's favourites, such as dandelion and burdock cordial, lemon barley water and ginger beer were originally brewed for their health 8) ," says Sharon Macnish of the European Herbal Practitioners Association. "Herbs offer cheap and readily 9) solutions to a wide range of health problems, but they can be very powerful, so if you're on 10) medication you should check with a doctor first. The 11) the product is to the natural plant format the better, so organic fresh teas or tinctures from a herbalist or health food shop are better than over the counter 12)

- | | | |
|--------------|-------------------|----------------|
| 7 A dwelling | 9 A easy | 11 A nearer |
| B household | B available | B closer |
| C building | C possible | C tighter |
| D estate | D useful | D narrower |
| 8 A helpings | 10 A conventional | 12 A dressings |
| B aids | B normal | B remedies |
| C benefits | C consistent | C therapies |
| D profits | D typical | D antidotes |



The Gym and You



Exercise is a vital part of any 'new you' programme. By toning and **13)** our bodies we can develop not only a better-looking physique but a healthier and stronger body that feels and acts as it was naturally designed to do. But most of us find exercise a **14)** The reasons people give to avoid exercise are firstly, time, secondly, lack of confidence in physical ability and then a mix of embarrassment about body size, lack of support, **15)** cost, lack of results and boredom. Yet none of these are natural **16)** of exercise. Rather, they are the result of people working on programmes that don't **17)** their lifestyles, their body **18)** , their personality or even their fitness goals.

- | | | |
|---------------------|-----------------------|------------------|
| 13 A tensing | 15 A perceived | 17 A fit |
| B straining | B visualised | B meet |
| C stretching | C realised | C suit |
| D distending | D understood | D accord |
| 14 A chore | 16 A bypasses | 18 A kind |
| B task | B by-products | B sort |
| C job | C by-gones | C type |
| D labour | D by-laws | D category |

Follow-up

29 The words below are used as distractors (wrong choices) in the three extracts. Explain why they are the wrong choices by using them in a sentence.

- 1 mark (extract 1, gap 1)
- 2 enrolments (extract 1, gap 2)
- 3 profits (extract 2, gap 8)
- 4 antidotes (extract 2, gap 12)
- 5 straining (extract 3, gap 13)
- 6 labour (extract 3, gap 14)

30 a. For which of the three extracts does each of the following statements hold true? Underline words or phrases in each extract to justify your answer. (Some statements may hold true for more than one extract.)

- 1 The next part of the article will probably try to debunk some misconceptions.
- 2 The writer warns about possible side-effects of some remedies.
- 3 The writer is critical.
- 4 The writer may be a dietician.
- 5 The writer may be a government-appointed inspector.
- 6 The writer may be a doctor.
- 7 The extract might come from a parenting magazine.
- 8 The extract might come from an advertising leaflet.
- 9 The extract might come from a report on local health services.

b. Look at the following sentences from the extracts and explain the use of the underlined words/ phrases.

- 1 A computer had arrived in the nurses' room, which they seemed to use for ordering drugs ... (extract 1)
- 2 The trolley full of folders still made its triumphal appearance ... (extract 1)
- 3 Exercise is a vital part of any 'new you' programme. (extract 3)

Reported Speech

Grammar Reference

31 Change each sentence into reported speech, using a reporting verb from the list below.

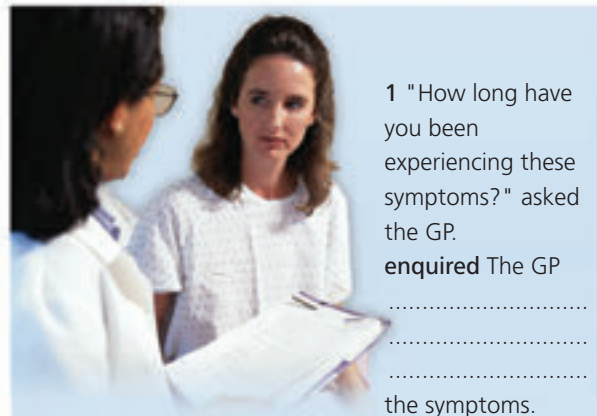
- advise • explain • promise • deny • reveal • warn
- forbid • apologise • accuse • emphasise • forecast
- inform

- "Johnny stole my pen – I saw him do it," said Martha.
.....
- "I'll clean my room the second I get back from the concert," Bill told his mother.
.....
- "The agent will be boarding a plane for New York at five this afternoon," said the spy.
.....
- "Because if you don't wear your jacket you will catch a cold and you will have to go to the doctor," his mother said to him.
.....
- "Sunday will see some scattered rain showers with temperatures reaching the mid-20s," said the weatherman.
.....
- "If you're not here at six sharp, you'll be dining alone," the woman said to him.
.....
- "Clean the wound thoroughly, apply a salve and cover it with a sterilized bandage," said the nurse.
.....
- "Students must not leave their rooms after lights out," said the headmistress.
.....
- "I was nowhere near the bank on the night of the robbery," said the accused.
.....
- "Officer, it was the other driver who was in the wrong lane, I was on my side of the road," said the woman.
.....
- "Sorry I'm late but I got here as fast as I could," the boy said.
.....
- "The currents in this part of the river are terribly treacherous," said the ranger.
.....



Key Word Transformations

32 Rewrite the following sentences using the words in bold type. Do not change the meaning of the original sentence. Use between 3 and 8 words.



- "How long have you been experiencing these symptoms?" asked the GP.
enquired The GP
..... the symptoms.
- "Don't touch those instruments, they've been sterilised!" the nurse said to the laboratory technician.
because The nurse told the laboratory technician
..... been sterilised.
- "You really ought to reduce the amount of saturated fat you eat," the doctor said.
cut The doctor
..... the amount of saturated fat that I ate.
- The cardiologist said, "It would be a good idea to give up smoking."
if The cardiologist suggested that it would
..... smoking.
- "Don't worry, it won't hurt at all," the nurse told the girl.
assured The nurse
..... hurt.
- "Ouch", she exclaimed.
out She pain.
- "Don't forget that you've got an appointment at eleven," the receptionist said to the doctor.
had The receptionist
..... an appointment at eleven.
- "If I were you I'd give serious consideration to changing jobs," the counsellor said to him.
urged The counsellor
..... a job change.
- "It is imperative that you keep still during the procedure," said the assistant.
my The assistant
..... still during the procedure.
- "It'll soon be time for your medication," said the nurse.
informed The nurse
..... for his medication.

33 Look at the following newspaper extracts. What would the people have said in direct speech?

A

The Prime Minister refused to comment on the issue but pledged to inform the press of any new developments.

B

The policeman reported that the truck driver had been driving erratically for some time before the accident.

C

The Chancellor warned of an explosion in inflation in the event of a further devaluation of the currency.

D

Carson had earlier denied allegations of embezzling company funds.

E

Judge Harrison expressed his doubts regarding the defendant's claims.

F

Concerned workers quizzed Mr Compton about the possibility of further staff lay-offs in the forthcoming months.

34 Change the following passage into direct speech.

The eyewitness stated that he had been passing the park entrance when he heard pleas for help. He explained that he had then looked around for a police officer, and when he realised no officer was in the immediate vicinity he took it upon himself to investigate. He went on to say that the first thing that he had noticed on entering through the gate was a large black shadow crouched over a prone figure on the ground. He said that on getting closer he realised that a woman was being threatened by a large mongrel dog. He admitted being petrified of dogs and that he was temporarily unable to move.

He told police that he had then acted on instinct and picked up the largest object at hand, which turned out to be a fallen branch. He maintained that by the time he had reached the woman, however, the dog had turned tail and disappeared into the undergrowth.

➔ **Open Cloze**

35 Fill in each gap with **one** suitable word.



BABY WALKERS MIGHT HINDER MOTOR SKILLS

The danger presented by baby walkers has 0) *been* extensively documented and yet parents 1) insist on plonking their babies into these contraptions day after day 2) the hope that it will facilitate that all-important 3) step. There is a lingering belief held by parents that having their baby cruise 4) in a walker for hours on end will hasten their development and get 5) walking sooner. However, current research is about to debunk 6) fallacy. Based on a series of animal experiments, researchers have discovered that visual feedback is essential 7) developing and refining motor skills. Now, experts in child development are finding similar evidence that babies 8) need to be able to see how their body is positioned and how their limbs are moving 9) order to reach their motor milestones. This means that the part 10) the brain that coordinates muscle movements for activities such as walking and crawling will 11) mature if it receives the necessary visual feedback. Knowing 12), researchers have recently published a study that hypothesized that infant walkers, 13) their inherent design, prevent a baby 14) seeing its legs 15) impeding motor skills development.

Word Formation

36 Use the word in capitals to form a word that fits in the space.

“Give it to me straight”



Doctors have traditionally kept 0) *unsettling* facts from patients, but the philosophy of evidence-based medicine will empower both.

SETTLE

If health care reflects family 1), few would disagree that doctors have traditionally taken on the role of father figure, making 2) on behalf of their patients, who were often only too happy to be treated like children.

RELATE

But a new 3) that's already transforming the way health care is provided today, can lead to a more adult, mutually 4) doctor-patient relationship. Evidence-based medicine is defined as “the conscientious and explicit use of best evidence in making decisions about the care of individual patients”.

DECIDE

Put simply, the responsibility of deciding which therapies work and which don't is being taken away from individual doctors. Instead, multi-disciplinary teams of 5), health economists, academics and health practitioners are working alongside carers to sift through all the available evidence and disseminate the results to clinicians.

DEVELOP

“Patients are better informed today than ever before, but a vital part of our work is to 6) that they have access to the same high-quality information as their doctors,” says Dr Anne-Toni Rodgers.

RESPECT

Old habits die hard – and there are still numerous instances of paternalism within the health 7), with doctors still insisting that the right way forward is to ‘protect’ patients from 8) information.

STATISTIC

But the impact of patient empowerment shouldn't be 9), says Dr Rodgers. “We're entering a new age of medicine, where the doctor and patient come together in a therapeutic 10) Doctors who won't drop a paternalistic attitude could find themselves in constant battles with patients,” she warns.

SURE

ESTABLISH

QUIET

ESTIMATE

ALLY

37 Complete the table with the correct parts of speech.

PERSON NOUN	ABSTRACT NOUN	VERB	ADJECTIVE
.....	dissect	.....
surgeon
.....	consultation	.....	special
.....
practitioner	screen	.....
.....

Words with Multiple Meanings

38 Find **one** word that fits all three sentences in each set.

- In the first half of the book, such important questions as the origin of the universe and the meaning of life are
 - There is a letter to you on the kitchen table.
 - The chairman the meeting, underlining the necessity for revaluation.
- You can't help Sarah; she's a hopeless
 - Their lawyer is optimistic because he says they have a really strong
 - If that is the, then we'll have to completely rethink our strategy.
- Could you add this up for me? I'm no good at all with
 - The cocktail party was attended by several well-known public
 - Models have to watch their all the time, so they eat very carefully.
- It's nice to see Mark in such spirits today for a change.
 - She sang in a and slightly wavering voice.
 - I have hopes of Geraldine passing the exam with an A.
- There are widespread fears that the recent High Court ruling on an individual's right to privacy will a dangerous precedent.
 - It would be helpful if you could the table for me, while I see to the meal.
 - The police decided to a trap for the kidnappers.
- I'm not sure whether to apply for the job as it will moving away from home.
 - I'm sure John didn't to be offensive; he's just not very tactful.
 - I'm sorry but I really cannot understand what you

Summary Writing

STRATEGY POINT: IDENTIFYING ARGUMENTS

The term "argument" is used to refer to a piece of discourse which tries to convince us about something by means of *reasoning*.

When you are asked to identify an argument in a text, you are effectively being asked to do two things:

- locate the argument.
- briefly paraphrase the argument in the text.

39 Read the following paragraphs and identify and summarise, as briefly as possible, the arguments which are being presented.



- 1 I was not surprised when the government's announcement regarding the new "hospital entry fee" prompted such widespread protest. People rightly feel that they are entitled to healthcare which is completely free and covered by their (already hefty) tax contributions. In effect, if they have to pay a fee (however nominal) simply to be admitted to a hospital, they will be paying twice.
- 2 No-one can deny that herbal treatments (and all sorts of other so-called "alternative" remedies) can help people who suffer from psychosomatic ailments. However, so can any placebo drug

prescribed by a regular GP. With no solid corpus, and very few (and dubious) educational institutions recognising it as a science (let alone teaching it), alternative medicine should not be considered as an option by any logical individual.

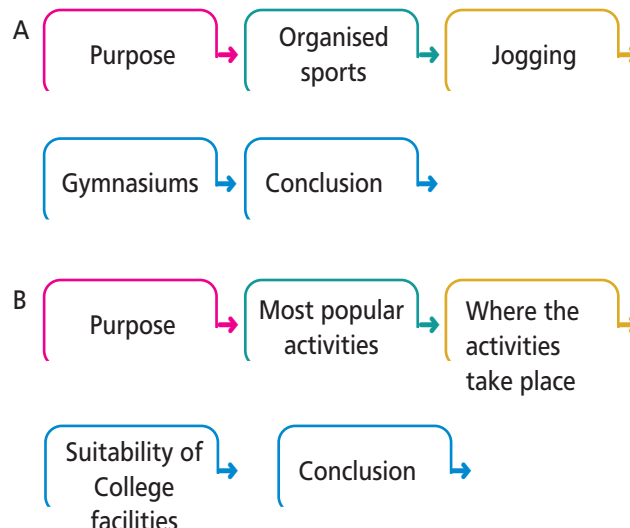
- 3 The local school board has recently announced that as of September, physical education classes will no longer be compulsory for students attending secondary schools. In making their decision they are ignoring the fact that the exercise which is provided in these classes is often the only form of physical activity that these children participate in. They have also quite obviously forgotten that taking part in team sports promotes team spirit, increases self-confidence and allows a student to feel proud of him- or herself.
- 4 The Department of Lands and Forests published their annual report this week for this year's hunting season. There is sure to be an outcry from preservation groups at the fact that this year's quota has been raised to two animals per hunter. However, their decision was based on purely humane logic. Due to a dramatic increase in the deer population in past years, rangers have been unable to provide food for the animals and they have been starving to death in the cold winter months.
- 5 Local citizens turned out in solidarity last night at a hastily called town meeting. Citizens are outraged that proposed plans for a new hydro dam in the area have been approved. Because the area's livelihood is based on the fishing industry, locals are rightly concerned that their bread and butter will be lost. Another concern raised was that the 100-acre park beside the river would also be destroyed as a result of the construction of the dam.
- 6 High street merchants were out in full force this morning blocking the shopping district and temporarily halting traffic in the downtown area. Since the new shopping arcade opened on the city's outskirts, many of the irate merchants have had to close their doors. They should be offered reduced rental rates in the shopping complex and they should be reimbursed for all monies spent on moving to new premises.

WRITING A REPORT

Reports are usually written to present information in a formal situation. They are often divided into **sections**. Each section is written as a paragraph, in the same way as other types of writing. However, the sections are given **headings**. Because reports are written in business situations (where the writer adopts a given role), it is important that the language be appropriate for the target reader.

A report should contain:

- An introduction in which the reason for writing is clearly stated. This first section should outline the purpose of the report.
- A main body which is divided into sections, each of which is given a heading. It is important to choose appropriate headings for sections or there is a risk of not answering the question properly.
- A conclusion in which the main points from the body of the report are summarised. The conclusion may sometimes include a recommendation for future action.



Linking Words and Phrases

- 41** a. In the phrases below, fill in the missing word, as in the example. Then read the model on p. 115 and fill in the gaps with the appropriate phrases.

• part • on • whole • vast • into • addition
• for • advantage

- | | |
|-----------------------|----------------------|
| 1 take <u>part</u> in | 5 the majority |
| 2 take of | 6 in to |
| 3 takes account | 7 account |
| 4 focuses..... | 8 on the |

- b. Which of the paragraph plans in Ex. 40 has been used? Has all the information from the rubric been included? How could you have done it differently?

Sentence Construction

- 42** Match the two halves to make complete sentences, as in the example.

- | | |
|---|---|
| 1 By far the | a to be discouraged by poor salaries. |
| 2 With the exception of a small minority, | b are adequately catered for. |
| 3 The needs of the handicapped | c most popular sport is rugby. |
| 4 Needless to say, qualified medical staff tend | d our policy on this needs to be revised. |
| 5 In the light of the change in the law, | e all of the students are aware of the risks. |

Understanding Rubrics

- 40** Read the rubric below, paying careful attention to the underlined words and phrases. Then answer the questions that follow.

You work for the welfare organisation of the college that you attend. You have been asked to prepare a report for the chief welfare officer in which you describe the most popular ways that your fellow students use to keep fit. In your report, you should mention whether these activities make use of the facilities on campus or whether they take place outside the college, as well as your thoughts on whether the college facilities are adequate.

- What is your role for this report?
- Who is the target reader? How formal does your writing need to be?
- What is the purpose of the report?
- What other information do you need to include?
- Which keep-fit activities could be done using college facilities? Where else might students go? What comments could you make about the facilities on campus?
- Both of the plans below are suitable for this writing task. Compare them and say which one you think would be the most suitable. What information would you include in each paragraph?

Model

To: Simon Wooding, Chief Welfare Officer
 From: Lee Theed, Year Three
 Subject: Keep-fit Activities
 Date: 8th May, 2.....

Purpose

The purpose of this report is to assess the methods of keeping fit used by students of the college. The report
 1) the most popular methods and also
 2) the use which is made of the facilities provided by the college.

Organised Sports

3) of those students who 4) any kind of physical activity do so through organised sports. By far the most popular of these is football, with regular teams and a five-a-side tournament. With the exception of a small number of students who train with the local team, all football training takes place on the campus using college equipment. 5) football, the sports of netball, hockey and tennis are very well represented, all of them adequately catered for by the college facilities.

Jogging

The second most popular activity is jogging. For this, the running track is a great asset as it is a safe and convenient way for students to pursue their hobby. Needless to say, however, many long-distance runners find the track to be limiting and tend to 6) the parks and the countryside in and around the town.

Gymnasiums

Bodybuilding and weight training 7) the remainder of the keep-fit enthusiasts, with aerobics classes also proving hugely popular, particularly among female students. Here, the attendance is divided between the college gym and the well-equipped private gyms in the town.

Conclusion

To conclude, it would seem that, 8) , the college facilities are adequate. There is certainly a satisfactory range of activities being offered at present without the need for students to leave the college grounds. However, in the light of the popularity of aerobics and bodybuilding, it would be a worthwhile investment if more of such activities could be provided in the college gym. This would not only be more convenient for the students concerned, but would also encourage greater social interaction within the college.

Brainstorming

To write a report in your given role, you need to brainstorm for ideas on such things as:

- The present situation, *e.g. There are presently only two hospitals in the Waterford area and they are struggling to serve the needs of this rapidly expanding community.*
- Numbers and statistics, *e.g. Over a third of those who were interviewed said that they were totally dissatisfied with the level of health care in the area.*
- An event (such as a meeting) that has taken place, *e.g. Opinions raised at the recent meeting to discuss the new sports complex varied from indifferent to strongly opposed to the idea.*

43 Using the prompts given, discuss the information that you could include in the following report.



You are a member of a committee which is presenting a review of the health care facilities in your area. You have been asked by the chairman of the committee to compile a report featuring the results of a recent survey in which over two thousand local residents were asked for their opinions. Write the report, focusing on such aspects as hospitals, medical staff and the general feelings of the public.

Sections

- Hospitals
- Medical staff
- Public feeling

Present situation

- overcrowded
- (un)satisfactory
- (in)sufficient
- (in)adequate
- (un)qualified
- dilapidated
- in need of repair
- under-funded

Numbers and Statistics

- rise/rose/risen
- fall/fell/fallen
- increase/decrease
- over a third, half, etc
- less than ten per cent
- a quarter
- the vast majority
- a small minority

Events

- Meeting
- Poll
- Survey
- Demonstration
- Cutbacks
- Closures
- Reform
- Job losses

Hospitals tend to be overcrowded and the number of beds available has fallen dramatically due to government cutbacks.

- 44** a. Put the words and phrases given into the appropriate sections on the right, taken from a report on keep-fit classes and add more of your own. Some of the words/phrases may appear more than once.

- loan • punctuality • every Tuesday • repay
- fully trained instructors • aerobics
- more varied activities • cover the costs
- less theory • a greater choice of subjects • budget
- flexible timetable • sponsor • better prepared
- for beginners • advertising • profit

- b. Now, in pairs, discuss which sections you would include in the following reports. What other sections could go into the reports?

- 1 ... write a report on the progress that the company has made in the last year ...
- 2 ... write a report on the facilities that the sports centre has to offer ...
- 3 ... write a report, saying what you thought of the training course and suggesting any improvements that you think could be made ...

Funding

.....

Classes

.....

Recommendations

.....

Organisation

.....

Language Upgrading

- 45** a. Read the section below, and in pairs, discuss how the underlined words and phrases could be replaced with the more formal expressions given.

- obesity will continue to rise • boys and girls in the oldest age group • action is taken • with the exception of
- proportion increases • in activities of moderate intensity
- on average • fail to meet • are largely inactive

Physical Activity

Apart from the youngest children (4-6 years), children in Britain do not do much physically. About 40% of boys and 60% of girls spend, roughly speaking, less than 1 hour a day doing anything even slightly energetic and therefore fall short of the Health Education Authority's recommendation. For older kids (15-18 years) this number goes up to 56% and 69% respectively. Unless we do something to improve physical activity in children, there'll be trouble because more kids will be overweight.

- b. Using the prompts given, write a formal paragraph like the one above.

Diet

The foods / consume / most / be / white bread, snacks and chips.

On average, children eat less than half / recommend / portions / fruit / vegetables / day.

Main sources / fat / be / cereal products / such / cakes and biscuits.

Children / poorer families tend / have / poorer diet / children / richer households.

- c. Discuss the following:

- What kind of report might the sections above have been taken from?
- What other sections might it contain?
- Who might it be for?
- What would a similar report say about *your* country?



→ Beginnings and Endings

Reports usually **begin** with the following information in the top left-hand corner.

To:

From:

Subject:

Date:

(The exact information you include depends on the rubric).

The first paragraph is usually a short section entitled **Purpose** or **Introduction**.

It is important that you mention the reason for writing the report and prepare the reader for the information that you will include in the main body.

The **end** of the report should be a final section, often entitled **Conclusion**, in which you:

- summarise the points in the main body;
- make a recommendation for future action;
- or
- offer a personal opinion.

- b. Now read the following endings and say which techniques have been used. Finally, match the beginnings to the endings.

1 Conclusion

The overall favourable response to the new guidelines is encouraging. Although there was some objection to the new safety regulations, the majority of employees seem to recognise the need for more stringent safety checks on the production line.

2 Conclusion

In my opinion, the campaign was an overwhelming success. As a result of our initiative, I feel that students are far better equipped to deal with matters affecting their own health and are considerably more aware of the welfare of those around them.

3 Recommendation

In conclusion, I recommend that the club's activities continue at their present rate, perhaps with the exception of the monthly outing. I suggest that, given the poor response, it would be better to confine the activities to the club itself.

- 46** a. Read the following beginnings and say what you expect to find in the main body of each report. Try to predict the section headings which will be included.

A To: George Davis, Project Leader
From: Ruth Cowling, Research Assistant
Subject: Health Campaign
Date: 12th December 2.....

Purpose

The purpose of this report is to evaluate the success of the recent campaign to raise awareness of health issues among students.

B To: Mrs D. Fellows, Director
From: Andrew Adams, Secretary
Subject: Report for 2.....
Date: 3rd March 2.....

Introduction

The information below is a report on the last year's activities held by the 'Feelgood' Health and Social Club.

C To: Mr P.D. King, Manager
From: Nigel Dearden, Production Manager
Subject: New Guidelines
Date: 1st April 2.....

Purpose

This is a report compiled to assess the staff response to the new Health and Safety guidelines. The opinions below reflect the views expressed at the meeting held on 15th March.

→ Tenses

The most commonly used verb tenses in reports are as follows:

The Present Simple - to describe the present situation

e.g. *It **is estimated** that at least half of the students at the college regularly **take part** in some kind of sporting activity.*

The Present Continuous - to describe things that are happening now

e.g. *While the main hall **is being repaired**, classes **are being held** in the lecture theatre.*

The Present Perfect - to emphasise past actions that are relevant now

e.g. *Over three thousand people **have visited** the centre and there **have been** very few complaints.*

The Past Simple - to report on past actions, events, etc.

e.g. *Most people who **were interviewed** **expressed** an interest in the project.*

- 47** Read the sentences below and put the verbs in brackets into the correct active or passive tense. Some variation is possible.

- 1 This (**be**) a report on the meeting (**hold**) on January 30th to discuss the requirements of the Community Care Programme.
- 2 Leaflets (**print**) and posters (**distribute**) to the major outlets in the town.

- 3 The sales department (record) a profit last year in excess of £200,000.
- 4 The entries for the competition (examine) by the judges, who (expect) to make an announcement in the coming months.
- 5 The number of people enrolling for our health education classes (rise) dramatically over the last twelve months.

→ Assessing People and Places

In some reports, you will need to assess the suitability of a person or a place for a particular job or use. To do this, you will need to think of different aspects of the person or place. The following may be useful:

People - personality, people skills, track record, background, projects presently working on, level of competence, skills, qualifications, special qualities, etc

Places - accessibility, local history, population, local economy, cost of accommodation, availability of housing, places of interest, local climate, etc

Descriptive adjectives play an important part in this type of report because it is necessary to portray as accurate a picture of the person/place as possible.

48 Write *Pe*, *Pl* or *B* next to the adjectives below to show whether they are normally used to describe **people**, **places** or **both**.

- 1 capable; 2 accessible; 3 sensitive;
- 4 well-qualified; 5 successful; 6 ideal;
- 7 well-placed; 8 renovated; 9 thriving;
- 10 well-preserved; 11 under-exploited;
- 12 competitive; 13 undervalued;
- 14 over-priced; 15 dedicated;
- 16 caring; 17 untapped

49 Read the two rubrics below and, with a partner, decide on three headings for the main body.

A The company you work for is thinking about relocating to your home town. Write a report, to be submitted to your manager, in which you assess the town in terms of its suitability for your company. Your report should take into consideration factors such as accessibility, population and expense.

B You have been asked by your employer to write a report on a colleague in which you assess his or her ability to do the job. You should include examples of projects that your colleague has worked on and mention whether or not you would recommend them for a position of higher responsibility.

Discuss & Write

50 a. Look at the writing task below and discuss the questions that follow.

You are student president at your college. The college authorities have asked you to prepare a report on the most pressing health problems faced by students today. Write your report, analysing two or three serious problems and including suggestions for dealing with them.

- 1 What is your role for this report?
- 2 Who is going to read it?
- 3 Which tenses will you use?
- 4 How will you begin?
- 5 What section headings will you use?
- 6 Think about the possible health worries that students might have. How can they be dealt with?
- 7 Suggest formal words and phrases from this unit that would be suitable for your report.
- 8 How could you end the report?

b. Using the information you have learned in this unit, write the report above.





The Art of Entertainment

Lead-in

- 1 Look at the pictures. What different forms of entertainment do they represent?
- 2 Which of the following words and phrases would you associate with each of the above forms of entertainment? Give reasons for your choice. Some words can be associated with more than one form of entertainment.

atmosphere • décor • diners • head waiter • tip
 • opening night • stage • scenery • performance •
 amplifier • vocalist • backing singers • lead singer
 • live • lyrics • premiere • silver screen • blockbuster
 • soundtrack • director • conductor • choir • soloist
 • orchestra • spotlights

Atmosphere is a word which can be associated with a restaurant, since a good restaurant usually tries to create a particular atmosphere in order to attract customers.

- 3 a. In pairs discuss what form of entertainment you would choose if you ...
 - needed cheering up.
 - wanted to meet people.
 - wanted a quiet evening.
 - wanted to celebrate something.
 - wanted to entertain a business partner.


Give reasons.

A: *If I needed cheering up I think I would go see a good comedy at the cinema. You?*

B: *I don't know. Music always cheers me up, so I suppose a concert would probably do the trick.*

- b. What is your own favourite form of entertainment? Why do you enjoy it?

What I prefer to do when I want to enjoy myself is go to a party because it's a way to see my friends and to meet new people, too.

- 4  Listen to a conversation between two film directors talking about their ideas and decide who holds the opinions below. Write M (for man) and W (for woman).

- 1 A film should reflect the ideas of the average citizen.
- 2 One of my main aims is to do something which hasn't been done before.
- 3 The less money you have to spend on a film the more freedom you have.
- 4 What matters is that the audience should have an emotional response to the film.
- 5 There is more than one way to enjoy yourself.

- 5 Which of the following quotations is more likely to apply to the man and which to the woman?

"Entertainment is something which distracts us from the routine of daily life. It makes us for the time being forget our cares."

Sir Herbert Read (British poet & critic)

"Art for art's sake, with no purpose, since any purpose perverts art ..."

Benjamin Constant (Franco-Swiss politician & novelist)

- Write a paraphrase of each quotation.
- Which quotation is closer to your opinion? Why?

6 You are going to read a review of a DVD version of the 1941 film *Citizen Kane*, starring and directed by Orson Welles. Before you read, discuss the following.

- What does the title tell you about the reviewer's opinion?
- The following words and phrases appear in the passage. In what context do you think they will occur?

- controversy • modest budget • brainwashed
- behind-the-scene anecdotes
- a clash of super-egos • living legend

- Citizen Kane* is considered to be one of the greatest, if not the greatest film, ever made. What do you know about it? Write T (true) or F (false) next to each of the following statements.

- Citizen Kane* was a great success when it was first shown in cinemas.
- The film's story was based on the life of a real person.
- Someone successfully tried to stop the film from reaching a wide audience when it was released.
- Citizen Kane* used many cinematic techniques which hadn't been used before.
- Citizen Kane* won several Oscars.

- Now read the passage quickly to see if your guesses in b and c were correct.

7 What is the topic of each paragraph?

8 Read the article and answer the questions 1 to 7.

- It becomes obvious in the first paragraph that the writer
 - holds both the original film and its DVD release in high esteem.
 - feels that the DVD does not really need all the extra material.
 - might at some point disagree with the American Film Institute.
 - will try to prove that *Citizen Kane* is indeed the best film ever.
- When the film first appeared it
 - had an enthusiastic reception.
 - was accused of brainwashing audiences.
 - was only shown at universities.
 - was not accessible to everyone.

Reading Part 4

IMPROVING UPON PERFECTION

Citizen Kane: 60th Anniversary Edition
Warner Bros - PG - RRP £19.95



- The writer considers that *Citizen Kane*
 - uses innovative methods.
 - is technically old fashioned.
 - should be more influential than it is.
 - is a fusion of a range of approaches.
- The two-disc set which is reviewed
 - contains filmed interviews.
 - features remarks by experts on film.
 - includes the first copy of the film.
 - records critical comments from directors.
- Both Welles and Hearst
 - are still considered important men.
 - had considerable power in the media.
 - are overshadowed by the film.
 - fought over personality differences.

The question isn't whether *Citizen Kane* is one of the greatest films ever made; that's a given. The question is whether it's *the* greatest. The American Film Institute thinks it is, voting it to their number-one spot. Not bad for a movie that failed when it first **hit the screen**. In any case, it's a self-recommending film, and I'm not here to tell you to buy it. Let me just say I can't imagine anyone even remotely interested in cinematography not buying it. Warner Brothers give their new DVD edition every advantage a classic movie of this stature should get: newly remastered picture and sound, two full audio commentaries, a documentary as long as the film, and a ton of **peripheral material** all contained in a two-disc package.

As everyone probably knows, co-writer, producer, and director Orson Welles based his story on the real publishing tycoon William Randolph Hearst, his fictional character of Charles Foster Kane closely imitating the personal and professional life of the famous newspaperman in not altogether flattering terms. The **resemblance** was so startling, in fact, that Hearst, who controlled a good number of the country's media outlets in 1941, tried everything he could to stop the movie from ever being seen. The disc's accompanying documentary, "The Battle Over *Citizen Kane*," does a good job detailing the **controversy** surrounding Hearst's attempts to suppress the film, which was made on a modest budget at RKO. Hearst even tried to buy the negatives (with the help of his pal, MGM's Louis B. Mayer), and when that failed he refused to allow any of his newspapers or radio stations to run ads for it. By the time the film opened the general public were either brainwashed into believing it was a loser or didn't get a chance to see it at all thanks to its limited distribution. It wouldn't be for another decade or two before the movie was re-evaluated and began appearing in art houses and college classrooms as a true classic of the silver screen.

Obviously, books have been written on the merits of *Citizen Kane*. Let me just mention in passing that, while it breaks little new ground, it does bring together a number of film-making techniques that had been in various stages of development previously. For example, the movie **refines** the use of narrative point of view and flashback storytelling; **emphasizes** psychological lighting, light and shade (chiaroscuro), and deep-focus photography; **embraces** a soundtrack of amazingly wide dynamics for its time; provides frequent instances of overlapping and interruptive dialogue; employs complex and elaborate camera work, unique camera angles, abrupt cuts, multiple exposures, special effects, and agonizing dissolves; uses mirrors, mirroring, and mirrored scenes and imagery extensively;

and incorporates numerous other examples of modern cinematography and storytelling in general. The result is a cinematic masterpiece that's just as dazzling to watch today as it was over six decades ago. That it has influenced almost every film-maker since is hard to dispute.

Warners' special two-disc set (which does not advertise itself as a "special edition" but most definitely is one, a nice touch of modesty for a big studio) includes a **multitude** of valuable bonus features. Disc one contains the feature film, accompanied by the choices of two audio commentaries. The first is with film director and Welles biographer Peter Bogdanovich, who has spoken lovingly before on the subject of his hero and sometime mentor. The second commentary is with film critic Roger Ebert, who spares us no apologies in his **unabashed affection** for the movie. Both men supply knowledgeable insights, behind-the-scenes anecdotes, and revealing observations on the film-making process. In addition to the commentaries there's a 1941 movie premiere newsreel, a gallery of storyboards, rare photos, alternate ad campaigns, studio correspondence, call sheets, and other memorabilia; thirty-one scene selections; and a theatrical trailer.

Disc two contains the wonderful 1995 PBS documentary, "The Battle Over *Citizen Kane*," which is almost as long at 113 minutes as the two-hour feature film itself. The documentary, of course, chronicles the struggles between Hearst and Welles over the film and its content, two **titans** of their time in a clash of super-egos. Today, Hearst is a footnote, Welles a curiosity, and *Citizen Kane* a monument. The movie outlives them both.

It's been written that the 1941 Academy Awards audience hissed and booed the film's nine Oscar nominations for Best Picture, Actor, Director, Writing, Art Direction, Cinematography, Film Editing, Scoring, and Sound Recording. It managed only to win for its screenplay, mainly, it's **surmised**, because it was co-written by Mankiewicz. The movie made Orson Welles forever a living legend, yet because of the movie's unwarranted notoriety he was also forever an outcast in Hollywood. As an aside, William Randolph Hearst III, the old man's grandson, said in 1985 that he had always enjoyed *Citizen Kane* and that Welles was invited to visit the Hearst Castle, San Simeon, anytime he pleased "on my tab." I suppose time heals all wounds. In the case of *Citizen Kane*, time and technology have also helped improve upon a good thing.

6 We can infer that *Citizen Kane* only won one Oscar because

- A Mankiewicz had co-written it with Welles.
- B Welles was unpopular with audiences.
- C Hearst had successfully slandered it.
- D Welles was an outcast in Hollywood.

7 From the text it seems that the DVD edition of *Citizen Kane* would be most useful for

- A a cinema historian.
- B an aspiring director.
- C a biographer.
- D a journalist.

Follow-up

9 Answer the following questions.

- 1 Why did Hearst try to prevent the distribution of *Citizen Kane*?
- 2 What is meant by the phrase "... his hero and sometime mentor ..."? (paragraph 4)
- 3 Why does the writer use the word "footnote" to describe Hearst? (paragraph 5)

10 Read the article again and in pairs, make a list of words/phrases related to films, then group them under appropriate headings.

11 Find synonyms for the highlighted words.

12 Which is the best film you've ever seen? What was it that you liked about it?

The Arts

13 Choose **two** words to fill in each gap.

- During his career, he conducted many of the world's great orchestras.
A symphony B sonata
C harmonic D philharmonic
- The festival that is held in this town every September attracts international audiences.
A film B play
C show D music
- Although this is her first novel, Smith shows herself to be a(n) writer.
A applauded B accomplished
C gifted D endowed
- It was such a novel that I couldn't put it down.
A fictitious B riveting
C zealous D gripping
- We particularly like the last song of the album, a(n) ballad about the singer's grandfather.
A touching B congenial
C endearing D heart-warming
- The first poem in the collection is a very one, and remains my favourite.
A picturesque B figurative
C evocative D moving
- In the centre of the main hall stands a huge statue of Apollo.
A pottery B marble
C bronze D charcoal
- Creative writing courses can help would-be writers develop their technique.
A stylistic B narrative
C imaginary D descriptive

14 a. Match the words or phrases to the paintings, then, in pairs, add at least two words or phrases to describe each painting.

- heavy shadows • calming effect • dull colours • gentle brush strokes
- oppressive surroundings • use of warm colours • sense of security
- gloomy lighting • feeling of tenderness



- innocence • sensitivity • warmth • trust • friendship
- • •
- • •



- distance • mistrust • fear • repression • insincerity
- • •
- • •

b. Listen to an art critic talking about the two paintings, and answer the following questions.

- What is the name of each painting, and who was it painted by?
- The painter of which picture is referred to as a 'surrealist'?

Speaking

15 Talk about each painting as in the example.

- How does each painting make you feel?
- Which one would you like to have in your possession? Why?

*The first painting is a beautiful picture of innocence and friendship.
The use of warm colours ...*

Film/Stage

16 What do these people do? Talk about them using the prompts.

cast	• leading actress/actor • supporting actor • extras
crew	• lighting technician • sound engineer
production team	• casting director • video editor • screen writer • director • costume designer • producer

- plays the main character in the film
- writes the script based on a book or story
- makes sure the set is not too bright or too dark
- second most important character
- actors who do not have any lines
- covers the cost of film-making
- selects what actor will play which part
- makes corrections on final master copy
- guides the actors, the technicians and the editor
- responsible for the cast's clothes
- responsible for correct recording of sound

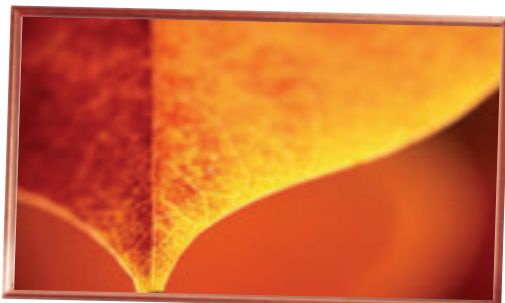
The leading actress or actor plays the main character in the film.

Collocations

17 Complete the collocation groups with words from the list, then complete the sentences.

- demanding • modern • dramatic • fine
- unexceptional • arresting • responsive
- abstract • performing • sizeable

- *abstract* / / / art(s)
- / / audience
- / performance



- 1 *Abstract* art incorporates distinct shapes and patterns in thought-provoking designs.
- 2 Despite the fact her exhibition was not advertised, she still managed to draw a fairly audience.

- 3 Stand-up comics rely on a audience to make their routine a success.
- 4 This year, the arts department has decided to stage Shakespeare's *King Lear*.
- 5 The Arts Museum on Baker Ave, houses a large collection of impressionist paintings.
- 6 My father detests art, but he'll talk about the Old Masters for hours on end.
- 7 Many actors claim that a audience brings out the best in their performing ability.
- 8 The veteran actor's performance held his audience spellbound.
- 9 She plans on getting a degree in the arts, but is still undecided whether to major in dance or music.
- 10 His performance was unanimously condemned by the critics.

18 Match words/phrases from the two columns to form collocations, then make sentences.

chamber	acting
oil	house
opera	painting
dressing	studio
method	orchestra
art	rooms
feature	film

He began his career playing the cello in a small chamber orchestra.

Commonly Confused Words

19 Circle the most suitable word to complete each sentence. Who could be saying sentences 1, 3 and 4? Where?

- 1 That **portrait** / **frame** / **portrayal** hanging over the mantelpiece dates back to the 18th century.
- 2 The local radio station confirmed that the band was coming but did not reveal the **venue** / **setting** / **site** they would be playing at.
- 3 As you can see, many tapestries of the age use a war **theme** / **plot** / **narrative**.
- 4 Would those in the **front lines** / **home front** / **front row** please be seated, as you're blocking the view of those behind you.
- 5 He was overcome by **stage fright** / **cold feet** / **writer's block** when he learned that his overbearing father was in the theatre.



→ Prepositions (Appendix 1)

20 Fill in the gaps with an appropriate preposition.

It is a place of tranquillity where awestruck visitors drink **1)** the beauty of the tropical rainforest **2)** daylight hours, but as dusk approaches and the tourists leave **3)** their hotels, the mood at the Eden Project in Cornwall changes. Huge lights which had been hidden away in the lush undergrowth are quickly wheeled **4)** and set up, and film cameras wiped down and checked. The vast bubble-shaped bio-dome which houses the Eden Project's collection of tropical plants is efficiently transformed **5)** a spectacular villain's lair for the next James Bond film.

The impact of Bond films **6)** locations is undeniable. The tourist industry in Jamaica for example – where the first Bond film, *Dr No*, was set – still benefits **7)** it, while the Eden Project has been inundated **8)** calls from fans wanting to know if Pierce Brosnan is there. But there are some locals who are less impressed **9)** this development and believe that the success of attractions like the Eden Project draws attention **10)** deeper social problems in Cornwall.

→ Idioms

21 Fill the gaps with the correct form of the words/phrases listed below. Then, explain the idioms.

- jump on • play second • bring • walk • wait in
- face • strike • read • follow • put you in

- 1 It's much better to admit that you made a mistake and **the music**.
- 2 It's like **a tightrope** at the moment; one mistake and the festival could be cancelled.
- 3 Our town was the first to build a multi-cultural centre, but now other towns are **the bandwagon**.
- 4 Her loud orange dress and angry expression **the wrong note** at the gallery opening.
- 5 The report doesn't state it exactly, but **between the lines**, I'd say the journalist doesn't believe the Mayor.
- 6 The theatre manager cannot afford to look weak right now; he knows there are other people **the wings** to take his place.

- 7 Brian wants the leading role. He's not interested in **fiddle** to anyone.
- 8 After being published every week for the last century, the owners are finally **the curtain down** on the local arts magazine.
- 9 Before the rehearsal starts, let me **the picture** about what has been done up to now.
- 10 Matthew was a very good director; his successor will find him a **hard act**

→ Phrasal verbs (Appendix 2)

22 Fill in the gaps with an appropriate particle and explain the phrasal verbs.

- 1 Parents **look** film stars to provide suitable role models for their children.
- 2 Like many budding actresses, she left her home town and **made** Hollywood.
- 3 Some people **look** the theatre as an old-fashioned form of entertainment.
- 4 What did you **make** that film you saw the other night? Did you like it?
- 5 I had problems **making** what the actors were wearing from where I was sitting.
- 6 You have to **look** yourself in the harsh world of show business.
- 7 I forgot his birthday so I **made** it to him by taking him to the opera.
- 8 **Looking**, I have never regretted becoming an actor.
- 9 The orchestra is **made** of several different sections.
- 10 He **makes himself** to look like a clown before each performance.

→ Fixed Phrases

23 Rewrite the following sentences using a fixed phrase containing the verbs **look** or **make** as well as the words in brackets.

- 1 The rival actors stared at each other in an intimidating way. (**eye**)
.....
- 2 I'm sorry but I won't be able to come to the theatre on Saturday. (**it**)
.....
- 3 I doubt that he will ever become managing director. (**it**)
.....
- 4 The leading lady gave me the impression that she considered herself to be superior. (**nose**)
.....
- 5 The director wrote down my number and said he would contact me. (**note**)
.....

Commenting on Films and Music

24 a. Complete the information below about a film you have recently seen.

Title

Kind of film

Action-adventure ☐ Comedy ☐

Drama ☐ Mystery ☐

Psychological thriller ☐ Horror ☐

Science fiction ☐ Other ☐

Director (if known)

Starring

What is the film about?

What did you like about this film? (Use language from the prompt box below if you wish) .

What did you dislike about this film? (Use language from the prompt box below if you wish)

The Film

• fast-moving • action-packed • hilarious • gripping • thrilling • full of suspense • moving • touching • keep you on the edge of your seat • heart-warming

The Actors

• to give a(n) excellent/brilliant/poor/convincing performance as ... • a dramatic/ realistic portrayal of ...

Production

• a depiction of ... • marvellous photography • well-executed stunts • careful/skillful direction • clever/witty script • an adaptation of (a book/ play) for the cinema

b. Use the phrases from the prompt box to talk about the film, as in the example.

A film I saw recently was ... (title)... with ... (actors)... To my mind it was one of the most thrilling films I've ever seen, although, to be honest, I thought the acting was rather unconvincing sometimes. It was a ... and was the story of ...



25 a. With what kinds of music do you associate each of the following instruments?



b. What other kinds of music do you listen to / know of?

26 As part of the annual local festival which takes place in your area, your school/college theatre is going to be able to put on one of the following shows:

- A tragedy by William Shakespeare
- A classical music concert
- A jazz concert
- A modern art exhibition
- A stand-up comedy show
- A rock concert

In groups, decide which show would be most appropriate. Consider the following:

- Which show would attract the most sizeable audience in your area?
- Which show would promote your school's image as a place where art is appreciated?

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 ...

Listening & Speaking

Listening Part 2

- 27** a. You will hear part of an interview with a young jazz musician who has been called "the most important new musician in twenty years". In pairs, think of three questions you would like to ask him.

b. Now listen to the recording. For items 1-9, fill the gaps with a word or short phrase. Were your questions in a answered?

Jonathan states that *A Love Supreme* and some other albums he listened to in his childhood were to him the

1

In his music, John Coltrane works with some very complicated 2 , but one doesn't have to comprehend these in order to appreciate it.

According to Jonathan, Coltrane did not care about

3 when he played music.

Jonathan says that some people who do not normally listen to jazz, will be able to 4 to it if they are not made aware that it is actually free jazz.

The music Jonathan wrote for the theatrical play aims to

place the listener in a 5 .

Jonathan went to the play's rehearsals and even watched videos of the rehearsals to ensure that there was

6 between his composition and the play.

The reason Jonathan gives for never being able to shake off Coltrane's influence is because music is an aspect of

7 .

Four out of the twelve tracks on Jonathan's new album are

8 .

Jonathan has not changed his style much and is still

9 playing easy-going jazz.

- c. In the recording, Jonathan Redgrave says that music is part of who we are. Do you agree with this statement?

- Do people use music as part of social occasions in your country?
- Is there a piece of music which is your favourite above all others? How does it make you feel?

Listening Part 3

- 28** a. In pairs, write as many words as possible which are related to the theatre.

b. Listen to part of an interview with the manager of a famous theatre. For questions 1-5, choose the best answer according to what you hear.

1 Grauman's Chinese Theatre

- A is located on a very famous street.
- B was once the venue for an awards banquet.
- C has always gone by that name.
- D has a history of showing new films.

2 The Theatre

- A is painted red throughout.
- B is well protected against trespassers.
- C is of a fairly simple design.
- D was the brainchild of one individual.

3 The interior of the theatre

- A has become part of a superstition.
- B differs thematically from the exterior.
- C has stood the test of time.
- D isn't particularly well-lit.

4 The theatre's courtyard

- A contains a register signed by celebrities.
- B is only partially paved over.
- C has limited remaining free space.
- D acts as a monument for deceased actors.

5 Visitors to Grauman's forecourt

- A are limited by opening hours.
- B should be accompanied by others.
- C risk being pick-pocketed.
- D are treated to a guided tour.

- c. Which of the words you wrote in a occurred in the recording? In what context?

- d. Are there any famous entertainment spots in your country? What do they look like, and what can you do there?

Listening Part 1

- 29** a. Listen to someone talking about a hobby and answer the questions.

1 The speaker implies that origami

- A is a very common hobby.
- B is often regarded as dull.
- C is usually taken up by artists.

2 According to the speaker, Japanese and Moorish paperfolding are likely to differ in the

- A type of subjects chosen.
- B people who practised it.
- C type of paper used.

- b. Do you have a hobby? Which of the following hobbies do you think would appeal to you? Why?
- collecting stamps • making model aeroplanes
 - collecting coins • train spotting

30 a. Listen to a talk about the famous artist Jackson Pollock and answer the questions.

- What was Jackson Pollock famous for?
 - using his hands to paint with.
 - his unorthodox style.
 - his directness of expression.
- What does the speaker find clever about Pollock's work?
 - his adjustment of canvas size after painting.
 - the abandonment of traditionalism in favour of emphasis.
 - that the subject was decided on completion of the work.

- b. Below is a painting by Jackson Pollock.



- What do you think it depicts?
- How does it make you feel?

31 a. Listen to a musician talking about one of his songs and answer the questions.

- The speaker admits that
 - he can be absent-minded.
 - he often surprises his friends.
 - he thought Sarah was in Cornwall.
- It seems that the speaker
 - often finds himself in difficult situations.
 - has a wide circle of friends who are always helpful.
 - managed to make the most out of a misunderstanding.

- b. In what ways do art and technology blend?

32 a. Listen to a conversation about street musicians and answer the questions.

- Helen's view of busking differs from Andy's in that
 - she thinks buskers are too tired to play.
 - they make her feel guilty.
 - she does not like the music.

- In general Andy's attitude can be described as
 - sentimental
 - radical
 - pragmatic
- Do you have street musicians in your country? What do you think of them?

Speaking Part 3: The Arts

33 a. Talk about the following question for about two minutes. Use the ideas in the prompt box if you wish.

Student A

How is art present in our everyday lives and what effect does it have?

• Music • Books • Film

- b. Comment briefly on what has been said. Is there something you would like to add?

Student B

c. Listen to a student talking about the same question and take notes. How similar were the student's ideas to yours?

- d. Talk about the following question for about 2 minutes. Use the ideas in the prompt box if you wish.

Student B

In what ways can involvement in art help children develop their personality?

• expression of inner feelings
• sense of achievement
• learning to be creative

- e. Comment briefly on what has been said. Is there something you would like to add?

Student A

f. Listen to a student talking about the same question and take notes. How similar were the student's ideas to yours?

- g. Discuss the following questions together.

Students A & B

- How important are the arts in your community?
- Do some artists earn too much money?
- Should schools place more emphasis on teaching art?
- How can governments encourage people to enjoy the arts?

◆ Sample Interview

- h. Listen to two students discussing question 1 above. Whose ideas are closer to what you said? Which of the two students is more successful? Why? Think about:

• grammatical range • range of vocabulary
• pronunciation • cohesion

- 34** a. You are going to read four texts associated with the arts. Before you read, look at the four titles and guess which text each of the following phrases is taken from. In what context might the phrases be used?
- muddy and bedraggled • percussive frenzy • recoup costs through ticket sales
 - had hoped for something a bit more dashing • enriching experience
 - safety concerns • corporate sponsorship • was not consulted about the invitation
- b. Read the texts quickly and check your answers to a.
- c. Read the texts again and answer the questions that follow (1-8).

Waiting for a Visitor

The course members are assembled in the Common Room, awaiting the something rather special arranged by Toby for tonight, Wednesday night. Several people have been mildly disappointed when this is announced as a visit by Richard Waterton, the writer; they had hoped for something a bit more dashing. Someone talking doesn't sound all that exciting, and most of them have never heard of him anyway; Tessa, learning that he must be seventy plus, loses interest in the evening altogether and torments herself trying to summon up courage to wander nonchalantly over to the studio and see if Bob is around. Mary Chambers has read several of Waterton's books, and explains that they are rather intellectual novels but – this, with diffidence – actually she rather enjoyed them. Sue, the librarian, who has not read Waterton but has frequently shelved him, points out that he is that rather old-fashioned kind of writer who has also produced in his time poetry and books about other books. Short stories, too, someone else remembers. Greg, who was not consulted about the invitation, says that, frankly, Waterton is not spaced out as a writer, and that his stuff is way back so far as literature is concerned, but he sounds a nice old guy.

- Which phrase best describes the course members' reaction to Richard Waterton's visit?
A complete indifference
B slight interest
C enormous disappointment
D eager anticipation
- Sue seems to know about Waterton because
A of her professional duties.
B of her intellectual interests.
C Mary has told her about him.
D she has read his short stories.

Reading Part 2

Edinburgh Hosts the Arts

Unlike a programmed Festival, the Edinburgh Festival Fringe is an open arts festival and does not produce any of the shows, does not invite anyone to perform and pays no fees to participants. Around 600 companies perform every year and, put simply, they put on their own show, decide if and when they want to take part and hope to recoup their costs through ticket sales.

Why participate? Edinburgh is a fantastic networking opportunity. It is very rare to have so many diverse and influential people in the same place at the same time and you will rub shoulders with producers, journalists, festival directors, and also other companies or individuals who may have interests close to your own.

For less experienced groups or individuals the Fringe, is a great training ground for the future. The Edinburgh Festival Fringe is the biggest and best-known arts festival in the world. It is an exciting challenge and an enriching experience and we hope you will want to be part of it and contribute to its success.

- Participants in the Festival will
A be guaranteed large audiences.
B make useful contacts.
C receive intensive training.
D have to fit into a programme.
- This advertisement is aimed at
A performers who want to become known.
B people who want to make a profit.
C festival organisers.
D performers who are already established.

GLASTONBURY FESTIVAL SCRAPPED

It has become an essential fixture of the British summer, as important as Wimbledon and more popular than Henley or Ascot. But while these will take place, this year hundreds of thousands of music lovers must forgo their traditional summer celebration, for the Glastonbury festival has been scrapped due to safety concerns.

Just over 30 years after the first festival was held at his farm in Pilton, Somerset, Michael Eavis announced he was cancelling the weekend concert. He is facing prosecution by the local council after more than 15,000 people sneaked into last year's event, which was already full with up to 100,000 ticket holders.

Glastonbury is a victim of its own popularity, cancelled because it was simply too popular. Strangely the more festivals appear the more unusual Glastonbury seems: an event not driven wholly by corporate sponsorship, but by an individual's passion for music and a sense of community. It is many years since it was free, but even now profits go to charities such as Greenpeace instead of into the organiser's pocket.

5 Wimbledon, Henley and Ascot are probably

- A all names of other music festivals.
- B names of seaside resorts.
- C people who organize festivals.
- D places hosting well-known events.

6 The Glastonbury festival differs from other festivals in that

- A it is sponsored by business.
- B it frequently fails to take place.
- C it is not motivated by profit.
- D it is more popular than the others.

Rocking IN THE RAIN

It's high noon in Finsbury Park. Already thousands of Fleadh revellers have gathered, ready to brave the threat of a serious soaking. The promise of some good music is packing the crowds in anyway. In the Mojo tent I catch a glimpse of *Cousteau* – impassioned vocal delivery but slightly cabaret-tinged pop. Zipping back to the main stage we catch the *Alice Band*, fronted by three female vocalists. The harmonies are beautiful but the songs are bland. Now comes the first of the bands that I am awaiting with eager anticipation. People are all stoked up for the *Afro-Celt Sound System*, and rightly so. This is a passionate set of pure percussive frenzy. The crowd begins to heave and gyrate to their glorious textured rhythms, and the sun even breaks through the clouds for a few golden moments. Next it's *Starsailor* ... the sky is rumbling and threatening to burst. Soon it's pelting down incessantly, real heavy rain, almost like a tropical storm. *Starsailor* play a set that holds the crowd, they are definitely a band to watch but that's not really possible now, unless you are willing to get soaked. I give in and run to the shelter of the Mojo tent. Muddy and bedraggled in a tent packed to the rafters with other mud refugees – the full-on festival experience is going on here ...

7 The writer seems to have

- A a very positive reaction to all the music.
- B an uncritical reaction to the music.
- C an apathetic attitude to the bands.
- D no reservations at all about one band.

8 The bad weather

- A means the festival will be cancelled.
- B has little effect on the success of the festival.
- C causes some bands to stop playing.
- D makes people muddy and unhappy.

Follow-up

35 Answer these questions.

- 1 What is meant by the phrase '... but has frequently shelved him' (text 1, line 17)?
- 2 What are the 'companies' referred to in line 5? (text 2)
- 3 Why is the Glastonbury festival described as 'essential'? (text 3, line 1)
- 4 What does the writer of the fourth text mean by the phrase, 'the full-on festival experience is going on here'? (lines 21-22)

Gerund vs Infinitive

Grammar Reference

- 36** Finish the following sentences using the gerund or the infinitive as appropriate. There is an example.



- 1 When I went to England, I found it difficult to get used to *driving on the left-hand side of the road*.
- 2 The car urgently needs
- 3 Have you ever thought of
- 4 Don't you dare
- 5 Having outlined the main causes of environmental pollution, the speaker went on
- 6 Given the seriousness of the problem, I suggested
- 7 Her brother insisted on
- 8 It's no use
- 9 James is far too young
- 10 Many children dread
- 11 I'm afraid I forgot
- 12 If opening the window doesn't cool the room down enough, try
- 13 Jenny has just spent three hours
- 14 Helen was advised
- 15 The teacher told her pupils to stop



Key Word Transformations

- 37** Rewrite the following sentences using the words in bold type. Do not change the meaning of the original sentence. Use between 3 and 8 words.

- 1 David can't wait to go to the concert.
forward David to the concert.
- 2 I was really surprised when Martin left his job.
expect I his job.
- 3 They are claiming that Michael stole the radio.
accused Michael the radio.
- 4 Don't worry about clearing the table – I'll do it later.
need There the table – I'll do it later.
- 5 My father usually goes for a stroll before breakfast.
habit My father a stroll before breakfast.
- 6 It doesn't look as if Mary's going to change her mind.
sign Mary her mind.
- 7 His haircut was so strange that it made me laugh.
help I his haircut.
- 8 I will not disobey orders, whatever happens.
intention I orders, whatever happens.
- 9 I doubt if Georgia will admit that she saw him.
likely Georgia seen him.
- 10 If Cathy gets the job, she'll have to move to New York.
mean Getting to New York.
- 11 I find it very difficult to understand maths.
difficulty I maths.
- 12 Rebecca felt there was no point in trying.
worth Rebecca felt an effort.
- 13 I wish I had spoken to my sister before she left.
regret I my sister before she left.
- 14 He doesn't think it's a good idea for people to leave school at fifteen.
favour He's school at fifteen.

38 Complete the following paired sentences in such a way that their difference in meaning becomes clear.

- 1 They went on working *until well after midnight*.
They went on to work *on their next project*.
- 2 He tried to take some exercise
He tried taking some exercise
- 3 Can you remember to go
Can you remember going
- 4 I regret telling
I regret to tell
- 5 Henry stopped speaking
Henry stopped to speak
- 6 He'll never forget calling
He'll never forget to call

Word Formation

39 Fill in the chart with the correct parts of speech.

VERB	PERSON NOUN	ADJECTIVE	ABSTRACT NOUN
patronise
.....	visible/visual	.....
.....	contribution
.....	scholar	.....	.....
popularise
.....	authentic	.....
explore
express
.....	original	.....

40 Fill in the gaps with words from the ones in capitals.

The Artist as a Businessman

Art business, arising from the notion of the 0) *artist* being seen as a craftsman, can be traced to the 1) between art and society in the 17th century. Artwork in itself was not perceived to be enlightening or empowering. Although it often carried 2) connotations, art was not the object of 3) , but a way of seeing. As a result, those who created it were not regarded as geniuses, and 4) not iconised by society. Rather, artists earned respect and money for their skills as craftsmen. Not being subject to the 5) of mixing 'high art' with money, artists like Bellini and Algardi were able to run their workshops transparently.

Based on these 6) , it is possible to argue that Renaissance and Baroque artists were able to consider business and marketing practices 7) However, it is also interesting to note that around this period the notion of artist as icon begins to emerge, as growing workshops, the professional dealer and art fairs gain 8) Bellini's workshop is a good example of both notions of artist as craftsman and artist as icon. By the 1670s, at the 9) of Bellini's career, he was so famous and his workshop so busy with commissions that he barely touched sculptures. It seems that Bellini was able to use both notions of artistic identity to his advantage. Further evidence of the 10) of the artist as an icon can be quite aptly seen in Rembrandt, an artist who, 11) , was one of the first to encounter the critics' anger for mixing art with money.

ART

RELATE

RELIGION

SIGNIFY

CONSEQUENCE

CRITIC

ASSUME

OPEN

IMPORTANT

HIGH

EMERGE

ARGUE



➔ Open Cloze

41 Fill in each gap with **one** suitable word.



In 0) *the* early 1980s, a glib advertising campaign 1) to appear before every Christmas. It featured a beautifully wrapped album and the slogan "Give the Gift of Music". The implication 2) that buying your friends or relations a record was the obvious answer 3) the annual present-choosing dilemma. But as anybody 4) has spent the weeks up to Christmas desperately 5) to fathom the musical preferences of a cousin or sister-in-law 6) tell you, that is simply 7) true. Buy someone the 8) album, and you could enrich their life. Buy someone the wrong album and it's 9) not to notice the look of disappointment as they lift the wrapping paper.

There are two rules about buying albums as a Christmas present. First, steer 10) of the novelty purchase and second, avoid 11) too difficult. Such albums will get played twice, laughed 12) once, then never touched 13) Christmas is about easy-access entertainment, not challenging art. Other 14) that, it's a minefield. The truth 15) that people's tastes are personal and frequently difficult to guess.

➔ Words with Multiple Meanings

42 Find one word which is appropriate for all three gaps in each of the following sets of sentences.

- 1 • There are many factors that need be taken into before a decision can be made.
• We listened with horror to his of the bank robbery he had witnessed.
• I'm afraid the money seems to have been put in the wrong
- 2 • Bond managed to break into his adversary's house and plant a there.
• There is a nasty going round at the moment so take plenty of vitamins.
• A caused the whole computer system to crash.
- 3 • Mark Whitely has a regular in the Arts section of *The Guardian*.
• I could see a of smoke rising from the chimney of the cottage.
• Only one remained of the four that had supported the roof.
- 4 • Determined to reach the summit, the mountaineers on despite the blizzard.
• The committee her to make a speech, so she reluctantly agreed.
• Steve his shirt then hung it on the back of the chair.
- 5 • If you have a back problem, you should avoid doing any work.
• I never sleep well after having a really meal.
• The traffic is very today and a lot of people were late for work.
- 6 • The village where I live is situated at the of the River Wye.
• Clearly feeling insulted, Helen told Sheila to watch her
• We could just make out a gleam of light at the of the tunnel.

Summary Writing

STRATEGY POINT: Explaining phrases & metaphors

When you are asked to explain a phrase you've never seen before, understanding the context in which the phrase is found will almost certainly enable you to understand the phrase itself.

- Read the whole passage with the phrase or metaphor that you need to explain in mind.
- Think of what the passage tells you about the person or thing the phrase or metaphor refers to.
- If you are in doubt, decide on the most probable interpretation.

43 Read the passages and answer the questions that follow.

A His father always accused the boy of being tied to his mother's apron strings. He enrolled him in a martial arts class in an attempt to "make a man out of him." The only thing that that experience had taught him was that he far preferred being a bookworm with his nose buried in some novel or other.

- 1 What does the writer mean by the phrase "tied to his mother's apron strings"?
- 2 What does the word "bookworm" tell us about the boy?

B Behind her back, the teachers would put their heads together and gossip about the fact that she was from the wrong side of the tracks and that with that kind of background she would probably never amount to much. It was this constant slurring of her name that made her bent on finishing at the top of her class.

- 3 What does the phrase "from the wrong side of the tracks" imply about the girl in the text?
- 4 What does the phrase "bent on finishing at the top of her class" tell us about the girl's character?

C The woman was tight-lipped about the issue, never actually saying anything to her eldest son; after all he was the apple of her eye. However, it was beyond her

why he steadfastly refused to find a place for his younger brother in his flourishing company. He was always taking on people that he hardly knew at all. To her mind, blood was thicker than water, and surely he could find something suitable for his brother.

- 5 What does the phrase "tight-lipped" tell us about the woman?
- 6 Explain the phrase "blood was thicker than water".

D The world has become divided into two distinct categories, the haves and the have-nots. As this financial chasm widens, the common man becomes more and more dissatisfied with his lot in life. Why is it those chosen few who sit ensconced in their palatial surroundings while he must eke out a living which barely permits him to make ends meet? Why was it not he who was born with a silver spoon in his mouth?

- 7 Which two phrases in the text are synonymous?
- 8 What does the writer mean by the phrase "those chosen few"?

E Stella was green with envy. That stuck-up Marie Rankin was decked out in a new outfit again today. Stella had never seen her in the same clothes two days running. Stella convinced herself that she wasn't jealous exactly, it was just that Marie thought she was the cat's meow and who wanted to be the teacher's pet anyway?

- 9 What does Stella mean when she describes Marie as "stuck-up" and "the cat's meow"?
- 10 Explain what the phrase "green with envy" means.

F Among unfounded rumours that the stock market was on the verge of collapse, panicked stockowners fought tooth and nail to be the first admitted into the hallowed halls of the Trade Building this morning. One obviously green stockbroker appeared to be at his wits' end as he tried gallantly to enter the main building and instead found himself nearly trampled in the rush.

- 11 "Unfounded rumours" are those that are
- 12 Which phrase or word indicates the stockbroker was at a loss as to what to do?

STRATEGY POINT

Reviews are usually written for newspapers, magazines, newsletters, etc. Their style (formal or semi-formal) depends on how serious the publication is. The purpose of a review is to tell the public about a new book/film/play/etc. It is important to remember that a review is expected to make use of appropriate vocabulary. A film or theatre reviewer, for example, cannot do a good job without referring to such things as acting, cinematography, production or direction. Reviews frequently include all three main types of writing. These are:

- **Descriptive writing**
to describe characters, acting, settings, scenery, special effects, style of writing, direction, etc
- **Narrative writing**
to tell the story, summarise the plot, (usually present tenses); to describe a live performance, relate a personal account (usually past tenses), etc
- **Discursive writing**
to analyse the theme, explain the meaning, compare two or more things, offer your opinion, evaluate sth, make a recommendation, etc

A review should contain:

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

We normally use present tenses in such types of writing.

Appropriate Vocabulary

44 Put the vocabulary into the appropriate categories and add more of your own. Some items will appear in more than one category.

- producer • stage • audience • atmosphere • rapport
- style • special effects • setting • theme • talent
- prose • chapter • characters • play • lines • sketch
- directing • script • act • portrayal • interval • cast
- curtain • performance • photography • author

The Cinema	...............
The Theatre	...............
Literature	...............

45 In the sentences below, one of the words/phrases in bold is not suitable. Cross it out and say why it is wrong.

- 1 The character of Doyle was totally **convincing/ exciting/compelling**.
- 2 The plot is quite **twisted/complicated/hard** to follow.
- 3 The **spectacular/stunning/entertaining** scenery made the film watchable despite the **wooden/ deadened/amateurish** performances.
- 4 The play was made all the more effective by the brilliant **star-studded/talented/gripping** cast.
- 5 The script was a little **absorbing/disappointing/ weak** in places, relying rather too heavily on **clichéd/ hackneyed/abused** phrases.
- 6 The stunts and special effects were **magnificently portrayed/very professionally done/well executed**.

Verb Forms

46 Read the passage below and put the verbs into the correct verb form.

The plot 1) (be) quite straightforward. The action 2) (begin) when Garth, the main character, 3) (wake up) in a bad mood because it 4) (be) his thirtieth birthday. 5) (sense) that his life 6) (pass) him by, he 7) (decide) there and then 8) (make) a fresh start. 9) (open) his wardrobe, he 10) (take) all his clothes and 11) (stuff) them into large bin-liners. After 12) (put) on a pair of scruffy jeans and an old sweatshirt, he 13) (dump) all his clothes in the rubbish and 14) (head) off into town 15) (buy) himself something stylish. What 16) (follow) is a series of adventures as he 17) (set) about 18) (try) 19) (recapture) his youth.

Time Words and Phrases

47 Connect the sentences below using the time words and phrases in bold. Then re-write the sentences beginning with the words given. The first one has been done for you.

- 1 He finds out about the money.
He has heard the news of his partner's death. **(after)**
He finds out about the money after he has heard the news of his partner's death.
Hardly has he heard *the news of his partner's death* when he finds out about the money.

- 2 The action really gets going.
McCabe makes a rather sinister discovery. (when)

Only when

- 3 Simpkins discovers the plan to kill Redknapp.
Simpkins is furious. (once)

On discovering

- 4 Graham has a fairly normal routine.
One day there is a knock at the door. (until)

Graham's normal routine is shattered

- 5 The police interview all the witnesses.
They call Purkiss back in for questioning. (before)

Having

Brainstorming

- 48** Think of a film that you have seen, then a book that you have read. Complete the sentences below with relevant information.

Name of film

- One of the most striking things about this film is the way
- The film is both
- No one watching this film can fail to
- The acting is, especially
- The cast is
- If I were to have one complaint about the film, it would be that
- I left the cinema feeling

Name of book

- The writer manages to successfully combine
- After the first few pages, you feel
- The characters
- The events in the plot
- The main theme of this book is
- After reading this book you will

Types of Writing

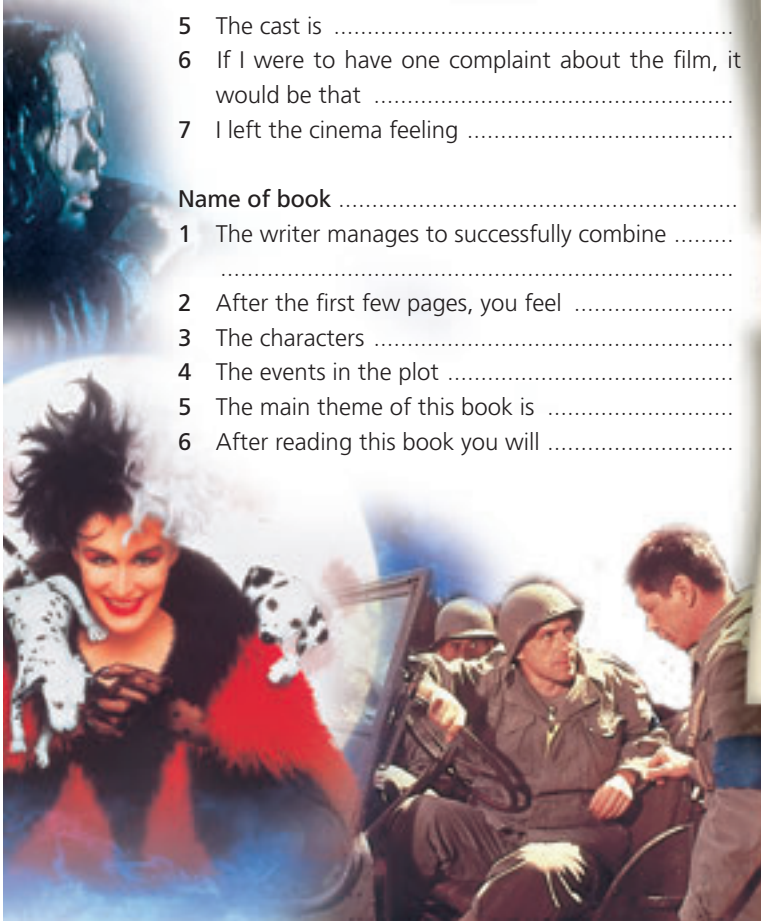
- 49** Read the three extracts below and say:

- whether they describe a book or a film.
- what aspects are being described.
- what type(s) of writing (descriptive/narrative/discursive) are used.

A One of the great strengths of Hornby's work is the way he manages to draw you into the plot through his use of colloquial narrative. Unlike more highbrow writers, Hornby deals almost exclusively in the language of the everyday, to the point where you often feel that you are present in the conversation. Almost unknowingly, you are led through the twists and turns of the plot, without ever feeling that you are being manipulated by forced narrative devices. It is his mastery of this prose style that sets Hornby apart from other authors of his generation.

B Billy Bob Thornton is absolutely compelling as Ed Crane. There is something about his slow, thoughtful movements and drawling speech that makes you pay attention. Equally convincing is Frances McDormand, who plays Crane's wife, a highly animated character who provides a stark contrast with Thornton's subdued role. Big Dave is played by the versatile James Gandolfini, the star of the hit TV series "The Sopranos". He, too, is superb as the loud and crude businessman.

C Sutherland refuses to be beaten by the cruel blow that fate has dealt him and decides that, instead of giving in to his persecutors, he is going to pursue his life-long ambition - to publish his findings and bring the organisation to justice. Once he has secured a place on the course, he sets about trying to gain the confidence of the lecturers, considering that this would be his best route to the intricate workings of the conspiracy. He encounters several obstacles on his way, each portrayed in breathtaking action scenes involving spectacular car chases and stunts.



➔ Understanding the Rubric

50 Read the rubric below and answer the questions that follow.

You are a member of a cinema society which regularly reviews new films in its newsletter. Write a review for the newsletter, describing the last film you have seen and saying whether or not you would recommend it to other members of the society. Your review should focus on the main points of the film and give the readers a clear idea of what it is about.

- 1 How formal does your writing need to be? Give reasons.
- 2 Which film would you write about?
- 3 Would your review be largely favourable or critical?
- 4 In the boxes below, make notes about vocabulary you would include in the main body of your review (you do not have to fill all of the boxes).

Plot	..........
Cast	..........
Acting	..........
Directing	..........
Photography	..........
Other	..........



➔ Analysing the Model

51 a. Read the model and put the paragraphs into the correct order. Which phrases from your table have been used?

A The plot is original and gripping. In a large city of the future lives and works 38-year-old Ben Goode (Pierson), a diplomat who has become known as ‘The Facilitator’ because of his ability to convince others to work with (or for) his government. When a dispute over the planet’s last energy resources threatens to lead to history’s most destructive war, Ben Goode faces the task of convincing the country’s hard-line President (Taylor) to come to a compromise with rival countries. In addition, he is pitted against the President’s military advisors, and a mysterious black-clad figure who repeatedly attempts to murder him.

B *The Facilitator*, starring Albert Pierson and Oliver Taylor, is a new political thriller which will keep you guessing throughout and will captivate you with its astonishing (but believable) twists. Although this is director Alvin McDonald’s first full-length film, he brings Robert Sanderson’s screenplay to life with smoothness and panache. The result is an exceptional piece of cinematography which will have you on the edge of your seat.

C Another aspect of the film which deserves mention is John Barrett’s impressive photography. Gloomy city landscapes under red cloudy skies, breath-taking car chases against violet desert sunsets and aerial shots of the nameless skyscraper-infested city give this film a unique feel.

D To sum up, I feel that *The Facilitator* is by far the best film out this year. Personally, I rank it amongst the greatest films of all time. If you have not seen it yet, make sure you do not miss it.

E As far as the acting is concerned, Pierson and Taylor deliver nothing less than we have come to expect from these two fine actors. Taylor’s stillness is menacing and unsettling, and Pierson delivers his long, rich monologues with a fluency which has not been seen since Al Pacino in *Heat*. Alvin McDonald directs his characters with surprising mastery given his age (he is only 36), and the film’s superb soundtrack (composed and performed by heavy metal band Livin’ Skulls) brings out the suspense in the most effective way.

- b. Fill the gaps with the items from the box to complete the plan.
- Recommendation • Plot and storyline
 - Photography • General information about the film
 - Acting and directing

Introduction	.....
Paragraph 2	.....
Paragraph 3	.....
Paragraph 4	.....
Conclusion	.....

➔ Other Kinds of Reviews

Apart from films books and plays, there are many other things that can be reviewed. These include shows, festivals, exhibitions, restaurants and products. These reviews need to focus on different aspects. The table below shows the kinds of things that may be included in different reviews. We should, however, always pay close attention to what is requested in the rubric.

- **Shows and festivals**
reason it was held, location, organisation, type of acts/attractions, main attractions/highlights, any problems that occurred, etc
- **Exhibitions**
location, type of exhibition (photography, paintings, sculpture, etc), organisation, special exhibits, etc
- **Restaurants**
location, type of food served, building, quality of food/service, atmosphere, prices, specialities, etc
- **Products**
cost, value for money, design quality, functions, availability of accessories, ease of use, durability, etc

All reviews, whatever the type, should give a clear idea of the subject as well as the writer's impressions/recommendations. It is generally advisable to keep the reviews largely favourable and to avoid over-emotional language.

➔ Brainstorming

- 52** Put the following words/phrases into the appropriate categories below and add others of your own. Some of them may appear more than once.

- fresh ingredients • hand-operated
- comfortable seating • sleek and stylish
- efficient • talented performers • courteous
- beautifully presented • punctual • modern
- first-class • remote control

SHOW/FESTIVAL/EXHIBITION

Acts/exhibits	...............
Organisation	...............
Other	...............

RESTAURANT

Food	...............
Service	...............
Other	...............

PRODUCT

Appearance	...............
Functions	...............
Other	...............

- 53** Fill in brief answers to the questions below. Then, using your notes, take turns describing each of the three items to your partner.

- **show/festival/exhibition**
 - 1 What was the last show/festival/exhibition you went to? Give details about acts/exhibits/location/main attraction, etc.
.....
 - 2 What did you like most about it? Why?
.....
 - 3 What other comments can you make?
.....
 - 4 Was there anything that you did not like? Give details.
.....
 - 5 Would you recommend it to your partner? Why (not)?
.....
- **restaurant**
 - 1 When was the last time you ate out in a restaurant? Give details such as name/type of restaurant/location, etc.
.....

- 2 How would you describe the food?
.....
 - 3 Were you satisfied with the service? Give reasons.
.....
 - 4 How would you describe the atmosphere?
.....
 - 5 Would you recommend it to your partner? Why (not)?
.....
- **product**
 - 1 Which electrical product (radio, Discman, kitchen appliance, etc) do you use most? How long have you had it?
.....
 - 2 What does it look like? Is its appearance important?
.....
 - 3 How effective is it at doing the job it was intended for?
.....
 - 4 What else (good or bad) could you say about it?
.....
 - 5 Would you recommend it to your partner? Why (not)?
.....

➔ Error Correction

54 Read the extract and correct the *nine* mistakes. What kind of review is this?

Organised by the National Gallery of Scotland on 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 under 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 the subject of Rembrandt's depiction of womankind, and features entirely 141 drawings, etchings and paintings, ranging from mythological or biblical subjects up to intimate portrayals. At chronological order, we see the development of Rembrandt's sensitive and perceptive depiction of women with it's unparalleled blend of universal and personal elements. If, on the one hand, his realism, inspired by Caravaggio, shocked contemporaries because of the refusal of classical standards of idealised beauty, in the other hand the influences from Titian and Carracci's classicism are clear.



Discuss & Write

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

- A The English department at your school or college is running a course entitled 'Films in the English Language'. You have been given an assignment in which you have to write a review of any film which you have seen in English. Your review should focus on the main aspects of the film and you should mention how watching films in English can help with the language.
- B You recently attended an important local event (e.g. a show, festival or exhibition) which impressed you very much. Your local newspaper has a regular column in which readers send in their own reviews. Write a review for the column, saying why you think the people in your area should not miss the opportunity to go.
- C *Gourmet* magazine regularly invites its readers to send in their reviews of restaurants where they have eaten. The magazine accepts both favourable and critical reviews. Write a review for the magazine, describing either a pleasant or an unpleasant experience you have had in a restaurant.
- D A Consumer Advice Centre is conducting a survey on the level of satisfaction that people feel with manufactured goods. You have been asked to send in a review of one item which you have bought recently, describing the product and explaining whether or not you are satisfied with your purchase. You should also mention whether or not the product lives up to any claims made in advertisements.
 - 1 What do you have to review?
 - 2 Who is the target reader? How formal does your writing need to be?
 - 3 What information should you include in the introduction?
 - 4 Will your review be largely favourable or unfavourable?
 - 5 Which aspects do you need to cover in the main body?
 - 6 How will you conclude the review?

56 Using the information you have learned in this unit, write two of the reviews you discussed above.

Self-Assessment Module 3

Vocabulary & Grammar

1 Choose the most suitable word to complete each sentence.

- 1 A full-sized tripod is far too to carry around. I find this pocket-sized one is much handier.
A overweight B inept C unwieldy D outsize
- 2 Many diseases that used to be considered of mankind are now easily treatable with antibiotics.
A scourges C blights
B tortures D thorns
- 3 She knows she needs exercise, but finds going to the gym a
A job B toil C work D chore
- 4 The special effects were quite good, but that's more than could be for the acting.
A mentioned B spoken C said D told
- 5 There has been a great deal of surrounding the closure of the hospital.
A discrepancy C disparity
B combat D controversy
- 6 There are a of reasons why a patient might decide not to consult a doctor.
A crowd C deluge
B multitude D horde
- 7 There are some safety in connection with the new building that still need to be addressed.
A worries B cares C troubles D concerns
- 8 If you don't eat enough fruit and vegetables, you may suffer from a vitamin
A shortage C deficiency
B insufficiency D defect
- 9 Some actors suffer from stage before every performance.
A fright B fear C anxiety D panic
- 10 After the earthquake, the entrance hall was turned into a casualty ward.
A mainstay C piecework
B makeshift D wayside

(5 marks)

2 Complete the sentences by putting **one** word in each space.

- 1 Sheila astounded all the spectators by winning the match hands
- 2 You missed this afternoon's events so let me you in the picture.
- 3 He hasn't said so, but reading the lines I think Keith is very disappointed.
- 4 The poor acoustics made it difficult to out what the actors were saying.

- 5 If you help me now, I promise I'll make it to you later.
- 6 I'm sure everyone working in sedentary jobs would benefit more exercise.
- 7 I've been very tolerant so far but I'm afraid I'm going to have to my foot down now.
- 8 By arriving late, John, who had a key role, held the whole rehearsal.
- 9 I couldn't understand the play we went to see. What did you make it?
- 10 Could you after the baby for half an hour while I pop to the shops?

(10 marks)

3 Complete the passage by choosing **one** suitable word.

I'm not sure whether nursing is the job for me after all! It's been awful recently! I've been rushed off my **1) legs/feet/hands** all day every day this week, particularly as we've been inundated **2) with/of/in** calls from relatives of patients, complaining about the food poisoning outbreak. The time I've spent answering the phone in the last week must amount **3) of/at/to** about twenty-four hours! To make matters worse, that new matron seems to look **4) over/up/down** her nose at me, and is constantly criticising me. For example, whenever I try and chat to comfort a patient, which, incidentally, I **5) look/see/regard** on as an essential part of my role, she jumps on me, claiming that she doesn't hold **6) to/for/with** the idea of personal contact between nursing staff and patients. Then today, I accidentally knocked over a couple of water jugs, and she started shouting about my incompetence, and said she would report me to the hospital board of directors. So I expect I'll have to **7) face/see/listen** the music about that tomorrow. I know I shouldn't **8) feel/take/get** all her mean remarks to heart, but it's difficult. What used to be an enjoyable job seems to have been transformed **9) in/to/into** a nightmare. So far I've managed to refrain from answering back, but I don't know how long I can **10) make/keep/hold** it up!

(5 marks)

Use of English

4 Rewrite the following sentences using the words in bold. Use between 3 and 8 words. Do not change the meaning of the original sentence.

- 1 "Audience numbers have fallen," said the director.
decline The owner explained audience numbers.
- 2 "You're just trying to delay us," they told him.
hold He was accused back.

- 3 "You'll need work harder in order to succeed," he said to her.
difficulty He warned her
..... without working harder.
- 4 I wish I had managed to contact Peter first.
hold I regret not
..... Peter first.
- 5 Dieting without taking any exercise is a waste of time.
keeping There's no
..... you take some exercise too.

(10 marks)

5 Think of **one** word which can be used appropriately in all three sentences.

- 1 • The film was very and nearly everyone shed a tear.
• house can be a stressful experience unless you plan it carefully.
• I looked at the injured dog carefully, and it didn't seem to be
- 2 • The dish was quite tasty but rather, and would have benefitted from some sort of sauce.
• I use a special shampoo for hair which seems to give it more shine.
• The weather forecast says it will be today with occasional showers.
- 3 • Her lack of self-confidence is reflected in the rather colours she chooses to wear.
• It was a speech and some of the audience lost interest and left before the end.
• The sharp pain in her back had subsided to a ache.
- 4 • He has a heart so he has to take things easy.
• My aunt is 85, and in no to travel round the world.
• One of the job is that you should be able to work at night.
- 5 • Doctors are now able to stomach ulcers quite successfully with drugs.
• She chose to his comment as a joke which was in rather poor taste.
• They the material with a chemical that makes it more resistant to fire.

(5 marks)

6 Use the word in capitals to form a word that fits into the space.

visit to a **Rock Festival**

My visit to a three-day rock festival last week was quite a 1) I realised that the impression I had had of this type of occasion (received in my 2) from my elder siblings who had had first-hand experience) were in fact somewhat 3) I had imagined something shiny, gleaming, and magical, in idyllic 4) What I wasn't prepared for was the sheer chaos of the whole affair: the lack of anywhere to sit and the 5) that entailed, the mud (it seemed to pour with rain 6) the whole weekend) and the terrible crush of the huge number of 7) in a rather limited space (though the park in question had always seemed to me quite 8) – that was when it was empty of course). All in all, the whole experience was a(n) 9) one, in that I learnt a lot, but why so many young people should choose to spend a weekend in such appalling conditions remains 10) to me!

- REVEAL
CHILD
LEAD
SURROUND
COMFORT
CONTINUE
REVEL
SIZE
LIGHT
COMPREHEND

(10 marks)

Reading

7 You will read an excerpt from *Room with a View* by E.M. Forster. Read and answer the questions that follow (1-7).

- 1 In the first paragraph we are told that
A one needs to reject worldly pleasures to truly develop musical talent.
B music is sometimes regarded as a substitute for education.
C there is often a mismatch between great musical talent and ordinary life.
D it is amazing how great an effect music tends to have on our lives.
- 2 Lucy's piano playing
A displayed a mixture of strong feelings.
B tended to be rather melodramatic.
C failed to capture the tragic nature of some music.
D was marred by some inaccuracies.

A Passionate Musician

It so happened that Lucy, who found daily life rather chaotic, entered a more solid world when she opened the piano. She was then no longer either deferential or patronising; no longer either a rebel or a slave. The kingdom of music is not the kingdom of this world; it will accept those whom breeding and intellect and culture have alike rejected. The commonplace person begins to play, and shoots into the empyrean without effort, whilst we look up, marvelling how he has escaped us, and thinking how we could worship him and love him, would he but translate his visions into human actions. Perhaps he cannot; certainly he does not, or does so very seldom. Lucy had done so never.

She was no dazzling *executante*; nor was she the passionate young lady, who performs so tragically on a summer's evening with the window open. Passion was there, but it could not be easily labelled. And she was tragical only in the sense that she was great, for she loved to play on the side of Victory. Victory of what and over what – that is more than the words of daily life can tell us. But that some sonatas of Beethoven are written tragic no one can gainsay; yet they can triumph or despair as the player decides, and Lucy had decided that they should triumph.

A very wet afternoon at the Pension Bertolini permitted her to do the thing she really liked, and after lunch she opened the little draped piano. A few people lingered round and praised her playing, but finding that she made no reply, dispersed to their rooms to write up their diaries or to sleep. She took no notice of Mr Emerson looking for his son, nor of Miss Bartlett looking for Miss Lavish, nor Miss Lavish looking for her book. Like every true performer, she was intoxicated by the mere feel of the notes.

Mr Beebe, sitting unnoticed in the window, pondered over this illogical element in Lucy Honeychurch, and recalled the occasion at Tunbridge Wells when he had discovered it. It was at one of those entertainments where the upper classes entertain

the lower. The seats were filled with a respectful audience, and the ladies and gentlemen of the parish, under the auspices of their vicar, sang, or recited, or imitated the drawing of a champagne cork. Among the promised items was 'Miss Honeychurch. Piano. Beethoven', and Mr Beebe was wondering whether it would be 'Adelaida', or the march of 'The Ruins of Athens', when his composure was disturbed by the opening bars of Opus III. He was in suspense all through the introduction, for not until the pace quickens does one know what the performer intends. With the roar of the opening theme he knew that things were going extraordinarily; in the chords that herald the conclusion he heard the hammer strokes of victory. He was glad that she only played the first movement, for he could have paid no attention to the winding intricacies of the measure of nine-sixteen. The audience clapped, no less respectful. It was Mr Beebe who started the stamping; it was all that one could do.

'Who is she?' he asked the vicar afterwards.

'Cousin of one of my parishioners. I do not consider her choice of a piece happy. Beethoven is so usually simple and direct in his appeal that it is sheer perversity to choose a thing like that, which, if anything, disturbs.'

When he was introduced, Mr Beebe realised that Miss Honeychurch, disjoined from her music-stool, was only a young lady with a very pretty, pale, underdeveloped face. She loved going to concerts, she loved stopping with her cousin, she loved iced coffee and meringues. But before he left Tunbridge Wells he made a remark to the vicar, which he now made to Lucy herself when she closed the little piano and moved dreamily towards him.

'If Miss Honeychurch ever takes to live as she plays, it will be very exciting – both for us and for her.'

- 3 When she played at the Pension Bertolini, Lucy
 - A wished she could play better.
 - B asked to be left alone.
 - C resented being interrupted.
 - D was engrossed in the music.
- 4 What did Mr Beebe realise at the entertainment he remembers at Tunbridge Wells?
 - A That the vicar had vetted the contributions
 - B That Lucy had a special musical talent
 - C That Lucy's was the only performance of any value
 - D That the audience were duty-bound to show appreciation
- 5 What surprised Mr Beebe when he heard Lucy at Tunbridge Wells?
 - A Lucy's choice of composer
 - B The way the opening theme developed
 - C Lucy's choice of piece
 - D The fact that Lucy didn't play more of the work

- 6 What was the vicar's attitude to the music Lucy played?
 - A It was daring
 - B It was offensive
 - C It was too difficult
 - D It was unsuitable
- 7 What was Mr Beebe's reaction when he met Lucy?
 - A He was pleased that she enjoyed simple pleasures.
 - B He was disappointed at how ordinary she was.
 - C He felt that she ought to take life more seriously.
 - D He was surprised that she wasn't as beautiful as he had imagined.

(21 marks)

Listening

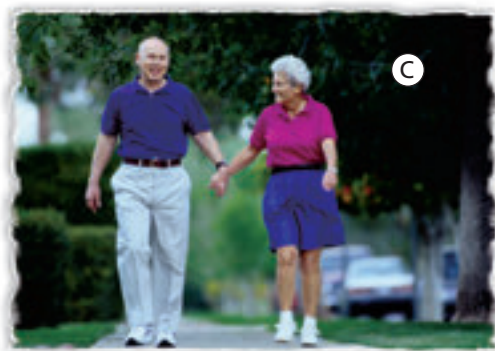
- 8 You will hear part of a radio interview about pain, its causes and its remedies. For questions 1-9, fill the gaps with a word or short phrase.

Despite its unpleasantness, Clive reminds us that our 1 depends on feeling pain. Doctors find it difficult to treat pain as they have no equipment with which to 2 it. Emotions such as joy, 3 and 4 can prevent us from feeling pain, but only for a short time. A person's ability to tolerate pain appears to be determined by their 5. People can endanger their health because their 6 has taught them to ignore pain. Pain is the result of 7 signalling the brain that part of the body has been damaged. Endorphins are only effective pain relievers in situations that can be described as 8. The effectiveness of analgesics lies in their ability to prevent a pain 9 reaching the brain.

(9 marks)

Speaking: Health and Old Age

- 9 a. Here are some photographs which show aspects of health and old age. First look at photographs A and C and talk together about what kind of characters the people shown might have. You have about a minute for this.



- b. Now look at all the photographs. Imagine that a social workers' organisation wants to publish a leaflet about the quality of life of senior citizens. Talk together for about three minutes about what senior citizens can do to remain healthy and enjoy life. Then decide which two photographs you would use on the cover of the publication.

(10 marks)

Writing (a discursive essay)

- 10 You have recently attended a musical event which you enjoyed very much. A music magazine that you subscribe to has invited readers to submit reviews of interesting musical events. In your review you should describe the performance and explain what made it so successful. Write your review.

(15 marks)

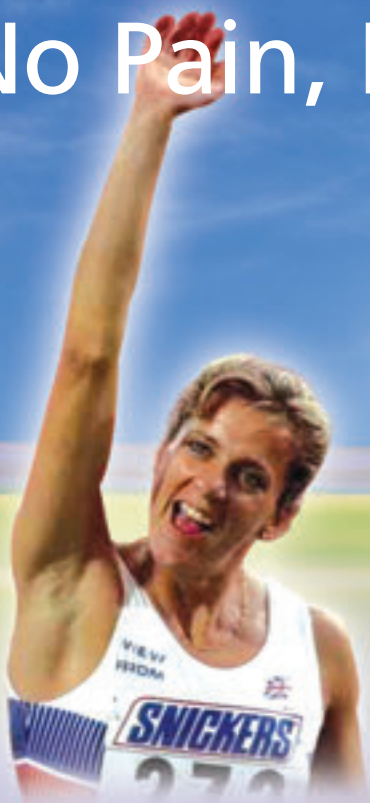
(Total = 100 marks)

Progress Update

How do you rate your progress? Tick (✓) the box that applies to you.

	Excellent ****	Good ***	OK **	Could do better *
Vocabulary & Grammar				
Listening				
Speaking				
Reading				
Writing				
Communication				

No Pain, No Gain



UNIT 7

Born to win

UNIT 8

Respect!



units 7-8

MODULE 4

Before you start ...

- What are the most popular sports in your country?
- How can prejudice harm a society?

Listen, read and talk about ...

- | | |
|--------------------------|---|
| • sports | • social issues |
| • sports personalities | • state officials |
| • qualities for athletes | • prejudice |
| • jobs in football | • women's discrimination in the workplace |
| • places in sports | • social change |
| • extreme sports | • globalisation |
| • sports psychology | • loneliness |
| • historical events | • ageism |
| • racial preconceptions | |

Learn how to ...

- make decisions
- express an alternative viewpoint
- exchange opinions

Phrasal verbs

- put
- run
- settle
- fall

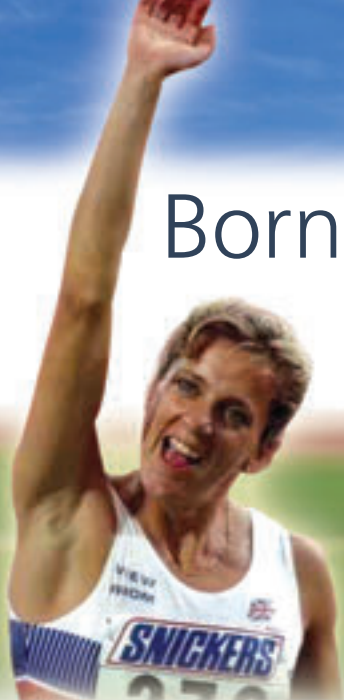
Write ...

Practise ...

- relative clauses
- future tenses

- proposals
- discursive essays

Born to Win!



Lead-in

- 1 a. What is your favourite sport? Do you admire any particular sports personalities? What are their achievements?
- b. Do you recognise the athletes in the photographs? What are their achievements?
- c. Listen to part of a radio programme entitled *Sports Personalities of the 1990s*, and complete the profiles of the three athletes in the photographs.

Name:
 Sport: *400 m hurdles*
 Personal best:
 Year:
 Competition: *Stuttgart, 1993*
 Greatest achievement
 Year:

Name: *Jonathan Edwards*
 Sport:
 Personal best:
 Year:
 Competition:
 Greatest achievement
 Year: *1995*

Name:
 Sport: *soccer*
 Personal best: *hat trick against Germany*
 Year:
 Competition:
 Greatest achievement
 Year: *1997*

- d. Talk about these three sports personalities as in the example.

*Sally Gunnell competed in the women's ...
 In ..., while competing in ... she ...
 Her greatest achievement ...*

- e. Make a similar profile of your own favourite sportsperson and tell the class about him/her.

- 2 a. What are the most important qualities for a top athlete? Discuss using words/phrases from the vocabulary bank.

Physical qualities	• stamina • agility • strength • tactical awareness
Mental qualities	• mastery of technique • quick thinking
Character qualities	• determination • team spirit • sportsmanship

A: *To me, a top athlete must have stamina, so that they can keep going until the end of the race or the game.*

B: *Yes, and agility, too, because they need to make sudden quick movements.*

- b. Now look at the following qualities and say in what situations an athlete might benefit from them.

- discipline • courage • faith in one's abilities
- knowing one's own limits

An athlete needs discipline when, for instance, she is faced with a training regime which is tough and demanding.

- 3 Professional athletes make a living through sports. What are the reasons many people become involved in amateur sports?

Think in terms of

- keeping fit • enjoying a challenge • feeling part of a team • socialising • striving for sense of achievement • discovering one's physical and mental limits

- 4 Discuss the following quotations.

"I think self-awareness is probably the most important thing towards being a champion."

Billie Jean King (US tennis player)

"Sports do not build character. They reveal it."

Heywood Hale Brown (US broadcast journalist)

5 You are going to read an article about tennis player Andre Agassi. Before you read, discuss the following questions.

- a. What factors can negatively affect an athlete's form? Think about
 - loss of confidence.
 - personal problems.
 - age.
- b. What does the phrase "to keep one's eye on the ball" mean? Why do you think the writer has used it in the title? Discuss, then read the first two paragraphs and check your answers.
- c. The following words and phrases occur in the article. In what context do you think they will appear?
 - "on the verge of quitting"
 - "a succession of injuries"
 - "questioning his purpose"
 - "intent on squandering his talent"

6 Now read the passage thoroughly and answer the questions that follow (1-7). Were your predictions in 5c correct?

1 Which of the following does the opening paragraph of the text NOT imply about Andre Agassi?

- A He has no intention of retiring anytime soon.
- B He has made several comebacks in the past.
- C He believes he was destined to play tennis.
- D He has been experiencing fitness problems.

2 According to Agassi, age can at times

- A hinder the process of recovery.
- B help a player recover his confidence.
- C precipitate a player's retirement.
- D make a player doubt himself.

3 By saying that Agassi "has dealt only in extremes," the writer

- A tries to present Agassi in a favourable light.
- B makes Agassi out to be an arrogant player.
- C tries to justify Agassi's recent bad form.
- D implies that Agassi stretches himself to the limit.

4 As shown in paragraph 7 (lines 58 - 69), Agassi's overall attitude towards tennis seems to be one of

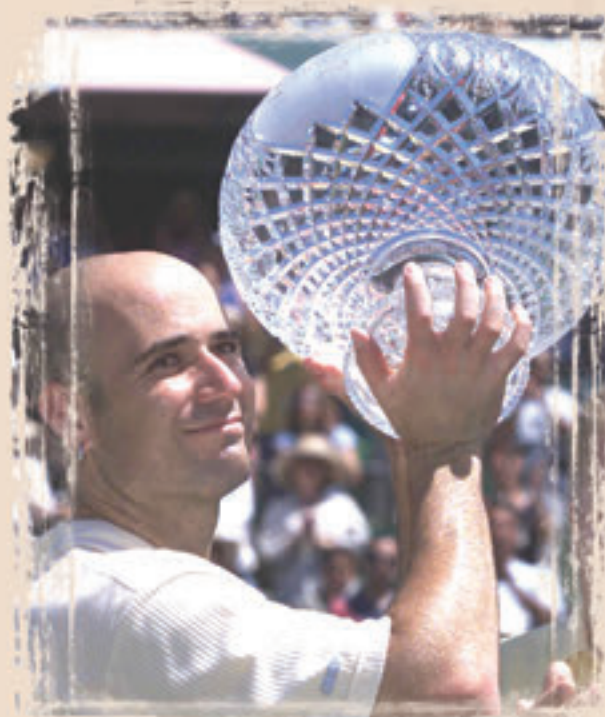
- A unjustified pessimism.
- B pensive self-exploration.
- C damaging obsession.
- D stress-induced nervousness.

5 During his early tennis career, Agassi

- A often behaved irresponsibly.
- B played so hard he got injured.
- C put on a fair amount of weight.
- D mostly competed for fun.

Reading Part 4

After a year blighted by loss of form and injury, the comeback king is ready to do it all again. As he prepares for what could be his last season, Andre Agassi talks about why he's still doing the thing he was "born to do".



Keeping His Eye on the Ball

6 For Agassi, retiring

- A is something he has carefully timed.
- B is a process which has already begun.
- C is something he hopes to be proud of.
- D is something he hasn't really thought about.

7 Overall, the writer gives the impression that Agassi is

- A aloof.
- B thoughtful.
- C irate.
- D unpredictable.

In a hotel in Lyon, he is looking back on a year that has been made all the more difficult by the extraordinarily **triumphant** one which **preceded** it. For a variety of reasons, he says, he "has lost his focus", and the literal
 5 implication of that cliché seems to trouble him; he has taken his eye off the ball, and for Agassi, these days, that inattention has an almost sacrilegious quality. "It's been a year that has been physically impairing and draining and that takes you down a level; it's tough, emotionally,
 10 mentally and physically, and as a result I feel very far off where I was," he says, a little wearily. "Your experience helps speed up the process of recovery, but because you're older you end up asking yourself: do I still have the ability to do it?"

15 This time last year Andre Agassi was doing it better than ever, at the peak of an extraordinary resurgence **unprecedented** in modern tennis. Having slipped at one time to 141st in the world, and on the verge of quitting, he had rebuilt his game to reach the final of three Grand
 20 Slams, winning two, finishing the season as world No. 1 with faultless, **instinctive** tennis. John McEnroe watching him practise was awed by how hard he was hitting the ball; no one, he observed, had ever struck it earlier, or more sweetly.

25 But such perfection, as Agassi knows better than most, can only ever be fleeting. A couple of days later, after he had won a match, he was doubled over and washed-up, vomiting into a flowerpot at court-side. He went home under medical supervision, and his confidence, fitness and
 30 game, he insists, have still not quite recovered.

Throughout his career, Agassi has dealt only in extremes. He says, "I go hard, but that intensity extracts a **toll**." Agassi puts his body under absolute strain when he competes. And the vulnerability of his highly-strung frame
 35 is more than matched by his apparent emotional **rawness**. Agassi's dip in form this time around has been **exacerbated** not only by a succession of injuries but also by the devastating news that his mother and sister were both suffering from breast cancer.

40 There are few sports that so **relentlessly** expose the individual to psychological scrutiny as tennis, and Andre

Agassi's personal rites of passage over the 15 years have been the most vivid of its spectacles. He refers to the game, more often than not, in abstract terms, presumably because it has always meant so much more to him than
 45 simply hitting balls. "You don't know anything else when you start playing," he explains of his growing up on court. "I did not know life away from it. There are times when you don't imagine ever doing anything different."

It is the presentation of this internal drama that has made Agassi among the most **compelling** of all sports
 50 stars, an **archetypal** figure for our neurotic and **solipsistic** times. No tennis player has seemed so at odds with his gifts or so questioning of his purpose. Even now, having achieved much of what he set out to achieve, when he talks about tennis, it is as if you are listening to Hamlet **quibble**
 55 with mortality. "At the end of the day I need to do it or not to do it; that has always been the question for me."

As a younger man, he seemed sometimes to be intent on **squandering** his talent, the prodigy who could not grow up. He turned professional in a blaze of hype at 16, but by
 60 the age of 21 he seemed already strung out, eating badly, losing games for fun, his ever changing appearance apparently reflecting his **fragile** self-esteem. Looking back on that time, he reflects: "Maybe I was rewarded too quickly. I came at a time when tennis needed somebody. I
 65 had so much notoriety before I had really accomplished anything great. I was doing commercials, but I had never won a Grand Slam. That left me feeling all image and no substance."

When the time comes for him to step away from the
 70 game, does he think he will know the right moment for that? "I hope so," he says, "Certainly I'm more afraid about how it is at the end right now than what happens after. I've concentrated all my efforts on tennis, but as soon as I start thinking about how it is going to end then I guess it's over.
 75 In thinking about the end, the end is already there. What I hope is that it happens in a way I am proud of." In the meantime, all Andre Agassi wants to focus his attention on is the next ball, then the one after that.

Follow-up

7 Answer the following questions.

- 1 What does the writer mean when he says that inattention "has a sacrilegious quality" for Agassi?
- 2 What do the phrases "such perfection" (line 25) and "this internal drama" (line 49) refer to?

8

- a. Match the words on the left to their synonyms on the right, then use them in your own sentences.

impairing (l. 8)	examination
awed (l. 22)	debilitating
scrutiny (l. 41)	overly stressed
strung out (l. 61)	amazed

- b. Explain the words in bold.

- c. Read the article again and find three idioms. What do they mean?

Jobs in Football

9 Talk about what these people do, as in the example. Use the prompts to help you.



- try / ensure / fair / play
- search / talented / player
- pick / team, arrange / transfers, supervise / training
- responsible / player / fitness, help / injured players / rehabilitate
- pass / ball / players / scoring position
- help / referee / decide / ball / cross / line
- monitor / condition / ground
- describe / progress / match
- replace / injured / out-of-form player
- finish off / attacking move
- try / stop / opposition / scoring
- support / club / financially / exchange / advertising

The referee's job is to ensure fair play.

Places in Sports

10 Choose **one** correct word to complete each sentence.

- When the two teams ran onto the football, the crowd cheered.
A stadium B pitch C arena D court
- A dog ran across the race, causing the leading jockey to fall.
A trail B path C track D lane
- I've booked a for the afternoon if you still want a game of squash.
A room B pitch C course D court
- There's a small nine-hole golf near where I live.
A court B course C field D green
- Bring your skates, because we're going to the ice
A ring B rink C pool D floor
- The football can seat up 30,000 people.
A ground B pitch C field D hall

7 The covered stadium allows us to hold athletics events all year round.

A inside B interior C internal D indoor

8 A boxer's trainer can enter the between rounds.

A circle B square C ring D rink

Commonly Confused Words

11 Fill the gaps in the sets of sentences below using the words given with each set.

- There must be a match tonight. The train was packed with Manchester City
 - Police blamed football for the vandalism.
• supporters • hooligans
- Olympic events require venues capable of seating a large number of
 - It is estimated that the World Cup final was watched by over 500 million
 - viewers • spectators
- Everyone thought the German would win with ease, but the Irishman proved to be a formidable
 - The last failed to appear at the line-up, so the race started with seven runners instead of eight.
 - Arsenal are playing against their London, Tottenham, on the 16th of May.
• contestant • rivals • opponent
- The Grand National is the most important on the horse-racing calendar.
 - Liverpool were so good that year that there really was very little for the championship.
 - How about a of squash after work?
 - The two teams battled fiercely, and everyone agreed it was a very even
 - game • match • fixture • contest
- Once again, the Russians prevailed in the international chess
 - After a string of unlucky results, our team was relegated to a lower
 - England have been drawn in the same as Brazil, Poland and Estonia.
• group • league • tournament

→ Odd One Out

12 In pairs, find the odd one out, then briefly explain why it doesn't belong in the group. Consult a dictionary if you wish.

- 1 cricket – rugby – soccer – table tennis
- 2 stadium – ground – pitch – hall
- 3 dribble – pass – suspend – shoot
- 4 champion – leader – holder – runner-up
- 5 umpire – referee – examiner – judge
- 6 handicap – feat – obstacle – drawback
- 7 train – practise – defeat – work out
- 8 jersey – strip – outfit – line-up

Table tennis is the odd one out because it is played indoors.

→ Collocations

13 Underline the correct word.

- 1 Now that Fred is fully fit again, his coach has put him on a(n) exhaustive / intensive / thorough training regime.
- 2 He's a forceful / strong / potent swimmer and will have no trouble covering the distance.
- 3 They play well in their own ground, but they tend to lose most of their far / distant / away matches.
- 4 The council decided to spend the funds on improving the town's sports facilities / conveniences / sites.
- 5 The last time there was a capability / faculty / capacity crowd in our ground was in last year's semi-final.
- 6 Our team was narrowly / closely / finely defeated in last Saturday's game.
- 7 Johnson was suspended after a harsh / bleak / stark tackle from behind one of his opponents.
- 8 The game itself was excellent, but it was sadly spoiled by supporter / fan / crowd trouble.

14 Complete the collocation groups, then use 6-8 collocations to make your own sentences.

- undisputed • world-class • consecutive • world
- reigning • well-deserved • mediocre • pedestrian
- comfortable

- 1 / / performance
- 2 undisputed / / champion
- 3 / / win

With 26 consecutive wins, Johnson is the undisputed champion in the light-weight category.

15 Match columns A and B to form collocations, then use them to fill the gaps in the sentences.

A	B
motor	holder
qualifying	trainer
title	racing
injury	ticket
season	prone
personal	round



- 1 This is the third time Westwind has been injured this season. He's beginning to get a name for being injury prone.
- 2 Martha was one of the favourites to win the tournament, but she was disappointingly knocked out in the
- 3 Our club's success last year has led to a dramatic increase in sales.
- 4 The young tennis player fought tooth and nail against the experienced, but couldn't manage to win.
- 5 Mercedes have long been a major contender in most championships, including Formula 1.
- 6 Michael's has instructed him to do more weight-training in order to increase his strength.

Cloze

16 Select a word (A, B, C or D) to fill each gap.

Aberdeen Amazons Claim Scottish Title

In a magnificent **1)** of basketball at Stirling University's Sport Centre, the Aberdeen Amazons beat the Stirling Queens 67-69 last night to win the Scottish Academic Women's Basketball Cup for the second year **2)** In a nail-biting finish, the Amazons found themselves one point **3)** (67-66) with 5.4 seconds on the clock. The Aberdeen girls did well to keep their **4)** about them in front of a partisan home **5)** of over 1,500, and managed to deliver the ball to 19-year-old Betty Watson just outside the 6.25 metres arc, from where she sank a last-gasp 3-pointer to shoot the Amazons to triumph. In the remaining 1.4 seconds, there was precious **6)** Stirling could do to come **7)**

"I am delighted with this tremendous achievement," Amazons coach Ted McCloud rejoiced later. "I am very proud of the girls; they played their **8)** out against an excellent team, and they **9)** deserve this title."

The Amazons will now go on to represent Scotland in the European Academic Women's Basketball tournament to be **10)** next July in Madrid.

- | | | | |
|----------------|------------|-------------|---------------|
| 1 A display | B exhibit | C execution | D performance |
| 2 A continuing | B running | C playing | D going |
| 3 A back | B backward | C behind | D following |
| 4 A heads | B minds | C brains | D wits |
| 5 A audience | B crowd | C group | D mass |
| 6 A little | B few | C else | D anything |
| 7 A on | B forward | C back | D out |
| 8 A fields | B hearts | C brains | D cards |
| 9 A completely | B utterly | C fully | D absolutely |
| 10 A placed | B made | C held | D done |

Idioms

17 Fill in the gaps with one suitable word to form idioms. Consult a dictionary if you wish.

- He's refusing to **ball**, which is a problem because without his cooperation we can't continue.
- If you get on the floor and start **the ball** , everyone else will join in the dancing!
- It had been agreed that the discovery would not be announced until further research had been conducted, but somebody has **the gun** and told the press.

- "I didn't tell him to ask the local newspaper to help raise money for the school team's trip to France," said Tom's father. "He did it **off his own**"
- Mary's such a **sport** that if she loses, she starts accusing you of having cheated.
- "I've done everything I can to help! The **ball is in your** now."
- They knew that their only hope was to watch him carefully and try to **beat him at his own**
- "If she won't speak to me, I won't speak to her! **Two can play at that** !"
- Local companies protested that there should be a **level** **field**; forcing them to compete with cheap foreign goods was not fair.
- This company is the biggest producer of soft drinks in the world and **the field** by a long way.

Phrasal Verbs (Appendix 2)

18 Fill in the gaps with an appropriate particle to form a phrasal verb.

- His dismal performance was **put** insufficient preparation.
- The home team **ran** the game, and won a decisive victory.
- To reach this level of performance it is necessary to **put** years of training.
- The club has **run** problems with finance over the past season.
- To help the club, the players offered to **put** the money for new equipment themselves.
- The manager wants to **run** a few of the strategy points with the players.
- The Athletics Association's expenses now **run** millions of pounds.
- If the team can **put** a good performance, more people will start attending matches.

19 Using a dictionary if necessary, check your understanding of the phrases below. Then, use them to complete each sentence in your own way.

- put the case for sth
- run out of steam
- feelings/emotions running high
- running late
- put all one's faith in sth/sb

- The manager put
- Minutes before the World Cup final,
- After six games in two weeks, the team began
- The fans are putting
- The organisers apologised

Discussion

- 20** a. You have been placed in charge of the planning of a sports centre which will be built in your area. You have extra funds of £150,000 to spend in one year.

In pairs, use the information to discuss the benefits of each facility. Use the language in the boxes.

Introducing an idea

- My personal feeling is that ...
- Have you ever thought of ...
- We should consider ...
- In my/our view, ...
- It would be a good idea if ...
- I would argue that ...
- It's obvious to me/us that ...

Insisting on a point

- I don't think we should dismiss this ...
- I think this deserves careful consideration ...
- There's a lot to be said for ...
- I still think ... would be more appropriate
- I still think our first idea was the best

Suggesting an alternative

- There is another option ...
- What about ... instead?
- Let's look at something else.
- Of course we could always ...

1	Synthetic aerobics flooring (comfortable, reduce risk of injury)	£ 10,000	<input type="checkbox"/>
2	Soft drinks dispensers (10) (generate revenue)	£ 10,000	<input type="checkbox"/>
3	Digital telephone switchboard (all departments easily accessible)	£ 15,000	<input type="checkbox"/>
4	5-a-side soccer pitch (attract more business)	£ 60,000	<input type="checkbox"/>
5	2,000-seat prefabricated grandstand for soccer pitch (money from ticket sales)	£ 40,000	<input type="checkbox"/>
6	Health food restaurant (attract diners, generate income)	£ 30,000	<input type="checkbox"/>
7	Medical centre, including part-time medical personnel (clients feel safe, first aid, treat injuries)	£ 90,000	<input type="checkbox"/>
8	Swimming pool (attract families, offer swimming classes)	£ 125,000	<input type="checkbox"/>

A: *I would argue that the synthetic aerobics flooring would make doing aerobics more comfortable and would reduce the risk of injury.*

B: *Yes, but it is terribly expensive. What about spreading the money over more items?*

C: *Well, I don't think we should dismiss the swimming pool idea ...*

- b. Now get together with the rest of the class and try to reach a decision.

- c. Listen to three people discussing the same question. Do they reach the same conclusion?

21 Discuss the following in groups. Use as much language from exercise 20 as possible.

Your school has £50,000 to spend this year. As members of the staff-student committee, discuss how this money would best be spent. The following suggestions are on the agenda:

- Buying 1,000 new titles for the school library (£15,000)
- Building a school theatre (£35,000)
- Planting grass on the football pitch (£5,000)
- Organising a school trip to archaeological sites in Turkey and Egypt (£25,000)
- Buying an extra 50 computers for use in the classrooms (£40,000)
- Building a school cafeteria (£10,000)



- 22** a. You will hear part of a radio programme in which two people, Jill and Gary, talk about whether British footballers are earning too much money. Before you listen, look at the following statements and predict whether they are true or false. Mark them True (T) or False (F) accordingly.
- 1 A 20-year-old top-level footballer can earn 50 times the salary of another person of the same age.
 - 2 Professional footballers today earn 4 times as much as their colleagues of the 1980s.
- b. The following words/phrases will be heard in the recording. In what context do you expect to hear them?
- pocket money • fancy restaurants
 - inequality • social issue • lower divisions

Listening Part 4

- c.** Now listen to the recording. For questions 1-6, decide whether the opinions are expressed by only one of the speakers, or whether the speakers agree. Write (J) for Jill, (G) for Gary or (B) for both where they agree.

- 1 Young footballers who earn a lot of money are in danger of losing their way.
- 2 The amount of money young footballers earn compared to other youngsters is a social injustice.
- 3 Footballers deserve to get paid well.
- 4 The escalation in footballer's earnings needs to be checked.
- 5 It is not obvious why footballers' salaries should be determined by other professionals' earnings.
- 6 The issue of footballers' earnings is a product of several social factors unrelated to football.

- d. Were your answers in Ex. 22a correct?
- e. Do you think footballers are earning too much, or do you feel that they deserve to be paid what they do?

- 23** a. You will hear a radio report about sporting event coverage technology. Before you listen, discuss the following question.

In what ways does technology enhance the enjoyment of watching sport? Think in terms of

- recording statistics
- customising the viewing experience

Listening Part 2

- b.** Now listen to the recording. For questions (1-9) complete the sentences with a word or short phrase.

Visitors to the New York Marathon website are expected to reach a(n) **1** number this year.

The recent Olympics showed that having a website running alongside TV coverage is a very important

2

3 will allow the website's visitors to follow their favourite athlete through the marathon.

Once the web site knows the name of a visitor's favourite athlete, **4** about his or her performance become available.

At various points in the race, a(n) **5** developed in the Netherlands will record runners' times.

The content appearing on the viewer's computer will be automatically **6**.

On the day of the marathon, the organisers are expecting Web traffic to **7**.

The addition of a **8** will enable many more people to follow the race simultaneously.

With new advances in Internet technology, such websites will be able to send out much more than

9.

Listening Part 1

24 a. Listen to someone talking about physically challenged athletes and answer the questions.

- Volpentest's prosthetic feet
 - made use of a springboard mechanism.
 - gave him extra speed.
 - were designed for hard tracks.

2 What factors unite to make the physically challenged formidable?

- determination and technology
- humanity and science
- tenacity and technique

b. When can a disadvantage be turned into an advantage? Discuss.

25 a. Listen to part of a conversation about stadiums and answer the questions.

- What do we infer about the woman?
 - She is unimpressed with the Japanese stadium.
 - She is hostile towards modern architecture.
 - She thinks the Colosseum is more versatile.

2 The man's final attitude is one of

- defiance.
- acquiescence.
- approval.

b. Is sport important in a civilised society? Discuss.

26 a. Listen to a conversation about bungee jumping and answer the questions.

- What is the woman's attitude to fear?
 - She always conquers it.
 - She wants to overcome it.
 - She feels it is useful.
- The man's feeling about bungee jumping is one of
 - curiosity.
 - apprehension.
 - scepticism.

b. What, in your view, drives people to seek pleasure from dangerous activities?

27 a. Listen to a conversation between a patient and his doctor and answer the questions.

- What is the patient complaining of?
 - pain in one of his limbs
 - a feeling of frustration
 - a feeling of persecution

2 What does the doctor instruct the patient?

- To give up exercise for a while.
- To do more exercise.
- To lift lighter weights.

b. Can you think of examples where we try to progress faster than we know is possible?

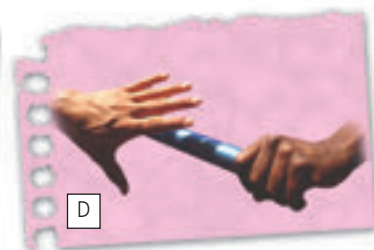
Speaking Part 2: Motivation



Speculating

Stage 1

28 a. With a partner, look at pictures A and C. What do you think the photographer is trying to portray in each photograph?



Evaluating

Stage 2

b. Now look at all the pictures. Imagine that these pictures come from a leaflet entitled *Sport Can Make Us Better*. The leaflet was published to encourage companies to involve their staff in sporting activities, with a view to motivating them. In pairs, decide on the two pictures which best show how sport can instill motivation and team spirit.



Suggesting alternatives

c. Suggest two other photographs which you would like to have seen in the leaflet. What would their themes be, and what would they have added to the leaflet?



d. Listen to two pairs of students discussing the question in Ex. 28c. Which pair addresses the task more effectively?



Sample Interview

29 You will read three passages associated with sport.

- a. Skim the passages and say by which of the three writers the views below have probably been expressed. Underline the parts of the passages that helped you reach your decision and compare with a classmate.

- 1 "It takes all sorts of professional athletes to put on a good sporting event."
- 2 "There are several sciences which can be applied to sport in order to increase athletes' performance."
- 3 "The popularity of a sport sometimes depends on social factors such as the working culture of a place."

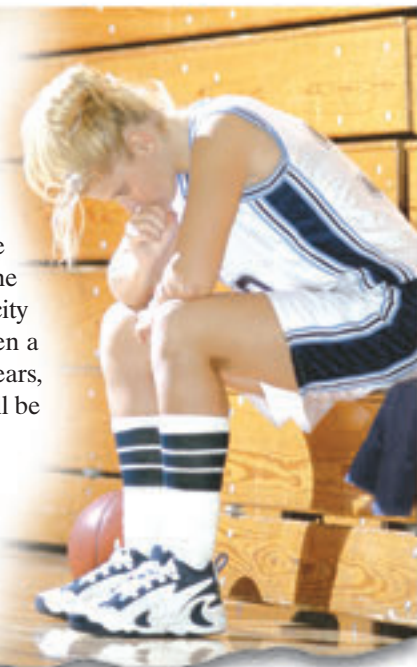
- b. Read the extracts and choose the best words to fill in the gaps.

Reading Part 1

Sports Psychology

Sports psychology is the science of behaviour applied to exercise and sport participation. With levels of competition rising ever higher and differences between competing athletes being measured in fractions of a second, increasing numbers of sportsmen and women are using sports psychologists to help them gain a competitive 1) During the past decade major national organizations 2) the area of sports psychology have emerged. Parallel increases have been apparent in the number of books on the topic, but there is a 3) between the large amount of publicity about the field and the relatively few trained professionals around. Until now it has been a comparatively unknown area academically, however, in the 4) of the next few years, with a rising number of universities offering specialist training, this 5) of affairs will be resolved as more and more people 6) the profession in earnest.

- | | | | |
|-----------------|-------------|----------------|-----------------|
| 1 A rim | B edge | C lip | D brim |
| 2 A attending | B adopting | C focusing | D addressing |
| 3 A discrepancy | B deviation | C disagreement | D dissimilarity |
| 4 A light | B interval | C course | D duration |
| 5 A shape | B status | C situation | D state |
| 6 A take up | B take to | C take in | D take on |



American cricket may sound like a contradiction in 7) , but over the coming years the game that is said to have given 8) to the American national game of baseball is set to take the United States by 9) There will, however, be some 10) differences between the traditional game most English people grew up with, and the US version.

The English developed the patience to watch a game over a 11) of anything up to five days. Nowadays, with people's time being rather more limited – especially in America's work-oriented culture, the traditional game will have to adapt if it is to 12) on there. Games are likely to be much shorter and to be played at night, which is a far cry from England's day long games, and, as with other American sports, the players are likely to be heavily protected against injury by thickly padded clothing.

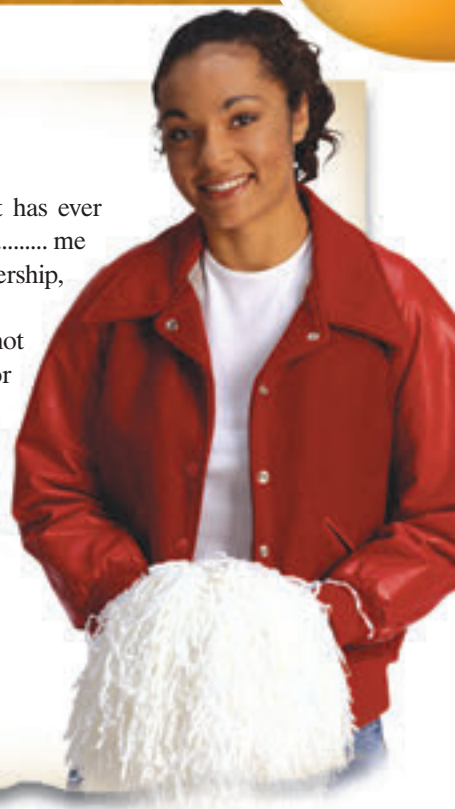
- | | | | |
|-----------------|--------------|-------------|--------------|
| 7 A expressions | B terms | C words | D phrases |
| 8 A rise | B growth | C expansion | D escalation |
| 9 A force | B flood | C surge | D storm |
| 10 A lucid | B respective | C marked | D flagrant |
| 11 A phase | B time | C term | D period |
| 12 A count | B catch | C come | D call |

Cheerleading

I became 13) in cheerleading when I was at school. It is one of the best things that has ever happened to me. The gymnastics and dance skills that I learned from cheerleading have 14) me in good stead for many other endeavours in life, not to mention other qualities like leadership, sportsmanship and teamwork.

Cheerleading takes elements of dance and fitness and 15) them into one discipline that is not only a sport in its own 16) , but serves other sports in a way that no other art or communication form can. Being a cheerleader requires some of the highest levels of physical fitness; it 17) speed, strength and extreme flexibility in circumstances which the cheerleader cannot control. During an outside event, for example, a cheerleader will run, jump and begin to perform one of the many difficult tumbling passes at the 18) of a hat on an unprepared surface, obliged to make adjustments to balance, force and speed while flipping their bodies at some 10 to 20 miles an hour. They are truly masters of gymnastics.

- | | | | |
|-------------------|-------------|-------------|--------------|
| 13 A implicated | B involved | C occupied | D concerned |
| 14 A kept | B held | C stood | D put |
| 15 A incorporates | B includes | C digests | D comprises |
| 16 A term | B merit | C device | D right |
| 17 A makes for | B longs for | C calls for | D passes for |
| 18 A fall | B drop | C slip | D dive |



Follow-up

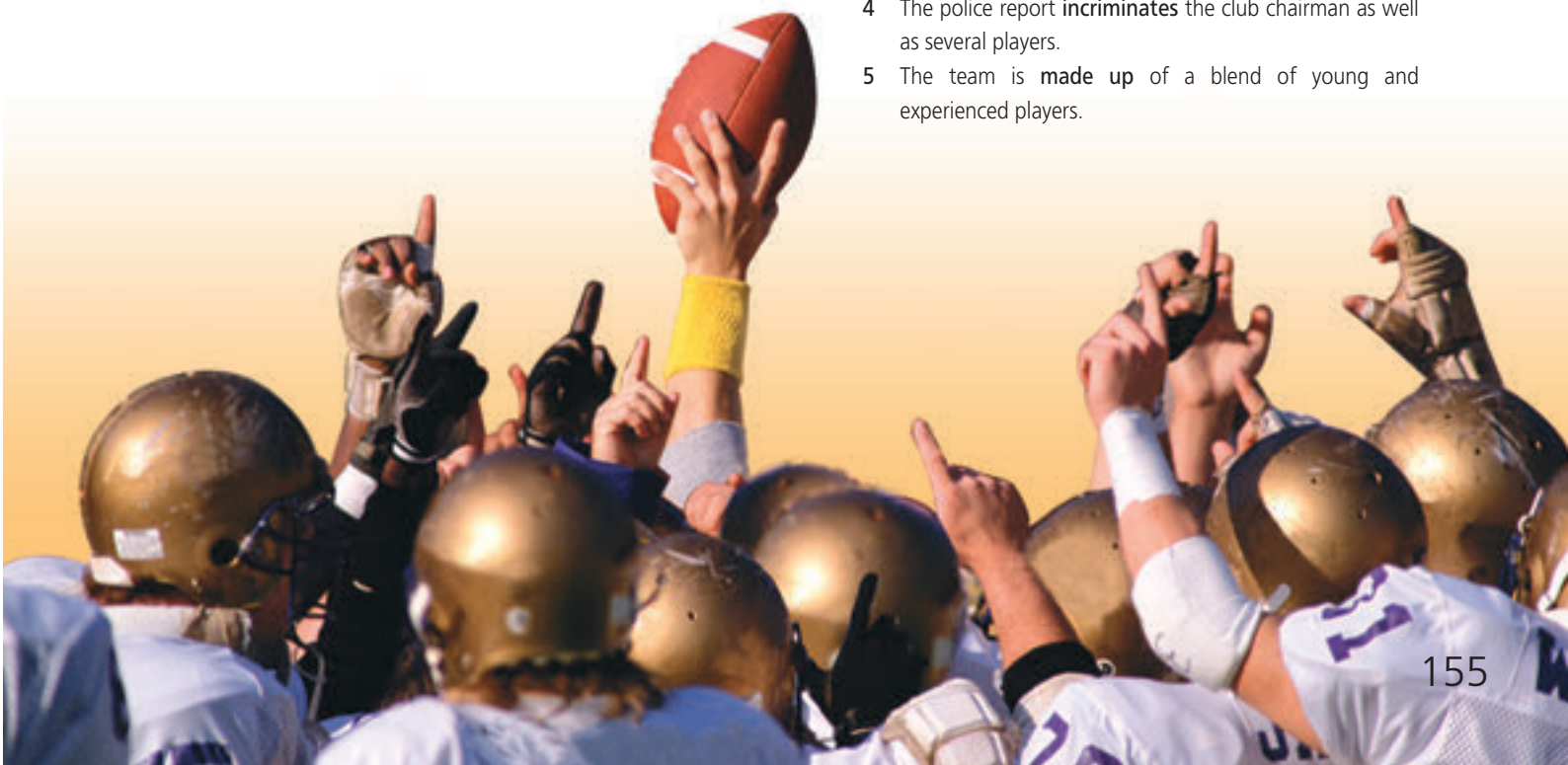
30 Answer the following questions.

- Do you think a sports psychologist can really help an athlete win?
- What is the importance of leadership, sportsmanship and team spirit in sport? What is the relevance of these qualities to our everyday lives?

31 The words and phrases below have been taken from the choices in Ex. 29. Making any necessary changes, use them to replace the words/phrases in bold in the sentences that follow.

• comprise • implicate • escalation • focus • deviation

- The report **concentrates** on the reasons why football violence has made a comeback.
- The strict trainer warned the players that any **departure** from the rules he outlined would result in a fine.
- This **major increase** in the use of performance-enhancing drugs is most alarming.
- The police report **incriminates** the club chairman as well as several players.
- The team is **made up** of a blend of young and experienced players.



Relative Clauses

Grammar Reference

32 Put commas where necessary.

- 1 The town where I grew up has undergone a facelift since I lived there.
- 2 The police are looking for anyone who witnessed the bank robbery last week.
- 3 The man whom I saw circling your house last night looked rather suspicious.
- 4 My village which has a population of about 2,000 is going to try to attract more summer visitors.
- 5 The student whose bag was reported missing should go to the headmistress' office now.
- 6 My next-door-neighbour who has just turned 90 is rather deaf.
- 7 Sheila Mason to whom this letter is addressed seems to have disappeared.
- 8 The place that John was heading for was the cave in the hillside above the farm.
- 9 I'm going to rely on Fiona whose behaviour so far has been impeccable.
- 10 The method by which this conclusion has been reached is questionable.

33 For each of the sentences below, decide whether the words in bold can be omitted.

- 1 The man **who** is standing next to Jude is my father.
- 2 Anthony Hogg, **who** is going to make his debut this Sunday, is only 17.
- 3 The money **which was** found in the drawer belongs to James.
- 4 Jackie Brown is the delegate **whom** we sent to Spain.
- 5 The manager is the gentleman **who is** talking to the receptionist.
- 6 The computer **which is** capable of functioning as a server is £200 more expensive than the one which is a simple terminal.
- 7 Mr Carlton West, **who is** joining us from London, has been working for our company for 20 years.
- 8 The place **where we met**, Sicily, is a place **where** the locals are warm and welcoming.

34 Talk about the following places, people and equipment, as in the example.



A tennis court is where tennis matches take place.

35 Complete the sentences by filling in the gaps using phrases that include **however, whatever, whenever, wherever, whichever, whoever** or **whether**.

- 1 see my sister Lesley, we seem to speak for hours.
- 2 I'm going to buy that pair of boots, may cost.
- 3 first should keep seats for the rest of us.
- 4 A mobile phone is useful because you can make calls are.
- 5 I'm coming with you or not.
- 6 Have an apple or a pear, but , make sure you wash it.
- 7 I have noticed that the boss, he makes me wait for at least 15 minutes.
- 8 My son travels a lot and goes he sends me a postcard.
- 9 I really don't care or leave; it's all the same to me.
- 10 Yes, your friends are welcome to come to the party, but could you ask them to tell bring to wear fancy dress?
- 11 You can get to my village by bus, by train or by car; transport you choose, it'll take you about an hour.
- 12 This diet bread is very special, because eat of it, you won't put on weight.

Key Word Transformations

36 Rewrite the following sentences using the words in bold type. Do not change the meaning of the original sentence. Use between 3 and 8 words.

- Apart from football, he's a big fan of all team sports.
exception He's a big fan of all team sports football.
- No matter what I say, they intend to sell the house in March.
whatever They have the I may say.
- She carries a lucky charm with her everywhere.
has Wherever with her.
- You can book a train or a plane – whatever you like.
whether It a train or a plane.
- Rudeness is what irritates me.
when What rude.
- I only tried to make her understand the problem.
was All I the problem.
- However hard you try, he'll never change the way he thinks.
how He'll never change the way he thinks, you try.
- There is a rumour that she's marrying Robbie Williams.
say Robbie Williams she'll marry.
- Oswald is the only person I need to keep it a secret from.
whom The it a secret is Oswald.
- I really feel happy when I see you smile.
what Seeing you happy.

Word Formation

37 Fill as much of the chart as possible with different parts of speech.

VERB	PERSON NOUN	ADJECTIVE	ABSTRACT NOUN
cycle	<i>cyclist</i>	<i>n/a</i>	<i>cycling</i>
.....	trainer	.....	.....
.....	motivator	.....	.....
.....	.....	.....	endurance
lead	.....	.....	.....

38 Fill in the gaps with derivatives from the words in capitals.

A Cycling prodigy

Six years ago, a video was made of young 0) *cyclists* at the Maindy track in Cardiff. One 12-year-old, Nicole Cooke, said her ambition was to win a gold medal in the next Olympics. Since then Cooke's four world titles in just 12 months have been the 1) for her words.

At 15, she was already making an 2) of the course for the world junior title, which she would be 3) to ride for another two years, but which she 4) won two years ago.

At 16, she won the British national women's 5) At 18, Cooke has already earned an 6) place in the record books. During the last four months, she became the first cyclist to make a clean sweep of the major world titles in any category.

7) such as this is an extraordinary achievement.

After this 8) display, Cooke will join the top women's professional cycling team in Italy. She will be a favourite for a Welsh gold at the Commonwealth Games. But these are merely warm-up

9) One target stands out for this school 10) from South Wales: an Olympic gold.

CYCLE

JUSTIFY

INSPECT

ELIGIBLE

DUE

CHAMPION

ASSAIL

VERSATILE

PRECEDENT

COMPETE

LEAVE



Open Cloze

39 Fill in each gap with **one** suitable word.

Record Entry

for this Year's Grand National



A modern-day record of 144 horses has 0) *been* entered for the Grand National at Aintree 1) April, when the total prize will be £500,000. This amount is £150,000 2) than that for the season's other prestigious race, the Cheltenham Gold Cup. The 3) highest number of entries for the National was 141 in 1984, but while that figure had endured for decades, a new record was only a matter of 4)

It is not merely the quantity of the contestants 5) has improved in recent years. Changes to the course 6) a number of very public equine fatalities in the late 1980s and early 1990s 7) encouraged owners to participate, and the quality of the field has improved significantly.

The organisers are relieved that the chaotic scenes during last year's race, when 8) two horses managed to finish, have had no impact 9) the number of entries. A first prize of around £350,000 is clearly a considerable incentive, and 10) many of the contestants will be no-hopers, they relish the chance to compete in the great race.

Horses which will surely figure include Florida Pearl, who, along 11) Papillon, is one of 26 Irish-trained entries. Behrajan, Marlborough and Beau, who was going well until falling on the second circuit last year, are 12) among the entries.

Smarty, the runner-up to Red Marauder 12 months ago, could get the chance to go 13) better, while his stablemate Ever Blessed is 14) interesting entry. He is due 15) run for the first time in almost two years in the Great Yorkshire Chase at Doncaster tomorrow.

Words with Multiple Meanings

40 Find one word which is appropriate for all three gaps in each of the following sets of sentences.

- 1 • The factory managers began to look worried as the crowd , shouting angrily.
• Sheila's boss has kindly her two months' salary so she will be able to pay the deposit on her flat.
• The new theory was by two postgraduate research students in Cambridge.
- 2 • They set off at the crack of dawn, hoping to the traffic.
• We had to a path through the undergrowth in order to reach the edge of the lake.
• You first the eggs and flour together and then you add the sugar.
- 3 • We had had a lovely day and were for home when the accident happened.
• The situation may seem awful at the moment but it's to get better at some point.
• The company is by the terms of international trade agreements.
- 4 • She claimed she wasn't upset, but the on her face gave away her feelings.
• In his account, he used one that was so obscure that I had to look it up.
• I love drama, music and all other forms of creative
- 5 • My teacher has told me that information for my project will be easy if I use the Internet.
• A crowd was in the square, anxious not to miss the performance.
• that Mary was annoyed, John decided to say nothing more.
- 6 • In order to understand the diagram you need to look at the below.
• What makes this piece of music interesting is the change of in the middle.
• According to my boss, the to success is nothing more than self-confidence.

Summary Writing

STRATEGY POINT: Tackling detail questions

When trying to answer detail questions, follow these steps:

- Make sure you understand the question fully.
- Scan the text to find the part where the answer is contained.
- Highlight the relevant parts.
- Paraphrase the relevant parts and make your answer as brief as possible.

- 41** a. Read the following passages and underline the parts where the answer to each of the following questions is contained.

Passage 1

- What two occurrences of Mansell's car breaking down are mentioned in the text?
- Why did Mansell leave Team Williams?



Nigel Mansell had a career marked by near misses and equipment failures, and perhaps the most dominant single season ever by an F1 World Champion. Mansell's early years with Lotus and Williams were a learning period in which this hot-tempered Brit mastered the craft of F1 racing the traditional way – through errors – as in his slide at a rain-filled 1984 Monaco while leading in the JPS Lotus. His aggressive overtaking moves earned him the affectionate title 'Il Leone' (The Lion) from the Ferrari fans, who embraced him as one of their own.

Mansell's single season record of nine wins in 16 races, combined with 14 pole positions and five consecutive GP victories, has been matched only by Michael Schumacher in the 17-race 1995 and 2001 seasons. His 1991 chase of eventual World Champion Ayrton Senna, was marred by the loss of a wheel during an ill-fated pit stop at Estoril and the extraordinary electrical failure of his Renault 'black box' (once again while leading) in the final corner of the Canadian Grand Prix. Some said that he gave his car punishing treatment on the track, and that he negotiated turns much too aggressively, adding that had he been a more cool-headed driver he could have literally monopolised the F1 championships of the 80s.

Mansell's mercurial relationship with the F1 establishment can be seen as another extension of his fierceness – epitomised by his departure from Team Williams midway through the 1992 campaign after learning that Frank Williams had signed Alain Prost for the next season. This is the stuff of Grand Prix legend. But perhaps his crowning achievement was his back-to-back championships in F1 and Indy Car, a feat sure never to be repeated.

Passage 2

- Why did the British press called McEnroe 'McBrat'?
- What do we learn about the timing of McEnroe's outbursts?

In the '80s, John McEnroe's combination of talent and temperament transcended his sport, and he attained pop-culture icon status by turning tennis into performance art.

He was known for rarely practising or watching what he ate, but dominated stronger, bigger, more committed players with a wholly instinctive game that was characterised by a feathery touch, a series of jabs and wrist flicks that produced unfathomable, sharply angled shots. McEnroe saw the court in different geometric dimensions to anyone else.

Yet, despite the seven Grand Slam tournament victories, the 77 singles titles (third all-time behind Connors and Ivan Lendl) and the No. 1 ranking from 1981 to 1984, it was the dark side of his artistry for which McEnroe became most widely known, the temperament that led him to be dubbed 'McBrat' by the English press after he lambasted a stuffy Wimbledon umpire by screaming, "You are the pits of the world!"

It wasn't so much that McEnroe was supercompetitive; his rage for perfection in himself and others was just as likely to explode when he was winning. The tirades would invariably be followed by rambling public soliloquies of introspection ("Why do I let it happen?" he wondered once, after the Beast had run amok) showing both an innate intelligence and a stunning tendency toward self-flagellation. Behind the blow-ups was a self-loathing narcissism ("I'm so disgusting, you shouldn't watch. Everybody leave!" he screamed between points during the '81 Wimbledon tournament) and a class resentment in reaction to tennis' pretensions.



- b. In a paragraph of 50-70 words, and using your own words as far as possible, summarise what the two passages tell us about Nigel Mansell's and John McEnroe's competing styles.

STRATEGY POINT

Proposals are similar to reports in that they are written in a formal style in business situations. They are divided into sections with headings in the same way as reports. Proposals differ, however, in that their purpose is to outline a course of action in the future. Sometimes (but not always), the proposal needs to be persuasive. In other words, the target reader should be convinced by what is written and likely to agree to the suggestions. For this reason, it is often helpful to include the benefits of the request being

granted/the suggestions being put into effect, etc.

Most proposals contain:

- A beginning, usually headed Purpose, in which the reason for writing is stated.
- A main body in which the different sections cover the instructions in the rubric.
- An ending, usually headed Conclusion, which summarises the main body and/or outlines the benefits of the proposal being accepted.



Vocabulary

42 a. Read the extracts below and, for each one, fill in the missing words.

- A • outlined • overall • acquired • exceed
• according • generate

Benefits

1) to the forecast made by the research team, the changes 2) above would lead to immediate gains for the firm. Not only would they result in a minimum increase of twenty per cent in 3) production, but the resulting publicity would also 4) a great deal of public interest. It is anticipated that the number of new contracts 5) as a direct result of the modifications could 6) even the most conservative estimates.

- B • attained • operation • capital • outlets
• donations • self-financing

Funding

After an initial 1) outlay of £50,000, the enterprise is expected to be totally 2) within two years of 3) This would be 4) through sponsorship deals and advertising, as well as through franchising and sub-letting of retail 5) Additional funding is also expected in the form of 6) from local benefactors.

- C • venture • rate • sum • estimate • cover • represents

Initial Outlay

Our accounts department have calculated that we will need an initial 1) of £5,000 in order to 2) the cost of printing and distributing promotional materials. More specifically, this figure 3) £1,000 for stationery, £2,000 for printing and £2,000 for postage. Once the 4) is fully operational, we 5) that the profits from the business will enable us to begin making repayments at a 6) of £500 per month.

b. Now say which of the above extracts is from:

- a proposal in support of a business loan
- a recommended course of action within a company
- a proposal to local authorities to build a sports complex



Understanding Rubrics

43 Read the rubric below and, in pairs, discuss the questions that follow.



You are a member of a gymnastics club and have just received the following memo:

To: Members of the Winchester Gymnastics Club
From: Mark Stewart, General Secretary

I am sorry to have to inform you all that, as of 21 January, 2000, the training facilities which we presently use will be closed down by the local council. Apparently, there are plans to build a multi-storey car park on the site. If anyone can suggest an alternative venue, could they please submit a proposal in writing to the committee. All proposals are welcome but they must contain information regarding location, facilities and other relevant details. The proposals will be discussed at the next meeting in October.

You know of a building which you believe might be suitable. Write your proposal to the secretary.

- What is the purpose of your proposal?
- Who are you writing to?
- How formal does your writing need to be? Give reasons.
- What are the requirements of a gymnastics club?
- What kind of building might be suitable?
- How persuasive do you need to be in this proposal?
- What section headings would be appropriate for the main body?

- Suggest relevant information that you could include in each section.
 - Which of the following sentences would not be relevant in your proposal? Give reasons.
- 1 First of all, may I say how shocked and appalled I am at the proposed plan to build a multi-storey car park right where we do our training.
 - 2 The purpose of this proposal is to recommend the disused warehouse in Easton Street as a possible venue for our future training sessions.
 - 3 I know that some people just don't have the time to travel across town to get to a session.
 - 4 Being centrally located, the Easton Street premises present an ideal opportunity to cut down on travelling time to and from sessions.
 - 5 The best thing about the old warehouse is that there is plenty of space inside; in fact, it's huge!
 - 6 The warehouse, which covers approximately 800 square metres, would provide sufficient space for the club's needs.
 - 7 It has not been empty long so it shouldn't need a lot of cleaning, but we'd need to do a fair bit of work before we could use it.
 - 8 The property, which has been vacant for approximately four months, is equipped with adequate toilet and refreshment facilities but would need a certain amount of conversion work in order to provide changing rooms and shower facilities.



Topic Sentences and Model

44 a. Read the model below and put the topic sentences into the correct gaps.

- A Unfortunately, I have so far been unable to obtain a contact number for the owner.
- B Although it is quite old, the building is spacious and is reasonably well equipped.
- C I hope that the above information is of use in finding new premises.
- D The main reason I consider this building to be suitable is because of where it is situated.

To: Mark Stewart, General Secretary
 From: Liz Gerard
 Subject: Proposal for new venue
 Date: 10th September 2....

Purpose

The purpose of this proposal is to recommend the disused warehouse in Easton Street as a possible venue for our future training sessions. Considering the imminent need to relocate, the following information may be of interest to the committee.

Location

1)
 Being centrally located, the Easton Street premises present an ideal opportunity to cut down on travelling time to and from sessions. Not only is the building on a major bus route, but it is also within five minutes' walk of the railway station. Since many of our members currently travel from the surrounding villages in order to attend sessions, this would cut their journey time drastically. There is also ample free parking on the waste ground opposite the building, which would be a great improvement on the situation faced at present by members who drive.

Facilities

2)
 The warehouse, which covers approximately 800 square metres, would provide sufficient space for the club's equipment and activities. In addition, since it is an older building, it has very high ceilings. This must be considered a definite advantage, especially as regards the installation of apparatus such as ropes and wall bars. The property, which has been vacant for approximately four months, is equipped with adequate toilet and refreshment facilities but would need a certain amount of conversion work in order to provide changing rooms and shower facilities.

Further Information

3)
 However, should this prove necessary, I will be happy to make further enquiries. To the best of my knowledge, the building is available for rent and could be acquired at short notice. Given its age and location, I would expect the price to be within the club's budget.

Conclusion

4)
 I have enclosed my telephone number should you need to contact me. Otherwise, I look forward to being present at the meeting when the proposals are discussed.

- b. The pairs of words/phrases below have the same or similar meanings. Find them in the model and discuss any differences that there are in each pair. Why has the writer chosen to use words and phrases with such similar meanings?

- currently - at present • located - situated • given - considering
- property - premises • available - vacant • forthcoming - future
- equipment - apparatus • of interest - of use • journey time - travelling time
- obtain - acquire • imminent - at short notice
- attend - be present at • relocate - find new premises
- adequate - sufficient

Future and Hypothetical Constructions

There are many ways to write about the future using both active and passive voice:

The future simple tense e.g. *We will employ new staff.*

The future continuous tense e.g. *Our research team will be closely monitoring the situation.*

The future perfect tense e.g. *The first stage of the project will have been completed by the end of the year.*

Certain verbs also suggest the future.

These include **propose, intend, expect, hope, predict, forecast, look forward to, anticipate**, etc.

e.g. *We **predict** a profit in the first year of over \$2,000.*

*As we do not **anticipate** any further problems, the society **hopes** to hold the first meeting next month.*

- Some adjectives can also be used with a future meaning. These include **imminent, potential, probable, possible, forecast, forthcoming, future, expected, proposed**, etc.
e.g. *the **proposed** change of use, the **potential** danger, future discussion, etc.*

- In addition to the above, hypothetical constructions can be used to write about things that are not certain.
e.g. *this would mean that, if we could manage to, this should, etc.*

45 In each of the sentences below, cross out the word or phrase in **bold** which is not correct, giving reasons for your choices.

- Progress will be closely **monitoring** / **monitored** throughout the first year.
- By February 2004, we will **have completed** / **have been completing** the final phase of the conversion.
- As far as the equipment is concerned, we **predict** / **hope** to be able to keep expenses to a minimum.
- I do not **look forward to** / **anticipate** any further delays.
- Next year's **proposed** / **potential** change in the law has to be taken into consideration.
- All **forthcoming** / **likely** eventualities have been taken into account.
- Moving to the Lansdowne premises **would** / **could** undoubtedly enable us to complete our preparation within the allotted time.
- Having seen the property, I can assure you that it **would** / **could** need very little renovation.

Language Upgrading

46 a. Read the extract below and, using the prompts given, say how the numbered sections could be written in a more formal style, suitable for a proposal.

- purchase new equipment • subsequently • intend
- attract new customers • with the remainder of the loan • in the vicinity of • finish the current project • commission a team of image consultancy specialists • our priority • reason for loan request

What we are going to do with the money¹
The first thing we want to do² is to buy some new stuff³ so that we can get the really urgent work done⁴ as quickly as possible. As soon as we've done that,⁵ we think we're going⁶ to open a new branch in (or as close as possible to)⁷ London. If there's any money left after that,⁸ we plan to pay some experts to smarten up the way we look.⁹ This will make the firm more competitive and get us some more business.¹⁰

- b. Discuss the purpose of the above proposal. Who is it for/from? What other sections would it contain?

Persuasive Language

47 a. Work in pairs. For each of the situations below, take turns trying to persuade your partner to agree to your proposal.

- You are a property developer and you are keen to build a new luxury hotel in your town/city in time for a major sporting event that has been planned. Try to persuade your partner to lend you the money (he/she is your bank manager). Talk about the benefits that the new hotel will bring to your area.
- You are a sports enthusiast and you are keen to convince your partner (who is on the local council) that there should be more facilities in your area for your chosen sport. You should mention who would benefit from the facilities and in what ways.

- b. Which arguments were the most convincing?

→ Beginnings and Endings

Proposals usually begin with the following information in the top left-hand corner.

To:
From:
Subject:
Date:

(The exact information you include depends on the rubric).

The first paragraph is usually a short section entitled **Purpose** or **Introduction**.

What you are proposing should be made perfectly clear.

e.g. The purpose of this proposal is to outline the changes to be made to the Gordon Terrace offices, as discussed in the committee meeting on 4th June.

The proposal should end with a final section, often entitled **Conclusion**, in which you do one or more of the following:

- summarise the points in the main body
- make reference to further discussion
- reassure the target reader

The final section can also contain the **benefits of the proposal being accepted** (if this has not already been done in a separate section in the main body).

- 48** a. Read the following beginnings and say what you expect to find in the main body of each proposal. Try to predict the section headings which will be included.

A Introduction

The aim of this proposal is to present our suggestions regarding the forthcoming tennis tournament, scheduled for March.

B Introduction

This proposal is in support of our request for a loan to carry out improvements to the Marlow Sports and Social Club.

C Introduction

This proposal outlines our plans to incorporate baseball into the activities at next year's summer camp.

- b. Now read the following endings and say what information has been included. Finally, match the beginnings to the endings.

1 Conclusion

To sum up, this is not only an extremely popular sport with young people, but it is also relatively cheap and simple to set up. Should the organising committee agree with this proposal, I feel confident that the benefits will be considerable.

2 Conclusion

I hope that this proposal meets with your approval and look forward to discussing the matter further with you.

3 Conclusion

I feel confident that the arrangements outlined above will ensure that our plans are carried out successfully. I trust that you will give the matter your serious consideration as a prestigious event such as this would bring a great deal of favourable publicity to our area.

→ Model

- 49** Read the rubric below and discuss the questions that follow.



A football tournament is to be held in your area. Teams can only be considered for entry into the tournament if they satisfy certain requirements, and they must submit information about the background of the club, how it is funded, how it has performed recently and why the members wish to enter. As the captain of your local team, you have been nominated to write a proposal to the organisers, requesting that they grant you permission to enter. Write your proposal.

- What is the purpose of your proposal?
- What information must you supply?
- Which section headings would be appropriate?
- What would you put in each section?
- How would you end the proposal?



50 Now read the model and discuss the questions that follow.

To: The Organising Committee,
Three Counties Football Tournament
From: J Taylor, Captain, Woodstock Rovers FC
Subject: Entry Proposal
Date: 14th November 2...

Introduction

This is a proposal in support of our request for Woodstock Rovers to be allowed to participate in the Three Counties Football Tournament to be held next season. We sincerely hope that, in the light of the information below, you will give serious consideration to our application.

Club Details

The club, which was founded in 1996, is made up entirely of amateurs. Both the players and the staff work entirely on a volunteer basis while, in many cases, pursuing full-time careers in businesses in and around Woodstock. Funding for transport and equipment is largely based on donations from club members, although we do receive a certain amount of sponsorship from local businesses.

Recent Performance

Although it must be said that our results so far this season have been disappointing, with two wins and three draws in the last ten matches, this has been largely due to serious injuries to two of our key players. We have, however, enjoyed a certain amount of success in the Oxfordshire Amateur Championships, being only narrowly defeated in the quarter-finals. In addition, last season we not only reached the final of the OAC, but also finished third in the County league.

Reason for Application

The members of the team feel that entry into this tournament would give them both a fresh challenge and renewed motivation. We feel ready to compete at this level and would welcome the opportunity to prove our worth. The Three Counties Tournament is a highly prestigious event and we feel confident that we can offer the required level of professionalism and dedication.

Conclusion

In conclusion, I hope that the above information satisfies the requirements of your committee and that the information included in this proposal meets with your approval. I look forward to having the opportunity to discuss this matter further.

- Are the arguments persuasive?
- Would you look upon this proposal favourably if you were on the organising committee?
- What other information could you add? In which section would you include it?

Discuss & Write

51 Read the two rubrics below and, for each one, discuss the questions that follow.

A The authorities at the college where you study have agreed to provide facilities for a new sport in the next academic year. Write a proposal to the authorities in support of one sport which you think should be included. Your proposal should contain practical information which will help the authorities to decide, such as the costs involved, and the equipment needed. You should also include your own opinion as to why the sport should be adopted by the college.

B You have received the following email from a fellow-student:

"I heard they're looking for someone to help organise the fitness classes and I thought of you because you always have such good ideas. All you have to do is submit a proposal to the Principal, explaining which activities you would include and saying why they would be good for helping students keep fit. Why not give it a try - it'll look great on your CV if you get the chance to run the course."

Write your proposal.

- What is the purpose of the proposal?
- Who is the target reader? How formal does your writing need to be?
- Which headings will you use?
- What information will you include in each section?
- How persuasive do you need to be?
- Which words and phrases from the unit could you include?
- How could you begin and end your proposal?

52 Write one of the proposals that you discussed in Ex. 51.



Respect!

8



A

People's Park, California. 11th May 1969
street fighting / anti-war activists / riot police,
protesters / try / escape arrest
run away / explosion
police / tear gas / disperse protesters

C

South Africa, February 1990
Mandela / free / greet / supporters;
Apartheid regime / end;
South Africa / isolation / end;

Berlin, Germany, 9th November 1989
people cross / Berlin Wall;
border / open, Germany / reunited;
East and West Germans / join /
celebrations.

B

Lead-in

- 1 What has happened/is happening in each photograph? Use words from the prompts to talk about them.

Picture A was taken in People's Park, California, on 11th of May 1969. Some street fighting between anti-war activists and riot police is going on ...

- 2 a. Listen to a historian talking about some important dates in the twentieth century and complete the following sentences.

- World War I, which began in 1914 and ended in 1918, is sometimes called
- In 1928, British women obtained the after a long battle.
- The in America in 1929 had far-reaching social consequences in the US and abroad.
- On 6th August 1945, the almost totally destroyed Hiroshima.
- On 12th April 1961, Yuri Gagarin in a rocketship, marking the beginning of the space age.
- In 1964, Martin Luther King won the for his role in the civil rights movement in the USA.

- b. Match each of the completed sentences with one of the groups of words and phrases below. Then use the information to talk about the dates and events from the listening, as in the example.

- A economic crisis / The Great Depression / unprecedented length / caused poverty / unemployment / bankruptcies / social dislocation / over a decade

The stock market crash in America in 1929 had far-reaching social consequences in the US and abroad. The resulting economic crisis was called ...

- B thousands / wounded / maimed / immense suffering / civilian population / war to end all wars / responsible for World War II
- C fought / equal political and legal status / against segregation and discrimination / assassinated
- D Hiroshima / Nagasaki / end World War II / massive devastation / first and last
- E women's suffrage / Emmeline Pankhurst / suffragettes / high profile methods / riots
- F Vostok / paving the way / film footage / Neil Armstrong / giant leap

- c. What is the relevance of these historical events today? Think about

- weapons of mass destruction • women's rights
- racial discrimination • space exploration & technology • wealth / poverty

The massive devastation caused by the atomic bomb in Nagasaki has made the world consider disarmament; today there are very few nuclear weapons and total disarmament seems possible.

- 3 Different groups of people are sometimes treated differently by society. What kind of discrimination exists on the following grounds?

- age • job • gender • appearance • physical abilities
- financial status • illness

- 4 Discuss the following quotations.

"Freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed"

Martin Luther King (US civil rights leader)

"There is always inequality in life. Life is unfair."

J F Kennedy (US President)

- Write a paraphrase of each quotation.
- Say whether you agree or not and why.

- 5** a. You are going to read an article about racial preconceptions. Before you read, discuss the following questions.
- 1 In what ways can racial preconceptions be harmful?
 - 2 How 'purely white' or 'purely black' can people be said to be nowadays?
 - 3 Can any race be said to be 'more beautiful' than another?
 - 4 Where do preconceptions about different racial groups come from?
- b. The following words and phrases appear in the article. In what context do you think they will appear?
- mixed people • classification • bigoted
 - purists • external characteristics
- c. Read the passage quickly. Which **one** of the following sentences best summarises its content?
- a Racial issues between blacks and whites must be addressed immediately.
 - b We must understand that certain people won't 'fit' into any known 'racial category'.
 - c Racial constructs can cause considerable damage to a person's mental health.
- d. Read the article and answer the questions (1-7).
- 1 By narrating the incident with the little girl, the writer shows
 - A that racial constructs are most harmful to children.
 - B how racial constructs can damage a child's self-esteem.
 - C that children are unable to understand racial constructs.
 - D the way in which racial constructs work.
 - 2 Why did the writer feel "obtuse and insensitive" (line 14)?
 - A She had failed to perceive that the child was anxious.
 - B She had misunderstood the child's concern.
 - C She had assumed the child was racially aware.
 - D She had denied the child the chance to explain.
 - 3 In the second paragraph the author states that
 - A all people of mixed race want to be white.
 - B all people of African origin change their appearance.
 - C appearance can vary irrespective of racial origin.
 - D many whites have problems with the way they look.
 - 4 The woman the writer discussed in the second paragraph
 - A modelled herself on a person from a different ethnic pool.
 - B was anxious to make herself look like the writer.
 - C would not normally be classified as 'European'.
 - D tried to add style to her dark good looks.
 - 5 The writer believes that arbitrary racial classification
 - A is always deliberately hurtful.
 - B is made out of respect for others.
 - C causes harm to all those affected.
 - D is the result of malicious action.

Reading Part 4

Colouring People

Racial constructs are logically inept, yet they have prevailed in today's society, argues **Eleanora Hill**.



- 6 In the third paragraph the author states that **monoracialism**
 - A is a thing of the past.
 - B continues because of vested interest.
 - C is caused by low self-esteem.
 - D only survives through fear of criticism.
- 7 The author feels that the idea of separate racial groups
 - A is sometimes socially desirable.
 - B is without foundation in reality.
 - C happens naturally to all societies.
 - D affects adults more than children.

My house was a very popular place in my old neighbourhood. Kids used to hang out there. Kids of all descriptions liked the **abundance** of video games and good snack food. There was a little girl, about five, who lived a few blocks away, and she was a lovely child. She had beautiful dark ebony skin, doe eyes, a sweet disposition and a **mischievous** smile. One day she commandeered me to colour in a colouring book with her. She was colouring in people, giving them names of people she knew. I pointed out that she had coloured in about every person we knew but not one representing herself. She said she wouldn't do that because she was "black and ugly". She started to cry, and I told her she was very beautiful, that I didn't feel ugly, and I was black, too. She looked at me as if I was crazy and said, "But you're a light colour." I rightly felt **obtuse** and insensitive. I persisted that she should see how beautiful she really was, and we talked and started to cheer up and laugh, but I know deep down the **remnants** of those feelings held onto her little heart. She was only five years old, but she already knew she couldn't (and shouldn't) identify with me. I can imagine that, over time, people will continue to tell her that she and mixed people are the same and she may grow to be either more self-loathing or to hate mixed people instead. Neither is a very healthy option. After being told all her life that she and people who are actually mixed-race are the same, genetically, she can't help growing up thinking there is something wrong with somebody.

This is not an exclusively black issue either. Misidentification **abounds** in our race-obsessed society. Groups that have distinct **phenotypic** differences seek a single prized social classification, white. Some are phenotypic blends as well, in other words are very mixed. Some are not. Take the example of a dark-featured woman of North African extraction I used to know. In order to satisfy her Northern European classification, she dyed her black hair light blonde, leaving it the consistency of candy floss while trying various unnatural looking contact lens colours to lighten her eye colour. Christie Brinkley was her idol. The damage to her psyche was much deeper than the damage to her hair and always evident. Somewhere down the line society implied that she and Christie Brinkley are in the same ethnic (white) pool. So she tried to live up to it. Yes, I am aware there are people of North African heritage who have blonde hair and blue eyes. There are also Sub-Saharan Africans who are of Semitic blood. She was neither, and she was **oblivious** to other similarly **endowed** women who wore their dark good looks with style. Once, she even criticised my purchase of a dark featured doll for my niece because it had brown hair, brown eyes and olive skin. It **floored** her that I had not chosen a white,

blonde doll. "Why would anyone not want a blonde doll?" She was **bigoted** against her own heredity.

People who **perpetuate** the idea that individuals are full members of ethnic groups they don't fit into are being, perhaps through unintentional thoughtlessness, cruel. They choose to ignore the damage their **personal agendas** can inflict upon the sense of self and family circumstances of others. While it is painfully obvious that such monoracial **preaching** purists have no respect for the **turmoil** of the multiracial individual, they also ignore the harm done to the identity of the single-race, or ethnic person. **Advocates** of the 'one drop' theory (one drop of black, or Asian or whatever 'blood' makes you only that) have only personal interest at heart in the **imposition** of false identities. We can divide these reasons into political and/or social ones. What it **boils down** to is that they are getting something from enforcing monoracial **doctrine**. These ideas have hurt more people than they have ever helped, and there are those who don't wish to see the world ever take steps to move beyond them. Their purposes are not served if the concept of race, which stands on **dubious** scientific **footing** at best, is eliminated. **Clinging** to these outmoded racial distinctions maintains the evil associated with their **imposition**. Whether it's avoiding the disapproval of older family members who hold on to the 'one drop' theory of racial identity due to past (bad) experience, getting a congressional district **apportioned** as you please, or gaining a social distinction from being the 'lightest' people in the room, it is imposing lies, misery and a low self image on countless others.

You don't have to be exactly the same as somebody else to love them. None of us is exactly the same as any other person, and most of us are **blends** of different ethnic groups, truth be told. Accepting this reality is the only way to prevent the imposition of the ideas of **arbitrary**, 'desirable' racial characteristics upon even the youngest children. Categorising people into hypothetical races and then trying to squeeze people who are products of the **intermingling** of two or more of these **bogus** identifiers into the moulds, underscores the weirdness of the whole idea of racial **constructs**. Perhaps, worst of all, it **instils** a sense of "I *SHOULD* look a certain way" in children, and then it makes it worse by including people in the child's racial grouping who have only some (or even none) of the external characteristics of that grouping. It makes beautiful children believe they should be something they can never be, because other people in their race are those things. If we can't understand this and understand each other, we, as a society, have no future worth aspiring to.

Follow-up

6 Answer the following questions.

- 1 Why did the little girl in paragraph 1 think the author was 'crazy' (line 13)?
- 2 Explain in your own words what the author means by 'damage to her psyche' (line 34).
- 3 What is the meaning of the word 'outmoded' as used by the author in line 64?
- 4 In the final paragraph, what does the writer urge us to accept?

- 7 a. Explain the words in bold from the text and use them in sentences. Use a dictionary to help you.
- b. Find synonyms for the highlighted words.

8 What parts of one's life can racial preconceptions affect? Think about

- work
- family life
- entertainment
- travelling

If you come from a country which is considered underdeveloped educationally even though you have attended university, it might be difficult to be taken as a serious contender for an executive post.

Social Issues

- 9** Check your understanding of the terms below, then use them to complete the sentences that follow. You might need plurals.

- single-parent family • social exclusion • poverty trap
- police harassment • grey power • asylum seekers
- industrial action • class distinctions • people power
- inner-city unrest • minimum wage
- job seeker's allowance • cardboard box cities



- 1 Inner-city poverty has led to the establishment of
- 2 The of recent years has boiled over in some cases into full-blown riots.
- 3 Young unemployed people receive the to live on.
- 4 constitute a new social underclass in the developed West.
- 5 The old in British society are becoming less rigid due to social mobility.
- 6 When people succeed in beating corporate bodies and the like we refer to it as
- 7 The growing importance of the older generation in holding decisive votes in elections is termed
- 8 Families on low incomes, with little chance of financial improvement are in a
- 9 The British Government recently introduced a in a bid to curb low wages.
- 10 The suffered by many immigrant families may be reduced if they learn the local language.
- 11 After the breakdown of pay negotiations, the union resorted to
- 12 Officers Wood and Jones are being investigated after their involvement in several cases of alleged
- 13 It is commonplace in today's society to grow up as a member of a

Cloze

- 10** Choose the correct word to fill each gap.

MEALS ON WHEELS

'Meals on Wheels' is a government-subsidised project which 1) invalids the opportunity to enjoy at least one hot nourishing meal a day without having to leave the comfort and security of their own 2) For the elderly, and the physically or mentally challenged who find themselves unable to get out and 3) on their own, this innovative scheme has proved a 4) grace. The meals, made from tasty healthy ingredients, are prepared in the local community centre kitchen and distributed by people who have 5) donated their time. Apart from the food itself, the warm smiles and friendly conversation freely given by volunteers have become a 6) to these less fortunate members of the community.

- | | | | |
|----------------|-------------|--------------|----------------|
| 1 A presents | B offers | C introduces | D disposes |
| 2 A dwellings | B homes | C habitats | D places |
| 3 A about | B in | C around | D over |
| 4 A winning | B rescuing | C saving | D giving |
| 5 A favourably | B cordially | C graciously | D gratuitously |
| 6 A lifeline | B lifeguard | C lifeboat | D lifebelt |

UNEMPLOYMENT

Stop and consider for a moment how you would feel if you were willing and 7) to work, and yet day after day you have 8) through all kinds of weather to get to the local employment office you are told – once again – that there is nothing available for you. Initially, you would probably feel a 9) sense of disappointment, a slight feeling of being 10) down. However, as the days pass and you have still not found even the most 11) of jobs, you would probably become increasingly angry and incensed at the injustice of it all. What kind of a society allows an able-bodied individual to sit around and twiddle his 12) all day? Obviously, one which cannot understand how important it is for a person to feel useful and productive.

- | | | | |
|--------------|---------------|---------------|------------|
| 7 A capable | B efficient | C suitable | D able |
| 8 A trudged | B strolled | C sauntered | D strutted |
| 9 A pale | B low | C dim | D faint |
| 10 A pushed | B set | C let | D laid |
| 11 A basic | B fundamental | C rudimentary | D menial |
| 12 A fingers | B toes | C hands | D thumbs |

→ State Officials

11 Match the people (a-j) to the definitions (1-10).

- | | |
|-------------------------------|--------------|
| a Chancellor of the Exchequer | f delegate |
| b Home Secretary | g Cabinet |
| c mayor | h barrister |
| d ambassador | i solicitor |
| e diplomat | j magistrate |
- an official who discusses affairs with another country on behalf of his or her own country
 - a lawyer who has the right to present a case in the higher courts of law
 - a person acting for others (e.g. for the government) on official business at a meeting or conference
 - the Minister of Finance in the UK
 - the head of a town or city council
 - a judge in the lowest courts of law
 - the minister responsible for domestic affairs in England and Wales
 - a lawyer who gives legal advice, prepares legal documents and cases and represents clients in the lower courts of law
 - an official who lives abroad, and represents his or her country's interests there
 - the most important ministers of the government, who advise the head of government

→ Collocations

12 a. Complete the following collocation chart, by putting ticks (✓) in the appropriate columns.

	tension	pressure	stress	upset	challenge	wrangle	battle
racial	✓						✓
political							
occupational							
legal							
social							

b. Now use the collocations in your own sentences.

Leading up to the Civil War there was a lot of racial tension felt in schools.

→ Commonly Confused Words

13 Choose **two** words to fill in each gap.

- There are such feelings of between them that they will never reach an agreement.
A hostility B abhorrence C opposition
D contradiction E antagonism
- Whether or not the plan is a wise one is open to
A debate B quarrel C dispute D tiff E clash
- The society's annual meeting is a social not to be missed.
A incident B event C happening D occurrence
E occasion
- We attended a organized by a local environmental organisation.
A congregation B committee C rally
D commission E demonstration
- All parties involved in the conflict have called for a
A ceasefire B truce C pact D treaty E peace
- Fighting between the two in the dispute broke out last week.
A factions B parts C sides
D sets E syndicates
- If agreement cannot be reached, a neutral third party may be called in to act as a(n)
A settler B mediator C diplomat
D intermediary E interceptor
- Some immigrant families are victims of racial
A distinction B favouritism C prejudice
D discrimination E inclination



9 The new law has led to between the two communities.

- A strife B collision C struggle
D challenge E friction

10 The government's of support for the neighbouring state was made over the radio.

- A declaration B announcement C decree
D deposition E motion

→ Prepositions (Appendix 1)

14 Fill in with *in* or *for*, then choose any six of the completed phrases and make sentences.

- 1 principle; 2 fact; 3 a change;
4 debt; 5 charge; 6 the habit of;
7 moderation; 8 case of; 9 particular;
10 once; 11 detail; 12 nothing;
13 common; 14 hire; 15 life;
16 good; 17 public; 18 return;
19 brief; 20 the sake of

→ Idioms

15 Use the words below to complete the sentences. Make any necessary changes to the words, then explain the idioms.

- fight • drive • drag • outstay • bite off more than
- a drop • a storm • make a mountain • common
- a law

- 1 The government its feet over prison reform – it's high time they did something.
- 2 They are trying to dismiss Saturday's demonstration as just in a teacup, but I think it is more important than that.
- 3 A lot of money has been collected for charity, but it is just in the ocean compared to what's needed.
- 4 The police have admitted that that they a losing battle against mobile phone theft.
- 5 International aid agencies they can chew when they set out to eradicate poverty in five years.
- 6 It is knowledge that the government want to change the immigration laws.
- 7 The Minister is unto himself; he refuses to allow others to tell him what to do.
- 8 The government spokesman said that the press had out of a molehill as far as the unemployment figures were concerned.
- 9 After he had made a series of inflammatory remarks in public, the government announced that the foreign guest his welcome in the country.
- 10 Many people feel that the new policies favouring certain groups a wedge between different sections of the community.

→ Fixed phrases

16 Rewrite the following sentences replacing the underlined words with a fixed phrase containing the word in bold.

- 1 We don't agree on a number of issues. (eye)
.....
- 2 You can ask the local council to provide help in caring for elderly people at home. (seek)
.....
- 3 I am angered whenever I hear about instances of social injustice. (red)
.....
- 4 Many people are trying to get compensation on the grounds of racial discrimination. (seek)
.....
- 5 We still don't know what measures the Government will take to counter poverty. (remains)
.....

→ Phrasal Verbs (Appendix 2)

17 Fill in the blanks with an appropriate preposition and explain the phrasal verbs in bold.

- 1 My elderly father has moved into sheltered accommodation; it has taken him some time to **settle**
- 2 You needn't come to **see** me at the airport – I'm perfectly capable of getting on a plane.
- 3 It didn't take me long to **see** the firm's plan of employing young people in order to limit the wage bill.
- 4 The victim of racial discrimination **settled** an apology from the company.
- 5 Amnesty International **saw** it that the political prisoners were released.
- 6 My grandfather wouldn't allow me to pay the bill; he had **settled** without my knowing.
- 7 John has some good ideas, but lacks the patience to **see** things to the end.
- 8 The local council will have to **see** providing for the influx of refugees from abroad.
- 9 Harry felt it was time he got a steady job and **settled**
- 10 After the disruption, it took ages for the class to **settle** again.

→ Presenting both sides of an issue

18 a. You will hear three extracts from talks on controversial issues. Listen and match the issues to the extracts.

Taking care of the elderly in the community

Extract

Dealing with vandalism

Extract

Using surveillance cameras in city streets

Extract

b. Listen again and fill in the pros and cons lists.



Community care for the elderly

(+)

- meals on wheels
- better of life
- live longer
- cheaper than home

(-)

- possible

Police records of youths with history of vandalism

(+)

- help find culprits
- to write other than name

(-)

- use more time and resources

Surveillance cameras in public places

(+)

- protection &
- help catch
- would-be criminals

(-)

- infringement of

c. The following phrases were heard in the recording; use them in sentences of your own.

- Of course, that was the whole point ... • I mean ...
- But then again ... • So I suppose ... • The thing is ...
- I suppose ... • Perhaps, there is a possibility that ...
- Apart from anything else ... • More often than not ...
- Of course it might be ... • I'm not sure ...
- Perhaps it'll ... • Besides, ...

Speaking

19 a. Below are boxes containing more useful language for discussing both sides of an issue. In pairs, use them and the phrases from Ex. 18c to discuss whether you think it should be compulsory for citizens to vote in elections. There are prompts to help you.

- basic human right
- freedom to choose
- foundation of democracy
- every person's civic duty
- voting doesn't change anything

Expressing Hesitation

- On the one hand ..., but on the other ...
- In a sense ..., however ...
- That's true up to a point, but ...
- It must be said that ..., however

Expressing an Alternative Viewpoint

- There is also the matter of ...
- A point in favour of ... is ...
- Something worth mentioning is ...
- Not to be taken lightly is the fact that ...

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 ...*

b. Discuss the following:

- People should be free to travel across international borders without a passport.
- Professionals should be allowed to work in whatever country they want if their services are required.
- Studying abroad for a period of time should be required by any university degree course.

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 ...*

Listening & Speaking

- 20** a. You will hear a sociologist talking about workshops aimed at reducing prejudice in society. Before you listen match the words in the left hand column with the definitions on the right.

traumatic	togetherness, support
stereotypes	common, widespread
solidarity	shocking, upsetting
prevalent	preconceptions about groups of people

- b. Discuss how these words would be relevant to the theme of prejudice.

Listening Part 2

- c.** Now listen to the recording and for questions (1-9), complete the sentences with a word or short phrase.

The interviewer comments that prejudice is usually **1** unless it stems from some sort of shocking encounter.

When people feel that only their way is acceptable, they **2** any other way of thinking or acting.

Solidarity can be beneficial, but at times it can result in people creating **3** about others.

The prejudice reduction workshops advocate the theory that discrimination requires both a purpose and a(n) **4**.

Prejudice arises when a group feels **5** in relation to others.

In the initial stage of the workshops, a request is made for participants **6** on their inner emotions and their feelings regarding others.

One member of the pair tries to evoke a spontaneous **7** from his partner through the repetition of a particular word.

Putting people into large groups gives them the chance to talk about their reactions and any **8** they might possess.

On completion of the workshop, an objective individual should be able to **9** and come to terms with their hostility.

- 21** a. You are going to hear part of a radio programme in which two people discuss how women are discriminated against in the workplace.

The following words are heard in the recording. In what context do you think you'll hear them?

- barriers • childcare facilities • flexible working hours • organisational restructuring

Listening Part 4

- b.** Now listen to the recording. Decide whether the opinions below are expressed by only one of the speakers, or whether the speakers agree. Write C (for Claire), P (for Philip) or B (for both) where they agree.

- The "glass ceiling" is a real problem for women at the workplace.
 - All women have enjoyed great improvements in their working lives over the last few years.
 - Maternity leave and childcare facilities do not help a woman get promoted.
 - Social factors rather than company structures are responsible for the "glass ceiling".
 - Businessmen feel more comfortable with male executives because they know they will be committed.
 - It is possible to change the way businesses work so that they can accommodate female high-ranking executives.
- c. Towards the end of the recording, Claire says that the necessary changes in the way companies function can happen "swiftly, easily and safely". Should people push for social change, or try to bring it about gradually? In what cases is each method appropriate?

Listening Part 1

- 22** **a.** Listen to a man talking about national identity cards and answer the questions.

- What has been the traditional effect of calls for ID cards?
 - A to provoke calls for increased privacy
 - B to make the government unpopular
 - C to provoke suspicion amongst travellers
- What is the main fear regarding the introduction of ID cards?
 - A It will entail loss of privacy.
 - B It will be inconvenient.
 - C It will encourage fraud.

- b. In what way could individual freedom be threatened by the following?

• computers • culture • rules and regulations

- 23** a. Listen to a woman talking about protest, and answer the questions.

- 1 In the speaker's view,

A hooligans never go on protest marches.
B violence attracts media attention.
C many people avoid joining marches.

- 2 Peaceful protest has

A rapidly raised awareness of some problems.
B angered some of the industrial nations.
C made only a slight difference to attitudes.

- b. How effective do you think the following are in achieving change?

• demonstrations • petitions

- 24** a. Listen to a man talking about mature students at university, and answer the questions.

- 1 Universities wish to have older students because

A they have more money than younger people.
B they have better academic qualifications.
C they have a lot to contribute to the courses.

- 2 The speaker's attitude to the elderly can best be described as

A respectful.
B contemptuous.
C awed.

- b. What roles do the elderly fulfil in your society?

- 25** a. Listen to two people having a conversation, and answer the questions.

- 1 It seems that the man and the woman

A are walking through a rough part of town.
B are waiting for a friend who is late.
C are on their way to meet a friend.

- 2 It can be inferred from the conversation that

A the speakers used to live in the country.
B the woman was raised in the country.
C the man owns a house in the country.

- b. Is there vandalism where you live? How does it make you feel? Why do you think some people become vandals?

Speaking Part 3: Social Change

- 26** a. Talk about the following question for about two minutes. Use the ideas in the prompt box if you wish.

What social changes have resulted from the increased mobility of people around the world?

• Multicultural societies • Opportunity • Xenophobia

- b. Comment briefly on what has been said. Is there something you would like to add?

- c. Listen to a student talking about the same question and take notes. How similar were the student's ideas to yours?

- d. Talk about the following question for about two minutes. Use the ideas in the prompt box if you wish.

How has the role of women changed since our grandparents' time?

• Education • Work • Marriage and children

- e. Comment briefly on what has been said. Is there something you would like to add?

- f. Listen to a student talking about the same question and take notes. How similar were the student's ideas to yours?

- g. Discuss the following questions together.

- 1 What kind of attitude should we have towards old people?
- 2 How can civil liberties be protected?
- 3 How can societies help the physically challenged?
- 4 What can we learn from experiencing other cultures?
- 5 How can social inequalities be redressed?

Sample Interview

- h. Listen to two students discussing question 5 above. Whose ideas are closer to what you said? Which of the two students gives a better and clearer answer to the question? Why? Think about:

• grammatical range • range of vocabulary
• pronunciation

27 a. You will read four extracts associated with various social issues. Look at the titles of the extracts and decide in which extract each of the following sentences or phrases will appear:

- 1 "He would watch his father do everything he could not to explode when he came home from work ..."
- 2 "We gain expertise through our projects around the world and use that knowledge to educate and advise others."
- 3 "Who do you go home to, and plan with and cook with and quarrel with?"
- 4 "The challenge today is to [...] produce a more humane, equitable and stable economic order."

b. Now read the extracts and answer the questions that follow each one (1-8).

Reading Part 3



Save the Children works in the U.K and across the world. Emergency relief runs alongside long-term development and prevention work to help children, their families and communities to be self-sufficient. We learn from the reality of children's lives and campaign for solutions to the problems they face. We gain expertise through our projects around the world and use that knowledge to educate and advise others.

WHAT DO WE BELIEVE?

- We believe that children have the right to basic care and protection.
- We believe that children have the right not to go hungry in a world where there is enough food for everyone.
- We believe that children have the right to good quality health care.
- We believe that children have the right to quality education.
- We believe that children have the right to be protected against dangerous and exploitative work.

1 According to the text, Save the Children is an organisation which

- A helps people fend for themselves.
- B establishes educational projects.
- C works to cure disease.
- D raises money for poor children.

2 Save the Children believe that

- A children should not be allowed to work.
- B malnutrition is unnecessary today.
- C societies protect their children.
- D any form of schooling is better than none.

Being Different

Of course, even in East Orange he had not escaped the minimally less malevolent forms of exclusion that socially separated his family and the small coloured community from the rest of East Orange - everything that flowed from what his father called the country's 'Negrophobia'. And he knew, too, that working for the Pennsylvania Railroad, his father had to put up with insults in the dining car and, union or no union, prejudicial treatment from the company that were far more humbling than anything Coleman would have known as an East Orange kid who was not only as light-skinned as a negro could get but a bubbling, enthusiastic, quick-witted boy who also happened to be a star athlete and a straight-A student. He would watch his father do everything he could not to explode when he came home from work after something had happened on the job about which, if he wanted to keep the job, he could do nothing but meekly say, "Yes, suh." "Any time a white deals with you," his father would tell the family, "no matter how well intentioned he may be, there is the presumption of intellectual inferiority. Somehow or other, if not directly by his words then by his facial expression, by his tone of voice, by his impatience, even by the opposite - by his forbearance, by his wonderful display of humaneness - he will always talk to you as if you are dumb, and then, if you're not, he will be astonished." "What happened, Dad?" Coleman would ask. But, as much out of pride as disgust, rarely would his father elucidate. To make the pedagogical point was enough.

3 From the text it seems that Coleman

- A had not been much affected by prejudice.
- B was unsympathetic to his father.
- C was frequently humiliated.
- D was socially unsuccessful.

4 Coleman's father

- A would always talk about his problems at work.
- B seemed to have been an uneducated man.
- C wanted to teach his children unpleasant facts.
- D thought intelligence would always be recognised.

WINNERS AND LOSERS OF GLOBALISATION

Technological change and increased flows of trade and investment underpinning globalisation are making the world richer - but more unequal. Average global incomes are rising, but while East Asia has increased its share in global wealth, income per person has hardly changed in Africa. This failure to redistribute international income has contributed to the persistence of poverty, and today there are more than 1.2 billion poor people in the world.

Unfortunately, globalisation is exacerbating national inequalities as well. Integration into the global market creates opportunities for those with skills, assets and access to markets. For those without - the illiterate poor farmers and unskilled workers - greater openness increases vulnerability.

Seventy years ago, the first wave of globalisation mutated into the Great Depression, fascism and war, as markets unleashed forces that governments could not contain. The challenge today is to develop institutions capable of managing markets to produce a more humane, equitable and stable economic order. The cost of failure is unthinkable.

5 According to the text, globalisation

- (A) has increased national wealth.
- (B) has helped eradicate poverty.
- (C) has given greater opportunities to all.
- (D) has only benefited the educated.

6 What is implied in the final paragraph?

- (A) Governments cannot control market forces.
- (B) Changes are necessary to avoid disaster.
- (C) The world economic order must change.
- (D) A repetition of the past is inevitable.

LONELINESS

All around us are the grids of communication - mobile phones, e-mail and Internet. And all around us are the merry images of belonging: all those TV soaps based on communities of work or neighbourhoods - the street where you live, the group of friends you've known for most of your life. These programmes all emphasize the group culture, as if it is only in a group that we can find our identity. Who do you meet at the gym? Who do you go home to, and plan with and cook with and quarrel with? Who will you open your presents with next Christmas? Who will you hope and dream with?

We don't talk about loneliness. It seems to have become the last taboo: the thing we fear, the failure we can't own up to. There is no good vocabulary for solitude in a society of compulsive relating, and people who are or want to be alone are pathologised.

There are degrees of loneliness. For many of us the extreme loneliness of some people is unimaginable. We all need to learn how to be alone - to withdraw from the crowd, to be at peace with the self - but this kind of loneliness has nothing to do with the solitary anguish that is the fate of so many. It is like talking about the virtues of eating a little bit less when people are starving.

7 What does the writer say about TV soap operas?

- A They appeal to different groups.
- B They can be depressing.
- C They wish to reflect reality.
- D They exclude some aspects of life.

8 Why, in the writer's view, is the issue of loneliness seldom discussed?

- A The subject is too sensitive.
- B People cannot express themselves.
- C It is something everyone experiences.
- D We do not know enough about it.

28 Answer the following questions.

- 1 Where might each extract come from?
- 2 What is the purpose of the writer of the first passage (*Save the Children*)?
- 3 What do we learn about Coleman's life in the second extract (*Being Different*)?
- 4 How does the writer of the third extract (*Winners and Losers of Globalisation*) support his statement that "... globalisation is exacerbating national inequalities ..." (lines 11-12)?
- 5 What does the writer of the fourth extract (*Loneliness*) mean when he says that loneliness "seems to have become the last taboo" (lines 14-15)?

Future Tenses



Grammar Reference

29 a. Underline the future forms used in the following sentences. Why is the particular form used in each case?

- 1 By the end of next year we will have finished building the house.
- 2 You won't be able to miss Sheila! She'll be wearing a red dress, an orange jacket and a green hat!
- 3 In another five minutes they will have been talking on the phone for exactly two hours.
- 4 Stephen says he will ring as soon as he finishes work.
- 5 The flight from Bali will be landing in half an hour from now.

b. Choose the most appropriate verb form to fill in the gaps in the sentences below.

- 1 Once they have loaded (load) the car, they (set off).
- 2 By the end of next month he (work) here for five years.
- 3 It's already 10 am. By the time I (get) there, they (start).
- 4 I wouldn't phone her early on Sunday morning if I were you; she (still sleep).
- 5 Just imagine! This time next week we (lie) on the beach in Hawaii!



Key Word Transformations

30 Rewrite the following sentences using the words in bold type. Do not change the meaning of the original sentence. Use between 3 and 8 words.

- 1 The guests will be here any minute now, so hurry up and get ready.
due The guests any minute now, so hurry up and get ready.
- 2 News reports say that nobody thinks it will be long before there are changes made.
expected News reports say that the near future.
- 3 Just before the film started, a fire broke out.
about The film a fire broke out.
- 4 Don't use the new floppy discs until we run out of the old ones.
are The new floppy discs until we run out of the old ones.

- 5 The plane won't be arriving for another hour or so.
due The plane for another hour or so.
- 6 It's very probable that there will be trouble after the match.
likelihood There is being trouble after the match.
- 7 It will take at least six months to finish building the house.
have In six months' time building the house.
- 8 Mary really wanted to come to the theatre with me but she couldn't.
intention Mary to the theatre with me but she couldn't.
- 9 She's going to buy a new car; that's why she is in the showroom.
view She is in the showroom a new car.
- 10 Don't interrupt me; I'm just going to explain everything.
about Don't interrupt me; explain everything.
- 11 We shall sign the agreement in the very near future.
soon We are the agreement.
- 12 They will make the presentation next week.
place The presentation next week.
- 13 "I think I've almost decided to emigrate to Australia," said Jane.
mind Jane said she had emigrate to Australia.



- 31** Talk about the various news items, using the key words given with each headline. There is an example.



The treasurer has warned that the economy is on the verge of collapsing.



Word Formation

- 32** Fill in as much of the chart as possible with different parts of speech. Use a dictionary when necessary.

VERB	PERSON NOUN	ADJECTIVE	ABSTRACT NOUN
represent	.....	.....	.....
.....	supporter	.....	.....
.....	.....	.....	colonisation
.....	defender/defendant	.....	.....
.....	tyrant	.....	.....
.....	.....	antagonistic	.....

- 33** Use the words in capitals to form a word that fills each space.

MUM JAILED AS SONS RUN RIOT

France has found a new and 0) *controversial* weapon in its war against the 1) violent tide of youth crime sweeping the country. For the first time, a court has jailed a parent of delinquent children for parental 2) The 35-year-old mother was jailed for one month after a court in Mulhouse, 3) France, heard the criminal records accumulated by her four sons, aged 12 to 17, while in her care. She was accused of ignoring frequent 4) , egging them on, refusing to comply with the 5) of the juvenile court, and leaving the flat in a "filthy, 6) , cockroach-infested and grease-covered" state.

The French criminal code permits a court to punish, by up to two years in prison, any parent who "without legitimate reason shirks the obligations of parenthood, specifically where the health, safety, morals or education of their child are 7)".

Last year the French authorities announced a draconian 8) of measures to stem youth violence, promising 7,000 extra policemen to patrol the volatile suburbs and 50 new high security juvenile 9) centres for serious and multiple 10) aged between 13 and 16.

CONTROVERSY
INCREASE

COMPETENT

EAST

TRUANT

RECOMMEND

REPEL

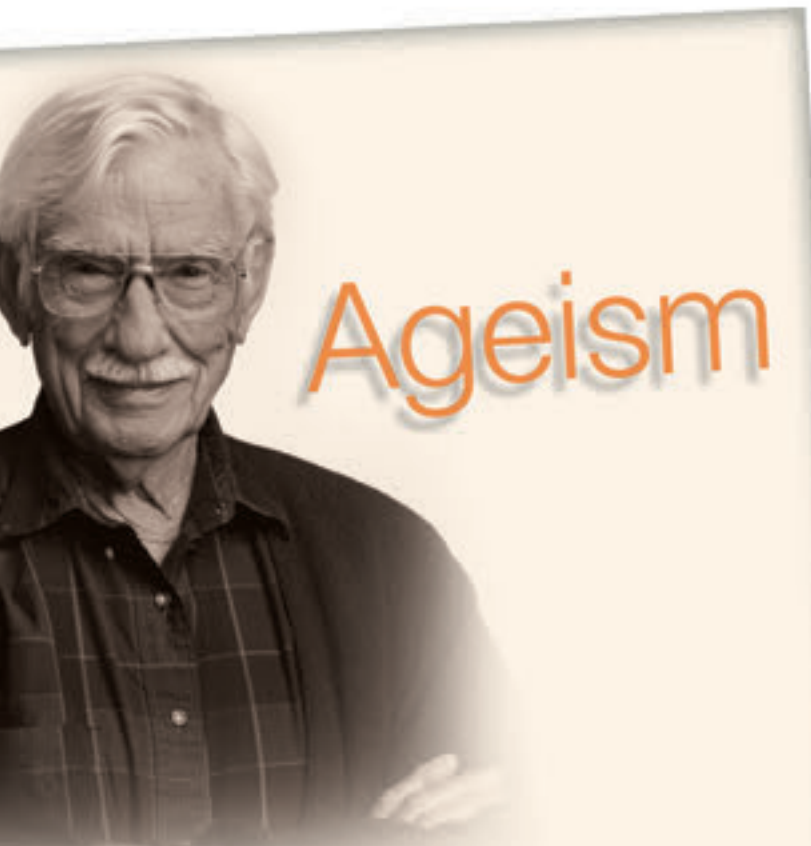
DANGER

PACK

DETAIN
OFFEND

Open Cloze

34 Fill in each gap with **one** suitable word.



I used to 0) *be* an ordinary member of society running from meeting to meeting just like anybody 1) But then some kind 2) misguided friends laid 3) a surprise birthday party when I was 70. 4) then they had called me Old Indestructible, 5) I was told, but overnight their behaviour towards me changed. Do you need a chair, dear? Would you like a cup of tea, love? 6) cruel of all, whatever would I do with 7) now that I was retired? My life as an ordinary citizen 8) to an abrupt end.

9) befits my new status as a dependent, I must keep my head down, stop clamouring for a better pension and 10) grateful for my free bus pass and for concessions when I go into a museum. The whole welfare system seems hellbent on 11) me in what "they" think is my proper place.

12) is so exasperating is that 13) of this is inevitable. Ageism is a European phenomenon, a comparatively recent by-product of the industrial society, in 14) , as non-workers, older people are a drag on the market, of 15) value, a cost and a problem.

Words with Multiple Meanings

35 Find one word which is appropriate for all three gaps in each of the following sets of sentences.

- 1 • The colourful decorations gave the office a festive for once.
• The minute I walked into the room I could feel the excitement in the
• According to the latest news, food parcels are being distributed by
- 2 • The company's new policy will be decided at the next meeting of the
• Fortunately there were only 28 people on when the ship ran aground.
• I am not sure if the deal Peter has proposed is entirely above
- 3 • In the of the meeting, it became clear that Mr Jennings had misread the situation.
• It is not clear why the ship changed before reaching its original destination.
• Helen is hoping to find a job easily when she finishes the
- 4 • Sally suffered from a serious mental all her life.
• My aunt's house is almost always in a state of complete
• It was feared that the crisis might lead to widespread public
- 5 • There seemed to be a of oil on the surface of the water.
• It's best to withhold judgement until I've had time to develop the
• Her parents first met at an international festival.
- 6 • It has come to my that some pupils have been disrespectful to Miss Jones.
• Mary had mixed feelings when she finally handed in her
• The on the wall was just a copy of the latest regulations.

Summary Writing

STRATEGY POINT: Excluding irrelevant information in summary writing

When writing a summary, remember that avoiding irrelevancies is as important as including all the relevant pieces of information. When in doubt about the relevance of a piece of information, think of how it would sound if it was given as an answer to the summary question. Unsatisfactory answers are most likely to be irrelevant

36 Look at the following example summary questions and the pieces of information that follow. Circle the items which would be irrelevant if you were asked to write the summaries.

- 1 Summarise in your own words the problems faced by migrant farm workers, according to the texts.
 - A Prejudice and discrimination from the locals
 - B Children receive little or sporadic education.
 - C Conditions are gradually improving.
 - D Solutions to the problems can be found.
 - E No sense of community
- 2 Summarise, in your own words as far as possible, what the texts say about eating regular meals.
 - A Breakfast is the most important meal of the day.
 - B People with heart problems should have regular check-ups.
 - C Eating small amounts frequently is preferable to eating a lot at one sitting.
 - D Dieticians are available to offer advice to recovering patients.
 - E Meal times should be relaxed and unrushed.
- 3 In a paragraph of no more than 70 words, summarise the best way to go about buying a house, according to the texts.
 - A Never make a major purchase without considering your budget.
 - B Exterminators should be brought in biannually.
 - C Have an expert evaluate the foundations.
 - D Check the proximity of facilities such as schools and shops.
 - E Pesticides should never be used around water sources.

37 Now read the following texts and the summary questions which follow them.

- a. Highlight any information which would be relevant in writing your summaries.
- b. In paragraphs of no more than 45 words, and in your own words as far as possible, write the summaries.

PASSAGE A1

In retrospect, I realise that the real reason for my enlisting in the armed forces was because my older brother had. There were only eleven months separating us, and we had always been as close as if we had actually been twins. After his joining up, my becoming a soldier was inevitable. Although my brother never took advantage of their offer to pay for a university education, I did, and graduated at the top of my class. Despite the fact that I barely made it through basic, I have never regretted my career choice. It is to the army that I owe both my degree and my steadfast patriotism.

PASSAGE A2

The navy is not just a job, it is a way of life. Apart from travelling to exotic places, you will be given an opportunity to prove what you are really made of. The navy is an equal opportunity employer; men and women alike will be given a warm welcome into our military family. Candidates should be eighteen years of age or older or have a signed parental consent form.

- What, according to the texts, can a career in the armed forces offer an individual?

PASSAGE B1

I suffered my first heart attack at the age of 68. I can remember thinking, as I basked in self-pity, how unfair it was that a man like myself, who had just retired, should be struck down in such a way. Thanks to the fantastic rehabilitation programme at St Hope, I quickly overcame my depression and regained my will to live and my desire to return to as normal a life as my affliction would permit. The staff at the centre were always there for me; the dieticians, physical therapists and counsellors all equally contributed to my almost total recovery. Eating the right foods, doing the appropriate exercises and maintaining a healthy outlook have become a pleasant habit for me. Who knows – the way I feel right now, I might live to be a hundred!

PASSAGE B2

One of the most difficult tasks facing recovering patients is conquering the inevitable feelings of sadness and hopelessness. Although it is natural to have feelings of bitterness at one's fate, such negative emotions can only prove detrimental during the recuperation period. If melancholic episodes persist for longer than two months after the attack, one is advised to seek psychiatric counsel. Following a prescribed diet is essential to avoid a possible second incidence of heart attack or stroke. Over-exerting oneself must be avoided at all costs, as any stress or strain placed on the heart could have dire consequences.

- How, according to the texts, might a person feel immediately after suffering a heart attack?

STRATEGY POINT

This type of writing is usually submitted to a teacher or a tutor and is formal in style. There are three basic types of discursive essay:

Opinion - in which you must write and justify your opinion on an issue which is given to you.

For and against - where you need to examine both sides of an issue.

Suggesting solutions - in which you examine a problem and offer solutions.

Some essays are a combination of two or more of these types - e.g. give your opinion and suggest solutions.

A discursive essay should contain:

An **introduction** in which the reason for writing is clearly stated. In some cases, it is necessary to refer to a prompt that you have been given, such as an advertisement/ extract/article that you have read.

A **main body** in which the task is covered according to the instructions given. Each different issue should be discussed in a separate paragraph.

A **conclusion** in which you summarise the points made in the main body.

Understanding Rubrics

38 a. Read the writing task below and answer the questions that follow.

- You have recently read the following as part of a newspaper article about vandalism.
- Following a discussion in your school/college, you have been asked to submit an essay to your tutor addressing the issues raised in the article and offering your own opinion.

'Vandalism is a social problem which seems to be spreading. And it is mainly young people who are responsible. Where, can anyone tell me, is the fun in destroying a public telephone or smashing windows, or spray-painting walls with graffiti? More importantly, how can we stop it happening? I, for one, am tired of being a victim of these mindless individuals who have nothing better to do.'

- 1 Which type of discursive essay do you have to write?
- 2 Who is the target reader? How formal should your writing be?
- 3 Each of the following points is raised or hinted at in the prompt. Discuss which of them you need to address in your essay.

YES NO

- Vandalism is a social problem. ☐ ☐
- Vandalism seems to be spreading. ☐ ☐
- Young people are responsible. ☐ ☐
- There is no fun in destroying a public telephone. ☐ ☐
- There is no fun in smashing windows. ☐ ☐
- There is no fun in spray-painting walls with graffiti. ☐ ☐
- We need to stop it happening. ☐ ☐
- The writer is tired of being a victim. ☐ ☐
- Vandals are mindless individuals. ☐ ☐
- Vandals have nothing better to do. ☐ ☐

b. For the points you selected above, say whether you agree or disagree and how strongly you feel.



Model

39 a. Read the model paying careful attention to the words and phrases in **bold**. Then replace them with suitable alternatives from those given.

- a matter of • consequently • to sum up
- obviously • for example • to begin with
- when all is said and done • although

Why is vandalism so widespread these days? **While** I believe the writer of the article is right in thinking it is a social problem, and one that is growing, I do not agree that it is a **question of** "mindless individuals" victimising the rest of us.

First of all, there must be some reason why young people should feel that destroying or damaging public or private property gives them more satisfaction than more constructive activities. If smashing telephone boxes and windows and scrawling graffiti on any available blank space is more fun than, **say**, playing a team sport or getting together with friends at a café or community centre, then **clearly** something is wrong. I believe that in many cases it is that there is a lack of opportunities and amenities for the more constructive uses of energy.

It follows from this that, if we are to stop the spread of vandalism, local authorities should pay more attention to the needs of young people. Many of them are frustrated at the lack of opportunities to make use of their potential, both at a personal level and as a means of being part of a community. Providing facilities such as sports and community centres, and allocating more money for schools and education would go some way to help alleviate the problem. However, there is more to it than that. If young people feel that, through lack of present opportunities, they have no prospects for the future, they are bound to find other outlets for their energies.

It is, therefore, not 'mindlessness' but frustration and boredom that prompts many youths to vandalism. In many ways it is they who are the victims, not those of us who have jobs and a secure place in society. It is often true that they have nothing better to do, but that is not necessarily their fault. It is, **after all**, a social problem and, as such, requires the attention of all of us – parents, teachers, and local authorities alike.

In conclusion, I believe that vandalism, while a serious problem, does have a solution. It is not mindlessness, but despondency that fosters vandalism. If you give young people hope for the future, I believe vandalism will die away.

b. Now answer the following questions.

- Which points from the prompt has the writer chosen to address?
- In what ways is the essay different from what you would have written?
- What information has the writer included in the introduction?
- What words/phrases does the writer use to introduce each paragraph?
- Do the topic sentences in the main body clearly state the subject of each paragraph?
- What examples and justifications does the writer give in the supporting sentences?
- How does the writer conclude the essay?
- Although this is an opinion essay, the writer has included elements from another type of essay. What has been included? Where does it appear and why?

Developing an Argument

When expressing your opinion, it is necessary to maintain a logical flow to your argument. This can be done on two levels:

Within each paragraph – Where possible, each paragraph should contain one idea, clearly expressed in a topic sentence which is then supported by an explanation and/or example(s). If you introduce a second idea in the same paragraph, you must be careful to link it to the first, using words/phrases such as *Alternatively*, *Additionally*, *If this cannot be done*, etc. The second idea then follows the same pattern as the first: (Topic sentence → explanation/example).

Within the main body – Linking words and phrases should also be used when you begin a new paragraph.

Linking Phrases

40 a. Link the pairs of points below using the prompts given.

- Furthermore • Nevertheless • However • Yet it would be a mistake to overlook the fact that ...
- The fact remains though that ... • What makes matters worse is that ...

0 I feel that teenagers are being blamed unfairly for vandalism.

I do not believe that the situation is as bad as people say it is.

I feel that teenagers are being blamed unfairly for vandalism. Furthermore, I do not believe that the situation is as bad as people say it is.

1 In many cases, vandalism is a result of boredom.

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.

Young people also suffer from this kind of prejudice.

3 One of the main causes of prejudice is ignorance. 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.

Women are rarely given the chance to enter certain professions.

Writing: Discursive essays

- 5 Crime in general is on the increase in large cities.
An increasing proportion of crimes are committed using firearms.

.....
.....

- b. Go back to the points that you linked above and suggest explanations/examples that you could use to support each point.

I feel that teenagers are being blamed unfairly for vandalism. A lot of the damage that is caused in residential areas is the fault of older people. ^(explanation) Car drivers in particular ^(example) are responsible for untold damage to such things as signposts, grass verges, dustbins and fences. ^(examples) Furthermore, I do not believe that the situation is as bad as people say it is. Destruction on a large scale is rare and is, in any case, limited to inner city areas. Acts of vandalism in other areas tend to be confined to isolated incidents. ^(explanation)

- c. Now write a similar paragraph of your own following the plan below:



Balancing Both Sides

When writing a balanced (for and against) essay, it is important to give the same weight – and therefore the same number of paragraphs – to each side of the argument. The points chosen should be approximately equal in importance. Consider the points which have been brainstormed for the following rubric:

Write a balanced essay examining the different roles played by parents and school in the shaping of a person's character.

PARENTS

- have complete influence for the first five years of life.
- have a closer bond with their children.
- have a genetic influence.

SCHOOL

- has children for a large part of their waking day.
- teachers can be powerful role models.
- teaches children a new way of thinking.

The first two points on each side are quite well balanced. However, some people might argue that the genetic influence that parents have is far more powerful than anything that children can gain from school. In this case, the two points are not balanced so they should not be given equal weight in an essay.

Brainstorming

- 41 a. Read the rubric below and, in pairs, think of points for and against.

- Write an essay examining the advantages and disadvantages of the prison system as a means of dealing with criminals.

FOR THE PRISON SYSTEM

AGAINST THE PRISON SYSTEM

- b. Use the following phrases to link the points you have written. How well balanced are the points as they appear in the table?

- On the one/other hand
- Some people claim ... while others insist that ...
- It is true that ...
- However, it cannot be denied that ...

- c. Discuss how you would arrange the points into paragraphs, then write paragraphs of your own.

Suggesting Solutions

Some essays need to suggest solutions to problems. For this type of essay it is easiest if you write one paragraph for each suggestion. Each paragraph would then follow the plan below: suggestion → explanation/example → expected result

- 42 Read the following rubrics and decide what information you would include in the table below.

- A You have read the extract below as part of a newspaper article about ageism. You have been asked to write an essay giving your opinion and suggesting what could be done to alleviate the problem.

Ageism is a form of discrimination, using age to define people's capabilities and role in society, and as such affects all of us, young and old. It is as widespread as racism and sexism, yet we don't stop to ask what effect ageism has both on individuals and society as a whole. It is the old who suffer most, but those in retirement or close to retirement will soon form the largest population group in our society. This is likely to affect us socially, economically and politically.

- B** You have read the extract below as part of a newspaper article about the town in which you live. Your college magazine is holding an essay competition, asking for contributions suggesting solutions to the problems mentioned in the article.

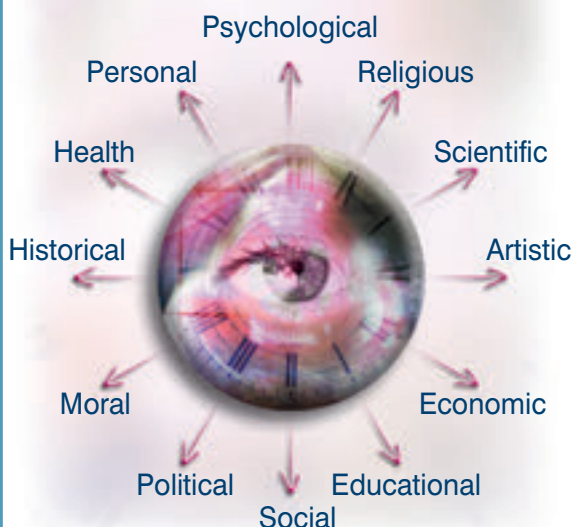
Go to Pickthorpe and you'll find many young people just trying to get by in life. Drop into the job centre in the town and you'll see groups, black and white, surfing electronic notice boards for jobs. That's the problem here – lack of jobs and prosperity. Factories and businesses have closed or gone where the money is. This means that those who do finish school, or even go on to college or university, will leave the town and go where the opportunities are.

	Suggestions	Explanation/example(s)	Expected result
A

B

Discussion Clock

In order to brainstorm for ideas, it is helpful to approach an issue from different viewpoints. The discussion clock, below, will help you to choose the points that you will include in your essay.



43 Fill in the gaps below with words from the discussion clock.

- From a(n) standpoint, it is completely wrong to judge people solely on the basis of skin colour.
- Regarding the perspective, these crimes are committed against a community by people who are the products of that community. It seems reasonable, therefore, to look for a solution within the community.
- As far as the aspect is concerned, there can be little doubt that schools have a significant part to play in the way a young person is integrated into society.
- Looked at purely from a(n) point of view, the problem must be eradicated, since it is costing the government millions of pounds every year.
- As for the aspect, surely it is up to the individual whether or not he or she chooses to follow the examples set by a few extremists, or sticks to his or her own principles?

Beginnings and Endings

44 a. Match the beginnings and endings of discursive essays below. Then say which pair is from:

- an opinion essay
- a balanced essay
- an essay suggesting solutions

BEGINNINGS

A Many of the problems faced by society today are not new, but their causes remain a constant source of debate. One school of thought suggests that society itself – and therefore the government – is entirely to blame for the ills that plague it. On the other hand, many people claim that the individual members of any given society are the ones who are responsible. Both sides are worthy of closer analysis.

B With the growth of urban populations, society is having to face more complex problems than ever before. Crime, unemployment and social exclusion are extremely worrying by-products of modern living. Yet it would be possible to deal with these problems if certain steps were taken to address them.

C These days we rarely hear the terms 'youth', 'juvenile' or 'younger generation' without some sort of negative connotation. It is almost as if society believes that young people are entirely to blame for everything that goes wrong. In my opinion, this is grossly unfair and I would like to offer the following in our defence.

ENDINGS

- 1 If the above measures were implemented, we would eradicate most, if not all, of the worst problems plaguing society today. A concerted effort on the part of governments and individuals would dramatically improve the situation for all of us and help provide a society that is genuinely deserving of the term 'civilisation'.
- 2 As I hope I have made clear, society faces a number of pressing problems, none of which can be wholly blamed on one single factor or social group. The sooner we stop using young people as scapegoats, the closer we will get to eradicating the problems.
- 3 To sum up, there are convincing arguments for both sides. Governments must face up to their responsibilities if they truly wish their societies to function properly. By the same token, no individual can expect to live in a society without abiding by some basic rules laid down by the authorities. What is needed is a harmonious collaboration between the two and, depressing as it may seem, this might not ever be possible.

- b. For each pair, try to predict the contents of the main body paragraphs.

Discuss & Write

- 45** Read the writing tasks below and, for each one, answer the questions that follow.

- A** You have read the extract below as part of a pamphlet about literacy and poverty. You have been asked to write an essay giving your opinion, responding to the points raised and expressing your own views.

We believe that a lack of literacy is one of the root causes of poverty, and that illiterate people have to accept a life of disadvantage, unable to play a full part in society. Poor and hungry people need to be fed, but also need to be able to earn their own living. In a crisis, teaching literacy will take second place to feeding the hungry, housing the homeless and healing the sick. But eradicating illiteracy can make the difference between temporary alleviation and a long-term solution.

Write your essay.

- B** You recently saw the following advertisement in a literary magazine and have decided to enter the competition.

ESSAY-WRITING COMPETITION

Society Now, the magazine that truly reflects the society we live in, is holding a competition to find the best approaches to the problems that we all face. What you have to do is to choose one major social problem and write an essay in which you put forward your ideas for solving it. It's as simple as that. (No more than 400 words, please).

Write your entry for the competition.

- C** You recently attended a lecture which discussed whether family or friends were more responsible for fostering anti-social behaviour in young people. Based on the notes you made, below, write an essay in which you examine both sides of this issue.

Family

- may indirectly encourage prejudice and sense of superiority through class/race, etc
- parents do not always set a good example for their children to follow
- excessively strict parenting may cause an anti-social reaction among adolescents

Friends

- crowd mentality may lead to violence, hooliganism, racial hatred, etc
- the desire to look mature or be accepted by the group may cause delinquency
- lack of constructive activities could lead to acts of vandalism

- 1 What type of essay is this?
- 2 Who must you write to? How formal does it need to be?
- 3 What is your reason for writing?
- 4 Which points must you respond to?
- 5 How will you organise your points into paragraphs?
- 6 Do you agree or disagree with each point?
- 7 How could you support your views?
- 8 How would you begin and end your essay?

- 46** Using the information you have learned in this unit, write one of the essays you discussed in Ex. 45.

Self-Assessment Module 4

Vocabulary & Grammar

1 Choose the most suitable word to complete each sentence.

- Our local team seems to have its focus.
We've been beaten three times in a row.
A missed C lost
B removed D misplaced
- He's prejudiced against foreigners and strongly a law against immigration.
A argues C counsels
B advocates D commands
- Blokeston Athletic are on the of being relegated to the Fourth Division.
A edge B verge C rim D ledge
- 'Lookism' is based on purely standards of beauty.
A arbitrary C impossible
B accidental D unreachable
- His private life has come under close public since he won the championship.
A scrutiny B attention C enquiry D notice
- I find his attitude towards poverty and bigoted.
A outstanding C incomparable
B ignorant D sympathetic
- Manchester had several opportunities to score but their chances.
A spent C scattered
B squandered D abused
- The team coach remained from the public debate about his competence.
A far C away
B disinterested D aloof
- This new law is just the latest in a of laws intended to wipe out discrimination.
A procession C file
B lineage D succession
- There was absolute when the spectators invaded the pitch.
A rioting C turbulence
B rebellion D turmoil

(10 marks)

2 Complete the sentences by putting **one** word in each space.

- A lot of people find it hard to identify the problems of other ethnic groups.
- He won't do anything you tell him to do. He's a unto himself.

- The club manager refused to play with the board and sold their top striker.
- The police put the outbreak of violence to racial tension.
- The mental and physical discipline he acquired studying martial arts him in good stead for many other aspects of life.
- It took time for Peter to down in his adopted country.
- I've never been back to the town I grew up.
- Ambitious women are often confronted by a glass in their rise to power.
- George red when anyone criticises his favourite football team.
- Ask Joan. She's a good , she'll join you.

(10 marks)

Use of English

3 Rewrite the following sentences using the words in bold. Use between 3 and 8 words. Do not change the meaning of the original sentence.

- Everybody knows that Beckham is the most highly paid footballer in Britain.
knowledge It is the most highly paid footballer in Britain.
- The police are expecting trouble at the anti-nuclear demonstration.
will It is at the anti-nuclear demonstration.
- John and I disagree on the subject of juvenile delinquency.
eye John and I on the subject of juvenile delinquency.
- We don't know what the outcome of the vote will be.
remains It the outcome of the vote will be.
- Janet seems to have taken on more than she can cope with in her new job.
bitten Janet seems to in her new job.

(10 marks)

- 4 Use the word in capitals to form a word that fits into the space.

Cricket Left-Handers

If England want to be the world's top cricket team again, they might be advised to pay attention to a(n) 1) but crucial growth area of the game - the rise of the left-hander. Left-handers now dominate the game to an extent that 2) their numbers. David Gower, ex-captain of England, thinks that right-handed batsmen are doing themselves a 3) and would benefit from switching round. "I'm no 4) , but I suspect that in the past a convention grew up that batting was something done a certain way round and it just stuck." The side of the brain that controls the left hand also controls 5) awareness, and this saves time in making quick 6) A batsman's power comes from his front arm, so a left-handed batsman's 7) arm will be his right. Most people do not 8) switch hands, so why have left-handers come to dominate the game? The most practical 9) for this is that many aspiring cricketers followed their instincts rather than convention. For example, Brian Lara, second behind Gilchrist in the world batting 10) , is a right-handed person who has opted to bat 'left-handed', like David Gower, with highly satisfactory results.

REGARD

WEIGH

SERVICE

HISTORY

SPACE
DECIDE

DOMINATE

EASY

EXPLAIN

RANK

(10 marks)

- 5 Think of **one** word which can be used appropriately in all three sentences.

- 1 • Julie decided that the new skirt didn't her well enough to wear to the interview.
- A technician is coming in tomorrow to new locks on all the windows.
- His combination of talent and dedication will him for inclusion in the national team.
- 2 • Our club welcomes new members of all
- Ewan is studying the history of the Middle at university.
- Renata always spends preparing her speeches.

- 3 • She was given a head start in the race to give her a chance.
- At the dance I saw Henry a green striped blazer.
- As well as being a great event, the Grand National is a big event on the social calendar.
- 4 • The striker lined up his shot and the ball into the back of the net.
- Anne's constant chatter nearly me mad.
- John used to have lots of friends, but he them away with his incessant complaining.
- 5 • His shot had and accuracy, and the goalkeeper had no chance.
- Losing in the middle of the day meant that several workers lost hours of work they had done on their computers that morning.
- This document gives you to represent me at the company's annual shareholders' meeting.

(10 marks)

Reading

- 6 You will read an extract from a short story by Tim O'Brien entitled *The Things They Carried*. Read and answer the questions that follow (1-7).

- 1 What did Lieutenant Cross 'pretend'?
A That Martha was in love with him
B That Martha sent him friendly letters
C That he was at college with Martha
D That Martha knew he loved her
- 2 In the second paragraph, the way the writer mentions Ted Lavender's death makes the reader feel
A angry.
B confused.
C relieved.
D surprised.
- 3 We can infer from the third paragraph that
A ambush missions did not necessarily take place at night.
B all the men got bored during ambush missions.
C ambush missions were more dangerous than all other missions.
D all the men had to cope with their personal fears.

The Things They Carried

First Lieutenant Jimmy Cross carried letters from a girl named Martha, a junior at Mount Sebastian College in New Jersey. They were not love letters, but Lieutenant Cross was hoping, so he kept them folded in plastic at the bottom of his rucksack. In the late afternoon, after a day's march, he would dig his foxhole, wash his hands, unwrap the letters, hold them with the tips of his fingers, and spend the last hour of light pretending. He would imagine romantic camping trips into the White Mountains in New Hampshire. He wanted Martha to love him as he loved her, but the letters were mostly chatty, elusive on the matter of love. She wrote beautifully about her professors and roommates and mid-term exams; she never mentioned the war, except to say, Jimmy, take care of yourself. The letters weighed 10 ounces. They were signed Love, Martha, but Lieutenant Cross understood that Love was only a way of signing.

The things they carried were largely determined by necessity. Among the necessities were can openers, pocket knives, wristwatches, dog tags, chewing gum and mosquito repellent. Henry Dobbins, who was a big man, carried extra rations. Dave Jensen, who practised field hygiene, carried a toothbrush and dental floss. Ted Lavender, who was scared, carried tranquillisers until he was shot in the head outside the village of Than Khe in mid-April.

What they carried varied by mission. When a mission took them to the mountains, they carried machetes and canvas traps. On ambush, they carried peculiar little odds and ends. Kiowa always took along his New Testament; Dave Jensen carried night-sight vitamins high in carotene. Lee Strunk carried his slingshot; ammunition, he claimed, would never be a problem. Until he was shot, Ted Lavender carried the starlight scope, which weighed 6.3 pounds. They all carried ghosts.

Other missions were more complicated and required special equipment. In mid-April, it was their mission to search out and destroy the elaborate tunnel complexes in Than Khe. To blow the tunnels, they carried one-pound blocks of pentrite high explosives. Dave Jensen carried earplugs. Most often, before blowing the tunnels, they were ordered by higher command to search them, which was bad news, but by and large they just shrugged and carried out orders. Because he

was a big man, Henry Dobbins was excused from tunnel duty. The others would draw numbers. Before Lavender died there were 17 men in the platoon, and whoever drew the number 17 would strip off his gear and crawl in headfirst with a flashlight. The rest of them would fan out as security. They would sit down or kneel, not facing the hole, imagining cobwebs and ghosts, whatever was down there - the tunnel walls squeezing in - and how you found yourself worrying about odd things: Will your flashlight go dead? Do rats carry rabies? If you screamed, how far would the sound carry? Would your buddies hear it? In some respects, the waiting was worse than the tunnel itself. Imagination was a killer.

On April 16, when Lee Strunk drew the number 17, he laughed and muttered something and went down quickly. The morning was hot and very still. Not good, Kiowa said. He looked at the tunnel opening, then out across a dry paddy toward the village of Than Khe. Nothing moved. No clouds or birds or people. As they waited, the men smoked and drank Kool-Aid, not talking much, feeling sympathy for Lee Strunk but also feeling the luck of the draw. Henry Dobbins ate a tropical chocolate bar. Ted Lavender popped a tranquilliser and got up to walk and stretch.

After five minutes, Lieutenant Cross moved to the tunnel, leaned down, and examined the darkness. Trouble, he thought - a cave-in, maybe. And then, suddenly, without willing it, he was thinking about Martha. The stresses and fractures, the quick collapse, the two of them buried alive under all that weight. Dense, crushing love. Kneeling, watching the hole, he tried to concentrate on Lee Strunk and the war, all the dangers, but the love was too much for him, he felt paralysed.

A few moments later, Lee Strunk crawled out of the tunnel. He came up grinning, filthy but alive. Lieutenant Cross nodded and closed his eyes while the others clapped Strunk on the back and made jokes about rising from the dead.

Lee Strunk made a funny ghost sound, a kind of moaning, yet very happy, and right then, when Strunk made that high, happy, moaning sound, when he went Ahhooooo, right then Ted Lavender was shot in the head on his way back from his walk and stretch. He lay with his mouth open. The guy's dead, Rat Kiley said, the guy's dead. The guy's dead, he kept saying, which seemed profound - the guy's dead. I mean really.

- 4 Why was the waiting "in some respects, ... worse than the tunnel itself"? (Paragraph 4)
 - A There was the danger of an attack from outside.
 - B Thinking about what might happen was agonising.
 - C The men who had avoided the tunnel felt guilty.
 - D The man in the tunnel was less exposed to enemy fire.
- 5 On finding out that he was going to go into the tunnel, Lee Strunk reacted with
 - A panic.
 - B indifference.
 - C optimism.
 - D disbelief.

- 6 While examining the tunnel, Lieutenant Cross
 - A was convinced that Martha had died.
 - B expected Lee Strunk to be trapped.
 - C became unable to move.
 - D felt oppressed by the war.
- 7 Rat Kiley finds Ted Lavender's death
 - A impossible to believe.
 - B difficult to accept.
 - C too trivial to mention.
 - D too complicated to discuss.

(14 marks)

Listening

7 You will hear a report from a sports programme about a famous English football manager. For questions 1-5, choose the best answer (A, B, C or D).

- 1 Keegan's spell as England coach seems to have been
A triumphant. C unremarkable.
B disastrous. D successful.
- 2 Keegan has been criticised for his
A conservative tactics. C preferred style of play.
B treatment of players. D overspending.
- 3 Which is Keegan's latest achievement?
A Helping Manchester City stay in Division One with very few players.
B Helping Manchester City avoid relegation from the Premier League.
C Winning the Premier League title with his team scoring over 100 goals.
D Signing some Premiership quality players on behalf of Manchester City.
- 4 Who are Peter Beardsley and Barry Venison?
A Current Manchester City players
B Current Newcastle players
C Players Keegan wants to sign
D Players Keegan has managed in the past
- 5 We get the impression that Keegan tends to be
A over-ambitious. C cautious.
B optimistic. D cynical.

(10 marks)

Speaking

Student A

8 a. Talk about this question on your own for about two minutes. Use the ideas given if you wish.

How might the Internet help women break through the 'glass ceiling'?

- communication skills • 'lookism'
- working from home

Student B

Is there anything you would like to add?

Student B

Talk about this question on your own for about two minutes. Use the ideas given if you wish.

Do world sporting events promote better relationships between nations?

- respect for achievement • Olympic games
- hooliganism

Student A

What do you think?

Students A & B

b. Discuss the following questions together.

- 1 How much does 'lookism' influence the way we treat people?
- 2 To what extent is sport a product of particular cultures?
- 3 What measures should be taken against hooliganism?
- 4 How does 'positive discrimination' help minority groups?
- 5 What can we do to promote equality?

(10 marks)

Writing (a discursive essay)

9 You have read the extract below in a newspaper article about homelessness. Write an essay giving your opinion and responding to the points raised.

What possible excuse is there for homelessness nowadays? The government has done all it can to deal with the problem: numerous shelters all around the country offer food and accommodation in exchange for some hours of work; literacy schemes are available to anyone who wants to attend; and more and more employers are willing to hire people who live in shelters. So why is the number of homeless people getting bigger and bigger? Could it be that living on the streets, without ever needing to work is what these people want?

(16 marks)

(Total = 100 marks)

Progress Update

How do you rate your progress? Tick (✓) the box that applies to you.

	Excellent ****	Good ***	OK **	Could do better *
Vocabulary & Grammar				
Listening				
Speaking				
Reading				
Writing				
Communication				

Fight your Way to a Better World



UNIT 9

Another Day, Another Dollar

UNIT 10

Our Planet, Our Home



units 9-10

MODULE 5

Before you start ...

- What can be done to combat unemployment?
- How can we help the environment in our everyday lives?

Listen, read and talk about ...

- | | |
|------------------------|-------------------------------|
| • work | • strikes |
| • occupations | • environmental problems |
| • professional careers | • alternative forms of energy |
| • professional skills | • endangered animals |
| • hierarchy | • recycling |
| • stress | • space junk |
| • investments | • food contamination |
| • staff motivation | • animal exploitation |

Learn how to ...

- make decisions
- reach an agreement
- discuss pros/cons
- give advice

Write ...

- formal letters; letters of application; letters of recommendation; letters of complaint; letters of apology
- review of basic writing tasks

Practise ...

- participles (-ed, -ing)
- concession
- comparisons

Phrasal verbs

- take
- tell
- turn
- wear

Another Day, Another Dollar

Lead-in


- 1 The lists on the right show work-related benefits and problems. Which of these benefits are the most important? Which problems do you think are the most damaging for a working person?

To me, room for creativity is most important benefit a job can offer, because it allows for self-expression ...

- 2 Which of the problems/benefits in Ex. 1 would you associate with each of the following occupations? In what situations?

- surgeon • airline pilot • construction worker
- school bus driver • telephone operator • farmer
- football manager • probation officer • carpenter
- newspaper reporter • solicitor • student advisor
- war correspondent • home maker • army officer
- investment consultant • factory worker

Surgeons have quite high social status; however, they are under a lot of stress, which is caused by the responsibility they have, since the lives of their patients are in their hands.

- 3  Listen to two school leavers talking about their professional career plans, and match the opinions to the speakers. Write *M* (for Mark) or *J* (for Judith).

- 1 A university education does not guarantee professional success.
- 2 Job satisfaction is more important than making a lot of money.
- 3 The ideal job is one where you constantly develop as a person.
- 4 The ideal job is one in a relaxed environment where you can be creative.
- 5 It is important to be your own boss.
- 6 It is important to feel that you are achieving things in your job.

BENEFITS

- ▲ SOCIAL STATUS
- ▲ CAREER ADVANCEMENT
- ▲ ROOM FOR CREATIVITY
- ▲ LITTLE OR NO STRESS
- ▲ SATISFACTION/SENSE OF ACHIEVEMENT

PROBLEMS

- ▼ DEADLINE PRESSURE
- ▼ LACK OF RECOGNITION
- ▼ WORKAHOLISM
- ▼ OVERWORK/PHYSICAL STRAIN
- ▼ STRESS CAUSED BY RESPONSIBILITY

- 4 What would you value most in the workplace? Rank the following in order of importance.

- ... approachable employer
- ... comfortable working environment
- ... sense of being part of the business
- ... financial rewards for high productivity
- ... flexible working hours
- ... good remuneration
- ... opportunity to progress
- ... opportunity for personal development

A comfortable working environment is very important, as it is difficult to be productive in a dirty or noisy environment.

- 5 Discuss the following quotations. Paraphrase them, say if you agree or not, and explain why.

“Work is life, you know, and without it, there’s nothing but fear and insecurity.”
John Lennon (British songwriter & singer)

“Find a job you like and you add five days to every week.”
H Jackson Brown, Jr

- 6** a. Look at the title of the article and the pictures. Which of the following issues do you think the article will focus on?

- How work can cause stress.
- How work can be satisfying.
- How our attitude to work determines how we feel about it.
- How work can negatively affect family life.

- b. The following words and phrases appear in the passage. In what context do you think they will appear?

- suicide
- rewards and opportunities
- financial independence
- potentially damaging consequences

- c. Read the article quickly. Were your predictions in a and b correct?

- 7** Read the article and answer the questions (1-7).

- 1 In the first paragraph the writer implies that
 - A workers suffer from mental problems.
 - B modern lifestyles can sometimes make us ill.
 - C working people are generally insecure people.
 - D we exaggerate the negative effects of work.
- 2 In the second paragraph, the writer gives the impression that
 - A people have ambivalent attitudes to work.
 - B women should not continue to work.
 - C people need a more balanced approach to life.
 - D work has made us feel better about ourselves.
- 3 How does the writer answer the question "Why is work under the microscope" in the third paragraph?
 - A Because we worry about it all the time
 - B Because it is as important as our children
 - C Because it is a large part of our lives
 - D Because it can affect our health
- 4 The function of the fourth paragraph is to
 - A explain the constant need of people to work.
 - B examine the changes in the nature of employment.
 - C show how work has become a focal point in our lives.
 - D summarise the changes in the workplace.
- 5 In talking about the jobs we choose, the writer says that
 - A our families have become less important to us.
 - B social change has made work more significant.
 - C the type of job is becoming less relevant.
 - D money has become a more important factor.

Reading – Part 4



- 6** According to the article, people who lose their jobs

- A generally welcome the change.
- B may have fewer social relationships.
- C identify strongly with each other.
- D have higher stress levels.

- 7** From the article as a whole, we understand that the writer believes

- A we should rethink our attitudes to work.
- B we should admit that work is a necessary evil.
- C home life should play a more important role.
- D we should widen our social circles.

Stress, sleeplessness, depression, heart disease, shortness of temper, memory loss, anxiety, marital breakdown, **child delinquency**, the decline of local neighbourhoods, RSI, rudeness, suicide, – a mere shortlist of some of the symptoms of the postmodern malaise. The cause of all our **woes?** Enter, stage right, the prime suspect – work. Wicked, wicked work. An **avalanche** of surveys, polls and expert commentaries show that we all work too long, too hard; that our bosses are beastly; that we are insecure and afraid. You know all this stuff. We seem to be workers on the verge of a nervous breakdown. So far, so bad. But there's plenty of good news about work, too – even if it is not always shared with the same enthusiasm as the 'Work is Terrible' stories. Four out of ten UK workers declare themselves 'very satisfied' with their jobs, more than in France, Germany, Italy or Spain.

Work has become our national obsession. Whether we are **damning** the impact of work on our health, our families, our time, or celebrating its new-found flexibility, rewards and opportunities, we are talking, writing and thinking about work like never before. As with so many obsessive relationships, the one with work is a love-hate one. Confusion **reigns**. Mixed messages are everywhere – on the one hand, the government **bangs on and on** about the importance of paid work, and then **cautions** about the impact of too much paid work on families. Women celebrate the economic independence work brings, then are made to feel guilty about their children. Salaries go up, but few of us feel richer. We get to a point where we feel OK about our work; and then along comes Martha Lane Fox and we think we've missed the dotcom boat. We find a job we love and so work long hours at it, and then feel that we are failing to get our 'work/life' balance right.

Why is work under the microscope? Why all the **angst?** Perhaps because our work simply occupies a more important place in our lives than it did. Maybe we care, and worry, more about work for the same reason we care and worry so much about our children or our health – because it is important to us. Men and (for the first time in centuries) women are placing work closer to the centre of their lives. And maybe that's no bad thing. The 'leisure society' – remember that? – would probably have been a boring place in any case.

Our work fixation springs from a series of profound changes in the nature of employment, all of which push work more deeply into our individual lives, our families and our communities. Work has become a more important element of

our personal identity; we have greater control and choice over the shape of our working lives; women have entered and transformed the workplace; the **nine-to-five** has become more sociable; more of us want or need the financial independence that a wage offers; and the economic rewards of working have increased – work pays.

Work has become a more important personal identity tag, supplanting the three traditional indicators of our uniqueness – place, faith and blood. As geographical roots have weakened, religious **affiliations** have diminished and the extended family has **dispersed**, how we spend our labouring hours has become a more important **window into our souls**. This trend reflects and reinforces a desire for work which brings personal fulfilment, for work we are proud of. If work means not just income but identity, then the choice of job becomes critical. This is why tobacco companies find it so hard to hire people – to work for them would be to taint your own identity.

But the new **salience** of work has come with a price; fewer people are able to feel secure; the need to keep pace with change is tiring and stressful; white-collar workers are putting in longer hours to try and keep a toehold – with potentially damaging consequences for the children; and the **deification** of work threatens to push those who are outside the paid workforce further towards the **margins** of society. This would not matter so much if work did not matter so much.

Not just in terms of **income**, but in terms of identity. When work becomes more than simply a passport to a pay cheque, when it opens the door to friends, purpose, satisfaction and a place in the world, its absence is more **keenly** felt. Once we admit the centrality of work to our lives, it might be harder to kid ourselves that we are doing older employees a favour by 'letting them go'.

But we dare not admit work's importance to us. We like to moan about it, preferably with work colleagues just after work. One publisher says: "I love my job, but I feel embarrassed even saying that. My parents think it is sad that the only friends I've got are through work – but I don't see the problem. Funnily enough, we've got lots in common!" The love of your job is now the only one that dare not speak its name. The idea of work as **intrinsically** bad has poisoned us for too long. The poet and mystic Kahlil Gibran said that work was "love made visible". Wouldn't it be great if we could capture a bit of that spirit, even if just for a while?



Follow-up

8 Answer the following questions.

- 1 What does the writer mean by the phrase "mixed messages" (line 23)?
- 2 Explain in your own words what the writer means by "under the microscope" (line 35).
- 3 In the fifth paragraph (lines 54-65), what does the writer imply about attitudes to work in the past?
- 4 In the final paragraph, why might the speaker's parents think it was "sad" that he only made friends through work?

9 a. Look at the words in bold and try to explain them.

b. Find synonyms for the highlighted words.

c. What purpose do you think the writer hoped to achieve when writing this article? Has he/she succeeded?

→ On the Job

10 Check your understanding of the terms below, then use them to complete the sentences.

- promotion • vacancy • workforce • incentive
- overtime • freelance • redundant • white-collar
- full-time • productivity • temporary • bonus

- 1 We have an important deadline to meet, so I'll have to work this week.
- 2 Nearly half the staff are going to be made as part of the firm's downsizing policy.
- 3 This job is not suitable for the ambitious, as there are few prospects of
- 4 I have young children, so I'd prefer to work part-time now and go when they are older.
- 5 Many employees on contracts would like the security of a permanent job.
- 6 I have heard that there may be a(n) for a salesperson in the new department store.
- 7 In the not-too-distant future, over 25% of the in Europe may be unemployed.
- 8 In order to be competitive, the company must increase
- 9 Jenny works as a(n) journalist and enjoys not being tied to one specific paper.
- 10 Mark was given a £1,000 when he beat his deadline by a month.
- 11 The union representative claimed a pay increase would serve as a(n) for employees to work harder.
- 12 Office jobs are often referred to as work.

→ Odd One Out

11 Work in pairs. Find the odd one out, then briefly explain why it doesn't belong in the group. Consult a dictionary if you wish.

- 1 stapler – perforator – binder – switchboard
- 2 staff – personnel – tenants – workforce
- 3 fire – reprimand – sack – dismiss
- 4 recruit – appoint – hire – occupy
- 5 assistant – manager – administrator – executive
- 6 unemployment – retirement – redundancy – severance
- 7 client – applicant – recruit – candidate
- 8 qualifications – examinations – credentials – references
- 9 skill – ability – style – aptitude
- 10 remuneration – compensation – reimbursement – profit

"Switchboard" is the odd one out because all other three items are things you might keep on your desk.

→ The Workplace

12 a. Here are some occupations. Which of these people: • work in an office? • do manual work? • work in a shop? What exactly does their work involve?

- solicitor • labourer • ironmonger • clerk
- accountant • carpenter • stationer • florist
- civil servant • plumber • newsagent • PA

A solicitor works in an office and he represents others in legal matters.

b. Here are some places connected with work. What happens there?

- typing pool • headquarters • warehouse
- picket line • branch • boardroom
- department • conference room

The typing pool is where the typists sit to do their work.

c. Here are some verbs connected with work. What do they mean? Who does them? In what circumstances?

- demote • downgrade • delegate
- come out on strike • take over • sign on
- apply for • make a profit

An employer demotes somebody when they don't do their job properly.

→ Collocations

13 Match words from columns A and B to form collocations. Then, use them to complete the sentences below.

A	B
assembly	benefits
civil	relations
retail	line
fringe	servant
industrial	trade

- 1 She is a – that is, she is employed by the state.
- 2 Managers often enjoy many, including a company car and an expense account.
- 3 Working on a(n) in a factory was the most monotonous job I've ever had.
- 4 Having worked in the for ten years, I have extensive sales experience.
- 5 In an attempt to improve, the management have agreed to compromise in their negotiations with the union.

- 14** Match items from the two columns to make collocations, then use them to complete the sentences.

cheap	pension
state	labour
minimum	benefit
project	package
remuneration	leader
unemployment	wage

- Most people nowadays supplement their with a private one.
- Workers under 18 used to earn very little, but now all workers are entitled to the of £3.70 per hour.
- In some countries, you don't qualify for if you own your house.
- The post comes with an attractive , as well as a company car.
- Attracted by the promises of , large companies are moving their factories to other countries.
- You will join a team working on the design of our new toys and you will report to the twice a week.

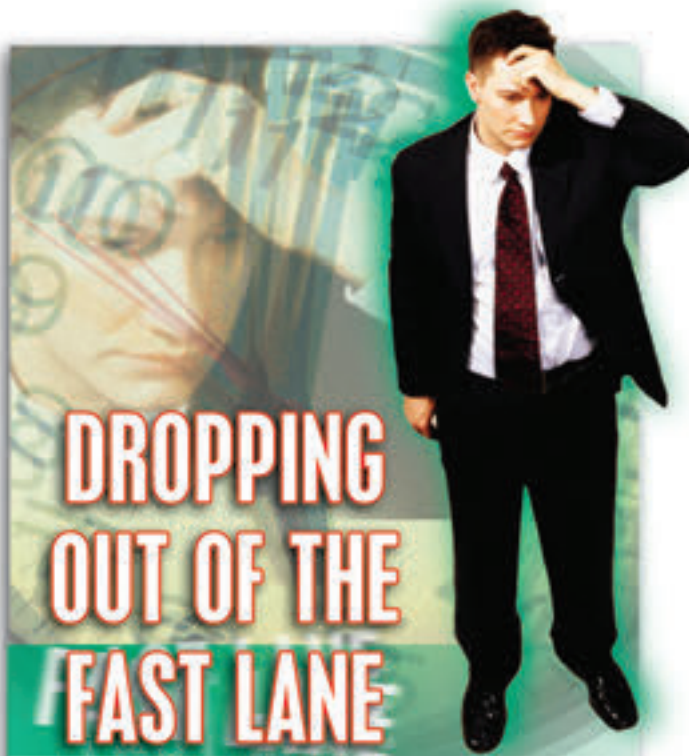
Commonly Confused Words

- 15** Choose **two** words to fill in each gap.

- George is not happy in his present job because he finds the work rather
A laborious C menial
B diligent D industrious
- You should think carefully before leaving such a job.
A lucrative C prosperous
B rewarding D wealthy
- The company is planning to 500 new staff.
A receive C appoint
B launch D recruit
- Although sales representatives receive a fairly low basic salary, they also get
A perks C profits
B wages D commission
- The workers threatened to if their demands were not met.
A work to rule C work out
B vacate D strike
- Success in this post could lead to a(n) appointment.
A executive C board
B supervisor D professional

Prepositions (Appendix 1)

- 16** Fill in each gap with the correct preposition.



The advertising industry is suffering **1)** a brain drain, because an increasing number of senior executives find the strains of the job incompatible **2)** family life, a survey shows. Stress counsellors say more mature staff are voting **3)** their feet. Rather than pursue a place **4)** the board, many choose less lucrative jobs, as varied as furniture-making and alternative medicine, which enable them to spend more time **5)** their children.

Experts **6)** the Institute of Practitioners in Advertising say there are concerns **7)** a lack of experience **8)** senior positions. There was a danger that unless companies made greater efforts to retain experienced staff, they might lose touch **9)** the 'grey market' as the population grew older.

Hamish Pringle, the Institute's Director General, says: "It bothers me that, **10)** definition, this means the industry has very few people with any significant business experience. There are people advising clients **11)** multi-million-pound decisions who are really very wet **12)** the ears. You've got to ask yourself whether that is really good **13)** the business."

He says increasing numbers of men and women, tired out by the dual demands **14)** desk work and essential socialising in the London-dominated industry, are leaving at the age of 40 to achieve a healthier balance **15)** work and home life.

17 Fill in **by** or **at**, then make sentences.

- | | |
|------------------------|---------------------|
| 1 a glance | 11 a loss |
| 2 the latest | 12 chance |
| 3 the expense of | 13 accident |
| 4 odds with | 14 first hand |
| 5 nature | 15 law |
| 6 surprise | 16 now |
| 7 random | 17 all events |
| 8 far | 18 all means |
| 9 an advantage | 19 degrees |
| 10 peace | 20 a distance |

18 Fill in **on** or **under**, then make sentences.

- 1 behalf of; 2 paper; 3 good terms with;
 4 the weather; 5 the whole; 6 no account;
 7 the point of; 8 demand; 9 purpose;
 10 the impression; 11 control; 12 loan;
 13 account of; 14 principle; 15 your own;
 16 the increase; 17 arrest; 18 pressure;
 19 discussion; 20 your breath

Idioms

19 Choose whether A or B best completes the stem sentence, then explain the idiomatic phrases in bold.

- The firm gave him a **golden handshake**
 A when he retired, in recognition of his long years of faithful service.
 B to encourage him to look smarter at work.
- It's a **good job** you came –
 A why don't you consider accepting it?
 B I couldn't have managed without you.
- This gadget is **just the job**
 A for chopping cabbage quickly.
 B but it can be fun to use.
- She **handed in her notice**
 A after a dispute with her boss.
 B and hoped it would be used.
- He was **given the sack**
 A to put all the documents in.
 B for incompetence and insubordination.
- In its first year, the company **broke even**
 A and soon went bankrupt.
 B despite the economic recession.
- This job involves **shift work**, so you
 A sometimes have to work at night.
 B have to be prepared to travel.
- We need to consult the **shop floor**
 A to see if someone has swept it.
 B to find out their attitude to the proposals.

Phrasal Verbs (Appendix 2)

20 Fill in each gap with an appropriate particle, then explain the meaning of the completed phrasal verbs.

- The pensioner was **taken** by a thief posing as a telephone engineer.
- I feel very wronged when I'm **told** for something I haven't done.
- She plans to **take** the issue of unemployment in the area with her local MP.
- Globalisation has made cultures so similar that it's difficult to **tell** them
- Although only 20, she had no hesitation in **taking** her employers when they treated her unfairly.
- In order to discourage her, she was told that criticising colleagues would **tell** her.
- Since retiring I have **taken** golf as a hobby.
- The central government wants to **take** control of local council expenditure.
- Just because you had a bad day at work there is no reason to **take** it on me.
- "Don't worry! I won't **tell** the boss you. Your secret is safe with me!"

Fixed Phrases

21 Match the two halves of the sentences to make logical statements which contain a fixed phrase containing **take** or **tell**.

- | | |
|--|--|
| 1 I don't know if the new measures will reduce unemployment; | a took me by surprise. |
| 2 It is taken | b as far as anyone can tell. |
| 3 I can't prove to you that this is a good idea; | c only time will tell. |
| 4 The reversal of the judge's decision | d you'll just have to take my word for it. |
| 5 The employees seem to like the new manager, | e as read that you are willing to work regular overtime. |



Talking about Professional Skills

- 22 a. You will hear two people discussing their employees with a view to giving one of them a special project. Listen and fill in the gaps in the following notes about the employees.



Kevin Westwind

- Always treats team members fairly.
- Good at empowering 1) , always expresses confidence in their ability.
- Provides 2) , thus helping his team members develop.
- He is not a 3) , and is often surprised by problems.



Alison James

- Good at interpersonal 4) and anticipating others' reactions.
- 5) is a strong point and she comes up with new ways of doing things.
- 6) is a weak point and she shows signs of tension when under pressure.



Simon Wright

- Excellent 7) skills which is unusual for a science graduate.
- High degree of technical 8) ; keeps up with new technology.
- Plenty of 9) and can pass this on to others.
- Has been known to lose his temper with members of his team.



Gary Wilson

- Possesses personal 10) with the right amount of 11) which lets him see the value in others' ideas.
- Can cultivate 12) well.
- Despite his years of experience, he often forgets basic procedures and checks.

- b. The following phrases were heard in the recording. Complete them in your own way, or use what you heard, if you can remember.

- 1 He's quite good at *making people feel motivated*.
- 2 The downside is that
- 3 She's big on
- 4 She's also strong on
- 5 She doesn't fare so well in
- 6 He has the added advantage of

- 7 He keeps abreast of
- 8 He's oozing with
- 9 I understand that his is good.
- 10 He's got the that's so important in his role.
- 11 His ability to is second to none.
- 12 What about his lack of

Speaking

- 23 a. Study the prompt boxes below, containing more useful language for discussing people's skills and drawbacks.

Discussing people's skills

- Her ability to ... is unmatched.
- He knows how to ... better than anyone.
- He's my number one choice for tasks which require ...
- She has a great amount of expertise in ...
- When it comes to ... , she's the best we've got.

Discussing people's drawbacks

- The only problem with him is that ...
- He tends to ... every now and then.
- I wouldn't normally involve him in ...
- Her experience with ... is limited.
- I don't think she's the person to ...

- b. In pairs, discuss which of the people in Ex. 22 would be best for each of the following tasks. Use phrases from Exs. 22 and 23.

- 1 Someone who knows the company well must write the text which will appear in the company's promotional brochure. The person assigned this job will work closely with our newly-established Graphic Arts Department.

A: *What do you think of ...?*

B: *Not a bad choice. However, the problem with him is ...*

- 2 An experienced person who can work well with a team must introduce three new recruits to the way things work in this company. Great care must be taken not to overwhelm or intimidate them, and a person who understands others well would be ideal. There's a lot of important stuff to explain in only a few hours, so some tension might be expected.

- 3 Two of our teams have been under-producing badly. Their morale is low and their results are not improving. Someone needs to make a team out of them again and instil some confidence in them. However, there's no telling how these people will feel or react when they're told that someone new is taking over.

- 24** a. You will hear two dress consultants, Sarah and Fred, discussing the dos and don'ts of casual wear in the office. Before you listen, tick the items of clothing which you feel would be appropriate for a 'dress-down day' at the office.

business suit	.....	flip-flops	.....
faded jeans	.....	a sari	.....
Bermudas	.....	moccasins	.....
dungarees	.....	blazer	.....
low cut dress	.....	

Listening – Part 4

- b.** Listen to the recording. For questions 1-6, decide whether the opinions are expressed by only one of the speakers, or whether the speakers agree. Write *S* (for Sarah), *F* (for Fred), or *B* (for Both) where they agree.

- 'Dress-down Fridays' have created a general fashion problem.
- Using simple common sense would eliminate the dilemma.
- There is a misconception that women do not make mistakes in their choice of office wear.
- Leather and denim clothing are inappropriate business wear.
- Footwear must be considered carefully.
- When dressing down, one should still dress professionally.

- c. Using ideas from the box below, talk about the factors that influence the way people dress.

- identification with a cultural or social group
- mood modification
- prestige and self esteem

- 25** a. You will hear an expert being interviewed about stress. Match the terms (1-4) to the explanations (a-d), then discuss examples of each.

- 'survival stress' is caused by ...
 - 'internally generated stress' is caused by ...
 - 'environmental/job stress' is caused by ...
 - 'fatigue-induced stress' is caused by ...
- a ... tiredness from long periods of overwork
b ... a dangerous/challenging situation
c ... a tense, hurried approach to life
d ... tension in one's living/working environment

Listening – Part 3

- b.** Listen to a talk about stress, and answer the questions (1-5).

- Timothy Fry tells us that stress
 - should be controlled rather than eradicated.
 - makes for an interesting life.
 - is little understood by ordinary people.
 - is an inevitable fact of life.
- According to Timothy, what produces stress?
 - Losing control of a situation
 - Excessive physical exercise
 - A person's own attitudes and actions
 - Tiredness after a short burst of activity
- The disadvantage of 'deadline euphoria' is that you
 - may become overconfident of your abilities.
 - could unconsciously ruin the work environment.
 - might fail to accomplish your objective.
 - might put things off indefinitely.
- 'Self-fulfilling prophecies' come true because
 - we have unrealistic expectations of the future.
 - our attitudes affect what happens.
 - some people are genuinely unlucky.
 - negative events get progressively worse with time.
- According to Timothy, people have a tendency to
 - want to control the actions of others.
 - alter the course of history.
 - overestimate what others can do.
 - make too many mistakes.

- c. Using phrases from the box below, talk about what situations you find stressful.

- I tend to ...
- Whenever I'm just about to ...
- Perhaps what really gets me is ...
- Every now and then I get ...

Listening – Part 1

- 26** **a.** Listen to a school counsellor talking about his work with young adults, and answer the questions.

- What does the speaker say has changed over the years?
 - Young people's self-esteem
 - Young people's interests
 - Young people's jobs
 - The counsellor has set up the advice centre
 - to help young people find jobs.
 - to convince young people to return to school.
 - to ease the strain of leaving school.
- b. What are the advantages of getting a job when you leave school, instead of going to university?

27 a. Listen to two people discussing an investment, and answer the questions.

- What can be inferred about the man and the woman?
 - They are employees in an organisation.
 - They probably own a business.
 - Their finances are in bad shape.
- What is the man worried about?
 - Staff might become upset if they realise their productivity is being measured.
 - Staff will probably not be enthusiastic about taking the training course.
 - The training course will not be beneficial to staff productivity.

b. Which of the following statements would you agree with more? Why?

- I want to have my own business, be my own boss, earn a lot of money and feel that I'm achieving something every day.
- I want to enjoy my work, earn enough to live comfortably, and have time to give to myself and my family.

28 a. Listen to a young graduate talking about working in London, and answer the questions.

- What does the speaker say about London?
 - It is prettier than his home town.
 - It excludes certain people.
 - It is overrated as a place to work in.
- The speaker predicts that
 - the North will ask for independence.
 - the country may be fragmented.
 - London will be a separate state.

b. In your opinion, what is the best age for someone to get his or her own flat? Why?

29 a. Listen to a talk on the subject of hierarchies, and answer the questions.

- Which of the following correctly represents the hierarchy of a school's student body?
 - prefect, head girl, head boy
 - head girl, prefect, monitor
 - head boy, monitor, prefect
 - What are the "pyramids of power"?
 - hierarchical symbols
 - systems of hierarchy
 - business practices
- b. Should a worker be promoted because of his seniority, his achievements, or both? Discuss.

Speaking – Part 2: Work



Speculating

Stage 1

30 a. With a partner, look at pictures A and D. Together, talk about what might have happened just before the pictures were taken.



Evaluating

Stage 2

b. Now look at all the pictures. Two of the pictures will be used in a seminar for business people 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.



c. Listen to two students doing the speaking task in the exercise above. Who is more successful? Why? Think in terms of:

- contribution
- interactive communication
- grammatical accuracy
- range of vocabulary



Suggesting Alternatives

d. Together, suggest one other photograph which you would like to have seen on the cover of the leaflet. What would its theme be, and what would it have added to the cover?



Sample Interview

- 31** a. Look at the picture below. What is happening? Is this a common sight in your country?
- b. You will read an article about working from home. Before you read, look at the title of the article and guess which of the following is closest to the central idea of the text. Then read the article quickly and check your answer.
- Working from home is ideal for young mothers.
 - Working from home is not as straightforward as people think.
 - Working from home allows more regular contact with relatives and friends.
- c. Choose from the paragraphs on the opposite page (A-H) the one which fits each gap (1-7). There is one paragraph you do not need to use.

Reading – Part 3

I've told you not to call me at the office ...



"You lucky thing, working from home." My friend lolled on my sofa, sipping coffee. I fidgeted, wondering when she intended to get the heck out so I could steam into some work.

1

Yet working from home has whopping advantages: no commuting, and you can work to your own, infinitely flexible schedule. You can spend all day repeatedly opening and closing the fridge door and then stay up till 3 am, goggle-eyed at the PC. If your child emerges from his bed as one enormous, crusty chicken pox, you take time off and (here's the crux) work all weekend to catch up. But at least you can be there.

2

Jane Alexander, author of books on holistic living, has worked from home for 10 years. She and her partner share caring for James, their two-year-old son. "I'm a workaholic and extremely well-disciplined. It was bliss to come from a hectic office to the peace of home. People dropping in hasn't been a problem – in London I would ignore the doorbell, and when we moved to Somerset I didn't know a soul."

3

Young children seem to have no concept of why we work or need some degree of solitude in which to do it. I cannot imagine achieving anything worthwhile without tying up my children or resorting to strong adhesive. I have attempted to work with my 10-month-old daughter in the

house. Yes, she would happily gnaw at a teething ring next to my chair; moments later I would look down to see a baby-free void and finally locate her in the kitchen, licking the pedal bin.

4

Professor Cary Cooper, of the University of Science and Technology in Manchester, stresses: "Family, friends and neighbours must understand the nature of your role." He recommends "drawing a clear line between work and personal space. When you work in a central office you have a clear exit time; at home the tendency is to work on and off. Home working is all about flexibility, but it is counter productive if you cannot achieve a good work/life balance."

5

In questioning home-made and office-based journalists, Dr Sandi Mann at the University of Central Lancashire concluded that tele-workers were more likely to experience loneliness, irritability, resentment, guilt and frustration. Further mental health problems were evident, such as sleeping problems, having difficulty in concentrating, and feeling "that things were too much and they couldn't cope". Dr Mann highlights a "tendency to over-work" and argues that home-aloners need "more emotional support" and "innovative ways to reduce isolation".

6

An alternative is the personal coach who, says Pryor, "will hold you accountable for your whole week, help you to set healthy objectives, and work with you to find the easy way to attract the success you want."

7

It seems rather tragic, bubbling with excitement because a man is due round with your envelopes. But Williams stresses: "When structure doesn't exist we need to impose our own discipline. Go out, even if that only means popping out for a newspaper. Say 'Good morning', if it is only to the cat. And keep weekends sacrosanct. If you have a big push on and need to put in extra hours, communicate to loved ones so that they know they cannot come in and shout for juice."

A Ian Winter, a graphic designer based on the Isle of Wight, set up his home-based business when his triplet daughters, now 14, were toddlers. “When they know you work from home, clients call with work requests at 5 pm and expect it to be done by 10 am the next day. I keep stupidly irregular hours. There’s an undoubted advantage in working to your own schedule, but you have to be careful that it doesn’t turn into ‘I am awake, therefore I work.’”

B The downside of being in close proximity to a wide and varied food source is not enough to send me scooting back into the 9-5. Working from home is a lonely life; you become aware of background chatter and realise it’s you, talking to yourself. But, as Ian Winter points out: “The children have a strong feeling of us being a family unit rather than a mother at home and a father at the office. It works the other way, too. I feel more a part of the family, simply because I’m in the family all the time.”

C But there is a downside. She adds: “Isolation is the worst part. Managing work and a baby has meant lots of evening and weekend working. But the plus side is huge. James is relaxed and confident having both his parents around – although, naturally, he does not always understand that Mummy has to work rather than build a cushion mountain.”

D But coaches communicate mainly via phone calls. You may wish to see real people. Ben Williams, an Edinburgh-based chartered corporate psychologist, says: “It is essential to take social breaks. Meet friends for lunch. Arrange for suppliers to come to you.”

E Hence my unappealing habit of pouncing on my husband when he returns home from work, requiring him to be all-singing, all-dancing Entertainment Man. Business coach Rachel Pryor recognises the need for support, and is setting up a new facility (from May) enabling professionals at home to ‘meet’ weekly via teleconference calls.

F Two days a week, my children are bundled off to nursery. When someone drops in for a chat, I am aware of a loud tick-ticking between my ears, reminding me that the precious day (and therefore my professional reputation and any hope of future work) is slipping down the plughole. People don’t think you are actually working if you never go out but just sit around twiddling about on the computer. You are not a professional person in your bobbly sweater and slippers. You are the Pop-in Café.

G In a new study, researchers tracked the progress of children born in the seventies. They concluded – as if we are not awash with guilt already – that full-time employment for mothers of under-fives has “tended to reduce the child’s chances of obtaining A-level

qualifications” and “increase the child’s risk of experiencing psychological distress as a young adult”. In contrast, part-time employment by mothers “appeared to have few adverse effects”. Which makes home-working, with its bendy schedule, seem ideal.

H Although forbidden, my sons break and enter my office to steal pens, leaving me to make notes with a crayon. My husband props up his guitars against my PC. I have made pretend phone calls to shoo my cleaning lady away, and fixed a coffee for a friend with cold water.

Follow-up

32 a. Which words/phrases helped you insert the missing paragraphs? Underline them, then discuss your answers with a partner.

b. What do the following sentences mean as used by the writer? Paraphrase them.

- 1 My friend lolled on my sofa, sipping coffee. I fidgeted, wondering when she intended to get the heck out so I could steam into some work. (*p. 200, before gap 1*)
- 2 Hence my unappealing habit of pouncing on my husband when he returns home from work, requiring him to be all-singing, all-dancing Entertainment Man. (*paragraph E*)
- 3 You are not a professional person in your bobbly sweater and slippers. You are the Pop-in Café. (*paragraph F*)



Participles



Grammar Reference

- 33** a. Look at these extracts from the reading text on pages 200-201.

"... a graphic designer based on the Isle of Wight ..."

(paragraph A)

"... hence my unappealing habit ..." (paragraph E)

Which one could be rewritten in the passive, with *who* or *which*, and which in the active?

- b. Which of the following uses of the participle have a passive meaning, and which have an active meaning?

- 1 She sat by the window and watched the falling snow.
- 2 Archaeology studies the remains of vanished civilisations.
- 3 Changes in the spoken language occur more rapidly than in the written.

- 34** Complete the sentences using present or past participles and any other necessary words.



- 1 The office block, in the heart of the business district, is extremely modern.
- 2 The picture on the wall over there is of the company's founder.
- 3 Mrs Daventry, as a fierce and ruthless ogre by her employees, will not be missed when she retires.
- 4 I am fed up with the noise those children outside the office are making.
- 5 The Accounts files, since we arrived this morning, have finally been found.
- 6 I would love to work in an office the sea.
- 7 I find that light in my eyes very annoying.
- 8 The image in the mirror is distracting her from her work.

- 35** Join the following pairs of sentences using a participle construction.

- 1 The lifeguard was badly sunburnt. He had stayed on the beach too long in the middle of the day.
.....
- 2 Jenny was inexperienced. She didn't know what to do.
.....
- 3 The solicitor was going through the archives. He found an intriguing piece of information.
.....
- 4 I had never used the computer programme before. I found it unbearably difficult.
.....
- 5 He was released. He was found not guilty.
.....
- 6 The firefighter tried to rescue those trapped in the burning building. He was injured.
.....
- 7 I couldn't say where we were. I wasn't good at reading maps.
.....
- 8 I found it hard to read the letter. It was written very carelessly.
.....



Word Formation

- 36** Fill in the chart with different parts of speech. Consult a dictionary if necessary.

VERB	PERSON NOUN	ADJECTIVE	ABSTRACT NOUN
.....	officer	.....	.....
.....	industry
.....	collaborative	.....
administrate
organise

➔ Key Word Transformations

37 Rewrite the following sentences using the word in bold. Use between 3 and 8 words. Do not change the meaning of the original sentence.

- Peter didn't phone me, as he was aware of the alterations to the plan.
changed Knowing
..... didn't phone me.
- I was asked to participate because my boss realised my enthusiasm.
enthusiastic Seeing
..... to participate.
- Jane spent three hours shopping before going to work.
for Having
..... to work.
- Because it was the first time Harry had done the job, he made several mistakes.
having Never
..... made several mistakes.
- Kerry's teaching experience enabled her to deal with the children.
teacher Having
..... able to deal with the children.
- It was during his attempt to connect the wires that the worker was badly hurt.
trying He
..... the wires.
- His car wasn't needed yesterday, so his brother borrowed it to get to work.
being His
..... it yesterday to get to work.
- Reaching for the jam I knocked over the oil.
reached It was
..... I knocked over the oil.
- It was easy for Bond to take over from the pilot as he had often flown planes before.
found Used
..... to take over from the pilot.
- I had lost my fear of driving in heavy traffic, so I took a job as a delivery person.
feeling No
..... I took a job as a delivery person.

➔ Open Cloze

38 Fill in each gap with **one** suitable word.



Deming's Influence

The ongoing slump in the Japanese economy has taken some of the lustre **0)** *off* that country's once revered management techniques. However, total quality management practices, the business philosophy **1)** William Edwards Deming – **2)** helped build Japan into a superpower following World War II – have continued to shape the modern enterprise. Even in an era **3)** speed matters, **4)** is a growing emphasis on quality.

“Deming has clearly **5)** a profound and lasting impact on HR,” says Arnold Packer, a senior research fellow at Johns Hopkins University Institute for Policy Studies. He notes **6)** the ‘father’ of the quality movement focused attention **7)** 14 key areas, including the ability to build quality into a product in the **8)** place, improve it constantly, provide institute training **9)** the job, break down barriers **10)** departments, and stress workmanship over hierarchy.

Half a century **11)** and eight years after Deming's death, the concept is **12)** going strong. Within HR, it is leading to a greater emphasis on analytics, the widespread adoption of International Organisation for Standardisation guidelines, and, in some **13)** mandatory training for vendors. “**14)** time passes, the forces that lead to change will be harder to trace to Deming or any **15)** single cause,” Packer says. “But his impact will, nevertheless, remain profound.”

Word Formation

39 Use the word in capitals to form a word that fits in the space.

STRIKES IN THE '60s



Strikes were frequent in the 1960s, but 0) *differences* in the kinds of strikes compared to earlier periods in Canadian history were 1) In 1966, when the number of strikes and strikers involved peaked at levels higher than those of the 1940s, they did so within a system of contract collective 2) For example, many strikes revolved around contract 3), not over the actual rights of workers. However, as workers' 4) deepened, more and more of them walked off the job 5) in what were known as 'wildcat' strikes. In the 1960s, wildcat strikes were a 6) new phenomenon; indeed, these strikes accounted for one third of disputes reported in 1966. Workers, ignoring the terms of their contracts, struck to protest speed-ups on the 7) line, the firing of a fellow worker, and slow 8) of grievances and contract 9) In some instances, wildcat strikers and their leaders found themselves at odds with one another. The contract system tended to put union leaders in a 10) position, because they were held responsible for the actions of their members.

DIFFER

NOTICE

BARGAIN

RENEW

CONTENT

LEGAL

RELATE

ASSEMBLE

RESOLVE

NEGOTIATE

COMPROMISE

Words with Multiple Meanings

40 Find one word which is appropriate for all three gaps in each of the following sets of sentences.

- The office stationery is white with a thin blue round the edge.
 - Several High Street shops were extensively damaged by a huge of rioters.
 - The brass at the company picnic played my favourite music.
- Paychecks which are not after six months will be disposed of.
 - The employee he had been in bed with a bad cold on the day of the meeting.
 - Government policies and the ensuing strikes a number of lives.
- It is obvious that the novelist her inspiration from her own childhood.
 - Mandy's excitement mounted steadily as the weekend near.
 - The presenter a comparison between the behaviour of animals and the behaviour of young children.
- The holiday on a Saturday last year, so we didn't get a day off.
 - Leonora suddenly silent, which made her staff wonder if she was upset.
 - After the arrival of the new team of managers, profits rapidly.
- The pedestrian's shoe left its in the fresh cement on the pavement.
 - Nobody said anything definite, but I got the that they were unwilling to hire me.
 - Harry will keep you entertained: he does a very good of his new manager.
- The company's profits have been affected by increasingly competition from its nearest rivals.
 - The police use 'sniffer' dogs to find hidden drugs, because these animals have an amazingly sense of smell.
 - She never misses a chance to flatter the senior executives; she's obviously very to get promotion.

Summary Writing

41 Read the following texts about work. For questions 1-4, answer with a word or a short phrase. For question 5, write a summary according to the instructions given.

A The British are notorious for working the longest hours in Europe. For many of us, long hours are a form of addiction. For some, it's about proving your dedication. For others, it is just part of the culture. But Britain's long hours' culture is not necessarily achieving a great deal; British companies are 25% less productive than their continental counterparts.

When the BBC's *Money* programme asked office staff at one large company to try to keep their set hours for a week (some of them work up to 60 hours a week), they were unwilling to try. But management was keen to reduce stress by improving the balance between employees' home and work life, and thought the experiment might be a good way to get everyone thinking about their working hours and how they might be able to reduce them.

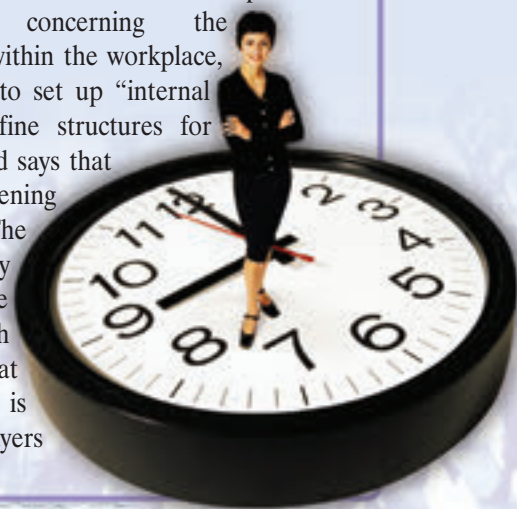
As the week progressed, staff found it hard to cope with the pressure of leaving work undone. They felt they were letting people down and worried about the effect on the business. By the middle of the week, the pressure was bringing some of them to breaking point. With the help of work/life specialist Lynne Copp, the stressed workers were encouraged to try delegation, reorganising priorities and making meetings more focused. Did the company suffer? Despite some catching up the following week, the running of the company as a whole did not seem to be greatly affected. In fact it had caused a reappraisal of the whole attitude to staying late.



B Having lived and worked in the Netherlands for nearly five years, I know what a wonderfully comfortable place it is. There is full employment and everyone goes home at 5:30 pm. But despite this enviable life style, an average of 90,000 Dutch employees fail to turn up for work each year on the grounds of suffering 'overspannen' (work-related stress) – a condition which allows them to take a year off on full pay and then, if they are not cured, to enter into the benefits system for the rest of their lives.

Worried about an upcoming merger? Teased or ignored by your colleagues? Don't like your desk? Faced with a long commute? Overworked? Underworked? Feel like a break? Simply get a doctor to agree that you are under a little stress, and a year off work on full pay can be yours.

So obsessed are the Dutch with the idea of stress that there is even a ministry for its study and regulation. As far as it is concerned, stress is never caused by weakness or incompetence: instead, it is a fact of modern life, caused by a working environment that is less than perfect. It distributes leaflets concerning the management of stress within the workplace, encourages companies to set up "internal steering groups to define structures for stress management" and says that the best solution is "listening and talking". The condition is, essentially no different from the 'stress' imagined by rich New Yorkers, except that in the Netherlands it is employers and taxpayers who pick up the bill.



1 What does the writer mean by the phrase "long hours culture" in the first paragraph?

.....

2 Explain in your own words how certain workers reacted when they tried to keep to their hours.

.....

3 Explain in your own words why the writer regards the Dutch as having an "enviable lifestyle".

.....

4 Why does the writer put the word 'stress' in the last sentence into inverted commas?

.....

5 In a paragraph of 50 - 70 words, summarise the ways in which, according to the texts, work related stress is dealt with in Britain and the Netherlands.

.....

STRATEGY POINT

Formal letters are written for a wide variety of reasons – e.g. to present information, to make an application, to recommend someone or something, to complain, to apologise, etc. As you have seen before, in letters of this type the language is very important. There is a danger that, if the wrong tone is used, the letter will not be effective.

A formal letter should contain:

- An **introduction**, in which the reason for writing is clearly stated. In many cases, it is necessary to state who you are.
- A **main body**, in which the task is covered according to the instructions given. Each different issue should be discussed in a separate paragraph.
- A **conclusion**, in which the writer restates the main points of the article and/or states an opinion. Any action you want taken should be clearly stated either in the conclusion or at the end of the main body.

- 1 How formal does your letter need to be? Why?
- 2 What is the purpose of the letter?
- 3 What does the information above tell you about the employee?
- 4 How could you paraphrase the information given? What would be the reason for doing so?
- 5 What information about the employee would you include in your letter?



Model

b. Read the model below and fill in the gaps with the words given.

- social • response • fulfilled • hesitation
- asset • judgement • consistently
- adaptable • following • efficiently



Understanding Rubrics

42 a. Read the rubric and the prompt material below and answer the questions that follow.

- You work as a manager for a large company.
- The head of personnel has asked you to write to him with information about one of your employees, who is being considered for promotion. Using the notes you have made, below, write your letter, including your own views about whether or not this employee should be promoted.

EMPLOYEE REPORT CARD

Name: George Whitelaw

Date of Birth: 16th October, 1979

Present Position: Junior Clerk

Comments

Assessment after 3 months:

Has quickly adapted to new responsibilities and settled in well. Seems capable and reliable. Recommended for customer relations duties. One verbal warning given for poor timekeeping.

Assessment after 12-month trial period:

Highly recommended for permanent employment. Excellent client relations. Successfully completed all projects assigned to him. Proven highly effective both in project work and on own initiative.

Granted permanent position following recommendation above.

Dear Mr Mountjoy,

I am writing in **1)** to your request for information about George Whitelaw and whether or not he is a suitable candidate for promotion within our company. I hope the **2)** will be of use to you.

Mr Whitelaw has been with the company for two years, during which time his performance has **3)** improved. His first assessment, after three months at work here, showed him to be **4)** and able to get on and work well with his colleagues. He also proved to be a hard worker and able to cope with the workload **5)** and reliably. His open manner and his **6)** skills led us to recommend him for duties in customer relations. There was only one minor black mark against his name in this first three-month period, when he received a verbal warning for lax timekeeping. However, one warning was enough and there has been no repetition of the offence.

I am glad to say that all the expectations we had of Mr Whitelaw were **7)** , as can be seen from his assessment report after he had been with us for one year. In that report we recommended him for permanent employment with us, considering his performance to be above average and thus a(n) **8)** to the company. His work, especially in client relations, has been excellent, and he has successfully completed all projects that were assigned to him. What makes him particularly valuable in my opinion, is that he is self motivated and can be relied on to use his own **9)** He is also a good man to have on projects which require working in groups.

In my opinion, Mr Whitelaw is certainly due for promotion, having all the qualities we look for in our senior staff. I would recommend him without **10)** Please feel free to contact me should you require further information.

Yours sincerely,

DK Vince

David Vince

Extracts

43 a. Read the extracts below and say which of them:

- 1 is from a job application.
- 2 is from a letter of complaint.
- 3 is from a letter of apology.

A In addition to being rude, he was also inattentive. At one stage, he spilt tomato soup on 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 would have 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.

b. Read the extracts again and underline the words and phrases that helped you decide.

Letters of Application

In letters written to support an application for a job or a course of study, you have to write about yourself. It is important to use exactly the right tone, otherwise the application will be rejected. Such letters usually contain some or all of the following:

- the name of the job/course you are applying for
- where you saw it advertised
- what you are doing now
- what work experience you have
- your academic qualifications
- the personal qualities which make you suitable for the job or course

Vocabulary

44 a. Put the words and phrases below into the appropriate categories and add others of your own.

- capable • trustworthy • manager • apprentice
- Masters • dependable • handling cash • PhD
- office duties • attended a course • committed
- successfully completed • motivated • part-time

Work Experience	.....
Academic Qualifications	.....
Personal Qualities	.....

b. Use words and phrases from those above to fill in the gaps in the sentences below.

- 1 During my time in the retail outlet at Slane Clothing, I became used to
.....
- 2 While at Durham, I
..... in management practices.
- 3 I my studies in 1999 and was awarded a first class Honours degree.
- 4 After two years in my previous job, I was promoted to the position of assistant
.....
- 5 I joined the *Liverpool Echo* as an
..... printer in 1993.
- 6 At the same time as I was doing my degree, I also worked for a parcel delivery service.
- 7 I performed the full range of
..... during my employment in the administration department of Halley's.
- 8 Since leaving school, I have been
..... to a career in marketing.





Analysing the Model

- 45** a. Read the letter of application for a job, below, then discuss the questions that follow.

Dear Mrs Blake,

- 1** I am writing to apply for the position of Sales Manager in your Boston office, as advertised in the Herald newspaper on 6th May.
- 2** As outlined in my curriculum vitae, I graduated from the University of Brighton with a BSc in Business Studies and Economics in 1996.
- 3** Following my graduation from university, I moved to New York, where I trained as a Sales Consultant for the Seabrook Company for three years. On my return to England, I continued to work as a sales consultant until 2001, when I obtained my current position.
- 4** At present I am employed as Assistant Sales Manager at Deerfield Enterprises, where I am responsible for the organisation of staff and stock, as well as the allocation of the budget within the sales department. My duties also include planning new sales strategies, and I am generally noted for my organisational and business skills, as well as my initiative.
- 5** I believe that I would be an ideal candidate for the position you have outlined, as I have had extensive training with a well-known American firm. The time which I spent living in New York also ensured that I obtained a valuable insight into American culture and business practices. I also have several professional contacts in America, which could prove to be extremely useful in my future career. Finally, I am willing and able to relocate at short notice, which I understand to be a requirement of the position.
- 6** Please find enclosed my curriculum vitae and two references from previous employers, as requested. I would be happy to supply you with further information should it be required. I thank you for considering my application and am willing to attend an interview at any time.

Yours sincerely,

DW Huntley

David Huntley



- In which paragraph(s) has the writer:
 - given details of the job he is applying for? ...
 - mentioned academic qualifications? ...
 - written about work experience? ...
 - described personal qualities / suitability? ...

- b. Read the letter again and replace the underlined information with details – real or imaginary – about yourself (the job you would like to do, your work experience, personal qualities, etc).



Letters of Complaint

If you write a letter of complaint, it is important to keep to the facts. Your letter will not be effective if your writing is too emotional. You should say exactly what your complaint is, giving all the relevant details such as times, places, names, etc. A letter of complaint should contain:

- an **introduction**, in which you state your complaint, providing details of place, time, etc.
- a **main body**, in which you give the exact details of your complaint. Narrative techniques (tenses and time words/phrases) will be necessary where the reason for the complaint involves references to time.
- a **conclusion**, in which you summarise the main body and/or make reference to future action. In some cases, it is appropriate to ask for compensation.



Vocabulary

- 46** a. Put the words given into the table below. Some of them may be used more than once. Add more of your own.

- faulty • slow • (in)attentive • (in)capable
- rude • defective • (dis)courteous
- (un)damaged • (in)competent • (un)available
- (in)experienced • obsolete • (im)patient
- careless • discontinued • (un)suitable
- (im)polite • dangerous • flawed

Product/ goods	.....

Service/ staff	.....

- b. In the sentences below, cross out the words in bold which are wrong, then make sentences in which they are used correctly.

- 1 The employee on duty at the information desk was so **inattentive** / **careless** that I had to repeat my request three times.
- 2 Although the work was done on schedule, some of the parts used in the repairs to the boiler turned out to be **incapable** / **defective**.
- 3 I was particularly offended by the **discourteous** / **inexperienced** service I received when I returned the **unsuitable** / **unavailable** product to the shop.
- 4 When the fault developed with the CD player, I sent it off for repairs under the terms of the guarantee, only to be told that this particular line had been **discontinued** / **flawed** for several years and replacement parts were no longer **obsolete** / **available**.

Extracts

- 47 a. Read the three extracts below and, for each one, say what the writer is complaining about. Who is the letter for/from?

- 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.

- b. Identify the narrative techniques in the extracts above. Why have they been used?

Letters of Apology

Letters of apology usually contain an explanation of what went wrong and can also include a suggestion as to how things have been (or will be) put right.

A letter of apology usually contains the following:

- an **introduction**, containing the reason for writing and/or details of who you are, a reference to previous communication, or a brief mention of the cause of the problem.
- a **main body**, in which separate paragraphs deal with individual aspects of the problem, explanation, etc.
- a **conclusion**, which contains a reiteration of the apology and/or a reassuring remark.

Appropriate Register

- 48 a. Read the extract from a letter of apology below and, in pairs, discuss the impression that the language creates.

We're sorry¹ that you've been put out.² We had a bit of bother³ with the incompetent idiots who deliver our stuff.⁴ They claim (although I don't believe them) that⁵ they got lost and had to come all the way back to the factory.⁶ Then, after all that,⁷ when they were taking it off the van⁸ some fool went and dropped your stereo and scratched it.⁹ Then, would you believe it,¹⁰ we searched high and low in the warehouse but we couldn't find another one like it.¹¹ But don't worry, we're doing the best we can¹² to get one to you in a couple of days or so, with any luck.¹³

- b. Match the prompts below to the numbered phrases above, then re-write the extract using a more appropriate tone.

... a replacement proved difficult to find as the model you ordered was out of stock
... the hi-fi system sustained a small amount of damage
... for the trouble you have been put to
... apparently
... they had difficulty finding your address
... to supply your order as soon as possible
... subsequently
... with our delivery service
... while it was being unloaded
... unfortunately
... a problem arose
... please accept our sincere apologies
... I assure you that we are doing our utmost

→ Beginnings and Endings

Remember that formal letters begin and end with **either**:

Dear Sir/Madam, → Yours faithfully, **or**

Dear Mr/Mrs/Ms Smith, → Yours sincerely,

All formal letters **begin** with the reason for writing – e.g. *I am writing to request ... / to inform you ... / to notify you ... / to complain about ... / to apologise for ... / to apply for ... / etc*

In addition, you can include one or more of the following:

- who you are – e.g. *I am writing in my capacity as manager of Home Foods Limited to ...*
- a reference to a previous communication – e.g. *I am writing in response to your letter dated 13th February ...*
- details of place, time, people spoken to, etc – e.g. *... during my stay at the London Hilton between 2nd and 5th March ...*

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

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

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

- is a letter of complaint.
- offers an apology.
- is an application for a job.

A Dear Sir/Madam,

It is with regret that I feel I must write to you to bring to your attention the appalling service I received at your High Street outlet. During my visit there on 4th September, I was horrified by the lack of courtesy shown by your staff.

B Dear Sir,

With reference to your letter dated 5th November, I am writing in my capacity as manager to say how concerned I was to hear of the regrettable series of events that took place during your visit to our restaurant.

C Dear Mrs Carter,

With regard to your advertisement in the online edition of the *Bedfordshire Globe*, I am writing to express my interest in the position of secretary that has become vacant in your Luton branch.

1 Once again, may I convey my sincere apologies for the inconvenience you have been caused. By way of compensation, I would like to offer you and your party a complimentary four-course meal at a date which is convenient to you. I look forward to hearing from you.

Yours faithfully,

Derek Mor

Derek Mor

2 I hope that, in the light of the information above, you will consider me for the post. I can be contacted at the above telephone number during working hours and I am available for an interview given one day's notice.

Yours sincerely,

Hilda K Long

(Mrs) H K Long

3 I trust you will give this matter your urgent consideration and will take the necessary disciplinary action against the employees concerned. Meanwhile, I look forward to receiving a written apology by return of post.

Yours faithfully,

P D Grant

Peter D Grant

→ Understanding Rubrics

50 a. Read the rubric and the prompts below, then answer the questions that follow.

- You recently went on a train journey which was delayed by several hours. Using your notes, below, write a letter in which you complain to the railway company. You should explain the reasons why you are dissatisfied and say what you expect the company to do to compensate you.

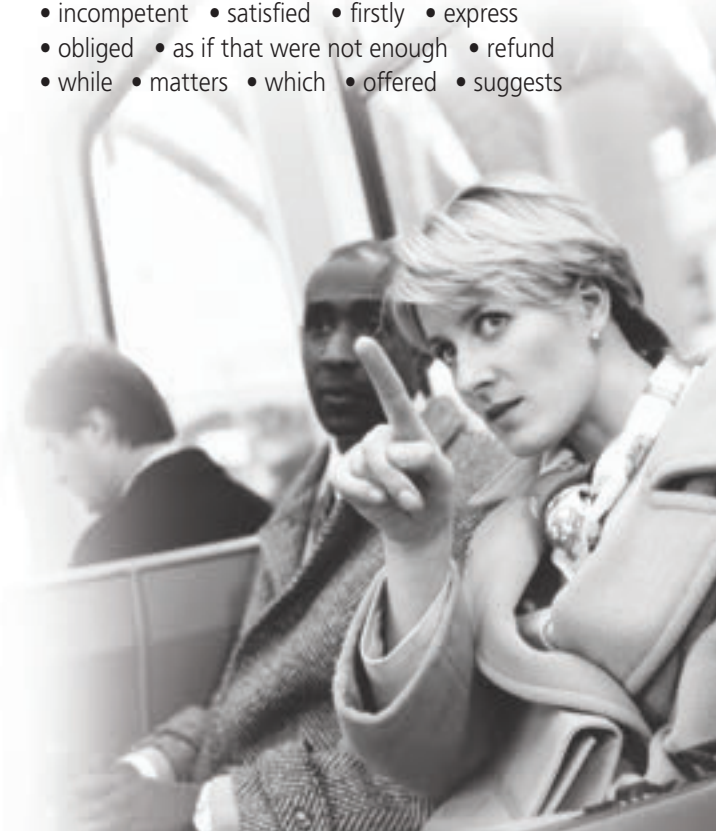
- train 3 hours late arriving at station
- no seats for first hour
- buffet closed
- broke down in Bristol – 1 hour wait on platform
- ask for money back (don't forget to mention that the tickets were for First Class)

- What type of letter is this?
- Who do you have to write to?
- How will you begin the letter?
- What tone will you use?
- How will you organise the main body paragraphs?
- How will you end the letter?

→ Model

b. Now read the model and fill in the gaps with the following words and phrases.

- incompetent • satisfied • firstly • express
- obliged • as if that were not enough • refund
- while • matters • which • offered • suggests



Dear Sir,

I am writing to 1) my extreme dissatisfaction with the service provided by your company. Last Wednesday I had an important business meeting in Cardiff, 2) I had to cancel due to the incompetence of your rail service.

3) , the train was three hours late arriving at London. It was announced that the train would be late, but not by how much, and no apology for this inconvenience was 4) I was obliged to ask a ticket inspector what was causing the delay: he shrugged and said that he supposed it could be repairs to the line. Surely your customers should be better informed than this, giving them the option, and the time, to choose alternative means of getting to their destinations.

5) , I was forced to stand for the first hour of my journey, there being no available seats. As I had paid for a seat in the first class compartment, I find this particularly deplorable. Either your booking staff are 6) or they do not care about selling more tickets than there are seats, thus causing inconvenience, not to mention cheating the public. Furthermore, the buffet was closed for the whole of the three-hour journey, a further inconvenience that angered many passengers.

The last straw was when the train broke down at Bristol and the passengers were 7) to leave the train and wait for an hour on the platform. I cannot understand why it was necessary for us to wait in the cold and wet 8) repairs were being effected.

You claim to run a quick, efficient and user-friendly rail service, but my experience of it last Wednesday 9) the opposite. You provide a public service, and the sure sign of success in such a business is 10) customers. It seems to me you have greatly damaged your reputation.

Finally, given the inconvenience, the missed business meeting, and the overall incompetence of your service, I demand a 11) of the cost of a first class ticket from London to Cardiff. If you do not give this matter your urgent attention, I shall have to take 12) further.

Yours faithfully,
Andrew Fanning
 Mr A Fanning

Discuss & Write

51 Read the rubrics below and answer the questions that follow.

- A**
- You recently attended a work experience course, where you were given the opportunity to observe the functioning of a busy office and perform a limited number of office duties. Printed below are the notes you made on your experiences. Write a letter to the manager of the company thanking him or her for their cooperation and pointing out some of the most beneficial aspects of the experience.

WORK EXPERIENCE PLACEMENT

Peake Enterprises Ltd 23rd - 30th June

Remember to mention in thank-you letter:

- People really nice
- Great to see a real, working office - not just theory
- Fantastic chance to learn more about computers
- Interesting talking to public
- Useful for project
- Useful for future career

- B**
- You work in a large department store and have just received the following memo from the manager. Write the letter to Mr Graham, as requested in the memo.

To: Jon Franklin
From: David Barnes

Jon,

Would you please write a letter to Mr Graham (details attached) apologising for the mix-up over his television. We actually lost his order (but for goodness' sake don't tell him that!) Be diplomatic and mention the delays in supplies from the warehouse. We really have messed him around and he's been waiting for two weeks now. Should be there by Friday. Tell him the usual stuff about him being a valued customer and we're going to send him a free TV table to make it up to him.

Thanks,
D B



- C**
- Renovations have recently been carried out in your place of work and there are several problems with the standards of workmanship and the materials used. You have been asked to write a letter to the contractors who were responsible for the work, pointing out the reasons for your dissatisfaction and explaining what you expect them to do about it.



- 1 What type of letter do you have to write?
- 2 Who is the target reader?
- 3 Who are you writing as?
- 4 What information will you include in the introduction?
- 5 What will you write in the main body paragraphs?
- 6 What impression do you want to create with this letter?
How can it be achieved? Are there any things you should avoid?
- 7 How will you end the letter?

52 Using the information in this unit, write one of the letters you discussed in Ex. 51.

Our Planet, Our Home



Lead-in

- 1 What is the situation in each photograph? What might the long-term effects of these problems be?

Picture C shows spillage from a tanker.

- 2 a. Work with a partner and rank the environmental problems listed from 1 – 5 according to how important you feel they are. Then compare with another pair.

- urban smog
- dumping of hazardous waste
- overuse of fertilizers and pesticides
- ozone layer depletion
- acid rain

- b. Now match the problems to the possible solutions below, and talk about them as in the example.

- improving public transport
- encourage people not to use aerosols or other products containing CFC gases
- alternative methods of growing crops
e.g. organic farming
- obligatory use of alternative energy sources
- stricter legislation regarding waste disposal

Urban smog is a serious problem in cities. It could be dealt with by improving public transport so fewer people use private cars.

- 3 a. Discuss the following statements with a partner, and decide whether they are true (T) or false (F).

- 1 The amount of woodland destroyed each year is 32 times the amount of burnt areas which are reforested.

- 2 Extensive use of fossil fuels is partly responsible for the global increase in cancer cases in the 1990s.
- 3 Around 700 marine species became extinct in the 1990s due to various types of sea pollution.
- 4 A person living in London inhales pollutants equal to a person who smokes 10 cigarettes a day.
- 5 Over 15% of the British shoreline has sustained severe erosion due to global warming.
- 6 On average, UK city councils receive a total of 10,000 noise complaints per year.

- b. Now listen to a scientist talking about statistics concerning environmental problems in the UK and check your answers.

- 4 Discuss the following quotations. Paraphrase them and say if you agree with them. How do they relate to Ex. 3?

"Facts do not cease to exist because they are ignored."

Aldous Huxley (British novelist)

"We already have the statistics for the future: the growth percentages of pollution, overpopulation, desertification. The future is already in place."

Gunther Grass (German writer)

- 5 a. You will read an article about the environment. Before you read, look at the pictures and the title. What do you think the article will be about?

- b. The following words appear in the article. In what context do you think they will appear?

- conflict • breeding ground • crude oil
- well-paid jobs • toxic waste dumping

Reading Part 4

Oil Against Caribou



plains, Arctic tundra and forests of **stunted** trees, with no signs of man: no roads nor car parks, no visitor centres nor 30 hiking trails.

In the short summers the tundra **explodes into vibrant reds and yellows**. In winter it is **smothered** in snow. Visitors talk about a **primal** landscape that takes them back to a time before man, but to the environmentalists 35 and the Gwich'in, it is the wildlife that makes it unique. It has the only population of Alaskan polar bears that live on land; it has the near-extinct shaggy musk ox, the regal moose, grizzly bears, wolverine and lynx. The refuge is the breeding ground for 150 species of birds that **migrate** to 40 the US, Asia and South America for the **bitter** winters, when for three months the sun does not rise and temperatures drop below minus 50 centigrade.

Above all, it is the 130,000 caribou which **dominate** the landscape and on which the Gwich'in depend for much of 45 their food. Each year the caribou go on one of the last great mammal migrations on the planet, **trekking** from 1,000 miles away in Canada, through the 9,000ft Brooks range and swimming **precariously** across sweeping rivers, to the narrow coastal strip of the refuge. Here, in the 50 calving grounds sacred to the Gwich'in, the caribou fatten up with cotton grass to get them through the Arctic winter and, protected from predators, the cows give birth. But amid the **majestic** scenery are a few oil seeps, a tell-tale sign of what is underneath: below the feet of the grazing 55 caribou lies enough crude oil to fill up to 16 billion barrels - worth many tens of billions of pounds - and the oil companies are pushing hard to start drilling.

Oil is already produced along much of the rest of the Alaskan coast but is starting to dry up. At the Prudhoe Bay 60 field, just along from the refuge, production has fallen from two million barrels a day a decade ago to a million now. And the momentum to **raid** the refuge for oil, which will further promote global warming, is building. Although not all shareholders are enthusiastic, preferring money to 65 be spent on renewable energy sources, the oil industry can **count** on the support of the majority of Alaskans. Oil has made this once poor and punishing state rich and far more comfortable, and now accounts for 85 per cent of its economy. Anchorage, not so long ago a small, insignificant 70 town, now boasts soaring, mirrored office blocks, and every village now has a million-dollar school. Oil has brought

They hiked over mountains and canoed along crashing Arctic rivers. They were guided by a sun that set for only an hour a night and braced by freezing winds. For 800 miles across the wilderness they **trekked**, from the Yukon in 5 Canada to remotest Alaska, far above the Arctic Circle. When they finally made it to the log cabins of Arctic Village on Friday, their cries of joy and their dancing and singing for a moment drowned out the deep fear that drove them on their **odyssey**. The 100,000-strong Gwich'in tribe's 'millennium trek' was a desperate plea for survival. One of 10 the last tribes of native Americans to live by subsistence, they fear that they - and the caribou on which they depend - are about to lose a 25-year battle that could end in one last Klondike-like scramble for oil. It is a battle that has 15 pitched Alaska against the rest of America, and the Indians and environmentalists against Britain's biggest oil company.

The age-old conflict between development and environment has nowhere been so **stark** as in this fragile 20 corner of the world. Nowhere are man's thirst for oil and the effects of global warming having such an **impact**. The remote Gwich'in community of Arctic Village, 100 miles north of the Arctic Circle and with no **access** by road, **nestles** against the southern edge of the vast Arctic 25 National Wildlife Refuge. The **refuge** is the last true wilderness in North America, so abundant in wildlife it has been **dubbed** America's Serengeti. Here are 20 million acres of **soaring** snowcapped mountains, **marshy** coastal

- c. Now read the article quickly. Were your predictions correct?
- d. Read the article and answer the questions (1-7) that follow.

many thousands of well-paid jobs, and opening up the refuge will create up to 700,000 more, and with current oil fields drying up, pressure for new jobs is **intense**.

Prudhoe Bay is one of the largest industrial developments in the world, with hundreds of miles of pipelines **snaking** across the damp tundra, disappearing off to the horizon in every direction. There are hundreds of well heads and processing facilities, flares, landing strips, roads, sea water processing plants and accommodation blocks. In between, the land is indeed clean and major oil spills have been avoided. However, the company's record here is far from **unblemished**: earlier this year it had to pay a \$15m fine for toxic waste dumping.

For the Gwich'in, there is a far more **fundamental** issue. Faith Gemmill, their spokeswoman, showed me around her ancestors' cemetery, on a bend in a river overlooked by the mountains. She then declared: "This is how we have lived for thousands of years. No one has a right to take this away from us for money or greed. This is what they did to the Sioux when they killed the buffalo. When is this country going to learn they can't do that to a people?"



- 1 The Gwich'in tribe seem to have
 - A travelled to gain publicity.
 - B taken part in a traditional dance ritual.
 - C recently become aware of a threat.
 - D been at war with neighbouring tribes.
- 2 Their destination, Arctic Village
 - A falls within a wildlife reserve.
 - B is home to many wild animals.
 - C is part of an area under threat.
 - D is completely inaccessible.
- 3 According to the article, locals and tourists
 - A are struck by the diverse natural surroundings.
 - B are mainly interested in birds.
 - C are awed by the area's long history.
 - D have different perceptions of the area.
- 4 The caribou are unusual in that
 - A they survive in an oil field.
 - B they make seasonal journeys.
 - C they are considered sacred.
 - D they can only eat certain grasses.
- 5 Greatest support for the drilling to begin comes from
 - A oil companies.
 - B the Alaskan locals.
 - C the unemployed.
 - D the Anchorage authorities.
- 6 The writer implies that the installation at Prudhoe Bay
 - A is a taste of things to come.
 - B is larger than it should be.
 - C is without environmental impact.
 - D is aesthetically pleasing.
- 7 Regarding the clash between the environmentalists and the oil companies, the writer's attitude can best be described as
 - A cynical.
 - B balanced.
 - C partisan.
 - D aloof.

Follow-up

- 6 Answer the following questions.
 - 1 What is meant by the phrase 'live by subsistence'? (line 11)
 - 2 What does the writer mean by calling the Arctic 'fragile'? (line 19)
 - 3 Why does the writer think that the local population will support the oil industry?
 - 4 What point is Faith Gemmill making when she mentions the Sioux and the buffalo? (line 92)
- 7 a. Look at the words in bold and try to explain them.
b. Find synonyms for the highlighted words.
- 8 What does the writer say about the benefits of drilling for oil in the area where the caribou graze? Which side of the argument would you be on?

→ Environmental Issues

9 Find out the meaning of these words and use them to complete the sentences below.

- greenhouse effect • biodegradable • wetlands
- deforestation • dumping • toxic waste • renewable energy • emissions • biodiversity • global warming
- ozone layer • desertification • smog • habitats
- depletion

- 1 There are still scientists who dispute the existence of and say there has been no real change in temperature.
- 2 The draining of to build factories has enraged environmentalists.
- 3 On some days in summer the is so bad that people with breathing problems are advised to stay at home.
- 4 Carbon dioxide must be cut if we want to stop polluting the air.
- 5 of waste at sea is forbidden by international law.
- 6 Lack of rain means that large areas of previously fertile land in Africa are threatened with
- 7 We must develop sources and not depend on oil.
- 8 The problem with most plastics is that they are not and cannot be reabsorbed by the earth.
- 9 The build up of a layer of gases trapped in the earth's atmosphere which prevents heat escaping is known as the
- 10 Steady in the Himalayas has resulted in catastrophic floods in countries at sea level.
- 11 Scientists first became aware of the effects of certain gases on the environment when they found a hole in the over Antarctica.



- 12 As cities expand, many animals are being driven from their natural
- 13 Plant and animal species dying out means the loss of the of the planet.
- 14 Since continues to be hazardous for a long time it is difficult to dispose of it safely.
- 15 Despite attempts to persuade people to conserve water, the of water supplies continues.

→ Odd One Out

10 Work in pairs. Find the odd one out, then briefly explain why it doesn't belong in the group. Consult a dictionary if you wish.

- 1 sun – wind – waves – coal
- 2 drought – oil spill – avalanche – landslide
- 3 recycling – reforestation – pollutant – conservation
- 4 fumes – gases – smog – atmosphere
- 5 sheep – tiger – whale – dolphin
- 6 natural – raw – crude – refined
- 7 fertiliser – repellent – herbicide – pesticide
- 8 organic – toxic – noxious – poisonous

"Coal" is the odd one out, because the other three items are renewable sources of energy.

→ Collocations

11 Match the following words to form collocations and use them in sentences.

acid	risks
nuclear	fuels
fossil	rain
health	power

12 Match the sets of adjectives in A with the nouns in B to form collocations. Then choose a suitable item to fill in the gaps in the sentences below.

A	B
wind, solar	power
natural, man-made	species
noise, air	disaster
industrial, nuclear	fumes
wildlife, water	waste
extinct, endangered	pollution
noxious, toxic	conservation

- 1 The city was dominated by tall factory chimneys, from which poured into the atmosphere.
- 2 The WWF is dedicated to

- 3 The number of in the world is increasing as habitats are lost.
- 4 Some countries have been criticised for selling their to developing countries.
- 5 People living near airports are those worst affected by , but we all suffer from it to some extent.
- 6 Judging by the number of panels visible on people's rooftops, is becoming more and more popular.
- 7 Global warming is resulting in an increased number of throughout the world.

Commonly Confused Words

13 Underline the **two** words which complete each sentence.

- 1 When it was discovered that the river water had been seriously **contaminated** / **spoilt** / **polluted** / **infected**, the local council banned fishing there.
- 2 Local residents protested strongly about government plans to place a new **oil slick** / **landfill** / **rubbish dump** / **greenhouse** on the outskirts of the town.
- 3 Poisonous **gases** / **resources** / **odours** / **fumes** from cars and industry fill the air above most modern cities.
- 4 We need to find some **balance** / **equilibrium** / **steadiness** / **stability** between progress and conservation.
- 5 The earthquake was so strong that it caused terrible **dereliction** / **devastation** / **demolition** / **destruction**.
- 6 Luckily most of the inhabitants were **shifted** / **evacuated** / **relocated** / **re-established** before the volcano erupted.
- 7 Many people are starting to buy **refined** / **organic** / **fertilized** / **natural** foods rather than those with chemical additives.
- 8 Plans to build a new power **station** / **plant** / **factory** / **works** have been cancelled.

14 Make sentences to explain the difference in meaning between the following pairs. Use a dictionary if you wish.

- | | |
|------------------------|--------------------------------|
| 1 spill – pour | 6 zoo – sanctuary |
| 2 natural – physical | 7 corrosion – erosion |
| 3 fuel – energy | 8 oil – petrol |
| 4 endangered – extinct | 9 melt – dissolve |
| 5 famine – starvation | 10 conservation – preservation |

*The chemist carefully poured the liquid into the flask.
Oil spilled into the sea from the damaged tanker.*

Prepositions (Appendix 1)

15 Fill in each gap with the correct preposition.

TOO MANY OR TOO FEW?

A few countries in Africa, mainly in the south, have large herds 1) elephants that are growing 2) number and are already exceeding the capacity 3) game reserves to sustain them. In most other countries, mainly in the centre of the continent, elephants are 4) the brink of extinction. Countries with big and growing herds push 5) culling and trade elephant products. Those without, favour a ban 6) the ivory trade.

For environmentalists, the answer is to redistribute elephants 7) overpopulated to underpopulated areas, which helps to ease the pressures to cull and stops the bitter clashes 8) what to do. However, this is often just too expensive.

The only real solution lies 9) the opening up of large new elephant lands by pulling down the fences of game reserves and joining them 10) with other protected areas, including those 11) adjacent countries. This would create new homelands 12) thousands of elephants 13) a fraction of the cost. 14) fact, one such trans-frontier park was opened early this year between South Africa and Botswana in the Kalahari and the governments 15) South Africa, Zimbabwe, Botswana and Mozambique have agreed to set up two more in areas of high elephant congestion.



16 Fill in *in*, *on* or *under*, then choose any eight of the completed phrases and make sentences.

- 1 sale; 2 comfort; 3 the contrary;
 4 the job; 5 no time; 6 existence;
 7 name only; 8 bail; 9 advance;
 10 repair; 11 orders; 12 your mind;
 13 secret; 14 vain; 15 the agenda;
 16 the trail of; 17 age; 18 disguise;
 19 impulse; 20 approval

17 Fill in *to*, *at* or *out of*, then choose any eight of the completed phrases and make sentences.

- 1 a discount; 2 use; 3 my surprise;
 4 practice; 5 doors; 6 my face;
 7 sea; 8 breath; 9 the time;
 10 a profit; 11 speed; 12 length;
 13 heart; 14 least; 15 stock;
 16 a guess; 17 town; 18 this day;
 19 control; 20 fashion

Idioms

18 The following sentences use animal-related phrases. Underline the correct word to complete each sentence.

- Joan's been **beaver**ing / **dog**ging / **rat**ting away at her computer all morning.
- Jack has been trying to **snake** / **worm** / **fox** his way back into my favour all week, but it's no use.
- No wonder she's so slim, she eats like a **bird** / **cat** / **worm**.
- This crossword clue has completely **swanned** / **hared** / **foxed** me. You try!
- Stop **badger**ing / **hound**ing / **monkey**ing around with that equipment, you might break it.
- He's been **clammed** / **beetled** / **dogged** by bad luck ever since he arrived.
- Tommy rushed in, **aped** / **wolfed** / **ducked** down his food and ran back outside to play.
- Mark can't have forgotten; he's got a memory like a(n) **elephant's** / **hawk's** / **mole's**!
- The press have often been criticized for **wolving** / **hound**ing / **ferret**ing famous people until they get the story they want.
- The children **badgered** / **crowed** / **rammed** their father until he agreed to take them fishing.
- The journalist managed to **beetle** / **cow** / **ferret** out the information by going through all the old files.
- It is not considered acceptable in any sport to **crow** / **ape** / **squirrel** over an opponent you've just beaten.
- Ron **rammed** / **dogged** / **hared** up the steps and across the road and managed to catch the bus.

Phrasal Verbs (Appendix 2)

19 Fill in the blanks with an appropriate preposition and explain the phrasal verbs in bold.

- The world over, people are **turning** alternative sources of energy.
- As time **wears** the depletion of the earth's natural resources accelerates.
- Please **turn** the lights when you leave the room in order to conserve energy.
- The effects of inhaling carbon monoxide **wear** gradually.
- We may not be able to **turn** the situation fast enough to save the endangered species from extinction.
- When you have **worn** your clothes, don't throw them away – have them recycled.
- The oil spill **turned** to be the biggest environmental disaster in history.
- Acid rain gradually **wears** exposed outcrops of rock.
- Ultimately responsibility lies with us; it is useless to think that we can **turn** it to someone else.
- The footpaths through the hills get **worn** by the feet of ramblers.

Fixed phrases

20 Rewrite the following sentences replacing the underlined words with a fixed phrase with **turn** or **wear**. The word in bold is part of the fixed phrase.

- There has been an unexpected development regarding global warming. (**events**)

- The excuses of the oil companies are becoming rather tiresome. (**thin**)

- By the beginning of the next century we shall see universal use of renewable energy. (**century**)

- The condition of the planet has deteriorated. (**worse**)

- Industry will stop at nothing in order to make money. (**profit**)

→ Giving information

21 a. Listen to an environmental awareness class about recycling and complete the table.



The Quick Recycling Guide

Please consult this chart before recycling.

RECYCLE!	DON'T RECYCLE!	NOTES
☞ Unbroken 1)	☞ 2), mirrors	☞ Only bottle glass is recyclable. Ceramics 3)
☞ Plastic which bears the 4)	☞ 5) plastic.	☞ Even a small amount of the wrong type of plastic can 6) Throw away if unmarked.
☞ Mixed paper, junk mail, computer 7) , ☞ dry newspapers and newspaper 8) , cereal boxes.	☞ Wet or 9) paper, stickers, milk cartons, 10) paper (fast food wraps, foil)	☞ Pack newspapers tightly using 11) twine. Keep dry.
☞ 12) such as lawn chairs and window frames. ☞ Empty 13) , caps, lids and foil.	☞ Magnetic 14) parts. Spray cans which may have held paint or 15) material.	☞ Aluminum is not attracted to magnets.
<ul style="list-style-type: none"> • There is no need to remove 16) from cans and bottles. • Keep motor oil and 17) out of the environment. Call your council if you need to dispose of used car 18) 		

b. You have been asked to brief colleagues / classmates on some basic recycling rules. They come to you with the following questions. In pairs, use the completed guide to ask and answer questions.

- 1 what kind / glass / recycle?
- 2 all paper / recyclable?
- 3 if plastic / unmarked?
- 4 spray cans / recycle?
- 5 best way / recycle / newspapers?
- 6 what glass / not / recycle?

A: What kind of glass can I recycle?

B: Only recycle unbroken, clear bottles.



Listening & Speaking

- 22** a. You will hear a radio programme about space pollution which threatens the safe operation of satellites and the lives of astronauts. In what ways do you think space pollution poses this threat?

Listening Part 2

- b. Listen to the recording. For questions (1-9) complete the sentences with a word or short phrase.

Dr Novak describes space junk as being a result of our own **1** _____ negligence.

Government agencies are now joined by **2** _____ enterprises in space exploration.

Discarded spacecraft and equipment constitute a kind of **3** _____ time capsule.

In the 1960s, one astronaut **4** _____ on his camera in orbit.

In space, the paint on spacecraft has a **5** _____ .

Given time, **6** _____ or are hit and penetrated by debris.

When explosions in space become less frequent, spacecraft will start being destroyed **7** _____ .

The number of pieces of debris will **8** _____ once cascading begins.

Sustainable development must not affect the ability of our descendants to **9** _____ .

- c. Look at the following statement on space exploration. Do you agree with it? Why?

"Exploring space is a waste of money and will just mean we destroy another environment."

- 23** a. You will hear a radio debate in which two people discuss the introduction of heavy fines for littering public places. Before you listen, discuss the following.
- How can we contribute to keeping our cities/towns clean?
 - How can governments encourage people to do so?

Listening Part 4

- b. Now listen to the recording. For questions (1-6), decide whether the opinions are held by only one of the speakers or whether the speakers agree. Write G (for Graham), E (for Elaine) or B (for both).

- Many people don't understand the serious problems that can be caused by litter.
 - The new measures might bring on a general increase in fines.
 - The government has failed to get people to respect public places.
 - Introducing heavy fines is not the best way to curb street littering.
 - Informing people can sometimes work better than policing them.
 - There are no financial motives behind the introduction of the new measures.
- c. What would your position be on the matter? Would you be in support of the heavy fines, or would you try to educate and inform people in order to change their behaviour?

Listening Part 1

- 24** a. Listen to a talk about food contamination and answer the questions.

- Cases of food poisoning appear to be increasing because
 - there are more people living in England.
 - producers may be careless about cleanliness.
 - more food has to be produced than before.
 - According to the speaker, shellfish
 - should be washed before being eaten.
 - must be cooked very well.
 - are likely to cause pollution of the sea.
- b. What is the role of ordinary citizens in preventing the spread of disease?



25 a. Listen to a conversation and answer the questions.

- 1 The woman feels that children
 - A should be active.
 - B do not know what they want.
 - C should stop complaining.
 - 2 Compared to the man, the woman is
 - A more positive.
 - B more dubious.
 - C more ashamed.
- b. How should families encourage young children to care for the environment?

26 a. Listen to a talk about fake furs and answer the questions.

- 1 Fake furs are popular because they
 - A are brightly coloured.
 - B have been around for some time.
 - C do not pretend to be real.
 - 2 Young people now seem to be
 - A interested in past style.
 - B supportive of PETA.
 - C shopping at more expensive shops.
- b. In what ways are animals exploited in today's society? How does it make you feel?

27 a. Listen to a report about a park in London and answer the questions.

- 1 One reason why the Mudchute is remarkable is because
 - A it is surrounded by the city.
 - B there are plenty of flowers.
 - C it was created by local people.
 - 2 What makes it most important is that
 - A a farm has been established.
 - B help has been given by sponsors.
 - C it broadens children's horizons.
- b. What is the importance of parks for a city?

Speaking Part 3: The Environment

28 a. Talk about the following question for about 2 minutes. Use the ideas in the prompt box if you wish.

What are the greatest causes of concern regarding the environment?

- global warming
- endangered species
- marine pollution

b. Comment briefly on what has been said. Is there something you would like to add?

c. Listen to a student talking about the same question and take notes. How similar were the student's ideas to yours?

d. Talk about the following question for about 2 minutes. Use the ideas in the prompt box if you wish.

How far do you agree with the statement "we are a product of our environment"?

- the loneliness of cities
- nature's calming effect
- differences in people's temperament

e. Comment briefly on what has been said. Is there something you would like to add?

f. Listen to a student talking about the same question and take notes. How similar were the student's ideas to yours?

g. Discuss the following questions together.

- 1 How can people be convinced to leave the city and return to the countryside?
- 2 Are the world's governments doing enough to protect the environment?
- 3 What can we do to protect the environment in our everyday lives?
- 4 How important is it to be environmentally aware?
- 5 How strict should penalties for polluting the environment be?

Sample Interview

h. Listen to two students discussing question 1 above. Whose ideas are closest to what you said? Which of the two students is more successful? Why? Think about:

- grammatical accuracy • range of vocabulary
- pronunciation • communication

29 You are going to read three extracts associated with the environment.

- a. Look at the titles of the three extracts. In which extract are each of the following phrases most likely to occur and in what context?

- solar panels • radio receiver
- an easy food supply
- discovery and adventure
- ecologically degraded
- electricity supplier

- b. Read the extracts quickly, ignoring the gaps. Were your predictions correct?

- c. Read the extracts thoroughly and select the best word to fill each gap.

Follow-up

30 Answer the following questions.

- 1 What words and phrases does the writer of the first passage ("Go Home, Grizzly Bear") use to create suspense?
- 2 Why has the bear in the first passage started frequenting the residential area, and why are the locals "not amused"?
- 3 In what way are the sunslates mentioned in the second passage ("Home Power") different to conventional ones?
- 4 Why did Legget receive a check rather than a bill from his electricity supplier?
- 5 Where could the third passage ("Saving the Wilderness") come from?
- 6 According to the writer of the third passage, what does the wilderness have to offer us?

GO HOME, GRIZZLY BEAR



Carrie Hunt stands alert and silent on the porch of the house. Her heart **1)** in anticipation of what is to come and her eyes are **2)** on the tree line in the distance. All of a sudden, the radio receiver in her pocket **3)** to life. She has picked up signals which originate from a radio-collar worn by a 180 kg grizzly bear. No, Carrie is not a hunter. She is one of the leading bear behaviourists in the world, and tonight this petite blonde has her job **4)** for her. Recently, Lacy, the advancing grizzly, has been **5)** in local dustbins searching for an easy food supply. Not surprisingly, the residents of the area are not amused. Hunt, with any means within her **6)** , must persuade Lacy to return to the foraging grounds available to her in the woods.

- | | | | |
|-------------|------------|--------------|-------------|
| 1 A skips | B pounds | C sings | D bursts |
| 2 A fixed | B peeled | C glued | D riveted |
| 3 A springs | B jumps | C hops | D lunges |
| 4 A made up | B cut out | C taken in | D picked on |
| 5 A digging | B scouring | C scavenging | D meddling |
| 6 A grasp | B power | C hold | D ability |

HOME POWER

Leggett's own house in Richmond was the first in the country to be 7) with a solar PV-tiled roof. It is a pretty bungalow, like all the others on the street. When you look at the roof, however, the slates are different. Instead of the usual dark grey, these are bright blue, and 8) in the sunlight. In the past, solar panels have been 9) bolted on to rooftops, or installed next to the house like a hi-tech billboard. But here, the sunslates and the house are 10) integrated. Far from being a/an 11) , they make the roof a thing of beauty, as well as providing 1.6kW of power, which was more than Leggett needed to run the house. So not only did he create his own mini power station, he was able to sell 14 per cent back to the utility company. Although the initial 12) is expensive, how satisfying it must be to receive a cheque from your electricity supplier rather than a bill.

SAVING THE WILDERNESS

Thousands of tired, nerve-shaken, over-civilised people are beginning to find that we cannot 13) the wilderness and that mountain parks and reservations are useful not only as fountains of timber and irrigating rivers, but as fountains of life. The national parks movement, is seeing to the worldwide protection of wild places, not only out of respect for their intrinsic natural value, but also for their 14) to enrich people's lives with a depth of spiritual and poetic inspiration, discovery and adventure.

It is often in 15) places, away from the dominating presence or evidence of human activity, that thousands find spiritual and physical refreshment: on the downs, along the seashore or by the mountain streams. It is a dislike of constraint and restriction which 16) us to wild places. We aspire to wild landscapes because we aspire to freedom. In Britain our wild landscapes are now small in 17) and ecologically degraded due to overgrazing, acid rain and nitrogen pollution. What is left is 18) precious.

- | | | | | |
|----|-----------|-----------|-------------|-------------|
| 7 | A suited | B fitted | C matched | D installed |
| 8 | A sparkle | B blink | C tinkle | D dazzle |
| 9 | A hardly | B highly | C literally | D bluntly |
| 10 | A widely | B sheerly | C deeply | D fully |
| 11 | A eyesore | B toehold | C headache | D armload |
| 12 | A output | B outcome | C outlay | D outlet |

- | | | | | |
|----|--------------|---------------|--------------|--------------|
| 13 | A do without | B carry out | C break into | D turn into |
| 14 | A aptitude | B facility | C gift | D capacity |
| 15 | A hostile | B unwelcoming | C remote | D stranded |
| 16 | A hauls | B drags | C tows | D draws |
| 17 | A amount | B measure | C scale | D level |
| 18 | A completely | B doubly | C richly | D invaluable |

Concession & Comparison

Grammar Reference

31 Fill the gaps in the following sentences using one of the words below.

- however • while • whereas • in spite of • though
- yet • nevertheless • notwithstanding • despite
- although

- 1 In tropical areas there is luxuriant vegetation, in arid areas very little grows.
- 2 It is difficult to make people take action to help save endangered species., organizations like the WWF keep trying.
- 3 Greenpeace's efforts to prevent it, the ship carrying toxic waste left the harbour.
- 4 We are unwilling to give up our present lifestyle, it is the only way to reduce atmospheric pollution.
- 5 She agreed to the plan, with great reluctance.
- 6 not initially enthusiastic, they enjoyed themselves in the end.

32 a. Complete the sentences below by adding a point which contrasts with the previous statement.

- 1 The new development may bring jobs and prosperity. However,
- 2 The public transport system may be inefficient. Nevertheless,
- 3 Using fossil fuels contributes to air pollution, whereas
- 4 He claims to be a keen environmentalist, yet
- 5 Some people claim GM foods are perfectly safe. However,

b. Link the following pairs of sentences to form clauses of concession.

- 1 Some people think television is a waste of time. Television can be both informative and educational.
- 2 I truly believe that the best things in life are free. I can't deny the fact that money is terribly important.
- 3 Nuclear energy poses a serious threat to the environment. Nuclear energy is cheaper than other sources of energy.
- 4 Some people believe that cloning should be banned. Cloning may lead to important medical breakthroughs.
- 5 Development spoils the natural beauty of the area and leads to the pollution of coastal areas. Tourism may bring financial benefits to the local community.

33 Study the following sentences and explain their meaning. Then, complete the sentences that follow in your own way.

- Eating at home is nowhere near as much fun as eating out.
- Eating at home isn't anywhere near as much fun as eating out.
- The more you practice, the sooner you'll be fluent.

- 1 Travelling by car is nowhere
- 2 as going out with friends.
- 3 The more I, the more I



Key Word Transformations

34 Rewrite the following sentences using the word in bold. Use between 3 and 8 words. Do not change the meaning of the original sentence.

- 1 This car is far better than my old one.
nothing My old car this one.
- 2 Thank you so much for your generosity, but I can't accept the gift.
appreciate Much for me to accept the gift.
- 3 All your efforts will be in vain.
try However succeed.
- 4 You'll get there much quicker if you go by train rather than bus.
as Going by bus going by train.
- 5 I know Geraldine is very clever, but I don't think she's suitable for this job.
be Clever I don't think she's suitable for this job.
- 6 He tried hard, but he failed.
efforts In , he failed.
- 7 The exam was much easier than expected.
anywhere The students didn't find thought it would be.
- 8 Despite the cancellation of the concert, we had a good weekend.
called Even , we had a good weekend.
- 9 How long John will take to complete the project depends on how hard he works.
sooner The he will complete the project.
- 10 My old Hoover was far better than this new one.
nowhere This new Hoover my old one.

Word Formation

- 35 Fill in as much of the chart as possible with different parts of speech. Consult a dictionary if necessary.

VERB	PERSON NOUN	ADJECTIVE	ABSTRACT NOUN
.....	president	.....	.....
.....	.....	.....	oppression
.....	.....	deserted	.....
represent	.....	.....	.....
.....	critic	.....	.....
judge	.....	.....	.....
.....	.....	allied	.....

- 36 Use the word in capitals to form a word that fits in the space.

Changing Attitude

Interface Inc. CEO, Ray Anderson, has been 0) *jokingly* called the most colourful chief executive in America. By combining environmentalism with 1) to his company's success, Anderson has 2) proven that being green can also bring in the green for big business.

When Anderson started Interface Inc., in Georgia, in 1973, he was 3) about the environment. He'd earned a degree from Georgia Tech, worked for fourteen plus years in various positions in the floor 4) industry, and was out to make his own carpet business the most 5) in the world. He succeeded, turning Interface into a billion-dollar-a-year company. But there was a price. Every year his factories dumped hundreds of gallons of wastewater into waterways and spewed nearly 900 6) into the air. "It was a question of survival, I'm in a highly 7) industry," Anderson 8) in an interview with The Ottawa Citizen. "I never gave a thought to what we were doing to the Earth."

Then Anderson read Paul Hawken's book, the Ecology of Commerce. The book suggested that industry was 9) destroying the planet, and the only people in a position to stop the destruction were the 10) themselves. The book's argument spun Anderson's perspective 180 degrees.

JOKE

DEDICATE

RELENT

CONCERN

COVER

PROFIT

POLLUTE

COMPETE
CALL

SYSTEMATIC

INDUSTRY

Open Cloze

37 Fill in each gap with **one** suitable word.



THE GALAPAGOS

Visitors to the Galapagos Islands could be forgiven for asking what all the fuss is **1)** Disaster workers and ecologists **2)** outnumber tourists, but there are few visible signs of a disaster. A wrecked oil tanker, stranded on rocks a mile **3)** , is a blot on the tropical landscape. Simply keeping catastrophe at **4)** was never going to satisfy an environmental **5)** that wants the Galapagos Islands to remain as they were when Darwin visited in 1839, **6)** since most of the credit for the narrow escape is thanks to the winds and currents that carried the spill **7)** to sea.

About a third of the islands' 600 or **8)** native plant species are found only there. **9)** the 57 species of reptiles, land birds and mammals, more than 80 per cent are found nowhere else. Among these is the world's **10)** marine lizard, the only species of penguin found in the tropics, a cormorant that has lived so long without predators that it has lost the **11)** to fly, and many rare species of tortoise. All are uniquely vulnerable, hence the unique concern.

The Galapagos Islands were **12)** a national park in 1959, and developed an apparently model ecotourism industry – groups are sent **13)** hopping to designated sites and always with a guide. The local conservationists appeared confident at the helm, and the international environmental groups were pleased to have one **14)** place to worry about – until the rusting ship ran **15)** , and leaked its cargo of oil.

Words with Multiple Meanings

38 Select one word which is appropriate for all three gaps in each of the following sets of sentences.

- 1
 - The builders have still not sent us their
 - The education is controversial but is expected to be approved by a majority.
 - What was most noticeable about the bird I saw was its bright orange
- 2
 - Gossip is a(n) of village life that town-dwellers may find hard to get used to.
 - Do not miss the special on the British pop scene in next week's edition.
 - Terry considers her nose to be her prettiest
- 3
 - The case against Kay was dismissed because of the lack of evidence.
 - We exchanged some words but in the end were reconciled.
 - It was an extremely winter with temperatures remaining below zero for weeks on end.
- 4
 - I usually have a meal at about 8 o'clock in the evening.
 - Jones was lucky to get off with such a sentence.
 - Borrow this magazine if you want some reading for the journey.
- 5
 - My country house needs a considerable amount of money to
 - It is advisable to try to a steady speed at all times.
 - Both defendants that they were nowhere near the scene of the crime.
- 6
 - Our new house will be ready for in just over a fortnight.

• The of the university by protesting students lasted for three weeks.

• Gardening is a relaxing as well as therapeutic for those who suffer from stress.



Summary Writing

- 39** Read the following texts about strip mining. For questions 1-4, answer with a word or short phrase. You do not need to write complete sentences. For question 5, write a summary according to the instructions given.

On a cold, rainy night last December, more than 125 people gathered to talk about a strip mine. They came from Blair, Clothier and Sharples to pack the bleachers of an elementary school gym. Just over the ridge from the school, Arch Coal Inc. had stripped 2,500 acres of the Logan County hills around Blair Mountain. The company has applied for a license to mine 3,200 more.

If state regulators approve the new permit, giant shovels and bulldozers will eventually lop off mountain peaks of an area as big as 4,500 football fields, creating a veritable wasteland. Residents of the tiny communities complained Arch Coal's existing mine makes a terrible neighbour. Melvin Cook of Blair was the first to walk across the gym floor to a microphone and speak up. He complained about the blasting. Arch Coal dynamites rock formations to loosen them and residents say the blasts toss rocks and dust high into the air. Residents also say explosions shake their homes and crack foundations. "You can't bear it," Cook said. "It has torn my house all to pieces."

In 1977, the Surface Mining Control and Reclamation Act, or SMCRA, was passed. Among other things, SMCRA requires coal companies to post bonds before they receive new mining permits. The idea was to make sure that abandoned mines were cleaned up properly. To gain access to additional mining rights, coal companies would be obliged to deal with any acid or toxic material resulting from their mining practices and would be responsible for compensating local residents for damage to any of their property – dwellings and water wells included.

By law, two types of bonding systems may be adopted. Under one type of bonding, coal companies must post bonds that would cover the full cost of reclaiming mine sites. If companies go belly up, they forfeit their bond money and it is used to clean up the mine sites. Under the second type, coal company bonds do not have to cover the full reclamation costs, regulators must maintain enough money in a bond fund to reclaim any sites that companies abandon. Bonds are often set at amounts which don't cover the entire reclamation costs and abandoned mine sites remain barren eyesores which communities are forced to put up with.

- Geographically, how is an area affected when it is strip mined?
.....
- What is intended by the phrase 'a terrible neighbour' in the second paragraph (first passage)?
.....
- What does the phrase 'go belly up' mean in the fourth line of the second paragraph (second passage)?
.....
- Where is the idea of 'barren eyesore', which is contained in the second passage, echoed in the first passage?
.....
- In a paragraph of 50 to 70 words, summarise, according to the two texts, the negative effects felt by those living near an area where strip mining occurs.
.....
.....
.....
.....
.....
.....
.....



Essays

40 Read the rubric below and, in the table, note down the two sides of the argument according to the extract. Then think of points of your own to add to each side.

You recently read the extract below as part of a newspaper article about the damage we are causing to the Earth. Following a class discussion, your teacher has asked you to write an essay in which you look at the pros and cons of colonising other planets.

"If all else fails, they say, we can always set up colonies on the moon, or on other planets. This will give us a fresh start with new resources and a chance to start a new society from scratch. But we already have a society here on earth. If we can't make this one work, who is to say that we'll do any better with a new one. And what about the resources we have not exploited yet?"

Write your essay.

In favour

.....

Against

.....

41 Now read the model and put the phrases below into the correct gaps.

- in conclusion • furthermore • beyond dispute
- on the one hand • from a sociological standpoint
- surely • the question is • moral

Two things about modern life are 1) : that we have made tremendous advances in the field of technology; and that we have created enormous problems on earth. Whether or not one followed the other is not at issue here. However, the damage we have caused has led us to consider the possibility of colonising other planets. And technology could provide us with the means to do so. 2) : are we right to even consider it?

3) , the setting up of colonies would give us the chance to begin again. New societies could be

established without the constraints of the past. Starting from the beginning would force us to recognise where we went wrong and to learn from our mistakes. 4) , this would be a tremendous experiment which could offer untold benefits. In an alien and possibly hostile environment, for example, we would be forced to be more co-operative. It would be interesting, to say the least, to see how successful we were. 5) , there is also the practical aspect to consider. The location of the colonies could provide us with completely untapped resources. In an age when we are constantly aware of the depletion of the earth's supplies of fossil fuels, this could be a major boon to the economy.

However, from a 6) point of view, it seems wrong to simply ignore the damage we have done to the Earth and move on. The problems we have created could be arrested before things go too far. The forests, rivers, seas and air that we are polluting do not exist on other planets. 7) we have a moral duty to protect them? Moreover, looked at from a purely human perspective, life in a colony on a barren planet, without the natural beauty of Earth, eating synthetic foods and living in controlled environments, would be intolerable. We would soon miss the very things we are presently destroying.

8) , I believe that it is far better that we do something to halt the destruction of our natural resources on a global scale, and make this planet habitable for generations to come. If we start thinking now about colonising other planets, it is almost as if we have given up on the problem, and are making no discernable efforts to remedy the situation.

42 Fill in the plan below with information from the model. What difference would it make if there were four main body paragraphs?



Introduction	... <i>mention both sides</i> ...
Paragraph 2	First point in favour and example(s)/ justification(s) Second point in favour and example(s)/ justification(s)
Paragraph 3	First point against and example(s)/ justification(s) Second point against and example(s)/ justification(s)
Conclusion	... <i>writer's opinion</i> ...

43 Match the phrases below to make sentences.

- 1 Action is needed now before
 - 2 It should not be forgotten
 - 3 If we allow this situation to continue,
 - 4 It is only
 - 5 The government is obviously either
 - 6 Yet it would be a mistake to
 - 7 We have known about
 - 8 Although some measures
- a the consequences could be disastrous.
 - b the situation for some time and yet very little action has been taken to correct it.
 - c it is too late.
 - d have been implemented, these are clearly not enough
 - e a matter of time before the situation becomes uncontrollable.
 - f unable or unwilling to act.
 - g that the public also have a duty to act on this issue.
 - h overlook the fact that schools play a vital role in this.

checklist

44 Read the rubric below and, after filling in the checklist, write the essay in 300 - 350 words.

- Following a class discussion on the damage which is being caused to the Earth, your tutor has asked you to write an essay in which you isolate two or three of the main problems and put forward your own ideas for ways of dealing with them.

Tick the appropriate boxes.

You have to write:

- an opinion essay ☐
- a balanced essay ☐
- an essay suggesting solutions ☐

The paragraph plan you use must be:

- the same as the one on p. 228 ☐
- different from the one on p. 228 ☐

The tenses you use will:

- be mainly past tenses ☐
- include future and hypothetical constructions ☐

The language you use will be:

- formal because the target reader is your tutor ☐
- informal because you will be writing about your own ideas ☐

Articles

45 a. Read the rubric below and underline the key words and phrases.

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. Write your article.

- b. Choose one of the issues that is a problem in your country or suggest one of your own. Then make notes about the causes, effects and possible solutions related to the problem. How many of these points could you include in your article?

• deforestation • industrial waste • traffic problems • unregulated building work • other

Causes	..........
Effects	..........
Possible Solutions	..........

46 Now read the model on the next page and replace the words/phrases in bold with those given below. Discuss the differences these changes make to the article. Why would you want to make such changes?

- something is being done about it
- while we all feel we need one
- but the problem goes further than that
- the price we pay for this is
- pour money into
- firstly, though, the air that we breathe is being poisoned
- there are fewer and fewer places worth visiting
- smooth the flow of cars

Writing: Review of Basic Writing Tasks

In my opinion, motor vehicles pose the greatest threat to our environment. Cars, lorries, buses and even motorcycles are responsible for the high level of air pollution in towns. **However, the threat which is posed is far more complex than it would at first appear.**

Nevertheless, air pollution is an issue which we must address. The public and the government alike are aware of how serious this problem is, and **some measures have been taken to improve the situation.** For example, people have been encouraged to use non-polluting unleaded petrol in their vehicles, more pedestrianized areas have been created, and more trees have been planted. But the measures do not go far enough. In short, there are too many cars circulating in the towns, despite the measures taken so far. **The consequences include** the destruction of the natural environment, the gradual erosion of ancient monuments, and respiratory problems for the inhabitants.

The government is proposing plans to **increase the budget for** public transport systems and encourage people to use them, while banning cars from the town centres. As things stand today, there is nowhere for people to park and roads become congested and blocked by double parked cars. An efficient bus service and urban rail network would certainly help to **alleviate the problems associated with traffic.**

A further problem reaches beyond the towns and affects the countryside. More and more people want to escape the polluted cities in their leisure time and visit the countryside or spend a weekend in a small village. Roads and motorways are built to enable people to get to their secluded weekend villages with the result that there is massive over-development and **the number of traditional villages is rapidly dwindling.** With the building of roads, the natural beauty of the countryside is spoiled and the habitats of wildlife are disturbed or destroyed and the influence of private cars has an adverse effect on the whole country.

In conclusion, I believe that, **although there can be little doubt as to their usefulness,** the car is at the root of many of our environmental problems, and stricter measures should be taken to control the effects cars and other vehicles have on the environment.

- 47** Fill in the plan below with information from the model. Discuss whether there are any alternatives to this plan.



Introduction	... <i>issue which concerns the writer - motor vehicles</i> ...
Paragraph 2	.....
Paragraph 3	.....
Conclusion	... <i>reiteration of points in the main body</i> ...

- 48** Check that you know the meanings of the expressions on the left, below, and match them to their formal equivalents on the right. Add others of your own.

give in to/to back down	condemn
put up with/to stand for	deal with
tackle/get to grips with	tolerate
take advantage of	make an attempt
frown upon/take a dim view of	persuade to
talk sb into	submit/acquiesce/surrender to
give it a go	exploit



- 49** Read the rubric below, underline the key words and phrases, and, after filling in the checklist, write the article in 300 - 350 words.

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.

Tick the appropriate boxes.

You have to write:

- a very formal article ☐
 a humorous article ☐
 an article which will interest students ☐

Less formal phrases are often used because magazine articles:

- are less important than other types of writing ☐
 should capture the interest of the reader ☐

The language you use should be:

- all formal ☐
 all informal ☐
 a mixture of the two ☐

The paragraph plan you use must show:

- a logical progression of ideas ☐
 that you are an expert in the subject you are writing about ☐

The title of the article ('The Environment on our Doorstep') suggests that:

- you should write a very serious article because it is a very serious subject ☐
 you can write a less formal article because the title contains a less formal expression ☐

→ Reports and Proposals

50 Read the rubric below and decide which section headings would be most appropriate for your report.



You are a member of an ecology group which recently carried out a survey to find out the reactions of different age groups to various environmental problems. Participants in the survey were asked to state whether they were extremely, very, slightly or not at all concerned about each problem. The group organiser has now asked you to write a report, based on the table below, in which you analyse the results of the survey.

LEVEL OF CONCERN			
	13-18 year-olds	19-25 year-olds	26-45 year-olds
Deforestation	Not at all	Slightly	Slightly
Global warming	Very	Extremely	Very
Endangered species	Extremely	Very	Slightly

51 Now read the model and replace the words/phrases in bold with the synonyms given.

- based on • repercussions • purpose • go to work
- easing • on the whole • those interviewed
- tendency • largely as a result of • information
- consideration • ascertain

To: Jim Marey

From: Paul Stevens (group organiser)

Subject: Reactions of age groups to environmental problems

Date: 6th May, 2.....

Purpose

The **aim** of this report is to present the findings of a survey carried out to **determine** the level of concern among different age groups about global environmental problems. The **data** included below was obtained by interviewing both males and females in three different age groups. These are as follows: 13-18 year-olds, 19-25 year-olds, and 26-45 year-olds. The survey covered three main areas of environmental concern: deforestation, global warming, and endangered species.

Deforestation

Taking all three age groups together, this problem was of the least concern **overall**. The 13-18 age group responded that it was not a matter of concern at all, while the other two age groups found it only a matter of slight concern. While **respondents** were aware of

the existence of deforestation, they were less aware of its consequences, believing that something that happened on a different continent could have no **effect** on them at home.



Global Warming

Across the board, this was the environmental problem of greatest concern to those surveyed. The 19-25 age group expressed themselves as being extremely concerned about global warming, while the other two groups said they were very concerned. There was much greater awareness among all groups of the nature of the problem, **mainly due to** the extent of exposure and coverage in the various media. They also felt that it affected them directly and was getting worse. Many had taken steps to do what they could to participate in **alleviating** the problem, whether it was by joining demonstrations or simply by not using their cars to **commute**.

Endangered Species

The youngest group was the most concerned here. The 19-25 group said they were very concerned, while the 26-45 year-olds were only slightly concerned. This **pattern** might have to do with age, the young being more compassionate about animals. Again, it is also a question of endangered species occurring far from home and not having an immediate impact on their lives.

Conclusion

On the basis of the findings above, it would seem that the older people get, the less environmental problems are a cause for concern. What is of most concern tends to be that which affects their lives as they are lived now. Also, it must be taken into **account** that the older group surveyed were of an age to be fully employed and have families, factors that override the time and concern they can lend to environmental problems.

52 Discuss the alternative main body plan below and say what information you would include under the new headings. Which of the two plans do you prefer? Is there any difference in emphasis between the two plans?



13-18 year-olds

 19-25 year-olds

 26-45 year-olds

- 53** a. Say whether you would write a *Report* or a *Proposal* in the following situations and discuss the differences between the two types of writing.
- 1 Your manager has asked you to send information about the measures that your company has taken to help the environment over the last year.
 - 2 Your superior has requested suggestions for making your business more environmentally friendly.
 - 3 You would like permission from your college authorities in order to set up an ecology group within the college.
 - 4 You recently took part in a convention to discuss pollution. Your tutor would now like to know what you found out.
- b. For each of the situations above, discuss what section headings you would include and what information you would put under each heading.



- 54** Read the rubric below and, after filling in the checklist, write the proposal in 300 - 350 words.

- You are a member of a group called 'Environmental Protection' and have recently read the report in Ex. 51. Now the group organiser has asked you to write a proposal, based on the report's findings, suggesting how the public can be made more aware of the problems of deforestation, global warming and endangered species.

Tick the appropriate boxes.

You have to write:

a report ☐

a proposal ☐

You should use:

mainly past tenses ☐

future and hypothetical constructions ☐

The paragraph plan which is most appropriate is closest to the one you would use in a(n):

Opinion essay ☐

Balanced argument ☐

Essay suggesting solutions ☐

You need to include:

as many ideas as you can think of ☐

suggestions which are practical ☐



- 55** a. Read the rubric below and underline the points that you need to remember when writing your letter.

- 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 Oxton. 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. What reaction would you have if you lived in Oxton? Would you be in favour of or against the new factory? What points can you think of to support your views?

- 56** Now read the model and put the paragraphs into the correct order.

Dear Sir/Madam,

1 To sum up, I believe that if the factory were to be built it would pose an enormous threat to the natural environment, jeopardise already endangered species, create the risk of pollution, and destroy the natural beauty of the landscape. In short, I think it would be an environmental disaster and would bring absolutely no benefit to the area.

2 Finally, while the owners argue that the factory will provide employment, this is a small community and those that have chosen to continue to live and work here are all employed in the farming business. So, they would have to bring in people from elsewhere, which in turn would mean building a housing estate to accommodate them. Oxton is an area of great natural beauty, visited by many tourists in the course of a year, and building a factory and a housing estate would seriously despoil the landscape and discourage further tourism. It would also deprive those whose living depends on tourism.

3 I am writing to express my opposition to the proposed new fertilizer factory to be built close to Oxton, the market town where I live.

4 On a similar, and perhaps more serious note, there is the potential threat to human health which must be considered. Not only the river, but also the air and the soil could become polluted. Chemicals are needed to make

fertilizer, and how can we locals be sure that such chemicals are properly and safely handled – that there will be no spillages, or worse? For all we know, we might be breathing toxic fumes or eating contaminated food without knowing it.

5 My objections are threefold. Firstly, while it is true that Oxtan is a farming community and the new factory is meant to provide us with fertilizer, I understand it is to be built on the Oxbow River, which is the natural habitat of some endangered species of birds and other wildlife, such as badgers. There is a very real danger that the factory may pump waste into the river, polluting it damaging the fragile ecosystem. To destroy this habitat would push the area's wildlife closer to extinction.

Yours faithfully,

Mr. H. Simmons

57 Fill in the plan below with information from the model.

plan

Introduction	.....
Paragraph Two	
First point and example(s)/ justification(s)	.....
Paragraph Three	
Second point and example(s)/ justification(s)	.....
Paragraph Four	
Third point and example(s)/ justification(s)	.....
Conclusion	.....

58 Fill in the gaps below with one word. There may be more than one correct answer.

- I am writing to my opposition to / support for ...
- it is true that there may be some benefits, ...
- On a more serious, ...
- all we know, they could be planning to ...
- This would that local people would have to ...
- The proposed changes would a threat to ...
- In, this would cause ...
- All things, the community would be better off if ...

checklist

59 Read the rubric below and underline the points in the extract you have to respond to. Then, after filling in the checklist, write the letter in 300-350 words.

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.'

Tick the appropriate boxes.

You have to write:

- a letter of complaint ☐
 a letter for publication in a newspaper ☐
 a letter agreeing with the points in the extract ☐

Your main body paragraphs should:

- be the same length ☐
 follow one another in a logical sequence ☐

The tone of your letter should be:

- respectful at all times ☐
 aggressive and threatening if you feel strongly ☐

The language you use will be:

- formal because you are writing to a newspaper ☐
 informal because you will be writing about your own ideas ☐

Reviews

60 a. Read the rubric below and underline the key words and phrases.

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.

Writing: Review of Basic Writing Tasks

- b. Discuss a documentary that you have seen which would be appropriate for this review. Make notes in the table below.

Name of documentary

Other relevant information (name of documentary, producer, TV station, when shown, etc)

How effective was it?

Description of subject

What should have been included? Why?

61 Now read the model and underline examples of less formal language. Discuss why the writer has used this style?

Did you manage to catch *'The Coast Isn't Clear'* last night on ZTV? If not you have a second chance next Sunday when it will be repeated. Try your best not to miss it. It is a fascinating documentary about the effect, or rather effects, that tourism and development had on the small fishing village of Bodruan.

This once quiet and not very prosperous village relied on fishing and, to a lesser degree, farming for its livelihood. Ironically, things started to change when it was chosen as the setting for a successful TV series more than twenty years ago. As seen in the series, the village seemed untouched by the modern world. It was a charming old village set on what must be the most beautiful and unspoilt coastline in the country. And that was its downfall – depending on how you look at it.

It didn't take long for the tourist industry to realise that with a little bit of investment they could create an out-of-the-way, exclusive resort: the scenery would do the rest. Today, it is one of the most popular and most visited resorts in the country, and practically nothing remains of the old village or its way of life.

The documentary shows how development – hotels, casinos, discos, and marinas – has spoiled the natural beauty of the coastline. Developers paid no attention to local architecture, and built ghastly concrete monstrosities in the attempt to accommodate as many tourists as possible. All this development – the effluent from the hotels, and so on – helped to kill off the local fishing industry by polluting the waters, while its spread away from the coast used up what farmland remained. A whole way of life had disappeared.

What of the local people? It is true that they are now property owners, run nightclubs, and even own hotels, instead of living hand to mouth as fishermen and farmers. However, if I have a quibble with the programme, it is that the locals weren't asked whether there were any regrets. Did any of them miss the life they used to lead? Had it all been a change for the better, or could it have been done differently? I'd like to know.

checklist

62 Fill in the plan below with information from the model.

plan

Introduction

Paragraph Two

Paragraph Three

Paragraph Four

Conclusion

63 Read the rubric below and underline the main points. Then, after filling in the checklist, write the review in 300 - 350 words.



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.

Tick the appropriate boxes.

You could write a review of:

a short documentary about nature ☐

an animated film with an environmental message ☐

Your main body paragraphs should:

describe all aspects of the film ☐

focus on animals and environmental issues ☐

The style would be:

formal and academic ☐

descriptive and informative ☐

light-hearted and informal ☐



Self-Assessment Module 5

Vocabulary & Grammar

1 Choose **one** word from the box to complete each sentence.

- impact • remote • productivity • woes • renewable
- dispersed • dumping • wetlands • biodiversity
- recruit

- 1 We need to more university graduates to stay competitive.
- 2 It is the, relatively inaccessible places which are being used as sites for wind farms.
- 3 Although there are laws against waste at sea, many ships still attempt it.
- 4 The company's new policy of no overtime will have an immediate on middle managers, who regularly work late.
- 5 It is vital that money should be invested in research into energy sources before fossil fuels run out.
- 6 Michael used to go home every night and tell his to his wife; he didn't get on with his colleagues at all.
- 7 There was a public outcry at the proposal to drain the to build houses.
- 8 We will have to increase if we are to gain a larger share of the market.
- 9 The destruction of the rain forests and the resulting loss of animal and plant species, poses a threat to the of the planet.
- 10 At the end of the day the workers left the factory and to their homes.

(5 marks)

2 Complete the sentences by putting **one** word in each space.

- 1 Before you accept a job, think about the fringe, such as free travel, as well as the salary.
- 2 Environmental protection is not incompatible technological development.
- 3 Only time will to what extent the working environment will change in the future.
- 4 He took the job on and regretted it later.
- 5 It's not possible to tell at a who is suitable for a job; you must interview them.
- 6 There should be a complete on lorries passing through the city centre.
- 7 The director spoke on of all the staff and thanked Mr Johnson.

- 8 In the latest of events the government has agreed to impose stricter controls on factory emissions.
- 9 Unemployment is the increase and urgent measures need to be taken to limit it.
- 10 Conservationists say that many species are on the of extinction.

(10 marks)

3 Complete the passage by choosing **one** suitable word for each gap.

The worst job I ever had was working on an assembly **1) way/line/place** in a factory. I knew it would be boring when I took the job, but it **2) came/made/turned** out to be worse than that – almost intolerable, in fact. My colleagues were nice enough, and I was **3) on/in/at** quite good terms with them, but the real problem was the supervisor: every time he was in a bad mood or had something on his **4) nerves/heart/mind**, which was quite often, he seemed to take it **5) up/out/over** on us; he'd **6) tell/scold/speak** us off for things we hadn't done, and shout and scream till he was literally out of **7) voice/throat/breath**. Sometimes we used to try and reason with him to calm him down, but always **8) at/on/in** vain. We were under the **9) idea/impression/view** that he was a fixed part of the establishment, however, so we were all shocked when we learned one Monday morning that he had been **10) given/offered/put** the sack.

(5 marks)

Use of English

4 Rewrite the following sentences using the words in bold. Use between 3 and 8 words. Do not change the meaning of the original sentence.

- 1 I asked the twins to wear different clothes as I couldn't distinguish between them.
apart Being I asked the twins to wear different clothes.
- 2 Although conditions had become less favourable, there was no immediate cause for alarm.
turn Despite events there was no immediate cause for alarm.
- 3 Since nothing has been done, it is hard to take their excuses seriously now.
wearing Nothing thin now.

- 4 He kept on asking the company for more information but never succeeded in getting it.
badgered However
..... he never succeeded in getting it.
- 5 It was what he said which was unexpected, not so much what he was wearing.
surprise I was not
..... at what he was wearing as at what he said.

(10 marks)

5 Think of **one** word which can be used appropriately in all three sentences.

- 1 • According to the in the window , the shop will be closed until the end of the week.
• She gave in her and started to look for a new job.
• Cathy received an excellent in the local paper for her performance.
- 2 • The of the company has decided that all products should be environmentally friendly from now on.
• The price of most university accommodation includes room and
• This salad bowl and the chopping on sale over there are made from non-renewable wood from the rainforests.
- 3 • She decided she wasn't university, and went to secretarial college instead.
• Her dress was made of a soft, entirely natural
• The writer spent some months in the Far East collecting for a new book.
- 4 • She the protests as unimportant.
• Five workers were after a dispute over the new safety regulations.
• Since the prosecution was unable to produce any concrete evidence, the case against the environmental group was
- 5 • One of the problems affecting parts of the rain forest is the presence of miners hoping to gold.
• He doesn't me as being very interested in our project.
• If the transport workers tomorrow, many people will be unable to get to work.

(5 marks)

6 Use the word in capitals to form a word that fits into the space.

New Horizons

When I was offered a redundancy package a few years ago, I was initially quite happy. The thought of doing nothing but relaxiing for a while was not 1) , and the idea of total 2) from the rules and regulations of the office was very attractive. However, after a few months of 3) I started to feel at a loose end, and a little bit 4) , and realised I'd have to find work of some kind soon. Eventually I found a temporary post as research assistant to a leading 5) , who was at that time doing a research project on the 6) of natural habitats, particularly those of 7) animal species. What he was trying to show was the way in which man's interference in nature generally proves 8) for its native residents. This is probably self-evident to any thinking person nowadays, and we have a 9) to dismiss it as old news, but the facts and figures on some aspects such as 10) due to logging and burning never cease to amaze me.

APPEAL
DEPEND

EMPLOY
SECURE

ENVIRONMENT
DESTROY
DANGER

HAZARD

TEND
FOREST

(10 marks)

Reading

7 You will read an extract from Jules Verne's *Journey to the Centre of the Earth*. Read and answer the questions that follow (1-7).

- 1 What does the writer say about his feelings for the stream?
A He was relieved to find water.
B He was amazed how warm it was.
C He felt comforted by its presence.
D The sound of the water distracted him.
- 2 In the second paragraph, the writer's uncle
A wished the scenery was more varied.
B began to regret the route they had chosen.
C wished the descent was steeper.
D was tired of the unchanging gradient.

Under the Ocean

The gallery now began to trend downwards in a horizontal direction, with about two inches of fall in every furlong. The murmuring stream flowed quietly at our feet. I could not but compare it to some familiar spirit, guiding us through the earth, and I dabbled my fingers in its tepid water, which sang like a naiad as we progressed. My good humour began to assume a mythological character.

As for my uncle he began to complain of the horizontal character of the road. His route, he found, began to be indefinitely prolonged, instead of "sliding down the celestial ray," according to his expression. But we had no choice; and as long as our road led towards the centre – however little progress we made – there was no reason to complain. Moreover, from time to time the slopes were much greater, the naiad sang more loudly, and we began to dip downwards in earnest. As yet, however, I felt no painful sensation. I had not got over the excitement of the discovery of water. That day and the next we did a considerable amount of horizontal, and relatively very little vertical, travelling.

On Friday evening, the tenth of July, according to our estimation, we ought to have been thirty leagues to the southeast of Reykjavik, and about two leagues and a half deep. We now received a rather startling surprise. Under our feet there opened a horrible well. My uncle was so delighted that he actually clapped his hands – as he saw how steep and sharp was the descent. "Ah, ah!" he cried, in rapturous delight; "this will take us a long way. Look at the projections of the rock. Hah!" he exclaimed, "it's a fearful staircase!" Hans, however, who in all our troubles had never given up the ropes, took care so to dispose of them as to prevent any accidents. Our descent then began. I dare not call it a perilous descent, for I was already too familiar with that sort of work to look upon it as anything but a very ordinary affair.

This well was a kind of narrow opening in the massive granite of the kind known as a fissure. The contraction of the terrestrial scaffolding, when it suddenly cooled, had been evidently the cause. If it had ever served in former times as a

kind of funnel through which passed the eruptive masses vomited by Sneffels (an Icelandic volcano), I was at a loss to explain how it had left no mark. We were, in fact, descending a spiral, something like those winding staircases in use in modern houses.

We were compelled every quarter of an hour or thereabouts to sit down in order to rest our legs. Our calves ached. We then seated ourselves on some projecting rock with our legs hanging over, and gossiped while we ate a mouthful, drinking still from the pleasantly warm running stream which had not deserted us.

It is scarcely necessary to say that in this curiously shaped fissure the Hansbach had become a cascade to the detriment of its size. It was still, however, sufficient, and more, for our wants. Besides we knew that, as soon as the declivity ceased to be so abrupt, the stream must resume its peaceful course. At this moment it reminded me of my uncle, his impatience and rage, while when it flowed more peacefully, I pictured to myself the placidity of the Icelandic guide.

During the whole of two days, the sixth and seventh of July, we followed the extraordinary spiral staircase of the fissure, penetrating two leagues farther into the crust of the earth, which put us five leagues below the level of the sea. On the eighth, however, at twelve o'clock in the day, the fissure suddenly assumed a much more gentle slope still trending in a southeast direction.

The road now became comparatively easy, and at the same time dreadfully monotonous. It would have been difficult for matters to have turned out otherwise. Our peculiar journey had no chance of being diversified by landscape and scenery. At all events, such was my idea.

At length, on Wednesday the fifteenth, we were actually seven leagues (twenty-one miles) below the surface of the earth, and fifty leagues distant from the mountain of Sneffels. Though, if the truth be told, we were very tired, our health had resisted all suffering, and was in a most satisfactory state. Our traveller's box of medicaments had not even been opened.

3 What was the writer's reaction when they came across the well?

- A He thought it would pose no great problem.
- B He shared his uncle's excitement.
- C He hoped the ropes would be useful.
- D He wondered how they would manage to get down it.

4 According to the writer, what caused the formation of the fissure?

- A Erosion from the waters of the stream.
- B Gradual heat loss in the rocks.
- C Volcanic activity nearby.
- D Temperature changes in the earth.

5 As the stream flowed through the fissure,

- A it grew colder.
- B it grew warmer.

C it grew smaller.

D it grew bigger.

6 How did the stream remind the writer of his companions?

- A The water was fast-flowing most of the time.
- B The natural state of the stream was calm and slow.
- C The stream kept on changing, like his companions.
- D The movement of the water reflected their personalities.

7 What did the writer feel was to be expected?

- A the speed at which they travelled
- B the monotony of the journey
- C the exhaustion they felt
- D their excellent physical condition

(14 marks)

Listening

8 For each of the questions (1-8) choose the best answer according to what you hear.

Extract One

You will hear two people talking about noise.

- 1 According to the woman, people in restaurants
 - A sit too far away from each other.
 - B have to compete with the music.
 - C argue with one another.
- 2 What concerns the man about high noise levels?
 - A They inevitably cause violence.
 - B They may make some people go mad.
 - C They may become the norm.

Extract Two

You will hear part of an interview about bringing up children.

- 3 According to Martha, parents find it hard to
 - A be aware of what they are doing.
 - B reject what society requires.
 - C help their children develop confidence.
- 4 What might happen if boys hide their feelings?
 - A They will be more prone to illness.
 - B They may lack social skills.
 - C They may have professional problems.

Extract Three

You will hear part of a talk about the suffragette movement.

- 5 The suffragettes believed the government would enfranchise women if they
 - A caused it to lose votes.
 - B insulted politicians.
 - C burned the politicians' homes.
- 6 Emily Davison's death resulted in
 - A a war breaking out.
 - B women being given the vote.
 - C the suffragettes gaining more sympathy.

Extract Four

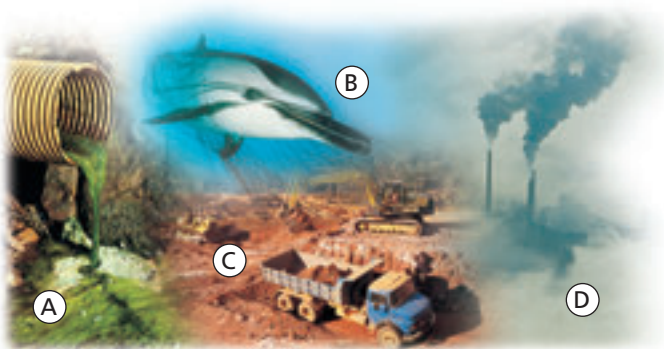
You will hear two people talking about DNA testing.

- 7 The woman feels that
 - A DNA profiling is not necessary.
 - B too much personal information is recorded.
 - C the needs of the public are not important.
- 8 The man believes that
 - A all DNA results are kept on file.
 - B there is nothing to fear from DNA.
 - C DNA profiling saves public money.

(16 marks)

Speaking

9 a. The photographs below show environmental issues. Look at photographs C and D and talk about where you think they were taken.



b. Now look at all the pictures. Imagine that you are on the board of a environmental protection organisation. You have been asked to lend your support to campaigns against these types of environmental damage. In pairs, talk together about the various environmental issues shown, then decide which one of these causes you think is the most urgent and the most worthy of the support of your organisation.

(10 marks)

Writing (a review)

10 You work for a nature magazine writing reviews of documentaries and films which are related to environmental issues. Write a review of a film/programme you recently watched, analysing the approach it took to its subject and mentioning any environmental issues which the film/programme failed to discuss in detail.

(15 marks)

(Total = 100 marks)

Progress Update

How do you rate your progress? Tick (✓) the box that applies to you.

	Excellent ****	Good ***	OK **	Could do better *
Vocabulary & Grammar				
Listening				
Speaking				
Reading				
Writing				
Communication				

PRACTICE TEST

1

Paper 1 – Reading

Part 1

For questions 1-18, read the three texts below and decide which answer (A, B, C or D) best fits each gap. Mark your answers on the separate answer sheet.

Buying Fast Food

Pull open the glass door, feel the rush of cool air, walk in, queue up, place your order, (1) some money. Watch teenagers in uniforms pushing various buttons, and moments later take (2) of a plastic tray full of food wrapped in coloured paper and cardboard. The whole experience of buying fast food has become so routine, so (3) unexceptional and mundane, that it is now taken for (4), like brushing your teeth or stopping for a red light. During a relatively brief period of time, the fast food industry has helped transform not only our diet, but also the landscape, economy, workforce and popular culture. Fast food and its consequences have become inescapable, (5) of whether you eat it twice a day or have never taken a single bite. The fast food industry has been a catalyst and a symptom of larger economic (6), such as the malloning and sprawling of the west.

- | | | | | | | | | |
|---|---|------------|---|-----------|---|------------|---|-----------|
| 1 | A | pay up | B | give out | C | pass on | D | hand over |
| 2 | A | claim | B | hold | C | grip | D | catch |
| 3 | A | thoroughly | B | virtually | C | fully | D | greatly |
| 4 | A | given | B | read | C | accepted | D | granted |
| 5 | A | despite | B | because | C | regardless | D | instead |
| 6 | A | modes | B | strains | C | streams | D | trends |

An Australian in Britain

Cambridge was not a good place to learn, because Cambridge is a law unto itself. For a year, I was to wonder why it was that people I had dined with the evening before would not (7) my greeting when we passed on the way to lectures the next day; a year later I had to ask myself why people I had never met pretended to know me. I had never before lived with people who had to turn every human contact to their own (8) and would not hesitate to (9) any new acquaintances they couldn't find a use for.

I found friends of a different kind eventually, but I (10) a shower of snubs along the way. My voice was too loud and my gestures too big. For my (11) I couldn't understand why English people apologised so much. They seemed to be apologising for their (12) existence.

- | | | | | | | | | |
|----|---|-------------|---|-----------|---|------------|---|----------|
| 7 | A | acknowledge | B | recognise | C | correspond | D | respect |
| 8 | A | profit | B | benefit | C | advantage | D | favour |
| 9 | A | eliminate | B | withdraw | C | jettison | D | dispense |
| 10 | A | gained | B | incurred | C | derived | D | captured |
| 11 | A | side | B | point | C | part | D | view |
| 12 | A | sheer | B | very | C | utter | D | actual |

2

Felicia's Journey

The train juddered on, rattling on the rails, slowing almost to a halt, (13) speed again. Felicia opened her eyes. A hazy dawn was distributing farmhouses and silos and humped barns in shadowy fields. Later, there were long lines of motor cars creeping slowly on nearby roads, and (14) early-morning faces at railway stations. Pylons and aerials (15) the skyline, birds scavenged at a rubbish tip. There was never a (16) of empty countryside.

The train filled up. Newspapers were read in silence, eyes that met by accident at once (17) Everything – people and houses and motorcars, pylons and aerials – were packed together as if there wasn't quite enough room to accommodate them. Faces acquired an edginess when the train (18) to stop even though it wasn't at a station.

- | | | | | | | | | |
|----|---|-------------|---|------------|---|-----------|---|-----------|
| 13 | A | collecting | B | growing | C | gathering | D | obtaining |
| 14 | A | blank | B | void | C | hollow | D | absent |
| 15 | A | overwhelmed | B | infested | C | hoarded | D | cluttered |
| 16 | A | space | B | line | C | range | D | stretch |
| 17 | A | averted | B | turned | C | avoided | D | eluded |
| 18 | A | warned | B | threatened | C | inclined | D | neared |

[Turn over]

Part 2

You are going to read four extracts which are all concerned in some way with science. For questions 19-26, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers on the separate answer sheet.

Science Books

Books proliferate to meet the hunger for science. Indeed, the thrill of reading a science book today is analogous to that of reading travel books in the 19th century: the author takes you where, as an "ordinary" person, you cannot go yourself. Science sessions have started to appear at book festivals and usually end up with standing room only.

The picture, as I paint it here, seems rosy: there is a need for the public to understand science, and books and the media are rising to meet this need.

But, of course, it is not quite as simple as that. First, we, in the science community, should actually have it clear what we are trying to do. The phrase "public understanding" is itself both patronising and misleading. It is not as if there are clear cut scientific facts that are just handed down to a somehow less intellectually able public. One of our most important jobs is to show what science can and cannot deliver - to explain why scientists disagree, how findings become established through the process of peer-reviewed journals, to rephrase the importance of controls and reproducibility and, above all, the uncertainty from single one-off findings.

19 According to the writer, science sessions at book festivals

- A are more successful than science books.
- B are replacing travel books.
- C tend to be very well-attended.
- D do not provide enough seats.

20 What does the writer say about science?

- A Conflicting views can hinder research.
- B Many of the public are incapable of understanding science.
- C There are limitations to scientific achievement.
- D The simplification of scientific facts may distort them.

Animal Experiments

I did not, in fact, "publicly acknowledge" the efficacy of animal experiments, about which there is a real scientific debate. Look at the long list of animal-tested drugs which have caused havoc when applied to humans. You raise the old chestnut about "your child or a dog". You must know that that is a crude parody of vivisection, which involves the use of millions of animals with no more than the mere possibility of finding clues about diseases. But let's take your scenario. Of course, if I really had to choose between my child and a dog, I would choose my child. But then if I had to choose between my child and you, I would again choose my child. Could I therefore experiment on you? Of course not.

In other words, even if one accepts the (subjective) premise that humans are more important than animals, why does that mean we can deliberately cause them suffering? That is the jump that pro-vivisectionists never explain. As for veterinary research, if experimenting on, say, a horse is justified so that horses as a species can benefit, presumably you believe that experimenting on a person is justified so that we can all benefit? If not, why not?

Yes, finding cures is of the first importance, but that does not mean that anything goes. Remember, this century has seen several examples of experiments on humans to find cures for diseases. No one would justify those means just because the end is desired.

21 The writer is addressing someone who must have

- A advocated animal experiments.
- B argued against animal experiments.
- C suggested experiments on people.
- D questioned the use of dogs in experiments.

22 Which word does the writer use to underline a lack of logic in his opponents' argument?

- A chestnut
- B crude
- C premise
- D jump

11th International Meeting on Lithium Batteries

The increasing commercialisation of rechargeable lithium batteries in the consumer electronics market, and the extension of their use for electric vehicle applications, has dramatically increased the academic and industrial interest in this exciting field. The 11th International Meeting on Lithium Batteries offers an ideal forum for reporting and discussing the continuing scientific and technological innovations in lithium batteries and should not be missed by anyone in the field. The organising committee and the supporting scientific organisations invite you to participate in IMLB 11, which will be held in Monterey, California in June 2002. The established format of the meeting will be continued with plenary and invited speakers highlighting key advances in the field. Dedicated poster sessions with time for presentation and ample discussion will ensure that all contributed papers are given their proper exposure. There will also be an exhibit of the latest instrumentation by companies in the industry. Contributed papers for the poster sessions are welcome and can be related to primary and secondary lithium batteries or their forming materials. All presentations will be in English.

23 What is the purpose of the text?

- A to promote a new technology
- B to discuss the merits of a scientific application
- C to announce an academic conference
- D to summarise an academic paper

24 What is the attitude of the writer to his subject matter?

- A outspoken
- B enthusiastic
- C indifferent
- D critical

Radiocarbon Dating

Scientists, historians and archaeologists have a long-standing tradition of working together and the results have often led to spectacular breakthroughs. Radiocarbon dating proved that the Shroud of Turin was a medieval hoax; while chemical analysis of the bones of our closest ancestors, the Neanderthals, has proved that they were fierce and successful hunters.

However, things can go wrong. Sometimes scientific methods are applied prematurely, leading to incorrect results and scepticism amongst some historians and archaeologists about the infallibility of scientific 'facts'. Researchers testing out a new dating method 'proved' that the first people in North America arrived 30,000 years ago, 20,000 years earlier than other evidence suggests! It turns out the dating method was wrong, not the archaeology, so the researchers had to retract the dates after worldwide press coverage.

But despite the odd mistake, scientists remain eager to help historians and archaeologists. In the process scientists have become less naïve about the complexities of the historical and archaeological record; and historians more realistic in their expectations of what science can do. This meeting of minds and management of expectations has often led to exciting new developments in our understanding of the past and promised many more in the future.

25 What does the writer say about the technique of radiocarbon dating?

- A It has caused widespread distrust of science.
- B It has been used to falsify history.
- C It has overturned some historical views.
- D It has often produced misleading results.

26 How have scientists and historians changed their attitudes, according to the text?

- A They are more meticulous in their approach.
- B They have become wary about publicising their conclusions.
- C They are more anxious than ever to collaborate.
- D They have a greater understanding of each other's fields.

Part 3

You are going to read an extract from a novel. Seven paragraphs have been removed from the extract. Choose from paragraphs A-H the one which fits each gap (27-33). There is one extra paragraph which you do not need to use. Mark your answers on the separate answer sheet.

Childhood Embarrassment

Things began to change in 1940 when Daddy, motivated perhaps as much by restlessness as by political sympathy, enlisted in the Canadian army. He visited them in the following years, but less and less often. Presently he did not visit at all. Lena Parker never admitted to anyone, possibly including herself, that she had been unilaterally deserted, but took equal or greater responsibility for the separation ('Harold agreed with me that it would be best ...'). Even now, Erica is not absolutely sure that it had not been Lena's idea, or at least her secret intention.

27

She learned to suggest that the imported blouses and scarves and 'frocks' in which Manon's specialised were at once more fashionable and more timeless, more delicate and more durable than American-made goods. She learned to believe this, and also all that, in the largest sense, it implied.

28

She began to sprinkle her professional conversation with French phrases ('Magnifique!' 'Mais non!') and ended by speaking English, even at home, with a foreign intonation. To Erica, entering junior high school in a mood of *Ballad-for-Americans* patriotism and in the wrong sort of attire, it was all false, disgusting, and hateful.

29

Erica did not excuse Lena because of her financial difficulties. She would rather have had one plain ordinary American sweater and skirt than all her elaborate dowdy hand-hemmed and silk-lined foreign dresses, and she said so. But Lena could not bear to waste money on 'shoddy factory stuff' - besides, it was against her principles. Determined to go on living in her nice house in the nice street, but on half the income, she had made the discovery that foreign things do not so easily proclaim their price.

30

Visitors praised Lena to her daughters for the marvellous way she managed, and called her a remarkable woman - meaning among other things one about whom remarks are made. Erica hated these remarks, and the men who made them. They were mostly foreign too, often from obscure stamp-album countries, refugees from what her mother called *The Fascist Persecution*.

31

She hated everything about it: the back of the beige velvet curtains, like the belly of a scruffy old cat; the stained and scratched plywood of the cutting table on one end of which she did her homework; the racks of dresses which crowded against her like pushy women (it was the sort of shop where most of the clothes are kept hidden, to be brought out a few at a time with dramas of appreciation).

32

But for Erica it was shameful, hideous, to have her name called out in Lena's penetrating phony-foreign voice; to try to pretend not to hear; finally to be dragged, or pushed from behind by Lena's assistant, through the scruffy cat-fur curtains - lank, awkward, silent, in her traditional junior-high saddle shoes and knee socks and one of those wrong awful tucked and scalloped dresses.

33

During those hours in the back room Erica resolved to become as much unlike her mother as possible. Whatever happened to her in life, she would be honest and straightforward about it. She would avoid and suspect everything and everyone foreign. This prejudice persisted for years, and had far-reaching effects.

- A Erica was also embarrassed by the fact that her father had left home and her mother had worked in a store. The hours after school which she and her sister Marian spent in the cluttered back room at Manon's, because Lena did not trust them alone at home and could not afford a sitter, were among the worst she had ever passed.
- B 'Look, this great overgrown child, so pretty, but I can do nothing with her!' Lena would cry - mock-despairing, false - while Erica glanced rapidly round the room to see if the worst thing of all had occurred, and some girl she knew were there watching the scene.
- C In any case, her adjustment had been rapid. Within months, she had a job at Manon's, a local dress shop; in two years she was assistant manager, in five manager. She had developed effusive manners - half-ingratiating, half-domineering - which was successful in flattering or bullying well-to-do women into buying clothes.
- D A tall, slim, bony woman with a distinguished face and carefully made up; unconventional, intelligent but ill-read, impulsively and effusively affectionate. Since adolescence Erica had not cared for her very much. Perhaps that was unfair: Lena Parker certainly had her troubles.
- E Her mother not only made her wear shopworn rejects, she hoarded sugar and canned goods in a cupboard in a basement. She collected extra gas coupons; she cheated her customers in small ways, cutting off labels and passing part-rayon as pure silk - Erica had heard her boast of it. Worst of all, she justified herself for doing all these things. If only she hadn't justified herself, it wouldn't have been so bad.
- F Marian, being some years younger and of a more docile temperament, did not mind Manon's. She played on the floor among the cartons of painted wooden hangers, the piles of bags printed with beige and pink roses and the stacks of cardboard glazed beige and pink on one side, ready to be folded into dress boxes; she dressed her dolls in the scraps left from alterations. Marian did not mind going into the showroom to be displayed like a dress to some favourite customer, being introduced to them as 'Marianne'.
- G As time passed, Lena's preference for the foreign increased and spread, like an exotic imported plant which at first merely survives, then flourishes, crowds out the native flowers, and at length jumps the garden wall to become a pestilential weed. As they wore out, Lena replaced first her own and her children's clothes, then her books and furnishings, and finally her friends with those of alien origin.
- H The Mexican equivalent of wicker chairs and supermarket china, the Indian equivalent of badly printed bedspreads and thin frayed rugs, can be seen as bohemian and chic rather than cheap. A French name and some squares of dry toast will disguise vegetable soup as a meal, and cost even less than hot dogs.

[Turn over]

Part 4

You are going to read an extract from a book about the English language. For questions 34-40, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers on the separate answer sheet.

The Confusion of Tongues

Given the often highly localised nature of spoken English in the myriad speech communities which made up the nation in the 17th century, it is hardly surprising that communication between them could be very difficult. To those from outside a district or region the vocabulary and pronunciation of native inhabitants could be as opaque as any other foreign language. Contemporaries often noted that people from different parts of the country simply found it difficult to understand each other. Given the inflection and intonation, together with the rapid speed of delivery and the colloquial devices which characterise real speech, the practical business of comprehension could be even greater than might be conveyed on paper.

This communication problem goes some way towards explaining contemporary patterns of migration. Although this was a society in which people were highly mobile, the great majority of movement and resettlement tended to be over relatively short distances. Youngsters who travelled in search of service or apprenticeship, for example, usually ventured no further than the nearest large town or the next parish, often a distance of less than a dozen miles. They rarely journeyed, in other words, outside their 'country', or speech community. As for those individuals who were driven to seek subsistence or opportunity further afield, there is some evidence to suggest that they gravitated towards the neighbourhoods of towns or cities where other of their 'countrymen' and women or kinsfolk were already settled. This tendency may also have been influenced by speech recognition, among other factors of common culture.

It was not only long-distant migrants across Britain who might encounter difficulties in this respect, but also general travellers around the country on business or pleasure. At a time when the roads were poor and certain communities could be relatively isolated, strangers, or 'foreigners', were often rare and frequently regarded with suspicion. It must have been very easy for locals to make their own speech incomprehensible and to feign misunderstanding of an unwitting outsider.

Dialects could vary, particularly in terms of their vocabulary, not only between regions and localities but also between particular trades and groups of workers. Occupational speech patterns were thus superimposed upon an already complex configuration of geographically determined ones and individuals might belong simultaneously to a number of separate linguistic communities. Most specialised trades and crafts had their own words for their particular tools and practices and in many cases different professions might use different terms to describe the same object.

All of these many and varied vocabularies of region and community, of occupation and manufacture, point to the highly variegated nature of popular culture in this period. Each of these linguistic systems was the signifier of mentalities and world views which were often quite specific to particular places or groups of people. That communication could be difficult between localities and trades reflects the fact that early modern England was less a unified nation and more a constellation of communities which, while they may have shared some common cultural features, stubbornly clung to chauvinistic and exclusive ways of acting, perceiving, and speaking. There is no more graphic reflection of this than the lack of a national market economy at this time, due, among other reasons, to the fact that many agricultural 'countries' or specialist crafts had their own weights and measures and used different words to describe them. Much quantifying was done simply by rule-of-thumb. Bushels, strikes, and pecks all varied, not only from town to town and manor to manor but also according to the commodity in question. Wheat and corn, peas and potatoes, apples and pears, all had their own standards and all were contingent on place: a strike could be anything from half a bushel to four bushels. Equally, in the case of land, measures depended on the region, as well as both the type of soil and the nature of the crops grown in it.

This lack of standardisation is also evident in the many dialect words used to denote animals and plants. There were, for example, over 120 different names nationwide to describe the smallest of a flock of sheep. Names given to animals and plants often betray the popular beliefs held about them or the uses to which they were put, and the same applies to much of the prolific dialect vocabulary. In this now obsolete local terminology can be found evidence of everyday practices and habits, of social customs and modes of thought, which might otherwise have remained obscure or forgotten were it not for the words which denoted them.

- 34 Compared with oral English, written English was often
- A more complex.
 - B easier to understand.
 - C not as practical.
 - D less effective for commerce.
- 35 What does the writer say about population movements in 17th century England?
- A People only moved to places where they could understand the dialect.
 - B Language was a factor in the choice of where to move to.
 - C People travelled to find work, not for pleasure.
 - D Moving outside one's community was extremely rare.
- 36 The writer suggests that remote communities could show hostility to a newcomer
- A by deliberately impeding communication.
 - B by finding it difficult to understand him.
 - C by refusing to talk to him.
 - D by refusing to do business with him.
- 37 What does the writer say about linguistic communities?
- A Professional influences tended to replace regional ones.
 - B It was confusing to be in more than one at a time.
 - C Their vocabulary was determined by specialists.
 - D They tended to have different outlooks on life.
- 38 In the 5th paragraph, what does the writer suggest as a factor in the lack of unity in England?
- A There was no nationwide financial system.
 - B There were such a large number of communities.
 - C Communities did not want to lose their individuality.
 - D Communities had little in common, culturally.
- 39 What can you deduce about bushels, strikes and pecks?
- A They were types of vegetable.
 - B They were measures of weight.
 - C They were measures of land.
 - D They were trading commodities.
- 40 What does the writer conclude about language variation?
- A It is regrettable that so many words are no longer used.
 - B It makes the study of social history highly confusing.
 - C It is a rich and interesting source of information.
 - D It had many undesirable social effects.

1

Paper 2 – Writing

Part 1

You **must** answer this question. Write your answer in **300-350** words in an appropriate style.

- 1 Your local town council is proposing to allow the construction of a wind farm consisting of 150 wind turbines surrounding the small town where you live, as an environmentally friendly way to help meet national energy requirements. However, the following comments were made at a public meeting to discuss the situation.

That number of wind turbines will make a terrible noise – and it won't stop at night! How will we sleep?

I love the natural beauty of this area – and so do the tourists – but wind turbines will ruin it completely.

Why so many? And why here? It's the capital city that needs most of the power – they should build a wind farm surrounding the capital!

Write a **letter** to the local newspaper responding to the points raised and giving your own views. Do not write any postal addresses.

2

Part 2

Write an answer to **one** of the questions 2-4 in this part. Write your answer in **300-350** words in an appropriate style.

- 2 A film magazine is going to run a special feature on films about children. You decide to submit a review of ONE film about a child or children that you have seen and liked. In your review you should briefly describe what happens in the film, say why it was successful and what it had to say about childhood.

Write your **review**.

- 3 A magazine is planning to run a series of articles about life in the future and has asked readers to contribute. You decide to send in an article, describing some aspects of life fifty years from now and comparing it with life today.

Write your **article**.

- 4 The Music Society you belong to wishes to promote itself. As secretary of the society, you have been asked to write a report of the past six months' activities, covering both musical and social events. You should also mention the society's plans for activities next summer and invite interested people to participate.

Write your **report**.

- 5 Based on **set books**.

1

Paper 3 – Use of English

Part 1

For questions 1-15, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0). Write your answers **on the separate answer sheet**.

Example: 0 where

"What did they eat?"

In periods of the past (0) *where* we are fortunate to have written records we can (1) important insights (2) people's daily life. When we are (3) so fortunate, we can infer, (4) on the surviving artefacts, what the lifestyle was (5) For example, a discovery of an 8,000-year-old site with stone tools and butchered bones in Britain (6) that this was a Mesolithic hunting camp, used by a small (7) of probably nomadic hunter-gatherers.

(8) of the biggest questions we can ask – and this is especially relevant the (9) back you go in time – is 'what did they eat?' This is (10) food is more than just calories and can (11) us a great deal about people's lifestyles and culture. For example, (12) we find that there is evidence for large-scale agriculture on a site, we know that there (13) have been enough people to tend to the fields, living at the site all year (14) Similarly, we can deduce from an agricultural surplus that there were people who didn't (15) to be involved in food production but could be specialists like craftspeople and even artists.

2

Part 2

For questions 16-25, read the text below. Use the word given in **capitals** at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0). Write your answers **on the separate answer sheet**.

Example: 0 hottest

A Book Review

Atonement by Ian McEwan has three distinct parts. It begins on the (0) *hottest* day of the summer of 1935, and 13-year-old Briony Tallis starts a chain of events that will (16) change the lives of many and haunt her for more than 60 years. Cecilia, Briony's older sister, newly graduated from Cambridge, is (17) and uncertain about the path of her future life. Briony, immersed in a fantasy world, destroys Cecilia's prospects of happiness through a false accusation. In part two the story moves to 1940, and Briony and Cecilia, (18) from one another, are suffering purgatory as nurses in London. In the third, shorter (and least (19)) section, set in 1999, we discover that Briony, now in her seventies and a celebrated (20), is reminiscing on the terrible and (21) consequences of her youthful mistake.

Atonement is an (22) achievement and possibly the finest work McEwan has yet published. It is an engrossing book, full of (23) suspense and wonderfully defined characters. It is also a consciously literary book, with (24) to Jane Austen, Elizabeth Bowen and Henry James, but with none of the (25) self-importance that label suggests.

HOT
DRAMA

REST

STRANGE

SUCCESS

NOVEL
REVOKE
ORDINARY

NARRATE

ALLUDE
PONDER

[Turn over]

3

Part 3

For questions 26-31, think of **one** word only which can be used appropriately in all three sentences. Here is an example (0).

Example:

0 She never the things he did for her.

He said that the value of the house had considerably.

His employer that he had been ill, and she did not penalise him for having been absent.

0 *appreciated*

Write **only** the missing word on the separate answer sheet

26 I would like to my disapproval of the action that has been proposed.

You should for the course by the end of February.

You need specialised equipment to the noise level from wind turbines.

27 Mike's starts at 5.30am tomorrow so he'll have to get to bed early.

There has been a major in public opinion on genetic engineering in the last few years.

Sarah looked years younger in her new lime green and matching shoes.

4

28 I do not with young people staying up till all hours.

How many books does this bag?

Ben's parents shares in several major multinational companies.

29 London Underground would be cheaper to use if there was a rate for all journeys.

In a voice, Helen related the tragic events of the afternoon.

In response to the criticisms, the government has issued a denial of involvement in the affair.

30 Our conversation was interrupted by the unexpected of my sister.

You can change the whole of a room by altering the lighting.

Henry made his first TV at the age of 25.

31 Angela gasped as she felt the pain in her knee again.

There is a bend in the road just after the post office so don't drive too fast.

The slightly taste of the drink will not appeal to everyone.

[Turn over]

Part 4

For questions 32-39, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given. Here is an example (0).

Example:

0 He wanted to travel incognito, so he wore a wig and sunglasses.

recognised

He wore a wig and sunglasses to the trip.

0	avoid being recognised during
---	-------------------------------

Write **only** the missing words on the separate answer sheet.

32 We must spend three times as much to ensure success.

trebled

Spending our target.

33 The Mayor has said that people should not be allowed to continue fishing illegally.

called

The Mayor fishing.

34 The name was totally unfamiliar to me.

never

I of the name before.

35 Numbers are a lot lower than they were twenty years ago.

significant

There the last twenty years.

36 You can stay here as long as you like.

limit

There you can stay here.

37 We could hardly hear her speak above the traffic noise.

virtually

Her above the traffic noise.

38 How stupid of you to trust Barbara – she's so unreliable.

better

You to trust Barbara – she's so unreliable.

39 We still don't know how Davidson will fare in the finals.

seen

It still how Davidson will fare in the finals.

[Turn over]

Part 5

For questions **40-44**, read the following texts about **television and culture**. For questions **40-43**, answer with a word or short phrase. You do not need to write complete sentences. For question **44**, write a **summary** according to the instructions given.

Write your answers to questions **40-44**, on the separate answer sheet.

As Colette once said, it was unnecessary to read the great books since they gave off an aura. And, in our day, something similar is true: the hip culturati who watch Late Review may not have read Goncharov's novel *Oblomov*, for instance, but they certainly could be expected to know something of it, thanks to its aura, its secondhand existence in the world of chat. All very convenient for busy culture vultures.

The critic Gilbert Adair extended the aura theory to embrace film, opera and exhibitions - which is very interesting when you start to think about arts programming on television. What is the point of such TV output if it is not artistic itself, or if it does not encourage us to experience works of art for ourselves, but instead consists of a privileged few chattering felicitously? When the most highbrow arts programme on television at the moment, Late Review, aspires to the condition of a dinner party at which guest critics sit at a table reflecting on some of the arts stuff intended for public consumption, most of us sitting in living rooms experience works of art chiefly vicariously.

On last week's Late Review, for instance, Mark Lawson gave us the auras of *The Limey* (a film that was not released until yesterday), the reopening of the Royal Opera House and Katie Mitchell's production of *The Oresteia* at the National Theatre. Few members of the TV audience would have been able to experience either at first hand. A large proportion, perhaps even a majority, of viewers will never see that film, that play, or indeed the inside of Covent Garden, but now they can talk about them with the sinuousness of Mark Lawson.

- 40 Explain in your own words why Late Review is 'convenient for busy culture vultures'.

.....

- 41 Which phrase in paragraph 3 contrasts with 'vicariously' in line 13?

.....

Awe was central to arts programming in the early years and, in my case, it has never quite gone away. Like many autodidacts from a working-class culture, I have always had a strong strain of conservative awe. Just to see those creators become flesh was a kind of bliss. To be involved in filming them was as near heaven as any job I could have imagined. Awe now seems as dated as a bowler hat.

Making culture accessible has been the most obvious and the most radical development over the past 40 years, and television has been pivotal in that. Not only by bringing to many more millions what was reserved for the few, but also by democratising the processes of art itself - showing rehearsals, taking us behind the scenes, revealing the first drafts as well as the final versions. Television itself, especially television drama, came on to the cultural agenda through Late Night Line-Up, an eclectic arts magazine on BBC2 presented by Joan Bakewell and Sheridan Morley among others. It was there that the strength of new writing in television drama was recognised, criticised, analysed; above all accepted for what it was - as valid and often exhilaratingly better drama than that of the West End stage. When I began the South Bank Show I was determined that the first dramatist we would portray would be from television. I went for Dennis Potter with *Pennies From Heaven* rather than reaching out for the famously safe or dead in West End Theatre.

- 42 Explain in your own words how the writer's attitude to arts programming has changed.

.....

- 43 What does the writer mean by 'television has been pivotal in that'?

.....

- 44 In a paragraph of between **50 and 70** words, summarise in your own words as far as possible, the relationship seen in both texts between television and the arts. Write your summary on the separate answer sheet.

1
Paper 4 – Listening

Part 1

You will hear four different extracts. For questions 1-8, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear a woman talking about a bad year.

1 Why didn't the woman and her family move house as planned?

- A The purchaser let them down.
- B They couldn't decide on a suitable house.
- C The process took longer than expected.

1

2 As a result of an accident, her husband

- A lost his job.
- B was bedridden for a while.
- C was permanently crippled.

2

Extract Two

You hear part of an interview with an expert on ageing.

3 The presenter says that in order to avoid ageing, many people

- A use injections of animal extracts.
- B prefer medication in tablet form.
- C don't care how much they spend.

3

4 What is Professor Hayflick's attitude to anti-ageing treatment?

- A sceptical
- B evasive
- C optimistic

4

2

Extract Three

You hear part of an interview with an actor about a theatre company.

5 When Panic Theatre began

- A it had little real hope of success.
- B its name won it instant popularity.
- C it received state financial backing.

5

6 The approach they used in their productions was

- A traditional.
- B fashionable.
- C revolutionary.

6

Extract Four

You hear a decorator talking about his work.

7 Why has the speaker increased the emphasis on preparation over the years?

- A He is more professional now.
- B He prefers it to other activities.
- C He is less keen on the painting stage.

7

8 The speaker advises amateur decorators to

- A wear suitable protective clothing.
- B paint windows before radiators.
- C empty the room before painting.

8

[Turn over]

3

Part 2

You will hear part of a radio programme about the famous singer Peggy Lee. For questions 9-17, complete the sentences with a word or short phrase.

Peggy Lee could adapt her voice very easily to the 9
of various kinds of music.

A large number of famous singers say her singing was an 10
to them.

As a child, she had a difficult relationship with 11 .

Abandoning her real name in favour of 'Peggy Lee' was the idea of the
 12 of the radio station she was working for.

She started singing with Benny Goodman's band in 13
and she stayed with the band for 14 .

She was nominated for an Oscar for her film role as 15 .

Her concerts were so successful that she was dubbed 16 .

In later life, health problems confined her to 17
but she continued to perform until 1999.

4

Part 3

You will hear part of a TV programme featuring Jake Oliphant, a TV chef. For questions 18-22, choose the answer (A, B, C or D) which best fits what you hear.

- 18 The presenter states that he will use only a few of the viewers' questions on the programme because
- A some of them are unsuitable.
 - B he's been told to be more selective.
 - C there are so many of them.
 - D a lot of them ask the same things.

 18

- 19 P. Hughes and R. Jones both seem to be
- A cookery students.
 - B food lovers.
 - C avid readers.
 - D aspiring cooks.

 19

- 20 Jake Oliphant advises them to
- A aim to excel in their area of food preparation.
 - B put a greater emphasis on practical skills.
 - C adopt a famous chef as a role model.
 - D experiment with all kinds of recipes.

 20

- 21 Jake Oliphant's cookery programme is popular because
- A the cooking is not too messy.
 - B his method is not too complicated.
 - C he is so knowledgeable.
 - D he uses uncommon combinations of ingredients.

 21

- 22 How does Jake Oliphant feel that being famous has altered him?
- A It hasn't affected him in any way.
 - B He has had to adapt to being in the public eye.
 - C He has been able to put his financial plans into action.
 - D He has become more self-confident.

 22

[Turn over]

Part 4

You will hear two gardeners, Jim and Ann, talking about gardens and gardening. For questions 23-28, decide whether the opinions are expressed by only one of the speakers, or whether the speakers agree.

Write J for Jim
 A for Ann
or B for Both, where they agree.

23 A spiritual factor is needed for a successful garden. ☐ 23

24 Using professional gardeners is a waste of money. ☐ 24

25 Gardening requires sustained effort in unpleasant conditions. ☐ 25

26 A garden is not a static entity. ☐ 26

27 Personal involvement with a garden is important. ☐ 27

28 It's better to plan your garden with someone else. ☐ 28

1

Paper 5 – Speaking

The speaking test involves two candidates and two examiners. One examiner, the Interlocutor, will speak to you while the other, the Assessor, will just listen.

Part 1 (3 minutes)

You will be asked questions in turn about where you live and where you are from, your work, studies and interests, and your views on certain things.

Part 2 (4 minutes)

You will be asked to discuss some photographs. There are two stages in this part.

Stage 1

Here are some photographs which show different places to live.

Look at photographs 1 and 3 and talk together about how living in these two places might differ.

Stage 2

Now look at all the pictures. Imagine these photographs have been submitted for inclusion in an exhibition on twentieth century homes. Decide how representative these pictures would be and discuss what changes you expect to see in houses in the future.

2



3

Part 3 (12 minutes)

You will be asked to talk on your own, comment on what your partner says and join in a three-way discussion with your partner and the Interlocutor around a certain theme.

The modern world

A Talk about the following question for about two minutes. Use the ideas in the prompt box if you wish.

Prompt Card (a)

Are we too obsessed with health these days?

- diets
- exercise
- medication

B

- *Do you agree?*

A & B

- *Why do you think alternative medicine is increasing in popularity?*

4

B Talk about the following question for about two minutes. Use the ideas in the prompt box if you wish.

Prompt Card (b)

To what extent are scientific and technological advances creating a better world?

- employment
- medicine
- pollution

A

- *Do you have anything to add?*

A & B

- *Do you think all kinds of scientific research should be encouraged?*

A & B

- *What responsibility should the state have towards those who are sick?*
- *In what ways can richer nations assist with the problems of the Third World?*
- *What effects does increasing urbanisation have on the individual?*
- *How far do you think recent climatic changes affect our lives?*

Grammar Reference

Present Simple and Present Continuous

We use the present simple for:

- facts and permanent states. *Tony **works** for a construction company.*
- general truths and laws of nature. *Heat **flows** from hot to cold.*
- habits and routines (with **always**, **usually**, etc). *He **usually cleans** the car on Sundays.*
- timetables and programmes (in the future). *My train **departs** at 5.32 exactly.*
- sporting commentaries, reviews and narrations. *Manson **passes** on the far side and **clips** the crash barrier.*
- feelings and emotions. *I **love** Venice; it's a beautiful city.*

The time expressions we use with the present simple are: *usually, often, always, every day/week/month/year etc, in the morning/afternoon/evening, at night/the weekend, on Fridays, etc*

We use the present continuous (to be + verb -ing):

- for actions taking place at or around the moment of speaking. *They **are watching** TV now.*
- for temporary situations. *We **are replacing** the tiles in the bathroom this weekend.*
- for fixed arrangements in the near future. *We're **walking** over to the next village tomorrow.*
- for currently changing and developing situations. *The neighbourhood **is becoming** quieter and quieter.*
- with adverbs such as **always** to express anger or irritation at a repeated action. *He **is always using** the hairdryer when I need it.*

The time expressions we use with the present continuous are: *now, at the moment, at present, these days, nowadays, still, today, tonight, etc*

Stative Verbs

Stative verbs are verbs which describe a state rather than an action, and so do not usually have a continuous tense. These verbs are:

- verbs of the senses (see, hear, smell, taste, feel, look, sound, seem, appear, etc) *The air **smells** fresh.*
- verbs of perception (know, believe, understand, realise, remember, forget, etc) *I **understand** how she feels.*
- verbs which express feelings and emotions (like, love, hate, enjoy, prefer, detest, desire, want, etc) *Peter **hates** going shopping.*
- and some other verbs (be, contain, include, belong, fit, need, matter, cost, own, want, own, weigh, wish, have, keep, etc) *I **wish** I hadn't said that.*

Some of these verbs can be used in continuous tenses, but with a difference in meaning.

Present Simple	Present Continuous
THINK <i>I think he's a very good doctor. (= believe)</i>	<i>We are thinking about moving house. (= are considering)</i>
HAVE <i>She has a large collection of plates. (= own, possess)</i>	<i>I am having the time of my life. (= am experiencing)</i> <i>She is having a shower. (= is taking)</i> <i>We are having supper. (= are eating)</i>
SEE <i>I can see France from up here. (= it is visible)</i> <i>I see what you mean. (= understand)</i>	<i>I'm seeing the doctor next week. (= am meeting)</i>
TASTE <i>The ice cream tastes like heaven. (= it is, has, the flavour of)</i>	<i>Jane is tasting the milk to see if it is hot. (= is testing)</i>
SMELL <i>The cooking smells wonderful. (= has the aroma)</i>	<i>She is smelling the flowers. (= is sniffing)</i>
APPEAR <i>She appears to be new to the job. (= seems to be)</i>	<i>He is appearing in the school play. (= is performing)</i>
FIT <i>His shirt fits him perfectly. (= it's the right size)</i>	<i>Tina is fitting new batteries in her clock. (= is attaching)</i>

Notes:

- The verb **enjoy** can be used in continuous tenses to express a specific preference.
*Burt really **enjoys** going window shopping. (general preference)*
BUT: *He's **enjoying** the concert very much. (specific preference)*
- The verbs **look** (when we refer to somebody's appearance), **feel** (experience a particular emotion), **hurt** and **ache** can be used in simple or continuous tenses with no difference in meaning.
My arm is aching. = My arm aches.

Adverbs of Frequency

These include **always**, **frequently**, **often**, **once**, **twice**, **sometimes**, **never**, **usually**, **ever**, **hardly ever**, **rarely**, **occasionally**, etc.

- Adverbs of frequency are normally placed before the main verb. *I **often** go to the cinema. I **rarely** attend meetings.*

- However, adverbs of frequency are placed after the verb **to be** and after **auxiliary** verbs. *James **is frequently** late for dinner. I've **always** wanted to go to Paris.*

Present Perfect

We use the present perfect (have + past participle) for:

- an action that happened at an unstated time in the past. The emphasis is on the action. The time when it occurred is unimportant or unknown. *I **have cleaned** the car. Wendy **has been** to Spain twice.*
- an action which started in the past and continues up to the present, especially with stative verbs (see above) such as **be**, **have**, **like**, **know**, etc. *I **have known** Jack for twenty years.*
- a recently completed action. *I **have completed** my History project.*
- personal experiences or changes. *He **has shaved** his moustache off.*

The time expressions we use with the present perfect are: *for, since, already, always, just, ever, never, so far, today, this week/month etc, how long, lately, recently, still (in negations), etc*

Present Perfect Continuous

We use the present perfect continuous (have been + verb -ing):

- to put emphasis on the duration of an action which started in the past and continues up to the present. *We **have been cutting** the lawn all afternoon.*
- for an action which started in the past and lasted for some time. It may still be continuing or has finished already, with the result visible in the present. *He's bad-tempered because he **has been overdoing things** recently.*
- to express anger, irritation or annoyance. *He **has been taking** my coffee without asking me.*
- for repeated actions in the past continuing to the present. *He has got suntanned because he **has been going** to the beach every weekend.*

The time expressions we use with the present perfect continuous are: *for, since, how long ...?, all day/morning/month etc, lately, recently*

Note: with the verbs **live**, **work**, **teach** and **feel** we can use the present perfect or the present perfect continuous with no difference in meaning. *He **has lived/has been living** in London for the last ten years.*

Past Simple

We use the past simple:

- for an action that occurred at a definite time (stated or implied) in the past. *The milkman **left** the milk at 7 o'clock this morning.*

- for actions that happened immediately after one another in the past. *He **opened** the window and **shouted** to his friend.*
- for habits or states which are now finished. *My mother **worked** on a farm when she was younger.*
Note that **used to** can also be used instead of the past simple for habits/repeated actions in the past.

The time expressions we use with the past simple are: *yesterday, then, when, How long ago ...?, last night/week/month/year/Friday/October etc, three days/weeks etc ago, in 1999, etc*

Past Continuous

We use the past continuous (was/were + verb -ing):

- for an action which was in progress when another action interrupted it. We use the past continuous for the action in progress (longer action) and the past simple for the action which interrupted it (shorter action). *We **were playing** cricket in the garden when it started to rain.*
- for two or more simultaneous actions in the past. *I **was preparing** dinner while John **was doing** his homework.*
- for an action which was in progress at a stated time in the past. We don't mention when the action started or finished. *At 7 o'clock last night, I **was walking** home from the gym.*
- to describe the atmosphere, setting, etc and to give background information to a story. *The cicadas **were singing** and the sun **was shining**. I **was sitting** outside on the veranda when suddenly it went quiet.*

Note: When there are two past continuous forms in a sentence with the same subject, we can avoid repetition by just using the present participle (-ing form) and leave out the verb **to be**. *They were walking along, they were whistling a tune. = They were walking along, whistling a tune.*

The time expressions we use with the past continuous are: *while, when, as, all morning/evening/day/week, etc*

Past Perfect

We use the past perfect (had + past participle):

- for an action which happened before another past action or before a stated time in the past. *Peter **had finished** his meal by six o'clock.*
- for an action which finished in the past and whose result was visible at a later point in the past. *He **had twisted** his knee a few days earlier and he was still limping heavily.*
- for a general situation in the past. *Everything **had appeared** normal at first.*

The time expressions we use with the past perfect are: *before, after, already, just, for, since, till/until, when, by the time, never, etc*

Past Perfect Continuous

We use the **past perfect continuous** (had been + verb -ing):

- to put emphasis on the duration of an action which started and finished in the past, before another action or stated time in the past, usually with **for** or **since**. *I **had been swimming** for about an hour when I realised that I had been swept out to sea.*
- for an action which lasted for some time in the past and whose result was visible in the past. *He **had been running** and he was breathing heavily.*

The time expressions we use with the past perfect continuous are: *for, since, how long, before, until, etc*

Used to

We use **used to** + infinitive to refer to past habits or states.

In such cases, **used to** can be replaced by the past simple with no change in meaning. *When the children were younger, they **walked/used to walk** to school every day.*

However, for an action that happened at a definite time in the past we use the **past simple**, not **used to**. *He **drove** to work yesterday.*

(NOT: ~~He used to drive to work yesterday.~~)

Time expressions to talk about the past:

- ago** (= back in time from now) is used with the past simple. *I finished lunch about an hour ago.*
- since** (= from a starting point in the past) is used with the present perfect (simple and continuous). *I haven't been home since my sister got engaged.*
- for** (=over a period of time) is used with the present perfect (simple and continuous). *They've been playing chess for hours.*
- already** is used in statements and questions (to show surprise). *I have already spoken to the doctor. Have you eaten that ice cream already?*
- yet** is used with the present perfect in questions and negations. *Have you fed the cat yet? I haven't started cooking yet.*

Future Simple

We use the **future simple** (will + bare infinitive) for:

- decisions made at the moment of speaking. *It's cold in here, I'll **close** the window.*
- predictions about the future, based on what we think, believe or imagine, using the verbs **think**, **believe**, **expect** etc, the expressions **be sure**, **be afraid** etc, and the adverbs **probably**, **certainly**, **perhaps** etc. *She **will probably** call him later.*
- promises, threats, warnings, requests, hopes and offers. ***Will you help** me with the washing up?*
- actions, events, situations which will definitely happen in the future and which we can't control. *Our youngest child **will be** two months old in May.*

Be going to

We use **be going to**:

- for plans, intentions or ambitions for the future. *She's **going to be** a pilot when she graduates.*
- actions we have already decided to do in the near future. *Guy **is going to work** on a summer camp during the holidays.*
- predictions based on what we can see or what we know, especially when there is evidence that something will happen. *Those clouds look very dark, it's **going to rain** tonight.*

The time expressions we use with the future simple and **be going to** are: *tomorrow, the day after tomorrow, tonight, soon, next week/month/year/summer etc, in a week/month, etc*

Future Continuous

We use the **future continuous** (will be + verb -ing):

- for actions which will be in progress at a stated future time. *I'm going on holiday. This time next week I'll **be lying** in the sun.*
- for actions which will definitely happen in the future as the result of a routine or arrangement. *I **will be going up** to London at the weekend.*
- when we ask politely about someone's plans for the near future. ***Will you be needing** that needle for much longer?*

Time clauses with future reference

We use the **present simple** or **present perfect**, but NOT future forms, with words and expressions such as **while**, **before**, **after**, **until/till**, **as**, **when**, **whenever**, **once**, **as soon as**, **as long as**, **by the time**, etc to introduce time clauses. ***By the time** we get there, the train will have left.* (NOT: ~~**By the time** we will get there...~~)

We also use the **present simple** and **present perfect**, but NOT future forms, after words and expressions such as **unless**, **if**, **suppose/supposing**, **in case**, etc. *Take some money **in case** you need it.* (NOT: ... ~~**in case** you will need it.~~)

We use **future forms** with:

- when** when it is used as a question word. ***When will you be seeing** David next?*
- if/whether** after expressions which show uncertainty/ignorance etc, such as **I don't know**, **I doubt**, **I wonder**, **I'm not sure**, etc. *I wonder **whether** he **will get** the job.*

Conditionals

Type 0 conditionals are used to express a general truth or a scientific fact. In this type of conditional, we can use **when** instead of **if**.

If-clause	Main Clause
If/When + present simple → present simple	
<i>If/When you mix yellow and blue paint, you get green.</i>	

Type 1 conditionals are used to express a real or very probable situation in the present or future.

If-clause	Main Clause
If + present simple → future simple, imperative, can/must/may etc + bare infinitive	
<i>If I finish this job tonight, I will/might/etc go to the theatre with Frank.</i>	

When the hypothesis comes before the main clause, we separate them with a comma. When the main clause comes before the if-clause, then we do not use a comma to separate them.

Note: with Type 1 conditionals we can use **unless + affirmative verb** (= if + negative verb). *I will not be in a position to come **unless** someone **gives** me a lift.* (= if someone **does not** give me a lift)

- **Conditionals Type 2 (unreal present)** are used to express imaginary situations which are contrary to facts in the present and, therefore, are unlikely to happen in the present or future. We can use either **were** or **was** for all persons in the if-clause. We can also use the structure **If I were you ...** to give advice.

If-clause	Main Clause
If + past simple/past continuous → would/could/might + present bare infinitive	
<i>If he knew the truth, he would tell you. If Mrs Carson was teaching us Maths this year, we would have a much better chance of passing our exam. If I were you, I would prepare the project well in advance.</i>	

- **Conditionals Type 3 (unreal past)** are used to express imaginary situations which are contrary to facts in the past. They are also used to express regrets or criticism.

If-clause	Main Clause
If + past perfect/past perfect continuous → would/could/might + perfect bare infinitive	
<i>If she had told me about her plans, I would have helped her. If I hadn't been working on the day of the party, I would have cooked everything myself.</i>	

Mixed Conditionals

We can form mixed conditionals, if the context permits it, by combining an if – clause from one type with a main clause from another.

If-clause	Main Clause
Type 2 <i>If she came home late last night,</i>	Type 1 <i>she won't be on time for work today.</i>
Type 2 <i>If you were more diplomatic,</i>	Type 3 <i>you wouldn't have answered your boss like that.</i>
Type 3 <i>If he hadn't missed the plane,</i>	Type 2 <i>he would be here now.</i>

Wishes

- We can use **wish /if only** to express a wish.

Verb Tense		Use
+ past simple/ past continuous	<i>I wish I was/were in Spain. (but I'm not) If only I were travelling by plane and not by boat! It would be much more convenient. (but I'm not)</i>	<i>to say that we would like something to be different about a present situation</i>
+ past perfect	<i>I wish I had kept a copy of my dissertation. (but I didn't) If only I hadn't spoken so bluntly to him! We could still be friends. (but I did)</i>	<i>to express regret about something which happened or didn't happen in the past</i>
+ subject + would + bare inf.	<i>I wish you would stop talking behind people's backs. If only it would snow at Christmas!</i>	<i>to express:</i> <ul style="list-style-type: none"> • a polite imperative • a desire for a situation or person's behaviour to change

- Notes:
- **If only** is used in exactly the same way as **wish** but it is more emphatic or more dramatic.
 - We can use **were** instead of **was** after **wish** and **if only**. *I wish I **were/was** a famous explorer!*
 - After the subject pronouns **I** and **we**, we can use **could** instead of **would**. *I wish I **could** travel abroad.*

Had Better/ Would Rather

Had better (= it would be good to) is used to give strong or urgent advice. Had better refers only to the present or future.

- **had better + bare infinitive** → immediate future
*You **had better write** her a letter to explain.*

Would rather (= would prefer to) expresses preference. When the subject of **would rather** is also the subject of the following verb, we use the following constructions:

- **would rather + present bare infinitive** → present/future.
*I **would rather sit** the exam in June.*
- **would rather + perfect bare infinitive** → past
*I bought a printer yesterday, but I'd **rather have waited** for the sales.*
- **would rather + bare infinitive + than (+ bare infinitive)**
*I'd **rather surf** the net **than watch** TV.*

When the subject of **would rather** is different from the subject of the following verb, we use the following constructions:

- **would rather + past tense** → present/future
*I'd **rather Patrick gave up** basketball because it is taking up too much of his time.*
- **would rather + past perfect** → past
*I'd **rather you had told** us the truth, then we wouldn't have got into such a row.*

The Unreal Past

The **past simple** can be used to refer to the **present** when we talk about imaginary, unreal or impossible situations which are contrary to facts in the present.

The **past perfect** can be used to refer to imaginary, unreal or impossible situations which are contrary to facts in the past.

The past simple is used with:

- **type 2 Conditionals** – *If he **had** the funds, he would set up in business.*
- **suppose/supposing** – ***Suppose/Supposing** he **double-crossed** you, what would you do?*
- **wish/if only** – *I **wish/If only** I **had** more free time.*
- **would rather (present)** – *I'd **rather** you **called** him now.*
- **as if/as though** – *Ronald acts **as if/as though** he **knew** everybody.*
- **it's (about/high) time** – *It's **(about/high) time** you **got a** job.*

The past perfect is used with:

- **type 3 Conditionals** – *If he **hadn't been** so clumsy, he wouldn't have fallen off the ladder.*
- **suppose/supposing** – ***Suppose/Supposing** you **had been** in a position to help, would you have done so?*
- **wish/if only** – *I **wish/If only** I **hadn't caused** such a fuss.*
- **Would rather (past)** – *I'd **rather** you **had not said** anything.*
- **as if/as though** – *He didn't know anything about philosophy, but he spoke about Plato **as though/as if** he **had been** a personal friend.*

Clauses of Purpose

Clauses of purpose are used to explain why somebody does something. They are introduced with the following words/expressions.

- **to - infinitive** – *Peter went to the library **to borrow** a book.*
- **in order to/so as to + infinitive** (formal) – *The staff voluntarily offered to work overtime **in order to finish** the project on time.*
- **so that + can/will** (present/future reference) – *I will give you my mobile phone number **so that** you **can contact** me if there are any queries.*
- **so that + could/would** (past reference) – *He set off at 8 o'clock **so that** he **would be** at the interview in plenty of time.*
- **in case + present tense** (present or future reference) – *Leave the light on in the hall **in case** anyone **tries** to break in.*
- **in case + past tense** (past reference) – *She had sent out for a pizza **in case** we **got** hungry.*
Note: **in case** is never used with **will** or **would**.
- **for + noun** (expresses the purpose of an action) – *We went to Mario's **for a pizza**.*
- **for + -ing form** (expresses the purpose of something or its function) – *Freezers are used **for storing** frozen food.*
- **with a view to + -ing form** – *Graham's family bought the old house **with a view to redeveloping** the site.*

We can express **negative purpose** by:

- **in order not to/so as not to + infinitive** – *I made an inventory of the things that had to be taken **so as not to omit** anything.*
- **prevent + noun/pronoun (+ from) + -ing form** – *The old lady covered up the leftover food **to prevent** the flies **from getting** at it.*

The Definite Article *the*

We use **the**:

- with nouns when talking about something specific. *Jo owns a car and a motorbike. **The** car is red and **the** motorbike is blue.*
- with nouns that are unique (**the** solar system, **the** universe, etc).
- with names of newspapers (**the** Guardian), cinemas (**the** Rex), theatres (**the** Old Vic), museums/art galleries (**the** Tate), ships (**the** Titanic), organisations (**the** EU).
- with the names of rivers (**the** Ganges), groups of islands (**the** Canaries), mountain ranges (**the** Urals), deserts (**the** Sinai), oceans (**the** Atlantic), canals (**the** Suez), countries when they include words such as **States**, **Kingdom**, **Republic** (**the** Czech Republic), names or nouns with **of** (**the** House of Parliament), in geographical terms such as **the** Antarctic/Arctic/equator, **the** North of Italy, **the** North/South/East/West.
- with the names of musical instruments and dances (**the** violin, **the** waltz).
- with the names of families (**the** Smiths) and nationalities ending in **-sh**, **-ch** or **-ese** (**the** Chinese). Other nationalities can be used with or without **the**.
- with titles (**the** Ambassador, **the** President) but not with titles including a proper name (Prince Charles).

- with adjectives/adverbs in the superlative form (**the best film I have ever seen**), **but** when **most** is followed by a noun, it doesn't take **the** (*most people enjoy going to the theatre*).
- with the words **day, morning, afternoon** and **evening**. *It was early in **the** morning and the sun was starting to rise.*
BUT: at night, at noon, at midnight, by day/night
- with historical periods/events (**the last Ice Age, the Vietnam war**) **BUT: World War I**
- with the words **only, last** and **first** (used as adjectives). *She was **the** only one who came late.*
- with the words **station, cinema, theatre, library, shop, coast, sea(side), beach, country(side), city, jungle, world, ground, weather**. *They went for a ride along **the** coast.*

We do not use **the**:

- with uncountable and plural nouns when talking about something in general. ***Spray cans** release CFCs which are harmful to the ozone layer. **Tea** is a very popular beverage.*
- with proper nouns. ***Jenny** works in a public library.*
- with the names of sports, games, activities, days, months, celebrations, colours, drinks and meals. *We are invited to some friends' house on **Wednesday**.*
- with languages unless they are followed by the word **language**. *David speaks **German, Spanish** and **French**.*
BUT: The French language is spoken in parts of Africa.
- with the names of countries which don't include the word **State, Kingdom** or **Republic**. *Germany, India, Australia.* **BUT** there are some exceptions: **the Netherlands, the Gambia, the Vatican**.
- with the names of streets (*Oxford Street, Penny Lane* **BUT: the M6, the A42**), squares (*Trafalgar Square*), bridges (*London Bridge* **BUT: the Golden Gate Bridge**), parks (*Central Park*), railway stations (*Euston, King's Cross*), mountains (*Mount Everest*), individual islands (*Sardinia*), lakes (*Lake Windermere*) and continents (*Africa*).
- with possessive adjectives or the possessive case. *That is **his** bike.*
- with the names of restaurants, shops, banks, hotels, etc which are named after the people who started them (***Harrods, Laura's Restaurant***).
- with the words **bed, hospital, college, court, prison, school, university** when we refer to the purpose for which they exist. *The injured boy had to be taken to **hospital**.* **BUT: We went to the hospital to visit Tony.**
- with the word **work** (= place of work). *He needs to be at **work** by 10 o'clock.*
- with the words **home, mother, father**, etc when we talk about our own home/parents.
- with **by + means of transport** (*by bus/ferry/train/car etc*) *He travelled to York **by train**.*
- with the names of illnesses. *He's got **pneumonia**.* **BUT: flu/the flu, measles/the measles, mumps/the mumps.**

Infinitive

The **to-infinitive** is used:

- to express purpose. *David phoned **to talk** about our plans for next week.*

- after certain verbs (agree, appear, decide, expect, hope, plan, promise, refuse, etc). *They **expect to start** the construction work next week.*
- after **would like, would prefer, would love**, etc to express a specific preference. *I **would prefer to go** to the opera this evening.*
- after adjectives which describe feelings/emotions (happy, sad, glad, etc); express willingness/unwillingness (willing, eager, reluctant, etc); refer to a person's character (clever, kind, etc) and the adjectives **lucky** and **fortunate**. *I was very **sad to hear** that Barry lost his dog.*
Note: with adjectives that refer to character, we can also use an impersonal construction. *It was kind of you **to help** David with his car.*
- after **too/enough**. *It isn't cold **enough to go** skiing.*
- to talk about an unexpected event, usually with **only**. *I finally reached the port **only to find** that the ferry had left without me.*
- with **it + be + adjective/noun**. *It was easy **to find** the turning after all.*
- after **be + first/second/next/last** etc. *He **was the next person to shake** my hand when I received the award.*
- after verbs and expressions such as **ask, learn, explain, decide, find out, want, want to know**, etc when they are followed by a **question word**. *The Physics teacher **explained how to solve** the problem.*
Note: **why** is followed by subject + verb, NOT an infinitive. *I wonder **why she didn't tell** us.*
- in the expressions **to tell you the truth, to be honest, to sum up, to begin with**, etc. ***To tell you the truth**, I didn't expect that he would tell a lie.*
Note: If two **to-infinitives** are linked by **and** or **or**, the **to** of the second infinitive can be omitted. *I would like **to go and see** what is happening for myself.*

The infinitive without **to** is used:

- after modal verbs. *Robin **can sing and dance**.*
- after the verbs **let, make, see, hear** and **feel**. *They **made him take out** the entire contents of the suitcase.* **BUT:** we use the **to-infinitive** after **be made, be heard, be seen** etc (passive form). *He **was made to empty** his suitcase on the counter.*
Note: When **see, hear** and **watch** are followed by an **-ing form**, there is no change in the passive. *He **saw me talking** to Bob. I **was seen talking** to Bob.*
- after **had better** and **would rather**. *We **had better take** the metro.*
- **help** can be followed by either the **to-infinitive** or the infinitive without **to**. *She **helped me (to) move** the sofa.*

Gerund (-ing form)

The **-ing form** is used:

- as a noun. ***Driving** without a licence is forbidden.*
- after certain verbs: **admit, appreciate, avoid, confess, continue, deny, fancy, go (for activities), imagine, mind, miss, quit, save, suggest, practise, consider, prevent**, etc. *Fancy **winning** all that money?*

- after **love, like, enjoy, prefer, dislike, hate** to express general preference. *Peter **enjoys watching** TV.* BUT: for a specific preference (would like/ would prefer/would love) we use a **to-infinitive**.
- after expressions such as **be busy, it's no use, it's (no) good, it's (not) worth, what's the use of, can't help, there's no point in, can't stand, have difficulty (in), have trouble, etc.** ***There is no point in trying** to convince him, he never listens to anybody.*
- after **spend, waste or lose** (time, money, etc). *He **spent** a lot of money **restoring** his home.*
- after the preposition **to** with verbs and expressions such as **look forward to, be used to, in addition to, object to, prefer (doing sth to sth else).** *He **prefers walking to playing** football.*
- after other prepositions. *He was thinking **of retiring** in a few years.*
- after the verbs **hear, listen to, notice, see, watch and feel** to describe an incomplete action. *I **heard** Tom **speaking** to Sam. (I only heard part of the conversation.)* BUT: we use the **infinitive without to** with **hear, listen to, notice, see, watch and feel** to describe the complete action. *I **heard** Tom **tell** the story. (I heard the whole story.)*

Difference in meaning between the **to-infinitive** and the **-ing form**

Some verbs can take either the **to-infinitive** or the **-ing form** with a change in meaning.

- **forget + to-infinitive** = not remember – *She **forgot to water** the plants.*
forget + -ing form = not recall – *I'll never **forget travelling** around Japan.*
- **remember + to-infinitive** = not forget – *Did you **remember to put** the cat out?*
remember + -ing form = recall – *I **remember meeting** Tom at the club.*
- **mean + to-infinitive** = intend to – *I'm sorry I never **meant to cause** offence.*
mean + -ing form = involve – *If I don't get this job, I'm afraid it will **mean selling** the caravan.*
- **regret + to-infinitive** = be sorry to (normally used in the present simple with verbs such as **say, tell, inform**) – *We **regret to tell you** that your flight has been cancelled.*
regret + -ing form = feel sorry about – *I **regret losing** contact with Fred.*
- **try + to-infinitive** = do one's best, attempt – *We **tried to contact** you but we couldn't get through.*
try + -ing form = do something as an experiment – *Why don't you **try hitting** it with a hammer?*
- **stop + to-infinitive** = stop temporarily in order to do something else – *After a couple of hours, we **stopped to have** a break.*
stop + -ing form = finish doing something – *At six o'clock, everyone **stopped talking** and listened to the radio.*

Comparisons

As / Like

We use **like**:

- with nouns/pronouns/-ing form to express similarity. *They treat him **like a servant**. (He isn't a servant.)*
- with **feel, look, smell, taste**. *She **looks like** her mum.*

We use **as**:

- to say what somebody or something really is. *He works **as a teacher**.*

Comparatives and Superlatives

We use the **comparative** to compare one person or thing with another. We use the **superlative** to compare one person or thing with more than one person or thing of the same group. We often use **than** after a comparative and **the** before a superlative. *He is **taller than** me. He's **the tallest** person in my family.*

Formation of comparatives and superlatives from adjectives and adverbs:

- to one-syllable adjectives we add **-(e)r** to form the comparative and **-(e)st** to form the superlative.
close – closer – closest
Note: for one-syllable adjectives ending in a **vowel + a consonant**, we double the consonant.
big – bigger – biggest
- to two-syllable adjectives ending in **-ly, -y, -w** we also add **-er / -est**. *narrow – narrower – narrowest*
Note: in adjectives ending in a **consonant + y**, we replace the **-y** with an **-i**. *tiny – tinier – tiniest*
- other two-syllable adjectives or adjectives with more than two syllables, form comparatives and superlatives with **more/most**.
intelligent – more intelligent – most intelligent
- to adverbs that have the same form as their adjectives we add **-er/-est**. *hard – harder – hardest*
- two-syllable or compound adverbs take **more/most**.
slowly – more slowly – most slowly
Note: **clever, common, cruel, friendly, gentle, pleasant, polite, shallow, simple, stupid, quiet** can form their comparatives and superlatives either with **-er/-est** or with **more/most**
- **Irregular forms:**
good – better – best / bad – worse – worst / much – more – most / little – less – least / far – farther/further – farthest/furthest / many/lots – more – most

Types of comparisons:

- **as + adjective + as** (to show that two people or things are similar in some way). In negative sentences we use **not as/so ... as**. *The silver car is **as expensive as** the red one.*
- **less + adjective + than** (expresses the difference between two people or things). The opposite is **more ... than**. *Peter is **less outgoing than** his sister.*

- **the least + adjective + of/in** (compares one person or thing with two or more people or things in the same group). The opposite is the **most ... of/in**. *He is **the least loyal** person **in** the company.*
- **much/a lot/far/a little/a bit/slightly + comparative** (expresses the degree of difference between two people or things). *Roger is **slightly taller than** Colin.*
- **comparative and comparative** (shows that something is increasing or decreasing). *The pollution gets **worse and worse** every day.*
- **the + comparative ..., the + comparative** (shows that two things change together or that one thing depends on another thing). ***The longer** he spoke, **the more bored** we became.*
- **by far + the + superlative** (emphasises the difference between one person or thing and two or more people or things in the same group). *This year was **by far the worst** the company has had.*

Present/Past Participles

We use **present participles** to describe something. *It was an **interesting** lecture.* (What was the lecture like? Interesting.)

We use **past participles** to say how someone felt. *We were **interested**.* (How did we feel? Interested.)

We use **participles** to express time. *After **taking/having taken** his dog for a walk, he **had** breakfast.* (First he took his dog for a walk, then he had breakfast.)

Logical Assumptions/Deductions

Must: sure/certain that sth is true.

Must is used in affirmative sentences and expresses positive logical beliefs. *You have been working all day, you **must** be tired!*

Can't/couldn't: certain that sth is not true/real.

Can't and **couldn't** are used in negations and express negative logical assumptions. *That **can't** be Mary, she's at work.*

Possibility

Can + present infinitive: general possibility, sth theoretically possible; not used for a specific situation. *You **can have** pasta or pizza.*

Could/May/Might + present infinitive: it is possible/likely, perhaps; used to show sth is possible in a specific situation. *You should keep that ring, it **may be** valuable one day.*

Note: we can use **can/could/might** in questions **BUT NOT may**. *Do you think that you **can/could/might** repair it?*

Could/Might/Would + perfect infinitive: refers to the past, sth that was possible but didn't happen. *She **might have moved** house.*

Obligation/Duty/Necessity

Must: expresses duty, strong obligation to do sth; sth is essential. We generally use **must** when the speaker has decided that sth is necessary. *I **must** see a doctor.*

Have to: expresses strong necessity/obligation. We usually use **have to** when somebody other than the speaker has decided that sth is necessary. *The teacher said we **have to** sit the exam tomorrow.*

Note: **must** and **have to** have different meanings in questions. *Do I **have to** wash the car now? (Is it necessary for me ...?) **Must** I tidy my room now? (Do you insist that I ...?)*

Should/Ought to: express duty, weak obligation. These are less emphatic than **must/ have to**. *We **should** have the tyres checked.*

Need: it is necessary to. ***Need** I fill in the form?*

Note: **need** can be used as a modal verb or as a main verb with no change in meaning. ***Need** I hand in my essay today? Do I need to hand in my essay today?*

Absence of necessity

Needn't/Don't have to/Don't need to + present infinitive: it isn't necessary to do sth (in the present/future).

*You **don't need to** wash the dishes, I will do it.*

Didn't need to/Didn't have to: it wasn't necessary to do sth. We don't know if it was done or not. *She **didn't need to/have to** work overtime. (We don't know if she worked overtime or not.)*

Needn't + bare perfect infinitive: it was not necessary to do sth but it was done. *You **needn't have washed** the dishes. (You washed them.)*

Prohibition

Mustn't/Can't: it is forbidden to do sth; it is against the rules/law; you are not allowed to do sth. *You **mustn't/can't** smoke in the hospital.*

Criticism

Could/Should/Might/Ought to + perfect infinitive: used to criticise someone's actions or lack of action (in the past); it would have been better if you had ... (past). *They **could have charged** less.*

The Passive

We form the passive with the verb **to be** in the appropriate tense and the **past participle** of the main verb. Only transitive verbs (verbs which take an object) can be used in the passive.

We use the passive:

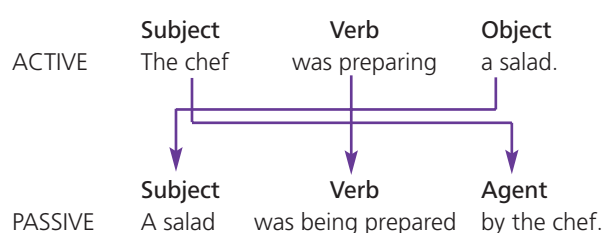
- when the person or people who do the action are unknown, unimportant or obvious from the context. *Their house was broken into. (The identity of the burglars is unknown.) The lights are being installed. (It's not important to know who is doing it.) A new bill has been passed. (It's obvious that the government has passed the bill.)*

Grammar Reference

- when the action itself is more important than the person/people who do it, as in news headlines, newspaper articles, formal notices, advertisements, instructions, processes, etc. *All trespassers will be prosecuted.*
- when we want to avoid taking responsibility for an action or when we refer to an unpleasant event and we do not want to say who or what is to blame. *Three people were seriously injured in the accident. The reports were misplaced and have to be typed again.*

Changing from the active to the passive:

- the **object** of the active sentence becomes the **subject** in the passive sentence
- the active verb remains in the same tense but changes into a passive form
- the **subject** of the active sentence becomes the **agent**, and is either introduced with the preposition **by** or is omitted.



- Only transitive verbs (verbs that take an object) can be changed into the passive. **Active:** *Mary lives in the countryside.* (intransitive verb) **No passive form:** *The countryside is lived in by Mary.*
Note: some transitive verbs (*have, be, exist, seem, fit, suit, resemble, lack, etc*) cannot be changed into the passive. *Steven has a modern apartment.* **NOT:** *A modern apartment is had by Steven.*
- We can use the verb **to get** instead of the verb **to be** in everyday speech when we talk about things that happen by accident or unexpectedly. *She **got** burnt when she was cooking.* (instead of *she **was** burnt...*)
- **By + the agent** is used to say who or what carries out an action. **With + instrument/material/ingredient** is used to say what the agent used. *The TV was fixed **by** Sam. The room was decorated **with** flashing lights and streamers.*
- The agent can be omitted when the subject is **they, he, someone/somebody, people, one,** etc. *Nobody found the treasure.* = *The treasure was not found.*
- The agent is not omitted when it is a specific or important person, or when it is essential to the meaning of the sentence. *The song was composed **by Van Morrison.***
- With verbs which can take two objects such as *bring, tell, send, show, teach, promise, buy, sell, read, offer, give, lend, etc*, we can form two different passive sentences.
Mathew told me the news. (active)
I was told the news by Mathew. (passive, more usual)
The news was told to me by Mathew. (passive, less usual)
- If in an active sentence a preposition follows a verb, then in the passive it is placed immediately after the verb. *Simone **threw** the pile of old magazines **out.*** *The pile of old magazines was **thrown out** by Simone.*

- The verbs **hear, help, see** and **make** are followed by the bare infinitive in the active but by the to-infinitive in the passive. *A witness **saw** the man **climb** out of the window. The man **was seen to climb** out of the window.*
- **Let** becomes **be allowed to** in the passive. *The teacher **let** the children play a game. The children **were allowed to** play a game.*
- To ask questions in the passive we follow the same rules as for statements, keeping in mind that the verb is in the interrogative form. *Has she booked tickets yet? Have tickets been booked (by them) yet?*
- When we want to find out who or what performed an action, the passive question form is **Who/What ... by?**
***What** was the damage caused **by**?*

Relative Clauses

Relative clauses are introduced with either a **relative pronoun** or a **relative adverb**.

Relative Pronouns

We use:

- who(m)/that** to refer to people.
- which/that** to refer to things.
- whose** with people, animals and objects to show possession (instead of a possessive adjective).

- **Who, which, and that** can be omitted when they are the object of the relative clause. *This is the sound track (that) I have been looking for.*
- **Whom** can be used instead of **who** when it is the object of the relative clause. **Whom** is always used instead of **who** or **that** after a preposition. *That's with whom you will be working.*
- **Who, which, or that** is not omitted when it is the subject of a relative clause. *The car **which** won the rally was a Ferrari.*
- **Whose** is never omitted. *This is Felicity Mason **whose** films you must have seen.*

Relative adverbs

We use:

- when/that** to refer to a time (and can be omitted).
This is the time (when/that) the beach is quiet.
- where** to refer to a place. *The office **where** I work is in the centre.*
- why** to give a reason, usually after the word reason (why can be omitted). *The reason (why) he left like that is only to be guessed.*

Identifying and Non-Identifying Relative Clauses

An identifying relative clause gives necessary information essential to the meaning of the main sentence. It is not put in commas and is introduced with **who, with, that, whose, where, when,** or the **reason (why)**. *The pretty lady **who** is getting married to Pete is visiting us tonight.*

A non-identifying relative clause gives extra information and is not essential to the meaning of the main sentence. It is put in commas and is introduced with **who**, **whom**, **which**, **whose**, **where**, or **when**. *The pretty lady, who is not a true blonde, is visiting us tonight.*

Causative form

- we use **have + object + past participle** to say that we have arranged for someone to do something for us. The past participle has a passive meaning. *Mark **had his car serviced** at the garage.* (He didn't service it himself.)
 - Questions and negations of the verb **have** are formed with **do/does** (present simple) or **did** (past simple). ***Did** you **have** the walls painted yesterday?*
 - We also use **have something done** to talk about an unpleasant experience that somebody had. *Last night they **had** a window **smashed**.* (= their window was smashed by someone)
 - We can use the verb **get** instead of **have** in informal conversation. *I'm going to **get** the new furniture delivered at the weekend.*
- Note: The word order is very important. **Mark had his car serviced** and **Mark had serviced his car** have very different meanings. In the first case Mark arranged for someone else to do the service whereas in the second case he carried out the service himself.

	Regular active form	Causative form
Present Simple	<i>She washes the dishes.</i>	<i>She has the dishes washed.</i>
Present Continuous	<i>She is washing the dishes.</i>	<i>She is having the dishes washed.</i>
Past Simple	<i>She washed the dishes.</i>	<i>She had the dishes washed.</i>
Past Continuous	<i>She was washing the dishes.</i>	<i>She was having the dishes washed.</i>
Future Simple	<i>She will wash the dishes.</i>	<i>She will have the dishes washed.</i>
Future Continuous	<i>She will be washing the dishes.</i>	<i>She will be having the dishes washed.</i>
Present Perfect	<i>She has washed the dishes.</i>	<i>She has had the dishes washed.</i>
Present Perfect Continuous	<i>She has been washing the dishes.</i>	<i>She has been having the dishes washed.</i>
Past Perfect	<i>She had washed the dishes.</i>	<i>She had had the dishes washed.</i>
Past Perfect Continuous	<i>She had been washing the dishes.</i>	<i>She had been having the dishes washed.</i>
Infinitive	<i>She should wash the dishes.</i>	<i>She should have the dishes washed.</i>
-ing form	<i>I don't mind washing the dishes.</i>	<i>I don't mind having the dishes washed.</i>

Reported Speech - Statements

Reported speech is the exact meaning of what someone said, but not the exact words. We do not use quotation marks. The word **that** can either be used or omitted after the introductory verb (*say, tell, suggest, etc*).

*He said **(that)** he would pick her up at 8 o'clock.*

Say - Tell

- **say + no personal object** – *She **said** she was early.*
- **say + to + personal object** – *She **said to us** she was early.*
- **tell + personal object** – *She **told us** she was early.*

Expressions used with **say, tell** and **ask**.

Say	hello, good morning/afternoon etc, something/nothing, so, a prayer, a few words, no more, for certain/sure, etc
Tell	the truth, a lie, a story, a secret, a joke, the time, the difference, one from another, somebody one's name, somebody the way, somebody so, someone's fortune, etc
Ask	a question, a favour, the price, after somebody, the time, around, for something/somebody, etc

Reported Statements

- In reported speech, personal/possessive pronouns and possessive adjectives change according to the meaning of the sentence.
Emma said, "I'm going to visit my parents."
*Emma said (that) **she** was going to visit **her** parents.*
- We can report someone's words either a long time after they were said (out-of-date reporting) or a short time after they were said (up-to-date reporting).

Up-to-date reporting

The tenses can either change or remain the same in reported speech.

Direct speech: *Jonathan said, "I still haven't **seen** my doctor."*

Reported speech: *Jonathan said (that) he still **hasn't/hadn't seen** his doctor.*

Out-of-date reporting

The introductory verb is in the past simple and the tenses change as follows:

Direct speech	Reported speech
Present Simple → Past Simple "I know the answer."	He said (that) he knew the answer.
Present Continuous → Past Continuous "I am practising the violin now."	He said (that) he was practising the violin at that moment.
Present Perfect → Past Perfect "I have given up smoking."	He said (that) he had given up smoking.
Past Simple → Past Simple or Past Perfect "They polluted the river with their waste products."	He said (that) they (had) polluted the river with their products.
Past Continuous → Past Continuous or Past Perfect Continuous "I was trying to concentrate!"	He said that he was trying/had been trying to concentrate.
Future (will) → Conditional (would) "I will fix the heater tomorrow."	He said that he would fix the heater the next day.

- Certain words and time expressions change according to the meaning as follows:

now

→

then, immediately

today

→

that day

yesterday

→

the day before, the previous day

tomorrow

→

the next/following day

this week

→

that week

last week

→

the week before, the previous week

next week

→

the week after, the following week

ago

→

before

here

→

there

come

→

go

bring

→

take
- The verb tenses remain the same in reported speech when the introductory verb is in the present, future or present perfect.

Nicole

says,

"I'm cold."

Nicole

says

(that) she is cold.
- The verb tenses can either change or remain the same in reported speech when reporting a general truth or law of nature.

The teacher

said,

"The jay is a bird."

The teacher

said

(that) the jay is a bird.

Reported Questions

- Reported questions are usually introduced with the verbs **ask**, **inquire**, **wonder** or the expression **want to know**.

- When the direct question begins with a question word (**who**, **where**, **how**, **when**, **what**, etc), the reported question is introduced with the same question word.

"When

does the film start, please?"

(direct question)

She asked me

when the film started.

(reported question)
- When the direct question begins with an auxiliary (**be**, **do**, **have**), or a modal verb (**can**, **may**, etc), then the reported question is introduced with **if** or **whether**.

"Do you think it will rain tomorrow?"

(direct question)

He asked me

if I thought it would rain the following day.

(reported question)
- In reported questions, the verb is in the affirmative. The question mark and words/expressions such as **please**, **well**, **oh**, etc are omitted. The verb tenses, pronouns and time expressions change as in statements.

Can I have a biscuit, please?

(direct question)

She asked me

if she could have a biscuit.

(reported question)

Reported Orders

To report orders in reported speech, we use the introductory verbs **order** or **tell + sb + (not) to - infinitive**.

Take cover!

(direct order)

He

ordered them

to take cover.

(reported order)

Stand still!

(direct order)

He

told us

to stand still.

(reported order)

Reported Commands, Requests and Suggestions etc

To report commands, requests, suggestions, instructions etc., we use a special introductory verb followed by a **to-infinitive**, **-ing form**, or **that-clause**, depending on the introductory verb.

Introductory verb	Direct speech	Reported speech
+ to infinitive		
agree	"Alright, I'll change my password."	He agreed to change his password.
*claim	"I know exactly what happened!"	He claimed to know exactly what happened.
*demand	"I want you to give me my money back!"	He demanded to be given his money back!
offer	"I could put in a good word for him with my manager."	She offered to put in a good word for him with her manager.
*promise	"I give you my word of honour that I will be straightforward with you in the future."	He promised to be straightforward with me in the future.
refuse	"Definitely not! I won't listen to another word."	He refused to listen to another word.
*threaten	"Don't you dare touch my things! I'll tell mum you cheated in your exam."	She threatened to tell their mother that he had cheated in the exam if he touched her things.

Introductory verb	Direct speech	Reported speech
+ sb + to-infinitive		
advise	"You had better get going; it's late."	She advised me to get going because it was late.
allow	"You may borrow my laptop if you're extra careful with it."	He allowed me to borrow his laptop computer as long as I was careful with it.
ask	"How do you get to work?"	Sue asked me how I got to work.
beg	"Please, let me go!"	She begged the kidnapper to let her go.
command	"Do as I say and open the door!"	He commanded him to open the door.
encourage	"Come with us on the cruise!"	She encouraged her to go with them on the cruise.
forbid	"You must not go into the lab without my permission."	He forbade us to go into the lab without his permission.
invite	"Would you like to attend the lecture this evening?"	He invited her to attend the lecture that evening.
order	"Go and see the Headmaster this minute!"	The teacher ordered the mischievous student to go and see the Headmaster that minute.
*remind	"Whatever you do, remember to feed the cat!"	She reminded him to feed the cat.
*warn	"I wouldn't trust him."	He warned me not to trust him.
+ -ing form		
accuse sb of	"She has been spreading these awful rumours!"	He accused her of spreading those awful rumours.
*admit (to)	"I'm afraid I've lost the CD you lent me."	She admitted to losing the CD he had lent her.
apologise for	"I'm really sorry I lied to you."	He apologised for lying to her.
*boast about/of	"I have made some excellent pancakes!"	He boasted about making some excellent pancakes.
*complain (to sb) of/about	"I have terrible pains in my stomach."	He complained of/about having terrible pains in his stomach.
*deny	"I never took the car without asking you!"	He denied ever having taken/taking the car without asking him.
*insist on	"I must speak to the President!"	He insisted on speaking to the President.
*suggest	"How about investing our money in these shares?"	He suggested (their) investing their money in those shares.

Introductory verb	Direct speech	Reported speech
+ that clause		
explain	"I can't meet you then because I have a doctor's appointment."	She explained that she couldn't meet me then because she had a doctor's appointment.
inform sb	"I'm afraid Mr Miller has just left the office."	The secretary informed me that Mr Miller had just left the office.

- * The verbs marked with an asterisk can also be followed by a that-clause in reported speech. *He claimed that he knew exactly what had happened.* etc

Note: To report negative commands and requests we usually use **not + to-infinitive**.

Direct: Mum said, "**Don't make** fun of your sister, it's unkind!"

Reported: Mum told him **not to make** fun of his sister because it was unkind.

- In conversation we use a mixture of statements, commands and questions. When we turn them into reported speech, we use **and, as, adding that, and he/she added that, because, but, since** etc. Words such as **oh!, oh dear, well** etc are omitted in reported speech.
Direct: "Oh! We've missed our train," Sheila said to him, "Well, we'll just have to wait for the next one."
Reported: Sheila said that they had missed their train and added that they would have to wait for the next one.

Countable – Uncountable Nouns

- Countable** nouns are those that can be counted (*one pear, two pears* etc). **Uncountable** nouns are those that cannot be counted (*milk, sugar* etc). **Uncountable** nouns take a singular verb and are not used with *a/an*.

Groups of uncountable nouns include:

- mass nouns (*orange juice, butter, sugar* etc)
- subjects of study (*Chemistry, History, Maths* etc)
- sports (*football, rugby, cricket*)
- languages (*Italian, Japanese, Arabic*)
- diseases (*chickenpox, malaria, asthma*)
- natural phenomena (*rain, snow, mist*)
- collective nouns (*baggage, money, furniture*)
- certain other nouns (*accommodation, anger, luck*)

Some/Any/No

Some, any and **no** are used with uncountable nouns and plural countable nouns. *some jam, some jars.*

- Some** and its compounds (*somebody, someone, something, somewhere* etc) are normally used in affirmative sentences. *There is some water left in the bottle.*
- Some** and its compounds are also used in interrogative sentences when we expect a positive answer, for example when we make an offer or request. *Would you like something to drink?*

- **Any** and its compounds (anyone, anything etc) are usually used in interrogative sentences. *Is there anything I should know?* **Not any** is used in negative sentences. *There isn't any ink in the pen.* **Any** and its compounds can also be used with negative words such as **without**, **never**, **rarely**. *I have never seen anything like it.*
- When **any** and its compounds are used in affirmative sentences there is a difference in meaning. *You can do anything you like.* (it doesn't matter what)
Anyone could have found the answer to that. (it doesn't matter who)
- **No** and its compounds are used instead of **not any** in negative sentences. *They didn't have anything to say to each other.* (= They said nothing.) *There wasn't anybody there.* (= There was nobody in the theatre.)
Note: We use a singular verb with compounds of **some**, **any** and **no**. *There **is** nothing we can do.*

Every/Each

Each and **every** are used with singular countable nouns. We normally use **each** when we refer to two people or things and **every** when we refer to three or more people or things. *Each of the twins received a gift. Every item in the store has a guarantee.*

- The pronouns **everyone**, **everybody**, **everything** and the adverb **everywhere** are used in affirmative, interrogative and negative sentences, and are followed by a singular verb. We normally use **every** when we are thinking of people or things together, in a group to mean all, everyone etc. *Every manager has to be present at the meeting.* (all of them together), whereas we normally use **each** when we are thinking of people or things separately, one at a time. *Each manager has to present his ideas at the meeting.* (one at a time)
- We use **every** to show how often something happens. *The bus leaves every quarter of an hour.*
- We use **every** but **not each** with words and expressions such as **almost**, **nearly**, **practically**, and **without exception**. *He's late almost every day.*

A few/Few – A little/Little

A few and **few** are used with plural countable nouns. **A little** and **little** are used with uncountable nouns.

- **A few** means not many but enough. *I have a few days left until the deadline is over.*
- **Few** means hardly any, almost none and can be used with **very** for emphasis. *There were (very) few people interested in the cookery course.*
- **A little** means not much, but enough. *There is a little orange-juice left, would you like some?*
- **Little** means hardly any, almost none and can be used with **very** for emphasis. *There is (very) little news about the accident at this moment.*

A lot of/lots of – much – many

- **A lot of/lots of** are used with both plural countable and uncountable nouns. They are normally used in affirmative sentences. The **of** is omitted when **a lot/lots** are not followed by a noun. *Were there a lot/lots of performers at the venue? Yes, there were lots.*
- **Much** and **many** are usually used in negative or interrogative sentences. **Much** is used with uncountable nouns and **many** is used with plural countable nouns. *There aren't many cheap apartments in this area. There isn't much information about this issue.*
- **How much** and **how many** are used in questions and negations.
How much + uncountable noun → amount
How many + countable noun → number
How much salt shall I put in the sauce?
How many children does she have?
- **Too much** is used with uncountable nouns. It has a negative meaning and shows that there is more of something than is wanted or needed. *I couldn't sleep, the workmen were making too much noise.*
- **Too many** is used with plural countable nouns. It has the same negative meaning as **too much**. *It was very crowded. There were too many people there.*
- We use **many/much/some/any/most/(a) few/(a) little/several/one/two** etc + **of** followed by **the/that/this/these/those** and then a noun when talking about a specific group. *Some of the houses in that street are very expensive.* (houses in that street) **but:** *Some houses are very expensive.* (houses in general)

Future Perfect → will have + past participle

- We use the **future perfect** for actions that will have finished before a stated time in the future. *We **will have arrived** in London by 10:00 pm.*

The time expressions we use with the future perfect are: *before, by, by then, by the time, until/till* (only in negative sentences)

Future Perfect Continuous → will have been + verb + -ing

- We use the **future perfect continuous** to emphasise the duration of an action up to a certain time in the future. The future perfect continuous is used with: **by...for**. *By the end of June, she **will have been working** there **for** six years.*

Concession

Clauses of contrast are used to express a contrast. They are introduced with the following words/phrases:

but – although/even though/though – in spite of/despite – however – while/whereas – yet – nevertheless – on the other hand

- **But** *It was raining but he wasn't carrying an umbrella.*
- **although/even though/though + clause** *Even though* is more emphatic than *although*. *Though* is informal and is often used in everyday speech. It can also be put at the end of a sentence.
Although/Even though/Though *it was spring, it was warm. It was warm **although/even though/though** it was spring. It was spring. It was warm, **though**.*
- **in spite of/despite + noun/-ing form**
In spite of/Despite *his age, he found it easy to get a job. He got a job **in spite of/despite** (his) age.*
- **in spite of/despite + the fact that + clause**
In spite of/Despite *the fact that he was older, he got a job.*
- **however/nevertheless** A comma is always used after *however/nevertheless*.
*The boy fell off the roof. **However/Nevertheless**, he wasn't injured.*
- **while/whereas**
*She is tall, **while/whereas** her other siblings are rather short.*
- **yet (formal)/still**
*The drought was widespread, **yet** no crops were ruined. My house is old. **Still**, it is in very good condition.*
- **on the other hand**
*Buses aren't environmentally friendly. **On the other hand**, trams are ...*

Inversion

No sooner had they arrived at the airport **than** their flight was announced.

There are two ways to invert the subject and the verb:

1 be/have/modal/auxiliary verb + subject + main verb

It is used in the following cases:

- in questions. *Is Peter taking his driving test today?*
- after the following words or expressions, when they come at the beginning of a sentence.

Seldom	Only in this way
Rarely	Only then
Little	Hardly (ever) ... when
Barely	No sooner ... than
Nowhere (else)	Not only ... but (also)
Never (before)	Not until/till
Not (even) once	In no way
On no account	In/Under no circumstances
Only by	Not since, etc

Never (before) have I seen such a beautiful work of art.
Not only did they make a contribution **but they (also)** promised to build a new primary school. **Seldom do we go out** since the winter set in.

BUT:

We seldom go out since the winter set in. (There is no inversion because the word **seldom** does not come at the beginning of the sentence.)

Note: When the expressions **only after**, **only by**, **only if**, **only when**, **not until/till** come at the beginning of a sentence, the inversion is in the main clause.

Only after she started saving **was she able to** buy a car.
Only if you study hard **will you pass** the exams.

- with **so**, **neither**, **nor** as to express agreement.
"I love going on long walks." "So do I." (We use **so** to agree with an affirmative statement.) *"I can't stand classical music." "Neither/Nor can I."* (We use **neither/nor** to agree with a negative statement.) *She was an excellent pianist, **as was her sister**/and **so was her sister**.*
- with **should**, **were**, **had** when they come at the beginning of an **if-clause** instead of **if**.
Type 1: **Should he call**, tell him I'm out. (= If he should call ...)
Type 2: **Were I you**, I would go home. (= If I were you ...)
Type 3: **Had I been** told, I would have helped out. (= If I had been told ...)

2 main verb + subject

It is used in the following cases:

- after verbs of movement or adverbial expressions of place when they come at the beginning of a sentence. *Outside the house **was a small garden**. On the sofa **lay a large dog**. Here **comes the bride**. There **goes the bus**.*
If the subject is a pronoun, there is no inversion. *Here **she comes**.* (NOT: ~~Here comes she.~~) *Up **you get**.* (NOT: ~~Up got you.~~)
- in direct speech when the subject of the introductory verb is a noun. *"I don't like this town," **said Henry**.* (OR: ... Henry said.) *"I'll call you a cab," **said the doorman**.* (OR: ... the doorman said.)
BUT: *"What can I do for you?" she asked.* (NOT: ... ~~asked she~~, because the subject of the introductory verb is a pronoun.)

Both/Neither – All/None – Either

- **Both** refers to two people, things or groups. It has a positive meaning and is followed by a plural verb. **Both children were treated** to an afternoon at the fair.
- **Neither** refers to two people, things or groups and has a negative meaning. It is followed by a singular countable noun. However the **Neither of + plural noun phrase** structure can be followed by either a singular or plural verb in the affirmative. **Neither path led** to the beach. **Neither of them has tasted** this meal.
- **All** refers to more than two people, things or groups. It has a positive meaning and is followed by a plural verb. **All of our valuables are insured** against theft.
- **Both/All** can go (a) after the verb to be or (b) after an auxiliary verb but before the main verb. *They **are both/all** looking forward to a rest. They **have all/both** been putting a lot of effort into the job.*
- **Whole** is used with singular countable nouns. We use **a/the/this/my etc + whole + noun**. **Whole** is not used with uncountable nouns. *She finished **the whole book**. She finished **all of the book**. She lost **all of her information**.*
NOT: ~~She lost the whole of her information.~~

All + **day/morning/week/year** etc = the whole + **day/morning/week/year** etc. *She's been correcting compositions all morning/the whole morning.*

- **None of** refers to two or more people, groups or things and has a negative meaning. It is used with nouns or object pronouns and is followed by either a singular or a plural verb. **None of** the stereos *is/are* cheap.
- **Either** refers to two people, things or groups and is followed by a singular countable noun. However the **Either of + plural noun phrase** structure can be followed by either a singular or plural verb. *Either route is quick. Either of the routes is/are quick.*
We can use **not ... either (of)** instead of **neither (of)**. **Either** can also be used at the end of a negative sentence. *"I have never been to Rome." "I have never been there either."*
- **Both ... and** is followed by a plural verb. *Both Tina and Tom go to the gym twice a week.*
Neither ... nor/Either ... or are followed by either a singular or plural verb. **Neither** John **nor** Emily *is/are* going to the party.

Rules for Punctuation

Capital Letters

A capital letter is used:

- to begin a sentence. *This is a pen.*
- for days of the week, months and public holidays. *Monday, January, New Year*
- for names of people and places. *My friend's name is Sam and she's from Sydney, Australia.*
- for people's titles. *Mr and Mrs Tutte; Dr Potter; Professor Earlsle, etc*
- for nationalities and languages. *They are Spanish. He's fluent in English and Greek.*

Note: The personal pronoun **I** is always a capital letter. *Beth and I are celebrating our graduation tonight.*

Full Stop (.)

A full stop is used:

- to end a sentence that is not a question or an exclamation. *We're having a wonderful time. We wish you were here.*

Comma (,)

A comma is used:

- to separate words in a list. *We need butter, milk, flour and eggs.*
- to separate a non-identifying relative clause (i.e. a clause giving extra information which is not essential to the meaning of the main clause) from the main clause. *Danny, who is a freelance reporter, was the winner of quiz and went away with £3000.*
- after certain linking words/phrases (e.g. in addition to this, moreover, for example, however, in conclusion, etc). *Moreover, she has good communication skills.*

- when if-clauses begin sentences. *If you would like to make a booking, contact me on the number below.*

Note: No comma is used, however, when the if-clause follows the main clause.

- to separate question tags from the rest of the sentence. *She's the famous TV host, isn't she?*

Question Mark (?)

A question mark is used:

- to end a direct question. *What is the reason for such behaviour?*

Exclamation Mark (!)

An exclamation mark is used:

- to end an exclamatory sentence, i.e. a sentence showing admiration, surprise, joy, anger, etc. *Never! How awful!*

Quotation Marks (' ' " ")

Quotation marks are used:

- in direct speech to report the exact words someone said. *'Could I speak with you a moment,' he asked her. "He has left," said Antonia.*

Colon (:

A colon is used:

- to introduce a list. *This is what you need: your identification card, a copy of your degree and an application form.*

Brackets ()

Brackets are used:

- to separate extra information from the rest of the sentence. *The most popular magazines (i.e. National Geographic, Focus, Fair Lady, etc) can be found almost anywhere in the world. The course offers a wide range of literary genres (modernism, post-modernism, feminist, victorian, etc)*

Apostrophe (')

An apostrophe is used:

- in short forms to show that one or more letters or numbers have been left out. *I'm (= I am) writing ... He published his book in the winter of '96. (=1996)*
- before or after the possessive -s to show ownership or the relationship between people.
Jenet's book, my sister's child (singular noun + 's)
my parents' car (plural noun + ')
Women's dresses (Irregular plural + 's)

A	<p>absent from (adj) abstain from (v) according to (prep) account for (v) accuse sb of (v) accustomed to (adj) acquainted with (adj) act on (v) adjacent to (adj) advantage of (n) advice on (n) advise on (v) afraid of (adj)</p>	<p>agree with sb on sth (v) aim at (v) allergic to (adj) amazed at/by (adj) amount to (v) amused at/by (adj) angry at what sb does (adj) angry with sb about sth (adj) angry with sb for doing sth (adj) annoyed with sb about sth (adj) (in) answer to (n) anxious about sth (adj) apologise to sb for sth (v)</p>	<p>appeal to/against (v) apply (to sb) for sth (v) approve of (v) argue with sb about sth (v) arrest sb for sth (v) arrive at (a small place) (v) arrive in (a town) (v) ashamed of (adj) ask for (v) (but: ask sb a question) astonished at/by (adj) attend to (v) (un)aware of (adj)</p>
B	<p>bad at (adj) (but: He was very bad to me.) balance between (n) ban on (n) base on (v) bear with (v) beg for (v) begin with (v)</p>	<p>believe in (v) belong to (v) benefit from (v) benefit of (n) bet on (v) beware of (v) put the blame on sb (phr) blame sb for sth (v)</p>	<p>blame sth on sb (v) boast about/of (v) bored with/of (adj) borrow sth from sb (v) brilliant at (adj) busy with (adj)</p>
C	<p>capable of (adj) capacity of (n) (but: capacity for doing sth) care about (v) care for sb (v) (= like) (take) care of (n) care for sth (v) (= like to do sth) careful of (adj) careless about/with (adj) cause of (n) certain of (adj) charge for sth (v) charge sb with (a crime) (v) cheque for (n) choice in/between/of (n) cite as (v) clash over (v) clever at (adj) (but: It was very clever of you to buy it.)</p>	<p>close to (adj) coincide with (v) collide with (v) combine with sth (v) comment on (v) commit to (v) communicate with (v) compare with (v) (how people and things are alike and how they are different) compare to (v) (show the likeness between sb/sth and sb/sth else) comparison between (n) complain of (v) (= suffer from) complain to sb about sth (v) (= be annoyed at) compliment sb on (v) comply with (v) concentrate on (v) concern about (n) (have) confidence in sb (n)</p>	<p>congratulate sb on sth (v) connection between (n) (but: in connection with) connect to/with (v) conscious of (adj) consist of (v) contact between (n) (but: in contact with) content with (adj) contrary to (prep phr) contribute to (v) convert to/into (v) cope with (v) correspond to/with (v) crash into (v) crazy about (adj) crowded with (adj) cruel to (adj) cure for (n) curious about (adj)</p>
D	<p>date back to (v) date from (v) deaf to/in (adj) deal with (v) dear to (adj) decide on/against (v) decline in (n) decline to (v) decrease in (n) dedicate to (v) deficient in (adj) delay in (n) delight in (v) delighted with (adj) demand for (n)</p>	<p>demand from (v) depart from (v) departure from (n) depend on/upon (v) describe sb/sth to sb else (v) description of (n) die of/from (v) die in an accident (v) differ from (v) difference between/of (n) different from (adj) (have) difficulty in/with (n) disadvantage of (n) (but: there's a disadvantage in doing sth) disagree with (v)</p>	<p>disappointed with/about (adj) disapprove of (v) discourage from (v) discussion about/on (n) dismiss from (v) dissatisfied with (adj) distinguish between (v) dream about (v) dream of (v) (= imagine) dressed in (adj) drink in (v)</p>

1 Appendix

E	eager for (adj) put effort into sth (phr) emphasis on (n) engaged in sth (adj) engaged to sb (adj) enthusiastic about (adj) equal to (adj) escape from (v) example of (n) excellent at (adj) exception to (n)	make an exception of sth/sb (phr) (= treat sb/sth as a special case) take exception to sth (phr) (= object to sth) exchange sth for sth else (v) excited about (adj) exclaim at (v) excuse for (n) excuse sb for (v) expel from (v) experienced in (adj)	experiment on/with (v) expert at/in (sth/doing sth) (n) (= person skilled at) expert at/in/on (sth/doing sth) (adj) (= done with skill or involving great knowledge) expert with sth (n) (= good at using sth) expert on (n) (= person knowledgeable about a subject)
F	failure in (an exam) (n) faithful to (adj) familiar to sb (adj) (= known to sb) familiar with (adj) (= have knowledge of)	famous for (adj) fed up with (adj) fill sth with sth else (v) fond of (adj) forget about sth (v) forgive sb for (v)	friendly with sb (adj) friendly to (a cause) (adj) frightened of (adj) full of (adj) furious with sb about/at sth (adj)
G	genius at (n) glance at (v, n) glare at (v) good at (adj) (but: He was very good to me.)	good for sth (adj) grateful to sb for sth (adj) grow in (number) (v)	guilty of (adj) (but: He felt guilty about his crime.)
H	happen to (v) happy about/with (adj) hear about (v) (= be told)	hear from (v) (= receive a letter/phone call) hear of (v) (= know that sth or sb exists)	hope for sth (v) (no) hope of (n) hopeless at (adj)
I	idea of (n) identical to (adj) ill with (adj) impact on (n) impressed by/with (adj) make an impression on sb (phr) include in (v)	incompatible with (adj) increase in (n) indifferent to (adj) information about/on (n) insist on (v) intent on sth (adj) have no intention of (phr) interest in (n)	interested in (adj) interfere with/in (v) inundate with (v) invest in (v) invitation to (n) invite sb to (v) involve in (v)
J	jealous of (adj)	join up with (v)	
K	knock at/on (v) know about/of (v) keen on sth (adj)	keen to do sth (adj) kind to (adj)	key to (n) knowledge of (n)
L	be lacking in (v) lack of (n) laugh at (v) lean on/against (v)	lecture on sth (v) lecture to sb (v) lend sth to sb (v) lie in (v)	listen to (v) look at (v) lose touch with (phr)
M	married to (adj) mean to (adj)	mention to (v) mistake sb for (v)	mix with (v)
N	name after (v) necessary for (adj) need for (n)	nervous about (adj) new to (adj) nice to (adj)	take (no) notice of (phr) number of (n)
O	obedient to (adj) object to (v) objection to (n)	obliged to sb for sth (adj) obvious to (adj) occur to (v)	operate on (v) opinion of/on (n)

P	part with (v) patient with (adj) persist in (v) (take a) photograph of (n) picture of (n) pity for (n) take pity on sb (phr) plead with (v) pleasant to (adj) pleased with (adj) take pleasure in (phr)	have the pleasure of (phr) point at/to (v) (im)polite to (adj) popular with (adj) popularity of sth (n) pound past sth (v) pound through sth (v) praise sb for (v) prefer sth to sth else (v) prepare for (v) present sb with (v)	prevent sb from (v) take pride in (phr) pride oneself on sth/on doing (v) prohibit sb from doing sth (v) prone to (adj) protect against/from (v) protection from (n) proud of (adj) provide sb with (v) punish sb for (v) push for (v)
Q	quarrel about sth/with sb (v/n)	qualified for (adj)	quick at (adj)
R	ready for (adj) reason for (n) reason with (v) receive from (v) (keep) a record of (n) recover from (v) reduction in (n) refer to (v) (in/with) reference to (n) refrain from (v) regardless of (prep phr) related to (adj)	relationship between (n) (but: a relationship with sb) relevant to (adj) rely on (v) remind sb of/about (v) remove from (v) replace sth with sth else (v) reply to (n/v) report on (n/v) reputation for/of (n) resort to (v) respect for (n)	respond to (v) responsibility for (n) responsible for (adj) result from (v) (= be the consequence of) result in (v) (= cause) result of (n) rich in (adj) rise in (n) rude to (adj)
S	safe from (adj) same as (adj) satisfied with/by (adj) save sb from (v) scared of (adj) search for (v/n) (be) in search of (n) sensitive to (adj) sentence sb to (v) separate from (v) serious about (adj) shocked at/by (adj) short of (adj) shout at (v)	shy of (adj) sick of (adj) similar to (adj) smell of (n/v) smile at (v) solution to (n) sorry about (adj) (= feel sorry for sb) (but: I'm sorry for doing sth) specialise in (v) spend money on sth (v) spend time in/doing sth (v) stare at (v) subject to (adj/v) submit to (v) (but: submit sth for	publication) subscribe to (v) succeed in (v) success of/in (n) succumb to (v) suffer from (v) superior to (adj) sure of/about (adj) surprised at/by (adj) suspect sb of (v) suspicious of (adj) sympathise with (v)
T	(have good) taste in (n) terrible at (adj) terrified of (adj) thank sb for (v) thankful for (adj)	think about/of (v) threaten sb with sth (v) throw at (v) (in order to hit) throw to (v) (in order to catch) tire of (v)	tired of (adj) (= fed up with) translate from ... into (v) transform into (v) typical of (adj)
V	vote for (v)		
W	wait for (v) warn sb against/about/of (v) waste (time/money) on (v)	weak in/at (adj) wonder about/at (v) worry about/at (v)	worthy of (adj) write to sb (v)

1 Appendix

AT	a disadvantage a discount a distance a fraction of a glance a guess	a loss a profit all costs all events an advantage first hand	least length odds with one's request peace random	sea short notice speed the expense of the latest the time
BY	accident all means chance coincidence	degrees far law luck	means of nature now popular request	surprise virtue of
FOR	a change fear of sth good granted	hire life nothing once	sb's sake the first time the sake of the time being	sure
FROM	memory	now on	time to time	
IN	advance agreement brief case of charge comfort common confidence	debt detail disguise existence fact jest moderation name only	no time particular place of principle progress public recession return	secret some respects the end the habit of the name of vain
OFF	duty	the record	the road	
ON	a bicycle account of an island approval bail behalf of demand duty	good terms with impulse leave loan no account paper principle purpose	sale strike the agenda the brink the contrary the increase the job the point of	the premises the trail of the whole your mind your own
OUT OF	breath control danger date	debt doors fashion practice	reach stock the ordinary time (music only)	town use work
TO	one's face	one's surprise	this day	
UNDER	age arrest control	discussion orders pressure	repair the impression the weather	your breath

Act

act out = to copy actions in a theatrical manner
act up = 1) to misbehave; 2) not work properly
act upon = to affect

Break

break away = to detach from
break down = 1) to stop (esp. for talks, negotiations); 2) to malfunction
break in = to enter a building by force
break into = to suddenly start doing sth
break off = to terminate
break out = to erupt

Call

call for = to require, need
call off = to cancel

Come

come about = to happen
come across = to find by chance
come forward = to present oneself
come in for = to be subject to (criticism, abuse etc)
come into = to inherit

Do

do away with = to dispose of
do down = to criticise
do out = to decorate
do out of = to deprive of
do over = to ransack
do without = to manage despite not having
done for = (used in passive) (to be) doomed

Drive

drive at = to allude to
drive away = to discourage
drive off = to repel

Fall

fall apart = to break into pieces
fall back on = to resort to
fall in with = to agree with
fall into = to engage (in conversation)
fall through = to fail (of agreements etc)
fall to = to become someone's duty

Get

get about/around = to circulate
get along = to leave
get around to = to eventually do sth
get away = to take a holiday

Hold

hold back = to detain, retard
hold down = to retain
hold out (for) = to insist on sth
hold up = to delay
hold with = to subscribe to

Keep

keep down = to limit, control
keep on = to continue to employ
keep on at = to nag
keep to = to follow
keep up = to sustain

Look

look back = to think about the past
look out for = to protect
look to = to expect from sb
look upon = to consider

Make

make for = to go in the direction of
make of = to have an opinion on
make out = to discern
make up = 1) to apply cosmetics; 2) to compensate
make up (of) = to consist of

Put

put down to = to be explained by
put in = to expend time or effort
put up = to provide

Run

run away with = to win decisively
run into = 1) to encounter; 2) to reach, to amount to
run through = to explain
run up = to incur (expenses)
run up against = to encounter

See

see about = to arrange for something to be done
see sb off = to say goodbye to sb
see through = to understand sth clearly
see to = to attend to

Settle

settle down = to lead a stable life
settle down to = to begin (work) in earnest
settle for = to accept
settle in = to become established
settle up = to pay (e.g. bills, debts)

Take

take in = to deceive
take on = to challenge
take out on = to behave badly towards
take over = to gain control
take up = to start doing (hobby)
take sb up on sth = to question, challenge

Tell

tell against = to spoil any chance of success
tell apart = to distinguish between
tell off = to rebuke
tell on = 1) sth to have a bad effect on sb; 2) to inform on sb

Turn

turn around = to change for the better
turn off = to switch off, stop working
turn out = 1) to happen; 2) to end up
turn over = to give sb responsibility for sth
turn to = to change to sth new

Wear

wear away = to gradually disappear
wear down = to gradually become smaller or thinner
wear off = to slowly disappear (a feeling or effect)
wear on = to go by slowly (time)
wear out = to use sth until it can't be used anymore

Personal opinion:	<i>In my opinion/view, To my mind, To my way of thinking, I am convinced that, It strikes me that, It is my firm belief that, I am inclined to believe that, It seems to me that, As far as I am concerned, I think that</i> the conflict between the parties was inevitable.
To list advantages and disadvantages:	<i>One advantage of, Another advantage of, One other advantage of, A further advantage of, The main advantage of, The greatest advantage of, The first advantage of</i> using the Internet is the ease with which we can access information. <i>One disadvantage of, Another disadvantage of, One other disadvantage of, A further disadvantage of, The main disadvantage of, The greatest disadvantage of, The first disadvantage of</i> using the Internet is the amount of extraneous information which slows down any search.
To list points:	<i>Firstly, First of all, In the first place, Secondly, Thirdly, Finally, To start/begin with,</i> we have to address the underlying causes of poverty before we develop an appropriate policy.
To list points in a specific sequence:	BEGINNING - <i>First, To start/begin with, First of all,</i> the manuscript was submitted to the examination board. CONTINUING - <i>Secondly, After this/that, Afterwards, Then, Next,</i> the first and second examiners assessed the manuscript. CONCLUDING - <i>Finally, Lastly, Last but not least,</i> the final grade was decided.
To add more points to the same topic:	<i>What is more, Furthermore, Apart from this/that, In addition (to this), Moreover, Besides (this),... not to mention the fact that</i> technological change has made a major impact on communication, which will greatly influence the way we interact with each other. <i>Not only</i> has technological change made a major impact on communication, <i>but</i> it will <i>also</i> greatly influence the way we interact with each other. Technological change is <i>both</i> having a major impact on communication <i>and</i> is something that will influence the way we interact with each other.
To refer to other sources:	<i>With reference to, According to</i> recent data, the effects of global warming will be evident within the next ten years.
To express cause:	<i>The man was convicted yesterday because, owing to the fact that, due to the fact that, on the grounds that, since, as</i> there was a substantial body of evidence linking him to the crime. <i>In view of, Because of, Owing to</i> a substantial body of evidence linking him to the crime, the man was convicted yesterday. <i>There was a substantial body of evidence linking him to the crime; for this reason,</i> the man was convicted yesterday. <i>Seeing that</i> there was a substantial body of evidence linking him to the crime, the man was convicted yesterday. <i>The judge will reconsider now that</i> a new witness has come forward.
To express effect:	<i>Sales were terrible and our debt was growing; thus, therefore, so, consequently, as a result, as a consequence,</i> we closed down the business.
To express purpose:	<i>Due to the economic downturn, the company decided to close one of the factories, so that</i> profits would be maintained. <i>Due to the economic downturn, the company decided to close one of the factories, so as to / in order to</i> maintain profits. <i>Due to the economic downturn, the company decided to close one of its factories, in case</i> profits could not be maintained. <i>They purchased the land with the purpose/intention of</i> developing a wildlife reserve.

To emphasise a point:	<i>Indeed, Naturally, Clearly, Obviously, Of course, Needless to say, the prestige of the backers meant that the scheme was assured of success.</i>
To express reality:	<i>It is a fact that, In effect, In fact, As a matter of fact, The fact of the matter is (that), Actually, In practice, Indeed, failing to adequately maintain your motor vehicle will seriously increase the risk of accident.</i>
To express the difference between appearance and reality:	<i>Initially, At first, the candidate enjoyed strong support, but this would prove to be short-lived.</i>
To give examples:	<i>For instance, For example, by providing taxation benefits, the government can encourage companies to move out of the city centre.</i> <i>By providing incentives such as, like taxation benefits, the government can encourage companies to move out of the city centre.</i> <i>If companies are to move out of the city centre, then the provision of incentives, particularly, in particular, especially taxation benefits, is essential.</i>
To make general statements:	<i>As a (general) rule, By and large, Generally, In general, On the whole, the warmer the environment, the wider the variety of plant and animal species it will support.</i>
To make partially true statements:	<i>Up to a point, To a certain extent/degree, To some extent/degree, In a sense, In a way, To a limited extent, this is true but students will always need the stimulation of a classroom environment.</i>
To express limited knowledge:	<i>To the best of my knowledge, As far as I know, Margaret Thatcher is Britain's longest - serving Prime Minister to date.</i>
To state other people's opinions:	<i>It is popularly believed that, People often claim that, It is often alleged that, Some people argue that, Many argue that, Most people feel that, Some people point out that moderate exercise actually decreases one's appetite.</i> <i>Contrary to popular belief, moderate exercise does not increase one's appetite.</i>
To make contrasting points:	<i>It is a well-known fact that smoking is harmful to one's health; yet, however, nevertheless, but, even so, still, nonetheless, large numbers of young people take up smoking every year.</i> <i>Although, Even though, Regardless of the fact that, In spite of the fact that, Despite the fact that, While smoking is known to be harmful to one's health, large numbers of young people take up smoking every year.</i>
To express balance (the other side of the argument):	<i>Opponents of the use of nuclear energy argue, claim, believe that alternative fuels offer all of the benefits without the risks.</i> <i>While it is true to say that genetically modified food may hold the key to solving the world's food shortage problem, in fact it should be viewed with caution.</i> <i>The fact that there have been considerable cutbacks in funding for schools contradicts the belief/idea that the government is committed to better educational standards.</i>
Negative addition:	<i>Neither the Minister nor the Secretary were re-elected.</i> <i>The Minister was not re-elected; nor, neither was the Secretary.</i> <i>The Minister wasn't re-elected, and the Secretary wasn't either.</i>
To express exception:	<i>He has attended every tutorial apart from, but, except (for) one.</i>
To clarify/rephrase:	<i>In other words, That is to say, To put it another way, if you wear a helmet you are less likely to be seriously injured.</i>

To express similarity:	<i>Eating a balanced diet is essential to good health; similarly, likewise, in the same way, moderate exercise also promotes well-being.</i>
To give an alternative:	<i>We could use (either) a whisk or an electric mixer.</i> <i>We could use a whisk. On the other hand, Alternatively, we could use an electric mixer.</i>
To express condition:	<i>He made a statement to the press on condition that, provided (that), providing (that), as long as he was not identified by name.</i> <i>He would make a statement to the press only if he was not identified by name.</i> <i>In the event of fire, In the event that, If a fire should break out, make for the nearest fire exit as quickly as possible.</i> <i>Take a compass in case you lose your way.</i> <i>Do you happen to know whether Mr James is available this afternoon or not?</i> <i>You should book early otherwise, or (else) you will be disappointed.</i>
To express the consequence of a condition:	<i>The price of petrol is due to increase again; consequently, so, in which case, I will start using public transport.</i> <i>I'm hoping to get my bonus today; if so, I'll pay for the tickets in cash, if not, otherwise, I'll use my credit card.</i>
To express comparison:	<i>My sister is as honest as, more honest than, twice as honest as, less honest than me.</i>
To conclude:	<i>Finally, Lastly, All in all, Taking everything into account/consideration, On the whole, All things considered, In conclusion, On balance, For the above mentioned reasons, To sum up, it is unlikely that an agreement will be reached in the foreseeable future.</i>
Time:	<i>Open the door when, whenever, before, after the buzzer sounds.</i> <i>Wait until, till the buzzer sounds before opening the door.</i> <i>There has been no snow in this area since 1927.</i> <i>She saw him as she was walking down the street. She saw him while she was waiting in the queue.</i> <i>I never see her now that she works on the fifth floor.</i>
Relatives:	<i>It was that man over there who/that witnessed the accident.</i> <i>That's the footballer whose goal won the match.</i> <i>That's the barrister who/that will represent you in court.</i> <i>That's the restaurant where I met my wife.</i> <i>That's the woman who/that I think was responsible./That's the woman to whom I spoke.</i>
Reference:	<i>I am writing to request more information regarding, concerning the impact of the proposed airport on local wildlife habitats.</i> <i>I am writing with respect/regard/reference to, in regard/reference to the vacant accountant's post in your company.</i>
Summarising:	<i>In short, Briefly, To put it briefly, it was the performance of a lifetime!</i>

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