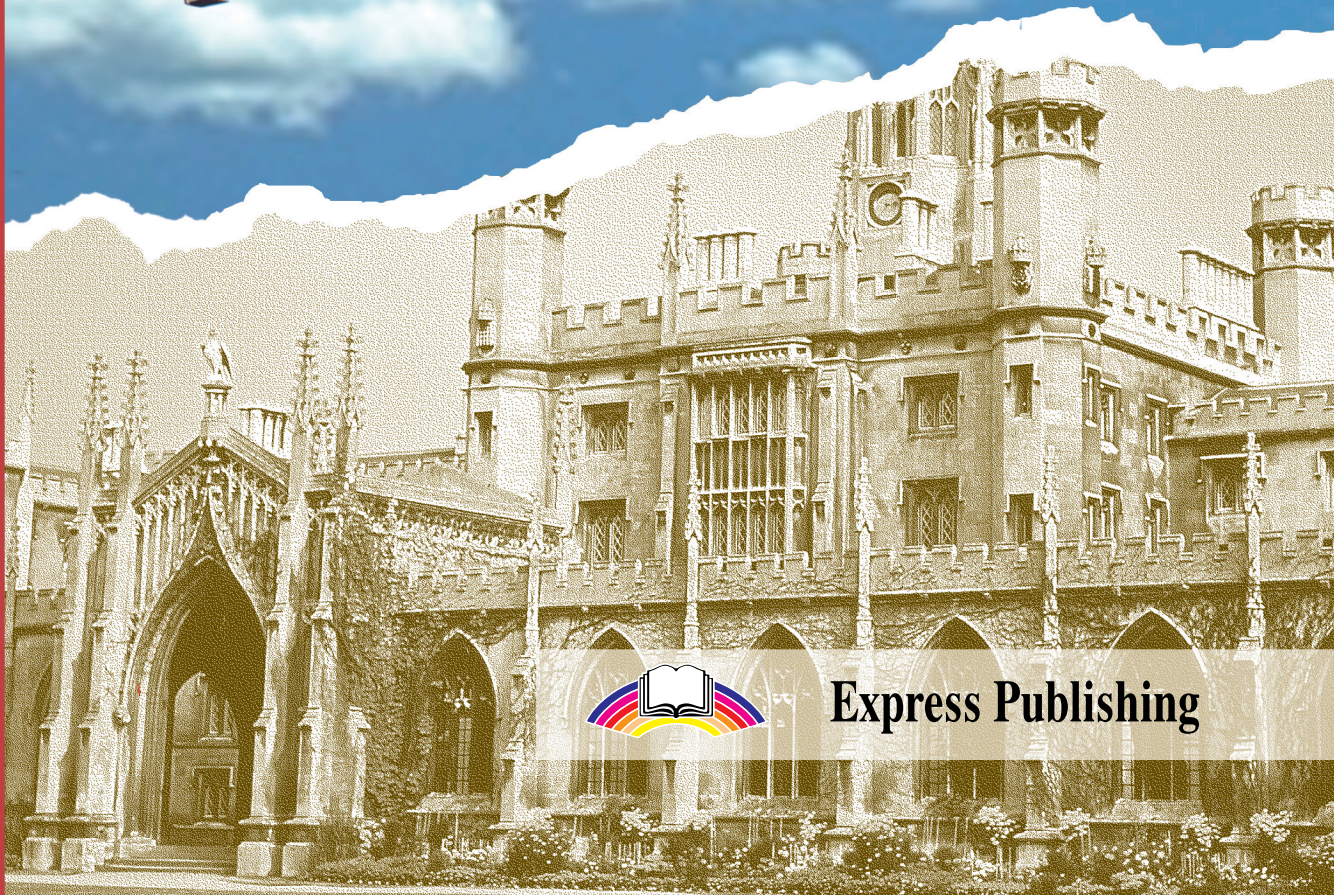


# Mission

C O U R S E B O O K



**Virginia Evans**  
**Jenny Dooley**



**Express Publishing**

1



# Mission 1

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**Express Publishing**



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# Introduction

Mission 1 is a motivating coursebook designed for students preparing for the Cambridge First Certificate in English examination. It consists of seven units and involves all four skills: listening, reading, speaking and writing. Each unit provides four reading parts, vocabulary exercises, warm-up and follow-up activities and grammar checks. Listening and Speaking tests, Use of English sections as well as Writing techniques are also included in every unit. Mission 1 is accompanied by a Teacher's Book, a set of three class audio CDs and a set of two student's audio CDs. Other components of the course are: Practice Tests, Key to the Practice Tests and a set of two class audio CDs.

## READING

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

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

key words in the question and scan the text searching for key words and information.

## USE OF ENGLISH

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

- Part 1** is a modified cloze text followed by 15 multiple choice questions (see p. 71). Emphasis is placed on vocabulary. Students read through the text the first time to get an understanding of its general meaning, then a second time, to decide which of the four choices is the best answer. Students should focus on words preceding and following the gap before making their choice.
- Part 2** is an open modified cloze text containing 15 gaps (see p. 21). Emphasis is placed on both grammar and vocabulary. First students read through the text in order to get an understanding of its general meaning, and to think about the missing words (whether it is a noun, adjective, adverb, verb, article, preposition, modal, pronoun etc). Then students re-read the text, filling in the answers they are sure about by looking at the words preceding and following the gaps. Finally students read the text a third time filling in the remaining answers and making sure the sentences are grammatically correct and the answers are spelt correctly.
- Part 3** consists of ten discrete items with a lead-in sentence and a gapped response to be completed, using a given word (see p. 21). Both grammar and vocabulary are tested in this part. Students read the lead-in sentence and the given word and think how it can be used grammatically in the gapped response, then write their answers. Students have to keep in mind that they have to use only two to five words (the given word is included in these words) keeping the meaning similar to that of the lead-in sentence. Then students re-read their final answers, checking for correct spelling and grammatical accuracy.
- Part 4** is a text containing errors. The text consists of 17 lines, the first two used as an example. Some lines of the text are correct whereas others contain an unnecessary word which must be identified (see p. 45). Students read through the text to get an understanding of its general meaning. Then students read the text carefully line by line, trying to identify the extra word. Such words can be participles, articles, conjunctions, prepositions, determiners, parts of tenses, pronouns, linking words, adjectives, modals, relatives etc. While reading for the second time, students tick (✓) any correct lines and write any unnecessary

words in the corresponding space. Then they read the text a final time to make sure their answers make sense.

**Part 5** is a text which contains 10 gaps, each one corresponding to a word (see p. 45). The stems of the missing words are given next to the text and students are asked to fill in the blanks with the correct form of the word. Students should read through the text to get an understanding of its general meaning. Then students look at the words on the side of the text to determine the kind of word missing (adjective, nouns, verb, adverb etc) thinking about typical endings or prefixes. On completion, students read the text a final time, checking that the answers make sense.

## LISTENING

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

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

**Part 2** is a note-taking or blank-filling exercise based on a monologue or dialogue lasting 3 minutes (see p. 46). While listening for the first time, students should attempt to fill in any gaps they can. While listening for the second time, students should fill in the remaining gaps and check if the answers make sense.

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

**Part 4** is a selection from 2 or 3 possible question-types (eg. true/false, yes/no, three-option multiple choice, who's the potential speaker etc) based on a monologue or dialogue lasting about 3 minutes (see p. 98). When listening for

the first time students note down any answers they are sure about. When listening for the second time, students check their answers and fill in the answers to the remaining questions.

## SPEAKING

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

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

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

**Part 3** focuses on students' working in pairs to exchange information or express their opinion based on given visual prompts (eg. pictures, diagrams etc) (see p. 47). It is important to remember that this is pairwork, so one student should not monopolise the conversation.

**Part 4** focuses on students' working in pairs to exchange opinions on matters related to the theme of Part 3 (see p. 47). Students should discuss the questions with their partner, listen to his/her answers and respond accordingly.

## WRITING

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

## AUDIO CDs

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

# Unit 1

## Reading Task : Part 1

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

### Warm-up Activities

- ◆ Think of as many words as possible related to the theme “sports”.
- ◆ Look at the pictures and the title of the text, then try to predict what the text is about.

👉 Read the following T/F statements then listen to the text of Part 1 and answer them.

- Rominger will start training in isolation.
- Indurain won't race in France.
- They will use the same styles of training.
- Rominger is thirty-three years old.

- A** Different attitudes to taking part.
- B** Increased anticipation.
- C** Will age be a factor?
- D** Different styles of training.
- E** Taking a short break.
- F** The will to succeed.
- G** Alike in many ways.
- H** Competing again after injury.
- I** Not trying to prove anything.





## The Tour de France

As the suspense grows, two top cyclists prepare for the cycling event of the year.

0

D

Tony Rominger and Miguel Indurain, the two **favourites** to win the July Tour de France, will be miles apart in their preparation for the race. One will stop racing and train in isolation, while the other will **compete in** an international race, both decisions highlighting the two sportsmen's distinctive training methods.

1

Rominger, after beating his rivals in recent weeks in the Tour of Spain, will no longer be in the public eye when the Spanish competition ends on 15th May in Madrid. The 33-year-old Swiss will rest for a few days before **heading off** to the high altitude of Colorado Springs for three weeks of training.

2

Indurain's main preparation for France will come in the three-week Tour of Italy which starts on 22 May. He will also race in the three-day Tour de L'Oise in France. It will be only his second stage race since hurting a knee **tendon**, which kept him on the sidelines from 4th April until the Tour of Romandy on 3rd May.

3

The different **paths** the pair are taking to prepare for the world's greatest race has only **heightened** the growing **suspense** for the **battle royal** between the two cycling giants. Both riders are intelligent, **calculating** and share the same **strengths**. They both knew that the 1994 Tour de France was going to be like a heavyweight boxing match.



4

But as Rominger's first public appearance came to an end, he was quick **to dismiss** suggestions that his **victory** in the Tour of Spain was to show Indurain that he was better prepared than him. "This psychological business doesn't interest me," he said. "Indurain has his road and I have mine."

5

Whatever Indurain's destiny in the Tour of Italy, Rominger believes the Spaniard is the man to watch out for. He dismisses any idea that his main rival may be less fit this year. He also thinks Indurain's **desire** to win means that whatever happens in the Italian race, he will be ready in France. He is the one to beat.

6

Rominger went on to say: "Indurain has nothing but the Tour de France on his mind. For me the tour is not an obsession but an **objective**." Rominger seems to see the Tour as more of a step up in his career than the culmination of a lifetime's athletic **ambition**.

7

Indurain uses **equally** complimentary language about Rominger. "He started the season very strongly with wins in the Tour of Pays Basque and Paris-Nice. At the age of 33, it may be difficult for him to progress further. Over the past two years, however, he has got stronger and is far more confident of his ability."

# Vocabulary Exercises



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

**favourites, compete in, heading off, tendon, paths, heightened, suspense, battle royal, calculating, strengths, to dismiss, victory, desire, objective, ambition, equally**

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

**highlighted, distinctive, culmination, altitude, in isolation, on the sidelines, obsession, in anticipation of**

- 1 The castle stood ..... on the hill. (**on its own**)
- 2 Her mother is eccentric and wears ..... clothes. (**eye-catching**)
- 3 At a(n) ..... of 400 metres the view is fantastic. (**height above sea-level**)
- 4 The documentary ..... the problems faced by the homeless. (**emphasised**)
- 5 The students waited nervously ..... their results. (**expecting**)
- 6 Her fear of being robbed has become a(n) ..... (**fixed idea filling one's mind**)
- 7 The player was kept ..... for two weeks because of an injury to his shoulder. (**not participating in sth**)
- 8 Winning the gold medal was the ..... of his hard training. (**successful conclusion**)



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

**to come far      complimentary a lifetime's      to take to dismiss a step up**

- |                        |                         |
|------------------------|-------------------------|
| 1 ..... my rivals      | 6 ..... a race          |
| 2 ..... language       | 7 ..... a path          |
| 3 ..... to an end      | 8 ..... any suggestions |
| 4 ..... more confident | 9 ..... in my career    |
| 5 ..... ambition       |                         |

4 Fill in the appropriate idiom:

**at a loose end, put an end to, light at the end of the tunnel, brought to an end, dead end, odds and ends, got the wrong end of the stick, to make ends meet**

- 1 This box contains lots of ..... (**small worthless articles**)
- 2 They should finally ..... their constant arguing. (**stop**)
- 3 I find it hard ....., because my salary is so low. (**to afford everyday expenses**)
- 4 The discussions had come to a(n) ....., and negotiations were therefore stopped. (**no way out**)
- 5 You shouldn't give up, because there is always a(n) ..... (**hope**)
- 6 The meeting was ....., because it was getting nowhere. (**stopped**)
- 7 You've .....; I didn't cause the accident. He did! (**misunderstood**)
- 8 When all the work was finished, we found ourselves ..... (**not knowing what to do**)



## 5 Choose the correct item.

- You must ..... harder if you want to reach Olympic standards. (**train, instruct, master, discipline**)
- The twins are so ..... that I cannot tell them apart. (**like, alike, identical, same**)
- Many soldiers were ..... during the Second World War. (**damaged, broken, spoiled, wounded**)
- The seating ..... of the stadium is 10,000. (**ability, capability, skill, capacity**)

## 6 Match the idioms with the definitions.

- |  |   |
|--|---|
| 1 Famous people are always <b>in the public eye</b> , and are followed around by reporters wherever they go. | a. a view of sth from a high position               |
| 2 We climbed up the mountain to get a <b>bird's eye view</b> of the surrounding countryside.                 | b. the person sb loves most                         |
| 3 Robert is the <b>apple of his grandmother's eye</b> . You can see how much she loves him.                  | c. to see without the use of a microscope/telescope |
| 4 Is Jane on holiday? I haven't <b>set eyes on</b> her for weeks.  | d. to see sb  |
| 5 When we visited the fairground, the children <b>were all eyes</b> .  | e. attractive/noticeable                            |
| 6 <b>An eye for an eye</b> , a tooth for a tooth is a saying in the Old Testament.                           | f. to take revenge                                  |
| 7 Could you <b>keep an eye on</b> my flat while I'm away?  | g. to look after sth                                |
| 8 She always wears extremely <b>eye catching</b> clothes!  | h. totally fascinated                               |
| 9 Angela won't go out with you. She only <b>has eyes for</b> Rob.  | i. to be in love with sb                            |
| 10 A bacterium is too small to be seen <b>with the naked eye</b> .   | j. well known (esp by the media)                    |

## Follow-up Activities

Listen to the text of Part 1 and follow the lines. Then read the text aloud in turns.

### ◆ COMPREHENSION QUESTION/ANSWER CONTEST:

Divide into two groups. Each group in turn asks and answers questions from the text on p. 7. Every correct answer gets 1 point. If a group fails to answer, they lose 1 point.



eg. **Group A S1:** Did Tony Rominger take part in the Tour of Spain?

**Group B S1:** Yes, he did.

**Group B S2:** Did Rominger lose in the Tour of Spain?

**Group A S2:** No, he didn't. etc

## Grammar Check

Fill in "will", "be going to" or "shall".

- A: Can I see you tomorrow afternoon?  
B: Of course, I ..... take the afternoon off work, so we can go out for a coffee.
- A: Are you going on holiday this summer?  
B: I haven't decided yet, but I hope I ..... know by next week.
- A: ..... we go to the cinema or rent a video?  
B: I'd prefer to rent a video and relax at home.
- A: Do you know what the weather will be like tomorrow?  
B: According to the weather forecast it ..... be sunny.
- A: Are you coming with us tomorrow?  
B: No, I ..... attend a jazz concert with Philip.





## Reading Task : Part 2

You are going to read an article about the channel tunnel. For questions **8-15**, choose the answer (**A, B, C** or **D**) which you think fits best according to the text.

Recently I was offered the chance to travel by train through the channel tunnel between England and France. I went on the shuttle that carries cars. The site is not beautiful. There is a huge **railway complex** with tracks disappearing into a large hole, and a **brand-new** exhibition centre.

The location of trains is indicated by signs saying "France". Cars must stop at the toll booths and French **immigration points**, where passports are shown. (Dealing with formalities here means you can drive straight off the train at the other end.)

The double-decker carriages are brightly lit, air-conditioned and very hi-tech. **Loudspeaker** announcements from the "Chef de Train", an Englishman speaking very slow French, welcomed us aboard. A crew member with a walkie-talkie said the crossing would take about 35 minutes and passengers were expected to stay in or by their cars. He told me the shuttle employed several female drivers. "The most important requirement for the job is that they know about computers and learn French, especially the numbers. They practise by playing bingo."

Then we started. We slid into the tunnel and hit our travelling speed of 80 mph. The ride was so smooth one was barely aware of any movement. It was, **predictably**, about as interesting as a ride round the London **underground**. Somewhere to sit and have a coffee would have been welcome, but a crew member said: "With the numbers we expect to carry, it just wouldn't be practical." 22

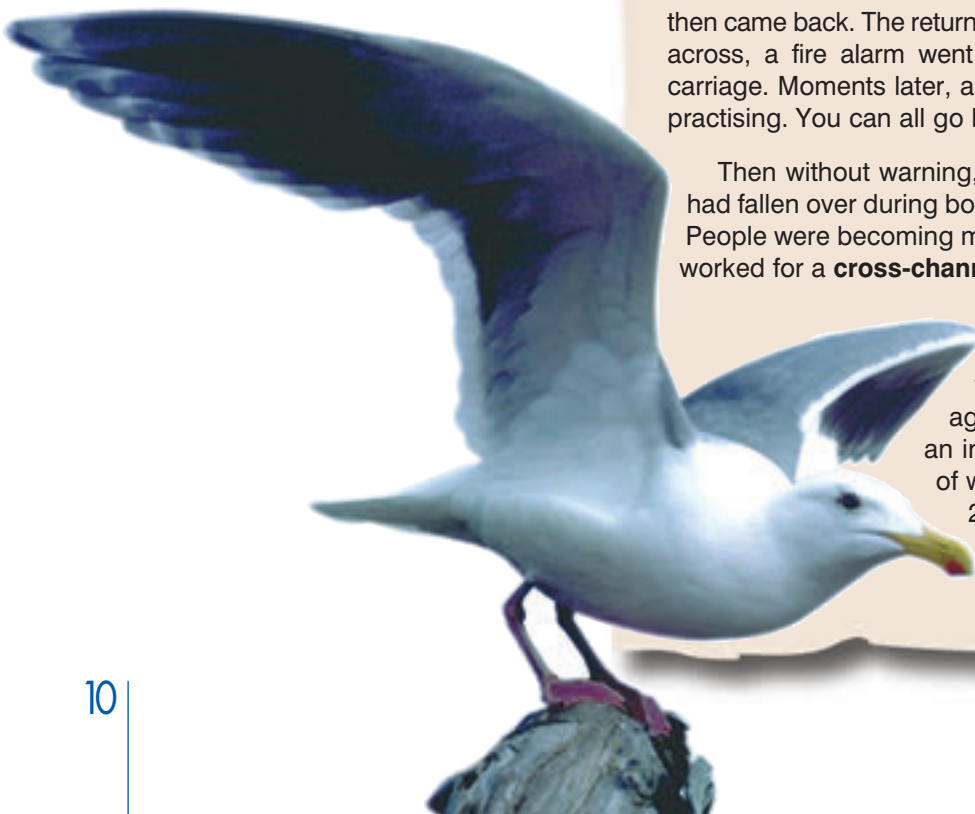
After half an hour we shot back into the French daylight, had lunch, then came back. The return trip, however, did not go so smoothly. Halfway across, a fire alarm went off. We were all moved to a neighbouring <sup>25</sup> carriage. Moments later, a young man appeared and said calmly: "Just practising. You can all go back!"

Then without warning, the train stopped. We found out that a lorry had fallen over during boarding. After half an hour we were still waiting. People were becoming mildly irritated, and the only person still smiling worked for a **cross-channel** ferry company.

Then, all at once, we moved off. Disembarking was swift and easy and, within minutes, we were driving on the left again through a wet English night. It had been an interesting day. I had enjoyed the experience of what will **undoubtedly** become routine in the 21st century; but for me, the attractions of the sea and the cry of gulls will always win in the end.

## Warm-up Activities

- ◆ Look at the pictures and guess what the article is about.
- 🔄 Listen to the text up to line 25 and try to guess the end of the story. Now, listen to the end of the story and find out if your guess was correct.



8 Why did the writer make the trip?

- A Because he was given the opportunity.
- B Because he wanted to go to France.
- C Because he had an important date.
- D Because it was the only method available.

9 What is the English Channel train entrance like?

- A badly constructed
- B large and ugly
- C small and quiet
- D bright and cheerful

10 Why is the French Immigration office in England?

- A So passengers can get straight on to the train in England.
- B So passengers can drive off the train as soon as they get to France.
- C So non-European citizens can be separated from Europeans.
- D So French citizens don't have to show their passports.

11 Why do the crew play bingo?

- A To improve their French.
- B To pass the time.
- C To decide who will drive the train.
- D To practise communication skills.

12 What was the crossing to France like?

- A It was alarming.
- B It was calm.
- C It was impractical.
- D It was interesting.

13 What does "it" in line 22 refer to?

- A carrying large numbers of people.
- B making the journey faster.
- C serving refreshments on the train.
- D providing entertainment during the journey.

14 What does the writer think will happen to channel travel in the future?

- A The trains will stop running.
- B The trains will not be used by the very rich.
- C There will be a lot of technical problems.
- D The trains will become the usual method of transport.

15 Why will the writer not use the channel tunnel train in the future?

- A Because it's too expensive.
- B Because it takes too long.
- C Because he has no reason to travel to France.
- D Because he prefers going by boat.



# Vocabulary Exercises



1 Look at the following words in bold in the text and try to explain them:  
**railway complex, brand-new, immigration points, loudspeaker, predictably, underground, cross-channel, undoubtedly**

2 Match the words with the definitions.

1 shuttle	a. quick or rapid
2 site	b. two parallel rails for trains to travel along
3 tracks	c. slightly
4 toll booth	d. means of transport that travels regularly between two places
5 to slide	e. place where money is paid for the use of a road or bridge
6 barely	f. act of getting on a train or plane
7 boarding	g. to leave a ship or an aircraft
8 mildly	h. a place where a building/town etc is situated
9 to disembark	i. to move something along (esp on a slippery surface)
10 swift	j. hardly

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



When the channel tunnel opened, many people had high 1) ..... **(expect)**. Instead of travelling for up to 3 hours on the sea, the tunnel appeared to be an 2) ..... **(attract)** alternative. In reality however, the channel tunnel

project ran into some 3) ..... **(predict)** problems. Nobody had imagined that there would be a power 4) ..... **(fail)**, leaving the passengers stranded in the tunnel for hours. 5) ..... **(doubt)**, these problems will have been overcome in a few years' time, satisfying passengers' 6) ..... **(require)** for an enjoyable journey.

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

- |               |              |            |
|---------------|--------------|------------|
| to deal with  | the crossing | the cry of |
| double-decker | we shot back | halfway    |
| to hit        | a fire alarm | a crew     |

1 .....across  
 2 .....formalities

- 3 ..... carriages  
 4 ..... takes about 35 mins  
 5 ..... one's travelling speed  
 6 ..... member  
 7 ..... into the French light  
 8 ..... goes off  
 9 ..... gulls

5 Fill in **speak, talk, say** or **tell** in the appropriate form.

- Could you .....me the time, please?
- Paul is capable of .....for himself.
- Could you .....up please? I can't hear you.
- When I .....that I want you to be quiet, I mean it!
- Nobody likes him because he .....nonsense.
- He likes to .....about politics all the time.

6 Choose the correct item.

- She was given the ..... of working in Hong Kong. **(occasion, opportunity, luck, fortune)**
- We had difficulty in ..... the boat round the rocks. **(driving, leading, touring, steering)**
- You need to fulfil some basic ..... before being admitted to this university. **(requirements, desires, requests, inquiries)**
- My club ..... new members every spring. **(hires, engages, recruits, dismisses)**
- The coastline near here is very .....; there are lots of rocks and cliffs. **(smooth, even, crude, rugged)**

7 Say which of the following **VERBS** are used with the following **MEANS OF TRANSPORT**:

VERBS			
catch	get out of	ride	steer
miss	get on (to)	take	disembark from
get in(to)	get off	drive	board

MEANS OF TRANSPORT		
a car	a train	a plane
a motorbike	a boat	a bus
a bicycle	a ship	a taxi

e.g. catch/get on **a bus**... etc.

**miss** a bus / a train... etc.

8 Fill in the appropriate particle(s):

- 1 Because the lights **went** ....., we had to light candles. (**stopped operating**)
- 2 I had an anti-flu injection, so that I wouldn't **go** ..... 'flu. (**become ill**)
- 3 We can't **go** ..... your suggestion; it's opposed to our plans. (**accept**)
- 4 Our plans **went** ..... eventually. (**were completed**)
- 5 Will you **go** ..... my statement to see if anything is missing? (**check**)
- 6 They were given permission by the Council to **go** ..... building the new school. (**be allowed to continue**)
- 7 The policeman **went** ..... the thieves and caught them. (**pursued**)

9 Fill in the appropriate sound for each animal:

<b>purr</b>	<b>howl</b>	<b>buzz</b>	<b>neigh</b>
<b>quack</b>	<b>roar</b>	<b>bark</b>	<b>squeal</b>
<b>chirp</b>	<b>cry</b>	<b>moo</b>	<b>squeak</b>

- 1 the ..... **cry** ..... of gulls
- 2 the ..... of a lion
- 3 the ..... of a cat
- 4 the ..... of a bee
- 5 the ..... of a wolf
- 6 the ..... of a pig
- 7 the ..... of a cow
- 8 the ..... of a duck
- 9 the ..... of a horse
- 10 the ..... of a dog
- 11 the ..... of a mouse
- 12 the ..... of a bird

## Follow-up Activities



◆ Work in pairs. Look at the pictures and discuss: How would you like to travel? Which means of transport would you use and why?

◆ Use the following list of adjectives to compare various means of transport:

**comfortable, safe, economical, polluting, fast, reliable, dangerous, expensive, convenient, tiring, cramped, pleasant, leisurely, inconvenient, slow, uncomfortable, relaxing, etc**

e.g. SA: Travelling **by plane** is more **comfortable** and **faster** than travelling by car.

SB: However, travelling **by car** is ...

### Grammar Check

Fill in: **where, whose, who, which, why.**

Tenerife is a Spanish island 1) ..... is off the coast of North Africa. Having visited many islands 2) ..... the nightlife is not very lively, I was thrilled when I saw so many restaurants, cafés and discos in Tenerife. It is a stunning island 3) ..... beauty captivates all those 4) ..... go there; this is the reason 5) ..... many people visit the island year after year.



## Reading Task : Part 3

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

### The World's Largest Refrigerator Snow Skiing in the Great Indoors

It's summer in Japan - the perfect time to pull on a designer winter jacket and gloves and **head off** to a ski-slope.

**0** **B** Well, convinced that Tokyo residents are tired of expensive, over-crowded winter **excursions**, the country's top real **estate developer** has built the world's largest indoor ski facility. The SSAWS ski building opens this week in Funabashi, Chiba Prefecture, a town 30 minutes east of Tokyo by train. **16**  "I have long been wondering what this strange-looking building was going to be," says Makiko Saito, a 29-year-old **department store employee** in Tokyo. "When I heard that it's a skiing centre with real snow, I knew I'd have to **check it out**."

The ski building is actually a \$364 million **refrigerator**. **17**  Twenty centimetre thick glass-wool insulation helps keep out exterior **heat**. The building's snow-making system is said to be **unique**: 94 nozzles, spread across the ceiling, **spray** a mix of compressed air and misty water.

**18**  It's a unique combination of scientific achievement and the **leisure** industry. "It's not just any snow that is produced by the machine", claim officials at Mitsui

Fudosan Co., the developers. These crystals are **powdery** and small - 80 **microns** in diameter. "To get the same high-quality snow", **asserts** SSAWS manager Ryosuke Uematsu, "one would have to travel to the mountains of Japan's northern island of Hokkaido."

The ski building has two slopes - one for beginners and the other, slightly steeper, for experienced skiers.

**19**  Two high-speed **chairlifts** will whisk skiers back up to the top after they have completed a run. "We didn't want to make a **fake** ski resort," says Uematsu of his fake ski resort, "but it just seemed to happen that way. The ski-run has become popular in a way that we never dreamt possible." Visitors to the new ski hall are charged \$54 for two hours of skiing. To avoid over-crowding, only 2,000 people will be allowed in at one time.

**20**

Those who don't like the idea of summer snow skiing need not miss out on the fun. **21**  It's got a sandy beach, fake palm trees and 2-metre high waves - the last courtesy of a huge wave machine. The entrance fee is \$35.

## Warm-up Activities

- ◆ Think of as many words as possible related to the theme "skiing".
  - ◆ How many indoor and outdoor activities can you name?
- 6 Try to answer the following questions by guessing, then listen to the text of Part 3 and find out if your guess was correct.
- a. Is the snow in the ski centre real?
  - b. Is the ski centre in Tokyo?
  - c. Has the ski building got two slopes?
  - d. Is there an indoor water resort in Japan?



- A** Those waiting can eat, watch TV, swim or sit in a sauna until their numbers are called.
- B** You may be wondering how this is possible.
- C** The building also includes a race track.
- D** When the water particles are exposed to cold air, they crystalize into snow.
- E** From the outside, the steel and concrete structure looks like a giant piece of cheese.
- F** Japan also has a massive indoor water resort called Wild Blue Yokohama.
- G** Inside, the temperature is maintained at a chilly two degrees Celsius.
- H** As might be expected, the slopes are short - only 500 metres long.



# Vocabulary Exercises

1 Look at the following words in bold in the text and try to explain them:  
**head off, slope, excursions, estate developer, department store, employee, check it out, refrigerator, heat, unique, spray, leisure, powdery, microns, asserts, chairlifts, fake**

2 Fill in the gaps with the appropriate word(s) from the list below:  
**nozzle                      courtesy**  
**misty                        whisked**  
**compressed                steel and concrete**  
**insulation                  steep**

- 1 The building can withstand earthquakes because it is made of ..... (**very strong materials**)
- 2 He had the ..... to open the door for her. (**politeness**)
- 3 Having ..... in our house keeps it warm and quiet. (**material used to prevent noise, heat etc from entering or escaping**)
- 4 The tourists were ..... back to their hotel as soon as the riots started. (**hurried**)
- 5 The fireman twisted the ..... of the fire hose and water came gushing out. (**narrow opening**)
- 6 The balloon is filled with ..... air. (**squeezed into a small space**)
- 7 The moisture rising from the lake created a(n) ..... atmosphere. (**not clear**)
- 8 They used the lift because the stairs were very ..... (**hard to climb**)



3 Fill in the gaps with words from the list below:  
**persuade, convert, influence, convince**



- 1 They tried to ..... him from Buddhism to Christianity.
- 2 They tried to ..... Ann to go to the cinema with them but she didn't want to.
- 3 Most people don't believe that the moon can ..... your personality.
- 4 The lawyer managed to ..... the jury of his client's innocence.

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

**ski                                scientific**  
**experienced                sandy**  
**to miss out                  entrance**  
**skiing                         to spread**  
**to charge**

- 1 ..... skiers
- 2 ..... centre
- 3 ..... £54 for sth
- 4 ..... on the fun
- 5 ..... beach
- 6 ..... fee
- 7 ..... facility
- 8 ..... across
- 9 ..... achievement



5 Cross the odd word out.

- 1 top, base, summit, peak
- 2 exterior, external, internal, outdoor
- 3 popular, famous, well-known, well-off
- 4 allow, forbid, permit, let

6 Fill in the gaps with words from the list below:

resident(s)    tenant(s)    native(s)  
 citizen(s)    inhabitant(s)    dweller(s)

- The present ..... of the house wants to move out as soon as possible.
- All the ..... of the Old People's Home are over the age of sixty.
- Fiona speaks French like a(n) .....
- A French ..... was arrested in Berlin yesterday.
- The only ..... of the island were an old man and his two dogs.
- Widespread poverty in the Third World means that pavement- ..... are common in many cities.

7 Fill in the correct expression related to speed from the list below:

high speed    speed trap  
 full speed    picked up speed  
 more haste less speed    to speed up  
 at lightning speed

- The police have set up a(n) ..... to catch motorists who are driving too fast.
- ..... is definitely true - the faster I try to do something, the more mistakes I make!
- Even when our car is travelling at ....., all the other cars on the road can overtake us.
- There was a(n) ..... car chase along the motorway before the criminals were finally caught.

## Follow-up Activities

- ◆ Read the text of Part 3 and take down notes under the following headings. Then close your books and talk about the ski building in Japan, using your notes.

a. manager of the resort    d. number of slopes  
 b. where the resort is    e. visitor's facilities  
 c. cost of the ski resort    f. entrance fee

- ◆ Work in pairs and talk about a summer resort you have visited. Talk about it in terms of:

a. Location  
 b. Facilities  
 c. Entertainment  
 d. Accommodation



- As the plane prepared to take off, it ....., and soon the front wheels left the ground.
- When a camera takes a picture, the shutter closes .....
- Towards the end of the race Martha began ....., and soon she was in front of everyone.

8 Fill in:

poles    pants    goggles  
 instructor    boots    lift  
 jump    slopes



It is important to have all the necessary equipment before you go **skiing**. Waterproof **ski 1)** ..... are needed to stop you getting wet when you fall over, **ski 2)** ..... are needed to protect your ankles and **ski 3)** ..... to protect your eyes. **Ski 4)** ..... are also useful to help you keep your balance. Before hitting the **ski 5)** ....., it is advisable to take some lessons from a **ski 6)** ....., and a pass for the **ski 7)** ..... is needed to get to the top. After a few lessons you may even feel daring enough to try a **ski 8)** .....

### Grammar Check

Fill in: **mustn't, needn't, didn't need to, needn't have**

- You ..... bought me such an expensive present!
- You ..... take your umbrella; the weather is fine.
- I ..... catch the bus, because Ian picked me up.
- You ..... smoke in here! This is a hospital.
- She ..... dress formally for the occasion so she came in jeans.
- Paul ..... brought up that subject - we had already discussed it.

## Warm-up Activities

- ◆ Think of as many words as possible related to the theme “performances”. What forms of entertainment do you prefer?
- 👂 Listen to the text of Part 4 and answer the T/F statements.
  - a. “African Voices” is a puppet show.
  - b. “The Adventures of Malic” is a concert.
  - c. “Blood Wedding” is a theatrical play.
  - d. Pep Bou is a flamenco singer.



Swansea University Players  
*present*

F. Garcia Lorca's

### Blood Wedding

“A tale of love and revenge passionately portrayed by the Players.»

Swansea Mail

**13-17 April**

The Swansea Playhouse  
doors open **7.30** p.m.

Tickets available from the box office

## Reading Task : Part 4

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

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

would like to see an unusual show?	0	<input type="checkbox"/>	E	<input type="checkbox"/>
likes dancing?	22	<input type="checkbox"/>		<input type="checkbox"/>
likes dramatic love stories?	23	<input type="checkbox"/>		<input type="checkbox"/>
would like to listen to some songs whose words have come from famous writers?	24	<input type="checkbox"/>		<input type="checkbox"/>
likes songs from musicals?	25	<input type="checkbox"/>		<input type="checkbox"/>
likes plays that aren't performed entirely by actors?	26	<input type="checkbox"/>	27	<input type="checkbox"/>
likes dramatic action?	28	<input type="checkbox"/>	29	<input type="checkbox"/>
likes live groups of singers?	30	<input type="checkbox"/>	31	<input type="checkbox"/>
likes Welsh singers and songs?	32	<input type="checkbox"/>	33	<input type="checkbox"/>
would appreciate a new interpretation of a classic story?	34	<input type="checkbox"/>		<input type="checkbox"/>
would like to see a group of rising stars live?	35	<input type="checkbox"/>		<input type="checkbox"/>

## Performances

### Let's Face the Music

A

Ria Jones, the sensational star of *Evita*, *Cats*, and *Les Miserables*, returns home to Wales for two special concerts. Proving that there is more to her than an incredible gift for singing the great show songs, Ria invites you on a **memorable** journey that goes from musical to classical and from classical to pop. Songs from *Miss Saigon* **blend with** Disney favourites from *Aladdin* and *Beauty and the Beast* along with some marvellous popular standards for a great evening in the company of a very special vocal talent. Ria Jones will appear with special guests.

### Blood Wedding

B

The Swansea University players will be performing this play by F. Garcia Lorca, which is based on a true story. On 22nd July, 1928, in the dusty heat of Andalucia, a young bride abandoned her groom to be with her secret lover. The consequences of overflowing passion and revenge are terrible. After the groom searches out her lover, both men die in a duel. Although the ugliness of death is evident, the celebration of passionate life also plays a major role.

### African Voices

C

Formed in 1988, Britain's premier female *a cappella* group has climbed high on the ladder of success with numerous performances, as well as radio and television appearances, nationally and internationally. *African Voices'* repertoire is extremely varied, with songs reflecting the joys and sorrows, hopes and dreams of all nationalities, ages, and sections of our society. Contemporary songs are **delivered with** a creative understanding of the international African community.

### Song Recital

D

This comprises American music for voice and piano. Judy Coe performs widely as a soloist in America and is also a **vocal coach**. The programme includes songs from *Porgy and Bess* with special solo piano arrangements by Katherine Morris. Judy ends the concert with songs whose texts are by Shakespeare, Yeats, Eliot, Oscar Wilde and Emily



Dickinson. The concert will be framed by the singing of Welsh and American music by the popular Gylrais Male Voice Choir, directed by Meirwyn Thomas.

### Pep Bou

E

Pep Bou is a unique performer, combining a delightful sense of comic timing with breathtaking skill of **manipulating** sound, light and soap bubbles. *Bufaplantes* tells the story of an eccentric professor and his admiring but envious assistant. The comic interplay between the two, along with their subtle involvement with the audience, provide much of the fascination of the show. But the real stars are the bubbles. Pep plays with them, **tames** them, **swallows** them and makes them dance together. They become multi-coloured, **opaque**, filled with smoke; they **twinkle** like stars; they move to the music's rhythms in a universe of dreams.

### Mayte Martin

F

Mayte Martin is easily the best-known Catalan flamenco singer. Her powerful voice captures the beauty and **anguish** that lies at the heart of flamenco. She has been very popular since her early twenties, when she won a string of prizes. She has taken part in Barcelona's WOMAD festivals and in the Gipsy Kings' celebrated festival Mosaïque Gitane (Gipsy Mosaic) at Nimes. She will be accompanied by her regular troupe of solo guitarist, two dancers and a "clapper".

### The Adventures of Malic

G

This is a family show about two episodes in the fantastically dangerous life of an imaginary Iberian character called Malic, whose aim in life is **to pursue** adventure. In this show he visits China and gets into fights with dragons and then travels to Barcelona where he encounters numerous dangerous characters. The show is told using Chinese shadow puppets, beautifully handled, with a live narrator-musician who **animates** the show in English.

### Carmen

H

This is a new look at the myth of Carmen, in which she is seen as a goddess who manipulates and plays with her men from the safety of a distant hiding place. This show uses objects, live figures and shadows, all beautifully interchanged. The soundtrack is a lively combination of Bizet's opera, with street noises and other effects. Skilfully changing moods between the **coarse**, the funny, the sensitive and the poetic, the show is a masterpiece of modern puppet theatre.

## Vocabulary Exercises

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

**memorable, blend with, delivered with, vocal coach, manipulating, tames, swallows, opaque, twinkle, anguish, to pursue, animates, coarse**

- 2 Fill in the gaps with the appropriate word from the list:

<b>villains</b>	<b>evil</b>	<b>passion</b>
<b>brehtaking</b>	<b>captures</b>	<b>masterpiece</b>
<b>director</b>	<b>winner</b>	<b>plot</b>
<b>cast</b>	<b>sensational</b>	<b>contemporary</b>



### "Batman Forever"

"*Batman Forever*" is the third Batman film, and has an incredible 1) ..... of stars. Two-Face, played by Oscar 2) ..... Tommy Lee Jones, and the Riddler, played by the outrageous Jim Carey, are the 3) ..... of the story. Batman (played by Val Kilmer), is aided by Robin (played by Chris O'Donnell), in the fight to save Gotham City from 4) ..... characters. The 5) ..... is full of 6) ..... thrills and 7) ..... action. There is a touch of 8) ..... as Dr Meridan (Nicole Kidman) falls in love with the hero while researching his past. Tim Burton, the 9) ..... of the previous Batman films, has handed over his position to Joel Schumacher who 10) ..... the humour and adventure in the plot, adding his own personal touch. In this sense, it is a modern 11) ....., well worth going to see. Viewers will be sitting on the edge of their seats throughout this 12) ..... film.

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

<b>overflowing</b>	<b>a gift</b>	<b>vocal</b>
<b>to die</b>	<b>eccentric</b>	<b>performing</b>
<b>a memorable</b>	<b>major</b>	<b>climbed</b>

- |                    |  |
|--------------------|--|
| 1 .....for singing | 6 ..... professor                        |
| 2 ..... journey    | 7 He ..... high on the ladder of success |
| 3 ..... a play     | 8 ..... in a duel                        |
| 4 ..... passion    | 9 ..... talent                           |
| 5 ..... role       |  |

- 4 Fill in the blanks with the following verbs:

**to perform, to act, to play, to execute**

- |                      |                   |
|----------------------|-------------------|
| 1 ..... on behalf of | 4 ..... a traitor |
| 2 ..... tennis       | 5 ..... an opera  |
| 3 ..... an operation | 6 ..... a plan    |

## Follow-up Activities



- ◆ Talk about a film, a play or a performance you've recently been to. Talk about it bearing in mind the following key points:

**title, actors, director, description/evaluation of the plot, comments on music/atmosphere etc, positive or negative view**

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

Many people remember the men's 100 metre final in the 1992 Olympics for Linford Christie's astonishing look of determination. Christie was psychologically ready **0**) ...for... winning and this gave him an advantage **1**) ..... his competitors. In top level sport it is now the mental capabilities of athletes **2**) ..... have the biggest impact on **3**) ..... wins and losses. When suffering **4**) ..... stress, athletes can experience a sudden, dramatic loss of performance. Nowadays, they are under **5**) ..... stress than ever. The financial stakes are high - if you win a gold medal in a main event at today's Olympics, you can confidently expect to become a millionaire, **6**) ..... if you lose, you get nothing. Sports psychologists teach athletes to replace negative thoughts with positive **7**) ..... . Some athletes use breathing exercises and think about certain words to help them relax and stop **8**) ..... thinking destructive things **9**) ..... could affect their performance. For hurdlers, like Sally Gunnell, the 400-metre hurdles is **10**) ..... tough that it can only **11**) ..... physically practised 10 to 15 times a season. If, however, the athletes are **12**) ..... to "visualise" the race in their head, they can prepare their brain for the event **13**) ..... practising over and over again. But the main importance of **14**) ..... exercises is that if athletes continually receive images of success, they are far more **15**) ..... to succeed in real life.

**PART 3** Complete the sentences using the words in bold. Use two to five words.

- 1 The story didn't interest the kids.  
**find** The kids .....interesting.
- 2 Sally isn't as quick at typing as Pam.  
**than** Pam is .....Sally is.
- 3 Although she had trained, she didn't win the race.  
**trained** Despite .....she didn't win the race.
- 4 She started cleaning when the children left.  
**until** She waited .....she started cleaning.
- 5 He gave Ann a diamond ring; it was his mother's.  
**which** He gave Ann .....his mother's.
- 6 A taxi ran over the old man.  
**run** The old man .....a taxi.
- 7 "Will I ever become a successful actress?" she asked herself.  
**wondered** She .....become a successful actress.
- 8 "I'm sorry I was late," he said.  
**being** He .....late.
- 9 I can't stand people laughing at me.  
**laughed** I can't .....at.
- 10 It's not easy to raise a child nowadays.  
**up** It's not easy ..... nowadays.

**PREPOSITIONS**

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

(1) to be .... isolation; (2) to come .... an end; (3) to be keen .... sth/sb; (4) to be obsessed .... sth/sb; (5) to be confident .... sth; (6) to be famous .... sth; (7) to give an interpretation .... sth; (8) to die .... a duel; (9) to die .... an illness; (10) to be dying ....sth; (11) to aim .... sth/sb; (12) to travel .... bus/plane; (13) to be .... a bus/plane; (14) to be .... a taxi/car; (15) to be aware .... sth; (16) to be ignorant .... sth; (17) to be .... the left/right; (18) to be .... the top/bottom; (19) .... the end (=last); (20) .... the end (=finally); (21) to be tired .... sth/sb; (22) .... a way; (23) to be filled....sth; (24) to head .... ; (25) to dream .... sth

 **PART 1**

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

- 1** You will hear a boy talking about sports. Which sport does he mostly play at the moment?

  - A** volleyball
  - B** football
  - C** hockey

	<b>1</b>
--	----------
  
- 2** You will hear someone talking about the weather in London at Christmas. What is the weather normally like?

  - A** snowy
  - B** dull
  - C** sunny

	<b>2</b>
--	----------
  
- 3** You will hear two girls discussing what to do on Saturday night. Where do they decide to go?

  - A** the local disco
  - B** the cinema
  - C** the roller-skating rink

	<b>3</b>
--	----------
  
- 4** You work in an office where you overhear the following conversation. What is the boss worried about?

  - A** the company's financial position
  - B** his speech at the board meeting
  - C** his dinner guests

	<b>4</b>
--	----------
  
- 5** Listen to this actor talking about his life. Where did he meet his wife?

  - A** at a shooting gallery
  - B** at a cinema
  - C** on a film set

	<b>5</b>
--	----------
  
- 6** Listen to this woman talking about her car. Why is she happy with it?

  - A** It is an antique car.
  - B** It is a nice colour.
  - C** It is reliable.

	<b>6</b>
--	----------
  
- 7** You will hear a reporter talking about earthquakes. When did the one in Mexico take place?

  - A** last week
  - B** three months ago
  - C** last year

	<b>7</b>
--	----------
  
- 8** You overhear this conversation between two colleagues. What are they looking for?

  - A** a briefcase
  - B** a report
  - C** a computer disc

	<b>8</b>
--	----------



## PART 1

## Giving Personal Information

- What do you enjoy doing in your free time?
- How often do you exercise?
- What are your friends' favourite hobbies?

## PART 2

## Talking about the pictures in relation to yourself



Look at pictures A and B.

- Compare and contrast the two pictures. What do they have in common?
- Which of the two sporting events would you prefer to watch and why?
- Should professional sportsmen be highly paid?
- Would you like to be a professional sportsman? Why/Why not?



Look at pictures C and D.

- Compare and contrast the two pictures.
- Which of the two performances would you prefer to go to and why?
- Can you act/play a musical instrument?
- Would you like to have the opportunity to study music and drama at your school?



## NARRATIVE

**stories** (imaginary stories, true stories, describing experiences, tales etc)

**factual reports** (news reports: events, current affairs, accidents, disasters etc)

- **In narratives** we use a variety of past tenses such as: Past Simple, Past Continuous, Past Perfect etc. Each paragraph deals with a different idea which is developed through it. The last sentence of each paragraph should lead to the next paragraph. When writing a narrative composition, you should always keep in mind the kind of reader you are writing for. In other words, writing a fictional short story is completely different from writing a factual report. For example, a story should display both atmosphere and our emotions at the time. Punctuation is very important as narratives include Reported or Direct Speech (see Grammar Reference Section for Punctuation). Use of short forms is acceptable in stories but not in factual reports, unless we use Direct Speech. When writing a narrative, keep a time sequence in mind. Factual reports and stories describe a sequence of events and these events are linked with appropriate sequence words such as:

First  
Then/Next  
After/Before (that)  
During/Meanwhile

Finally  
As soon as  
The moment that  
As

No sooner ... than  
Hardly ... when  
Immediately  
Since

While  
Until  
By the time  
As long as

- **A story** can be written either in the 1st person (personal style) or in the 3rd person and it describes a sequence of real or fictional events. It must be exciting, strange or funny in order to entertain the reader. Successful beginnings and endings are the most important factors in story writing. A good beginning will stimulate the reader's interest and curiosity. (**NOTE:** *In the FCE exam the opening sentence may be given.*) A good ending satisfies the reader's interest and his/her curiosity. Keep in mind that a boring ending can spoil a good story. A story may end with a conclusion, a question, a surprise or it can end in suspense. (**NOTE:** *In the FCE Exam the closing sentence may be given.*)
- **Factual reports** describe a series of events and can be written only in the third person (impersonal style). The passive is frequently used as well as a variety of past tenses. When writing factual reports we should stick to the facts and use reporting verbs (eg. comment, complain, add etc) in Direct or Reported Speech.

### General outlines for narratives

STORY	FACTUAL REPORT
<p><b>Introduction</b> _____</p> <p>para. 1 <b>Set the scene</b> (describe the weather, time, atmosphere, people involved, possible feelings etc)</p> <p><b>Main Body</b> _____</p> <p>para. 2 <b>Before the main event(s)</b> (incidents leading to the main event)</p> <p>para. 3 <b>The main event(s)</b> (describe the main event(s), people involved in, more details etc)</p> <p><i>* The main body may include 1 - 3 paragraphs.</i></p> <p><b>Conclusion</b> _____</p> <p>final para. <b>End the story</b> (refer to moods, consequences, people's reactions, feelings etc)</p>	<p><b>Introduction</b> _____</p> <p>para. 1 <b>Summary of the event</b> (write about time, place, people involved. Do not give detailed descriptions.)</p> <p><b>Main Body</b> _____</p> <p>para. 2 <b>Development of the event(s)</b> (describe the main event(s), people involved. Give detailed facts. If it is 2 - 3 events, each paragraph should deal with one topic.)</p> <p><i>* The main body may include 1 - 3 paragraphs.</i></p> <p><b>Conclusion</b> _____</p> <p>final para. <b>Comments / Reference to future developments</b></p>

## Style in narratives

**A story has a less formal style than a factual report .**

Informal style for stories	Formal style for factual reports
<ul style="list-style-type: none"> <li>Personal style (first or third person)</li> <li>Direct Speech is more common than Reported Speech.</li> <li>Detailed and chatty descriptions (use of adjectives)</li> <li>Colloquial English (use of idioms and idiomatic expressions)</li> </ul>	<ul style="list-style-type: none"> <li>Impersonal style</li> <li>Use of Passive Voice/reporting verbs in Direct or Reported Speech</li> <li>Only facts</li> <li>Complex sentence structure, well-developed paragraphs, high level of vocabulary, non-colloquial English</li> </ul>

**1 Read the two models and say which model:**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>1 uses an impersonal style</li> <li>2 includes detailed and chatty descriptions</li> <li>3 uses examples of the passive voice</li> <li>4 uses a personal style</li> </ul> | <ul style="list-style-type: none"> <li>5 is an example of colloquial English and includes idiomatic expressions</li> <li>6 contains only facts</li> <li>7 is a story/is a factual report</li> </ul> |
|--|---|

### MODEL 1

Ann Brown, a twenty-two year old cleaner, was alone in the Trafalgar Square offices of the Central Bank at 6.04 pm on Tuesday, when the earthquake struck. As the building started to collapse, Ms Brown tried to escape but was almost immediately trapped under falling debris.

Although rescue teams arrived quickly at the scene, they were unable to reach her until the following morning. This was because the rubble could only be removed manually. Air and water were, however, passed to her through gaps in the building to keep her alive as rescuers feared that more of the building would collapse on Ms Brown if any mechanical equipment was used. Eventually, the rescue team reached her and she was pulled to safety.

The head of the rescue team commented: "It is nothing short of a miracle that Ms Brown survived under so much rubble for such a long period of time." He added, "She must have a guardian angel watching over her." The bank is to be rebuilt within the next four months.

### MODEL 2

I went to work on foot that evening. As usual I went up to the second floor to get the cleaning stuff out of the cupboard. The building was empty and I figured that I could finish cleaning before 9 pm.

I had only just begun when there was a terrible rumble, like thunder, and the building literally started to collapse around me. I remember falling and then I was lying on cold concrete in total darkness.

I was trapped. I started to scream but realised it was useless. That turned into the longest night of my life. It seemed like an eternity before I heard voices above me. I shouted for help. A man shouted back, "Where are you?" "Here, here!" I yelled at the top of my voice. "Don't panic, we'll get you out of there," he called. He told me to take the air and water pipes that were shoved through a gap in the rubble.

When a chunk of debris was moved and I saw daylight, I knew I would be safe. As the rescuer climbed down and hauled me out, I felt great relief. Although my leg was hurting terribly, I was happy to be safe and sound.

**2 Follow the outline on p. 24 and write a factual report about the bus drivers' strike.**

traffic in London / disrupted all day / due / striking bus drivers.  
 traffic / monitored by police / but main roads / still / blocked / causing long tailbacks / and accidents / already / reported.  
 main reasons for the strike / be / a growing number of attacks on drivers / and / bus company's refusal / provide them / greater protection.  
 drivers' union / demand / an increase / number of security staff employed / bus company.  
 emergency meeting / called by / bus company's management this morning / resulted in / offer / hold talks with the drivers' union.  
 Bob Brown head of / drivers' union / warned / more strikes / take place / management's promises / not fulfilled.

## Descriptive Techniques

- **Stories** may be a series of events or they may include detailed and chatty descriptions of the people, objects or places involved in the event. Therefore, narrative techniques can include descriptive techniques as well.
- When you describe physical appearance, remember to include: *Height, Build, Age, Facial features, Hair, Clothes*, moving from the most general adjectives to the most specific ones.  
*e.g. John is a tall, well-built man. He's got a round face with bright blue eyes and a big nose. His short grey straight hair makes him look sophisticated. He always dresses smartly in a well-cut suit and tie.*
- When you describe a person's character, remember to use a balanced combination of good and bad qualities. You should always justify the qualities you mention each time.  
*e.g. He is so **reliable** that he will never let you down.*  
 As for the negative qualities, they should be written using mild language e.g. Instead of saying: *He is aggressive*, you can say: *He has/shows/displays a tendency to be aggressive* or *He can be aggressive at times*.
- When describing particular details of a place, it is important to use your senses (sight, sound, smell, taste, touch).  
*e.g. I live in a cottage. You can still **smell** the wood from which it was built.* A combination of static and moving features is also used in descriptions. e.g. **static features: The cottage is at the top of the hill, moving features: The stream flows down the hill.** You can also describe the place either from near to far, from a central point, from a high point etc.
- When using adjectives in your descriptions you should bear in mind the following order :

Opinion, Size/Weight, Age, Shape, Colour, Country of Origin, Material **NOUN**

*e.g. It's a beautiful big ancient grey English church.*

### General outlines for descriptive techniques

Description of people
1. Place & time you met him/her
2. Physical appearance (eg. tall, well-built, old etc)
3. Personality characteristics & justification (eg. He's ambitious;he always wants to come first in class.)
4. Activities (person at work, relaxing, spare time activities etc)
5. Comments and feelings about the person

Description of a place
1. Name and geographical situation of the place
2. Reasons for choosing the place
3. Particular details of the place (sights to see - how to spend your free time there etc)
4. Feelings and final thoughts about the place

Description of an object
1. Size, shape, origin
2. Material (It is made of ...)
3. Texture ( rough, smooth,...)
4. Uses / Functions (It is used for ...) / Condition the object is in
5. Special features

### DESCRIPTION OF PEOPLE

- ③ The following adjectives describe people's physical characteristics. List them as in the example. Some of them can be used more than once.

**blue, short, oval, tiny, straight, medium-height, dark, slim, upturned, muscular, brown, wavy, freckled, overweight, blond, almond-shaped, long, plump, wrinkled, ugly, shabby, crooked, elegant, attractive, Roman, fashionable, slanting, tall, casual, curly, green, well-built**

e.g.

Height	Build	Face	Eyes	Nose	Hair	Clothes
tall	well-built	pretty	green	straight	curly	casual

**4** The following adjectives describe people's personality characteristics: **lazy, intelligent, practical, reliable, patient, lively, unstable, generous, boring, optimistic**  
 Choose the most appropriate one to fill in the sentences.

- |  |  |
|--|--|
| <p>1 Mary is a very ..... person. You can always count on her to do what you ask her to.</p> <p>2 He tends to be ..... . His mood is likely to change at any time.</p> <p>3 He is a very ..... person; he puts in very little effort at work.</p> <p>4 Mick can often be .....; he has a tendency to repeat the same old stories.</p> <p>5 She has a very ..... outlook on life; she never expects anything to go wrong.</p> | <p>6 The teacher is very ..... with her students; she always explains things several times.</p> <p>7 The little boy is so ..... that he can do his big brother's homework.</p> <p>8 My uncle is very .....; he always gives money to charity.</p> <p>9 My son is very .....; he is full of energy and high spirits.</p> <p>10 My husband is very ..... . He repairs everything around the house.</p> |
|--|--|

**5** Make sentences with the following personality traits. Remember to justify the adjectives when describing a person. *eg. Her children are very friendly; they always behave in a polite and pleasant manner.*

**reserved, sensible, selfish, helpful, unreliable, silly, honest, unpredictable, serious, dishonest, pessimistic, sociable, witty, amusing, pleasant, dull, curious, naive**

- 6**
- Read the first model. Why is it bad?
  - Read the second model. **a.** Underline the personality adjectives and the justification given. **b.** Which paragraph gives information about John's daily routine? **c.** In which paragraph does the writer express his feelings about John?



**MODEL 1**

John is 20. He is my best friend and he is the person I depend on most. He is taller than me and fat. He wears jeans and sweatshirts at home, but he wears a suit for work. He has blue eyes and brown hair. John is patient, tolerant, polite, kind, enthusiastic and relaxed, but he is sometimes aggressive, careless, shy and selfish.

John works in a bookshop. He likes it very much. In his free time he likes watching TV and reading. He sometimes goes to restaurants.

I first met John at a party at my cousin's house. I didn't like him at first, but now I do. John is also very good at sports. He plays tennis and badminton. He usually wins.

I hope that John and I are friends forever. He is my best friend.

**MODEL 2**

Six years ago I went to my cousin's birthday party, and that's where I met John. I must admit that at first I thought he was unfriendly, because he wasn't speaking to anyone, then I realised he was quite shy.

John is now 20 years old, the same age as me. He's about 6 feet tall and a bit overweight. He has big blue eyes set in a round face. He has a small, turned-up nose and curly, black hair. He usually wears casual clothes, like jeans and a sweatshirt. For special occasions he wears a suit and tie.

What I like most about John is that he's very patient, and tolerant. He never hurries you or gets angry if he's kept waiting. He is very kind to animals and often feeds stray dogs and cats. Unfortunately, he can be careless and often makes mistakes at work.

John loves his job selling books in a large bookshop. He helps all the customers, and is never rude. In his free time John enjoys watching old black and white films on TV and reading biographies. He also likes playing tennis and badminton, and he usually wins.

John and I are not very alike but we complement and trust each other and I know he will never let me down.

**DESCRIPTION OF PLACES**

7 Underline the **static features** and circle the **moving features** in the phrases listed below.

1) There are animals as far as the eye can see . 2) On the mountainside there is a forest. 3) The fields stretch as far as the horizon. 4) In the village there are many tourist attractions. 5) A path leads to the village. 6) In the background there is a hillside. 7) Next to the zoo there is the station. 8) To the left of the cottage there is a barn. 9) The hills seem to rise up from nowhere. 10) A road crosses the valley. 11) The hills slope down to the village. 12) The stream flows through the valley. 13) The village is set among pine trees. 14) A path curves around the hill. 15) To the rear of the building there is parking space. 16) At the top of the mountain there is a restaurant. 17) The road winds through the forest. 18) At the foot of the mountain there are caves.

- 8 a) Fill in the blanks in the text below using the following words:  
**behind, along, up, covered, from, rise**
- b) Circle all the descriptive adjectives in the text, then give the outline that has been used.
- c) Write down all the words that describe the use of the senses.  
**eg. smell, sight, sound and taste**
- d) Write a short article about your town for a school magazine, following the outline on p. 26.



Bergen is situated on the coast of Norway.  
It offers the perfect combination of fragrant pine trees and fresh sea air.  
On sailing into the port, visitors will be struck by the beauty of the view. The old harbour is filled with colourful sailing boats and 1) ..... the busy seafront, the promenade is full of craft shops, cafés and restaurants serving delicious food. 2) ..... the promenade, the thick evergreen trees which grow 3) ..... on the mountainside, make it seem as if it is 4) ..... with a green blanket. Here and there in the forest, old wood-beamed houses 5) ..... up over the tree-tops. 6) ..... the harbour, you can smell the delicious aroma of seafood, and fresh fruit.

Go to Bergen to experience both the peaceful silence of the pine forests and the noisy activities of the busy port.

**DESCRIPTION OF OBJECTS**

9 The following adjectives describe objects. Put them in order, as in the example:

**enormous, ancient, light, rubber, round, modern, little, purple, Spanish, British, steel, childish, flat, Chinese, metal, heavy, red, square, disgusting, new, black**

Opinion	Size/Weight	Age	Shape	Colour	Origin	Material	Noun
a beautiful	large	old	round	blue	Egyptian	woollen	carpet

10 Read the following report and put the adjectives into the correct order, then cover the text and try to describe the suitcase in the picture.

On May 20, 1996, I was travelling from New York to Montreal on the 8.30 am express train. However, due to an unexpected transfer via Boston on the 11.50 am train to Montreal my luggage was lost. The missing item is a(n) **(leather, old, square)** suitcase. Each corner of the suitcase is covered by a **(dark, small, leather)** patch, which is fastened by **(metal, tiny, round)** studs. The suitcase is covered with many **(colourful, interesting, paper)** labels, and has got a handle. There are also two **(metal, silver, small)** locks on either side of the handle. The suitcase contains mostly clothes and also a **(black, plastic, new)** hairdryer, and a **(grey, Japanese, lightweight)** camera. If the suitcase is found, please contact me at this telephone number: (617)555-1877 between the hours of 9 am - 5 pm daily.



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

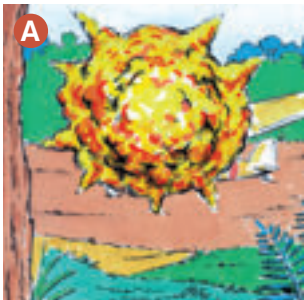
**BEGINNINGS**

- 1 The body of a 75-year-old man has been found in Woolland Green. It was discovered by a group of workers who reported it to the police. The man, later discovered to be Mark Smith, a widower, had been attacked.
- 2 The sun beat down on their heads as they walked along the jungle path. Everybody was nervous, especially James Johnson. The tall, good-looking scientist had been working all his life to find the lost tomb of Itawa, the ancient Brazilian God.
- 3 Brian stood in the dark, deserted street looking up at the haunted house. He wondered why he had agreed to go inside since it made him scared and nervous. However, if he wanted to be a member of the school gang, he had no choice. He had to go in.
- 4 Some surprising new facts have been uncovered by recent research into nutrition. The scientists involved are working at London University and their theory has been tested on volunteers, who were amazed at the results.
- 5 A fire broke out on the express train from London to Dover at 9 pm last night. It was immediately stopped and the passengers were ordered to get off. The company employees located and extinguished the fire within minutes.

**ENDINGS**

- A The scientists are extremely proud of their achievements. This breakthrough in modern science has opened up a positive way forward to guarantee a healthier life in the future.
- B He ran away as fast as he could. He leaned against a wall, gasping for breath and looking fearfully over his shoulder. He wasn't exactly sure about what he had seen but he knew he would never go near that house again.
- C "Everything possible will be done to find out who is responsible, and justice will be done," commented Sergeant Brown. Police now plan to patrol Woolland Green on a nightly basis, in an attempt to prevent any further attacks.
- D The station manager praised the staff for acting so quickly, adding that any delays could have had fatal consequences. There are plans to check all British Rail trains for faults over the next 12 months in an effort to prevent malfunctions.
- E James looked back at the jungle clearing. He was tired, but, as always, optimistic. "O.K., so it wasn't in this valley," he thought, "but I know it exists. I'll just have to keep looking." He set off with long strides back to the camp, anxious to start his search again.

12 First put the pictures in the correct order. Then write a story and a **factual report** based on these pictures. Write the story and the **factual report** following the outlines on page 24.



# Unit 2

## Warm-up Activities

- ◆ Look at the pictures and talk about the kind of food you can see. What do you think the text is about?
- ◉ How much do you know about diabetes? Try to answer these T/F statements by guessing, then listen to the text and find out if your guess was correct.
  - a. Insulin is produced by the liver.
  - b. Diabetics can't lead a normal life.
  - c. Biscuits contain a lot of fat.
  - d. Diabetics should weigh themselves weekly.
  - e. Diabetics should eat plenty of fruit.
  - f. Food with high amounts of sugar should not be avoided.



## Reading Task: Part 1

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

- A There is no reason why diabetics should not enjoy a normal life.
- B The B.D.A. is at the public's disposal.
- C Weight control and regular exercise play an important role in a diabetic's life.
- D Diabetics should be careful with foods which contain a lot of sugar.
- E Insulin injections are widely used, but they are not very helpful.
- F Diabetes is the result of inadequate insulin being produced.
- G Some foods help to keep blood sugar down.
- H High-fat foods should be avoided.



## Healthy Eating for Diabetics

0 F

Most of the functions in the human body are controlled by hormones. Insulin, a hormone produced by the pancreas, controls the amount of sugar in the blood which is then used by the body to generate energy. The insufficient production of insulin leads to a common disorder called diabetes.

1

Having diabetes does not mean giving up all your favourite foods and eating differently from family and friends. However, a sugar-free diet still remains the cornerstone of the treatment of diabetes. Nowadays, doctors recommend that people with diabetes should continue their lives as usual, but should follow a well-balanced and healthy diet.

2

The British Diabetic Association has published guidelines to assist people who need to follow a special diet. The B.D.A. recommends controlling body-weight, reducing fat consumption and eating more fruit, vegetables and starchy food. If there is a need to lose weight, realistic short-term targets are most helpful. Aiming for a slow but steady weight loss of one kilogram per week is ideal, until the desired weight is achieved. Including more exercise in your daily routine, and checking your weight once a week are also recommended.

3

It is also advisable to avoid cooking meals using large amounts of fat – choose lean meat or low-fat items instead. Removing the skin from

chicken and using fat-free milk are also good ways of reducing fat in the diet. Moreover, cutting down on the amount of butter and cheese by using the low-fat versions is recommended. Biscuits and cakes are also high in fat content.

4

Eating plenty of fruit and vegetables is highly recommended. Beans and lentils contain a considerable amount of a certain type of fibre which helps to slow down the rise of blood sugar levels after meals. Choosing brown bread and flour instead of white, and high-fibre breakfast cereals, is also appropriate.

5

Foods like sweets, chocolate, cakes and biscuits should be avoided as they usually contain high amounts of sugar and fat. Also, less sugar must be used in cooking, and “diet” drinks

are preferable. Using an artificial sweetener instead of sugar also helps a great deal. It is also important to be careful with the sugar content of packaged food items by reading the labels and preferably deciding on a “diet” alternative.



6

Diabetics should be able to enjoy normal and healthy lifestyles once they decide to follow the B.D.A. guidelines. The experts at the Association are always available to provide further information on this matter.



## Vocabulary Exercises



- 1 Fill in the gaps with the appropriate word(s) from the list below:  
**insulin, cornerstone, hormones, disorder, consumption, pancreas, treatment, fibre**

- Bodily functions are regulated by ..... . (**substances controlling the way the body works**)
- A diabetic person relies on ..... injections in order to break down sugar. (**hormone controlling the amount of sugar in blood**)
- The ..... is a gland which is part of the digestive system. (**organ which produces insulin**)
- When Jane was young she suffered from an eating ..... called anorexia. (**malfunction**)
- The recommended ..... for diabetes is to avoid sugar and to exercise regularly. (**therapy**)
- The ..... of sugar should be avoided by a diabetic person. (**intake**)
- Brown bread contains more ..... than white bread. (**part of food that helps digestion**)
- Good food and exercise are the ..... of a healthy lifestyle. (**basis**)

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

<b>starchy</b>	<b>weight</b>	<b>to enjoy</b>
<b>to control</b>	<b>to follow</b>	<b>short-term</b>
<b>fat-free</b>	<b>to generate</b>	<b>daily</b>



- .....milk
- .....routine
- .....a normal life
- .....food
- ..... energy
- .....targets
- .....a diet
- .....body weight
- .....loss

- 3 Choose the word which fits best.

- If you stop eating cakes and sweets, you will be able to ..... your weight. (**check, examine, control, test**)
- My father had to ..... his intake of meat, because he suffers from high cholesterol. (**reduce, weaken, shrink, shorten**)
- After eating, blood sugar levels ..... . (**rise, raise, arise, grow up**)
- When I finish Medical School, I will have ..... my goal. (**managed, acquired, achieved, succeeded**)
- Before eating a banana you have to ..... the skin. (**remove, delete, extract, take out**)
- He's always ..... animals with love and care. (**treated, behaved, used, operated**)
- My granny has ..... teeth. (**artificial, fake, false, counterfeit**)
- Due to their continuous training, runners usually have ....., athletic bodies. (**bony, skinny, thin, lean**)

- 4 Fill in the appropriate particle(s).

- Some types of heaters **give** ..... fumes. (**send out**)
- He's tried to **give** ..... smoking many times but has never succeeded. (**stop**)
- By mistake, children sometimes **give** ..... secrets they are meant to keep. (**reveal**)
- The soldiers **gave** themselves ..... as they were surrounded by the enemy. (**surrendered**)
- The air-hostess **gave** ..... sweets to the passengers before landing. (**distributed**)
- Don't **give** ..... now - I know you can do it if you keep trying. (**stop trying**)
- Looking through my diary I **came** ..... Tim's telephone number. (**found by chance**)
- The policeman **ran** ..... the thief and managed to arrest him. (**chased**)
- She accidentally **ran** ..... a dog as she was reversing out of her garage. (**knocked down**)
- We've **run** ..... sugar; will you go and buy some? (**have no further supply of**)
- The pickpocket **ran** ..... the policeman who was chasing him down the street. (**escaped**)
- Trying to promote their new product, they **ran** ..... strong competition. (**met with**)
- The director asked the actors to **run** ..... the third scene once more because he wasn't satisfied with it. (**rehearse**)
- He **ran** ..... difficulties when he tried to sell his mother's property. (**encountered**)

5 Tick the correct boxes as in the example:

	weight	heart	the target	a train	one's way	the chance	luggage	the plane	money
lose	✓								
miss									

6 Match the idioms with the correct definition.

- |   |                                  |
|---|----------------------------------|
| 1 If you go out in the rain without an umbrella, you'll <b>get soaked to the skin</b> . | a. to be unaffected by criticism |
| 2 Oh, you gave me such a fright! I almost <b>jumped out of my skin</b> .                | b. on the surface                |
| 3 He's such a <b>skinflint</b> ; he never buys anyone a birthday present.               | c. to become very wet            |
| 4 She has to <b>have thick skin</b> to be able to ignore all his nasty comments.        | d. to get a terrible scare       |
| 5 Although Ann is nothing but <b>skin and bone</b> , she is about to start a new diet.  | e. person mean with money        |
| 6 Beauty is only <b>skin deep</b> ; Sue is attractive but she has a nasty character.    | f. extremely thin                |

## Follow-up Activities



- ◆ (MEMORY QUIZ). Read the text about diabetics first, then close your books and write down in one minute **6 foods diabetics should eat** and **6 foods they should avoid**. Check your answers with your partner.
- ◆ A friend of yours tells you that he/she has diabetes. Give him/her advice, bearing in mind the text and the following useful expressions:  
**Having diabetes does not mean ... , It is advisable ... , It is highly recommended ... , It is appropriate ... , You should avoid ... , etc**

## Grammar Check

Fill in the appropriate form of the verbs in brackets.

- 1 Jane didn't turn up for the meeting. She **must** ..... (**forget**) about it.
- 2 It's ten o'clock. John **was supposed** ..... (**arrive**) by now.
- 3 She **might** ..... (**stay**) at Alison's house last night, but I'm not sure.
- 4 Children **are** ..... (**not/eat**) in class. It is strictly forbidden.
- 5 He **must** ..... (**work**) late last night. He looks very tired today.
- 6 He **must** ..... (**feel**) very tired; he's been working hard lately.
- 7 You **should** ..... (**come**) to my birthday party; I was expecting you.
- 8 You **are** only **allowed** ..... (**hire**) a car if you have a valid driving licence.
- 9 She **can't** ..... (**be**) at home, otherwise she would have answered the door.
- 10 Tom **needn't** ..... (**get**) up early tomorrow as it is a holiday.
- 11 We **ought to** ..... (**be**) more polite to her; then she wouldn't have felt so offended.
- 12 Liz looks very annoyed. She **must** ..... (**wait**) for ages.

## Reading Task : Part 2

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



Shirley was preparing to leave her friend Caroline for the night when Caroline's guardian and uncle, Mr Helstone, entered. He seemed to be upset. "I'm glad you haven't gone, Shirley," he said. "I need a favour from you." Caroline joined them, expecting a lecture on their absence from church that morning.

"I shall not sleep at home tonight," her uncle continued. "I have just met an old friend and promised to go to his home. I shall return about noon tomorrow. Now..."

Shirley interrupted him, pleased that Mr Helstone was ready to place his trust in her. "I understand," she said. "Do you want me to stay in the house and watch over your niece and maids while you are away?"

As it was growing late, the arrangements were made quickly, and the girls agreed not to separate. Mr Helstone's reason for making these arrangements was that he knew riots were possible that evening. "If there should be any trouble in the night, if you should hear the picking of a lock, the breaking of glass or the sound of steps in the house, what would you do? I am not afraid to tell you, that such incidents are very possible in the present time. So tell me, how would you behave?"

"I don't know," replied Shirley light-heartedly. "Perhaps I would faint - fall down and have to be picked up again!" She laughed, then requested and received the loan of a pair of pistols, and Mr Helstone went on his way.

22

The two girls ate supper, then moved to some seats in the bay window. They were silent, listening for any noise or disturbance. Every window and door was locked and bolted, but Shirley kept the pistols by her side, and gave Caroline a small, sharp knife. The two girls did not want to go to bed, and sat silent for half an hour in a state of nervous excitement. The night was very still, and the air was clear.

Towards midnight the barking of the house dog disturbed their quiet wait. Shirley put out the candle so as not to be seen and leant cautiously out of the window.

There was a louder noise than the dog's barking - the sound of marching feet. They approached steadily. It was not the tread of two or even a dozen men; it was the tread of hundreds. The march stopped at the gate. There was silence.

From the angry voices, the girls realised that the group were planning some kind of attack on the house. Caroline trembled. She doubted if she would have the courage to use her weapon even if the need arose.

There was a pause. Then someone in the group dropped a weapon. The sound rang out on the stone drive and the dog barked again, furiously, fiercely. Alarmed, the troop resumed their march. Shirley turned calmly to Caroline and suggested that it was time for bed.

## Warm-up Activities

👂 Listen to the text of Part 2 up to line 22 and try to guess what will happen next. Now, listen to the end of the story and find out if your guess was correct. Can you think of a possible title for the story?

- ◆ What can you do to protect your house? Would you keep a weapon? Read the text and find out what the two girls did.

**7 Mr Helstone appeared to be worried because**

- A Caroline and Shirley had not been to church that morning.
- B he feared that Shirley had already gone.
- C Caroline and Shirley were leaving.
- D he had met an old friend.

**8 Why was Shirley pleased?**

- A Mr Helstone was going away.
- B Mr Helstone would return the following day.
- C Mr Helstone had met an old friend.
- D Mr Helstone believed he could depend on her.

**9 Mr Helstone believed that**

- A there might be serious trouble that night.
- B the girls should leave the house.
- C the house was safe.
- D there was someone in the house.

**10 Shirley was**

- A likely to faint that night.
- B aware of and prepared for the possible danger.
- C unprepared for the danger.
- D unsure of what she would do.

**11 The two girls**

- A wanted to go to bed.
- B were too tired to sleep.
- C talked to keep themselves from falling asleep.
- D were too disturbed to go to bed.

**12 Why did Shirley put out the candle?**

- A To stop the dog barking.
- B So that no one would see her.
- C Because she wanted to close the window.
- D Because she wanted to go to bed.

**13 Why did the troop march on?**

- A Because of the dog's angry barking.
- B One of them had dropped a weapon.
- C Shirley said it was time for bed.
- D An alarm sounded.



## Vocabulary Exercises

1 Fill in the gaps with the appropriate word(s) from the list below:  
**disturbance, resumed, fainted, riot, guardian, tread, bolt, incidents**

- When her parents died, Mary's aunt became her ..... (**legal protector**)
- Jane was so frightened when she saw the ghost that she ..... (**collapsed**)
- The football hooligans caused a(n) ..... when they ran onto the field in the middle of the match. (**trouble**)
- The anarchists started a(n) ..... in the city centre over new government policies. (**violent protest**)
- There were so many people taking part in the demonstration that the ..... of their feet could be heard a mile away. (**sound of walking**)
- After two months away from university because of a broken leg, he ..... his studies. (**began again**)
- The police are supposed to investigate all ..... reported to them. (**events**)
- Remember to ..... all the doors and windows before you go away on holiday. (**lock using a narrow piece of metal**)

2 Choose the correct item.

- If they cause any ....., call me and I'll phone the police.  
**A** trouble    **B** nuisance    **C** anxiety    **D** problem
- Ann is asleep. Please don't ..... her.  
**A** annoy    **B** disturb    **C** bother    **D** frustrate
- She was so cold that she couldn't stop .....  
**A** shivering    **B** trembling    **C** stuttering    **D** shuddering
- The dog barks ..... every time someone walks by.  
**A** violently    **B** fiercely    **C** stormily    **D** intensely
- It's a good idea to store wine down in the .....  
**A** storage    **B** attic    **C** cellar    **D** loft
- Kate watched the soldiers ..... in lines past her house.  
**A** walk    **B** stride    **C** stroll    **D** march

3 Fill in the gaps with **behave** or **treat**.

- One should ..... politely during an interview.
- As a ....., the girl was taken to the zoo on her birthday.

- The naughty child was told to ..... himself by the teacher.
- It is against the law to ..... animals cruelly.

4 Fill in the appropriate word(s) from the list:

**growing to place resumed**

**to put out to watch went**

**to lean the need to fall**

- |                             |                           |
|-----------------------------|---------------------------|
| 1 .....my trust in somebody | 6 .....out of the window  |
| 2 .....over somebody        | 7 .....a candle           |
| 3 It was .....late          | 8 If ..... arose          |
| 4 He .....on his way        | 9 They ..... their march. |
| 5 .....asleep               |                           |

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

It was Saturday night and Mathew was bored. He was alone in the house as his parents had gone out to dinner. He had wanted to go with them but they had refused to let him, saying that his (1) ..... (**behave**) was too bad for them to even consider such a (2) ..... (**possible**). He was sitting in his room when he suddenly heard a (3) ..... (**disturb**) downstairs in the kitchen, and (4) ..... (**nerve**) got up to see what it was. He crept (5) ..... (**caution**) to the kitchen door and peeked through it. To his (6) ..... (**amaze**) he saw a man dressed in black, who was (7) ..... (**doubt**) a burglar, trying to get in through the back door. Thinking fast, Mathew grabbed his baseball bat and ran into the kitchen, waving it above his head.

The burglar, not expecting this kind of (8) ..... (**interrupt**), took one look at Mathew and ran off, leaving Mathew very pleased with himself. When his parents got home later that evening Mathew told them what had happened. As a reward for his (9) ..... (**courage**) actions, they immediately made (10) ..... (**arrange**) to take him out to dinner, and promised never to leave him alone at home again.



6 Fill in the appropriate particle(s).

- |  |   |
|--|---|
| 1 She <b>put</b> ..... the light and went to sleep. ( <b>switched off</b> )                  | 5 Now the summer is here, we can <b>put</b> ..... our raincoats. ( <b>store</b> )       |
| 2 Hello? Could you <b>put</b> me ..... to Mr Wilkins, please? ( <b>connect</b> )             | 6 The journey was <b>put</b> ..... till late summer. ( <b>postponed</b> )               |
| 3 The plane crash was <b>put</b> ..... engine failure. ( <b>considered to be caused by</b> ) | 7 Catherine <b>put</b> .....weight when she gave up smoking. ( <b>gained</b> )          |
| 4 Greenpeace <b>put</b> .....their ideas on how to reduce pollution. ( <b>proposed</b> )     | 8 As soon as we arrived on the campsite, we <b>put</b> .....our tent. ( <b>raised</b> ) |

7 Fill in: **make** or **do**.

- |                        |                        |                        |                      |
|------------------------|------------------------|------------------------|----------------------|
| 1 ..... my best        | 6 ..... peace          | 11 ..... a job         | 16 ..... friends     |
| 2 ..... the washing-up | 7 ..... my hair        | 12 ..... a promise     | 17 ..... space       |
| 3 ..... a decision     | 8 ..... an appointment | 13 ..... progress      | 18 ..... sb a favour |
| 4 ..... a good turn    | 9 ..... a puzzle       | 14 ..... harm          | 19 ..... certain     |
| 5 ..... fun of         | 10 ..... a fortune     | 15 ..... an experiment | 20 ..... war         |

## Follow-up Activities

◆ Look at the picture and make up a story of 120-180 words, following the outline below:

- Para. 1: time, place, people involved in the story
- Para. 2: details leading to the main event
- Para. 3: } The main event(s) in details
- Para. 4: }
- Para. 5: end the story (consequences/reactions /feelings)

Your story must end with the following words:

... She was very relieved to hear that he was going to be put in prison.



Grammar  Check

Use one of the given introductory verbs to report the following sentences.

**invite, threaten, remind, apologise, promise, allow, suggest, accuse, beg, deny, warn, offer**

- |  |              |  |
|--|--------------|--|
| 1 "Would you like me to do the shopping?"              | <b>offer</b> | <b>She offered to do the shopping.</b> |
| 2 "I will bring the money I owe you tomorrow."         | .....        | .....                                  |
| 3 "If you don't work harder, I'll sack you."           | .....        | .....                                  |
| 4 "You can use my phone whenever you want."            | .....        | .....                                  |
| 5 "Please, please, come with me!"                      | .....        | .....                                  |
| 6 "Don't forget to check the papers."                  | .....        | .....                                  |
| 7 "You vandalised the school gym!"                     | .....        | .....                                  |
| 8 "I'm sorry I damaged your car."                      | .....        | .....                                  |
| 9 "It wasn't me who started the fight!"                | .....        | .....                                  |
| 10 "Why don't we go to Paris this summer?"             | .....        | .....                                  |
| 11 "Would you like to come to my party on Saturday?"   | .....        | .....                                  |
| 12 "Don't go too near the fire, you'll burn yourself!" | .....        | .....                                  |



## Reading Task : Part 3

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

### **Eat Greek and Live Longer**

If you want to live to a healthy old age and eat well along the way, then perhaps you should move to the Greek mainland or Crete. These are the areas of Europe whose population live longest, thanks to their **varied** diet.

0

C

But although these people are healthy and live longer, this surprises some experts. A study of several villages on Crete and the Greek mainland showed that fat made up 40 per cent of the average person's **calories**, well over what most experts consider to be healthy.

14

Researchers cannot yet explain why, though all of these products are produced by cows, they should have such different effects on people. It is possible that a chemical change could take place during the process of making cheese and yoghurt.

15

Whether it's **lactose** or not, national **patterns** in other parts of Europe appear to confirm this theory. For example, Finns have one of Europe's highest **rates** of heart disease, and it could be because they consume four times more milk and butter than the Greeks do. Another **puzzle** has come out of the study. This **concerns** tobacco.

16

But it appears that their diet is so good that it can even overcome the dangers of smoking. This kind of diet could account for the surprising health of one of the study's subjects,

17

an 82-year-old Greek **carpenter**. He has enjoyed food and wine all his life and has never dieted or taken special exercise. He starts the day with bread and milk. At midday he eats a large lunch with lots of vegetables and feta cheese.

He says he hardly ever eats butter and his favourite **dessert** is full-fat natural yoghurt with **walnuts**, honey and fruit. There is a high level of chemicals which resist poisons in this kind of diet and it could be the chemicals that limit the effects of smoking.

18

The study also suggests that wine is an important part of the Greek **formula**, but only at certain times and in certain amounts. The people who were studied drank wine regularly, but in **moderate** amounts and always with meals. This backs up a recent study, this time done in Italy.

19

Or could the secret be in olive oil? All the people studied consumed large amounts of olive oil, although experts are still not certain it could be the oil which helps them live longer. A final part of this mystery could be a vital **fatty acid**, which according to research can prevent heart disease.

20

But the search for a single magic ingredient may not be the answer. It may be that it is the whole diet that helps people to stay healthy and live longer, not just one of its individual parts.

## Warm-up Activities

- ◆ Look at the picture above and say what kind of trees they are. What do you know about olive oil? Is olive oil considered a "healthy food"?
  - ◆ Name some healthy foods. What can we do to help us to live longer?
- Now listen to the text of Part 3 and answer the following T/F statements.
- a. Cretans are healthy and live longer.
  - b. There is a low level of fat in the Greek diet.
  - c. Wine should be drunk in moderate amounts.
  - d. Experts are certain that olive oil is the secret to a long healthy life.



- A** But most of this fat comes from cheese and yoghurt and very little from butter or milk. This could be the factor which makes the difference.
- B** The resistant chemicals and many vitamins that are found in fruit and vegetables have been shown to reduce the risk of heart disease and other illnesses.
- C** There seem to be similarities between the Greek mainland and Cretan traditional diets that may offer scientists a clue as to their beneficial effects.
- D** Cretans consume 68 per cent more of this acid than the average European. Walnuts contain a great deal of this acid, and these are eaten in large quantities by Cretans and rural Greeks.
- E** He eats all kinds of meat but mostly chicken. Everything is cooked in olive oil, and he also puts it on just about everything: salads, vegetables and cheese.
- F** Many of the people studied, who are in their eighties, are smokers. Tobacco is a big risk factor for heart disease as well as cancer.
- G** It has been proved that some foods prevent illness. Some other foods however, encourage it.
- H** A Greek professor who worked on the study believes it may have something to do with lactose, which is the protein found in milk.
- I** Men who drank between meals had a higher death rate than those who only drank when they were having a meal. In women there was an even greater difference.



## Vocabulary Exercises

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

**varied, calories, lactose, patterns, rates, puzzle, concerns, carpenter, dessert, walnuts, formula, moderate, fatty acid**

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

**process average consume vital  
resist individual ingredient overcome**

- It is wise to ..... fruit and vegetables as part of your daily diet. (**eat**)
- He couldn't ..... his fear of flying so he travelled by boat. (**defeat**)
- Certain vitamins help the body to ..... disease. (**fight against**)
- Let's cooperate instead of each making ..... decisions. (**separate**)
- The ..... of making cheese takes a couple of weeks. (**series of actions**)
- The fingerprints found at the scene of the crime were ..... clues in the murder case. (**essential**)
- Your ..... intake of wine should not be more than two glasses per day. (**normal**)
- Flour is a necessary ..... for making a cake. (**component**)

- 3 Think of the word which best fits each space. Write only one word. Read the text again and list all the factors that could help us live longer.

### Can we live longer?



There has been a trend 0) ...**towards**... healthier living in the 1) ..... two or three decades. However, there is still a lot of debate about 2) ..... style of life is the 3) ..... likely to help you live longer.

Many people believe that staying fit and 4) ..... regular exercise can lead to a long life. It's true that the healthier we are, the better we feel, but 5) ..... this lead to a longer life?

Some people would like to think 6) ....., but there is no real proof that exercise is the answer.

Obviously, abusing our bodies can lead to disaster.

Drinking, smoking or leading a stressful life can shorten our lives dramatically. But even 7) ..... some people live to excess, something appears to protect them. Could it be the genetic make-up they inherited 8) ..... their parents? A particularly strong gene could help people combat illness.

On the other hand if we are unlucky 9) ..... to have inherited a weak gene, then there is little to 10) ..... done. Even if this is the 11) ....., then a balanced diet could be a help, if not a cure. It has 12) ..... proven that diet can help a variety of illnesses - from cancer to rheumatism - and even if we don't suffer 13) ..... these illnesses, a healthy diet can surely enhance the quality of our lives.

There is no certainty that 14) ..... of these things will prolong our lives but even if we are unlucky in our genetic make-up, 15) ..... can be no harm in giving our bodies the best, even if nature doesn't.

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

**confirms  
to live**

**high  
whether**

**to take  
the effects**

**heart  
to overcome**

**hardly**

- |                             |                          |                         |
|-----------------------------|--------------------------|-------------------------|
| 1 ..... level of fat        | 4 ..... disease          | 7 He ..... ever drinks. |
| 2 ..... longer              | 5 ..... the dangers      | 8 ..... of smoking      |
| 3 ..... it's lactose or not | 6 ..... regular exercise | 9 It ..... the theory.  |



5 Fill in the gaps with the appropriate idiom: **tie up, use up, back up, show up**

- The results of our experiment ..... all our theories.
- Do you think he'll ..... , or are we waiting here for nothing?
- Use this rope to ..... the burglar, until the police arrive.
- If you ..... all the glue, make sure you buy some more.

6 Choose the correct item.

- The professor has done some interesting ..... on eating habits in Mediterranean countries.  
A study B research C report D examination
- He told me to take a few days to ..... his job offer.  
A think B regard C assume D consider
- Call the airline to ..... your reservation for tomorrow's flight.  
A confirm B affirm C assure D testify
- Humid weather usually ..... that it's going to rain.  
A shows B indicates C clarifies D proves

7 Fill in the appropriate particle(s).

- They always go to **see** their daughter ..... at the train station. (**say goodbye to**)
- Tim's mother **saw** ..... the tricks he was trying to play on her. (**was not deceived by**)
- You should always **see** ..... a house before you decide to buy it. (**examine carefully**)
- The roof is leaking; you should get somebody to **see** ..... it. (**mend**)
- He asked his secretary to show Mr Burton ..... as he couldn't find his own way. (**accompany sb to the door of the building**)
- Sue **fell** ..... John as soon as she saw him, but he wasn't interested in her. (**fell in love**)
- I can't think of a better idea, so I am forced to **fall** ..... your plan. (**accept**)
- The tiger **fell** ..... the deer and killed it. (**attacked**)
- If you **fall** ..... with your school work, you may need some extra tutorial lessons. (**fail to keep up with**)
- He **fell** ..... Pam because she lied to him. (**quarrelled**)

## Follow-up Activities

- ◆ Read the article in Part 3 again and say which of the foods and habits mentioned are **good for you** (e.g. walnuts, ...) and which are **bad for you** (e.g. smoking, ...).
- ◆ Now imagine you are a doctor. Give advice to sb about his/her diet and habits. Here are some useful expressions to use: **What about ...?, How about ...?, You could ...,** **I suggest that ...,** **Shouldn't you ...?, Why don't you ...?** e.g. **You had better** stop smoking. etc



### Grammar Check

#### Underline the correct item:

- However / Despite** the bad weather, we went for a walk in the countryside.
- In spite of the fact that / Despite** she doesn't like him, she is nice to him.
- I took the bus, **although / no matter** it would have been quicker to walk.
- She knew the children weren't listening to her, **despite / yet** she kept on talking.
- I'm going to the party, **even though / in spite of** I'm tired.
- Brilliant **though / although** he may be at maths and science, he has problems with all the other subjects.
- Although / However** hard he works, he can't get a promotion.
- No matter how / How much** hard I try, I can't move this wardrobe on my own.
- She studied hard, **though / yet** she didn't pass her test.
- We arrived late at the station, **but / in spite** we still caught the train.

## Warm-up Activities

- ◆ Look at the pictures. Where do you think they were taken? What facilities do you think these hotels have?
- ◆ Can you name any famous hotels? Can you name the people who work in a hotel?
- ◆ Do you prefer luxurious hotels or cheaper, more friendly ones? If you were to stay in a hotel for a week's holiday in England, what would you be looking for?

👂 Listen to the text of Part 4 and answer the following questions.

- a. How much is a room in the Refuge?
- b. Which type of hotel can be dangerous and why?
- c. Why do the Bayswater hotels have a warm atmosphere?
- d. Where is the Dorchester situated?



## Reading Task : Part 4

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

### Which hotel(s):

is for people who like sport?

0

D

are **not** recommended for tourists?

21

22

have religious origins?

23

24

is for those who don't mind how much they spend?

25

can offer services to non-guests?

26

offers free shelter for the homeless?

27

is for people who want to be near a park?

28

is for those who want to prepare their own hot drinks?

29

are for those who plan an extended stay in London?

30

31

is for those who prefer formality?

32

is for people who want to socialise?

33

is for those who prefer a homely environment?

34

only has single rooms?

35

## Hotels

### The City Refuge

A

This Refuge was started in the 19th century by Methodist Missionaries in the East End of London. Traditionally, the East End has always been the poorest part of London and the people who started this Refuge went in aid of those who had no money, and nowhere to sleep. The Refuge still runs today on the same basis. There is no charge to stay there, and there is even tea and toast in the morning. The people who run the Refuge, however, do not accept anyone who has been drinking alcohol or taking drugs. They will only take people who are in desperate need of somewhere to sleep. The problem they face, however, is that nowadays there are more people needing this accommodation than the Refuge has room for.

### Long Term Hotels

B

There are several streets around an area of London called King's Cross that only have this type of accommodation. They used to be for tourists who were on a budget and wanted to be centrally located. But this has now changed. King's Cross has turned into an area notorious for crime of all kinds, and tourists in particular are advised not to go there at all. Long Term Hotels in this area are fairly cheap due to the accommodation being very basic: a bed and a wash-basin in the rooms, with a shared bathroom. They are often dirty, damp and dangerous. They seldom have proper fire precautions and dealing in drugs is a common feature in these hotels. Not for the clean-living visitor!

### The Bayswater Hotels

C

This area of London is a few minutes' bus ride away from Hyde Park. The hotels here are reasonably priced and the area is a safe one which attracts many tourists. The Bayswater Hotels are often large houses which have been turned into small hotels. As a result they have a warm, friendly atmosphere. The rooms, though small, are kept very clean and have that special English touch - the tea-tray. This is to enable guests to make themselves a cup of tea or coffee at no extra charge. These hotels sometimes have a bar and restaurant which are reasonably priced, and can be used by people who are not even staying in the hotel. Very often guests of the hotels have their breakfast and evening meal included in the price of the room.

### The YMCA

D

The Young Men's Christian Association has a very impressive complex in the heart of London's West End. Originally the YMCA met together for religious studies, but it has now grown into a huge international organization. The YMCA in Tottenham Court Road has some of the best facilities in Central London. It

has a gym, squash courts and a swimming pool. It is a long term hotel and many residents, both men and women, stay there for months, even years. The rooms are for single people. They are very comfortably furnished and all have their own bathroom. It may seem an expensive place to live, but if you want lots of things to do and want to meet lots of people in a safe, central environment, then this is for you.

### The Dorchester Hotel

E

The Dorchester, situated in the heart of London, is one of the most luxurious and expensive hotels in the world. A single night in one of their suites can cost you thousands of pounds. The services they offer are the best you can find, from serving you tea to driving you around London. The staff have a strict dress-code and always wear a uniform. The Dorchester offers everything the lover of luxury could want, especially as it's provided in a very discreet, professional and very friendly manner. This hotel is not for people who like the casual touch. The rooms are absolutely luxurious, with colour televisions, jacuzzis, a fully-stocked bar, fresh flowers and fruit. Definitely a hotel for people with taste and a large bank account.



# Vocabulary Exercises

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

**notorious, impressive, long term, accommodation, on a budget, casual, complex, uniform, discreet, suite**

- 1 My brother is a shop assistant but his ..... ambition is to become a lawyer. (**lasting a long period of time**)
- 2 James is very .....when he's with his friends and is always joking around. (**informal**)
- 3 When I was working in a fast-food restaurant I had to wear a horrible red ..... (**set of clothes worn by workers**)
- 4 The film star stayed in a(n) .....on the top floor of the Hilton hotel when she visited Paris. (**luxurious set of rooms in a hotel**)
- 5 Some areas of New York City are .....for their high crime rate. (**well-known for sth bad**)
- 6 Sarah wanted to buy an expensive new coat but she was .....and couldn't afford it. (**unable to spend a lot of money**)
- 7 The restaurant manager is very .....and never talks about his famous customers. (**polite and careful**)
- 8 Sue's exam results were very .....; she has been offered a place at Oxford University. (**worthy of admiration**)
- 9 A new shopping .....is being built which will contain shops, restaurants and a cinema. (**large set of buildings**)
- 10 Holiday .....is often difficult to find, so it is wise to book in advance. (**housing**)

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

**reasonably comfortably extra to run a common centrally a fully-stocked fire fairly**

- 1 .....a hotel
- 2 It is ..... located.
- 3 .....cheap
- 4 .....precautions
- 5 .....feature
- 6 .....priced
- 7 no .....charge
- 8 .....furnished
- 9 .....bar



3 Fill in the sentences with the appropriate word(s) associated with **HOTELS**.

- 1 The Hilton is a **h**..... - **c**..... hotel where the rich and famous stay.
- 2 A **c**..... is employed to clean rooms and make beds in a hotel.
- 3 Guests are asked to leave their keys at the reception desk in the **l**.....
- 4 The **p**..... carried our suitcases up to our room.
- 5 When you **c**..... **i**....., the receptionist asks for your name and passport number.
- 6 The bill came to £9.20, so we left a £10 note and 80 p. **t**.....for the waiter.
- 7 In summer, it is best to make a **r**....., otherwise all the rooms may be booked.
- 8 I'm not very hungry so I'll just have a **c**..... **b**.....; coffee and a croissant.
- 9 Let's call **r**..... - **s**..... and have coffee brought to our room.
- 10 When visiting a hot country it is essential to stay in a(n) **a**..... **c**..... hotel.

## Follow-up Activities

Read the text again and say:

- ◆ What are the advantages of staying in the YMCA?
- ◆ Which hotel would you choose to stay in and why? Which one wouldn't you choose and why?
- ◆ Choose one of the hotels from the text, without telling your partner which one it is. Describe a stay there. Your partner listens and guesses which hotel you are talking about.

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

0 Last summer I spent ten of days at a fantastic  
 00 hotel on the island of Jamaica.  
 1 The Jamaica is an exotic island in  
 2 the Carribean. The name of the  
 3 hotel was called "Island Fun". It certainly  
 4 was fun. I met a lot of young people. We  
 5 went for swimming every day and dancing  
 6 every night. My room was as large and  
 7 decorated in a typical island style.  
 8 The walls were painted with white, the window  
 9 and door frames were been painted a magnificent  
 10 blue and all the furniture was made up  
 11 of hand-carved wood. The hotel also had  
 12 a lovely dining room, delicious food on,  
 13 and a bar on the roof. It  
 14 was the most best holiday I ever had and I'm  
 15 planning to go to Jamaica again the next summer too.

0	<i>of</i>	<input type="checkbox"/> 0 <input type="checkbox"/>
00	✓	<input type="checkbox"/> 00 <input type="checkbox"/>
1		<input type="checkbox"/> 1 <input type="checkbox"/>
2		<input type="checkbox"/> 2 <input type="checkbox"/>
3		<input type="checkbox"/> 3 <input type="checkbox"/>
4		<input type="checkbox"/> 4 <input type="checkbox"/>
5		<input type="checkbox"/> 5 <input type="checkbox"/>
6		<input type="checkbox"/> 6 <input type="checkbox"/>
7		<input type="checkbox"/> 7 <input type="checkbox"/>
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11		<input type="checkbox"/> 11 <input type="checkbox"/>
12		<input type="checkbox"/> 12 <input type="checkbox"/>
13		<input type="checkbox"/> 13 <input type="checkbox"/>
14		<input type="checkbox"/> 14 <input type="checkbox"/>
15		<input type="checkbox"/> 15 <input type="checkbox"/>

**PART 5** Complete the following text with the correct derivative of the word in bold.

Finding a top class hotel in London is not difficult. One of the best is the Manchester Hotel, a (0) .... point for celebrities and business people. It is (1) .... known not only for its (2) .... furnishings, but also for its superb (3) .... . Being a top-class hotel, of course it is fairly (4) ....., but since the hotel offers so many (5) .... it is easy to understand why. At certain times of the year it is difficult to get a (6) .... , but if you are lucky, the (7) ....., will be able to find you a room. Taking into (8) .... the beautiful view, you could not (9) .... wish for more. It is situated across the road from Hyde Park and near Buckingham Palace in (10) .... London – ideal for those who can afford it!

- MEET
- GENERAL
- LUXURY
- ACCOMMODATE
- EXPENSE
- SERVE
- RESERVE
- MANAGE
- CONSIDER
- POSSIBLE
- CENTRE

0	<i>meeting</i>	<input type="checkbox"/> 0 <input type="checkbox"/>
1		<input type="checkbox"/> 1 <input type="checkbox"/>
2		<input type="checkbox"/> 2 <input type="checkbox"/>
3		<input type="checkbox"/> 3 <input type="checkbox"/>
4		<input type="checkbox"/> 4 <input type="checkbox"/>
5		<input type="checkbox"/> 5 <input type="checkbox"/>
6		<input type="checkbox"/> 6 <input type="checkbox"/>
7		<input type="checkbox"/> 7 <input type="checkbox"/>
8		<input type="checkbox"/> 8 <input type="checkbox"/>
9		<input type="checkbox"/> 9 <input type="checkbox"/>
10		<input type="checkbox"/> 10 <input type="checkbox"/>

## PREPOSITIONS

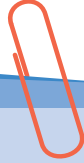
Fill in the correct preposition then choose any five of them and make sentences.

(1) to be recommended .... sth; (2) in aid .... sth; (3) to run sth .... a basis; (4) to be .... need .... sth; (5) to be .... a budget; (6) .... no charge; (7) to be free .... charge; (8) to stay .... a hotel; (9) to stay .... home; (10) to be included .... sth; (11) to be situated .... an area; (12) to provide sb .... sth; (13) to provide sth .... sb; (14) to be .... sb's disposal; (15) to be the result .... sth; (16) to be careful .... sth; (17) to be .... a low/high level; (18) to aim .... sth; (19) to aim .... doing sth; (20) a way .... doing sth; (21) to decide .... sth; (22) a reason .... sth; (23) to be .... a state .... sth



## PART 2

You will hear a girl being interviewed about her involvement in a local charity. For Questions 9 - 18, fill in the journalist's notepad.



### YOUTH IN LOCAL LIFE SERIES

Name:

Cathy

9

Name of organisation:

10

What they do:

11

How long in existence:

12

When did she join?

13

Reason for joining:

14

Duties:

15

How does the organisation raise money?

16

Current projects:

17

Subject's plans for future:

18

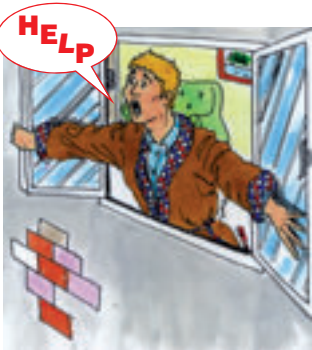


## PART

## 3

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

Discuss in pairs what one should do or shouldn't do if he/she realised that a burglar was trying to break into his/her house.

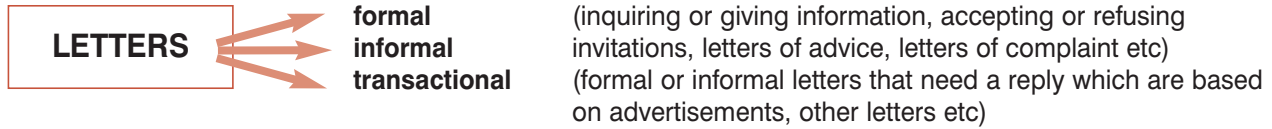


## PART

## 4

**Discussing in pairs topics related to the theme of Part 3**

- What measures would you take to protect your house from being burgled?
- Do you believe that neighbourhood watch schemes can work effectively?
- Is burglary very common in your area?
- How would you react if your house was burgled?



## General outline for letters



- **Letters** can be formal or informal. There are quite a few types of letters such as: *letters of invitation, letters accepting or refusing invitations, letters asking for or giving further information, applications, letters of complaint, letters of apology, letters giving or asking for directions, letters asking for advice, letters to a friend about the latest news, letters expressing thanks/regrets/congratulations.*
- Before we start writing a letter it is important to think about who we are writing to. If we use the wrong style, the letter will look odd, silly or impolite. For example, if we wrote to a company and used informal language, the letter would look impolite. In the same way, if we wrote to a friend and used formal language, the letter would look odd.
- **There are certain factors which help us decide whether a letter is formal or informal. These are:**
  - ▲ The opening of the letter (e.g. Dear Sir/Madam / Dear Mary)
  - ▲ The topics in the letter (e.g. when formal, they should be only facts)
  - ▲ The language used (e.g. formal or informal)
  - ▲ The closing of the letter and the name at the end of it (Yours sincerely, Peter Brown / Love, Peter etc)
- **Formal and informal letters are laid out differently. Find the differences in the following layouts.**

Formal letter when you do not know the name of the recipient	Semi formal letter showing respect for the recipient with whom you are on friendly terms	Informal letter
<p style="text-align: right;">2, Swan St., Brighton, England. 15th March, 1996. (your address)</p> <p>The Manager of The Hilton Hotel, 112, Sean Rue, Paris, France. (the recipient's address)</p> <p>Dear Sir/Madam,</p> <p style="text-align: right;">Yours faithfully, Allan Dobbins</p>	<p style="text-align: right;">5, Castle St., Glasgow. 17th June, 1996. (your address)</p> <p>Dear Mr/Mrs Smith,</p> <p style="text-align: right;">Love/Regards/Best wishes/Yours, Anna</p>	<p style="text-align: right;">33, Stuart Ave., Cults, Aberdeen. 5th August, 1996. (your address)</p> <p>Dear John,</p> <p style="text-align: right;">Love/Regards/Best wishes/Yours, Mary</p>

- Note: 1. In a formal letter when you know the name of the recipient, you should include their name and title in their address. e.g. Mr Jones, Personnel Manager, Asda Stores Ltd., 10, Burnbank St., Edinburgh. The letter should start with *Dear Mr/Mrs Jones* and end with *Yours sincerely*.
2. Remember that you do not need to write addresses in the FCE Exam.

## Style in formal and informal letters

Formal letters	Semi-Formal or Informal letters
<p><b>Salutation:</b> Dear Sir / Madam,</p> <ul style="list-style-type: none"> <li>formal style - impersonal - language not too direct</li> <li>complex sentence structure - frequent use of Passive Voice - single word verbs - non colloquial English - advanced vocabulary</li> <li>each paragraph develops one specific area</li> <li>only facts, no use of literary devices</li> <li>no use of short forms</li> </ul> <p><b>Name:</b> Yours faithfully, Peter Brown</p>	<p><b>Salutation:</b> Dear Mary,</p> <ul style="list-style-type: none"> <li>short, zappy style (abbreviations)</li> <li>use of slang or colloquial English - use of idioms - phrasal verbs</li> <li>pronouns are often omitted</li> <li>chatty, use of literary devices</li> <li>use of short forms</li> </ul> <p><b>Name:</b> Best wishes / Love / Yours / Regards, Peter</p>

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

- |  |   |
|--|---|
| <p>1 I thought I'd drop you a line to let you know ... ..</p> <p>2 I am writing to inquire about .... ..</p> <p>3 I would appreciate an early reply. .... ..</p> <p>4 Why not pop up here to see us? .... ..</p> <p>5 Do get in touch. .... ..</p> <p>6 Well, I think that's all for now. .... ..</p> <p>7 I am sorry to inform you that ... ..</p> <p>8 I am writing in connection with ... ..</p> <p>9 I hope the matter will receive your prompt ... ..</p> <p>10 I've been meaning to write to you for ages. .... ..</p> | <p>11 Currently I am working at ... ..</p> <p>12 I feel I must protest about ... ..</p> <p>13 Why don't you come to dinner ... ..</p> <p>14 I'd love to see you again. .... ..</p> <p>15 Thanks for the invitation. .... ..</p> <p>16 Please indicate whether you will be able ... ..</p> <p>17 Your presence is required at ... ..</p> <p>18 I look forward to ... ..</p> <p>19 I'm looking forward to ... ..</p> <p>20 Drop by for coffee sometime ... ..</p> |
|--|---|

### 2 Read the two models and find out which model:

- |                            |                                       |                             |
|----------------------------|---------------------------------------|-----------------------------|
| 1 uses an impersonal style | 4 uses examples of the passive voice  | 7 uses short forms          |
| 2 includes only facts      | 5 is an example of colloquial English | 8 contains literary devices |
| 3 omits pronouns           | 6 includes advanced vocabulary        | 9 uses short, zappy style   |

### MODEL 1

Dear Ms Johnson,

I am writing in response to your request for advice on choosing a career.

The nursing profession is both enjoyable and rewarding, however there are also negative aspects that have to be considered. Most importantly a life long commitment of very hard work is required. A nurse must be prepared to work long hours, often under stressful conditions. You are encouraged to pursue a career in nursing if it interests you, but consideration of other options is also recommended. Microbiology, for example, is a profession within the medical field which can be equally rewarding, yet less stressful than nursing.

I hope you find this information useful. Please contact me upon reaching a decision.

Yours sincerely,  
Alice White

### MODEL 2

Dear Tracy,

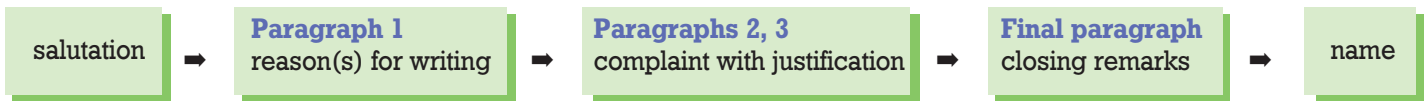
Just got your letter and sat down straight away to tell you what I think.

You know I've been a nurse for years and it's been fun, but sometimes I wish I'd taken an easier road. Nursing is like being a mother: you work long hours, you worry about people all the time, and nobody ever says thank you. If you want to be a nurse, go for it, but think about it first. Why don't you study microbiology? It's interesting and you don't have to work 24 hours a day and come home every night with a pounding headache from the stress.

Hope I've been helpful! Let me know what you decide.

Love,  
Jennifer

## Outline for letters of complaint



• **A letter of complaint** is written when one wants to protest about a specific problem. It must be written in formal language with a dignified tone. The first sentence expresses the reason why the writer is complaining. The language used depends upon whether you want to complain in a mild or strong way.

e.g. **MILD** - I am writing to complain about a cooker I bought from your store last May.

**STRONG** - I was appalled at the inferior quality of the cooker which was sold to me at your store last May.

We use linking words to give reason(s) for a complaint. e.g. **Even though** I have only used the cooker a few times, the grill has broken.

Letters of complaint conclude with a suggestion or request which can be mild or strong.

eg. **MILD** - I look forward to your reply on the matter.

**STRONG** - I insist that you refund my money at once.

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

- A** I hope that this matter will receive your prompt attention and that my TV set will be replaced within the week.
- B** I am writing to you regarding the faulty TV set which I bought from your store last week.
- C** Furthermore, I was told that the TV was guaranteed for 2 years. Although I have asked you repeatedly to replace the TV, I have not yet received a reply from you.
- D** When I bought the TV the shop assistant assured me that it had Teletext and stereo sound. However, when I turned it on, the sound was awful and the picture was blurry.

**4** Read the informal and formal letters of apology and fill in the gaps by choosing one of the phrases below, then find the topic of each paragraph.

- |  |   |
|--|---|
| <p>1 I want to tell / I am writing to</p> <p>2 with regard to / about</p> <p>3 say I'm sorry / apologise</p> <p>4 I would like to express / I want you to know</p> <p>5 I was really upset / I was most disappointed</p> | <p>6 allowed / let</p> <p>7 meet / get together</p> <p>8 soon / in the near future</p> <p>9 friendly chat / amicable conversation</p> <p>10 reiterate / say again</p> |
|--|---|

**A** Dear Judy,

1) ..... you how sorry I am 2) ..... what happened last Thursday.

I've been meaning to 3) ..... since then, but I've been really busy and didn't have time. 4) ..... that I didn't mean to hurt your feelings, and I'm sorry that I did. 5) ..... after our argument, and I shouldn't have 6) ..... myself get so carried away, but sometimes my temper gets the better of me.

Why don't we 7) ..... some time 8) ..... for a 9) ..... so that we can work things out? How about next Sunday?

I hope you'll be able to, and I just want to 10) ..... how sorry I am.

Love,  
Tina

**B** Dear Ms Thompson,

1) ..... you 2) ..... our last meeting. I wish to explain my behaviour and 3) ..... for my conduct.

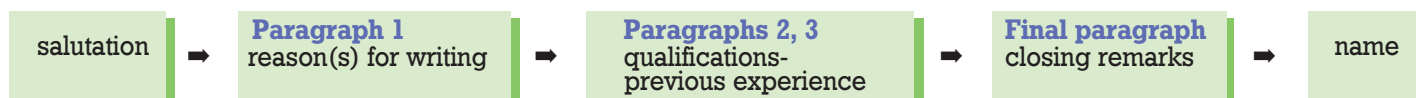
First, 4) ..... how grateful I am for the time and energy you put into helping me make a decision about my career.

As you know, 5) ..... by the rejection of my application to the graduate programme last October, and although you offered me several alternatives to pursue, I am afraid I 6) ..... my frustration to get the better of me. I hope that we can 7) ..... again 8) ..... and have a more 9) .....

I wish to 10) .... how sorry I am for my rude behaviour last week. Please accept my most sincere apologies.

Yours sincerely,  
Laura Delane

## Outline for letters of application



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

- A** I am 24 years old and have recently graduated from Leeds University with honours.
- B** I have enclosed my C.V. and would be happy to provide any further information if required.
- C** While at Leeds, I was Deputy Editor of the College's entertainment magazine, covering the areas of sports, film reviews and current affairs.
- D** My degree is in advertising and publishing and in my third year of studies I worked for Leeds Publishing Ltd for 6 months.
- E** I am writing in response to your advertisement in yesterday's edition of "The Guardian."
- F** I look forward to hearing from you.
- G** I was also a member of the town's local writing group and often wrote fictional stories for local magazines.
- H** I would like to apply for the position of Personal Assistant.
- I** In my final term, I attended a part-time secretarial course, where I passed RSA typing and word-processing as well as gaining experience in all areas of office work including filing and most computer software packages.

6 Match the beginnings with the endings and say which are formal and which are informal. Then, identify the type of letter. e.g. letter of complaint, letter of invitation etc. Finally, list appropriate language for each type of letter.

### BEGINNINGS

- 1 I am writing to apply for the post advertised in yesterday's Independent. I have four years of experience as a graphic artist as well as a degree in Fine Arts, and believe I am the perfect candidate for the position.
- 2 I am writing to you about last Sunday's dinner. I would like to apologise for my inappropriate remarks.
- 3 Hi! I haven't heard from you for ages. What have you been up to recently?
- 4 Congratulations on your marriage. I was so happy when I heard that you and Peter had got married.
- 5 I'm writing to you from my summer cottage on the lake. I'd love it if you could come and spend the weekend with us.
- 6 I appreciate the invitation to the opening of your art gallery. I am afraid I am unable to attend due to prior commitments.
- 7 I received your letter concerning the property which you have recently inherited. I believe the best course of action is to contact an estate agent.
- 8 I was delighted to receive your letter. I would be honoured to attend your dinner party on the 28th May.

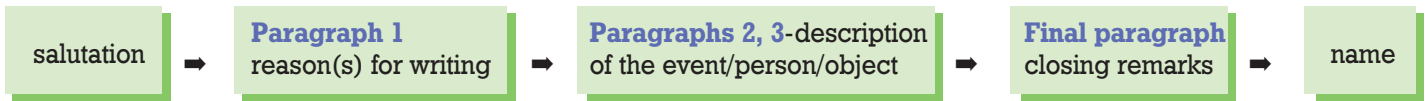
### ENDINGS

- A I am enclosing a curriculum vitae together with two references. Please do not hesitate to contact me if you require any further information.
- B Please write soon and tell me your news.
- C We'd love to see you again. Please call and let us know if you can make it.
- D Please accept my sincere apology and let me reiterate my deep regret for my comments.
- E I look forward to seeing you. Please let me know if the dinner party will be formal so that I can dress accordingly.
- F I'd love to see the wedding photos. See you soon.
- G I trust you will accept this advice. I am also including the name and address of a reputable real estate office which can help you.
- H I am sorry to miss the opportunity of meeting the artists, but I hope I can view their work at the gallery soon.

## Narrative - Descriptive letters

A letter can contain descriptive and/or narrative techniques. For example, you may need to write to a hotel manager asking him to check if a piece of luggage which was left at the hotel has been found. This means that you have to write in a formal style and provide a complete description of the item you are looking for, applying descriptive techniques. Or you may need to write to a friend of yours describing a nasty experience you had. This means that you have to write in an informal style, applying narrative techniques (what happened, when, where, how it happened, what happened afterwards, etc).

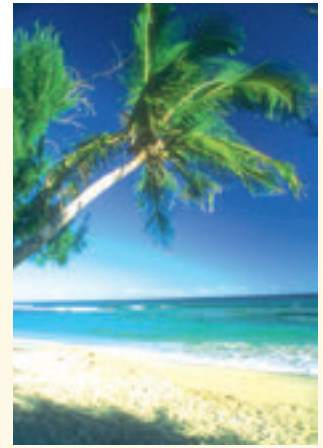
### Outline for narrative - descriptive letters



**7** Read the following letter and put the paragraphs in the right order. Then read the model and determine the topic of each paragraph.

*Dear Lucy,*

- A** I'm sending you some photos of our holiday in the Virgin Islands. It was such a pretty place, I'm sure you'd have loved it. We spent ages choosing where to go to but finally decided that the Virgin Islands was a good decision.
- B** In the evenings we went out to eat in local restaurants, then went to a disco or took long walks on the beach. I think I must have put on some weight!
- C** Thank you for your letter and the lovely photographs of your new house. It looks beautiful.
- D** I've brought back a little souvenir for you which I'll bring with me when we come and visit you next month. I'm really looking forward to seeing you then.
- E** Our hotel was fantastic. We decided to book a hotel close to the beach and we were lucky because our room had a huge balcony with a gorgeous view of the sea. We spent all day on the beach sunbathing and enjoying the good weather.



*Best wishes,  
Mary*

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

- a** ... I'm really confused about what to do with my future and I desperately need your advice. As you have had plenty of experience in nursing, I'd like to know what you think - should I train to become a nurse or not? ...
- b** ... Next weekend we are having a few friends round to stay and we'd like you both to come. It's a sort of house warming and it'll be very informal. You will know everybody else, so please try to come. ...
- c** ... Your house warming party next weekend sounds like a great idea. We would love to come to see you and your new house as we haven't seen you for ages. I'm sure we'll have a wonderful time together. ...
- d** ... I'm really disappointed because I'm afraid that we won't be able to make it next weekend. Your weekend party sounds like a great idea, but my brother is getting married on Saturday afternoon and we must go. ...
- e** ... Thank you very much for your wonderful wedding present, it is just what we needed. It suits the living room perfectly and it will have pride of place on the wall over the fire-place. ...
- f** ... I would like to know whether it would be possible for me to follow the course from home, without attending lessons, and would be grateful if you could send me any information you may have about this possibility. ...

## Transactional letters

- **Transactional letters** can be formal or informal. They need a reply which may be based on advertisements, other writing input, letters etc. For example, a letter which is asking for further information about renting a cottage based on an advertisement is a transactional letter. (Writing a transactional letter is a compulsory task in Paper 2, Part 1 in the FCE examination.)

### When writing a transactional letter:

- Decide on the appropriate style of the letter (formal or informal)
  - Include all the information provided in the question using your own words.
  - Make sure each paragraph has a topic.
- 9 Read the following advertisement and the two answers, then decide which model is good and which is bad, giving reasons for your answer.

What sort of home required?

travel arrangements?

### FREE HOLIDAYS

Exchange your home worldwide through  
"International Home Exchange".

**For more information write to: Capital  
Marketing Corp. Ltd, PO Box 561, 6221, Main  
St., Gibraltar**

including N. Africa?

- Notes:
- description of house: style / size / location
  - 15th June - 15th July
  - family of 5 (3 children aged 10, 8, 6)

### MODEL 1

Dear Sir/Madam,

I am writing with regard to your advertisement in "The Guardian" on 10th February. I would be grateful if you could send me further information about your home exchange scheme. However I would appreciate it if you could clarify a few questions I have.

I am interested in visiting North Africa, particularly Tunisia, but I am only available from the 15th June to the 15th July. Do you think you may be able to find an exchange in this area at such short notice?

I have three small children so the house would need to include some facilities to keep them occupied, for example a swimming pool.

I would like to enquire exactly what type of house is required. I have a spacious cottage with a large garden that is ideal for children. I would be more than glad to send photographs and a more detailed description of our home if this would be of assistance.

I would also like to know if the flights must be booked through your organisation, or separately through a travel agent.

Thank you for your kind attention. I would appreciate an answer at your earliest convenience.

Yours faithfully,  
Jill Thomson

### MODEL 2

Dear Sir/Madam,

I want to know more about the free holiday advertisement you placed in the Guardian newspaper on the 10th February. I'm really interested in your home exchange scheme and I would appreciate it if you could send me information. I also have a few questions I'd like you to answer.

I can only take a holiday 15th of June - 15th of July. Do you think I can do it with my family of 5 (3 children aged 10, 8, 6)? My house is in the country. What sort of home is required? I live in a house in a small village and the surrounding countryside is very beautiful. Do you think this is suitable? I also need to know if you make the travel arrangements or if I have to do this myself.

I would like to thank you in advance for your help and advice on this matter. I'm looking forward to hearing from you.

Yours,  
Jill

- 10 Read the following letter and the notes. Then read the model and find the topic of each paragraph, saying what type of letter it is.

Dear Juan,

I'm planning to visit Madrid in June for ten days. I was wondering if you could send me some information concerning the Saman Hotel.

I'd like to know how many rooms the hotel has and what category it is. Would you also find out what the price for a single room is and what is included in that price? Lastly, could you tell me what services the hotel provides for its guests?

I'd be grateful if you could get this information for me.

Thanks for your help.

Love,  
Sally

**Notes:** rooms - 200 air conditioned (bathroom, telephone, TV, small bar)  
category : A' with restaurant, cocktail lounge, outdoor swimming pool, jacuzzi  
price for single room : £100 per night without breakfast + £15 for Continental breakfast  
services provided : room service, laundry service (extra charge)

### MODEL

Dear Sally,

I hope you are well. I'm writing to thank you for your letter and give you the information you asked for.

First of all, the Saman Hotel has 200, air-conditioned rooms. Each room has its own bathroom, a telephone, a TV and a small bar. It is an "A" category hotel with a restaurant, a cocktail lounge, an outdoor swimming pool and a jacuzzi.

The price of a single room is £100 per night without breakfast or £115 per night with breakfast included. Breakfast is offered from 8 - 10.30 each morning and consists of coffee, tea, milk, juice, bread, jam and cereals.

The hotel provides many services such as room service, maid and laundry services. Maid service is provided free. However, there's an extra charge for room and laundry service.

I hope this information is helpful. If you need anything else, please let me know. I'm looking forward to seeing you in June.

Love,  
Juan

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

Your friend is thinking of applying for a job as a waiter in a hotel in the South of France. He wants more information from you as you worked there last summer. Write to him using the information in the advert and the notes you made. Write a letter of between 120 and 180 words in an appropriate style. Do not write addresses.

**WAITERS / CHAMBERMAIDS**  
required for family-run hotel in the South of France.  
Good Salary.  
6 day week. Accommodation provided  
English & French essential  
Contact Mr Legrand tel 0033 - 37237448

- Notes:**
- staff normally required June to September
  - 2-month contracts available
  - salary paid 4.000 francs (= £400) + tips
  - hotel 100 m from sea
  - accommodation: shared room
  - no experience required
  - work: 12 hours a day



- 12 Match the beginnings with the endings. Say which are formal and which are informal giving reasons. Then, identify the types of letters. e.g. letter of complaint, letter of invitation etc. Finally, list appropriate language for each type of letter.**

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

BEGINNINGS	ENDINGS
1 On behalf of Fiat you are invited to attend our annual Customer Appreciation Dinner.	A Anyway, thanks for the gift. Write soon.
2 Thank you so much for my birthday present. It was a lovely surprise.	B Please indicate whether you will be able to attend. Meanwhile, happy motoring!
3 I am writing to complain about the rude manner in which I was treated by one of your customer service representatives. I spoke to the representative's superior at the time, but no action was taken.	C I look forward to receiving any information you are able to send me. I hope to hear from you soon.
4 I got your letter yesterday. Let me give you some advice about the matter you mentioned. Things can't be as bad as they seem, so try to relax a bit.	D I trust the situation will improve and that I will not have cause for further complaint.
5 I am writing to inquire about the application process for your educational programme. I have read your 1995 bulletin but would like more detailed and up-to-date information.	E Hope this helped, but why don't you give me a ring so we can talk about it? Like I said, I think you're worrying too much - it will all work out.

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

- While staying at a hotel recently you lost your camera. Write a letter to the hotel manager describing your camera and asking him to send it to you if he finds it.
- This is part of a letter you have recently received from your old school. Write a reply to this letter, expressing regret that you will be unable to attend since you will be on holiday abroad for the whole of June.  
***We will be holding a reunion party for all former students on June 24th and would be very pleased to see you there. Please let us know as soon as possible if you will be attending.***
- This is part of a letter you have received from a friend who lives in Scotland. Write a reply to your friend's letter apologising for keeping him waiting at the station.  
***I'm very hurt that you didn't even call me to let me know that you'd missed the train - I waited for 45 minutes at the station. I think that I deserve an apology and I'm telling you now that if it happens again, I won't invite you to my house again.***
- You recently went to a restaurant with a group of friends. Write a letter to the restaurant manager complaining about the bad food and service you received.
- You have an Italian friend visiting, who you want to take on a guided tour of London. Write a letter to the Tourist Information Bureau asking for information about the tours they offer, times of departure, prices, student discounts etc.
- This is part of a letter you received from a friend. Write a reply giving your friend advice about what he/she should do.  
***I don't know what to do and I thought you might be able to help me. As you know, I lost my job last month and I haven't been able to find a new one. I hardly have enough money to pay my rent.***

# Unit 3

## Warm-up Activities

- ◆ Look at the pictures. Where do you think these photos were taken? Would you like to visit this place? Give reasons for your answer.
- ◆ Name three things that make a place attractive to tourists.
- ◆ How can tourism benefit a country? What are the possible drawbacks?

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

In 1994 tourism accounted for **1)** ..... billion in the Czech Republic. Jiri Cech is **2)** ..... of the Tourism Department. Prague is known as the **3)** ..... City. The Hilton Atrium is near the **4)** ..... centre. The Villa Voyta is a small, luxury hotel, built in 1921. The most popular place after Prague is Cesky Krumlov near the **5)** ..... border. Its castle contains the oldest baroque **6)** ..... in the world. For those looking for unspoiled nature, the Sumava region is rich in **7)** ..... . However, there are also problems. Prague is finding it difficult to cope with the tourists in terms of accomodation, **8)** ..... and the sewage system. The Czech republic is busy restoring pre-war greatness as well as offering more **9)** ..... to tourists.



## Reading Task : Part 1

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

- A** Revival attracts business.
- B** Balancing progress and preservation.
- C** Tourists starting to move beyond Prague.
- D** The ideal solution.
- E** A cheap place for a holiday.
- F** Tourism brings big money.
- G** Small but luxurious.
- H** Countless castles and old towns.
- I** Sustained growth in tourism.

## Tourism in the Czech Republic

A steady increase in tourism has resulted in **prosperity** and change in Prague.

0

F

The Czech Republic is enjoying a tourist boom that has become increasingly important to the country's economy. In 1994, tourism **accounted for** £1.5 billion which is expected to soon rise by ten per cent. "Tourism, one of our top **foreign exchange** earners, is very important to the country," says Jiri Cech, director of the Tourism Department.

1

More than 17 million tourists came to explore the various sights of Prague, known as the "Golden City", in 1994, and the boom continues. Private business people have improved the Czech capital with new shops, restaurants and cafés.

2

Although plans to build a luxury hotel were opposed, the capital has attracted several of the world's leading hotel groups - including Hyatt, Hilton International and Holiday Inn. These hotels bid for sites and contracts in the Czech capital. "We are **optimistic** about the prospects in Prague, especially for conventions and meetings," says Daniel Durand, manager of the Prague Hilton Atrium located near the city centre.

3

What makes Prague special, however, are small friendly hotels like the Villa Voyta. This quiet and architecturally beautiful hotel, built in 1921, has become the first in the country to be accepted into the exclusive Small Luxury Hotels of the World Association.

4

Foreign tourists are also beginning to discover attractions outside the capital, **pouring** cash directly into the farthest corners of the country. "It is very important for us **to expand** the options available for visitors exploring the Czech countryside," observes Jiri Cech.

5

The most popular site after Prague is the south Bohemian town of Cesky Krumlov, situated above the Austrian border. Its castle houses the oldest surviving baroque theatre in the world, complete with stage sets, costumes and a library of opera *libretti*. Thousands of such castles and chateaux, many in excellent condition, cover the Bohemian and Moravian **landscapes**, and many historic towns are renovating their ancient squares. Those looking for unspoilt nature can explore the Sumava region close to the Austrian and German borders, an area still rich in wildlife.

6

The Czech Tourism Department is trying to encourage greater **investment** in facilities outside Prague to try to lessen the strain on the already crowded capital. What the Minister would like most is an even **spread** of tourism across the whole country rather than the **concentration** on Prague. Indeed the city is finding it difficult to cope with the tourists in terms of accommodation, transportation and the **sewage system**. "For me the perfect world would be to have nature lovers wandering in the Bohemian hills, or **hiking** in the Sudeten mountains,

and culture seekers visiting the castles of Moravia before a stop in the musical city of Prague," says Mr Cech.

7

There are many destinations to explore in the Czech Republic, which is busy restoring pre-war greatness. Whether the country gets full benefit from the still growing influx of tourists depends on how successful it is in offering more facilities while preserving its old world atmosphere.



# Vocabulary Exercises

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

**prosperity, accounted for, foreign exchange, optimistic, pouring, to expand, landscapes, investment, spread, concentration, sewage system, hiking**

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

**convention      bid      exclusive      options  
influx      wandering      prospects      boom**

- 1 Famous people usually dine at very ..... restaurants. (**private, elegant and expensive**)
- 2 There was a(n) ..... in land development all over the world during the 1980s. (**sudden growth**)
- 3 A large construction company has ..... for the contract to build the new town hall. (**offered a price**)
- 4 They are going to use the Hilton Hotel to hold the annual teachers' ..... . (**conference**)
- 5 Being enthusiastic about your job improves your ..... of promotion. (**chances**)
- 6 The authorities will try hard to cope with the huge ..... of visitors to the Olympic Games. (**sudden arrival**)
- 7 There are various ..... open to someone who wants to study in England. (**choices**)
- 8 When I am on holiday, I love ..... through the countryside. (**walking in a relaxed way**)



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

**to restore to      unspoil      culture  
to become      to preserve      to explore  
to encourage      to lessen      rich**

- |                       |                               |
|-----------------------|-------------------------------|
| 1 .....the atmosphere | 6 .....increasingly important |
| 2 .....investment     | 7 .....the sights             |
| 3 .....the strain     | 8 .....in wildlife            |
| 4 .....seekers        | 9 .....pre-war greatness      |
| 5 .....nature         |                               |

4 Find the odd word out.

- 1 site - sight - area - region
- 2 renovate - repair - demolish - restore
- 3 loss - benefit - profit - gain
- 4 loaded - packed - filled - vacant
- 5 relaxed - tranquil - stimulated - calm
- 6 border - frontier - boundary - margin

5 Fill in the text with the following words related to "money".

**cash, coins, bank, cash card, traveller's cheques, change, withdraw, notes, currency, exchange rate, credit card**

Before going on holiday it is a good idea to go to the 1) ..... to 2) ..... some money, so that you have some foreign 3) ..... in your pocket when you arrive. The bank will give you most of your foreign money in 4) ..... but it is also useful to have some 5) ..... in case you want to make a phone call or to buy something from a vending machine. In some places you may be able to use your 6) ..... to make a phone call. Always check the 7) ..... so that you know how much money you should be getting per pound! If you do not want to carry 8) ..... you can convert your money to 9) ....., and in some countries you can even use your 10) ..... to 11) ..... money.



6 Fill in the appropriate expressions related to "terms":

in terms of  
on good terms with  
on equal terms

on unequal terms with  
in the long term  
come to terms with

- A. Jane is not 1) ..... Susan, her business partner, at the moment. They argued last week because Susan thought they should not be 2) ..... in the business. She wanted to be in charge, which meant that 3) ..... responsibility, they would be 4) ..... each other.
- B. William has not yet been able to 1) ..... his father's death, but I think that 2) ..... he will.

7 Fill in the appropriate idioms related to "sight":

- They fell in love ..... (as soon as they saw each other)
- The passengers on the ship were glad to see that land was ..... after such a long journey. (in view)
- She watched the plane take off and fly away until it was ..... (out of view)

- I ..... him hiding behind the tree. (managed to see)
- The detective was following her but she disappeared in the crowd and he ..... her. (could no longer see)
- The athlete has set ..... winning a gold medal at the Olympics. (firmly decided on)
- It was a case of "....." when Bill found the missing telephone bill that had been buried in a drawer. (something not seen will soon be forgotten)
- I know him ..... but I've never spoken to him. (recognize his face)

8 Fill in the correct word: restore, repair, renovate, preserve

- Because their house had been deteriorating for years they decided to ..... it.
- This old painting is badly damaged; we'll have to ... .....it to its former beauty.
- The workers are hurrying to .....the road because it needs to be in good condition for the Lord Mayor's parade.
- Pickles are vegetables which you ..... in vinegar or brine.

## Follow-up Activities



- ◆ Read the text again and make notes on things a tourist can see and do in the following places in the Czech Republic: Prague e.g. shopping, ... Cesky Krumlov e.g. visit castles, ... Sumava e.g. wildlife, ...
- ◆ Now choose three places a tourist would visit in your country and say what he/she can do or see in these places.
- ◆ Work in pairs and discuss: Which city would you like to visit and why?

## Grammar Check

Fill in **since** or **for**.

I have wanted to visit France ever 1) ..... I entered college. I have been learning about French history and culture 2) ..... the past two years, and have recently been looking into the possibility of studying in France 3) ..... one month this summer. I have dreamed about strolling in the grounds of the Palace of Versailles 4) ..... so long. 5) ..... I began my studies, I have become aware of the significant contributions that French leaders, writers, artists and scholars have made to the world. My professor has been travelling to France 6) ..... over 20 years and he is still fascinated by its beauty and culture. 7) ..... his first trip in 1965, he has written many books about his travels there which are highly regarded all over the world.





## Reading Task: Part 2

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

“A rainy day can be a **blessing in disguise**” was the **judgement** of one of the organisers of this year’s sweet-chestnut fair in the tiny French village where I live. Because of almost uninterrupted rain, “only” about 10,000 people turned up. Had it been sunny, there would have been total traffic chaos.

Some visitors came out of curiosity - the fair is only five years old. For others, it has become an annual journey down memory lane; until fairly recently, the **chestnut** was a central part of the diet here in Chataignerai (literally, the chestnut grove).

The air was fragrant with the smell of roasting chestnuts - at least until the downpour **soaked** the grill. There were stands selling cakes made with chestnut flour and open sandwiches of mashed chestnuts, cheese and bacon. There were also articles made of chestnut wood such as baskets, furniture and walking sticks.

One of the **highlights** of the fair was a cookery competition for original recipes incorporating chestnuts. The president of the **panel** of judges was the chef Michel Bras who owns the best restaurant in the **region**. Bras has written a massive cookbook of inventive recipes, many of which call for the wild plants and mushrooms he comes across as he goes on his daily **jog**.

People packed into the village hall as the competition started, **partly** because they wanted to see the famous Bras, and partly because it was pouring down outside.

The crowd watched calmly as the judges **sampled mouthfuls** of seven dishes and gave them marks for appearance, taste, balance and so on. The winning recipe was a delicious *charlotte* of chestnut **puree** and cream, served with a bitter orange sauce.

At that point, the audience, already deeply frustrated at not being allowed to taste the dishes themselves, stared in amazement as Bras made a harsh summing-up speech. “I couldn’t find the taste or **texture** of the chestnuts of my youth,” he said, before running off to his car.

There was a **jollier** atmosphere at the *aligot* evening. *Aligot* is a local dish consisting of cheese, mashed potatoes, cream, butter and garlic. A huge iron pot of the kind used for cooking pig food was carried in. Three well-built young men **stirred** the mixture vigorously with what looked like canoe **paddles**, then, to cheers from the 340 diners, they announced it was ready.

An hour later, after everyone had eaten their *aligot* (made from 145 kg of potatoes, 42 kgs of cheese, 12 litres of cream and 4 kg of butter) the waltzing began. It was a proper village dance where anyone was free to invite anyone else for a spin round the floor.

## Warm-up Activities

- ◆ Look at the pictures. Where do you think these photos were taken? What are these people celebrating? Is there anything special about their clothes?
  - ◆ Can you name any festivals or fairs that take place in your country? What do people usually do on these occasions?
- 👉 Read the following questions then listen to the text of Part 2 and answer them.
- a How many people came to the fair?
  - b How old is the fair?
  - c Can you name any objects made of chestnut wood?
  - d What has Michel Bras written?
  - e Can you name at least three ingredients of *aligot*?

8 Some visitors came out of curiosity while others came because

- A they enjoyed the trip through the country roads.
- B the chestnut fair brought back memories of the past.
- C they wanted to go on a diet.
- D chestnuts are healthy.

9 Why did the smell of roasting chestnuts disappear?

- A There were no chestnuts left.
- B People were selling other things.
- C The heavy rainfall put the fires out.
- D It was late in the day.

10 The cookery competition was for recipes which

- A Michel Bras had written in his book.
- B were very old.
- C included chestnuts.
- D were used in the best restaurants.

11 Michel Bras

- A finds ingredients for his recipes when he goes out running.
- B uses only chestnuts in his recipes.
- C looks for chestnuts when he goes out running.
- D invented the idea of cooking with chestnuts.

12 The village hall was packed because some people wanted to see Bras and some wanted to

- A take shelter from the rain.
- B have a rest.
- C learn the recipes.
- D cook chestnuts.

13 How did Michel Bras sum up the competition?

- A He thought the food was excellent.
- B He was disappointed with the recipes.
- C He said he didn't like chestnuts when he was young.
- D He was amazed by the high standard of the recipes.

14 What does "it" in line 37 refer to?

- A an iron pot
- B pig food
- C the atmosphere
- D a local dish

15 What was the dance like?

- A formal
- B boring
- C informal
- D confusing



# Vocabulary Exercises

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

**a blessing in disguise, judgement, chestnut, soaked, highlights, panel, region, jog, partly, sampled, mouthfuls, puree, texture, jollier, stirred, paddles**

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

**massive, mashed, literally, downpour, vigorously, fragrant, recipe, incorporating**



- In spring, the air smells ..... with all the flowers in bloom. (**pleasant**)
- If you translate a French expression ..... it will not necessarily make sense in English. (**word for word; exactly**)
- It started to rain, and very soon we were caught in a ..... (**sudden, heavy rain**)
- Last night we had ..... potatoes with butter for dinner. (**crushed into a soft mass**)
- I found the ..... for this pie in a cookbook. (**cooking instructions**)
- The exam is divided into two parts, ..... reading and writing. (**including**)

- A ..... new hotel is being built, with twenty floors and two thousand rooms. (**very large**)
- You must stir the porridge ..... so that it doesn't stick to the saucepan. (**quickly and strongly**)

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

**running off to own traffic**      **to stare to make to sample**      **original to stir to consist**

- |                     |                            |
|---------------------|----------------------------|
| 1 .....chaos        | 6 .....the mixture         |
| 2 .....a restaurant | 7 .....of cheese and cream |
| 3 .....dishes       |                            |
| 4 .....in amazement | 8 .....recipes             |
| 5 .....a speech     | 9 .....to his car          |



4 Fill in the appropriate idiom related to "rain" from the list below:

**cats and dogs, it never rains but it pours, for a rainy day, as right as rain, come rain or shine**

- He doesn't spend much money, he's saving it ..... (**for difficult times**)
- ....., the cup final will be played tomorrow. (**whatever the weather is like**)
- After her check-up, Sandra's doctor assured her that she was ..... (**in perfect health**)
- You can't go outside now, it's raining ..... ! (**very heavily**)
- First I was late for work, then I had my purse stolen; ..... ! (**bad things all seem to happen at once**)

5 Choose the correct item.

- The country ..... was so narrow that only one car could drive along it at a time.  
A lane      B way      C alley      D route
- When I tasted the coffee it was too ..... so I put some sugar in it.  
A rotten      B sweet      C bitter      D sour
- This winter has been very ..... - it has snowed almost every day.  
A harsh      B cruel      C strict      D stern
- Let's go for a ..... in my car - the weather's lovely.  
A turn      B curl      C twist      D spin
- We were all ..... after getting caught in the rainstorm.  
A moistened      B soaked      C damped      D dampened
- I went to the pharmacist to have my ..... made up.  
A recipe      B prescription      C receipt      D formula



- ⑥ Look at the adjectives below and decide which can be used to describe **WEATHER** and which can be used to describe **ATMOSPHERE**.

jolly, cloudy, light-hearted, noisy, tense  
windy, rainy, frivolous, humid, freezing,  
playful, exhilarating, sunny, blustery,  
cheerful, roasting, colourful, nervous,  
anxious

e.g. **WEATHER:** cloudy, ...    **ATMOSPHERE:** jolly, ...

- ⑦ The following are different types of fair.
- school fair    wine fair    antiques fair  
fun fair        village fair

Read the following words and match them with the types of fair. Some words are used more than once.

aces for parents and children, fortune tellers, auctions, donkey rides, pottery sales, rides on a big wheel, wine tasting, clowns performing, dancing, a fireworks display, old furniture, selling of wine, stands selling hot-dogs, music, old coins, bar, stalls selling home-made jams, stamp collections, old jewellery



## Follow-up Activities

- ◆ Read the text again and underline all the words or phrases which describe **WEATHER** and **ATMOSPHERE** at the Chataigneraire Fair, then write a title for the text.
- ◆ Make notes on the text under the following headings. Then use your notes to describe the fair to your partner.

<b>WEATHER</b>	<b>FOOD FOR SALE</b>	<b>EVENTS</b>
e.g. pouring with rain	chestnut cakes	cookery competition

- ◆ Write a letter to a friend describing a fair you have recently been to, following the outline below. Write 120-180 words.  
Paragraph 1: Reason(s) for writing  
Paragraph 2: Place, time, atmosphere, weather, people involved etc  
Paragraph 3: Description of the fair/celebrations/arrangements  
Reference to any special incidents  
Paragraph 4: Closing remarks

Grammar  Check

Fill in: **quite, fairly, rather** or **pretty**.

- The house is situated in ..... a nice area.
- She has got ..... a nice face.
- Are you ..... sure that you've got your glasses?
- The meal was ..... more expensive than I had expected.
- She's ..... tall to become a ballerina.
- Your essay was ..... good but I know you can do better.
- This exercise is ..... more difficult than the previous one.
- She's a ..... mean person.



## Reading Task : Part 3

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

### Weather from the West

by Colin Luckhurst

For many years I used to think that the national interest in weather was as much a British obsession as the state of their lives was a French one, but I've realised it's not really like that.

**0** **C** When other subjects could be controversial, embarrassing or too personal, the British prefer to resort to unimportant **observations**: "Rather cold today, isn't it?" they say. In these **damp** and **misty** off-shore islands, the weather and its **comparative unpredictability** is quite an inter-esting subject. **16**

Tony Targett, our **regional** television weather presenter, showed me around. He is, like other **forecasters**, actually an employee of the Meteorological Office. Doing the televised forecast, although a high profile activity, is only part of the work of those employed by the Met Office.

A wide variety of people have a serious interest in the weather and will pay for an early insight. It's not just the obvious ones like the National Rivers Authority, which can usefully learn about rainfall, but the police, the highway authorities, the airports, and also some less likely groups.

**17**  The **power generators** and the fuel industries take advice on expected temperatures which **dictate demand** and, for the gas industry, the need for storage **capacity**. I was intrigued by the **range** of information **inputs** which provide the basis of the

forecast from the Bristol Weather Centre. **18**  There are other **satellites**, either orbiting the earth or in a fixed position. Weather stations, **wireless operators** on ships in the Atlantic, radar - which shows exactly where the rain is - and computer modelling add to the **flow** of information.

At the Met Office we were able to look at readings from weather stations in eastern Canada and the United States. There, it was the middle of the night. **19**  We watched as the computer graphic zoomed into a weather station in Vermont to take a reading of temperature, cloud cover and wind direction.

Most of the British weather comes from the west, so knowing what is happening on the eastern **seaboard** of North America will often prove relevant more than 24 hours later.

**20**  But the Met Office is pleased to say they are 85 per cent **accurate** in their forecasts.

I have observed that when the local authorities in Boston forecast rain, it really does rain. The reason is, of course, that on the coastal edge of a populated continent, the weather systems have been recorded by information points for some time and so accuracy is to be expected.

**21**

## Warm-up Activities

- ◆ Look at the pictures. What do you think the text is going to be about?
- ◆ How many different types of weather can you name? What is your favourite type of weather? How can you find out what the weather will be like?
- 🌀 Name some jobs for which a *weather forecast* is important. Now listen to the text of Part 3 and list any other jobs in which the *weather* plays an important role.

- A** Would you believe that supermarkets buy weather advice in order to change their window displays on the basis of what will sell more?
- B** This led me to the question of the accuracy of short-term forecasting, since it takes so long for the information to become significant.
- C** The British use the weather as a support in conversations.
- D** In the UK, on the other hand, the weather systems which influence us most frequently usually come across the Atlantic, which does have information points, but not many of them.
- E** Seeing these readings felt almost like eavesdropping over a silent, still-sleeping continent.
- F** The Weather Centre provides a computer prediction of when precisely ice will form.
- G** So when I was invited to visit the Bristol Weather Centre, I was pleased to accept.
- H** Two satellites provide on-screen information direct to PCs.



# Vocabulary Exercises



1 Look at the following words in bold in the text and try to explain them:  
**observations, damp, misty, comparative, unpredictability, regional, forecasters, power generators, dictate, demand, capacity, range, inputs, satellites, wireless operators, flow, seaboard, accurate**

2 Fill in the gaps with the correct word(s) from the list below:  
**resort to, insight, eavesdropping, coastal, offshore, orbiting, intrigued, controversial**

- 1 More and more people are ..... by computers and spend all their time learning about them. (**very interested**)
- 2 Capital punishment is a very ..... issue worldwide at the moment. (**widely debated**)
- 3 The documentary gave an interesting ..... into how the Aborigines live. (**detailed look**)
- 4 The boat was anchored ..... , just outside the harbour. (**out at sea**)
- 5 Throughout the journey, they admired the picturesque ..... villages of South Wales. (**seaside**)
- 6 When my pen ran out, I had to ..... using a pencil. (**make do with**)
- 7 The earth is continually ..... around the sun. (**circling**)
- 8 He knew from ..... on their conversation that they had been talking about him. (**listening in**)

3 Fill in the appropriate idiom related to **weather** from the list below:  
**weather permitting, weather-beaten, under the weather, in all weathers, weather the storm**

- 1 The old sailor's face was ..... from all the years he had spent at sea. (**aged by the weather**)
- 2 The stadium can be used ..... because the roof can be closed when it rains. (**no matter what the weather is like**)
- 3 We'll go for a picnic on Sunday, ..... Let's hope it's sunny! (**if the weather is good**)
- 4 Together we'll ..... until things get better. (**get through difficulties**)
- 5 I didn't go to school because I was feeling ..... . (**not very well**)

4 Find the odd word out.

- 1 relevant - appropriate - opposite - suitable
- 2 mislead - guide - cheat - deceive
- 3 state - appearance - condition - decision
- 4 relevant - important - significant - joyful
- 5 observe - watch - notice - assume
- 6 obvious - evident - correct - visible

5 Choose the correct item.

- 1 The stadium was filled to ..... - there were 35,000 people in it.  
**A capacity B mass C volume D capability**
- 2 Today's weather forecast wasn't ..... ; they said it would rain but it's sunny!  
**A exact B sharp C accurate D fine**
- 3 A fortune-teller made a ..... that I would get married soon; I wonder if it'll come true.  
**A prediction B forecast C foresight D guess**
- 4 Scientists have made ..... progress in finding a cure for AIDS.  
**A weighty B significant C extreme D basic**
- 5 Ann has a very strong ..... over her husband; he always asks for her advice.  
**A direction B guidance C influence D manipulation**
- 6 Many people ..... Joe as being unfriendly, but he is actually just shy.  
**A understand B realise C comprehend D perceive**

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

- |                |        |             |
|----------------|--------|-------------|
| local          | a wide | the flow    |
| orbiting       | power  | to take     |
| a high profile | showed | a populated |

- |                          |                    |
|--------------------------|--------------------|
| 1 .....around the earth  | 6 .....generators  |
| 2 He..... me around      | 7 .....advice      |
| 3 .....variety of people | 8 .....activity    |
| 4 .....continent         | 9 .....authorities |
| 5 .....of information    |                    |

7 The following words are related to WEATHER. Decide which ones go with GOOD WEATHER and which with BAD WEATHER.

- gloomy, damp, hot, windy, sunshine, bright, lightning, cloudless sky, stormy, snowy, dark sky, gentle wind, sunny, cloudy, blue sky, overcast, warm breeze**

e.g. **GOOD WEATHER:** hot, ...  
**BAD WEATHER:** gloomy, ...

8 Underline the adjective which best describes the following weather nouns.

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| 1 <u>fine</u> / heavy drizzle        | 7 strong / <u>thick</u> fog           |
| 2 strong / heavy shower              | 8 loud / <u>thick</u> thunderstorm    |
| 3 sudden / <u>light</u> downpour     | 9 <u>powerful</u> / mild hurricane    |
| 4 brief / <u>unending</u> cloudburst | 10 brief / <u>destructive</u> typhoon |
| 5 <u>powerful</u> / freezing sleet   | 11 heavy / <u>thin</u> snowfall       |
| 6 violent / hard hailstorm           | 12 dense / <u>light</u> rain          |

9 Fill in with the correct word: snow, showers, temperature, fog, sleet, sunny, ice, sunshine

"...Good evening, my name is Ian Fish.

The good news today is that the weather will be better than yesterday, with less rain and more 1) ..... . The 2) ..... will be a few degrees higher, but will drop again from the early evening onwards, getting as low as 2 degrees Celcius.

The weather tomorrow will continue to be unsettled, with 3) ..... throughout the day. There should be a few 4) ..... periods, but later in the afternoon the showers will be replaced with heavier, more prolonged rain, which will die out later in the evening.

Drivers on Sunday will be hampered by thick 5) ..... and very poor visibility. As the temperature drops, there may also be patches of black 6) ..... on the roads, and the AA advises against travelling unless it is absolutely necessary. Later, rain will turn to 7) ..... and possibly 8) ..... on higher ground.

Have a good weekend, whatever the weather, wherever you are!"



## Follow-up Activities

- ◆ How can the weather affect our moods? Do you know any old-fashioned ways of predicting the weather?
- ◆ Imagine you are a TV weather forecaster. Prepare and write the weather forecast for your country for the coming weekend saying that the weather will get worse. Follow the outline below:

Greet viewers → Weather description → Advice → Salutation

## Grammar Check

Fill in: be/get used to, used to, would in the appropriate form.

- |  |   |
|--|---|
| 1 I ..... go ice-skating a lot, but I hardly have the time any more. | 7 You will ..... the weather conditions after a few months.   |
| 2 He doesn't go swimming anymore but he .....                        | 8 It took me a while to ..... the noise in my new flat.   |
| 3 Spoilt children ..... getting their own way.                       | 9 They ..... live in the country some years ago.  |
| 4 I should ..... the new working conditions quickly.                 | 10 While staying at our grandparents' cottage we ..... get up early and go for a long walk before having breakfast. |
| 5 He couldn't ..... the fact that he had lost his job.               |   |
| 6 As a child, she ..... ride her bike for hours.                     |   |

## Warm-up Activities

◆ Look at the five headings in the text. What do you think each invention does?

👂 Try to answer these T/F statements by guessing, then listen to the text of Part 4 and find out if your guesses were correct.

- a The Stowaway is the most expensive of all.
- b Dental White is a gel product.
- c The Wonder Broom is the cheapest of all.
- d The Golf Swing Trainer has a one year guarantee.
- e The Micromix fits all microwave ovens.

## Reading Task : Part 4

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

Which invention(s) might be useful for:

someone who wishes to improve their skill in a particular sport?

0

someone who does not like to spend time cooking?

22

someone who keeps a clean and tidy home?

23

someone who is security conscious?

24

someone who is concerned about their appearance?

25

someone who has a cat or dog?

26

someone who likes outdoor activities but does not have much free time?

27

someone who worries about food-poisoning?

28

someone who likes to hold dinner parties?

29

someone who travels a lot?

30

someone who drinks a lot of tea?

31

someone who likes long-lasting products?

32

33

someone who has a garden?

34

35



## Inventions

### The hideaway safe on a coathanger

A

Stowaway is a great new security idea - a fully portable travel safe that doubles as a coathanger. Put your valuables inside, lock it firmly to the wardrobe rail then hang up your coat or jacket on it. Its main purpose is hidden by the clothes, but if a thief should take a closer look, he'll find Stowaway is securely locked in place. Ideal for use in hotels, sports changing rooms and at home too. There is plenty of space for your passports, tickets, money, cheque book and several items of jewellery. Two keys supplied. Stowaway £24.99.

### New one-step tooth whitening system

B

Developed by an American dentist and made in Britain, Dental White is the effective way to whiten stained and discoloured teeth. Unlike other products, the effect is achieved in one simple process. The system comes with applicator trays for upper and lower teeth; when heated the trays mould to the exact shape of your teeth. Now squeeze a thin line of Whitening Gel into the tray and "bite" into it. The results can be dramatic, especially with yellow tea-stains. Complies with European safety standards. Dental White (250g kit) £9.99.

### The cleanest sweep of all

C

Now you only need one broom to cope with every cleaning chore, indoors or out - carpets, vinyl and wood floors, patios, the garden and the driveway. Incredibly, the Wonder Broom will sweep, clean and rake them all. Made of durable rubber and fibres that are completely washable, it will even remove the finest particles like pet hair, salt and sugar - but won't damage furniture or surfaces. You can use it as a mop on tiles, windows and on the car, yet it's also perfect for raking outdoors. And in normal use, it will last a lifetime. This really is a cleaning revolution! Guaranteed for 10 years. Wonder Broom £16.99.

### A golf driving range in your back garden

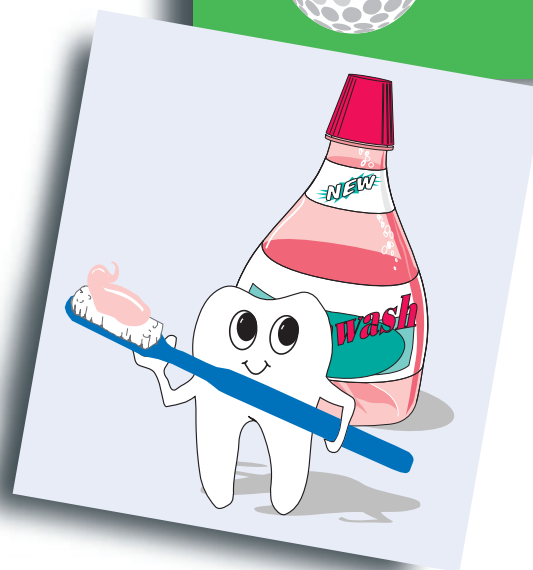
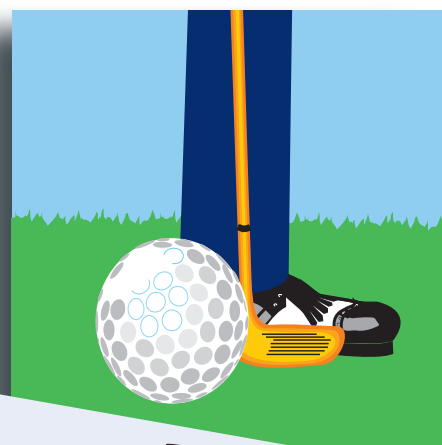
D

The ingenious golf trainer lets you work on your game wherever you've got room to swing a club - and no more broken windows, lost balls or trips to the driving range! It consists of a regulation size ball suspended from a hardened steel arm with a virtually unbreakable nylon cord. When you drive the ball, its rotation around the arm precisely indicates the direction of the shot, helping you correct your aim. Every golfer should have one! The Golf Swing Trainer comes with a lifetime guarantee. £37.50.

### Micromix stirs while it cooks

E

This beautifully simple British invention stirs food while it cooks in the microwave. Perfect for dishes like scrambled eggs, sauces, porridge or custard. The Micromix stirring action not only keeps the food at the right consistency but also eliminates health concerns over uneven heating. Better still, it prevents "hot-spots", which reduces the likelihood of boiling over and means you don't need to cover the dish! Why not get on with something else while the Micromix does the stirring for you? Fits all microwave ovens with a turntable. Micromix £6.99.



# Vocabulary Exercises

1 Fill in the gaps with the correct word(s) from the list below:

**moulded, ingenious, suspended from, portable, raked, to swing**

- 1 Many businessmen have ..... computers so that they can use them wherever they go. (**easily carried**)
- 2 The gardener has ..... all the leaves off the lawn. (**removed**)
- 3 The plan to steal the diamonds was so ..... that the thieves were never caught. (**very clever**)
- 4 She was able ..... the bat and hit every ball we threw to her. (**to move forward and back**)
- 5 The crystal chandelier which was ..... the ceiling was exceedingly beautiful. (**hanging from**)
- 6 The silk dress ..... perfectly to her body. (**fitted**)

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

**durable**      **the finest**      **to stir**  
**scrambled**    **to comply with**    **to cope with**  
**to indicate**    **to take**            **the effect**  
**lifetime**        **to last**             **to whiten**  
**to reduce**      **to eliminate**      **to hang up**

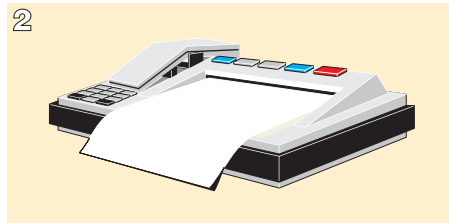
- |                                   |                                    |
|-----------------------------------|------------------------------------|
| 1 ..... your coat on a coathanger | 9 ..... a lifetime                 |
| 2 ..... a closer look             | 10 ..... the direction of the shot |
| 3 ..... stained teeth             | 11 a ..... guarantee               |
| 4 ..... is achieved               | 12 ..... food                      |
| 5 ..... safety standards          | 13 ..... eggs                      |
| 6 ..... every cleaning chore      | 14 ..... health concerns           |
| 7 ..... rubber                    | 15 ..... the likelihood of sth     |
| 8 to remove ..... particles       |                                    |

3 The following paragraphs describe useful inventions. First fill in the missing words then match the pictures with the texts.



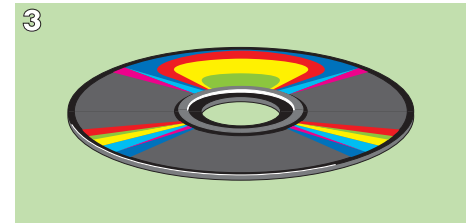
a. durable, transmit, made

This machine is used to copy and 1) ..... documents, so that they are received in exactly the same form as they are sent. It is 2) ..... of 3) ..... plastic and is essential for the modern-day office. What is it?



b. laser, industry, digital

This invention has revolutionised the music 1) ..... providing a clearer sound than ever before. It works using a(n) 2) ..... system in conjunction with a(n) 3) ..... and it is a reliable alternative to vinyl. What is it?



c. microchips, carried, composed

This invention is designed to be easily 1) ..... and is a perfect choice for business people who are always on the move. It is 2) ..... of a plastic cover which contains thousands of 3) ..... compressed into a very small space. What is it?

## Follow-up Activities

- ◆ Can you think of any modern inventions you couldn't live without?
- ◆ Read the text again and say which of the inventions is the most useful one and why? Which is useless and why?
- ◆ Choose one of the inventions from the text and describe it to your partner. Let your partner guess. Use the following headings to help you: **It is used for ...** , **It is made of ...** , **The price is ...** , **It would be used by ...**

- ◆ Write a letter of complaint to the company of the "Micromix", following the outline below. Write 120-180 words.

Para. 1: Reason(s) for writing  
 Para. 2: } Complaints with justification  
 Para. 3: }  
 Para. 4: Closing remarks



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

Tourism can have 0) ...A... a positive and a negative effect 1) ..... an area, although in many cases only the positive effect will be obvious. In rural areas, the onset of tourism may have dramatic effects upon the local community, creating new jobs and providing a flow of cash which most 2) ..... will be happy to take advantage 3) ..... However, the disadvantages of tourism can be 4) ..... dramatic, with towns 5) ..... their character and becoming overdeveloped and crowded, as well as more 6) ..... .

On a larger scale, tourism can be very beneficial 7) ..... developing countries. If tourists spend money it means that the country can improve living 8) ..... for its citizens, as well as create new jobs. Tourists are 9) ..... the way other people live, and leave feeling better informed about a different 10) ..... of life that they otherwise might not have had the chance to see. Perhaps the most popular type of tourism is going 11) ..... to a warm, sunny place and lying on a beach for two weeks. People taking this kind of holiday 12) ..... have no interest in the culture of the place they are visiting and, as a(n) 13) ....., it becomes almost like a "home from home". Restaurants cook tourists their native food 14) ..... of local specialities, and tourists mix together rather than with locals. This can 15) ..... any character the area may have, and the area may lose part of its valuable culture forever.

- 0 A both            B none            C either            D neither
- 1 A for            B on            C about            D of
- 2 A tenants        B occupants     C lodgers            D inhabitants
- 3 A for            B in            C of            D off
- 4 A impossibly    B equally        C hardly            D differently
- 5 A losing        B missing        C finding            D improving
- 6 A priceless     B valuable      C cheap            D expensive
- 7 A from            B in            C at            D to
- 8 A manners      B areas            C conditions        D facts
- 9 A shown        B given            C offered            D seen
- 10 A attitude      B way            C face            D hint
- 11 A far            B through        C forward            D away
- 12 A hardly        B usually        C nearly            D never
- 13 A result        B effect            C reason            D affect
- 14 A in spite        B instead        C in case            D apart
- 15 A create        B hurt            C destroy            D break

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

**PREPOSITIONS**

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

- (1) to account ..... sth/sb; (2) to be important ..... sth/sb; (3) to bid ..... sth; (4) to be optimistic/pessimistic ..... sth; (5) to be available ..... sth/sb; (6) to be rich ..... sth; (7) investment ..... sth; (8) concentration ..... sth; (9) a concentration ..... sth; (10) to cope ..... sth/sb; (11) to get benefit ..... sth; (12) to have the benefit ..... sth; (13) to depend ..... sth/sb ..... sth; (14) to pack sth/sb ..... sth; (15) to be packed ..... sth/sb; (16) to be frustrated ..... sth; (17) to stare ..... sth/sb; (18) to stare ..... amazement; (19) to consist ..... sth (=to be composed); (20) to be interested ..... sth/sb; (21) a variety ..... sth; (22) to advise sb ..... sth; (23) to orbit ..... sth; (24) to be accurate ..... sth; (25) to be ideal ..... sth/sb; (26) to squeeze sth ..... sth; (27) to comply ..... sth; (28) to be perfect ..... sth/sb; (29) to guarantee sth ..... sth; (30) to be guaranteed ..... a period of time



**PART 3**

You will hear five people talking about different kinds of shops. For Questions 19 - 23, choose from the list A - F the type of shop that is being described. Use the letters only once. There is one extra letter which you do not need to use.

- |                               |           |  |    |
|-------------------------------|-----------|--|----|
| <b>A</b> Gift shop            | Speaker 1 |  | 19 |
| <b>B</b> Furniture store      | Speaker 2 |  | 20 |
| <b>C</b> Do-it-yourself store | Speaker 3 |  | 21 |
| <b>D</b> Department store     | Speaker 4 |  | 22 |
| <b>E</b> Supermarket          | Speaker 5 |  | 23 |
| <b>F</b> Corner shop          |           |  |    |



## PART

1

**Giving Personal Information**

- How long have you been studying English?
- Do you have a penfriend?
- Which country would you like to visit most?

## PART

2

**Talking about the pictures in relation to yourself****Look at pictures A and B.**

- Compare the places in the two pictures.
- Which place would you most like to visit and why?
- What are the benefits of travelling?
- What are the advantages/disadvantages of travelling alone/in a group?

**Look at pictures C and D.**

- Compare and contrast the scenes in the pictures.
- Which would you enjoy most and why?
- Is either scene similar to life in your country?
- How has entertainment changed in the last 20 years?

## ARGUMENTATIVE

- outlining advantages and disadvantages
- expressing opinions/providing solutions to problems
- expressing arguments for and against a topic
- discursive essays

- **An argumentative composition** is a piece of formal writing. There are quite a few types of argumentative compositions such as: outlining advantages and disadvantages of the question under discussion, expressing the writer's personal opinion with supporting arguments, expressing for and against arguments and discursive essays.
- You should use a different paragraph for each point you make. Begin each paragraph with a key sentence which sums up the point you are going to make. Give examples to support your point of view.
- Before starting to write your composition you should first make a plan. Here are the plans for the four types of argumentative.

Advantages / Disadvantages	expressing opinions / providing solutions	For and against	discursive essays
state topic	state opinion/problem	state topic	state topic
advantages	Point 1 / Suggestion 1	arguments for	one point of view (e.g. scientific)
disadvantages	Point 2 / Suggestion 2	arguments against	another point of view (e.g. moral)
balanced consideration/ opinion	restate opinion/best option and reason	balanced consideration	a third point of view (e.g. social) give own opinion

- One way of adding vitality to your composition is by using *quotations* - giving the actual words spoken or by *paraphrasing* - giving the meaning of what was said. In an argumentative essay quotations are particularly useful for the first or last sentence. For example a space exploration essay could end with "One small step for man, a giant step for mankind". (Students are recommended to use a dictionary of quotations.)

**1 Match the quotations from the first column with the composition topics from the second column.**

QUOTATIONS	TOPICS
1 "The toughest thing about success is that you've got to keep on being a success."	a Describe the role of art in life.
2 "Boxing is just show business with blood."	b What are the problems that come with ageing and what can be done about them?
3 "Without the past the pursued future has no meaning."	c "Beauty is only skin deep." Do you agree?
4 "Art is much less important than life; but what a poor life without it!"	d What are the advantages and disadvantages of becoming famous?
5 "Making money is fun, but it's pointless if you don't use the power it brings."	e How important is it to protect the environment? Discuss.
6 "It's not how old you are it's how hard you work on it."	f Stress and anxiety can lead to early death. Why is this and what can we do about it?
7 "The process of living is the process of reacting to stress."	g What is the point of learning? Discuss.
8 "In the eyes of the nature, we are just another species in trouble."	h How much can knowledge of past events help us make decisions in the future? Discuss.
9 "In the factory we make cosmetics, in the store we sell hope."	i How does the mass media affect people's lives? Discuss.
10 "Television is simply automated day dreaming."	j Violent sports should be banned. Discuss.
11 "Education is a progressive discovery of our own ignorance."	k "Power and money go hand in hand." Discuss.

- 2 Go through the table and say the sentences in as many ways as possible as in the example:  
 e.g. **Although killing endangered species is illegal, people will not stop hunting them. Killing endangered species is illegal, yet people will not stop hunting them. etc**

### Linking devices

To make contrasting points	although, yet, however, nevertheless, in spite of, but, while, despite, even if, even though, at the same time	<i>Killing endangered species is illegal. <b>However</b>, people will not stop hunting them.</i>
To list points	firstly, in the first place, first of all, to start with, secondly, thirdly, finally	<i><b>First of all</b>, the government must revise the out-of-date environmental laws, which were written twenty years ago.</i>
To add more points on a topic	what is more, furthermore, also, apart from this/that, in addition to, moreover, besides, too, not to mention the fact that	<i><b>Furthermore</b>, the city should conduct inspections of zoos.</i>
To list advantages/disadvantages	one/another/one other/a further/the main /the first/the greatest advantage/disadvantage of...	<i><b>The greatest advantage of</b> regular exercise is that it leads to a healthier lifestyle.</i>
To express personal opinion	in my opinion/view, to my mind/way of thinking, personally I believe, it strikes me that, I feel very strongly that, I am inclined to believe that, it seems to me that, as far as I am concerned	<i><b>In my opinion/view</b> department stores offer a greater selection of clothes than small boutiques.</i>
To refer to other sources	according to, with reference to	<i><b>According to</b> this report, that brand of suncream causes irritation to sensitive skin.</i>
To conclude	finally, lastly, above all, all in all, taking everything into account, on the whole, all things considered, in conclusion, as I have said, as was previously stated, to sum up	<i><b>On the whole</b>, the university offers a wide range of courses and provides modern facilities.</i>
To express cause	because of, owing to, due to, for this reason	<i><b>Due to</b> the harsh winter, many crops were destroyed.</i>
To express effect	therefore, thus, as a result, consequently, so, as a consequence	<i><b>As a result</b> many people have lost their jobs.</i>
To emphasise what you say	clearly, obviously, of course, needless to say, in particular	<i><b>Needless to say</b>, research has proved that eating healthy foods and exercising regularly reduce the risk of heart disease.</i>
To express reality	in fact, actually, as a matter of fact, in practice, the fact of the matter is that	<i><b>In fact</b>, the report states that most college graduates are interested in pursuing a Master's degree in the future.</i>
To express difference between appearance and reality	on the face of it, at first sight, apparently	<i><b>At first sight</b>, the building looked safe but after a detailed inspection it was reported to be in need of major structural repairs.</i>

To state an argument against your opinion	it is popularly believed that, people often claim that, contrary to popular belief, it is a fact that, it is often alleged that, people argue that	<b>Contrary to popular belief</b> , the teaching profession is in need of qualified educators.
To state other people's opinions	many people are in favour of/against, some people argue that, a lot of people think/believe	<b>Many people are in favour of/against</b> the mayor's proposal to raise local taxes.
To introduce the other side of the argument	opponents of this view say, however there are people/those who oppose... claim that	<b>Opponents of this view say</b> that increasing the school year will only overwork students.
To express balance	while, on the one hand, on the other hand, whereas	<b>While</b> working for a large company is prestigious, it can be very stressful.
To give examples	for example, for instance	<b>For instance</b> , in the past six months, retailers have reported a 25% drop in sales of electronic equipment.
To refer to what actually happens	in practice, in effect	<b>In practice</b> , consumers spend more money on luxury items.
To make general statements	as a rule, generally, in general, as a general rule, on the whole	<b>As a rule</b> , girls get better exam results than boys.
To make partly correct statements	up to a point, to a certain extent, to some extent, in a way, in a sense	Some companies have tried to create more positions <b>to some extent</b> , considering the high rate of unemployment.
To express limit of knowledge	to the best of my knowledge, for all I know, as far as I know	<b>As far as I know</b> , residents were opposed to the city's plan to build a nuclear power plant in their area.
To rephrase	that is to say, in other words	<b>In other words</b> , they disagree with the manager's decision.
To bring up other points or aspects	as far as ... is concerned, regarding, with regard to, as for	<b>As far as the community is concerned</b> , the area is in need of a new elementary school.
To imply that nothing else needs to be said	anyway, at any rate, in any case	<b>At any rate</b> , a new community centre will greatly benefit the people of the town.
Accepting the situation	as it is, under the circumstances, things being as they are	<b>Under the circumstances</b> , the situation cannot be improved.

### Useful Tips for Argumentatives

- use formal style - do not include colloquial English
- do not use short forms
- write well developed paragraphs
- avoid strong feelings (**don't say**: nobody does this, **or** it is impossible to disagree with me)
- use generalisations (e.g. people say/believe/consider) but do not use overgeneralisation (e.g. everybody believes that ...)
- Do not use strong personal expressions (e.g. I think) - use milder language (e.g. In my opinion, I believe etc)
- use linking words (e.g. therefore, although, however etc)
- use sequencing (e.g. firstly, secondly, lastly)
- make reference to other sources (e.g. The government claims that ...)
- give examples - not personal thoughts (e.g. products such as aerosols can destroy the environment)
- do not refer blindly to statistics unless you are certain of a source (**don't say**: Statistics have recently shown that I am right. Which statistics?)
- abandon clichéd introductions. Write something more original (**Don't write**: This topic has been important since ancient times. When? Too vague)
- use quotations or paraphrasing of quotations
- use an advanced level of vocabulary

3 Read the two models and decide which is good and which is bad. Justify your decision. Then, list the advantages and disadvantages of computers in modern society.

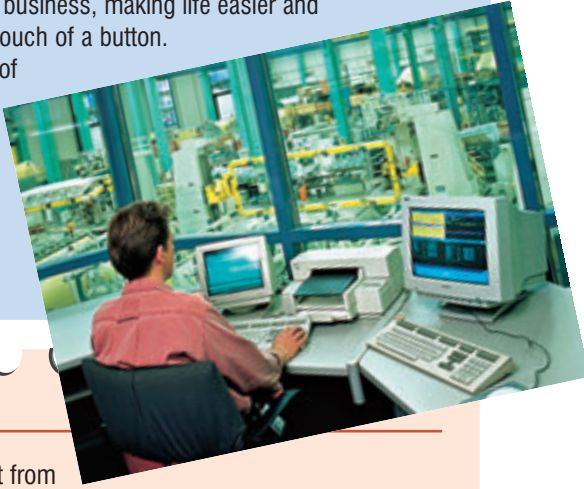
**MODEL 1**

Computers are a major technological breakthrough of the twentieth century. Their benefits are numerous yet much can be said against them. Clive James, an Australian critic, once said that “It is only when they go wrong that machines remind you how powerful they are”.

The main disadvantage of computers is that staring at a screen for long periods of time can be damaging to the eyes, and sitting on a chair for hours at a time is certainly not healthy. Secondly, computers distract from social interactions such as conversation. Also, people can be inclined to become anti-social and stay at home to use their computer. Finally, the most persuasive argument against the use of computers is that the more jobs which are done by computers, the less are done by people.

However, the advantages of computers are numerous, such as the undeniable educational benefits, especially to children. School subjects become more interesting when presented on a computer screen. Moreover, computers can be fun with a seemingly endless variety of games which can be played on them. In addition, computers are valuable to any business, making life easier and saving time by being capable of storing and retrieving vast amounts of information at the touch of a button. Furthermore, personal gains can be seen as the use of computers increases powers of concentration.

To sum up, there are strong arguments both for and against the use of computers. Yet, despite the health problems, risk to jobs and lack of personal interaction, it seems that as long as the use of computers is regulated, the benefits computers provide to education and business are invaluable.



**MODEL 2**

There is no doubt that computers have made our lives easier. Business can also benefit from using computers but there are many problems too.

It’s easy for students to learn on computers because things seem more exciting and interesting when you see them on a screen rather than in a book. There are also lots of games you can play too and you can become so interested in them that you don’t want to do your homework. You can also become unfriendly because you don’t want to go out. You only want to stay in your room and play with your computer. My mum says “It’s not healthy to be sitting down all day.”

Most workplaces have computers nowadays and it does make jobs faster and easier and they’re supposed to help you with your concentration but many computers can do the same job a person can and quicker which might mean that he loses his job. This happens to many people.

Finally, I think computers are good because they help people a lot and statistics say that this is true.

**Giving advantages and disadvantages**

If the aim of your essay is to outline the advantages and disadvantages of something, you are not expected to express your own opinion by using personal words or expressions. Start by making a general statement and then divide the advantages and disadvantages into two separate paragraphs. To conclude, give a balanced consideration of your points. An opinion can be expressed in a non-emotional way. e.g. it seems that ..., it can be seen that ...

**OUTLINE : GIVING ADVANTAGES AND DISADVANTAGES**

- Introduction: general statement about the topic
- Main body:
  - para 2: advantages and statements to support your point of view
  - para 3: disadvantages and statements to support your point of view
  - (Note: If you believe that the advantages outweigh the disadvantages write them in the third paragraph so that it will be easier for you to lead the reader to the conclusion.)
- Conclusion: Give a balanced consideration or give your opinion without using personal words or expressions

- 4 Read the following composition and list the advantages and disadvantages. Then underline all the linking words and state what these words are used for e.g. to add more points on a topic, to express effect etc.

### Fame: a Blessing or a Curse?

At some point in their lives most people have daydreamed about the joys of being famous. One must wonder, however, if being famous is an achievement or a curse - as Fred Allan said, "A celebrity is someone who works hard all his life to become known, then wears dark glasses to avoid being recognized."

The main advantage to fame is that it tends to go hand in hand with being rich, and despite the cliché that money cannot buy happiness, famous people can at least be miserable in comfort.

With fame also comes adoration, meaning that famous people will always be surrounded by people who want to be with, and be seen with them. This means that they are welcome wherever they go, surrounded by the best things in life and protected from the bad.

However, there are drawbacks to being famous, the most obvious being a complete lack of privacy. Nowadays celebrities are followed almost everywhere they go by photographers, and their lives are scrutinised in detail by newspapers and magazines. Furthermore, a famous person can never be sure whether people like him for the person he is rather than his name, which can lead to a sense of isolation.

In conclusion, as appealing as fame, wealth and adoration are, it seems that the cost to one's personal life is just too great.

## Expressing opinions

Use the introduction and conclusion to express your own personal opinion. Use phrases such as "in my opinion" and "I believe" rather than the more emotional "I think". Remember to include examples and reasons in order to support your opinion. You should begin with your weakest points, if necessary grouping two or three minor points in one paragraph. The last paragraph should contain the most powerful argument. Make sure when expressing a conflicting viewpoint to say **why** it is wrong.

### OUTLINE : EXPRESSING OPINIONS

- Introduction: State your opinion clearly without using too many personal opinion words.  
 Main body: para. 2 Give the first point supporting your opinion.  
 para. 3 Give the second point supporting your opinion.  
 para. 4 Give the last point supporting your opinion.  
 Conclusion: Re-state your opinion, using different words.

- 5 Read the following model and circle the linking words. Then underline the examples given to support each point raised.

Experiments on animals should be banned. Do you agree? Write a composition for your teacher.

The subject of animal testing is very controversial. In my opinion, animal testing should not be banned for a number of reasons.

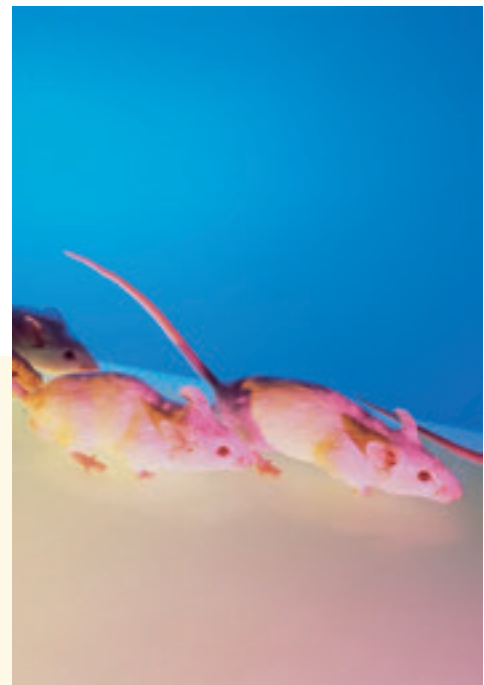
The first reason for supporting animal testing is that many products must be tested on animals to ensure that they are safe for use by humans. For example, diabetics would not be able to inject insulin to control their diabetes had it not been developed by testing it on animals.

Moreover, the effects of certain chemicals such as insecticides can be observed on animals and their offspring and results are achieved faster since animals have a shorter life span than humans and the ability to multiply easily.

The final and most important point in favour of animal testing is that it is aimed at finding cures for diseases such as cancer. Most of these tests cannot be done in any other way.

Forty years ago polio was a common calamity amongst children. Animal testing led to the discovery of a vaccine and now this disease is very rare in developed countries. While some animals undoubtedly suffer, the end justifies the means.

Contrary to popular belief, laboratory animals are not ill-treated and their suffering is kept to a minimum. As already stated, I am in favour of animal testing, provided that it is conducted under strict conditions and that there is no alternative.





## Providing Solutions to Problems

After stating the problem and why it arose, mention that there are also several possible solutions. Discuss each suggestion in turn and include any expected results or consequences. Use the concluding paragraph to decide which option will give the best results and explain why this is the case.

### OUTLINE: PROVIDING SOLUTIONS/SUGGESTIONS TO PROBLEMS

- Introduction: State the problem, the main reasons for the problem and that there are several solutions to it.  
 Main body: para. 2 Your first suggestion and why it would be a good idea.  
 para. 3 Your second suggestion and why it would be a good idea.  
 Conclusion: Conclude the essay by summarising your opinion – give your final suggestion and explain why it would be a good idea.

#### 6 Read the model and point out how each suggestion is justified.

“Violent crime is currently on the increase. Why is this and what can be done about it?” Write a composition for your teacher.

Violent crime has increased as a result of greater accessibility to weapons, combined with the fact that large numbers of young people are unemployed, with very few prospects of finding a job. In my opinion there are several solutions to the problem.

An effective solution is for the government to have greater control over guns and other dangerous weapons. Therefore, new laws should be passed to restrict citizens from owning fire arms.

Another suggestion is to help young people find work. The problem of unemployment could be helped if the government created jobs and work programmes for young people.

An important part of deterring young people from violent crime is better education. If taught that violence is not the answer to their problems, young people would be less likely to turn to crime.

To sum up, perhaps the best solution to the problem of violent crime is better, more vigilant policing, which will ensure that more criminals are caught. The importance of this was emphasised by the Earl of Arran when he said “It’s not the people in prison who worry me. It’s the people who aren’t.” Creating longer prison sentences for convicted criminals would also deter most would-be offenders from committing a violent crime.



## Expressing Arguments For and Against a Topic

When you are giving arguments for and against a topic you should present both views in a fair way. Discuss them in equal details and show no bias. Do not give your own opinion but end with a well-balanced consideration of the points discussed.

### OUTLINE: EXPRESSING ARGUMENTS FOR AND AGAINST A TOPIC

- Introduction: Introduce the subject of the essay. State why it is an important issue at the present time.  
 Main body: para. 2 Give the arguments in favour of the statement.  
 para. 3 Give the arguments against the statement.  
 Conclusion: Conclude by giving a well-balanced consideration.

#### 7 Read the model and give the arguments for and against it. Then underline the linking words.

“Technological and scientific advancements are necessary for society.” Write a composition for your teacher discussing this statement.

Moving towards the 21st century, technological advancement has become a focus of today’s society. Technology has entered the lives of even the poorest members of society, and it is very rare to find anyone who does not have some form of modern technology, such as a TV or a food processor, in their home.

There are many things to be said in favour of technological advancement, the most obvious being that it undoubtedly makes people's lives easier. Without the benefits that technology brings, the world would be a much harder place to live in. For example, how would any business operate without faxes, photocopiers or telephones?

On the other hand, technology also has the potential to destroy everything at the touch of a button - a point eloquently made by Quentin Reynolds when he said, "The scientists split the atom; now the atom is splitting us". The danger of technological advancement is that machines will completely replace humans, leaving fewer jobs and reducing human contact in everyday life, which cannot be a good thing for society.

In conclusion, although technology has the potential to provide a better quality of life for everyone, it is also capable of destroying everything within a very short space of time. As such it should be developed with caution and should never be allowed to take the place of human contact, because this is what ultimately holds a society together.

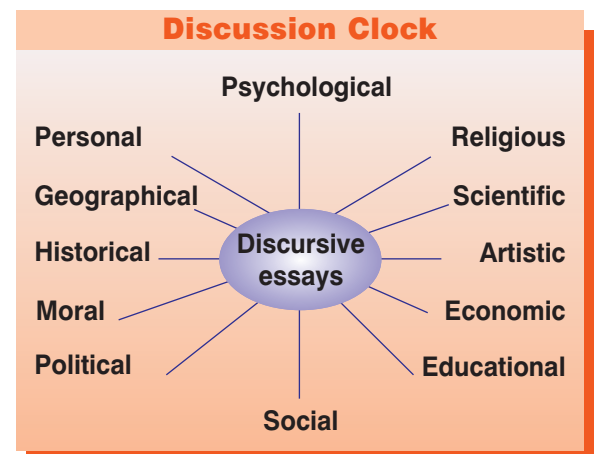
## Discursive Essays

In a discursive essay discuss the subject as broadly as possible without losing direction or flow. Take different viewpoints and discuss them together with the opposite opinion. Include some of the following aspects: *moral, personal, scientific, political, geographical, social, historical, religious, economical, artistic.*

### OUTLINE: DISCURSIVE ESSAY

Introduction:	Make a general statement about the topic.
Main body:	Write various points of view in separate paragraphs. In each paragraph you should include the opposite point of view.
Conclusion:	Conclude by giving your own opinion on the subject.

- ⑧ **Read the model and the discussion clock to find which aspects are included in the composition. Then underline the opposite points of view. Finally, think of any other aspects about sport.**



## The Importance of Sport

Sport is an important part of today's society and plays a large role in many people's lives. Now more than ever, sport events dominate headlines and athletes have become national heroes. The question is, does sport merit this kind of interest and attention?

From a social standpoint, sport plays a positive role in uniting people from different social backgrounds in support of their favourite team. This can aid people's understanding and tolerance of each other. However, just as sport unites people so it can divide them, as is often demonstrated by crowd violence at football matches.

As far as education is concerned, sport is an important part of every child's schooling, as it plays a big role in both their physical and mental development. It teaches children how to work as part of a team and cooperate with others, while at the same time improving physical condition. The only drawback to this is that children who are less able to perform well in sport are likely to feel inadequate in comparison to their more gifted classmates, which may affect their self-confidence.

From an economic point of view, sport can be very profitable, as it attracts a lot of sponsorship and advertising. On the one hand this creates revenue for the sporting industry which allows for improvement and expansion. On the other hand large sums of money are often paid to event organisers to promote products such as cigarettes, which are harmful to one's health.

In my opinion, sport should be used as much as possible to encourage people to lead a more healthy and peaceful life instead of being used to promote unhealthy products.



## First and Last Paragraph Techniques

- **In order to grab the reader’s attention and make them want to continue reading, the first paragraph should:**
  - ▲ state a strong, firm opinion e.g. *There is no doubt that women are more intelligent than men ...*
  - ▲ make reference to a strange scene or situation e.g. *The sight of hundreds of flying fish ...*
  - ▲ address the reader directly e.g. *Have you ever considered ...?*
  - ▲ start with a quotation or rhetorical question (question which expects no answer) e.g. *Is all this worth the lack of privacy?*
  - ▲ start with a problem that needs a solution e.g. *More and more species are becoming extinct ...*
  
- **The last paragraph should:**
  - ▲ state a personal opinion e.g. *I believe ..., It seems that*
  - ▲ give the reader something to consider e.g. *Things would be different if ...*
  - ▲ summarise the article e.g. *To conclude ...*
  - ▲ end with a quotation or a rhetorical question e.g. *“All’s fair in love and war.” “To be or not to be?”*

9 Match the first paragraphs in column A with the last paragraphs in column B. Which techniques are used for the first/last paragraphs? Which outlines should be used for each topic? Write a title for each topic.

### First paragraphs

- 1 Increased drug use among young people today is a problem that must be tackled by society if it is to be prevented from causing more damage than it already has.
- 2 There can be no doubt that television is the sole cause of the breakdown of modern society and that it has absolutely no beneficial effect upon a child’s development.
- 3 What can be done to protect our cities from environmental pollution? Over the past decade our cities and towns have become more polluted than ever and this is a trend that looks set to continue.
- 4 Have you ever considered emigrating to another country with a warmer climate where it hardly ever rains? This tempting prospect has been on many people’s minds this winter as we face endless, cold, damp days stuck indoors.

### Last paragraphs

- a To conclude, it seems that the only way to improve the quality of our surroundings is to work together to protect the environment. Unless this is done, many cities and towns will have become uninhabitable within the next fifty years.
- b If something is not done soon, an alarming increase in the number of young drug users is inevitable, which will undoubtedly have a harmful effect upon society as a whole.
- c The negative role that television plays in the development of a child can be summed up with a quotation from George Mikes, who said “Television is of great educational value. It teaches you while still young how to a) kill, b) rob, c) embezzle, d) shoot, e) poison.”
- d On balance, it must be said that although moving abroad sounds like an end to all our problems, it often is not. In many cases it can be far more difficult than living in Britain, mainly due to the fact that it involves taking on a whole new culture and way of life.

10 Go through the following questions and identify what kind of argumentative each is. Discuss the plan of each then write all four of them. Write in the appropriate style using 120-180 words.

- 1 Your parents are considering leaving the town where they live and moving to the countryside. You are not sure whether you are happy with this idea. Write a composition outlining the advantages and disadvantages of living in the countryside.
- 2 Your teacher has asked you to write a composition about the importance of tourism. Write a composition on this subject.
- 3 Cars should be banned in city centres. Do you agree? Write a composition for your teacher.
- 4 Your teacher has asked you to write a composition on the question “What can we do to protect animals from becoming extinct?” Write a composition on this subject.



# Unit 4

## Warm-up Activities

- ◆ Think of as many words as possible related to the theme “Woodlands”.
  - ◆ Why are trees important? In what way are forests damaged? What can be done to prevent damage being done to the environment?
- 👉 Try to answer the following questions by guessing, then listen to the text of Part 1 and find out if your guesses were correct.
- a What is happening to Europe’s trees?
  - b What are the causes of this environmental problem?
  - c What will happen if forests continue to be damaged?
  - d What is the European Parliament going to do about the problem?



## Reading Task : Part 1

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

- A** More research is needed to find out the reasons for tree damage.
- B** The situation in Europe may soon get better.
- C** Environmental damage is threatening certain European industries.
- D** Planting more trees is only part of the solution.
- E** Threatened trees need European protection.
- F** Europe’s trees have been harmed in a variety of ways.
- G** The forestry industry has acted more quickly than European governments.
- H** Europe should pay more attention to its own environmental problems.

## Europe's Trees in Danger

0

E

Forestry experts have called on the European Union to use its powers in order to protect the continent's woodlands. This follows the publication of a recent report showing that one quarter of Europe's trees showed signs of severe damage. The experts are asking for wide-ranging action as it now seems clear that Europe's forests are reaching crisis point.

1

The study examined trees across the whole of Europe and found that they were being damaged throughout the **continent**. Twenty-six per cent of Europe's trees had lost significant numbers of leaves, while more than ten per cent showed signs of discoloration.

2

The report also put forward **factors** such as air pollution and climate change as causes of this environmental problem. Responding to the report, however, a European spokesman said it was too early to be certain about what was causing the **widespread** damage. The European Commission has now begun a more detailed 20-year study which will hopefully produce clearer answers.

3

Francis O'Sullivan, senior **forestry** officer at the World Wildlife Fund for Nature (WWF), pointed out: "While Europe is quick to condemn tropical countries over their forestry policies, it has been **ignoring** the crisis in its own backyard. Europe now has fewer forests than any other continent except Antarctica, and has less protected woodland than any other region in the world."

4

"Less than one per cent of our ancient forests remain," he added. "If this is allowed to continue, the damage to our forest systems will result in a reduction in water quality and will cause a crisis in the fishing, tourist and **timber** industries, as well as threatening the **ecological balance** in Europe".

5

Nigel Dudley, a specialist forestry adviser, says that the forestry industry has made **substantial** progress in organising a programme of forest management, but in his opinion European governments have not been acting quickly enough. Dudley believes that there is a need for further European action on commitments made at the Rio Earth Summit in 1992.

6

Next month the WWF will be reporting on how well governments around the world have kept their Rio summit promises. Most governments are expected to get poor reports. The situation in Europe may, however, be about to improve as the European Parliament is to begin investigating forest protection and may ask for new **safeguards** to protect the health of Europe's trees.



# Vocabulary Exercises



1 Look at the following words in bold in the text and try to explain them:  
**continent, factors, widespread, forestry, ignoring, timber, ecological balance, substantial, safeguards**

2 Fill in the gaps with the correct word(s) from the list below:  
**condemned, commitments, put forward, experts, reductions, discoloration, wide-ranging, responded, backyard, woodland**

- 1 The residents were opposed to the construction of a nuclear power station in their ..... . (**area**)
- 2 To be a successful manager you need to have ..... experience. (**varied**)
- 3 The ..... on the hill is home to numerous birds and animals. (**tree covered area**)
- 4 When asked, Jane is always ready to ..... good ideas. (**suggest**)
- 5 To avoid ..... wash light and dark coloured clothes separately. (**spoiling the colour**)
- 6 The President said that he ..... the practices of military regimes. (**found unacceptable**)
- 7 Educational ..... are trying to improve the standards in schools. (**specialists**)
- 8 My holiday had to be cancelled because of work ..... . (**obligations**)
- 9 There are special ticket ..... for students. (**discounts**)
- 10 The government ..... positively to the demand for new anti-pollution laws. (**answered**)

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

5 Choose the correct item.



## World's Wildlife in Danger

1) ..... (**conserve**) are very concerned about the ever-growing number of 2) ..... (**danger**) species in the world. 3) ..... (**environment**) problems such as freak weather conditions, fire and acid rain are resulting in the 4) ..... (**destroy**) of vast areas of woodland and forest. These areas are home to large numbers of animals and, as the land is vital to their 5) ..... (**survive**), this is having 6) ..... (**alarm**) effects. 7) ..... (**ecology**) advocate the use of ozone-friendly products and, of course, recycling to achieve a 8) ..... (**reduce**) in

environmental damage. Safari parks have also been established in an attempt to give 9) ..... (**protect**) to animals from big-game hunters. Numbers are slowly beginning to increase and will 10) ..... (**hope**) continue to do so in the future.

4 Why is wildlife under threat according to the text above? List all the reasons.

- 1 Zoologists work hard to ..... endangered species.  
**A protect B shelter C cover D support**
- 2 Greenpeace is going to release a(n) ..... on water pollution.  
**A edition B issue C publicity D report**
- 3 The tropical ..... of Africa need to be protected from destruction.  
**A regions B states C places D sites**
- 4 To improve the ..... of the water, use a water purification tablet.  
**A standard B amount C quantity D quality**
- 5 Acid rain has caused a lot of ..... to Europe's trees.  
**A wreck B ruin C damage D disaster**
- 6 Five world leaders are due to attend the ..... meeting in London.  
**A tip B top C summit D peak**

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

to produce detailed to reach tropical severe substantial ecological there is a need forestry

- |   |                      |   |                 |
|---|----------------------|---|-----------------|
| 1 | .....damage          | 5 | .....officer    |
| 2 | .....crisis point    | 6 | .....balance    |
| 3 | a(n) ..... study     | 7 | .....progress   |
| 4 | .....clearer answers | 8 | .....for action |
|   |                      | 9 | .....countries  |

- 7 Fill in the appropriate idiom from the list below:

backup, backbreaking, backbone, sign of the times, shows signs of, sign language

- The ever increasing crime rate is a.....  
..... . (*typical characteristic of the present*)
- Picking strawberries in the summer heat can be  
.....work. (*physically exhausting*)

- The policemen called for .....  
when they spotted a house being burgled.  
(*reinforcements*)
- Your work .....  
improvement; keep it up! (*has evidence of*)
- Deaf people communicate by using .....  
..... (*hand movements and gestures*)
- The fishing industry is the .....  
of the island's economy. (*most essential element*)



## Follow-up Activities



- Imagine you are Francis O'Sullivan. What would you suggest in order to improve the situation?  
e.g. *reforestation*, ...

- Read the text again and give a brief summary of what you have read, using the following headings:  
**Dangers that forests are facing - Consequences**

**of damaging the woodlands - Action being taken by the European Community**

- An international environmental magazine is investigating the question: **Pollution levels are increasing at an alarming rate. Why is this and what can be done about it?**  
Write an article for this magazine, following the outline below. Write 120-180 words.  
Para. 1: Mention different forms of pollution, the reasons for them and possible solutions.  
Para. 2: Analyse first suggestion and justify it.  
Para. 3: Analyse second suggestion and justify it.  
Para. 4: Analyse third suggestion and justify it.  
Para. 5: Conclude the article by summarising your opinion.

## Grammar Check

Underline the correct item.

- My boss wants me to work **even** / **very** harder.
- The manager was **very** / **much** pleased with the sales figures.
- His parents were not **much** / **very** happy when he decided to join the army.
- The wind is **much** / **too** strong for sailing today.
- He was **much** / **very** annoyed when I crashed his car.
- The police officer suddenly began to look **much** / **very** more serious.
- The spectators were **more** / **most** pleased with their team's win.
- They'll give us **farther** / **further** details as soon as they receive them.
- Pam drove **very** / **much** quickly down the lane.
- The journey was **far** / **most** longer than we had expected.
- We need **further** / **farther** information on the project.
- The shop assistant was **even** / **most** helpful.
- It's **a bit** / **too** warmer today than yesterday.
- Can you drive **very** / **any** faster, please? I'm in a hurry.

## Warm-up Activities

- ◆ Think of as many words as possible related to the theme “*Birds*”.
- ◆ Look at the pictures. What kind of bird is it? Describe it to your partner.
- 👂 Listen to the text of Part 2 and answer the questions.
  - a Why does Sylvia go to the woods?
  - b What kind of bird is Sylvia looking for?
  - c Does Sylvia finally climb the pine tree?
  - d How does she feel when she finds the bird?



## Reading Task : Part 2

You are going to read an extract from a short story. For questions 7-13 choose the answer (A, B, C or D) which you think fits best according to the text.

Half a mile from home, at the far edge of the woods where the land was highest, a great **pine tree** stood. The top of this ancient tree towered above all the others and made it visible for miles and miles. Sylvia had always believed that whoever climbed to the top of it could see the ocean. Now she thought of the tree with a new **excitement**. Why, if she climbed at dawn, would she not be able to see the whole world, and discover where the white **heron** flew, and find its hidden **nest**?

What an **adventure!** As she lay awake in her bed, she thought of the **glory** and **triumph** of telling everyone the secret of where the heron hid. Sylvia knew her mother and her guest were fast asleep, so she crept out of the house and followed the path through the woods. The air was filled with the sleepy songs of half-awakened birds.

There was the huge tree, seeming to sleep in the **fading** moonlight. Sylvia bravely began to climb, the blood racing through her veins, her bare hands and feet gripping the **bark**. First she had to climb the **oak tree** that grew alongside. Sylvia felt her way easily. She had often climbed there before, and knew that higher up one of the oak's upper branches rubbed against the pine trunk. When she reached it, the way was harder than she had thought. The sharp **twigs** scratched her, and the **sticky** pine sap made her little fingers clumsy and stiff.

The tree seemed to grow taller as she climbed, and she began to doubt if she could reach her goal before dawn. But Sylvia passed the last **thorny** branch, her face shining with triumph as she stood at the very top, weak and shaking with exhaustion.

There was the sea, dazzling in the first morning light. Two **hawks** flew east, so far below her she felt she, too, might fly away among the clouds. The birds sang louder and louder until the sun came up.

This beauty almost **overwhelmed** little Sylvia, but she did not forget her mission. Where was the white heron? She looked down to the green marsh where she had seen him before. There he was, rising and **sweeping** towards the great pine tree. He landed, and Sylvia froze as she watched the heron, perched two branches below, calling to his **mate**, cleaning his feathers for the new day.



**7** Where was the pine tree located?

- A at the bottom of a hill
- B next to Sylvia's house
- C at a high point near Sylvia's house
- D in the middle of a forest

**8** What made the pine tree so special to Sylvia?

- A It was Sylvia's hiding place.
- B Sylvia had built a tree house in it.
- C Sylvia was fascinated by its height.
- D Sylvia dreamt of it every night.

**9** Why did Sylvia decide to climb the pine tree?

- A Because it seemed an easy thing to do.
- B Because she had climbed it before.
- C Because it was next to an oak tree she used to climb.
- D Because she wanted to know where the white bird hid.

**10** What does "it" in line 21 refer to?

- A The oak tree.
- B The pine tree.
- C The bird's nest.
- D The bird.

**11** How did she feel while climbing the pine tree?

- A She thought she might never make it in time.
- B She thought of giving up because she was hurt.
- C She felt disgusted because of the sap.
- D She was terrified of falling.

**12** How did she feel when she reached the top?

- A She was so frightened of falling that her body shook.
- B She was delighted but felt very tired.
- C She was delighted, but disappointed that the bird's nest was not there.
- D She was so delighted that she did not feel tired.

**13** What did the bird do when he reached the tree?

- A He sat down next to her.
- B He shouted for help.
- C He settled on a lower branch.
- D He flew past her.



# Vocabulary Exercises



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

**pine tree, excitement, heron, nest, adventure, glory, triumph, fading, bark, oak tree, twigs, sticky, thorny, hawks, overwhelmed, sweeping, mate**

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

**stiff, dawn, edge, clumsy, bravely, dazzling, path, exhaustion, weak, visible**



- By the time he reached the mountain peak the climber was too .....  
..... to move. **(lacking in energy)**
- After the marathon, the runner collapsed with .....  
**(great tiredness)**
- Whenever I sleep without a pillow, my neck is ..... in the morning.  
**(difficult to move)**
- We had to get up at ..... to catch the first bus.  
**(daybreak)**
- The actress gave the photographer a(n) ..... smile. **(sparkling, bright)**
- The waiter was so .....

..... that he dropped a bowl of soup over the customer. **(awkward in movement)**

- The church was built on the ..... of the village. **(outer part)**
- You should wear bright colours when cycling in order to be .....  
**(easily seen)**
- It was difficult to walk along the ..... because it was overgrown with weeds. **(small road, track)**
- The firemen ..... tried to put out the fire. **(courageously)**

3 Choose the correct item.

- Athens is famous for its ..... archaeological sites.  
A antique B ancient C old D old-fashioned
- We finally ..... London after an exhausting three-hour flight.  
A arrived B appeared C reached D went
- The cows ate the wet grass in the ..... beside the river.  
A marsh B swamp C puddle D moorland
- When we saw the ghost, we ..... in fright.  
A cooled off B chilled C froze D dampened
- The canary was ..... on the branch singing a song.  
A swung B swayed C laid D perched
- The athlete was ..... with anger because he was unfairly disqualified from the race.  
A shaking B shivering C shuddering D moving
- I must have been ..... when you called - I didn't hear the phone.  
A sleepy B asleep C slept D awake
- Tommy's mum ..... his hand tightly so he wouldn't get lost in the crowd.  
A held on B tackled C clung D gripped

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

to shine	to grow	towered above
to fly	fast	fading
to feel	to creep out	to reach
to shake with	air was	blood racing

- |                                  |                          |
|----------------------------------|--------------------------|
| 1 The tree ..... all the others. | 6 .....through her veins |
| 2 to be..... asleep              | 7 .....my way            |
| 3 .....of the house              | 8 .....taller            |
| 4 The ..... filled with songs    | 9 .....my goal           |
| 5 .....moonlight                 | 10 .....with triumph     |
|                                  | 11 .....exhaustion       |
|                                  | 12 .....east             |

5 Fill in the gaps with the correct word from the list:

branches      twig      roots  
bark            trunk      leaves

I loved the old oak tree in our garden, especially the sound of the  
1) ..... rustling in the breeze. I remember standing, pressed against the  
2) ....., trying to embrace the huge 3) ....., but not being able to.  
Once while climbing it, a 4) ..... snapped off beneath my feet, but luckily  
I wasn't hurt. We used to love swinging on the 5) ..... . When I was a  
child, I used to imagine that the 6) ..... reached right down to Australia.



6 Fill in the gaps with the correct word from the list:

cage              claws      feathers  
peck              beak      wings

My aunt Mary has a beautiful parrot called Percy. He has brightly coloured  
1) ..... and sharp 2) ..... . When you open the door of his golden  
3) ....., he comes out, spreads his 4) ..... and flies round the  
room. You have to be careful not to put your fingers too near him because he may  
5) ..... at them. Percy enjoys eating sunflower seeds with his hooked  
6) ....., and wakes my aunt up every morning with his continuous  
squawking.



## Follow-up Activities

◆ Read the text again and write down all the words which describe how Sylvia feels, then think of a possible title for the text.

◆ Look at the picture and make up a story of 120 - 180 words, following the outline below.  
Your story must begin with the following words:

*The last thing Julie expected to see on her doorstep on such a cold, wet evening was ...*



Para. 1: Set the scene describing atmosphere, feelings, and reactions of the characters involved.

Para. 2: Describe incident(s) leading to the main event(s).

Para. 3: Give detailed description of

the main event(s), mention any funny or unexpected incidents.

Para. 4: End the story referring to consequences, moods, feelings and reactions.

## Grammar Check

Fill in the appropriate comparative or superlative forms.

I think that the north of Scotland is one of  
1) ..... (*beautiful*) places I've ever been to.  
The water in the lochs is 2) ..... (*clear*) I've  
ever seen and I believe that it must be the  
3) ..... (*picturesque*) area in the world.  
Northern Scotland has 4) ..... (*majestic*)  
mountains in Britain and it's 5) .....  
(*green*) than anywhere else  
I've been to. The mysterious  
question of whether or not the  
"Loch Ness Monster" exists,  
makes it all 6) .....  
(*interesting*).

I certainly can't think of  
anywhere else 7) .....  
(*good*) to go for a relaxing  
break than bonny Scotland.





## Reading Task : Part 3

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

### Ocean Exploration

Although there has always been great interest in what mysteries the oceans hold, it has only been in recent decades that modern technology has enabled scientists to start exploring the ocean floor. As recently as the 1960's, scientists made developments in sounding and in recording what happened beneath the sea.

0  H

Many nations took part in efforts to develop new ways of discovering the secrets of the oceans. They were interested in exploiting areas containing rich mineral deposits as well as documenting the wide variety of life forms found in the depths. They were also interested in investigating the earth's structure. The first step was to make maps of the ocean floor.

14

The sea bed is covered in mountain ranges, plains and valleys and can be hazardous for submarine vehicles. But detailed knowledge of the floor of the seas and oceans was also needed for a proper understanding of the constant movement of the earth's surface, such as the creation of new mountain ranges and the eruption of volcanoes. Such an eruption was recently witnessed by the crew of the Alvin, a unique type of submarine.

15

The cold sea water had hardened the lava. Other flows had broken into what looked like black glass, and hot fluids were bursting from the sea floor. The temperature outside the Alvin began to rise and the crew realised they had arrived in the middle of a volcanic eruption.

16

There would be a chance to record the chemical and geological changes, as well as the renewal of plant and animal life. They'd come to this particular spot because cameras had spotted an area that was rising rapidly. There'd also been an increase in active hot springs. The rising area suggested there might be an eruption, and that is exactly what happened in 1991.

17

During the first dive (April 1991) it was obvious there'd just been a volcanic eruption. Fresh lava lay on the sea bed, which was discovered to have been less than 2 weeks old. It seemed they had missed the explosion. There was a huge hole in the sea bed. Nothing was left alive.

18

The scientists dropped a marker so they could return to the spot and check the progress of the area. At this same spot just 21 months later, giant tube worms had grown to a length of four feet. More discoveries were in store for the divers, though. Mineral chimneys allow fluid and steam to escape from the lava.

19

To do this, they took samples of water and minerals from the chimneys for analysis. Due to the heat caused by the eruption they put thermometers into the chimneys to discover the temperature of the sea water.

20

As they chanced to be in the right place at the right time, exciting discoveries have been made to help us understand the mysteries of the deep.

### Warm-up Activities

- ◆ Look at the pictures. What do you think these people are doing? What secrets could be hidden beneath the oceans?

👂 Read the following questions, then listen to the text of Part 3 and answer them.

- a Why do scientists need maps of the sea bed?
- b What made the crew of the Alvin realise they had arrived in the middle of a volcanic eruption?
- c When they returned to the same spot 21 months later, what did they find?
- d Why did they put thermometers into the mineral chimneys?

- A** Although they saw no movement of lava, they knew they had stumbled on a unique opportunity. On return visits they could collect new data on the changes taking place.
- B** The reason for mapping the sea bed was to aid submarines, like the Alvin, which are nowadays able to descend to great depths. The maps enable scientists to guide these submarines to prevent them from having accidents.
- C** A year later, in March, 1992, a white mat of bacteria had covered the lava. This bacteria had attracted an army of crabs which were feeding off it, and plants had begun to appear.
- D** At this depth seawater won't boil until it reaches 730° Fahrenheit. In one of the chimneys they took the temperature of the water and it was 757° F. This is one of the hottest temperatures ever recorded on the seafloor.
- E** In April, 1991, after a one and a half hour descent to the bed of the Pacific Ocean, the crew of the Alvin did not see the sea life they expected. Instead they saw a scene of catastrophe. Fresh lava from a volcano had destroyed everything.
- F** This, though, was the first time scientists had been able to witness the growth of these chimneys from birth and watch the development of an underwater "plumbing" system.
- G** Immediately after the eruption all kinds of animal life swarmed to the area in the hope of finding large quantities of food. This was the scene the divers witnessed when they arrived.
- H** But they had to rely on irregular reports from ships that were on the surface of the water. The data that was collected was unreliable, so new methods of reaching the ocean floor had to be developed.
- I** Since then scientists have returned twice, in March, 1992 and December, 1993. In the three years since the explosion there has been rapid change on the seabed.





## Vocabulary Exercises



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

**renewal, constant, eruption, rapidly, samples, exploiting, fluids, deposits, unique, hazardous**

- 1 After the volcanic ....., people fled from the boiling lava. (**explosion**)
- 2 Mountain climbing can be a(n) ..... hobby. (**dangerous**)
- 3 Saudi Arabia is rich due to its many oil ..... (**reserves, resources**)
- 4 The river banks were worn away by the ..... flow of water. (**continuous**)
- 5 He became rich by ..... the gold mine. (**extracting resources from**)
- 6 His ..... strength meant he could do things others only dreamed about. (**one-of-a-kind**)
- 7 Drink water in the morning to replace lost body ..... (**liquids**)
- 8 After a forest fire, the ..... of the woodland occurs surprisingly quickly. (**recovery**)
- 9 The water level rose ..... and soon the river burst its banks. (**quickly**)
- 10 The scientist collected ..... of plants for analysis in his lab. (**specimens**)



2 Fill in the appropriate idiom:

**a. in uncharted waters, water under the bridge, in deep water, go through fire and water**

- 1 After the argument they didn't talk for months. But it's ..... now, and they are friends again. (**all in the past**)
- 2 I would .....to win that competition. (**do anything**)
- 3 Space exploration has progressed rapidly, but we are still ..... (**dealing with the unknown**)
- 4 The mountain climber knew he was ..... when the rope broke. (**in trouble**)

**b. plenty more fish in the sea, off to sea, high seas, all at sea**

- 1 It was the first time she had seen him since he went ..... (**off to join the navy**)
- 2 He was an intelligent student, but in maths lessons he was ..... (**confused**)
- 3 The storm was terrifying, but the crew had sailed in .....before, so they were safe. (**rough water conditions**)
- 4 They say there are ....., but I know she is the only one for me. (**lots of other opportunities available**)



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

**ocean hot volcanic to take mat mineral submarine to set up geological**

- |                            |                    |
|----------------------------|--------------------|
| 1 .....samples of          | 5 .....eruption    |
| 2 .....chimneys            | 6 .....vehicle     |
| 3 .....changes             | 7 .....floor       |
| 4 .....a worldwide project | 8 .....of bacteria |
|                            | 9 .....springs     |



4 Choose the correct item.

- 1 Her eyesight is weak, but her glasses ..... her to read.  
A encourage B enable C empower D entitle
- 2 Despite great ....., we lost the race.  
A effort B attempt C try D trial
- 3 During the voyage, food supplies ran out and the ..... nearly starved.  
A band B gang C team D crew
- 4 The hurricane was a(n) ....., in which many lives were lost.  
A massacre C catastrophe  
B holocaust D destruction
- 5 Please wipe your shoes on the ..... before entering.  
A mat C rug  
B carpet D mattress
- 6 The river ran down the mountain into the .....  
A area C valley  
B plain D meadow
- 7 As we ..... from the top of the mountain, the air became warmer.  
A subsided C ascended  
B sunk D descended
- 8 When the wax cooled, it ..... again.  
A strengthened C tightened  
B hardened D toughened

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

## The Arctic Exploration



The eminent 1) ..... (*explore*), Dr Brian Cawthorpe, leaves today for what is 2) ..... (*probable*) his most 3) ..... (*dare*) expedition to date. He will be attempting to cross the North Pole on foot and is the first man to attempt this solo. After months of 4) ..... (*continue*) training and 5) ..... (*prepare*), Dr Cawthorpe is in peak condition and is said to be "optimistic" about his chances of survival in one of the most hostile environments known to man.

Although most of Dr Cawthorpe's 6) ..... (*equip*) will be pulled on a sled by a team of six huskies, he will be carrying several kilos of 7) ..... (*provide*) himself in a rucksack. Dr Cawthorpe's only contact with the outside world will be by way of a long wave radio and although his progress will be 8) ..... (*close*) monitored by a team of doctors, 9) ..... (*ultimate*) this expedition will be a battle between Dr Cawthorpe and the 10) ..... (*notorious*) harsh Arctic conditions. Hopefully he will be tough enough to survive.

- 6 Fill in the gaps with the appropriate word related to **natural disasters**.

**forest fire, earthquake, drought, tidal waves, famine, flood**

- Many people went without water for days during the .....
- ..... often occurs in hot countries, where it is difficult to grow food because there is no rain.
- In a(n) ..... you should leave your house in case it collapses.
- The ..... was so severe that whole houses were washed away.
- When he saw the glow in the hills, Jim phoned the police to report a(n) .....
- ..... have been known to crash over coastal towns, destroying them completely.



## Grammar Check

Put the verbs in brackets into the **-ing form** or the **infinitive**.

- Don't forget ..... (**turn**) off the light when you leave.
- I'll never forget ..... (**eat**) Chinese food for the first time.
- I can't even remember ..... (**see**) this document before.
- Ann went on ..... (**do**) the cleaning after finishing the cooking.
- She avoided ..... (**mention**) that she had lost her job because she didn't want to upset her parents.
- We regret ..... (**inform**) all passengers that the 10:15 flight to Rome has been cancelled.
- He regrets ..... (**eat**) all the cakes so quickly.
- They stopped the meeting ..... (**have**) a cup of tea.
- She wasted a lot of time ..... (**look**) at the shop windows.
- They would rather ..... (**go**) to the cinema than stay at home tonight.

## Follow-up Activities

- ◆ Why do people feel the need to explore oceans, space etc?
- ◆ Read the text again and list all the reasons that scientists explore oceans.
- ◆ Read the headings below and summarise the text of Part 4.
  - What recent technological developments have enabled scientists to do.
  - The geography of the ocean floor.
  - Research and steps followed by the crew of the Alvin.
  - Changes on the sea bed caused by the eruption.

## Warm-up Activities

- ◆ Think of as many words as possible related to the theme "Accommodation".
  - ◆ Look at the cottages and describe them. What would your ideal cottage look like? What facilities would it have?
- 👉 Read the following T/F statements, then listen to the text of Part 4 and answer them.
- a Pets are only allowed in two cottages.
  - b The pottery workshop is in The Grange.
  - c Hoopers cottage is made of stone.
  - d Potters cottage is right next to a castle.



## Reading Task : Part 4

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

**Which cottage(s) would you recommend to someone who:**

- |   |    |   |    |  |
|---|----|---|----|--|
| has children who love horses?                                       | 0  | G |    |  |
| likes watersports?  | 21 |   |    |  |
| would like to try a traditional craft?                              | 22 |   |    |  |
| wants to bring a cat?   | 23 |   |    |  |
| is interested in old pubs?  | 24 |   |    |  |
| enjoys home-made food?  | 25 |   |    |  |
| likes cooking outdoors?   | 26 |   |    |  |
| would like to experience traditional forms of entertainment?        | 27 |   |    |  |
| likes visiting islands?   | 28 |   | 29 |  |
| is fond of fishing for trout?                                       | 30 |   | 31 |  |
| would like a house that has plenty of room both inside and outside? | 32 |   | 33 |  |
| enjoys ball games?  | 34 |   | 35 |  |



## Cottages in Britain

### Fenton Farmhouse

A

Virtually everything about Fenton Farmhouse is spacious - from its lovely sunny garden to its farmhouse kitchen. There are some of the country's best beaches within easy reach, and for the energetic, the village of Little Haven is one mile away by footpath. A menu is supplied in the farmhouse and you may order yourselves a real treat to pop in the oven or microwave. There is a large grassy play area for the children. (No pets are allowed.)

### The Grange

B

The Grange is perfectly situated in the tiny village of Walton West. There are many sandy coves along this part of the coastline, just waiting to be explored. You are only half a mile's walking distance, down a hill, from the pretty coastal village of Little Haven, and a mile from a sandy bay at Broad Haven. There is also a sunny rear garden with a small orchard containing apple and plum trees.

### Hoopers Cottage

C

Hoopers Cottage is a most attractive stone cottage in a sheltered position overlooking Orlandon village green. It is about a mile and a half from the sailing and windsurfing harbour at Dale. Martin's Haven is nearby, from where you can catch the boat to the puffin island of Skomer. Hoopers Cottage is large and very comfortably furnished. It has a small garden which is both sheltered and sunny. (No pets).

### Nutshell Cottage

D

This is a delightful cottage offering an extremely high standard of accommodation. The double bed is luxurious, and a ship's ladder takes children (aged 6 and over) to their cabin in the sky. Home-cooked meals can be provided after a day spent on one of the nearby beaches or a hectic game of cricket in the excellent grounds. (Pets are not allowed).

### The Coach House

E

This superb conversion of an original coach house has its own private gardens. The property also has a sheltered patio with a barbecue and garden furniture. It is a 5 minute woodland stroll to Comrose Brook, and River Cleddau, where trout and salmon are regularly caught (private fishing is available to guests). Newgate beach is 10 minutes' drive away and many other beaches are within easy reach. Haverfordwest's castle, colourful shops and restaurants are just three miles away. Pembrokeshire's oldest pub is a 15-minute walk away. (No pets allowed).

### Potters Cottage

F

Potters Cottage lies right next to a trout stream that winds its way to nearby Wolfscastle. Squash and tennis courts, a "Good Food Guide" restaurant, pub and shop are all within walking distance. The central location makes Wolfscastle easily accessible to the wide sandy beaches of St Brides Bay and the rocky coves of the north coast. Potters Cottage is extremely spacious and very well furnished. There is a picturesque terrace and further extensive grounds are shared with the owners who have a working pottery and live in the adjoining houses. The pottery workshop is available to guests in the evenings. (No pets, please).

### Stone Lodge

G

An attractively restored stone cottage in the village of Nolton, half a mile from the sandy cove at Nolton Haven. Stone Lodge is next door to a working dairy farm and families are welcome to watch the cows being milked. Horse riding is available nearby. A large enclosed rear yard and small lawn at the front of the cottage provide parking and recreation areas. Nearby, Celtic Corner's traditional Welsh evening has proved to be one of the most popular forms of entertainment with people staying in our cottages. (No pets, please).

### Wishing Well Cottage

H

Situated one mile inland from Little Haven, with footpath access to the coastal path, this is the centre one of three adjoining cottages, beautifully maintained by the owners. Meals are available in your cottage if so desired, and you are well situated for a trip to Dale, Marloes Sands or Martin's Haven, from where you can take the boat to the puffin islands of Skomer and Stokholm. There are extensive shared grounds ideal for exploring and also providing secluded sitting-out areas. (You can bring up to two dogs if you wish and other pets are also welcome.)



# Vocabulary Exercises

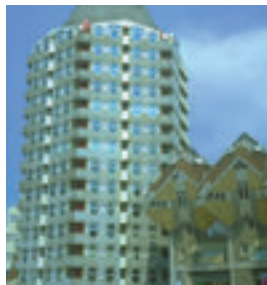
1 Fill in the gaps with:  
stroll, virtually, winds, recreation, bay

- It is ..... impossible to tell the twins apart because they are so alike. (**almost**)
- The ..... where we anchored the boat was sheltered. (**natural harbour**)
- On a warm spring day it is very pleasant to ..... in the woods. (**walk slowly**)
- The road that ..... down the mountainside leads to the village. (**twists and turns**)
- The ..... centre houses a swimming pool and an ice-rink. (**sports**)

2 Fill in with the appropriate word(s).  
Then decide where you would like to live and why.

public transport, tower, suburbs, small, balcony, cheap to heat, modern, convenient

A. My flat is on the fourth floor of a tall 1) ..... block in the 2) ..... . It is 3) ..... but 4) ..... and 5) ..... I've got a large 6) ..... where I keep plants. The best thing is that the flat is 7) ..... for 8) ..... , so I can get to work easily.



quaint, cosy, small, thatched, garden, warm atmosphere, comfortable, pleasant

B. Our country cottage is wonderful. It has a traditional 1) ..... roof, a 2) ..... exterior and a lovely rose 3) ..... . Inside, it's 4) ..... , 5) ..... and 6) ..... giving it a 7) ..... . It's such a 8) ..... place to live in.



homely, family, garden, 3 bedroom, garage, comfortable, thin walls

C. My 1) ..... and I live in a 2) ..... semi-detached house with a small 3) ..... and a 4) ..... for our car. Because of the 5) ..... , we often hear our neighbours arguing. In spite of this I love it as it is very 6) ..... and 7) ..... .



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

puffin, tennis, within, forms, to order, coastal, easily, half a mile's, home-cooked

- |                          |                              |
|--------------------------|------------------------------|
| 1 ..... easy reach       | 5 ..... meals                |
| 2 ..... village          | 6 ..... accessible           |
| 3 ..... walking distance | 7 ..... of entertainment     |
| 4 ..... island           | 8 ..... courts               |
|                          | 9 .... yourself a real treat |

## Follow-up Activities

- Which of the cottages in the text would you prefer to stay in? Why?
- You saw the following advertisement and are interested in renting a cottage. You would like further information. Read carefully the advertisement and your notes, then write a letter of 120 - 180 words to the company.



### COTTAGES IN BRITAIN

COTTAGES FOR RENT IN DEVON AND THE LAKE DISTRICT.  
FULLY FURNISHED, SPACIOUS, LONG AND SHORT TERM  
RENTAL AVAILABLE.  
CLEANING SERVICES ARRANGED.

---

Write to: Property Company  
24, Wax street,  
London, UK

how many people?  
pets allowed?  
extra charge?

what facilities provided exactly?  
minimum stay?

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

**Bird watching**

0 Bird watching is a very popular hobby enjoyed by  
 00 many of people around Britain. My friend is  
 1 a very keen on bird watcher and often spends  
 2 weekends in the countryside where bird watching  
 3 is very easier. Last year he invited me and some  
 4 other our friends to spend a weekend in a country  
 5 cottage perfectly been located for him to bird watch and  
 6 for us to enjoy the countryside. We left from the city  
 7 early one Saturday morning and arrived at  
 8 the cottage around lunchtime. The weather it was  
 9 beautiful, the sun was shining and it was very warm.  
 10 But after an hour or so much a storm broke.  
 11 The wind howled around the cottage, shaking all  
 12 the windows and when the rain came to down we discovered  
 13 that the roof leaked terribly. When the electricity went off  
 14 that was the last straw and we packed them up and left  
 15 without have seeing a single bird, and promised never to go back there.

0	✓	0
00	of	00
1		1
2		2
3		3
4		4
5		5
6		6
7		7
8		8
9		9
10		10
11		11
12		12
13		13
14		14
15		15

**PART 5** Complete the following text with the correct derivative of the word in bold.

**Protecting our lives**

Future generations will thank us for tackling our (0) ... problems now, in order to avoid further (1) ... disasters. The continual (2) ... of the world's forests and woodlands is (3) ... to both animal and plant life. Many species are now (4) ... and unless something is done to protect them, they may be (5) ... with extinction. Ocean exploration has aided (6) ... in their search for new medicines by discovering other (7) ... of plant and animal life. (8) ... research may even provide a cure for AIDS! Therefore it is (9) ... important that the world's forests, woodlands and oceans are protected for future (10) .... to enjoy.

- POLLUTE
- ENVIRONMENT
- REDUCE
- HARM
- DANGER
- THREAT
- SCIENCE
- VARY
- ADD
- VITAL
- GENERATE

0	pollution	0
1		1
2		2
3		3
4		4
5		5
6		6
7		7
8		8
9		9
10		10

**PREPOSITIONS**

Fill in the missing prepositions, then choose any five of them and make sentences.

- (1) to pay attention ..... sth; (2) to ask ..... sth (= demand); (3) to be certain ..... sth; (4) to protect sb ..... sth; (5) to result ..... sth; (6) to believe ..... sth; (7) there's need ..... sth; (8) ..... dawn; (9) to be filled ..... sth; (10) to be special ..... sb; (11) delight ..... sth; (12) to be delighted ..... sth; (13) to be terrified ..... sth; (14) to be tired ..... sth; (15) to be interested ..... sth; (16) to take part ..... sth; (17) an increase ..... sth; (18) ..... the hope ..... doing sth; (19) to be fond ..... sth; (20) to share ..... sth; (21) to be ideal ..... sth



## PART 4

You will hear a conversation between David, Clare and Neeraj who are trying to decide how to spend their evening. Answer questions 24 - 30 by writing

**D** (for David)

**N** (for Neeraj)

or **C** (for Clare) in the boxes provided.

- |           |                                      |                      |           |
|-----------|--------------------------------------|----------------------|-----------|
| <b>24</b> | Who doesn't want to go out at first? | <input type="text"/> | <b>24</b> |
| <b>25</b> | Who's tired of watching television?  | <input type="text"/> | <b>25</b> |
| <b>26</b> | Who suggests going out dancing?      | <input type="text"/> | <b>26</b> |
| <b>27</b> | Who is asked to make a phone call?   | <input type="text"/> | <b>27</b> |
| <b>28</b> | Who doesn't have much money?         | <input type="text"/> | <b>28</b> |
| <b>29</b> | Who offers to cook?                  | <input type="text"/> | <b>29</b> |
| <b>30</b> | Who is very hungry?                  | <input type="text"/> | <b>30</b> |

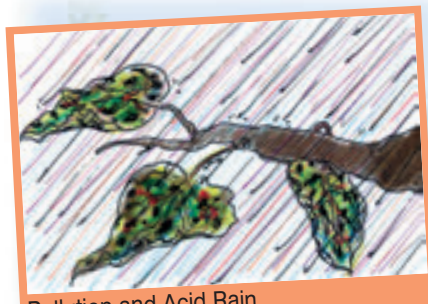


## PART

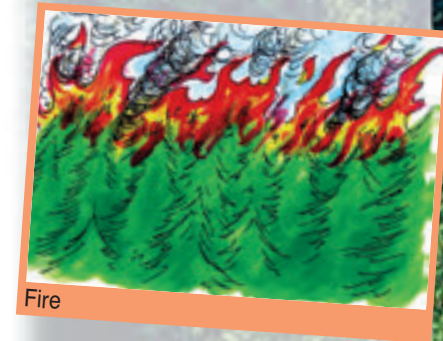
3

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

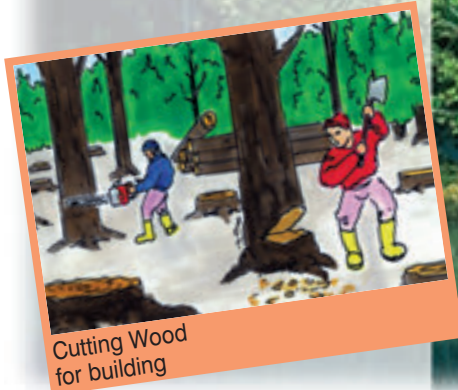
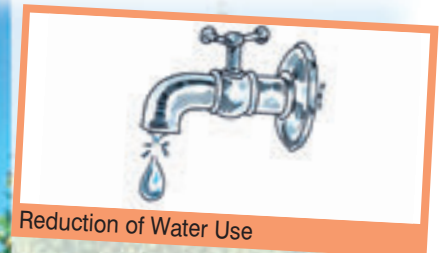
In pairs discuss the various dangers which threaten the forests. Talk about the consequences of damage to forests and suggest possible solutions.



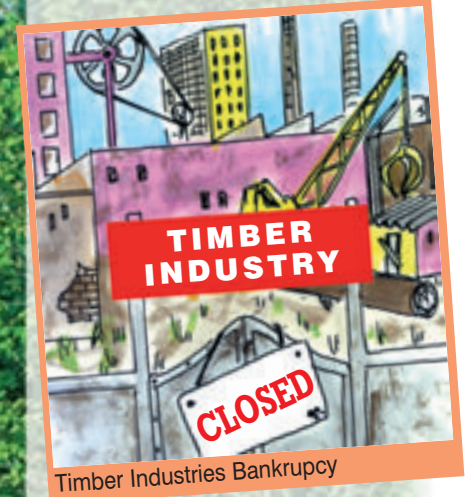
Pollution and Acid Rain



Fire

Cutting Wood  
for building

Reduction of Water Use



Timber Industries Bankruptcy



Safeguards

## PART

4

**Discussing in pairs topics related to the theme  
of Part 3**

- What materials can be recycled? What are the benefits of recycling?
- How can individuals cut down on household waste?
- Why is it so important to protect the environment?
- What measures should the government take to reduce pollution?



- An article is a piece of writing which appears in newspapers and magazines. Articles are usually formal in style, however they can be less formal depending on whether they are published in a popular magazine or a newspaper. In a less formal article you might address the reader directly (e.g. You may not know this ...) whereas in a formal article this would not be acceptable. In formal articles the style is impersonal (e.g. It may not be widely known ...).
- When writing an article you should first identify its type. You can refer to previous units in which writing techniques are given. For example, if you are asked to write an article giving advantages and disadvantages of owning a car, you should first identify it as an argumentative essay and then refer to Unit 3 to find the argumentative techniques, as well as the outline you should use.

### Outlines for Argumentative Articles

Advantages / Disadvantages	Expressing opinions / providing solutions	For and against	Discursive essays
state topic	state opinion/problem	state topic	state topic
advantages	Point 1 / Suggestion 1	arguments for	one point of view (e.g. scientific)
disadvantages	Point 2 / Suggestion 2	arguments against	another point of view (e.g. moral)
balanced consideration/ opinion	restate opinion/best option and reason	balanced consideration	a third point of view (e.g. social)
			give own opinion

## WRITING NEWSPAPER HEADLINES

- A newspaper article always has a headline which summarises the main point of the article and attracts the reader's interest. Bear in mind that a headline is short and very similar to writing a note or a memo. It is therefore normal practice to leave out auxiliaries, articles and some prepositions. You should also try to use words or phrases which are not used in the article, in order to arouse the reader's curiosity.

1 Read the following headlines and decide which article from the list below they should be used for.

- a Buses no-go for commuters      c More space for children      e Invasion of the holiday makers  
 b To eat or not to eat?      d Millions for athletes

- 1 A local newspaper has invited readers to express their opinion on the subject: "Do you think the council should spend more money on creating recreational areas for children?" Write a short article for the newspaper on this topic.
- 2 An international magazine has asked its readers to write an article discussing "The advantages and disadvantages of tourism." Write a short article for the magazine on this topic.
- 3 A sports magazine has invited its readers to write an article on the subject: "Are professional athletes overpaid?" Write a short article giving your opinion.
- 4 A cookery magazine has invited readers to discuss the statement: "Vegetarians are much healthier than meat-eaters." Write a short article for the magazine on this topic.
- 5 A national newspaper has asked readers to write an article on the subject: "Many commuters are reluctant to use public transport. Why is this, and what can be done about it?"

2 Write appropriate headlines for each topic.

- 1 Write a short article about the dangers of sunbathing for a medical journal.
- 2 A scientific journal has invited readers to contribute an article discussing the question "More money should be used for research into new medical treatments". Write a short article for the magazine on this subject.

- 3 A women's magazine recently claimed that "All the romance has gone out of our lives". Write a short article for the magazine giving your opinion of this statement.
- 4 Write a short article for a travel magazine about a holiday resort you have visited.

### First and Last Paragraph Techniques

#### • The first paragraph may:

- ▲ state a strong, firm opinion e.g. Vegetarians are definitely healthier than meat-eaters.
- ▲ make reference to a strange scene or situation e.g. Will frogs ever become household pets?
- ▲ be addressed to the reader directly (in less formal articles) e.g. What do you think ...? Have you ever ...? If you want to ...
- ▲ start with a quotation e.g. "Try not to become a man of success but rather try to become a man of value." or a rhetorical question (a rhetorical question is a question which needs no reply) e.g. Do the students know how fortunate they are? (no answer is expected)
- ▲ start with a problem which needs a solution e.g. Can you explain the problem of ...

#### • The last paragraph may:

- ▲ state a personal opinion e.g. I believe ..., In my opinion ..., It seems that ... etc
- ▲ give the reader something to consider e.g. After all, is it fair to ...
- ▲ summarise the article e.g. In conclusion ..., To sum up ..., On the whole ... etc
- ▲ end with a quotation e.g. "Just a little more loving and a lot less fighting and the world would be all right."

- 3 Match the first with the last paragraphs. Which techniques are used for the first/last paragraphs? Which outlines should be used for each topic? Suggest a title for each topic.

#### FIRST PARAGRAPHS

- 1 Physical education has long been part of the school timetable for children; imagine an educational programme which does not include some form of physical education.
- 2 Throughout history people have taken part in dangerous sports. This does not change the fact that it is unacceptable for athletes to be seriously injured or even lose their lives for the sake of competition.
- 3 The advance of technology has meant that most school children are familiar with computers, which can be used to teach a wide variety of subjects. But can they, and should they, replace teachers?
- 4 As our cities continue to grow, and villages become smaller than ever, it is true to say that it is far better to live in a busy, crowded metropolis than in a rural area where the pace of life is considerably slower.
- 5 What do you think of air travel? In a hi-tech world where air travel has become commonplace, many people still feel that it is an unnecessary and dangerous luxury.
- 6 The problem of teenage alcoholism is one that today's society must deal with before it is allowed to increase.

#### LAST PARAGRAPHS

- A There can be no doubt that cities offer endless entertainment to suit every taste. As Johnson said, "When a man is tired of London, he is tired of life."
- B In conclusion, solutions to the problem lie in education and in stricter law enforcement. More importantly, teenagers should be provided with adequate recreational facilities to put an end to the boredom that drives them to drinking.
- C At present, it seems that many students do not take part in any kind of physical activity at all. Will we see physical education slowly disappear from our schools only to be replaced by more "useful" lessons in future?
- D I personally believe that were it not for this method of transport, many countries would be far more distant from each other, both physically and culturally.
- E In my opinion, computers should have a place in a child's education and can be a useful aid to teaching, but should never replace the most important educational tool of all - the teacher.
- F All things considered, do we have the right to tell people that they cannot participate in a sport when they are fully aware of the risks involved?

- Each new point starts a new paragraph. All paragraphs should be connected by linking devices.

4 Read the following article and fill in the missing linking devices from the list below. State what these words are used for e.g. moreover, to add more points on a topic etc.

moreover, apart from, in addition to, however, all things considered, on the other hand, the main disadvantage of

## Gardening - a Dream or a Nightmare?



Many people dream of having a large space in which to create their ideal garden.

1) ..... rewarding a large garden can be, it is worth considering the disadvantages. 2) ..... a large garden is the hard work it requires. 3) ....., this is a year round job which means taking a holiday can be problematic.

4) ..... spending time, you will inevitably spend money on your garden. The amount depends on the type of plants you grow, however do not forget the cost of fertilisers and sprays.

5) ....., having a large space gives you the opportunity to have a range of flowers and vegetables. 6) ..... plants, you are able to create features such as ponds, fountains or even a patio.

7) ....., owning a large garden can be either a dream or a nightmare. If you are successful it is well worth the effort and expense.

- The same style should be kept throughout the article.

5 Read the formal and less formal articles and fill in the gaps by choosing one of the phrases below.

- |   |  |
|---|--|
| 1 without the basic knowledge of / without knowing  | 6 the parents should be more understanding / it is the parents' responsibility to understand |
| 2 To start with / Firstly   | 7 This involves helping them with their homework / They should offer help with homework      |
| 3 should have close contact / should be in constant contact   | 8 the solution lies in the improvement / I believe that things will get better               |
| 4 Thus, any problems that do arise can be dealt with quickly / so that any problems can be quickly sorted out |  |
| 5 the students are kept motivated and willing to study / the kids learn and their work is rewarded            |  |

### Model 1:

#### Today's Illiterate Youth

More and more children are leaving school, 1) ..... how to read or write. I believe that this is due to the lack of support and encouragement by teachers and parents and the pupils' lack of interest.

2) ....., the teachers 3) ..... with the parents to discuss their child's academic progress as well as their social behaviour and attitude. 4) .....

Secondly, teachers should be more encouraging towards their pupils, keeping them interested in the subjects so that 5) .....

Thirdly, 6) ..... their child's needs. 7) ..... and supporting them in any difficulties that may arise.

In conclusion, 8) ..... of the relationships between all three groups: the teachers, parents and pupils, and in this way, illiteracy should decrease.

### Model 2:

#### Our Kids Can't Read!

You may not be aware of it, but more and more children are leaving school, 1) ..... how to read or write.

As I see it, the problem can be solved by increasing the support and encouragement of teachers and parents and the interest of pupils.

2) ....., the teachers 3) ..... with the parents, so that they can discuss their child's progress and behaviour at school 4) .....

In addition, the teachers should make the lessons more enjoyable and interesting, so that 5) .....

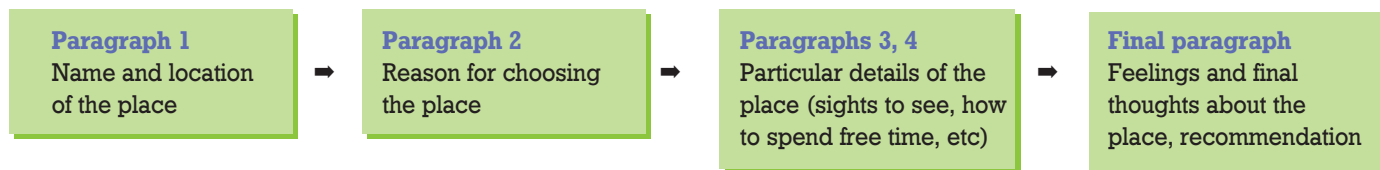
Lastly, 6) ..... of their child's needs. 7) ..... and with any problems they may have.

To sum up, 8) ..... if the relationship between teachers, parents and pupils improves and there is a better understanding between them of each one's position.



## Descriptive Techniques for Articles

We use descriptive techniques to write articles about places.



★ **Note:** The name, location of the place and the reasons for choosing it can be included in one paragraph.

6 Read the model below and put the jumbled paragraphs in the correct order. Then say what the purpose of each paragraph is. Finally underline the static features and circle the moving ones.

7 Read the model below and say what the purpose of each paragraph is. Then underline the words where the senses are used to describe the place.

### Weekend Breaks in Frankfurt



You will find it difficult not to get caught up in the hustle and bustle that is characteristic of Frankfurt's busy streets. At night the city is transformed into an exhilarating centre full of night life.

If you are looking for a faster pace of life, Frankfurt is the place to go; you certainly will not be disappointed.

The dynamic city of Frankfurt in central Germany is perfect for those looking for an exciting break. It is located on the river Main, in one of the most scenic parts of Germany.

Skyscrapers tower over the skyline, their bright lights reflecting in the river, and the busy hum of traffic is accompanied by the quiet lapping of the river as it flows its way steadily under the numerous illuminated bridges.

### Refreshment in Geiersperger



The resort to visit this winter is Geiersperger, situated high in the Austrian Alps. It is a small, peaceful town bordering a lake, with majestic mountains surrounding it as far as the eye can see.

The snow-capped peaks provide an impressive background to picturesque Geiersperger. The air is fresh with the smell of pine trees, and a white blanket of snow covers everything for five months of the year.

Nestle inside the cosy wooden chalets by a log fire or take a walk by the lake, where the only sound you will hear is the crunch of snow underfoot. If you are feeling really energetic, you can take a cable car up the mountain and go skiing on the thrilling slopes nearby.

Whatever you choose to do, you will feel totally refreshed after a visit to Geiersperger.

8 Read the first and the last paragraphs of the article. First find which outline must be used, then write the missing paragraphs.

## What can be done to help the homeless?

Homelessness is a big problem nowadays especially in large cities. This is a result of unemployment, broken homes and a lack of affordable government housing. In my opinion, there are several solutions to this problem.

.....

.....

To sum up, the homeless should not be ignored. The best solution to the problem is the establishing of programmes to aid those who are in danger of becoming homeless. As Albert Camus, the French writer, once said, "We are all special cases. The rest of society has a moral obligation to help those who are less fortunate."

9 Match the first paragraphs with the final paragraphs. Then decide what type of articles they are. Suggest a headline for each article. Finally, say what techniques are used for the first and the last paragraphs.

FIRST PARAGRAPHS

LAST PARAGRAPHS

1 Cars are the most popular means of transport today. Although they are extremely useful, thousands of people die on the roads every year. We must also mention the pollution problems which cars cause.

2 The decline in reading habits of youngsters today is mainly due to television and computers. Youths are much more inclined to watch television than pick up a book. Yet, there are numerous ways of solving this problem.

3 It is popularly believed that "the wars of the future will involve technology, not soldiers". Therefore it can be argued that military service is no longer needed.

4 How many times have you been served by a child in a shop recently? The sight of a young child serving us is one that many of us have become used to. It is, however, inappropriate for a child to take on this kind of responsibility at a young age.

5 The sight of hundreds of dying birds and seals is one that is unfortunately becoming more and more common. Over the past decade hundreds of oil tankers have run aground off coastlines around the world, causing a huge amount of damage to wildlife and the environment.

A Children's problems today can be summed up by a remark Sally Kempton, an American journalist, once made, "All children are potential victims, dependent on the world's goodwill."

B All things considered, the disadvantages seem to outweigh the advantages. However, until there is a cheap ecological alternative to the car, there is no other means of transport that is more comfortable or practical.

C In conclusion, apart from teaching children from an early age that books are enjoyable and in no way connected to school work, children should be taught how to use libraries and encouraged to join book clubs. It seems that more book clubs are the only solution to the problem.

D I believe that it is a waste of the government's resources to pay for thousands of men to serve in the army for one year, especially when these men could be working and paying taxes. Therefore the government would be increasing their revenue which makes more economical sense.

E Taking everything into account, action must be taken now to prevent further damage being done to an already fragile environment. It is time to end the needless suffering which is endured every year by thousands of helpless birds and animals.

10 Read the main body of the article, then write the first and the last paragraphs.

## More Education, Less Environmental Damage

The most important step towards preserving the ozone layer is to educate the public about it, especially the younger generation. This could take place in schools, with the aid of environmental projects for children. If people fully understand the importance of the ozone layer, they will be more likely to protect it.

Apart from educating future generations we also need to put pressure on people to recycle as much as possible. Only in this way will we be able to conserve the earth's valuable resources for generations to come.

What we should concentrate on now is developing new types of transport and power which do not pollute the atmosphere, as these are the biggest sources of environmental pollution.



**11** Read the main body of the article then write the first and the last paragraphs.

## TV - A Child's Friend or Enemy?

Much can be said in favour of television because of the fact that it is a medium for transmitting information. This means that it can both entertain and educate a child, helping him to accumulate knowledge and learn about the world, while keeping him amused. Television is also undoubtedly a convenient option for many busy mothers, acting as a "babysitter" much of the time while they get on with everyday chores.

On the other hand, much of what is shown on television is unsuitable for younger children, painting a misleading picture of life which includes murder, bad language and unnecessary violence. This can have a harmful effect on a child's perception of events, meaning that he will become accustomed to such behaviour and see nothing wrong with it. Television can also have the effect of turning a child into a zombie, who will have difficulty relating to other people after spending long hours sitting uncommunicatively in front of moving images.



**12** Identify what types of articles the following topics are. Write appropriate headlines and give the outline for each topic. Then write questions 1, 2, and 7 in the appropriate style using 120-180 words.

- 1 A wildlife magazine has asked readers to write an article entitled "*The advantages and disadvantages of owning a pet.*" Write a short article for the magazine on this subject.
- 2 An educational magazine has invited readers to discuss the statement: "*All children should be made to learn at least one foreign language.*" Write a short article for the magazine discussing the statement.
- 3 A sports magazine has invited readers to express their opinion on the subject: "*Do you think sports personalities deserve the large amounts of money that they are paid?*" Write a short article for the magazine on this topic.
- 4 A newspaper has invited readers to discuss the statement: "*People over the age of 65 should not be allowed to drive.*" Write a short article for the newspaper on this topic.
- 5 A health magazine has asked readers to contribute an article on the question "*What can we do to become healthier?*" Write a short article for the magazine on this topic.
- 6 A fashion magazine has asked readers to write an article on the subject: "*To what extent does fashion influence the way we dress?*" Write a short article for the magazine on this topic.
- 7 Write an article about a place you have visited for a travel magazine.





## Warm-up Activities

- ◆ Look at the title of the text and the pictures and suggest some ways of becoming rich.
- ◆ Think of as many words as possible related to the theme "Inventions".
- ◆ Put the following inventions in order of importance. Give reasons for your choices.

TV - the mousetrap - Monopoly - cardboard drinks cartons - the telephone - the wheel

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

Making a **1)** ..... success out of your ideas can be a complicated process. Dr Ruben Rausing, inventor of the cardboard drinks **2)** ....., has made a fortune. However, a number of difficulties stand in the way. Obtaining a **3)** ..... is not easy. Inventorlink receives over a **4)** ..... ideas a year. According to the marketing manager of Inventorlink, **5)** ..... come in two different types. Half of them are experts, the others are talented **6)** ..... . A successful invention should be **7)** ..... and wanted. There should be a **8)** ..... for it and it should be able to be made economically. In reality the chances of success are very small. In the **9)** ..... market, Monopoly is a **10)** ....., almost sixty years after its invention. But in most cases it's really very hard for new ideas to be accepted!



## Reading Task : Part 1

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

- A** The wide range of successful inventions.
- B** The need for market, commercial and developmental research.
- C** Consultation is essential before patenting.
- D** The way to fame.
- E** The complicated road to success.
- F** Producing a successful invention with **ease**.
- G** Professional inventors and amateurs may succeed.
- H** Commercial success is difficult but possible.
- I** **Persistence** in overcoming traditional ideas may be well rewarded.

## Invent your way to riches

0  D

“All you have to do is make a better mousetrap and the world will come running to your door,” said the American writer, Ralph Waldo Emerson.

1

Sadly this isn't true, as thousands of inventors in the United Kingdom find out every year. Making a financial success out of your **initial** ideas can be a complicated and **time-consuming** process. But for some, the rewards make the effort well worthwhile. Dr Ruben Rausing, inventor of the modern **cardboard drinks carton**, made a **fortune** from his invention, and the creators of Trivial Pursuit also became multi-millionaires.

2

However, when it comes to inventing, a number of difficulties stand in the way. For example, obtaining a “patent” can be complicated - a company must be found to develop and **market** the product, and of course international sales must be considered as well. The first step, ideally, is to look for a gap in the commercial markets and then invent something to fill that gap.

3

The company Inventorlink receives over a thousand ideas every year and helps about 300 inventors to take their ideas further. Their inventions **range** from small developments in everyday tools to a giant £300,000 oil separator for the use in the North sea to clean water which has become mixed with oil.

4

According to Richard Payne, marketing manager of Inventorlink, inventors

come in two different types. Half of them are experts who have seen a use for their product, the other half are talented amateurs who have just had an idea.

5

For most inventors with a good idea the first thought is to get a patent. This is **vital**, but Richard Payne says he prefers to talk to inventors before they've applied for one. “Patents are expensive, and we like to give the inventor some idea of whether the invention has a chance of being successful before they spend money.”

6

What are the characteristics of a successful invention? “It's original and it's wanted,” says Richard Payne firmly. “There are three things that inventors

all too often overlook. First you have to sit down and ask yourself whether there's a market for it. Secondly, can it be made economically? There has to be a really big **profit margin** to persuade a manager to take it up. And finally, if you really want to make money, is it a one-time product or can it be developed to keep sales going on for years?”

7

In reality the chances of coming up with a total success are very small. For example, in the games market “Monopoly” was the best-selling **board game** last year, almost 60 years after it was invented. It's very difficult for new ideas to be accepted. Yet still some ideas make it through all the barriers and end up making millions for their inventors.





## Vocabulary Exercises

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

**ease, persistence, initial, time-consuming, cardboard drinks carton, fortune, market, range, vital, profit margin, board game**

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

**overlooked, amateur, consultation, patent, pursuit**

- 1 He received ..... from his doctor as he had not been feeling well. (**advice**)
- 2 One has to take out a(n) ..... in order to protect an invention. (**legal document**)
- 3 He isn't a professional athlete; he's a talented ..... (**unpaid sportsman**)
- 4 Ever since he was a boy, he has been in ..... of the American dream. (**search**)
- 5 Despite having sufficient experience, she was ..... for promotion. (**passed over**)

- 3 Choose the correct item.

- 1 My father's company imports ..... goods.  
A created B produced C processed D manufactured
- 2 One can't visit America without ..... a visa.  
A keeping B gaining C obtaining D issuing
- 3 Alexander Graham Bell ..... the telephone.  
A discovered B invented C explored D researched
- 4 He took over the family ..... when his father died.  
A company B group C team D association

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

<b>a wide</b>	<b>to obtain</b>	<b>profit</b>
<b>to stand</b>	<b>time</b>	<b>board</b>
<b>the road</b>	<b>drinks</b>	<b>best</b>
<b>well</b>	<b>to make</b>	<b>financial</b>

- |                    |                    |
|--------------------|--------------------|
| 1 ..... a fortune  | 7 ..... range of   |
| 2 ..... to success | 8 ..... rewarded   |
| 3 a ..... margin   | 9 ..... in the way |
| 4 ..... carton     | 10 ..... -selling  |
| 5 ..... -consuming | 11 ..... a patent  |
| 6 a(n) ..... game  | 12 ..... success   |

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

The first men ever to make a successful 1) ..... (**fly**) were Orville and Wilbur Wright, the 2) ..... (**invent**) of the first working aeroplane. 3) ..... (**develop**) of the plane took a long time, during which the brothers 4) ..... (**careful**) studied birds to see how they flew. They made 5) ..... (**detail**) calculations before starting 6) ..... (**construct**) of their flying machine. When finally launched in 1903, the Wright brothers' 7) ..... (**create**) flew 120 feet before landing. 8) ..... (**fortune**), aeroplanes have come a long way since then, but there is no doubt that we owe a lot to the Wright brothers.

- 6 Find the odd word out.

- 1 expensive - dear - costly - economical
- 2 identical - different - dissimilar - unlike
- 3 commerce - trade - business - amateur
- 4 outcome - invention - result - conclusion
- 5 offer - give - accept - distribute
- 6 difficult - hard - tough - basic

- 7 Fill in the gaps with a suitable idiom from the list below:

**the game was up, rags-to-riches, strike it rich, name of the game, fair game**

- 1 Cinderella is a real ..... fairy tale. (**from poverty to wealth**)
- 2 If you play the lottery, you may be lucky and ..... (**become wealthy**).
- 3 It can be said that people who choose to live in the public eye are ..... for gossip columnists. (**easy targets for**)
- 4 When the teacher caught him cheating, he knew ..... (**he was discovered**).
- 5 If you want to be successful, motivation is the ..... (**most important factor**)



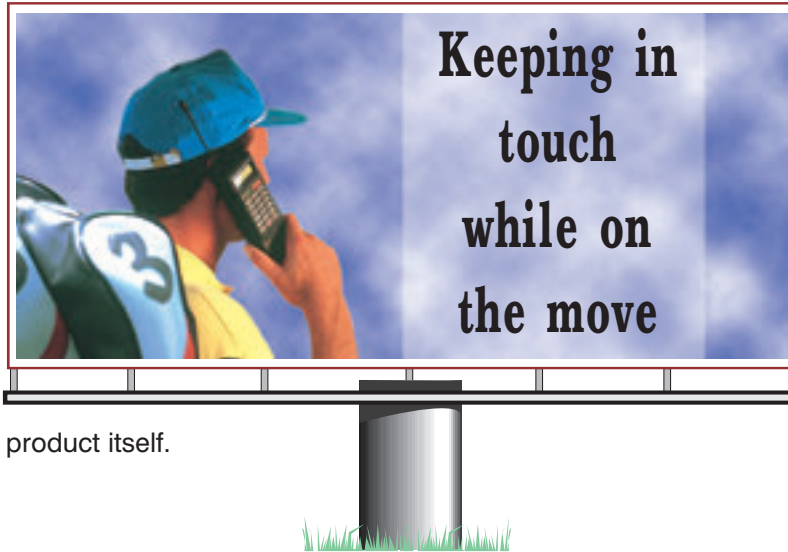
### 8 Fill in the appropriate particle(s).

- 1 Are you still **looking** ..... a job? (**search**)
- 2 She pays someone to **look** ..... her children while she's at work. (**take care of**)
- 3 If you don't know what a word means, **look** it ..... in the dictionary. (**find**)
- 4 Since Brian was promoted, he **looks** ..... all his old friends. (**feels superior to**)
- 5 The police are **looking** ..... the theft of Lady Hamilton's jewellery. (**investigating**)
- 6 The professor **looked** ..... his notes before starting his lecture. (**read quickly**)
- 7 I miss John. I'm **looking** ..... hearing from him soon! (**expecting eagerly**)
- 8 **Look** me ... next time you're in town. (**come and see**)

### 9 Fill in the correct word.


**promote, poster, advertisements, publicised, commercials, hoardings, advertising agency, campaign**

When a new product comes onto the market it is important that it be 1) ..... as much as possible, using advertising, so that people will want to buy it. An advertising 2) ..... usually involves paying a(n) 3) ..... to 4) ..... the product in a number of ways: television 5) ....., large posters on 6) ..... and 7) ..... in newspapers and magazines. Its success often depends on this more than on the quality of the product itself.



## Follow-up Activities

- ◆ Read the text and make notes under the headings: **characteristics of a good invention, successful inventions, possible problems**
- ◆ Your friend has invented something. He/She wants to try to market it. Give him/her advice, using the appropriate vocabulary you have learnt and the phrases below: **If I were you ..., Don't forget that ..., In reality ..., Don't overlook the fact that ..., It's very difficult to ... etc**
- ◆ Read the advertisement below and your notes. Then write a letter to Inventorlink Company, asking for more information. Write 120 - 180 words.



Can you imagine travelling without destroying the environment and still being able to rush down the motorway?

It's true! We sell cars which only use household waste as fuel!

**For our free brochure write to P.O. Box 734.**

- How many people can it carry?
- How fast is it?
- Does it consume any other kind of fuel?
- Enough room for luggage?
- Any likelihood of a test drive?

### Grammar Check

#### Underline the correct items.

- 1 There were (**much, lots of, few, a little**) people at the concert yesterday.
- 2 I spend (**many, a good deal of, several, little**) time exercising.
- 3 They have had (**a few, several, great, a lot of**) success with their new idea.
- 4 I've enjoyed (**a little, a few, much, several**) of his books.
- 5 There was (**no, any, many, much**) information about the missing children.
- 6 Simon spends (**many, much, no, hardly any**) of his time working.
- 7 He's spent (**a few, a little, a good deal of, some**) weeks in Madrid.
- 8 Can I borrow (**several, a little, a few, some**) money from you?
- 9 (**All, Little, A few, Lots of**) employees attended the meeting.
- 10 I've seen him (**a little, a few, several, hardly any**) times but I've never spoken to him.



## Warm-up Activities

- ◆ Look at the pictures. What does this sign stand for? What are the children doing? Do you think it is important? Why?
- ◆ Think of as many words as possible related to the theme "Recycling". How can each of us recycle objects?

👉 Read the following summary. Some facts are wrong. Now listen to the text of Part 2. While listening correct the mistakes.

Julie Lewis is wearing an expensive-looking pair of gloves. They are made of manmade materials. Recycling has become extremely popular in the Antarctic in recent years. 65 per cent of bottles are recycled, plus a quarter of paper and 20 per cent of glass. Taiwan buys used paper and Japan uses American scrap metal to make houses. A successful scheme has been operating in Palm Beach County. Rubbish is sorted out. Paper, glass and shoes are sold to recycling firms. Other materials are used to make soil to grow fruit and trees. Of course, recycling can be expensive. Manufacturers in Germany are trying to solve the problem at the production stage, by looking at how their goods are packaged. Soap powders are concentrated and toothpaste tubes are sold without brushes.

## Reading Task : Part 2

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

Julie Lewis from Oregon, in the United States, is wearing an expensive looking pair of boots. They are  **durable**  yet fashionable. To look at them you would never know that they were made entirely of recycled materials. Julie owns her own shoemaking company and has achieved a long-term  **ambition**  to turn waste into something useful. The shoes are made from all sorts of otherwise useless materials, including  **textile**  scraps, rubber from tyres, and plastic bags. Julie knows that she cannot solve the world's environmental problems  **single-handed** , but nonetheless she feels she is doing good at a local level.

Recycling has become extremely popular in the US, particularly in recent years when the number of recycling schemes has increased by 500 percent. 65 percent of aluminium cans are recycled plus a quarter of paper and 20 percent of glass. The enthusiasm for re-using materials has come from the realisation that Americans produce far more waste per person than most Europeans; a total of 200 million tons a year. This is twice as much  **per capita**  as Germany, for example, and it would be enough to fill a line of dustbin lorries stretching eight times around the world.

America even exports its waste. Taiwan buys used paper to make more paper and Japan uses American  **scrap metal**  and makes it into new cars, which it then sells back to the US. Two thirds of the remaining waste is buried in  **landfill sites** .  **Disposal**  of waste poses a major problem. Landfill sites can cause pollution of water supplies. And as sites fill up, new ones need to be found. Some rubbish is burnt but this pollutes the atmosphere. The obvious answer, then, is to recycle more. Recycling is already big business - Julie Lewis being a perfect example. Her company has already attracted millions of dollars worth of investment. Recycled products are no longer seen as poor quality goods but as desirable  **alternatives** .

A hugely successful scheme has been operating in Palm Beach County since 1988. Rubbish is sorted into different categories. Paper, glass and plastic are sold to recycling firms. Kitchen waste is used to power a generator which supplies electricity to 30,000 houses. Other materials are used to make soil, which is then used for growing fruit and vegetables.

There are of course economic arguments against recycling. It can be expensive to run the schemes. And as Lynn Scarlett, a government adviser from Los Angeles argues, it does not make economic or environmental sense to transport materials for recycling from areas which still have plenty of landfill space.

Manufacturers in Germany are trying to solve the problem at the production stage, mainly by looking at how their goods are packaged. Soap powders are now more concentrated and packed in small containers, toothpaste tubes are sold without boxes and plastic wrapping has been reduced.

In a time when newspapers and TV news bulletins are filled with depressing stories of environmental disasters, it is important to remind people, especially children, that they can make a difference. After all, they can recycle their waste every day of their lives.



**8** Julie Lewis has always wanted

- A to run her own business.
- B to be involved in recycling.
- C to look fashionable.
- D to wear expensive shoes.

**9** Americans now recycle far more than they used to because

- A they are competing with Germany.
- B they want to make a profit from recycling.
- C they need more aluminium.
- D they produce more rubbish than other countries.

**10** What does “this” in line 15 refer to?

- A the type of rubbish produced
- B the amount of rubbish produced
- C Americans’ enthusiasm
- D the re-use of waste materials

**11** Of what is Julie Lewis a “perfect example”?

- A The fact that re-using waste is a money-making activity.
- B The fact that more rubbish should be burnt.
- C The fact that women can attract investment.
- D The fact that recycled products can be of high quality.

**12** What does the Palm Beach County scheme involve?

- A making energy out of waste
- B selling fruit and vegetables for profit
- C producing plastic bottles
- D opening new recycling businesses

**13** One of the arguments against recycling is that

- A it makes no sense using landfill sites.
- B it damages the environment.
- C no one is interested in running the schemes.
- D it can be uneconomical to ship waste products cross-country.

**14** German manufacturers

- A are concentrating on improving soap powders.
- B sell toothpaste in boxes instead of tubes.
- C have cut down on packaging.
- D are trying to make goods cheaper.

**15** Why is recycling particularly important for children?

- A It encourages them to read newspapers.
- B It shows them that they can do something useful.
- C It is depressing.
- D It is specially planned for them.



## Vocabulary Exercises

- 1 Look at the following words in bold in the text and try to explain them:
- lasting, durable, ambition, textile, single-handed, per capita, scrap metal, landfill sites, disposal, alternatives**

- 2 Fill in the gaps with the appropriate word(s) from the list below:
- packaged, long-term, entirely, waste, wrapping, good investment, transport, site, sorted, desirable**

- 1 We should try to dispose of our ..... in a way that won't harm the environment. (**rubbish**)

- 2 The hole in the ozone layer will have ..... effects on the world's climate. (**long-lasting**)

- 3 An empty piece of land outside town is the ..... for the new supermarket. (**location**)

- 4 Reducing the size of classes in state schools is a(n) ..... aim. (**attractive**)

- 5 One of the most convenient means of ..... is the aeroplane. (**travel**)

- 6 Frozen vegetables are usually ..... in sealed plastic bags. (**put in**)

- 7 We should try to buy products with as little ..... as possible. (**packaging**)

- 8 Rubbish must be ..... before it is sent for recycling. (**separated into similar types**)

- 9 Their house is built ..... of materials taken from demolished buildings. (**totally**)

- 10 That antique table was a .....; it has tripled in value since I bought it. (**profitable purchase**)

- 3 Find the odd word out.

- 1 dustbin - cupboard - waste-paper basket - ashtray  
 2 tin - can - metal - plastic  
 3 waste - litter - glass - rubbish  
 4 response - reply - answer - question  
 5 reduce - involve - lessen - decrease  
 6 stretch - elongate - deflate - lengthen



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

If we want to find a 1) ..... (**solve**) to the world's waste disposal problems we should look at Palm Beach county in America. The county has an 2) ..... (**ambition**) recycling scheme which has been 3) ..... (**extreme**) successful. Waste is almost entirely recycled. Even the kitchen waste is used to provide 4) ..... (**electric**).

- 5 Choose the correct item.

- 1 Honey is a sweet ..... that is produced by bees.  
 A material B substance C matter D fabric
- 2 Factories must stop pumping toxic ..... into rivers.  
 A garbage B rubbish C litter D waste
- 3 Each sweet comes ..... in silver paper.  
 A enclosed B folded up C packaged D wrapped
- 4 Her mother works in a bank as a financial .....  
 A councillor B counsellor C adviser D informer
- 5 She ..... out some old clothes and gave them to a charity shop.  
 A sorted B selected C separated D segregated
- 6 The new ..... to help young people find jobs has been very successful.  
 A pattern B scheme C plot D system

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

**news, to pose, electricity, disposal, to power, soap, landfill, to make, to run**

- 1 ..... supply  
 2 ..... schemes  
 3 ..... a major problem  
 4 ..... sites  
 5 ..... bulletin  
 6 ..... a difference  
 7 ..... a generator  
 8 ..... powder  
 9 ..... of waste

## 7 Choose the correct word.

- If I take these boxes, can you carry the **remaining/rest**?
- She saves old **remnants/reminders** of material and makes dolls' clothing out of them.
- After the party all the **rest/remaining** food was put in the fridge.
- If you **remain/rest** here, you are sure to be caught in the storm.
- If there are any **remnants/leftovers**, give them to the dog to eat.
- Whisk the eggs with half the amount of the sugar, then fold in the **remaining/remainder** with a spoon.
- The **contamination/pollution** levels in this city are the highest in Europe.
- The **contamination/pollution** of food supplies was the cause of the disease.

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

**plastic, environmentally aware, recycling, environment, products, aluminium, decompose, disposing of, bottle banks**

It is important these days to try to be as **1)** ..... as possible, which means **2)** ..... our waste instead of **3)** ..... it in the usual way. For example, instead of throwing **4)** ..... cans away, they can be crushed and taken for recycling, and bottles can be taken to **5)** ..... instead of being put in the rubbish bin. We should try to use as little **6)** ..... as possible because it takes a long time to **7)** ....., and to buy recycled paper to write on. Recycled **8)** ..... are often the same price as normal ones, but are a lot kinder to the **9)** .....

## Follow-up Activities

- You are trying to educate your child to recycle waste. Use the expressions below to prepare what to say.

**Everyone can help by ..., Your recycled waste can be made into ..., It's a good idea to ... etc**

- Work in pairs to suggest ways to save the environment. Discuss what action has already been taken in your country to protect the environment.
- Write a short article for an environmental magazine on the subject: **Recycling is an important issue nowadays. Why is this and what can we do to support it?**

Write 120 - 180 words, following the outline below:

Para. 1: State the situation and its importance.

Para. 2: Give your first suggestion with supporting statements (e.g. economical)

Para. 3: Give your second suggestion with supporting statements (e.g. environmentally friendly)

Para. 4: Give your third suggestion with supporting statements (e.g. profitable business)

Para. 5: Conclude by summarising your opinion.



## Grammar Check

Put the verbs in brackets into the correct tense.

If I were a scientist, I **1)** ..... (**find**) a way to repair the hole in the ozone layer. Scientists believe that if world temperatures **2)** ..... (**rise**), sea levels **3)** ..... (**rise**) too and many towns **4)** ..... (**be flooded**). It is also possible that many fertile places **5)** ..... (**become**) desert. If this happened, there **6)** ..... (**be**) chaos throughout the world. If people had disposed of their rubbish more carefully, the environment **7)** ..... (**not/be polluted**) in the first place. Governments are also responsible for this situation, because if there had been tighter laws on pollution, factories **8)** ..... (**not/release**) such harmful chemicals into the atmosphere.



## Reading Task : Part 3

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

### Fight to Free the Sad Whale

Ulysses, a sixteen-year-old killer whale, has been the top attraction at Barcelona Zoo for nine years. Winning the hearts of millions of visitors with his good nature, he even allows keepers to put their heads and hands inside his giant jaws. **0**  **H**  They are also the most intelligent animals in the oceans.

However, Ulysses has recently been showing signs of unhappiness and **frustration**. **16**  He is under stress, bored, lonely and desperate for a mate.

He has already begun to show sudden mood changes and signs of aggression. **17**  As a result keepers no longer risk their heads among Ulysses' 50 teeth.

A team of scientists has warned that Ulysses could turn dangerous because of **constant** stress and being on show in his tiny pool. Despite the warnings, zoo **administrators** only intend to send him on a three-year rest treatment to a **marine** show in the United States.

**18**  They are also going to ensure that he returns to Barcelona with a mate.

However, British experts have recommended that Ulysses should be returned to his native Icelandic seas. The **regional** government believes that the good publicity **generated** by such an action would benefit Barcelona and the zoo itself. On the other hand, zoo authorities have said they will fight animal protection groups to keep their star attraction.

The recommendation to return the huge animal to the sea has caused problems between the zoo and the local government. **19**

Ulysses, however, would be the perfect candidate as he seems capable of **adjusting** to life in the wild.

The procedure of his **release** is very simple. First he would be taken to an Icelandic bay and taught how to catch live fish. **20**  When they have been located, Ulysses will be released and an attached electronic device will follow his progress.

The recommendation to free Ulysses, made by the British Society for the Protection of Whales and Dolphins, seems quite logical. **21**  His future will now be decided by a **commission** of scientists.

## Warm-up Activities

- ◆ Look at the pictures. What can you see? What do you know about this animal? Do you think it is cruel to keep animals in zoos?

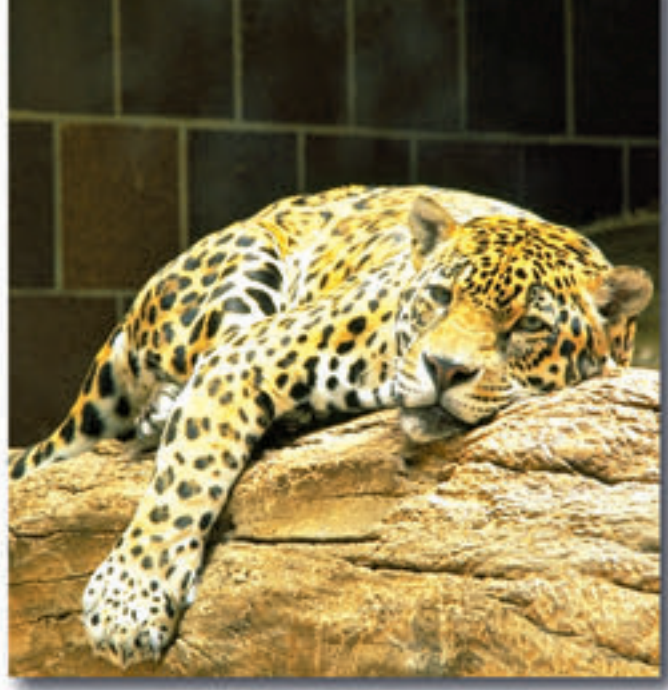
🔄 Try to answer these T/F statements by guessing, then listen to the text of Part 3 and find out if your guesses were correct.

- a Ulysses lives in a zoo.
- b Ulysses is very happy.
- c He has a large pool area.
- d British experts want to free Ulysses.
- e Ulysses couldn't adjust to life in the wild.
- f A commission of scientists will decide Ulysses' future.

- A** Ulysses' dissatisfaction in captivity makes releasing him the obvious thing to do.
- B** Zoo authorities, aware of the possible dangers, have increased safety measures.
- C** The problem has arisen because there is the possibility that Ulysses would be unable to adjust to sea life and eventually die.
- D** Scientists believe that this behaviour could have been caused by the fact that he has outgrown his pool.
- E** Then his "family" will be located, which should not be difficult as Icelandic whales are well monitored.
- F** No captive whale has ever been returned to the sea.
- G** While he is away, they can build a new, bigger pool by the sea.
- H** This proves that, contrary to popular belief, killer whales are not necessarily aggressive.



# Vocabulary Exercises



1 Look at the following words in bold in the text and try to explain them:  
**frustration, constant, administrators, marine, regional, generated, adjusting, release, commission**

2 Fill in the gaps with the appropriate word(s) from the list below:  
**mood, aggression, native, attached, captivity**

- 1 I think zoos are wrong; animals shouldn't be kept in ..... (**confinement**)
- 2 Guard dogs are trained to show ..... to anyone who tries to approach them. (**hostility**)
- 3 Jenny had been so ..... to her goldfish that she was very upset when it died. (**close**)
- 4 Maria lives in America but her ..... country is Mexico. (**home**)
- 5 Michael has been in a bad ..... ever since he failed his driving test. (**temper**)

3 Fill in the correct word from the list below.  
**natural, captivity, protect, confine, released, species, breed, extinct**

Human population expansion and the effects of hunting are threatening many 1) ..... to such an extent that they are almost 2) ..... In order to 3) ..... them, many animals are kept in 4) ..... in zoos and safari parks. The idea is that when animals are able to 5) ..... in safety, their numbers will increase enough so that some can be 6) ..... into their 7) ..... habitats. Some extreme animal rights activists, however, believe that it is better to allow a species to become extinct than to 8) ..... them to a prison-like zoo.



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

- |                 |                  |                  |
|-----------------|------------------|------------------|
| <b>under</b>    | <b>safety</b>    | <b>to show</b>   |
| <b>top</b>      | <b>capable</b>   | <b>to cause</b>  |
| <b>to catch</b> | <b>to adjust</b> | <b>desperate</b> |
| <b>sudden</b>   | <b>procedure</b> | <b>experts</b>   |

- |                          |                             |
|--------------------------|-----------------------------|
| 1 ..... attraction       | 7 ..... fish                |
| 2 ..... signs of         | 8 ..... problems            |
| 3 ..... mood changes     | 9 the ..... for his release |
| 4 ..... to sea life      | 10 to be ..... stress       |
| 5 ..... have recommended | 11 ..... for a mate         |
| 6 ..... of adjusting     | 12 ..... measures           |

5 Choose the correct item.

- 1 The prisoner was ..... from prison after serving a five-year sentence.  
 A fled    B liberated    C emancipated    D released
- 2 He was flattered by her invitation and thought that it was a very nice .....  
 A sign    B signal    C symbol    D gesture
- 3 If you practise enough, you're sure to make ..... with your dancing.  
 A increase    B advancement    C progress    D development
- 4 Electricity is easily ..... through metal.  
 A generated    B conducted    C charged    D discharged

### 6 Fill in the blanks with the correct particle(s).

- The proposal to increase taxes was **turned** ..... by the government. (**rejected**)
- It is important to **turn** ..... for important lectures. (**arrive**)
- I can always **turn** ..... my grandfather for good advice. (**get help from**)
- The jewellery **turned** ..... to be real. (**was discovered**)
- He decided to **turn** himself ..... to the police, so that he could clear his conscience. (**surrender**)

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

The Vancouver Aquarium has 1) ..... (**recent**) attracted a lot of attention. This new interest has been

generated by the news that a dolphin is expecting a calf. In the 2) ..... (**continue**) battle to protect these mammals from 3) ..... (**extinct**), it is no surprise that the birth of the calf was 4) ..... (**wild**) celebrated. The first 24 hours were crucial and 5) ..... (**science**) were able to witness how the calf adjusted to its new environment. It swam to the surface and took its first 6) ..... (**breathe**). In the coming months the calf is expected to become progressively less 7) ..... (**rely**) on its mother. Soon it will be so 8) ..... (**independence**) that it will be able to feed on squid and prawns itself.



## Follow-up Activities

- ◆ Work in pairs A/B. Look at the notes below and discuss using the following phrases: **In my opinion ..., I agree/disagree ..., On the other hand..., I insist that the best thing would be to ...**

**A** You are an administrator at Barcelona zoo. You want to keep Ulysses because he is your star attraction.

- Ulysses makes lots of money for the zoo
- he is used to being in captivity
- he is tame
- a female whale can be brought to the zoo
- a bigger pool can be built

**B** You are a British expert. You want Ulysses to be returned to the Icelandic seas.

- Ulysses has been unhappy lately
- he needs a mate
- the pool is too small
- he could become dangerous unless freed
- freeing him would be good publicity for the zoo

- ◆ Write an article for your school magazine entitled “Animals in captivity”. Write 120 - 180 words using the following outline.

#### Paragraph 1

General comments (animals in zoos/ safari parks for entertainment etc)

#### Paragraph 2

Pros. (save them from extinction etc)

#### Paragraph 3

Cons. (remove them from natural surroundings etc)

#### Paragraph 4

Your own opinion (zoos can help research - they should be for animals' benefit)

## Grammar Check

### Fill in by or with.

- We were amazed ..... his magic tricks.
- Our sandwiches were filled ..... cheese.
- The car has been fixed ..... a mechanic.
- The plants were sprayed ..... pesticide.
- The letter had been delivered ..... hand.
- The baby's face was covered ..... chocolate.

## Warm-up Activities

- ◆ You have one minute to write down as many *sports* as you can think of. Look at the headings of the texts. Did you think of these sports? Which of these needs a lot of special equipment? Which is the most dangerous one?

👉 Read the following sentences and try to fill in the gaps. Then listen to the text of Part 4 and check your answers.

- One would take up Kung Fu to learn ..... techniques.
- Supercircuits improves ..... and .....
- Aqua-aerobics is done in the shallow end of a .....
- T' ai Chi helps those who lead a ..... life.
- Ice skating is for those who like ..... and ..... fast.
- One would take up rowing to develop ..... and .....
- Football for over 40's is for those who feel ..... by younger players.
- One would take up rock-climbing to enjoy a ..... experience.



## Reading Task : Part 4

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

**Which club or clubs would you recommend for someone who:**

wants to use weights?

0

B

likes moving to music?

22

23

wants to improve their concentration in daily life?

24

25

needs to improve their performance in another sport?

26

is frightened of walking alone at night?

27

likes team sports?

28

29

is interested in sports from the Far East?

30

31

enjoys the excitement of danger?

32

would like to become much stronger?

33

34

is an older sportsman?

35





## Sports Clubs in Derby

### Kung Fu

A

Learn the ancient Chinese **martial art** of Kung Fu and you'll become fitter and more **supple**. But the benefits of Kung Fu go far beyond those of the majority of sports. If you feel unsafe in Derby's **crime-ridden** and poorly-lit streets, you'll find the self-defence techniques you learn at the Dow Si Lan Kung Fu Club will **boost** your confidence enormously. What's more, the **mental** discipline you'll **acquire** carries over into everyday life. You'll find your mind clearer, and all mental tasks will become easier. For more details telephone Des on 655934.

### Supercircuits

B

Supercircuits is a new kind of sports training which rapidly improves strength and fitness. **Alternating** intensive work on weight machines with high **impact** aerobics for 45 seconds, supercircuits is designed for sportspeople whose normal training needs **supplementing**. This is an extremely demanding training programme. For timetables and **consultation** with our staff, just drop in to the Red Lion Sports Centre between 1 pm and 10 pm Monday to Friday.

### Aqua-aerobics

C

Getting fit is fun at Derby City Pool's Aqua-aerobics club. Aqua-aerobics is basically aerobics done in the shallow end of a swimming pool. It's gentle and completely safe, the music makes it fun and relaxing, and it's all you need to keep you looking good and feeling fit. Sessions are 11 am to 12.30 pm Monday to Saturday, and 7 pm to 8.30 pm Monday, Wednesday, Friday.

### T'ai Chi

D

If you have a stressful life which leaves your head spinning and your body suffering, maybe T'ai Chi is for you. In learning T'ai Chi you will learn to concentrate your mind in a kind of moving **meditation**. Apart from the improvement in your general level of strength and fitness, your health will also improve because of your ability to deal more effectively with stress. For details telephone Miranda on 654807, evenings.

### Ice Skating

E

If you like dancing and also enjoy the thrill of moving fast, ice skating is the sport for you! It's a fantastically expressive way of getting fit, and our team of instructors at Derby Ice Rink will help you quickly build up the skill you need to dance on ice. Ice skating doesn't have to be an expensive sport either, as skate hire is included in our membership fee. For details of classes

and public hours just come along to Derby Ice Rink between 8 am and 10.30 pm Monday to Saturday, and 9 am to 6 pm Sundays.

### Rowing

F

Are you looking for a serious sport which will test you to the limit and rapidly develop your strength and **stamina**? Do you want the satisfaction of moving in perfect harmony with a committed team and experiencing the rewards of hard work? The Derby Ducklings are the Midlands' top rowing club, - the result of having a devoted membership and superb coaches. If you are looking for a challenge, give Phil a ring on 667439.

### Football for over 40's

G

Do you feel excluded by younger players when you have a kick-around? Are you a frustrated Bobby Charlton who missed out because you never had a chance to show off your talent when you were younger? Derby over 40's regularly prove that skill and experience count for a lot in the soccer world. We are currently third in the national over 40's league. We train three times a week (Monday, Wednesday and Friday evenings 7.30 to 9.00) and play matches most Saturdays and some Sundays. Contact Gary Host on 664882.

### Rock-climbing

H

Of all the sports on offer in and around Derby, you can't beat rock-climbing for **sheer** thrill. Fortunately for us, we're within easy reach of most of the climbable **peaks** in Britain. Being one of the largest rock-climbing clubs in Britain, the Derby Chamoix Club has plenty of equipment which members can borrow, and the club's insurance policy covers members for any accident that may happen while practising this dangerous but most exciting sport. For more information, telephone 664397, 668427 or 668494.



## Vocabulary Exercises

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

**martial art, supple, crime-ridden, boost, mental, acquire, alternating, impact, supplementing, consultation, meditation, stamina, sheer, peaks**

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

**martial**                      **poorly-lit**                      **mental**  
**sheer**                        **climbable**                      **insurance**  
**intensive**                    **to get**                         **stressful**

- |   |                  |   |              |
|---|------------------|---|--------------|
| 1 | ..... streets    | 6 | ..... fit    |
| 2 | ..... discipline | 7 | ..... life   |
| 3 | ..... arts       | 8 | ..... policy |
| 4 | ..... work       | 9 | ..... peaks  |
| 5 | ..... thrill     |   |              |

- 3 Fill in the correct word derived from the word in brackets.

Athletes who wish to excel in their chosen field must possess many qualities. Apart from the obvious physical 1) ..... (**character**) of high levels of 2) ..... (**fit**) and stamina, an athlete must also show mental 3) ..... (**strong**) in the form of 4) ..... (**dedicate**) and enthusiasm. In addition to this, for team sports, athletes must be 5) .....

## Follow-up Activities

- ◆ Read the text again, then talk about the benefits and/or drawbacks of each sport.

e.g. **Supercircuits**: improves strength and fitness but is very demanding etc



- ◆ Tell your partner about the sport you would most/least like to do. Use expressions such as:

I'd prefer to do ... because ..., In my opinion ... is the best sport, I wouldn't do ... because ..., ... doesn't sound much fun etc



(**compete**) as well as showing 6) ..... (**responsible**) for their actions. Over and above all

these, many coaches actually consider 7) ..... (**determine**) or a will-to-win as being more important, stating that a positive mental attitude and self-control will enable an athlete to fulfil his potential and maybe even break records.

- 4 Fill in the appropriate particle(s).

- 1 She got **carried** ..... by the music at the party and started dancing. (**became very excited**)
- 2 Looking at the old family photos **carried** me ..... to my childhood. (**reminded of**)
- 3 She **carried** the speech ..... although she was nervous. (**completed despite difficulties**)
- 4 The soldiers were disciplined for not **carrying** ..... the Major's orders. (**fulfilling**)
- 5 **Keep** ..... from that dog or it will bite you. (**avoid approaching**)
- 6 Tell the police everything you know; don't **keep** anything ..... . (**hide**)
- 7 The doctor told me to **keep** ..... coffee when I had difficulty sleeping. (**avoid drinking**)
- 8 You should **keep** ..... your good work if you want to be promoted. (**maintain**)

## Grammar Check

Fill in: **all, both, whole, either, neither, none, every**

- 1 The ozone layer is damaged more and more ..... year.
- 2 ..... of the two dresses I liked fitted me, so I didn't buy them.
- 3 I enjoy spending the ..... weekend at home looking after my garden.
- 4 It was really nice to have ..... the family together again.
- 5 ..... of the three carpets are large enough for my room, so I'll keep the old one.
- 6 It would be wonderful to see ..... Tom and Ann at the party.
- 7 You could ..... take the bus at 9 o'clock or at 10.00.

**PART 1** For questions 1 - 15, read the text below and decide which word A, B, C or D best fits each space. There's an example at the beginning (0).



## Cash for a Load of Old Rubbish

Recycled newspapers which were (0) ...C... by the public were, (1) ... recently, secretly being dumped on rubbish tips and not being recycled. This was because local councils could not (2) ... anyone to (3) ... with the newspapers. Now these (4) ... newspapers are so valuable that thieves are stealing them from recycling points. This has been happening because a mill has opened in southeast England and now old newspapers, are very much in (5) ... . The (6) ... recycling project in the country is in Milton Keynes where the rubbish of 20,000 (7) ... is recycled. The factory recycles material such as glass, plastic and metals as well as newspapers. The success of the project is (8) ... the participation of eighty percent of the city's population, who (9) ... their rubbish into three separate boxes for weekly collection. The (10) ... to success in recycling is to have a (11) ... flow of rubbish into the factory and of raw materials out of it. As a (12) ... of the success of the recycling factory, new industries have been (13) ... in the area. These new factories use the raw

materials which are produced by the recycling plant to make new products. As well as being environmentally (14) ... , recycling can also (15) ... that some people get a lot of cash in exchange for a load of old rubbish.

- |    |            |            |             |                |
|----|------------|------------|-------------|----------------|
| 0  | A resumed  | B heaped   | C collected | D piled        |
| 1  | A since    | B until    | C still     | D before       |
| 2  | A find     | B think    | C trace     | D track        |
| 3  | A do       | B make     | C handle    | D deal         |
| 4  | A archaic  | B ancient  | C old       | D antique      |
| 5  | A request  | B question | C demand    | D ask          |
| 6  | A grandest | B biggest  | C toughest  | D hardest      |
| 7  | A settlers | B lodgers  | C occupants | D residents    |
| 8  | A because  | B due to   | C owing     | D on behalf of |
| 9  | A sort     | B arrange  | C place     | D classify     |
| 10 | A key      | B means    | C answer    | D guide        |
| 11 | A stable   | B normal   | C steady    | D persistent   |
| 12 | A target   | B point    | C purpose   | D result       |
| 13 | A erected  | B made up  | C existed   | D set up       |
| 14 | A amiable  | B sociable | C friendly  | D sweet        |
| 15 | A mean     | B support  | C stress    | D highlight    |

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

## PREPOSITIONS

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

- (1) to concentrate ..... sth; (2) to be frightened ..... sth/sb; (3) ..... night/noon/midday etc; (4) ..... the morning/afternoon /evening etc; (5) to be interested ..... sth/sb; (6) excitement ..... sth; (7) a benefit ..... sth, (8) a kind/sort ..... sth; (9) to work ..... sth (10) to work ..... sb; (11) to be designed ..... sth; (12) improvement ..... sth; (13) the thrill ..... sth; (14) to be thrilled ..... sth; (15) to be included ..... sth; (16) to be excluded ..... sth; (17) to get satisfaction ..... sth; (18) to take pleasure ..... sth



**PART 1**

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

- |  |   |  |          |
|--|---|--|----------|
| <p><b>1</b> Listen to this conversation. What type of fortune-telling does the woman recommend?</p> <p><b>A</b> palm reading<br/><b>B</b> tarot card reading<br/><b>C</b> tea leaf reading</p>   | <table border="1" style="border-collapse: collapse; width: 60px; height: 40px;"> <tr> <td style="width: 40px;"></td> <td style="text-align: center; vertical-align: middle;"><b>1</b></td> </tr> </table> |  | <b>1</b> |
|  | <b>1</b>  |  |          |
| <p><b>2</b> Listen to this conversation. What does the woman blame the man for?</p> <p><b>A</b> forgetting to write a report<br/><b>B</b> forgetting to ring someone<br/><b>C</b> forgetting to have food delivered</p>  | <table border="1" style="border-collapse: collapse; width: 60px; height: 40px;"> <tr> <td style="width: 40px;"></td> <td style="text-align: center; vertical-align: middle;"><b>2</b></td> </tr> </table> |  | <b>2</b> |
|  | <b>2</b>  |  |          |
| <p><b>3</b> You are going to hear part of a radio phone-in. What went wrong with the holiday described?</p> <p><b>A</b> The hotel had not been built yet.<br/><b>B</b> They arrived at the wrong resort.<br/><b>C</b> The hotel was not the one they had booked.</p> | <table border="1" style="border-collapse: collapse; width: 60px; height: 40px;"> <tr> <td style="width: 40px;"></td> <td style="text-align: center; vertical-align: middle;"><b>3</b></td> </tr> </table> |  | <b>3</b> |
|  | <b>3</b>  |  |          |
| <p><b>4</b> Listen to this conversation. Where do the speakers decide to meet?</p> <p><b>A</b> the pub<br/><b>B</b> the station<br/><b>C</b> the bus stop</p>  | <table border="1" style="border-collapse: collapse; width: 60px; height: 40px;"> <tr> <td style="width: 40px;"></td> <td style="text-align: center; vertical-align: middle;"><b>4</b></td> </tr> </table> |  | <b>4</b> |
|  | <b>4</b>  |  |          |
| <p><b>5</b> You hear someone talking on the phone. Who is he talking to?</p> <p><b>A</b> an electrician<br/><b>B</b> a plumber<br/><b>C</b> a glazier</p>  | <table border="1" style="border-collapse: collapse; width: 60px; height: 40px;"> <tr> <td style="width: 40px;"></td> <td style="text-align: center; vertical-align: middle;"><b>5</b></td> </tr> </table> |  | <b>5</b> |
|  | <b>5</b>  |  |          |
| <p><b>6</b> You hear someone speaking at a business meeting. What does the speaker want the staff to do?</p> <p><b>A</b> improve the products<br/><b>B</b> increase their production<br/><b>C</b> improve their advertising</p>                                      | <table border="1" style="border-collapse: collapse; width: 60px; height: 40px;"> <tr> <td style="width: 40px;"></td> <td style="text-align: center; vertical-align: middle;"><b>6</b></td> </tr> </table> |  | <b>6</b> |
|  | <b>6</b>  |  |          |
| <p><b>7</b> You will hear a woman talking to a gardener. What does she want him to do?</p> <p><b>A</b> mow the lawn<br/><b>B</b> replant a shrub<br/><b>C</b> clean the pond</p>   | <table border="1" style="border-collapse: collapse; width: 60px; height: 40px;"> <tr> <td style="width: 40px;"></td> <td style="text-align: center; vertical-align: middle;"><b>7</b></td> </tr> </table> |  | <b>7</b> |
|  | <b>7</b>  |  |          |
| <p><b>8</b> You overhear this conversation in a department store. What is the man complaining about?</p> <p><b>A</b> the staff<br/><b>B</b> the prices<br/><b>C</b> the quality of the goods</p>   | <table border="1" style="border-collapse: collapse; width: 60px; height: 40px;"> <tr> <td style="width: 40px;"></td> <td style="text-align: center; vertical-align: middle;"><b>8</b></td> </tr> </table> |  | <b>8</b> |
|  | <b>8</b>  |  |          |

## PART

1

## Giving Personal Information

- What kind of music do you prefer?
- If you could play an instrument, which would you choose and why?
- Is music important in festivals and celebrations in your country?

## PART

2

## Talking about the pictures in relation to yourself



Look at pictures A and B.

- Compare and contrast the pictures. What do they have in common?
- Which one would you most like to do and why?
- Why do people enjoy doing dangerous things?
- How is taking part in a sport beneficial?

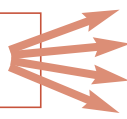


Look at pictures C and D.

- Compare and contrast the two pictures. What do they have in common?
- Are there any endangered species in your country?
- What can be done to protect endangered species?
- Why is it important to protect all species?
- Have you ever taken part in a conservation project? Would you like to?



## REPORTS



- survey reports
- assessing good and bad points of something (course, hotel, museum etc)
- news reports (events, current affairs, accidents, disasters, reporting changes etc)
- witness statements

- Reports are pieces of factual writing. They are normally based on some kind of research. There are quite a few types of reports such as: survey reports, reports assessing good and bad points, news reports, witness statements etc.
- When writing a survey report or a report assessing good and bad points, sub-headings should be used to mark the beginning of each new section.
- News reports do not include sub-headings but have a clear layout as well as an appropriate heading.
- The style is usually formal and impersonal in all types of reports except witness statements, which can be less formal. Remember that formal style includes:
  - ◆ impersonal not colloquial or chatty language
  - ◆ only facts not irrelevant details
  - ◆ use of reporting verbs and passive voice
  - ◆ no use of short forms
- Witness statements do not require headings or sub-headings, just a clear layout. The style can be informal.
- Before we start writing a report it is important to think about the type of report it will be, in order to use the appropriate layout and style.

### Outlines for Reports

Survey Reports	Assessing Good and Bad Points	Witness statements	News Reports
<p><b>INTRODUCTION</b> state purpose and content of your report or summarise the most important results of the survey</p> <p><b>DEVELOPMENT</b> summarise your information under suitable sub-headings</p> <p><b>CONCLUSION</b> make recommendations/ suggestions or end with a general conclusion</p>	<p><b>INTRODUCTION</b> state purpose and content of your report</p> <p><b>DEVELOPMENT</b> summarise each point giving both positive and negative aspects</p> <p><b>CONCLUSION</b> general assessment and recommendation</p>	<p><b>INTRODUCTION</b> set the scene - (time, place, people involved in the incident)</p> <p><b>DEVELOPMENT</b> description of the main events and people involved, hypothesis and evidence</p> <p><b>CONCLUSION</b> final result of the incident</p>	<p><b>INTRODUCTION</b> summary of the event - time, place, people involved</p> <p><b>DEVELOPMENT</b> description of the main events and people involved give detailed facts</p> <p><b>CONCLUSION</b> comments, reference to future developments</p>
<ul style="list-style-type: none"> <li>• formal style with sub-headings</li> </ul>	<ul style="list-style-type: none"> <li>• formal style with sub-headings</li> </ul>	<ul style="list-style-type: none"> <li>• informal style without sub-headings</li> </ul>	<ul style="list-style-type: none"> <li>• formal style with a headline but without sub-headings</li> </ul>

### Writing Survey Reports

- When reporting the results of a survey the figures gathered should be included either in the form of **percentages** or **proportions**.
- Proportions can be expressed by using expressions such as *“one in three”* or *“eight out of ten”*, or more accurately in the form of percentages (15%, 62% etc). Less precise expressions such as *“the majority, a minority, a large proportion, a significant number, a small number, by far the largest proportion etc”* can also be used and are less likely to bore the reader than percentages and figures.
- Generalisations can be made about the facts and figures contained in a report. This can be done by:
  - stating the facts and then making a generalisation** e.g. 64% of the population now holiday abroad. This suggests/implies/indicates that people are generally better off than they were ten years ago.
  - making a generalisation and then stating the facts** e.g. People are generally better off than they were ten years ago. This is illustrated/demonstrated/indicated/shown by the fact that 64% of the population now holiday abroad.

- When writing a report analysing a survey, events and conversations should be summarised using reported speech and more formal language. Reporting verbs such as *claim, mention, refuse, say* etc can be used to make an account more interesting.

**Note:** A report should include the writer's name, the recipient's name and the subject of the report .

1 Look at the results of the survey below and fill in the gaps with the following words or phrases. *minority, A small number, substantial, majority, By far the largest, large proportion, A significant number, percent*

	AGE	SWIMMING	TENNIS	AEROBICS	KARATE	NONE OF THESE
MEN	18 - 35	25%	32%	8%	15%	20%
	36 - 55	35%	25%	3%	7%	30%
	56+	4%	18%	5%	3%	70%
WOMEN	18 - 35	40%	18%	28%	4%	10%
	36 - 55	25%	15%	22%	5%	33%
	56+	7%	22%	9%	2%	60%

- The ..... of British men aged 36 - 55 go swimming.
- ..... number of women aged 56 and over do not participate in any of these sports.
- Only a small ..... of British women aged 18 - 35 do karate.
- A ..... of women aged 18 - 35 go swimming.
- ..... of men aged 56 and over do karate.
- ..... of women aged 18 - 35 do aerobics.
- Only three ..... of men aged 36 - 55 do aerobics.
- A ..... number of British men and women aged 56 and over play tennis.

2 Match the facts with the generalisations.

FACTS	GENERALISATIONS
1 19% of teenagers leave school at 16 to get a job.	a This implies that few people read magazines for relaxation alone.
2 7 out of 10 people drive alone to work.	b This demonstrates the growing influence of television in our lives.
3 90% of people who buy magazines regularly read specialist magazines.	c This suggests that most teenagers value education above money.
4 3 out of 4 people interviewed said they did not enjoy their job.	d This shows that most people do not find jobs which suit their personal interests.
5 66% of families watch more than 20 hours of television per week.	e This indicates that most people value personal convenience above environmental concerns.

3 Read the following facts and complete the sentences by writing appropriate generalisations.

- 81% of ex-smokers said they had quit smoking in the last five years. This suggests...
- 87% of people under the age of 25 travel abroad at least once a year. This indicates...
- 4 out of 5 people drink a brand name cola. This illustrates...
- 9 out of 10 married couples were engaged for more than a year. This shows...
- 92% of all games sold last year were computer games. This illustrates...

4 Match the generalisations with the facts.

GENERALISATIONS	FACTS
1 Most people would rather watch TV than read a book.	A This is exemplified by the fact that 8 out of 10 people go abroad for their holidays.
2 Few people prefer to holiday in their own country.	B This is illustrated by the fact that 61% of the population buy newspapers daily.
3 A majority of people exercise regularly.	C This is shown by the fact that 99% of all households own a TV, while book sales have fallen by a third.
4 Most people who eat out regularly prefer Chinese food.	D This is demonstrated by the fact that 3 out of 5 people eat in Chinese restaurants at least once a week.
5 A large percentage of the population read a daily newspaper.	E This is illustrated by the fact that 83% of people are members of a leisure club.

5 Read the following generalisations and complete the sentences by writing appropriate facts.

- Most people prefer travelling by train to travelling by bus. This is shown by ...
  - Most people prefer working in a smoke-free environment. This is indicated by ...
  - More people prefer to drink beer at home rather than in bars. This is illustrated by ...
  - Most people would rather watch horror films than watch romances. This is implied by ...
  - Most people said that advertising influences their choice of clothes. This is demonstrated by ...
- When writing a report analysing the results of a survey or assessing the good and the bad points of something you should use impersonal, objective language.

6 Make the style of the following sentences more impersonal using the word given as in the example:

eg. *The gym's trainer helps you use the equipment (guidance). The gym's trainer provides guidance in using the equipment.*

- |   |  |
|---|--|
| 1 I'm writing this assessment to ..... (purpose)                                | 6 You can use the swimming pool if you're a guest. .... (provided)   |
| 2 I did this survey to ..... (conducted)  | 7 The hotel porter will carry your bags to your room. .... (carried) |
| 3 You can buy a ticket at a 10% discount if you are a student. .... (offered)   | 8 You can have a continental breakfast at this hotel. .... (offers)  |
| 4 You'll be able to use a fax machine in the executive lounge. .... (available) | 9 I advise you to use this ferry service. .... (advised)             |
| 5 All visitors can use the facilities ..... (available)                         | 10 The survey I conducted shows ..... (results)                      |

7 To report conversations we must use special reporting verbs. Turn the following into Reported Speech using the appropriate introductory verbs from the list:

pointed out, complained, claimed, explained, protested, admitted, promised

Note that some verbs may be used more than once.

- |  |               |   |
|--|---------------|---|
| 1 "Bus fares are more expensive than petrol costs."      | .pointed out. | Many people pointed out that bus fares were more expensive than petrol costs. |
| 2 "Buses are never on time."                             | .....         | .....   |
| 3 "The service isn't very good."                         | .....         | .....   |
| 4 "We don't want a prison in our town."                  | .....         | .....   |
| 5 "The bus timetable has been changed."                  | .....         | .....   |
| 6 "I can't deny that conditions are very poor."          | .....         | .....   |
| 7 "I will do everything I can to improve the situation." | .....         | .....   |



## Outline for survey reports

### Introduction

state purpose and content of your report or summarise the most important results of the survey



### Development

summarise your information under suitable sub-headings



### Conclusion

make recommendations/suggestions or end with a general conclusion

### Useful language for reports

**To introduce:** The purpose/aim of this report, As requested, This report was written/carried out etc

**To generalise:** As a rule, In general, Generally, On the whole, As a general rule etc

**To refer to a fact:** The fact is that, In fact, In practice, As one might expect etc

**To introduce other people's opinions:** Many people consider, Some people argue/believe/claim etc

**To conclude/summarise:** In conclusion, On the whole, All things considered, To sum up etc

8 Your boss has asked you to conduct a survey about hotels in Maytown.

a. Read the two models and decide which model:

1 is good

2 is more formal

3 uses short forms

4 includes facts and generalisations

5 includes irrelevant details

6 is more impersonal

7 uses the passive voice

8 is more objective

9 does not include sub-headings

b. Underline the facts and circle the generalisations in the first model.

To: Mr Robertson  
From: Sally Smith  
Subject: Travellers' Accommodation in Maytown

MODEL 1

#### Introduction

This report was written to analyse the results of a recent survey about the city's hotels. In this survey, hotel managers from the city's 25 hotels were asked about the hotel's size, rooms, services available and prices.

#### Hotel facilities

The majority of hotels in Maytown are well equipped, with air-conditioned rooms, television and private bathrooms. This is shown by the fact that 70% of hotels offer these facilities. The usual services are also provided by most of the hotels. This is shown by the fact that nearly all of the hotels surveyed provide room service, laundry service and a free maid service. However, free exercise facilities are not so usual. In fact only 3% of the hotels offer free use of an exercise room. On the other hand swimming facilities are available, with 80% of the hotels having outdoor pools and 4% having both indoor and outdoor facilities. Access to food and drink is obviously considered important. This is shown by the fact that all of the hotels surveyed have a bar area and restaurant.

#### Prices

In general, the price-range of Maytown's hotels is quite high. Our survey showed that the average price of a double room is between £85 and £120 per night. Added to this, only 14% of the hotels include breakfast in the basic price.

#### Conclusion

The survey clearly indicates that Maytown has only a certain category of hotels. On the whole, the existing hotels are well-equipped, comfortable and offer excellent services. However, there seems to be a lack of lower-priced hotels for the more price-conscious traveller.



MODEL 2

### Travellers' Accommodation in Maytown

I carried out this survey about the hotels in Maytown by asking 25 hotel managers about their hotels and what facilities they offer.

To start with, most hotels are big with nice rooms offering a television and a private bathroom and a few have suites, too. A lot of hotels also have restaurants and bars. Moreover, some hotels have maid service, room service and laundry service. However, you've got to pay for breakfast at most of Maytown's hotels.

In addition, swimming pools can be found at many hotels, but only very few hotels have free exercise rooms for their guests.

In conclusion, the hotels in Maytown are quite expensive so I recommend that they build some hotels which offer cheaper priced rooms, because I know a lot of people who can't find anywhere to stay in the summer.

## Assessing Good and Bad points

- When you are asked to write a report assessing the good and bad points of something such as a restaurant, a museum, a course etc, you should include both its positive and negative aspects and comment on them.
- Bear in mind that you should use appropriate linking words to connect the good and bad aspects of each point. e.g. The airline ticket was rather expensive; **however**, the food and the service were excellent.
- You may use the following outline in order to write your report:

### Outline for assessing good and bad points

#### Introduction

state the purpose and content of your report



#### Development

summarise each point giving both positive and negative aspects



#### Conclusion

general assessment and recommendation

### Useful language

**To introduce:** The purpose/aim of this report, As requested, This report was carried out/was written etc

**To express reality:** In fact, actually, As a matter of fact, In practice etc

**To make contrasting points:** Although, Yet, However, Nevertheless, In spite of etc

**To express difference between appearance and reality:** On the face of it, At first sight, Apparently etc

**To conclude/summarise:** Taking everything into account, All things considered, To sum up etc

- ⑨ **Look at the two models below and decide which is good and which is bad. Give reasons for your answer. Then underline the linking words in the good model and list the good and bad points mentioned.**

**You work for a tour operator and have recently visited a new camp site. Write a report for your boss describing the resort, and the facilities it offers, commenting on its good and bad points.**

#### MODEL 1

To: Mr Michaelson  
From: Jane Barton  
Subject: Hillside Camping - Bagsbottom-by-Sea

#### Introduction

As requested, the purpose of this report is to describe and assess the suitability of this camp site for inclusion in our brochure.

#### Location

The site consists of a 500 m<sup>2</sup> field overlooking the village of Bagsbottom-by-Sea. It is easily accessible to customers arriving by road or rail. Although the site offers an outstanding view, it is not protected from the wind. It can, in fact, become quite chilly in the evenings.

#### Features

Hillside has a large shower block consisting of 10 showers and toilets for men and the same for women. However, the cleanliness of the shower and toilet blocks is not of an acceptable standard. There is a bus service to the village, yet it is inconvenient as since it runs only every 30 or 60 minutes. Hillside also has a launderette, a restaurant and a bar, although the restaurant and bar are expensive.

#### Conclusion

On the face of it, Hillside Camping offers an outstanding view, a bar and a restaurant. However, the facilities are below standard. Taking everything into account, I would not recommend including this site in our brochure.



#### MODEL 2

I don't think we should include this campsite in our brochure. In my opinion it's not very good. The only thing I liked about it is that it is easy to get to and has a nice view of the sea.

Firstly, it has lots of showers and toilets but they are dirty and it gets really cold at night. The restaurant is expensive and I didn't like the hamburger I had there.

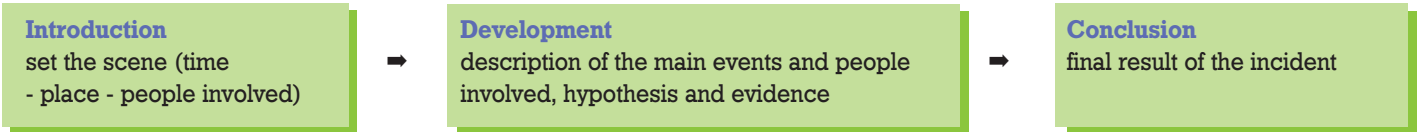
Also, you have to catch a bus to the village and I don't know about you, but I hate waiting for buses. I'm not sure how often they run because I got bored waiting and caught a taxi.

To sum up, I had a really boring time so we shouldn't put Hillside in our brochure unless we want to lose customers.

## Witness Statements

- A witness statement is a report written to give necessary information about an incident to the police. Using sequencing, it describes what happened from the point of view of a witness or somebody involved in the incident and is, therefore, written in the first person. A statement should be a combination of facts, hypothesis and relevant details such as times e.g. it was about 1.00 and descriptions e.g. the woman was tall with red hair.
- Hypothesis can be used if the witness wants to say what they think happened, or to describe a person involved e.g. He could have been distracted by, I think he was about 30 years old. etc
- The language in a witness statement does not necessarily have to be formal; short forms can be used. e.g. He'd just turned the corner when ...

## Outline for Witness Statements



**Useful language for witness statements:** I noticed, I could hear, I saw, it could have been, I think, it is possible, it is probable

**10 Match the evidence with the hypothesis.**

EVIDENCE	HYPOTHESIS
1 The kitchen window was left unlocked,	A therefore the thief could have observed me getting off the bike and entering the supermarket.
2 I saw the suspect leaving the boutique with a large bag over her shoulder,	B he or she may be one of my employees who knew where certain pieces are kept.
3 My bicycle was stolen while I was inside the supermarket,	C therefore the robbers could have entered through the window.
4 The kidnappers grabbed me as I was leaving my daily piano lesson,	D so I believe that the stolen merchandise may have been in that bag.
5 Because the thief stole only certain pieces of jewellery from selected vaults,	E so they might have been watching me for weeks to discover my daily routine.

**11 Read the following evidence and complete the sentences by writing appropriate hypotheses.**

- |   |   |
|---|---|
| 1 I described the mugger as being average height and overweight, so .....                 | exiting the building and walking away quickly, so .....                   |
| 2 At 11 pm I heard a loud banging noise coming from the car park outside, therefore ..... | 4 I saw a man running through my neighbour's back garden, therefore ..... |
| 3 Seconds before the bomb exploded, I saw three men                                       | 5 The lock on the back door was old and in need of repair, so .....       |

**12 Read this witness statement. Underline the evidence and circle the hypothesis.**

As I was walking along Western Road at about 11.00 on Saturday morning I saw a red car pull up in front of me and two men jumped out and ran into Woolworths. I didn't really pay any attention until I heard screams coming from inside the shop.

When I got closer I saw one man holding a gun while the other emptied a cash register. I couldn't see them very well, but one was fairly tall with brown hair and sunglasses and the other was shorter with very short blond hair. They were both wearing jeans and were about 22 years old, so they could have been students. There was another man in the car who had been waiting with the engine running, but I couldn't see what he looked like. I think they must have panicked at that point, because they came running out without waiting to fill their bag with money and jumped into the red car again.

As soon as the two men jumped into the car it drove off very fast in the direction of Churchill Square and the police arrived soon after that.

## News reports

- News reports involve narrative techniques. Therefore you should refer to Unit 1 pages 24 - 29 in which narrative and descriptive techniques are presented.

**13** Read this news report and put the jumbled paragraphs in order. Then state the purpose of each paragraph.

### Aircraft Disaster

Chief Fire Officer, Sergeant Ben Williams, said, "We are using all available manpower to free the crew and passengers still in the wreckage. Two of our men are in the craft trying to keep morale up among the injured while we work at getting them out." An extensive investigation is already underway into the cause of the crash and details will be published as they become available.

The small town of Brindon was shaken awake at 3.20 am this morning when a Delta Airlines 757 aircraft crash-landed in the grounds of the local primary school.

Residents of the area rushed from their homes as fire and rescue teams arrived at the scene. At present, 215 passengers and crew have been rescued from the aircraft. A further 82 remain trapped inside due to the fact that the aircraft is lying on its side and most exits are blocked. Due to the time and location of the crash, there were fortunately no casualties outside the aeroplane, but there was serious damage to the school and surrounding area.



**14 a.** Compare the two models below and say which is a news report and which is a witness statement. Then decide which model

- |  |  |  |
|--|--|--|
| <b>1 is more formal</b><br><b>2 uses short forms</b> | <b>3 contains personal opinion</b><br><b>4 contains only facts</b> | <b>5 uses the passive voice more frequently</b><br><b>6 contains evidence and hypothesis</b> |
|--|--|--|

**b.** Read the models again and state the purpose of each paragraph.

**A.**

I was walking home from school on Monday afternoon when I was grabbed from behind by a woman and thrown into a car, where I was immediately blindfolded.

We arrived at a house where I was locked in a room until Thursday. I was given food and water and allowed to watch TV. The person who brought me my food was always the same man. He was very tall and thin with a bald head and an earring. As each day went by, it seemed that the kidnappers were getting increasingly nervous because news reports of my kidnapping were constantly on TV. A lot of the time I could hear several men and a woman arguing over how they'd arrange for my father to give them the ransom money. Since they demanded such a large sum of money, I think that they'd probably been observing my family for some time and knew my father, who's a well-known surgeon, could afford the ransom.

On Thursday I heard a noise outside, and then the police came in and freed me. I can tell you it's good to be home again.

**B. Local Teenager Kidnapped**

The 17-year-old teenage daughter of a local couple was set free on Thursday after being held captive by kidnappers for three days. Jean Smith was said to be recovering well at her home, where she was being cared for by her parents.

Jean's ordeal began last week as she was walking home from school. She was bundled into a car, blindfolded and driven off to a house where she was locked in a small room. She was given food and water and was allowed to watch television, which enabled her to keep up with the news about her kidnapping. After police stormed the house where she was being kept, Jean was released unharmed by her kidnappers.

The head of the police team that secured Jean's release said: "We are pleased that our operation was successful and that Jean is now back home with her parents where she belongs." Four men and one woman who were in the house where Jean was kept are in police custody and are facing charges of kidnapping. Police are investigating a possible link to the kidnap last month of a wealthy local businessman, which was carried out in a similar style.

- 15 Read the following report about the Roxy Cinema and write appropriate headings for each section.

### MODEL 1

To: Mr Donaldson  
 From: Mavis Tyler  
 Subject: Roxy Cinema, Townsville

As requested, this report describes and assesses the suitability of the Roxy Cinema, Townsville as a host for the "Horror Films of the 20th Century" Festival.

Situated in the centre of town, the Roxy is easily accessible by public transport. However, for those travelling by car, parking can be expensive and difficult to find.

The usual cost of an adult ticket is £5, though the management is willing to issue a season pass which would reduce this to £3. Although the administration has been cooperative over the season pass, it refuses to consider a discount for students. As you know, students make up 40% of our society membership.

The Roxy has been decorated and refurbished recently so the seats are extremely comfortable. Unfortunately, the screen is quite small and would, in fact, reduce the impact of the films. The auditorium is large, heightening the sense of solitude and general atmosphere.

The cinema has a snack bar offering a wide variety of hot and cold snacks and drinks. There are also a number of ushers to help you to your seats. The snack bar is actually quite expensive, beyond the economic range of our student members.

In spite of a number of bad points, I would recommend the Roxy Cinema for our Horror Festival. All things considered, it presents a pleasant venue at a reasonable price.

- 16 Read this news report then write Mrs Kirkman's witness statement about what happened.



### MODEL 2

#### Pensioner Attacked

Maeve Kirkman, a 77-year-old pensioner, was brutally attacked last Wednesday night at her home in Kensington Street. She was discovered early Thursday morning by her next door neighbour.

The thief entered Mrs Kirkman's home by breaking a back window. He then attacked her and stole her jewellery and £150.

On Thursday morning her neighbour, Mrs Brown, became worried when Mrs Kirkman did not answer her telephone or doorbell. Mrs Brown checked the house and discovered the broken window and alerted police immediately. Meanwhile Mrs Brown entered the house and attended to Mrs Kirkman until the police and ambulance arrived.

The elderly woman sustained injuries to the head, face, and chest. She is in stable condition at St Anne's Hospital. Sergeant Roy of Minster CID who is investigating the case said: "Thanks to the attentive neighbour, Mrs Brown, the woman survived the attack and is making a good recovery." He added that the local police department is organising a plan for residents to check on their elderly neighbours daily.

- 17 Identify what kind of reports the following topics are. Then write the outlines which should be followed. Finally write any four of them in the appropriate style using 120-180 words.

- You work as a journalist on a newspaper. You have been sent to report on a hurricane that recently struck the West Indies. Write a report for the newspaper, describing the damage that the hurricane caused and commenting on how local people are dealing with the damage.
- You work for a sports magazine and have recently attended an international football match. Write a report for the magazine describing the match, saying how well-organised it was, who won, and mentioning any famous players you saw there.
- You have recently travelled by aeroplane to Spain. The airline is interested in what passengers think of their service. Write a report for the airline describing your flight, the treatment you received and how you think their service could be improved.
- You work for a travel agent and have recently carried out a survey into the number of people who take holidays abroad every summer. Write a report analysing the results of the survey.
- You were recently involved in a minor car crash. You must now write a report for the police describing what happened.
- You have recently visited a new leisure centre and your company is interested in what facilities are available there. Write a report for your company describing the leisure centre and its facilities, commenting on its good and bad points.

# Unit 6

## Warm-up Activities

- ◆ Look at the pictures. Where do you think these people are from? Are there Gypsy people in your country? How are they treated? Do you know anything about their lifestyle?

Read the following statements then listen to the text of Part 1 and fill in the missing information.

- a The Appleby fair is said to have started in .....
- b Gypsies started to attend the fair in the ..... century.
- c The gypsy people left Northern India in the ..... century.
- d There are thought to be around ..... Romanies in the world.
- e About ..... gypsies live in Romania.
- f In England in the ..... century, the punishment for speaking Romany was death.



## Reading Task : Part 1

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

- A** The Gypsy people originally came from India.
- B** The Gypsy culture and lifestyle will continue unchanged into the future.
- C** In Medieval England, the people mistakenly believed the Gypsies came from Egypt.
- D** The fair has a long history.
- E** Many millions of Gypsies live in Britain.
- F** Gypsies in England have an annual fair where horses are bought and sold.
- G** Some Gypsies may hide their identity to escape persecution.
- H** Throughout the year Gypsies travel around Britain, working and taking part in fairs.

## Romanies: 1,000 years on the road

0

F

Every June, the larger part of Britain's 75,000-strong Gypsy population gather together at the town of Appleby for the famous horse fair. All week long silver caravans and trailers arrive at the site - one of the world's very few remaining displays of Gypsy culture.

1

The main attraction of the fair is horse dealing. Travellers have been coming to Appleby for hundreds of years. References to the fair itself are found as early as 1176 and it's believed that Gypsies started to attend it in the 13th century.

2

From Appleby the gypsies move on to another town, St Boswell's in the borders then on to Cambridgeshire for strawberry picking followed by the Stow-on-the-Wold fair and Barnet fair. That's it until the next season, which begins in June with a week of horse racing at Epsom, where the Epsom Derby race is the main horse racing event of the Gypsy calendar. As the saying goes, "You're not a proper Gypsy if you don't go to Epsom."

3

What makes a Gypsy? This has proven a very difficult question to answer. It seems that the Gypsy people left Northern India in the 10th century, gradually working their way westwards and picking up parts of different languages and various cultures along the way.

4

The use of the word "Gypsy" as a description for Romany people

actually came about by mistake. When these mysterious dark-haired people began arriving in England in the Middle Ages, people assumed they came from Egypt. Gypsy is a modification of the word Egyptian. Gypsies actually claim to be specific people, a nation among nations, and describe themselves using the word "Rom" which includes all descendants of the people who left India a thousand years ago.

5

There are thought to be around 15 million Romanies in the world, with the largest number (around 2 million) living in Romania. Many hide their

Gypsy roots to avoid the trouble it can bring them. They have concealed their language too. In England in the 16th century the punishment for speaking Romany was death.

6

Gypsies and non-Gypsies often look at each other with suspicion. Gypsy customs are rarely revealed and this is because of a distrust of outsiders. However, the Gypsy lifestyle of travelling and working, along with their customs and religion, have been maintained through the centuries, whatever the attitude of outsiders, and will undoubtedly continue for centuries into the future.





# Vocabulary Exercises

1 Fill in the gaps with the correct word(s) from the list below.

**distrust of, reference to, persecution, reveal, descendant, modifications, conceal, maintain**

- The Indians try to ..... their ancient customs in the modern world. (**keep**)
- He has made some ..... to his car. He has repainted it and changed the engine. (**changes**)
- The ..... of witches was widespread in the Middle Ages. (**cruel and unfair treatment**)
- She is a(n) ..... of Winston Churchill - he was her great-great-grandfather. (**relative**)
- Peter was afraid of being arrested, so he tried to ..... his identity from the police. (**hide**)
- His mother's ..... him was such that he wasn't allowed to go out alone. (**lack of faith in**)
- The spy was instructed never to ..... her true identity. (**make known**)
- The lawyer made no ..... the burglar's criminal past. (**mention of**)

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

**gypsy                    to move on            to work**  
**the saying            long                    to attend**  
**racing                  customs                to pick up**

- |                         |                        |
|-------------------------|------------------------|
| 1 horse ..... event     | 6 ..... their way      |
| 2 ..... history         | westwards              |
| 3 ..... a fair          | 7 ..... are maintained |
| 4 ..... a language      | 8 as ..... goes        |
| 5 ..... to another town | 9 ..... roots          |

3 Complete the following text with the correct word derived from the words in brackets.



The Masai people of 1) ..... (**centre**) Africa are one of the few ancient tribes that remain almost untouched by 2) ..... (**civilise**) as we know it today. They are a very close-knit people and live in clans, with the eldest members of the tribe acting as 3) ..... (**lead**). The food that they eat consists 4) ..... (**sole**) of produce that they have grown and meat that their warriors have caught while hunting. Only Masai men are allowed to hunt while the women are responsible

for the 5) ..... (**cultivate**) of grains and vegetables.

4 Find the odd word out.

- 1 reveal - conceal - uncover - expose
- 2 gather - pick - deal - collect
- 3 recommend - attend - suggest - propose
- 4 trailers - inhabitants - residents - population

5 Choose the correct item.

- 1 Sam was so tired that he caught the wrong train by .....  
 A error      B fault      C mistake      D oversight
- 2 Are there any ..... reasons why you don't like him?  
 A specific      B chief      C main      D characteristic
- 3 Her ..... towards her mother was rude and unacceptable.  
 A handling      B treatment      C behaviour      D position
- 4 There was a huge firework ..... to celebrate the royal wedding.  
 A display      B exhibition      C show      D performance
- 5 She ..... the identity of the murderer to the police.  
 A demonstrated      B uncovered      C revealed      D exposed
- 6 People have an endless ..... with Hollywood film stars.  
 A attraction      B appeal      C charm      D fascination



### 6 Fill in the blanks with a suitable word.

#### a. culture, custom, tradition, civilisation

- 1 The Incas were an ancient South American .....
- 2 Music is an important part of American .....
- 3 The Japanese have a ..... of bowing to each other when they meet.
- 4 It is a Christmas ..... to hang out a stocking on Christmas Eve.

#### b. race, match, game, contest

- 1 The runners were extremely tired after the .....
- 2 The football ..... was called off because of the rain.
- 3 The children played a ..... of football.
- 4 My sister entered a beauty ..... and came second.

#### c. occasion, incident, episode, event

- 1 In the ..... of fire, raise the alarm.
- 2 A nasty ..... took place outside that bar last night; two men were stabbed.
- 3 On that ....., she was lost for words.
- 4 This is the second ..... of the TV series.

#### d. fair, festival, bazaar, gala

- 1 The children enjoyed the rides at the fun .....
- 2 A ..... performance took place to mark the Queen's birthday.
- 3 The Cannes film ..... is a big event for the film industry.
- 4 I bought a jar of home-made jam at the church .....

### 7 Fill in the appropriate particles.

- 1 The party didn't quite **come** ..... as well as I'd hoped as hardly anyone turned up. (**succeed**)
- 2 "Why don't you **come** ..... more often? We all miss you," she said. (**visit casually**)
- 3 If you **come** ..... that new book, will you buy it for me? (**find by chance**)
- 4 Tickets for tomorrow's performance will be very hard to **come** ..... . (**obtain**)
- 5 I wanted to go sailing last week but I **came** ..... a bad cold and couldn't go. (**became ill with**)
- 6 John **came** ..... a fortune when his uncle died. (**inherited**)
- 7 The teenager could not **come** ..... a good excuse for coming home so late. (**find**)
- 8 When Helen's new novel **came** ....., it caused a sensation. (**was published**)

## Follow-up Activities

- ◆ Read the text again, then close your books and write down five facts about the Romanies.
- ◆ Look at the following pictures. In pairs discuss these people's lifestyles. What do you think are the main differences between their lifestyles? In what ways might their lives be similar?



### Grammar Check

#### Fill in **as** or **like**.

- 1 He wasn't ..... surprised ..... I expected him to be, which isn't ..... him.
- 2 John looks so much ..... Sarah; it's ..... if they were brother and sister.
- 3 The professor is seen ..... an expert in the field of archaeology but ..... far ..... I know he's never been to Egypt.
- 4 It looks ..... though it's going to rain. It didn't rain ..... much ..... this last spring, did it?
- 5 He treats me ..... a child. It's ..... if I was still ten years old. I feel ..... I'm still at school.
- 6 ..... I mentioned, we must try to behave more ..... adults if we want to be treated ..... them.
- 7 If you do ..... I say, you will soon feel ..... a new person, ..... if you've started a new life.
- 8 She's ..... pretty ..... a picture, just ..... her mother was at that age.

## Warm-up Activities

- ◆ Can you swim? If so, when did you learn to swim? How? Do you think it is important to be able to swim?
- ◆ Think of as many words as possible related to the theme "Swimming".

Read the following questions, then listen to the text of Part 2 and answer the questions.

- a Why was Helen deeply ashamed?
- b How many times did Helen try to learn to swim?
- c How did Helen finally overcome her fear of water?
- d Where did she celebrate her birthday?



## Reading Task : Part 2

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

As the water reached her waist Helen felt herself starting to panic. It was ridiculous, she told herself. Here she was a fully grown woman wearing armbands and a buoyancy aid around her waist and grasping a float. But she was still terrified of water.

At 43, and married with two children, Helen was deeply ashamed of the fact she couldn't swim. She hadn't had swimming lessons at school as there had been no facilities. As she'd got older, her natural distrust of water turned into a phobia.

"I was okay as long as my feet were touching the bottom, but the moment I floated free, I'd panic. My heart began racing, my stomach would tighten and I couldn't bear anybody near me."

In 1975 when she enrolled for lessons at her local swimming pool it was a disaster. The instructor did get her to do a few strokes but she remained absolutely terrified.

When her two children - Daniel, now 19 and Laura, 17 - were young, Helen tried again but her progress was slow and she soon gave in, thinking there was no point carrying on.

And that was exactly how things would have stayed if it hadn't been for the Splash school of swimming in Leeds, near Helen's home. When one of the school's leaflets dropped through her letterbox one day last March, Helen was inspired to give swimming one more go.

"In the past, whenever I said I was starting lessons the whole family would say "Oh no, not again" so this time I didn't tell anybody. I just phoned up Splash and booked a course."

At first Helen was as scared as ever but gradually, with the teacher's help, she began to make progress. The school taught Helen as part of a small group and the instructors stayed in the water with her. They were very patient and that was what she needed. Other instructors at other schools had bullied her and so she'd become discouraged. At Splash, however, they were very understanding.

After a few months, Helen was able to take off the armbands and started going to another class at her local sports centre. Soon she could swim a whole length of the swimming pool.

Then, just when things were looking up and Helen was able to swim half a dozen lengths, she suddenly lost her nerve again. One day, out of the blue, she had a panic attack and started shaking and shivering with fear.

Determined not to let this defeat her after she'd come so far, Helen went to a hypnotherapist who gave her subconscious suggestions to help her overcome her fears. She was soon back in the water with renewed assurance.

And now Helen can swim 64 lengths of her local swimming pool, which is much more than a mile. To celebrate her success she hired the pool at her local sports centre for a birthday celebration. Helen shows the rest of us anything can be achieved if you want to do it badly enough.

**7** Helen knew that her fear was

- A logical.
- B unreasonable.
- C based on past experiences.
- D quite common.

**8** Why hadn't Helen learnt to swim?

- A She had always been terrified of water.
- B She hadn't had the opportunity.
- C She had distrusted her instructor at school.
- D The school pool had been too deep.

**9** What happened the first time Helen had lessons?

- A She didn't get over her fears.
- B She was afraid of the teachers.
- C She managed to swim a reasonable distance.
- D She nearly drowned.

**10** How did Helen's family react to her repeated efforts to learn to swim?

- A They criticised her.
- B They supported her.
- C They were patient with her.
- D They made fun of her.

**11** At the Splash school the instructors

- A made her learn at the group's pace.
- B bullied her.
- C didn't rush her.
- D explained her fears to her.

**12** Why did Helen go to a hypnotherapist?

- A She realised she would never be able to swim.
- B She suddenly lost her courage.
- C She suddenly forgot how to swim.
- D She wanted to forget her past fears.

**13** Which of these phrases best sums up the article?

- A Fear can be useful.
- B Not everyone can do everything.
- C You should never give up.
- D Everyone is different.



# Vocabulary Exercises



1 Fill in the gaps with the correct word(s) from the list below:

- defeated, armbands, drowned, leaflet, subconscious, float, bullied, inspired, instructor, achieved

- 1 Children usually wear ..... to help them stay afloat in the water. **(inflatable floats)**
- 2 As John was very small, he was always ..... by the older boys. **(harassed)**
- 3 "Swimming and Safety" is an information ..... that everyone should read. **(pamphlet)**
- 4 When the Titanic sank, most people on board ..... **(died from being unable to breathe underwater)**
- 5 Freud thought that dreams were ..... wishes and desires. **(not of the conscious mind)**
- 6 In swimming lessons people often have to swim holding onto a(n) ..... **(light object that doesn't sink)**
- 7 The dance ..... showed the students how to do the steps. **(teacher)**
- 8 The Chicago Bulls ..... the LA Lakers 56-48 in yesterday's basketball match. **(beat)**
- 9 By the age of 30 Jane had ..... all her ambitions. **(fulfilled)**
- 10 Helen's striving for perfection has ..... others to do the same. **(encouraged)**

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

- |                    |                      |                  |
|--------------------|----------------------|------------------|
| to shake my heart  | out of panic         | to book birthday |
| fully grown deeply | to enrol to overcome | to want to give  |

- |                          |                         |
|--------------------------|-------------------------|
| 1 a(n) ..... woman       | 7 ..... a course        |
| 2 ..... ashamed          | 8 ..... something badly |
| 3 ..... for lessons      | 9 a(n) ..... attack     |
| 4 a(n) ..... celebration | 10 ..... with fear      |
| 5 ..... began racing     | 11 ..... my fears       |
| 6 ..... it one more go   | 12 ..... the blue       |

3 Fill in the correct particle(s).

- 1 He was **taken** ..... when he learnt the truth about her past. **(was strongly surprised)**
- 2 She **takes** ..... her mother, with her dark curly hair and blue eyes. **(looks like)**
- 3 The dress was too big for her so she **took** it ..... **(made it smaller)**
- 4 When she wore sunglasses she was often **taken** ..... Madonna. **(was identified wrongly)**
- 5 The plane **took** ..... at 7.00 am this morning. **(left the airport)**
- 6 When he became headmaster he **took** ..... extra work. **(undertook)**
- 7 The company was **taken** ..... by a big French conglomerate. **(taken control of)**
- 8 After his retirement he **took** ..... golf to keep fit. **(began to do sth as a hobby)**

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



Learning to swim can be a 1) ..... **(frighten)** experience, and the older you are, the more 2) ..... **(courage)** you need to be. The first step is to actually get into the water without panicking, which many people have 3) ..... **(difficult)** doing. Once you are in the water you should try to relax, which can be done with the help of your 4) ..... **(instruct)**, who will be 5) ..... **(know)** about relaxation techniques. If you can overcome your anxiety and start to feel at home in the water, learning to swim will come 6) ..... **(nature)**, and will 7) ..... **(doubt)** be one of the most 8) ..... **(reward)** experiences of your life.

### 5 Fill in the blanks with a suitable word.

#### a. trainer, instructor, teacher, professor, coach

- The ..... who taught me at university was very knowledgeable.
- She hired a professional ..... to teach her how to swim.
- His ..... says that he is improving in all his subjects at school.
- A new ..... was hired to school the race horses.
- The school hired a new ..... for the swimming team.

#### b. registered, recruited, subscribed, recorded, enrolled, enlisted

- She ..... in evening classes to learn English.
- He only ..... for the autumn semester.
- She's trying to improve her Spanish so she has ..... to a Spanish magazine.
- After finishing high school, he was ..... in the army.
- The boss ..... five new employees last Monday.
- All important information was ..... for reference purposes.

### 6 Fill in the blanks with the correct idiom from the list:

#### out of the blue, black and blue, once in a blue moon, the blues, scream blue murder

- After the bicycle accident my arms and legs were ..... (*bruised*).
- I hardly ever see Mark; he drops by to see me ..... (*not very often*).

- I was standing at the bus stop when a man came up ..... and snatched my purse. (*unexpectedly*)
- "If you make me angry, I'll .....,," she threatened. (*become hysterical*)
- Susan has got .....; let's go and cheer her up! (*depression*)

### 7 Fill in the words from the list:

#### swimming pool, diving board, relax, splashing, flippers, diving, lifeguard, back-stroke, swim, float, goggles, breast-stroke

Children at a very young age are taught to 1) ..... because it is easy for babies to learn to 2) ..... in the water. Mothers join their babies in the 3) ..... and gently 4) ..... them around in the water.

Some babies enjoy 5) ..... around and it has been shown that these babies will usually become very good swimmers. Toddlers are taught the 6) ..... first, in which the arms are extended in front of the head and then pulled sideways. At a later stage the 7) ..... is easily learnt, the main difference being that one is floating on one's back. Toddlers also enjoy using extra equipment like 8) ..... so they can see underwater and 9) ..... that provide extra speed. In addition, children can practise 10) ..... into the pool from a 11) ..... under the supervision of a 12) .....



## Follow-up Activities

- ◆ Read the text again and give it a title, then make notes under the following headings: **Useful equipment - How to treat the learner - Possible problems**

Using your notes and the following expressions, explain to your partner what he/she needs to do in order to learn how to swim: **You ought to wear ..., Try not to ..., Don't worry if ..., You should ..., It would be best not to ... etc**

- ◆ A friend of yours wants to learn how to swim. Write a letter to him/her giving advice. Write 120-180 words.  
**Para 1: friendly greeting - reasons for writing**  
**Para 2: advice about special equipment**  
**Para 3: advice about possible problems**  
**Para 4: closing remarks**

### Grammar Check

Fill in "if" or "when" and put the verbs in brackets into the correct tense.

- John is coming to visit us ..... he ..... (finish) his homework.
- I'll pick you up at the station ..... I ..... (have) time.
- She doesn't know ..... Rick ..... (phone) her tomorrow.
- ..... you come home, ..... (you/help) me cook dinner?
- ..... Jane finishes her work early today, she ..... (meet) us at the pub.



## Warm-up Activities

- ◆ Look at the pictures. What do they represent? Would you like to be a millionaire? What is good or bad about being rich? What does “success” mean to you?

🔄 Try to answer these T/F statements by guessing, then listen to the text of Part 3 and find out if your guesses were correct.

- a All successful people were good at school.
- b There are 95,000 millionaires in Britain.
- c Many wealthy people inherited their money.
- d Appearance improves your chances of success.
- e In order to succeed one needs to focus on many tasks at a time.
- f Success is based on motivation alone.

## Reading Task : Part 3

You are going to read a magazine article about ways to become a millionaire. Eight paragraphs have been removed from the article. Choose from the paragraphs A-I the one which fits each gap (14-20). There is an example at the beginning (0).

### So You Want To Be A Millionaire?

There is no specific formula you can use to become a millionaire. At school, we are told that gaining knowledge is all that we need to do well in society.

0  E

Other studies show that there is little connection between how well children do at school and the success they achieve as adults. At the moment, there are 95,000 millionaires in Britain alone. Those who recently became millionaires come from a wide variety of backgrounds.

14

If you are not born wealthy, you may be able to take advantage of your good looks. Dr Raymond Bull of Portsmouth University says that good looks make early life easier. He then adds that people expect a goodlooking person to be kinder and more efficient.

15

Professor Cooper has divided successful people into two categories: the *entrepreneurs* and the *intrapreneurs*. The former often left school early, and had several business disasters. They have awkward personalities, but they are very determined. The latter, however, have risen up through the levels of organisations. They are the children everyone thought would do well. Over half of them went to universities. They are good organisers and get on well with people.

16

However, even if you were born poor and lack the height or looks of a top model, there is still plenty you can do to improve your chances of success.

There are many courses and self-help manuals available to help you reach the top. There is even a magazine called *Personal Success*, filled with ads for courses that will “transform your thinking and behaviour”.

17

“Success does not happen by accident,” says Michael Breen, who runs seminars on various aspects of being successful. “Successful people,” says Breen, “are the ones who, when something doesn’t work, try something else. Unsuccessful people keep on doing the same thing, only harder.”

18

Breen gets students to concentrate on specific tasks that need attention, rather than allowing themselves to be overwhelmed by a mountain of things waiting to be done. He makes his students concentrate on getting one thing done, and helps them focus on the good feeling it produces when the job has finished.

19

However, what none of these techniques do is to look at the quality of your life, or consider whether the price of success is too high.

20

One thing is sure, though. True success turns out to be based on more than motivation. There is a need for harmony, balance, creativity and healthy relationships.



A

One dramatic difference between Cooper's two groups is that many of the intrapreneurs felt that they had been the victims of discrimination early on in their lives. This has not been the case for the entrepreneurs.

B

In his training programmes, Breen shows people how to get rid of negative thoughts and put themselves in a more productive frame of mind. He believes that motivation is the key.

C

The easiest way is to start out wealthy. In a survey of the richest 200 people in Britain, more than fifty per cent had inherited money. Twenty-five per cent of those who head large corporations were born into wealthy families.

D

Entrepreneurs are "anxious people, non-conformists, poorly-organised, and not strangers to self-destructive behaviour". Twenty-five per cent of top executives are unhappy with the long hours they have to work and the destructive effect on their family life.

E

However, a recent study by Professor Gary Cooper, of the University of Manchester Institute of Science and Technology, has proven this wrong. Professor Cooper studied the lives of successful entrepreneurs and discovered that sixty per cent left school early, either due to expulsion or boredom.

F

Another useful feature is height. Other qualities being equal, employers are more likely to select taller candidates to fill vacancies.

G

Most of today's courses on positive thinking originate in America. Many start by emphasizing the importance of self-belief, and its role in being successful.

H

However, it is possible to be too beautiful. You can easily find yourself employed as a decorative figurehead while your less attractive colleagues are moving up the career ladder.

I

All these methods are the result of the fact that the old idea of a career ladder leading to success in big corporations no longer applies. There is much greater emphasis on personal development.



# Vocabulary Exercises



1 Fill in the gaps with the correct word(s) from the list below:

**discrimination, awkward, lacks, executive, vacancy, focus, originated, entrepreneur, motivation, expulsion**

- 1 Jack's business associates consider him to be a(n) ..... (**innovative businessman**)
- 2 He has talent, but he'll never succeed because he ..... enthusiasm. (**doesn't have**)
- 3 She felt ..... speaking in front of an audience. (**uncomfortable**)
- 4 She was promoted to the position of senior ..... in the company. (**official**)
- 5 One needs to ..... on one goal at a time. (**concentrate**)
- 6 A better salary was my main ..... for changing jobs. (**reason**)
- 7 ..... against women often makes it difficult for them to find jobs. (**unfair treatment**)
- 8 His ..... from school was due to his disruptive behaviour in class. (**ejection**)
- 9 Although the music is thought to have ..... in Peru, it is now very fashionable in the States. (**had its roots**)
- 10 We would employ you, but unfortunately there isn't a(n) ..... at the moment. (**position open**)

2 Choose the correct item.

- 1 We've visited both Oxford and London; we found the ..... to be more beautiful.  
A early      B former      C previous      D premature
- 2 He found it difficult to ..... with all that noise.  
A concentrate      B consider      C calculate      D comprehend
- 3 Her cheerful attitude is her most positive .....  
A condition      B mark      C angle      D quality
- 4 Her ..... at the university this term include Biochemistry, Physics and Genetics.  
A conferences      B courses      C sessions      D lessons
- 5 I'm afraid your composition ..... original ideas.  
A fails      B loses      C lacks      D misses
- 6 Tom has built up a ..... business for himself.  
A prosperous      B fortunate      C well off      D costly

3 Fill in the blanks with a suitable word.

a. **disaster, tragedy, damage, ruin**

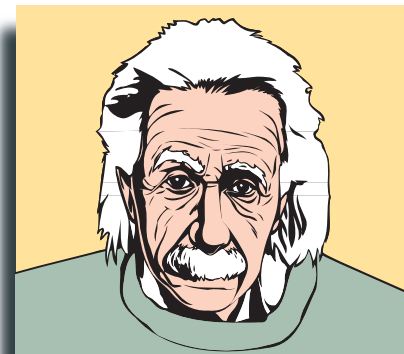
- 1 It cost me £5,000 to repair the ..... to my car.
- 2 The death of his son was an absolute .....
- 3 Hundreds of people died in the train .....
- 4 Due to mismanagement of funds, the company is in financial .....

b. **gains, wins, earns, beats**

- 1 Peter works in an office and ..... £300 per week.
- 2 That basketball team ..... almost every game they play.
- 3 She ..... a lot of experience by working there.
- 4 David always ..... his opponents.

4 Complete the following text with the correct derivative of the words in brackets.

Albert Einstein once said: "Try not to become a man of success but rather try to become a man of value." The 1) ..... (**success**) opera singer Barbara Hendricks is one of those people who have taken this saying to heart. Her 2) ..... (**music**) career includes 3) ..... (**perform**) such as singing at President Mitterand's memorial service in Notre Dame. However, these 4) ..... (**achieve**) are almost overshadowed by her 5) ..... (**determine**) to aid casualties of war. Her humanitarian efforts have taken her from the streets of Sarajevo to the war in Rwanda, where she has shown the 6) ..... (**able**) to be not only 7) ..... (**help**) but also 8) ..... (**compassion**). In the past, she has also been able to arrange charity events as she has many contacts with 9) ..... (**fame**) and 10) ..... (**power**) people. Due to her 11) ..... (**commit**) and 12) ..... (**dedicate**) she has recently been awarded with the French Legion d'honneur.





5 Fill in the blanks with the correct particle(s).

- 1 I can't understand what you're **getting** .....  
Can you be a bit more specific? (*implying*)
- 2 You can have my seat, I'm **getting** .....  
the bus at the next stop. (*descending from*)
- 3 Sam always **gets** ..... Mum and persuades  
her to let him go out. (*coaxes*)
- 4 It took her a while to **get** ..... the shock of his  
death, but she managed in the end. (*overcome*)
- 5 I tried to call you last night but I couldn't **get**  
..... . (*reach by phone*)
- 6 It really **gets** me ..... to see starving children  
on the television. (*depresses me*)
- 7 The bank robbers managed to **get** .....  
using a stolen car. (*escaped*)
- 8 Before you **get** ..... the train you must have  
a ticket. (*enter*)

6 Fill in the gaps with a suitable idiom from the list below:

**mind your own business, do business with, none of her business, business is business, got down to business**

- 1 I told her that the way I live my life is .....
- 2 My boss always says that ..... and that  
personal feelings should not interfere.

- 3 It is nice to ..... him, because he is an honest man.
- 4 After introducing my boss to the client we .....
- 5 You should ..... and not interfere in  
other people's affairs.

7 Fill in the gaps with a suitable idiom from the list below:

**easy money, to make money, to get their money's worth, to have money to burn, spend money like water, to be rolling in money**

Many people enjoy playing the lottery because they hope to make 1) ..... . These gamblers dream of winning millions of pounds and they try to imagine what it would be like 2) ..... . Nowadays it has become very difficult 3) ..... and everyone wants 4) ..... when they go shopping. Although 80% of the population play the lottery every week, others say that they don't want to spend good money on gambling. However, it is difficult to imagine what it would be like 5) ..... . If you could 6) ....., what would you do?



## Follow-up Activities

- ◆ Read the text again and report to the class what the following people have to say about **SUCCESS**:  
**THE TEACHERS**      **DR RAYMOND BULL**  
**PROFESSOR COOPER**      **MICHAEL BREEN**  
Whose opinion do you agree with and why?
- ◆ Write an article for a newspaper with the title "**Success does not happen by accident**". Include some information from the text in your article, following the outline below. Write 120 - 180 words.
  - Para. 1: refer to the title/state your general opinion
  - Para. 2: } point(s) that bring(s) success
  - Para. 3: } (knowledge, good looks, hard work, determination, efficiency etc)
  - Para. 4: conclude by restating that success never happens by accident

### Grammar Check

#### Change into the passive.

The bus operator "Southern Travel" will refurbish\* all its buses this year. Southern Travel has also ordered twenty brand new models. The new buses will provide passengers with a high standard of luxury and comfort. People will use the buses more often, once Southern Travel improves its services. Commuters should note that Southern Travel had expected to receive the new buses by December but due to a delay the manufacturers will now deliver them in February.

\*refurbish: re-equip and decorate sth

## Warm-up Activities

- ◆ Do you read any magazines? What kind? Look at the magazine covers and the titles in the text. What might you find in each magazine?

Listen to the text of Part 4 and match the *titles* of the magazines in the left-hand column with the *subjects* they deal with in the right-hand column. There are *three extra subjects* which you will not use.

- |                      |                               |
|----------------------|-------------------------------|
| 1 Kerpow             | a do-it-yourself tips         |
| 2 Metropolitan Woman | b hair-dressing ideas         |
| 3 Sparkle            | c help for the working mother |
| 4 Tech-Knowledge     | d local news                  |
| 5 Gaming             | e science                     |
| 6 Home Maker         | f gardening tips              |
| 7 Glamorous You      | g knitting patterns           |
|                      | h cartoons and puzzles        |
|                      | i pop news                    |
|                      | j sports                      |



## Reading Task : Part 4

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

Which magazine or magazines would you recommend for someone who:

- |  |    |   |    |
|--|----|---|----|
| is interested in computers?                        | 0  | D |    |
| is interested in getting value for money?          | 21 |   |    |
| likes betting on horses?                           | 22 |   |    |
| is redecorating their house?                       | 23 |   |    |
| likes pop music?                                   | 24 |   |    |
| wants to keep up with modern technology?           | 25 |   |    |
| wants tips on applying make-up?                    | 26 |   | 27 |
| wants to find out when sporting events take place? | 28 |   |    |
| recently started school?                           | 29 |   |    |
| is concerned about both family and career?         | 30 |   |    |
| wants to improve their figure?                     | 31 |   | 32 |
| likes taking part in competitions?                 | 33 |   | 34 |
| enjoys cartoons?                                   | 35 |   |    |

## Magazines

### Kerpow!

A

Tune into the beat of the 90's. *Kerpow!* will fill you in with exclusive interviews, news and reviews from the world of pop. Enter our weekly *Kerstar!* competitions for a chance to win a night out with one of your pop heroes, or have a look at the *Kerclassified!* pages for info. on **gigs**, events, discos and forthcoming releases. Collect *Kercoupons!* and save up for one of our fantastic C.D. **compilations**.

### Metropolitan Woman

B

Are you a dynamic career woman *and* a caring wife and mother? We at "MW" understand how **challenging** such a hectic life can be. Not only is "MW" full of ideas on how to survive in the **rough and tumble** of the world of work, it is also full of **handy hints** to keep you looking your best. There's a weekly make-up slot and regular features on how to stay slim and **trim**. Our child psychologist keeps "MW" readers up to date on child care, education and how to deal with all the problems of being a mother. Are you a *Metropolitan Woman*?

### Sparkle

C

Your little ones will love *Sparkle*, the magazine for six to nine-year-olds. Packed with comic strips, stories, games, puzzles and competitions galore, its bright and cheerful pages will keep them busy for hours, as well as encouraging them to read, write and play with numbers. Voted *Best Children's Magazine* by readers of *Metropolitan Woman*, *Sparkle* will help your children grow into interested and enthusiastic youngsters.

### Tech-Knowledge

D

*Tech-Knowledge* is quite simply the only science magazine that absolutely anyone can understand. Let's face it, in the modern world everybody needs to know what new technological advances are being made. If you find yourself constantly embarrassed by other people's knowledge, put an end to that and subscribe to *Tech-Knowledge*. Before you know it, you'll be able to impress your colleagues, and maybe even your kids!

### Gaming

E

The **definitive** sports magazine, *Gaming* tells you everything that's going on in the world of sport each week. As well as all the information you could ever need about **fixtures** and results, there are full **write-ups** on major events. If you want to know about the form of your chosen horse, check out the Flutter pages. The only all-round sports magazine that includes a

weekly feature on less well-known sports *Gaming* also prides itself on the quality of its interviews with the world's greatest sporting personalities. If you are into sport, buy *Gaming*.

### Home Maker

F

Do-It-Yourself enthusiasts will find thousands of creative ideas in *Home Maker*. Whatever changes, additions or improvements you want to make to your house, from painting the walls to building an extension, you'll find **stacks** of handy hints. D.I.Y. novices will find our clear instructions and diagrams invaluable, while even the seasoned home-improvement enthusiast will be impressed by this **treasure-trove** of information. With reports on the latest **innovations**, consumer guides, price comparisons for a range of products and problem pages, *HomeMaker* is a must if you want to do the best job you can without spending a fortune.

### Glamorous You

G

If you want to make the most of your natural beauty, it takes know-how. That's why we at *Glamorous You* work with a team of top health, beauty and fashion experts. We can give you all the advice you need on everything from keeping trim to choosing the right colour foundation. Every **issue** is divided into four sections: Health and fitness, make-up, coiffure and fashion, each of which will give you the **inspiration** to bring out the most *Glamorous You*.



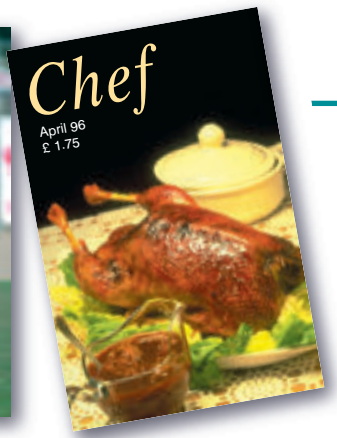
## Vocabulary Exercises

1 Look at the following words in bold in the text and try to explain them:  
**gigs, compilations, challenging, rough and tumble, handy hints, trim, definitive, fixtures, write-ups, stacks, treasure-trove, innovations, issue, inspiration**

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

<b>forthcoming</b>	<b>caring</b>	<b>to enter</b>
<b>natural</b>	<b>to subscribe</b>	<b>to spend</b>
<b>to apply</b>	<b>handy</b>	<b>to tune into</b>
<b>comic</b>	<b>problem</b>	<b>technological</b>

- 1 ..... beauty
- 2 ..... strips
- 3 ..... releases
- 4 ..... make-up
- 5 ..... hints
- 6 ..... pages
- 7 ..... the beat of the 90's
- 8 ..... mother
- 9 ..... to a magazine
- 10 ..... advances
- 11 ..... a competition
- 12 ..... a fortune



3 In which type of magazine would you find the following? Some of them may be used more than once.

**household hints, comic strips, an article about software, fixture lists, the top-ten, recipes, puzzles, agony aunt, horoscope, tips on growing plants, a news story about an ecological disaster, a review of a match, competitions**

4 Fill in the blanks with the correct particle(s).

- 1 During the sales, prices were **brought** .....by as much as fifty percent. (**reduced**)
- 2 The visit to his old school **brought** ..... memories of his childhood. (**recall**)
- 3 His heavy drinking **brought** ..... his death. (**caused**)
- 4 When he **brought** ..... his first book we all celebrated with him. (**published**)
- 5 We **brought** her ..... by throwing cold water on her. (**helped to regain consciousness**)



## Follow-up Activities

- ◆ Read the text again and make brief notes on what you can find in each of the magazines. Now say which of the magazines in the text the people in your family would choose to read and why.
- ◆ Tell the class what a magazine should contain in order to be popular with people of your age.
- ◆ You work for a publishing company. You have been asked to carry out a survey for your boss about which types of magazine sell the best. Write your report, in 120-180 words following the outline below.
  - Para 1: State the aim and content of report
  - Para 2: Different types of magazines
  - Para 3: Different age groups of readers
  - Para 4: Higher - lower priced magazines
  - Para 5: Make suggestions/recommendations

### Grammar Check

Fill in: **so, such** or **such a(n)**.

- 1 The sea was ..... rough that I got seasick.
- 2 He ran ..... fast that we couldn't catch him.
- 3 It was ..... good film that we went to see it again.
- 4 He is ..... generous that everybody likes him.
- 5 On ..... occasions it is necessary to dress smartly.
- 6 It was ..... bad weather that we stayed at home.
- 7 It was ..... unusual T-shirt that I had to buy it.

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

Most people dream **0)** .....*of*..... becoming rich and famous, but is that **1)** ..... success is really about? It is a fact that many people who have **2)** ..... fame and wealth are far **3)** ..... happy with their lives. They worry constantly **4)** ..... their money and reputation. They are rarely satisfied **5)** ..... what they have. Singers may lose their popularity, athletes **6)** ..... injured and can no **7)** ..... perform well, and rich business people may lose their money **8)** ..... making risky deals. The best **9)** ..... to be happy with oneself and one's life is to reconsider what success really is. All people must realise that human values and qualities are **10)** ..... more important **11)** ..... material things. A job no matter **12)** ..... humble, which is done with interest and care, is **13)** ..... as much as instant fame. Being close to your family and having friends you can trust and depend **14)** ..... also make for a happy, successful life. These are the things that really count, and give you the right to consider **15)** ..... a success.

**PART 3** Complete the sentences using the words in bold. Use two to five words.

- 1 Her hair needs doing.  
**has** She ..... done.
- 2 His bicycle was stolen yesterday.  
**had** He ..... yesterday.
- 3 Dr Cooper has divided people into two categories.  
**have** People ..... two categories by Dr Cooper.
- 4 They made him confess his crimes.  
**was** He ..... his crimes.
- 5 There aren't many courses available.  
**only** There ..... available.
- 6 It is said that recycling saves energy.  
**save** Recycling ..... energy.
- 7 He couldn't decide what to do with the old newspapers.  
**mind** He couldn't ..... what to do with the old newspapers.
- 8 Killer whales are the most intelligent animals in the ocean.  
**is** No other animal in the ocean ..... killer whales.
- 9 Do you realise the importance of recycling?  
**aware** Are you ..... of recycling?
- 10 I don't understand what she's talking about at all.  
**sense** What she's talking ..... at all.

**PREPOSITIONS**

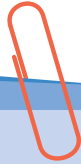
Fill in the correct preposition, then choose any five of them and make sentences.

(1) to take part ..... sth, (2) to arrive ..... a place, (3) a display ..... sth, (4) reference ..... sth/sb, (5) ..... the borderline, (6) punishment ..... sth, (7) to be suspicious ..... sth/sb, (8) distrust ..... sb, (9) to be terrified ..... sth/sb, (10) to be ashamed ..... sth, (11) shame ..... you, (12) to blame sb ..... sth, (13) to put the blame ..... sb, (14) to enrol ..... sth, (15) to shiver ..... fear, (16) to take advantage ..... sth, (17) to be filled ..... sth, (18) a need ..... sth/sb, (19) to be proud ..... sth/sb, (20) to pride myself ..... sth, (21) to take pride ..... sth, (22) a chance ..... doing sth, (23) to concentrate ..... sth, (24) to focus ..... sth, (25) to be concerned ..... sth/sb



**PART 2**

You'll hear a young woman being interviewed for a market research project about magazines. For questions 9 - 18, fill in the questionnaire.



## MAGAZINE SURVEY

Age:

9

Occupation:

10

Income range:

11

Magazine(s) bought:

12

How often bought:

13

Favourite features:

14

and

15

Least favourite features:

16

and

17

Other comments:

18

## PART

3

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

Look at the magazine covers. In pairs, decide what topics would be included in each magazine and what kind of people would buy each one.



## PART

4

**Discussing in pairs topics related to the theme**  
**of Part 3**

- What kind of things do you enjoy reading?
- Are magazines entertaining or educational? Can they be both?
- Where do you get most information from? (TV, newspapers etc)
- Are comics beneficial or bad for children?

## Reviews

- A review is a brief description of a book, film, play etc. A review gives the main points of the plot including the writer's comments/recommendation of the book, play or film.
- When writing a review, consider the tenses you should use for each paragraph. When describing the plot, the present tense should be used. Paragraphs should include more than one sentence. When a new topic is introduced, begin a new paragraph. Your recommendation or judgement should be included in the conclusion. Always give good reasons to support your comments/opinions.
- The style of a review can be formal or informal depending on the publication.

## Outline for a review



### When writing a review consider:

- where the story is set (place, time)
- what kind of story it is (adventure, western, thriller etc)
- the acting/direction/production (well acted/directed etc)
- the plot (entertaining/boring? What makes it enjoyable/dull?)/the script (well/badly written)
- whether you would recommend the film/book to your readers or not

## Useful Language

### BACKGROUND

The film/story is set in ... , This film is the director's debut ... , This is the first novel in over 5 years written by ... , This novel was written about ... , The film stars.../The film is directed by ... , The film/book tells the story of ... , It is a love story/ thriller ... , ... plays the starring role as ..., ... enjoys his/her starring role as ..., etc

### MAIN POINTS OF PLOT

The story concerns ... , The plot revolves around/centres on ... , The tale begins ... , After a series of unbelievable coincidences..., The film reaches a breathless climax ... ,The plot has an unexpected twist to it..., The plot is rather unconvincing ... etc

### GENERAL COMMENTS

It was rather long/confusing/unbelievable, It is a high-action drama, The cast is excellent/weak, The script is dull/exciting etc, a tragic/thrilling end, It will have you on the edge of your seat, It is beautifully/poorly written, He/She seems uncomfortable in his/her role as ..., ... gentle entertainment for the whole family, It is a classic study of jealousy/war, etc

### RECOMMENDATIONS

Don't miss it, Don't bother to go and see it, Wait until it comes out on video, It's bound to be a box office hit, Leave the kids at home, It will change the way you think about ... , I can thoroughly recommend it ... , It is well worth seeing ... , It is a classic/masterpiece of its kind, etc

### 1 Fill in the gaps with one of the following words.

**scene, acted, audience, stars, illustrated, portrays, masterpiece, role, acting, plot**

- At the end of the play the ..... clapped and cheered.
- The ..... of Tiny Tim is played by an unknown actor.
- The film ..... a new and talented actress.
- The ..... is rather confusing at times.
- The opening ..... is a churchyard at midnight.
- His love for Sophia is ..... by his devotion to her.
- As a romance, it is a(n) ..... of its kind.
- Al Pacino's ..... is of his usual high standard.
- The part is well ..... and very convincing.
- Tom Hanks ..... a man suffering from AIDS in the film "Philadelphia".



- 2 Read the review below and spot the topic of each paragraph. Then answer the following questions:
1. Where is the film set?
  2. Who are the stars of the film?
  3. What is the plot of the film?
  4. Is the film recommended?

## “Scent of a Woman”

“Scent of a Woman” is a dramatic film set on the East Coast of America. Al Pacino plays the starring role as a retired blind colonel who has become lonely and bitter.

The colonel’s daughter, who finds his blindness and hostile attitude tiring, advertises for a student companion for him over the Thanksgiving holiday. A poor scholarship student at an expensive East Coast School - played by Chris O’ Donnell - replies to the advertisement and is forced into accompanying the colonel on a pleasure-seeking weekend in New York. It is only later

that he discovers that the colonel is planning to kill himself. Chris O’ Donnell is convincing as a scared and embarrassed young schoolboy - but can he manage to prevent a tragic ending?

“Scent of a Woman” is well directed by Martin Brest and includes some pleasing scenes, including an adventure behind the wheel of a Ferrari and Al Pacino’s elegant tango with a beautiful young girl.

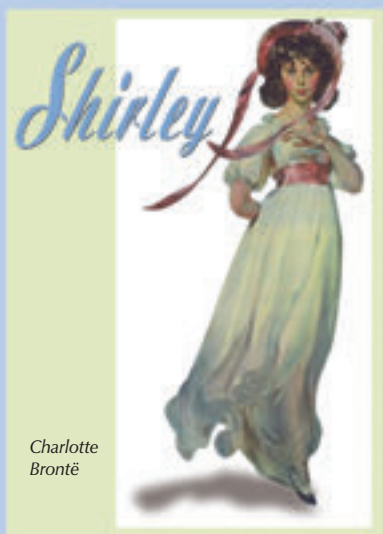
The plot is believable and entertaining at times. See the film and find out!

- 3 Read the review below and put the paragraphs in the correct order. Then say which tenses are used to describe the plot of the story. Finally find the purpose of each paragraph.

## “Shirley” by Charlotte Brontë

☐ “Shirley” is a beautifully written novel. It portrays Charlotte Brontë’s belief that the denial of the world of feeling is responsible for much of society’s suffering.

☐ The story deals with Robert Moore, a mill owner who is trying to modernise his factory. A group of people called the Luddites are trying to stop him as they know new machinery will mean loss of jobs. Caroline Helstone is in love with Robert, but believes he loves Shirley and Shirley returns his affection. We see her suffering and in anguish until she finds out that Shirley does not love Robert, but his brother Louis. Louis is a tutor and as he is socially



inferior to Shirley they try to deny their feelings for each other. The novel ends with Robert declaring his love for Caroline and Shirley and Louis defying social convention and marrying.

☐ I can thoroughly recommend this book as it is a classic of its kind that influenced many writers in the 19th century.

☐ The book is set in a country town in England during the Napoleonic Wars. It tells the story of Shirley, an heiress, Caroline, her friend and the men they love. It is a historical novel with elements of romance and adventure.

- 4 Bearing in mind that there are certain phrases which can be used in reviews, decide whether the following phrases should be used in a book or a film review.

**it is beautifully written, it was well acted, it is published by, it stars, the role of ... is played by, it is well directed, it is a thrilling read**

- 5 Write a review about a film or a book you have recently seen or read for an entertainment magazine.

# Unit 7

## Reading Task: Part 1

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

### Warm-up Activities

- ◆ Do you like travelling by boat? What are the disadvantages of boat-travel? Think of as many words as possible related to the theme "Boats".

👉 First read the following summary. Then listen to the text of Part 1. While listening correct the mistakes.

The Sail Training Association is a German charity organisation which gives old people a chance to sail on a large ship. It recently gave thirty-nine old men and women from eight European countries the chance to sail in the Cutty Sark Race. They were at sea for five months. The ship had problems because of high winds and a calm sea. The young novice sailors were seasick. Despite this, the youngsters enjoyed the reading they had to do and the friends they made. Everyone had to speak some French to participate. They all agreed they had no regrets about the voyage, but they were glad to return and they woke the Norwegian port town with their singing and dancing.

- A A trophy for international cooperation.
- B Happy to return to dry land.
- C A change of destination.
- D Arriving in Antwerp.
- E International opportunity.
- F Close sleeping arrangements.
- G Communication difficulties.
- H Good to visit new ports.
- I An experience to remember.



## The Sail Training Association

0 E

The Sail Training Association is a British charity organisation which gives young people a chance to sail on a large ship while making friends from other countries. It recently gave thirty-nine youngsters from eight European countries the opportunity to sail the “Sir Winston Churchill” on the **final leg** of the Cutty Sark **Tall Ships Race** to Antwerp.

1

Although this particular voyage wasn't successful in terms of reaching its destination - Antwerp - it was a success in **uniting** people by giving them the experience of sailing a ship at sea for five days. The Cutty Sark race is not exactly a race. The trophy is awarded to the ship and crew that contribute most to international understanding and friendship.

2

The “Sir Winston Churchill” had problems because of **high winds** and a very rough sea. The captain had to turn the ship away from its destination after two days' sailing, because the young **novice** sailors were getting increasingly seasick.

3

This did not disappoint the captain. Before the voyage began, he stressed the importance of teamwork. When it became clear they couldn't reach Antwerp, he made it known that he enjoyed showing the “trainees” new ports of call. Most know Antwerp, he said, but few have been to Norway.

4

As for the trainees, after they survived the first two days of bad weather and seasickness, they enjoyed the work

they had to do and the friends they made. They had to raise sails by hand, clean the ship, and help with the cooking. This, and the sleeping arrangements - all 39 slept in a space only eight by fifteen metres - was perfect for becoming close through co-operation and patience.

5

A problem everyone knew they would face was the language. Everyone had to speak some English to participate. One of the most frequent phrases heard was the request to speak more slowly, as instructions were shouted over the sound of the sea. But working together - and being seasick together - only brought the participants closer together.

6

Each of the young people had their own impressions of their experience. One said it was like eating, drinking and sleeping on a **fairground ride**. Another saw the beauty of the stars and the moon forming a path for the boat at night. They all agreed they had no regrets and were pleased to have done things they never thought they'd do.

7

Some of the **participants** heard about the voyage from friends or relatives who had already done it. One young man wrote to the British Embassy in Brussels asking how he could learn English and sail at the same time. Whatever their reasons were for leaving **dry land** for the unpredictable sea, they were all glad to return as they woke the small Norwegian port town with their singing and **cheering**.



# Vocabulary Exercises



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

**final leg, tall ships, uniting, high winds, novice, fairground ride, participants, dry land, cheering**

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

**contribute, charity, trainee, unpredictable, request, destination, participate in, Association, trophy, was awarded**

- 1 After winning the championship he was presented with a ..... (**prize like a cup or shield**)
- 2 The train's ..... is Cornwall but it stops in Exeter on the way. (**terminus**)
- 3 The Medical ..... recommends not smoking. (**group of officials**)
- 4 "Shelter" is a(n) ..... which provides housing for the homeless. (**fund-raising organisation**)
- 5 We should all try to ..... money to charity whenever we can. (**donate, give**)
- 6 He ..... a medal by the Queen for bravery. (**was given a prize**)
- 7 Joe doesn't know how to use this machine yet; he is only a(n) ..... (**person learning how to do sth**)
- 8 All pupils are required to ..... one Physical Education lesson a week. (**take part in**)
- 9 At the ..... of the fans, the band played the song again. (**polite demand**)
- 10 He is very .....; you never know what he's going to do next. (**changeable**)

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

**to raise      became      to give**  
**to face      at the same      to bring**  
**to reach      charity      to make**

- |                         |                      |
|-------------------------|----------------------|
| 1 ..... a chance        | 6 it ..... clear     |
| 2 ..... friends         | 7 ..... a problem    |
| 3 ..... closer together | 8 ..... time         |
| 4 ..... a destination   | 9 ..... the sails by |
| 5 a ..... organisation  | hand                 |

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



A 1) ..... (**particular**) popular summer holiday option is to go 2) ..... (**sail**) with friends. 3) ..... (**frequent**), the 4) ..... (**participate**) have a mixed 5) ..... (**know**) of sailing. Therefore, the less 6) ..... (**experience**) are given a chance to improve their sailing skills. If 7) ..... (**arrange**) are made so that everyone uses their 8) ..... (**able**) to the full, the trip will be far more 9) ..... (**enjoy**) for everyone. By contributing 10) ..... (**full**) to the holiday, riding the waves can be truly 11) ..... (**adventure**).

that everyone uses their 8) ..... (**able**) to the full, the trip will be far more 9) ..... (**enjoy**) for everyone. By contributing 10) ..... (**full**) to the holiday, riding the waves can be truly 11) ..... (**adventure**).

5 Fill in the blanks with a suitable word.

a. **voyage, trip, tour, journey, flight, ride**

- 1 The ..... from Singapore will arrive at Heathrow Airport in 20 minutes.
- 2 My older brother took me for a ..... on his motorbike yesterday.
- 3 John and Michelle are on a ..... of the Far East which will take three months.
- 4 People who live in London often take a day ..... to Brighton at the weekend.
- 5 It was a very enjoyable ..... as we passed through breathtaking scenery.
- 6 The ..... across the Atlantic Ocean was very rough.

b. **arise, raise, rise**

- 1 The Marines climbed to the top of the embassy building to ..... the American flag.
- 2 If it keeps raining, the water level of the river will ....
- 3 Many problems could ..... from this course of action.

c. **prize, reward, award**

- 1 A(n) ..... is being offered for any information that will help the investigation.
- 2 That film won a(n) ..... at the Oscars last year.
- 3 Sylvia won the ..... for having the best costume.

### 6 Find the odd word out.

- 1 port - harbour - beach - marina
- 2 show - conceal - cover - hide
- 3 command - request - demand - order
- 4 frequently - often - regularly - rarely
- 5 chance - option - possibility - luck
- 6 participant - member - associate - flatmate



### 7 Fill in the blanks with the correct particle(s).

- 1 The street signs were hard to **make** ..... in the fog. (**discern**)
- 2 She always **makes** ..... excuses for not being on time. (**invents**)
- 3 The dressmaker will be able to **make** that fabric ..... a lovely skirt. (**convert**)
- 4 The beautician **made** ..... the bride's face beautifully for her wedding. (**applied cosmetics**)
- 5 I would like to **make** ..... the way I treated you. (**compensate**)

## Follow-up Activities

- ◆ You participated in the S.T.A. voyage. Make notes under the following headings: **participants, name of ship and race, destination, good experiences, bad experiences** then tell the class about the trip.
- ◆ You saw this advertisement in the newspaper and want to take part in the Annual Charity Race. Read the advertisement and your notes, then write a letter to the Sail Training Association asking for general information and entrance details. Write a letter of 120-180 words in an appropriate style.



### The Sail Training Association is holding their Annual Charity Race!!!

**in aid of the MacMillan Children's Hospital**

The race will take place at the River Stout Quay **on Friday morning the 13th April.**

Those interested should sign up before April 1st.

Entrance fee: **£10.00 per person.**

what kind of people can enter?

what time?

any reductions for students?

Notes: previous experience?  
special equipment needed?

### Grammar Check

#### Fill in: **have/has been to/in, have/has gone to**

- 1 She speaks French very well, as she ..... France for many years.
- 2 You've just missed Laura; she ..... Sally's.
- 3 We ..... many restaurants, but this one is the best.
- 4 "I ..... never ..... Africa. Have you?"
- 5 He ..... Brussels before, and therefore he knows his way around.
- 6 The newly-weds left yesterday; they ..... the Bahamas for their honeymoon.
- 7 "Sorry, Peter is not in the office right now; he ..... the post office."

## Warm-up Activities

- ◆ What words can you think of related to the theme “Crime”? Have you ever heard the story of Dr Jekyll and Mr Hyde?

👉 Read the following sentences, then listen to the text of Part 2 and put them in the right order.

- Dr Jekyll starts to go out more often.
- Utterson goes to see Dr Lanyon.
- Dr Lanyon dies.
- Mr Hyde disappears.
- On January 8th, Utterson has dinner at Dr Jekyll’s house.
- Dr Lanyon looks very ill.
- Utterson is refused admittance to Dr Jekyll’s house.



## Reading Task : Part 2

You are going to read an extract from a novel. For questions 8-15, choose the answer (A, B, C or D) which you think fits best according to the text.

Time ran on. Thousands of pounds were offered in reward. But Mr Hyde had disappeared as if he had never existed. Much of his past was indeed dug up, and it was all disgraceful. Stories were told of his pitiless **cruelty** and violence, of his immoral life, of his strange **acquaintances**, of the **hatred** that seemed to have surrounded him. And yet not a **whisper** was heard of his present hiding place. From the time he left the house in Soho on the morning of the murder, he had simply melted into the London fog.

**Gradually**, as the weeks passed, Mr Utterson began to recover from his alarm and from his troubled conscience. The death of Sir Danvers was, in his opinion, fully paid for by the disappearance of Hyde. At the same time a new life began for Dr Jekyll, now that Hyde’s **evil influence** had been removed. He went out more frequently, strengthened his ties with old friends, and became once more their **familiar** guest and entertainer. He had always been known for his **generosity** to the poor; he was now equally distinguished for religion. He was busy, he spent a great deal of time in the open air instead of shutting himself up in his **laboratory**, and he was kind and generous to people and he did good. The expression on his face was brighter and more sincere, as if with consciousness of service, and for more than two months the doctor was at peace.

On January 8th Utterson had dined at the doctor’s with a small party. Lanyon had been there, and their host’s eyes had turned from one to the other as in the old days when the three were the closest friends. But on the 12th, and again on the 14th, Utterson was refused admittance to the house.

“Dr Jekyll,” said the servant, Poole, “will go nowhere and see no one.”

On the 15th Utterson tried again, and was again refused. For the last months he had been seeing his friend almost daily; now he missed his company and felt in low spirits without it. The next night he invited guests to dine with him, and the night after that he went to see Dr Lanyon.

There at least he was not refused admittance, but when Utterson went in he was shocked at the change that had taken place in the doctor’s appearance. He looked like someone who had been threatened with death. His rosy face had grown pale, he had lost a lot of weight and most of his hair, and looked much older. But what struck the lawyer even more was a look in his eye and a strangeness of manner that could only be caused by some violent terror in the mind. It was unlikely that the doctor would fear death, yet that was what Utterson was tempted to suspect.

Utterson was surprised and shocked. A week before the future had smiled with promises of a long and happy life. Now, in a moment, friendship, peace of mind, and the whole way of his life were wrecked. Such a great and unexpected change pointed to madness. But Lanyon’s manner and words showed that there must be some deeper reason.

A week later Dr Lanyon took to his bed. In less than two weeks he was dead.

**8 Mr Hyde**

- A had got lost in the fog.
- B had mysteriously disappeared.
- C had been hiding in Soho.
- D had never existed.

**9 What did Utterson think about Sir Danver's death?**

- A Hyde had paid to have him killed.
- B The disappearance of Hyde compensated for the death of Sir Danvers.
- C Sir Danvers had been murdered because he had not paid Hyde.
- D Someone had paid for both Hyde and Sir Danvers to be murdered.

**10 After Hyde's disappearance, Dr Jekyll**

- A made himself busy in the laboratory.
- B closed the laboratory.
- C spent much less time in the laboratory.
- D opened his laboratory to the poor.

**11 Dr Jekyll was at peace for two months because**

- A he was well known.
- B he was working in his laboratory.
- C he believed he was doing some good in the world.
- D he was a distinguished person.

**12 Utterson felt depressed because**

- A he was obviously afraid of something.
- B he had not seen Dr Jekyll for two months.
- C the party at Dr Jekyll's had been too small.
- D he had got used to Dr Jekyll's company and now felt the loss of it.

**13 Dr Lanyon**

- A had the appearance of someone who was not in good health.
- B threatened Utterson.
- C had been threatened.
- D gave Utterson a threatening look.

**14 Utterson thought that Dr Lanyon**

- A had a violent mind.
- B was deeply frightened of something.
- C did not mind violence.
- D had caused a lot of violence.

**15 Utterson believed Dr Lanyon**

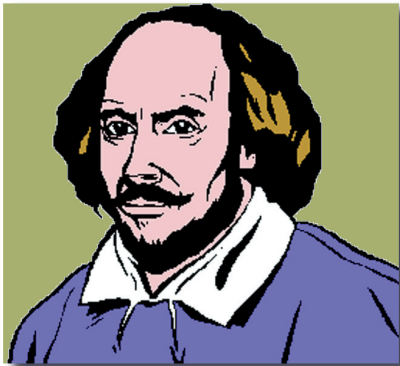
- A was not afraid to kill.
- B was suspected of killing.
- C feared death.
- D suspected him of murder.



# Vocabulary Exercises

1 Look at the following words in bold in the text and try to explain them:  
**cruelty, acquaintances, hatred, whisper, gradually, evil, influence, familiar, generosity, laboratory**

2 Fill in the gaps with words from the list:  
**tempting, conscience, immoral, disgraceful, distinguished, dine**



- Shakespeare was a(n) ..... playwright. (**outstanding**)
- As he didn't commit the crime, his.....was clear. (**moral sense**)
- The football hooligans' behaviour was ..... (**extremely bad**)
- We can't afford to ..... out all the time. (**eat**)
- You are ..... fate if you say you've never

been burgled. (**take a risk**)

6 It is ..... to use children to make money. (**wrong**)

3 Fill in the gaps with the words from the list:

**a. smog, cloud, mist, fog**

- The sea ..... is refreshing in the morning.
- Heavy traffic in some big cities causes ..... in the summer.
- It was a lovely clear day with not a ..... in sight.
- The thick ..... made driving conditions difficult.

**b. spoiled, wrecked, damaged, ruined**

- The ship was totally ..... after the hurricane.
- Ann was ..... because she was an only child.
- Although my car was badly ....., it could still be fixed.
- Frost ..... the farmers' crops.

4 Fill in with: **pale, faint, faded**

- |              |              |
|--------------|--------------|
| 1 .....jeans | 4 .....smile |
| 2 .....face  | 5 .....blue  |
| 3 .....sound | 6 .....aroma |



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

Last year our house was broken into while we were 1) ..... (**happy**) out shopping. It was a 2) ..... (**shock**) experience, and afterwards there was a 3) ..... (**length**) police 4) ..... (**investigate**). First a police officer came to take a statement, accompanied by a man who dusted the house for any traces of the burglar's fingerprints. They wrote a report and started looking for the culprit. Two weeks later they found him and charged him with 5) ..... (**burgle**). He was subsequently found 6) ..... (**guilt**) in court, as his fingerprints were 7) ..... (**prove**) enough that he had committed the crime.'

6 Fill in the gaps with the words from the list:

- |                   |                    |                      |
|-------------------|--------------------|----------------------|
| <b>violent</b>    | <b>pitiless</b>    | <b>a look</b>        |
| <b>to do</b>      | <b>in low</b>      | <b>troubled</b>      |
| <b>peace</b>      | <b>to grow</b>     | <b>to be refused</b> |
| <b>to recover</b> | <b>in the open</b> | <b>to strengthen</b> |

- |                       |                       |
|-----------------------|-----------------------|
| 1 ..... air           | 7 ..... cruelty       |
| 2 ..... terror        | 8 ..... conscience    |
| 3 ..... of mind       | 9 ..... admittance    |
| 4 ..... pale          | 10 ..... in the eye   |
| 5 ..... good          | 11 ..... my ties with |
| 6 ..... from my alarm | 12 ..... spirits      |

7 Fill in the blanks with a suitable phrase from the list below:

**at peace, melt into the fog, in reward, took to her bed, it struck**

- A special bonus is offered to employees ..... for extra hard work.
- She was so tired that she ..... for the entire weekend.
- Once she had been forgiven, she was ..... with herself at last.
- When I last saw him, ..... me how much older he looked.
- I saw the ship sail away from the harbour and then .....



8 Match the words with the definitions, then say the nouns which describe each criminal.

- |                 |   |
|-----------------|---|
| 1 arson         | a) stealing things from people's pockets  |
| 2 shoplifting   | b) taking somebody by force and demanding money for their return                |
| 3 mugging       | c) killing somebody for political reasons or for payment                        |
| 4 burglary      | d) stealing objects from shops while posing as a customer                       |
| 5 murder        | e) taking control of a plane using force and forcing the pilot to change course |
| 6 kidnap        | f) making false currency, signatures, documents or paintings                    |
| 7 terrorism     | g) attacking people in the street in order to rob them                          |
| 8 pickpocketing | h) breaking into a house and stealing possessions                               |
| 9 assassination | i) committing violent acts for political/religious reasons                      |
| 10 hijack       | j) killing someone  |
| 11 forgery      | k) illegally setting fire to property   |
| 12 theft        | l) action of stealing   |



9 The following words are related to **CRIME**: List them under the headings according to their meaning.

to steal, a rapist, a jury, an arsonist, a jail sentence, to acquit, a fine, a prosecution lawyer, to murder, a suspended sentence, to rob, a defence lawyer, a mugger, life imprisonment, murderer, death sentence, electric chair, a burglar, an offender, a stenographer, lethal injection, gas chamber

TYPES OF CRIMINALS - PEOPLE IN COURT - VERBS OF CRIME - FORMS OF PUNISHMENT

## Follow-up Activities

- ◆ Read the text again and make notes about the characters then talk about them.

Dr Jekyll      Mr Utterson      Dr Lanyon

- ◆ Imagine you are judges. In pairs decide what punishment you would give for the following crimes:

speeding, shoplifting, mugging, burglary, armed robbery, murder, neglecting an animal

- ◆ You were a customer in a bank that was robbed last Monday. Write a statement describing what happened, following the outline below.

Write 120-180 words.

Para. 1: set the scene

(time, place, people involved)

Para. 2: description of the main events and people involved, hypotheses and evidence

Para. 3: final result of the incident

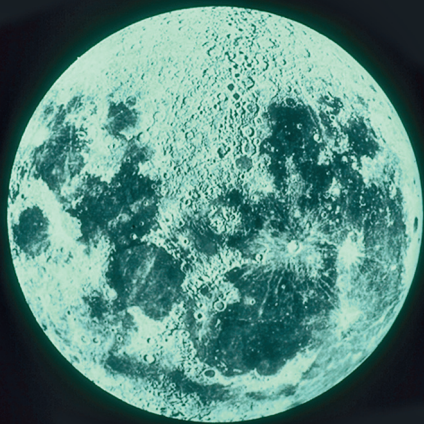
Useful language:

I noticed, I saw, I could hear, It could have been ..., I think, It's probable/possible

### Grammar Check

Fill in the appropriate reflexive or emphatic pronoun .

- We really enjoyed ..... at the New Year's Party.
- My sister decorated the wedding cake .....
- He had to look after ....., while his mother was away.
- The teacher asked whether I had hurt ..... when I fell down the stairs.
- He organised the meeting and presentation by .....
- You shouldn't cut your hair ....., it is too difficult.
- Behave ..... children, or you'll be punished!
- If you do not respect ....., then how can you expect to be respected by others?
- I'm proud of the painting, as I did it all by .....
- They built up the business all by .....
- She made the dress .....
- He fixed the leaking tap .....



## Reading Task : Part 3

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

### The Village Lamp

After spending half an hour with an old friend last week, he pointed out that the light was **fading** and that, as I was proposing to take a short cut by way of a footpath, I had better start out for home. **0** **D**

dark of the moon". I suppose that could be logical, if the moon has any effect at all on the **flow of sap** in trees, which would be at its maximum at full moon and would decline over the next two weeks. **18**

The Village Lamp. It is a long time since I have heard the moon **referred to** by that name, though it used to be common enough. I was brought up in the countryside where artificial lighting was confined to indoor oil-lamps, candles and more recently electric torches, but nothing that came anywhere near lighting up the entire village. **16**

A similar argument could apply to the widespread belief, still very much alive, that most garden seeds should be planted at the time of the new moon or shortly after it. **19**

It was not really that surprising that so many activities used to be influenced by the stages of the moon. Each month was divided into two parts - "the light of the moon" when the moon was waxing or full and the "dark of the moon" when it was fading or waning. **17**  For instance, my father, who was (among other things) the village pig-killer, was always busiest in the first fortnight of the moon. He himself was not superstitious, but few villagers would have their pigs killed when the moon was fading, for fear that the meat would go bad.

An old hedger (hedge-planter) once told me that hedges ought to be laid when the moon is full. That again would seem to be logical, but it appears to be excellent advice that would have been impossible to follow. **20**

Floor boards in a new cottage should be laid during "the light of the moon"; if the job were done during the waning or fading moon the board would shrink, and weeds would come up through the **cracks**.

Knowing that the moon controls the **tides**, and knowing that our bodies are **composed** mostly **of** water, it seems not unreasonable to suppose that we, too, may be influenced by stages of the moon. One can also understand why **supernatural** powers should **be blamed on** the moon.

You cut posts for building fences in "the light of the moon" if you wanted them to last long, but firewood in "the

**21**

## Warm-up Activities

- ◆ Look at the title of the text and the pictures then guess the connection of the title to the pictures. Finally give three facts about the moon.  
e.g. the moon affects the tides, ...

- ◆ Do you know any superstitions? Have you ever heard of any superstitions about the moon?

👉 Read the following sentences, then listen to the text of Part 3 and fill in the missing words.

- The Village ..... is another name for the moon.
- Artificial lighting can be indoor oil-lamps, ..... or electric .....
- The ..... of the moon can influence many activities.
- My father was the village .....
- Garden seeds should be ..... at the time of the ..... moon.
- Our bodies are composed mostly of .....

- A** Presumably the fencing-posts would last longer when full of sap, and the firewood would dry out quicker when the sap flow was less strong.
- B** Certain activities were confined to either one period or the other.
- C** I doubt very much whether hedgers could afford to stop work for a fortnight when the moon was fading.
- D** "It's getting dark already," he said, "and you don't want to find yourself walking home by the light of the Village Lamp!"
- E** Some people believed the moon changed size from month to month.
- F** There has, also, been a great deal written concerning the link between madness and the rhythms of the moon.
- G** Even now our village does not have street lighting.
- H** What does not seem to make sense is that there are three exceptions - beans, peas and onions - which have to be planted when the moon is fading.



# Vocabulary Exercises

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

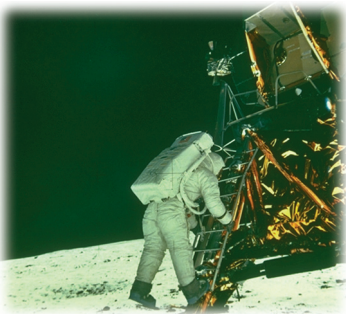
**fading, referred to, flow, sap, cracks, tides, composed of, supernatural, be blamed on**

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

**shrink, waning, confined to, artificial, declined, weeds, superstitious, torch, firewood, widespread**

- 1 When the moon changes from a full to a crescent shape we say it is ..... . (**getting smaller**)
- 2 It's dark outside so you need a(n) ..... to see where you're going. (**portable light**)
- 3 Liz has been ..... her bed for the past month with pneumonia. (**unable to leave**)
- 4 He is very ..... and won't walk under ladders for fear of bad luck. (**prone to supernatural beliefs**)
- 5 The weather is getting colder so we'll need some more ..... for the stove. (**fuel**)

3 Complete the following text with the correct derivative of the word in brackets.



People have always been 1) ..... (**superstition**) when it comes to the moon, which is not surprising if you consider that it remained 2) ..... (**explore**) until the second half of this century. Before 3) ..... (**technology**) advances took place, it was 4) ..... (**intrigue**) for people to try to guess what this 5) ..... (**mystery**) light in the night sky

was. As a result, many old 6) ..... (**believe**) are based upon the moon, and many women still believe that their moods and cycles are governed by the moon.

4 Find the odd word out.

- 1 link - connection - relation - distance
- 2 rhythm - tempo - beat - tune
- 3 change - alter - keep - convert
- 4 sense - feeling - notion - action
- 5 shrink - expand - wane - reduce
- 6 disregard - govern - direct - control



- 6 Farmers have to pull up the ..... from their fields, otherwise their crops get damaged. (**unwanted plants**)
- 7 News of their wedding was soon ..... . (**known by many people**)
- 8 Don't put your jumper in the washing machine because it might ..... . (**decrease in size**)
- 9 They ..... their friend's dinner invitation as they had other plans. (**refused**)
- 10 Nowadays ice-cream is made using ..... ingredients instead of real cream. (**synthetic**)

5 Choose the correct word from the list to fill in the gaps. Use the words only once.

**the light, to make, to follow, electric, full, to take, to last, supernatural, widespread**

- |         |             |         |             |
|---------|-------------|---------|-------------|
| 1 ..... | long        | 6 ..... | powers      |
| 2 ..... | belief      | 7 ..... | moon        |
| 3 ..... | sense       | 8 ..... | was         |
| 4 ..... | torches     |         | fading      |
| 5 ..... | sb's advice | 9 ..... | a short cut |

6 Fill in the blanks with a suitable word or phrase:

**black cat, broken mirror, touch wood, ladder, keep our fingers crossed, break a leg**

A lot of old superstitions are still believed by many people today. For example, we 1) ..... when we hope that something we've said won't come true, and we 2) ..... if we're hoping for some good luck. If a(n) 3) ..... crosses our path or we walk under a(n) 4) ....., a lot of us think that bad luck will come our way. It is common for actors to tell each other to 5) ..... before a performance for good luck, and a(n) 6) ..... still makes some people believe that they're going to have seven years' bad luck.

## 7 Fill in the blanks with a suitable word.

### a. post, columns, pillars

- 1 The ancient temple is supported by marble .....
- 2 The fence ..... was blown over by the strong wind.
- 3 The low roof was kept up by four .....

### b. trail, lane, trace, track

- 1 He left no ..... that he had ever been there.
- 2 They found a faint ..... made by mountain goats.
- 3 The elephants had left a ..... of broken branches behind them.
- 4 His cottage is in a quiet country .....

### c. compose, include, consist

- 1 These biscuits ..... of flour, butter and sugar. There are no other ingredients.
- 2 He likes to ..... his own music.
- 3 I like to ..... some exercise in my daily routine.

### d. lie, lay, lying, laid

- 1 James, please ..... the table.
- 2 ..... down and relax.
- 3 I can't believe him; he must be .....
- 4 He ..... his towel on the sand.
- 5 Hens ..... eggs.
- 6 Never ..... about your qualifications.

### e. influence, affect

- 1 Being rich doesn't ..... him at all - he's very down-to-earth.
- 2 You mustn't let Ben ..... you; think for yourself.

### f. logs, boards, wood

- 1 He chopped the tree trunk into ..... for firewood.
- 2 Furniture is often made out of .....
- 3 The old house had wooden ..... over the windows.

## 8 Fill in the blanks with the correct idiom from the list: in the dark, as light as a feather, pitch dark, light heart

- 1 It was with a(n) ..... that we set out on holiday. (**happy mood**)
- 2 You're ..... ; I can pick you up easily. (**very light**)
- 3 When the moon went behind the clouds, it suddenly became ..... (**very dark**)
- 4 "Please keep mum ..... about my engagement; I want to surprise her at Christmas." (**don't reveal the secret**)



## Follow-up Activities

- ◆ Read the text again, then tell your partner about the beliefs mentioned in the text.
- ◆ This is part of a letter you received from an English pen friend.

*We're doing a project at school on superstition. Could you please write a short report on superstitions in your country to include in my project?*

**Write a report giving the results of a survey carried out into people's beliefs in superstition today. Write 120-180 words. Note that your report should not be very formal.**

**Para. 1: summarise the most important results of the survey**

**Para. 2: age differences**

**Para. 3: depths of people's beliefs**

**Para. 4: end with a general conclusion**

## Grammar Check

### Fill in: **there** or **it**.

- 1 ..... were a lot of people at the party, ..... was very crowded.
- 2 ..... 's difficult to tell if ..... has been any change in the situation.
- 3 ..... 's nothing we can do but wait.
- 4 ..... are several ways of getting ....., ..... 's very easy.
- 5 ..... was a pity I couldn't come but ..... was nothing I could do about it.
- 6 ..... 's very tiring working for him; ..... 's so much to be done.
- 7 The film is nearly over now; ..... 's no point in going to see it.
- 8 He won't change his mind; ..... 's pointless trying to persuade him.
- 9 ..... are a lot of people around; ..... looks as if the whole town is here!
- 10 ..... 's probably going to rain; ..... are a lot of dark clouds in the sky.

## Warm-up Activities

- ◆ Think of as many words as possible related to the theme “Sightseeing”.
- ◆ If you were planning to visit England what would you be looking for - a place offering entertainment, or a place of historical interest? Give reasons for your choice.

👉 First read the following summaries then listen to the text of Part 4. While listening, underline the correct answer.

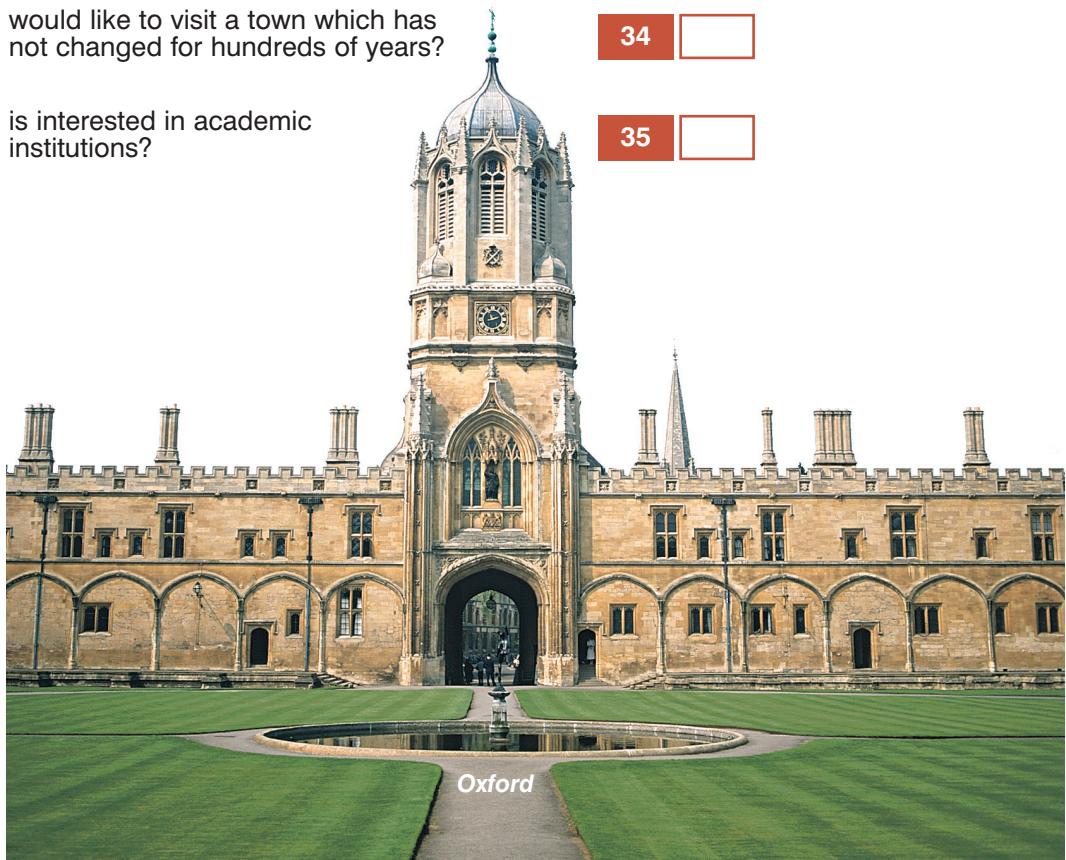
- a The history of York goes back to **Roman / Norman** times. There are **70 / 17** pre-Reformation churches within the city. In York Minster you can see medieval coloured **glass / vases**.
- b Dover is the busiest **air / ferry** port in Europe. There are two trains an hour from London to Dover.
- c In Portsmouth you can explore under the **earth / sea**. There are cruises to the Isle of Wight
- d In Oxford, you can take the “**Guide Friday**” / “**Friday**” bus tour. One ticket lasts **all day / week**. Blackwell’s bookshop has the **largest / most expensive** display of books in the world.
- e At Llangollen’s cultural event over **40 / 14** different countries are represented. Visitors can experience the excitement of white water rapids on the **River Wild / Lake Wild**. The Thomas Telford has **singers / refreshments** on board to add to your enjoyment.

## Reading Task : Part 4

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

Which town would you recommend to someone who:

- |   |    |   |    |
|---|----|---|----|
| would like to attend an international festival?                         | 0  | E |    |
| is interested in the history of warfare?                                | 22 |   |    |
| likes shopping?   | 23 |   | 24 |
| enjoys a good view?   | 25 |   | 26 |
| wants to buy sporting equipment?  | 27 |   |    |
| likes to be given information as they tour?                             | 28 |   | 29 |
| enjoys relaxing river trips?  | 30 |   |    |
| wants a day out while staying in London?                                | 31 |   |    |
| wants a day out on an island?   | 32 |   |    |
| enjoys outdoor activities?  | 33 |   |    |
| would like to visit a town which has not changed for hundreds of years? | 34 |   |    |
| is interested in academic institutions?                                 | 35 |   |    |



## Places to Visit

### York

A

The history of York stretches back to Roman times. Few cities look as completely medieval as York as many buildings have remained more or less unchanged for centuries. With its ancient wooden houses and narrow winding streets, the whole city gives off an atmosphere of history. Today, these streets contain a fascinating variety of shops. York has been called "the City of churches" for there are no fewer than 17 pre-Reformation churches within the city walls. The pride of York is the huge and magnificent Minster which towers over the whole city. It is thought to contain the largest area of medieval coloured glass in the world. If you don't want to join a group tour, there are cassettes - complete with Sony Walkman - which will tell you all about the city.

### Dover

B

The white cliffs of Dover are familiar to millions of travellers. Dover, the gateway to Britain, is the busiest ferry port in Europe. In times gone by, the town has been host to kings, armies, pilgrims and all kinds of travellers. Ancient monuments and ruins testify to Dover's long and fascinating history and today the town offers a great deal to interest visitors all the year round. On a fine day, the harbour itself offers excellent walks. Particularly recommended is the Prince of Wales Pier at the end of which you will find a viewing place with a splendid outlook over the entire port, the white cliffs and Dover Castle. With two direct trains each hour from London Victoria and London Charing Cross, Dover is ideal for a day-trip from the capital.

### Portsmouth

C

This is a very special year for Portsmouth. The historic military city is celebrating its 800th anniversary and we want you to join the party! Apart from special events such as military displays and parades, there is always something to do in Portsmouth. Visit our historic ships, explore under the sea in our Underwater World, enjoy the year-round Resort Centre - the possibilities are endless. And once you've had a taste of what the town has to offer, why not hop on the luxury cruise vessel *Solent Enterprise* and enjoy a leisurely day trip to the beautiful Isle of Wight?

### Oxford

D

Oxford has a timeless beauty which is found at every twist and turn of this ancient university city: in the soft golden stone of the college buildings and the peaceful courtyards and gardens. There is so much to see and do in Oxford. Take the "Guide Friday" open-top bus tour to see 25 of the 35 colleges - it leaves every 15 minutes and one ticket lasts all day. Or explore on foot



- guided walking tours start at the information centre. Get a bird's eye panorama of the whole city from the top of St Mary's. Take a journey through time at the unique Oxford Story exhibition in Broad Street. And then there are the shops. Lose yourself in famous Blackwell's bookshop in Broad Street - with the largest display of books for sale in one room anywhere in the world. The Gallery at Gloucester Green has a busy cosmopolitan atmosphere, with speciality shops, pavement cafés and street entertainers. And of course there are many big name shops too.

### Llangollen

E

For six days every July, Llangollen becomes the cultural centre of the world, attracting choirs, musicians, folk singers and dancers from all continents. Over 40 different countries are represented with colourful national costumes, taking part in daily competitions and performing in evening concerts. But if you are more of the outdoor type, why not try riding the rapids? Experience the excitement of white water rapids on the River Wild. All equipment can be hired. Llangollen is also a centre for outdoor clothing and equipment for climbing, walking, mountain biking and camping. From Llangollen wharf you can embark on a 45-minute horse drawn boat trip along the river or, on certain days, you can go for a longer journey on the Thomas Telford, which has refreshments on board to add to your enjoyment.



## Vocabulary Exercises

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

Attracted by 1) ..... (**amaze**) beautiful images of golden beaches, well maintained golf courses and 2) ..... (**peace**) country villages, nearly half a million 3) ..... (**visit**) come to Dorset every year. In the heart of Dorset lies the 4) ..... (**delight**) town of Bournemouth, often described as the capital of Southern England. Over the last 20 years, Bournemouth has grown from a small market town into a major shopping centre, which 5) ..... (**create**) blends small shops, covered markets and arcades with modern high street stores. However, Bournemouth has far more to offer than just shopping. Beyond the town the land is rich in history, and wildlife, supporting at least 2,000 kinds of flora and fauna. At night, Bournemouth offers a bustling nightlife, including theatres, cinemas and 6) ..... (**continent**)-style restaurants. Visit Dorset in order to discover for yourself a true country-lover's paradise.

2 Fill in the gaps with the correct word from the list.

a. goods, express, local, inter-city

- 1 The ..... train from Glasgow to London stops at the main west coast cities.
- 2 The ..... train only transports food and merchandise from one place to another.
- 3 If we take the ..... train, we'll get there faster.
- 4 The ..... train serves all our neighbouring towns.

b. season, single, return

- 1 He bought a ..... ticket to London because he was only going one way.
- 2 If you're going to Leeds and coming back on the same day, it's better to buy a ..... ticket.
- 3 She travels by train every day so she bought a ..... ticket to save money.

3 Fill in the gaps with the correct word(s) from the list below:

outlook, pilgrims, medieval, embark on, warfare

- 1 Modern ..... involves the use of extremely advanced weapons.
- 2 Every year thousands of Muslim ..... make the journey to Mecca.
- 3 The Bayeux Tapestry is a fine example of ..... art.
- 4 Before you ..... a mountain trek make sure you have the correct equipment.
- 5 I admire her positive ..... on life.

### Grammar Check

Fill in "the" where necessary.

- 1 We went to ..... America for ..... Easter and ended up staying ..... whole summer.
- 2 My grandfather is from ..... Scilly Isles, which are some of ..... most remote islands in Britain.
- 3 Jane went to ..... cinema yesterday after ..... work and saw a film about ..... First World War.
- 4 Whenever we go to ..... London we take ..... train; it's ..... most convenient way to travel.
- 5 James has got ..... measles so he won't be coming to ..... school today.
- 6 While ..... princess was in ..... Hong Kong, she visited many of the designer shops there.
- 7 Mary is in ..... hospital with pneumonia. She became ill while in ..... Scotland over .... Christmas holidays.
- 8 ..... most beautiful place I've ever been is ..... Thailand. It has some of .... best beaches in .... world.
- 9 Sarah really likes ..... swimming in ..... sea, but most of ..... time it's too cold to.

## Follow-up Activities

◆ Choose one of the places mentioned in the text. Make notes, then tell the class why you would like to visit this place in terms of **historical interest, sightseeing, shopping** etc.

◆ Write an article about Paris for your local paper, following the outline below. Write 120-180 words.

Para. 1: name, location, population

Para. 2: attractions, sightseeing, places of interest

Para. 3: shopping, nightlife

Para. 4: Invite people to visit it. Add feelings about the town.



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

You'll love the mixture of coast and country in Somerset, with its traditional seaside entertainment and rich countryside **0)** ...*where*... the tiny villages haven't changed **1)** ..... centuries. Holidaymakers are **2)** ..... concerned about keeping the beautiful beaches clean that dogs are banned **3)** ..... May **4)** ..... the end of September. A favourite holiday town is Burnham-on-sea, which has a wide **5)** ..... of hotels, shops and cafés. For fun days **6)** ..... from the sea there are amusement arcades and a leisure park with aquaslides. Further along the coast is Minehead, a large fishing port **7)** ..... was once a safe haven for smugglers. Inland, there are many interesting towns and villages. Glastonbury has a wonderful ruined abbey and is associated **8)** ..... the legendary King Arthur. Clarks village is famous **9)** ..... the world for its shoe factory, which is definitely worth a visit. **10)** ..... is also a children's play area, a shoe museum, tea shop and picnic area. Surrounding these towns and villages are the Mendip Hills. They look ordinary enough **11)** ..... the surface, but in **12)** ..... are filled with underground caves, such **13)** ..... Wookey Hole, which are millions of years **14)** ..... and are great for the children as they are **15)** ..... interesting and exciting.



**PART 4** Find the word which should not be in the sentences.

- 0** One evening after dinner, as the sun was set across
- 00** the sea, Marlowe began telling one of his stories about
- 1** his life as like a sailor. In the fading light he pointed to
- 2** a long jagged scar on his own arm, and said:
- 3** "I was being working on a passenger steamer in the South China
- 4** Sea, in shark-infested waters, when the ship hit a reef, which
- 5** tore a great hole in the side. The water it began to rush in
- 6** through the hole, and all of the crew realised that we had to get
- 7** the passengers off quickly, before the ship was sank. We lowered the
- 8** lifeboats over the side, and helped the people into them.
- 9** At last, everyone was sound safe, except for one woman who
- 10** was too many scared to leave the ship. I had to go and fetch her
- 11** because of the ship was just about to go down. She held
- 12** on to my neck, and we jumped into the sea. Just at
- 13** that moment a shark attacked to us! I tried hard
- 14** to fight it off, but it managed to bite this hole in my arm.
- 15** In the end one of the other sailors shot it, and we were been saved."

<b>0</b>	<i>was</i>	<input type="checkbox"/> <b>0</b> <input type="checkbox"/>
<b>00</b>	✓	<input type="checkbox"/> <b>00</b> <input type="checkbox"/>
<b>1</b>		<input type="checkbox"/> <b>1</b> <input type="checkbox"/>
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**PREPOSITIONS**

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

- (1) to be unchanged ..... centuries, (2) a variety ..... sth, (3) to tower ..... sth, (4) to be familiar ..... sth/sb, (5) ..... a fine day, (6) the outlook ..... a place, (7) taste ..... sth, (8) ..... foot, (9) a journey back ..... time, (10) books ..... sale, (11) to be represented ..... sth, (12) a representative ..... sth, (13) to take part ..... sth, (14) to disembark ..... a ship, (15) to be ..... board, (16) to add sth ..... sth else, (17) to sail ..... a ship, (18) to dig ..... sb's past, (19) to be ..... peace, (20) admittance ..... a place, (21) to be shocked ..... sth, (22) to apply ..... sth



**PART 3**

You will hear five people talking about their favourite kind of film. For questions 19 - 23, choose from the list A - F the type of film that is being described. Use the letters only once. There is one extra letter which you do not need to use.

**A** Historical films

**B** Comedy films

**C** Drama

**D** Horror films

**E** Action films

**F** Science fiction films

Speaker 1

	<b>19</b>
--	-----------

Speaker 2

	<b>20</b>
--	-----------

Speaker 3

	<b>21</b>
--	-----------

Speaker 4

	<b>22</b>
--	-----------

Speaker 5

	<b>23</b>
--	-----------



**PART 4**

You will hear a conversation which takes place in an office. Answer questions 24 - 30 by writing **T** (for true) or **F** (for false) in the boxes provided.

**24** Louise thinks it's a good time to move.

	24
--	----

**25** David forgot to make arrangements with a moving company.

	25
--	----

**26** Paula knows someone who might be able to help them move.

	26
--	----

**27** Everyone is willing to pack their own desks.

	27
--	----

**28** Louise thinks Paula has too much work to do.

	28
--	----

**29** They will have to wait for the computers to be connected.

	29
--	----

**30** According to Louise, the old files are needed.

	30
--	----



## PART

1

### Giving Personal Information

- Where do you spend your summer holidays?
- What do you like doing while on holiday?
- Where would you like to go next summer?

## PART

2

### Talking about the pictures in relation to yourself



Look at pictures A and B.

- Compare the two pictures. What do they have in common?
- Are you superstitious?
- What do some people believe about the moon/black cats?
- What superstitions do you know that are supposed to bring good luck and/or bad luck?



Look at pictures C and D.

- Compare the two pictures.
- How do you prefer to travel and why?
- How do you spend your time while travelling?
- Which do you think is the most convenient means of travel? Why?



## PART 3

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

You want to advertise a new sauce called “Deliciozo”. In pairs look at the various ways suggested and decide which would be effective and which not. You may add your own ideas.



## PART 4

**Discussing in pairs topics related to the theme  
of Part 3**

- What do you think is the most effective form of advertising? Why?
- Are there any products that you think are cleverly advertised? Give examples.
- Can good advertising persuade you to buy things that you don't really need?

## Revision

1 Match the beginnings of the stories with the endings. Then choose one story and write the missing paragraphs.

### BEGINNINGS

- 1 The heavy rain poured down as Emma ran to the bus stop. She had spent two hours getting ready for the interview and now she was soaking wet. Still, she wouldn't allow herself to start worrying; there was plenty of time for her to find somewhere to sit and dry off.
- 2 The sun was shining and the village was quiet and peaceful. Yet Kathy was ill at ease. She had a feeling that something dreadful was going to happen, but couldn't understand why.
- 3 The alarm clock woke Matthew up at 6 am. He groaned and rolled over, unwilling to get out of bed. By the time he woke up again it was 6.30 and, with a start, Matthew remembered that his plane was leaving in an hour and a half and that he hadn't even packed!
- 4 As day dawned, the sea sparkled in the early morning sun. All along the coast, fishermen were returning from a hard night's fishing, while early swimmers were heading for the beach. It was going to be another beautiful day.

### ENDINGS

- A After sixteen hours the doctors and nurses were still working frantically to care for the injured in the temporary hospital. Kathy had never felt so tired in her whole life. She paused from her work for a second to wonder if the plane crash was something her little village would ever recover from.
- B People everywhere stood stunned, looking at the wreckage. Beachfront houses had been completely destroyed by the tidal wave and cars overturned. It had truly been one of the worst days in the beach resort's history.
- C She sat there tired and depressed, quite beyond caring. How could so many things have gone wrong in one day? Suddenly she started to laugh. Things were so bad that they were actually funny. She might not have got the job but at least she'd kept her sense of humour.
- D Matthew realised that he was the luckiest person alive. If he hadn't overslept, if he had been able to find a taxi, if he had arrived at the airport on time, he would have been on that tragic flight. As he watched reports of the crash on television, Matthew vowed never to travel anywhere by aeroplane again.

2 Read the news report below and write a story based on it. Your story must end with the words: "I was just so glad to be on dry land again."

### "Queen Katharine" Found

The mystery of the missing ferry "Queen Katharine" was cleared up yesterday as the boat was found adrift in the North Sea. The "Queen Katharine" was reported missing 3 days ago after failing to arrive at the Norwegian port of Stavanger. The ferry left Hull on Tuesday morning carrying over 1,000 passengers.

By the time officials at the Norwegian port had reported the "Queen Katharine" as missing, it was more than 4 hours late. Coastguards from both England and Norway immediately started a search. By Wednesday morning there were fears that the boat may have sunk in the high winds that hit the North Sea on Tuesday evening.

The search continued throughout Thursday until a French tanker radioed that they had sighted a large boat adrift off the coast of



Holland.

As soon as they received the message the coastguard sped to the area and the "Queen Katharine" was finally towed into a Dutch port at 3 am on Friday morning. "All I want is a hot shower and a good night's sleep," said Jane Wright, one of the passengers, as she was escorted off the boat.

- 3 Read the main body of the article. Then, identify what kind of article it is and which outline has been used. Next, underline all the linking words and state what these words are used for. Finally, write the first and the final paragraphs.

### All Work and No Play ...

Holding an executive position is a significant achievement in terms of career. Reaching such a high position is usually the result of years of hard work. The main incentive for aiming for an executive position is the adventure of gaining extra power and responsibility. Added to this, an executive's salary is quite considerable and the privileges, such as a company car and a private office, can be very attractive.

However, there are also many drawbacks. The main one is the long hours that go with it. Many executives work ten hours a day, six days a week, and as a result their personal and social lives suffer. Executives also tend to suffer from stress and this, combined with long hours and a generally unhealthy lifestyle, can seriously affect their physical and mental well-being.

- 4 Read the letter and put the jumbled paragraphs in the correct order, then complete the outline.



Dear Mary,

Here are a few directions so you won't get lost. As you enter Manchester, follow the signs for Toxteth until you come to a very big roundabout. Take the third turning for Mayfield and follow that road for about 3 km. You should then pass the Grand Hotel on your right and then immediately after that a school. Turn right at the school and we're the second on the left. If you get lost just give us a ring and George will come and get you.

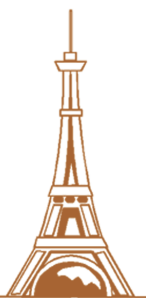
I hope you'll be able to make it as we'd love to see you again. Give our regards to your family. We're looking forward to seeing you soon.

I thought I'd drop you a line to let you know how we're getting on. After two days back at work I felt as if I'd never been on holiday - how about you? Anyway we've had our photos developed and we'd love it if you could come and spend next weekend at our house. We could look at the photos and remember the good times we had.

Love,  
Joan & George

- 5 Last year you attended a 4-week language course in France. You have decided to return this year. Using the information in the advertisement and the notes you have made, write a letter to your friend persuading him to go with you. Write in an appropriate style using 120-180 words.

- maximum class size 15
- French teachers
- sports facilities include indoor swimming pool, tennis courts, football pitch etc.



**LEARN FRENCH IN FRANCE**

**4 week courses in a 17th century château set in beautiful countryside.**  
**Accommodation included**  
**Small classes with experienced teachers**

---

Full details from: Michel Lebeuf, Moda School of French, Neufville Château, Nantes, France

- nearest town 3 km away
- sleep in dormitories
- evening activities - cinema and disco
- cost: £400

- 6 You want to enter a short story competition. You must begin your story with the words "The most wonderful experience I have ever had was..." Write your story in an appropriate style using 120-180 words.

# Grammar Reference Section

## Unit 1

### will - be going to - shall

- **will** is used for decisions taken at the moment of speaking or predictions. e.g. *I'm tired, so I'll go to bed. He'll probably be late.*
- **be going to** is used for planned actions or intentions. e.g. *"Are you coming with us tonight?" "No, I'm going to visit my aunt."* It is also used when there is evidence that something will happen. e.g. *Be careful! You're going to fall off the ladder.*
- **shall** is used with "I/we" to make suggestions, offers or when asking for suggestions or instructions. e.g. *Shall we go out tonight?*

### who - whose - which - why - where

- **Who** (relative pronoun) is used for people. e.g. *The man who is standing there is my uncle.*
- **Whose** (relative pronoun) is used for people and things to show possession. e.g. *That's the lady whose house was broken into last night.*
- **Which** (relative pronoun) is used for things. e.g. *The car which is parked outside my house is Tom's.*
- **Why** (relative adverb) is used to talk about reason. e.g. *She always behaves rudely; that's the reason why she has no friends.*
- **Where** (relative adverb) is used to talk about places. e.g. *That's the hotel where we spent our summer holidays.*

### mustn't, needn't, didn't need to, needn't have

- **mustn't** (= it is forbidden to do sth/you are not allowed to do sth/it is against the law to do sth) e.g. *You mustn't feed the animals.*
- **needn't (+ present infinitive)** (= it isn't necessary to do sth) e.g. *You needn't do the washing-up now, you can do it later.*
- **didn't need to** (= it was not necessary to do sth) e.g. *He didn't need to wake up early because it was Sunday.*
- **needn't have** (= it wasn't necessary but it happened) e.g. *You needn't have cooked so much food; there's far more than we can eat.*

## Unit 2

### Tenses of the infinitive

**Present:** (to) read  
**Present Continuous:** (to) be reading  
**Perfect:** (to) have read  
**Perfect Continuous:** (to) have been reading

- The Present Infinitive refers to the present or future. e.g. *You are expected to work from 9.00 to 4.00 every weekday.*

- The Present Continuous Infinitive expresses an action happening now. e.g. *She seems to be working on the project at present.*
- The Perfect Infinitive is used to show that the action of the infinitive happened before the action of the verb. e.g. *She claims to have been to Austria twice.*
- The Perfect Continuous Infinitive is used to emphasise the duration of the action of the infinitive, which happened before the action of the main verb. e.g. *He seems to have been reading all night. His eyes are red.*

### Reported Speech

- Reported Speech is the exact meaning of what someone said but not the exact words. When we report someone's words, we interpret what we hear or read, so we use appropriate reporting verbs like the following:

- \* **offer + to-inf** e.g. *"Would you like me to help you?"*  
→ He offered to help me.
- \* **promise + -inf** e.g. *"I'll definitely do it."*  
→ He promised to do it.
- \* **threaten + -inf** e.g. *"Stop lying or I'll punish you."*  
→ He threatened to punish me if I didn't stop lying.
- \* **allow + sb + to-inf** e.g. *"You can use my pen."*  
→ He allowed me to use his pen.
- \* **beg + sb + to-inf** e.g. *"Please, please, help me."*  
→ He begged me to help him.
- \* **remind sb + to-inf** e.g. *"Don't forget to lock the door."*  
→ He reminded me to lock the door.
- \* **accuse sb of + -ing form** e.g. *"You broke the vase."*  
→ He accused him of breaking the vase.
- \* **apologise for + -ing form** e.g. *"I'm sorry I lied."*  
→ He apologised for lying.
- \* **deny + -ing form** e.g. *"I didn't misplace the files."*  
→ He denied misplacing the files.
- \* **suggest + -ing form** e.g. *"Let's go out."*  
→ He suggested going out.
- \* **deny + that-clause** e.g. *"I didn't lose your keys."*  
→ He denied that he had lost her keys.
- \* **suggest + that clause** e.g. *"You should go today."*  
→ He suggested that I go today/that day.
- \* **invite + sb + to-inf** e.g. *"Will you have dinner with us?"*  
→ She invited me to have dinner with them.
- \* **warn + sb + to-inf** e.g. *"Don't go near the cliff."*  
→ He warned me not to go near the cliff.

### Clauses of Concession

- Clauses of concession are introduced by: **although, even though, though, despite, in spite of, while, whereas, however, no matter how, but, yet** etc as follows:

**although/even though/though + clause.** e.g. *Although it was cold, he went out.*

**despite/in spite of + noun/-ing form.** e.g. *Despite the cold weather, he went out.*



**despite/in spite of the fact + that -clause.** e.g. *Despite the fact that it was cold, he went out.*

**however + clause.** e.g. *He's experienced; however, he wasn't given the position.*

**no matter how + adj/adv + subject + verb.** e.g. *No matter how hard I tried, I couldn't lift the boxes.*

**but + clause.** e.g. *Tom woke up late but he still arrived on time.*

**yet + clause.** e.g. *He trained hard, yet he didn't win a medal.*

## Unit 3

### Since - For

- **Since** expresses a starting point. e.g. *She has been studying French since May.*
- **For** expresses the duration of an action. e.g. *She has been in Madrid for two years.*

### Quite, Rather, Fairly, Pretty

- **Quite** (=fairly, to some degree) is used in favourable comments. e.g. *He's quite good at squash.* **Quite** is used before **a/an**. e.g. *He's quite a good tennis player.* **Quite** (= completely) is used with adverbs, some verbs and adjectives such as: amazing, brilliant, certain, dreadful, different, exhausted, horrible, impossible, perfect, right, sure, true, useless etc. e.g. *I'm quite sure she hasn't lied to us.*
- **Rather** is used in unfavourable comments. e.g. *He's rather bad at Maths.* It can also be used in favourable comments meaning "to an unusual degree". e.g. *The lecture was rather interesting. (more interesting than we expected).* **Rather** is also used with comparative degree. e.g. *My dress was rather more expensive than yours.* **Rather** is also used before or after **a/an**. e.g. *It's a rather cold winter.* or *It's rather a cold winter.*
- **Fairly/Pretty** are synonymous with **quite** and **rather**. They are used after **a**. e.g. *He's a fairly/pretty good student.*

### Be/Get used to, Used to, Would

- **Be/Get used to + -ing form/noun/pronoun** (= be/get accustomed to, be in the habit of) expresses habitual actions. e.g. *She isn't used to driving on the right. He got used to the heavy traffic.*
- **Used to** expresses past habitual actions. e.g. *She used to work long hours when she was younger.*
- **Would** expresses past repeated actions and routines but not states. e.g. *When she was young, she would go cycling every day for two hours. (also: she used to go)* Stative verbs are not used with "would". e.g. *He used to live in a cottage. (not: he would live)*

## Unit 4

### Further/Farther, Very, Even, Much, Far, A bit, Most, Any, Too

- **further/farther** (adv) = longer in distance. e.g. *He runs further/farther every day.*  
**further** (adj) = more. e.g. *Further information is needed to complete the report.*
- **very + adj/adv of positive degree.** e.g. *He is very patient with his children.*
- **even/much/far/a bit + adj/adv of comparative degree.** e.g. *It is even/much/far/a bit colder than it was yesterday.*
- **most + adj/adv of positive degree** = very. e.g. *You are most welcome to visit us. They are most hospitable with visitors.*
- **any + adj/adv of comparative degree (used in negations and questions).** e.g. *Is he feeling any better?*
- **too + adj of positive degree + for + to do sth.** e.g. *This box is too heavy for me to lift.*

### Comparative and Superlative degrees of adjectives

- Adjectives of one syllable add **-(e)r / -(e)st** to form their comparative and superlative forms. e.g. *tall - taller (than) - the tallest (of/in), close - closer (than) - the closest (of/in)*  
Note that single consonants at the end of the word double before adding **-er/-est**. e.g. *sad - sadder (than) - the saddest (of/in)*
- Adjectives of two syllables ending in **-ly, -y, -w** also add **-er / -est**. e.g. *tidy - tidier (than) - the tidiest (of/in)*
- Adjectives of two or more syllables take **more/most**. e.g. *comfortable - more comfortable (than) - the most comfortable (of/in)*

### Irregular Forms

good - better - best	many/a lot of - more - most
bad - worse - worst	little - less - least
much - more - most	far-farther/further- farthest/furthest

### -ing form / infinitive

- **forget + to -inf** (= fail to remember to do sth). e.g. *I'm afraid I forgot to bring your book back.*  
**forget + -ing form** (= not recall a past event). e.g. *She always forgets having asked me to do things.*
- **remember + to -inf** (= not forget to do sth). e.g. *Please remember to phone him this evening.*  
**remember + -ing form** (= recall a past event). e.g. *Do you remember meeting that strange man?*

- **go on + to -inf** (= finish doing sth and start doing sth else). e.g. *He cleaned the house then **went on to prepare** supper.*
- **go on + -ing form** (= continue). e.g. *They **went on shouting** despite the neighbours' complaints.*
- **avoid + -ing form**. e.g. *You should **avoid walking** there at night.*
- **regret + to -inf** (= be sorry to). e.g. *We **regret to inform** you that you have not been selected.*
- **regret + -ing form** (= have second thoughts about sth already done). e.g. *I **regret telling** her your secret.*
- **stop + to -inf** (= pause temporarily). e.g. *After walking for three hours we **stopped to have** a rest.*
- **stop + -ing form** (= finish). e.g. *She **stopped typing** to answer the phone.*
- **waste (one's) time + -ing form**. e.g. *Don't **waste your time asking** him - he won't know the answer.*
- **I'd rather + bare inf** (when the subject of "would rather" is also the subject of the following verb). e.g. *I'd **rather have** an early night tonight. I'm very tired.*

## Unit 5

### Determiners - Quantifiers

- **Several, (a) few, many, a (large/great/good) number of** are followed by a **countable noun**. e.g. *A **few students** passed the exam.*
- **Much, (a) little, a great/good deal of, a large/small amount/quantity of** are followed by an **uncountable noun**. e.g. *There was **little sugar** left.*
- **A lot of, lots of, hardly any, some, no, plenty of** are followed by a **countable** or **uncountable** noun. e.g. *There is **hardly any food** left. There are **hardly any biscuits** left.*

### Conditionals

- **Type 1: If + any present form ⇒ will (future)** (used for events likely to happen in the present or future). e.g. *If I **see** him, I'll **give** him your message.*
- **Type 2: If + past simple ⇒ would/could/might + bare inf** (used to talk about unreal situations). e.g. *If she **were** promoted, she **would feel** very satisfied.*
- **Type 3: If + past perfect ⇒ would/could/might + have + past participle** (used to talk about events that could have happened but didn't). e.g. *If she **had paid** more attention, she **wouldn't have made** so many mistakes.*

### By / With (Passive Voice)

- **By + agent** is used to say who/what did the action. e.g. *He was injured **by** a piece of brick. The roof was fixed **by** Tom.*
- **With + instrument/material** is used to say what the agent used or after past participles such as coloured, crammed, crowded, filled etc. e.g. *The airport was **crowded with** passengers waiting for their flights.*

### Determiners / Pronouns

- **all** (refers to more than two people/things). e.g. ***All** the children enjoyed the play. **All** books are on sale.*
- **both** (refers to two people/things). e.g. ***Both** Sue and Emma passed the final tests.*
- **whole** (is used with countable nouns). e.g. *It took me an hour to read the **whole** essay.*
- **either** (refers to two people/things) = any one of two. e.g. ***Either** Tom or Paul will be selected for the school team.*
- **neither** (refers to two people/things) = not one and not the other. e.g. ***Neither** Paula nor Sheila liked the idea of staying at home.*
- **none** (refers to more than two people/things). e.g. *Did you have any problems? No, **none**.*
- **every** (is used with singular countable nouns). e.g. ***Every** applicant has to attend an interview.*

## Unit 6

### Like / As

- **Like** is used after: a) **feel, look, smell, taste, sound + noun** e.g. *It sounds **like** a fire alarm to me.* and b) with **nouns/pronouns/the -ing form** to express similarity. e.g. *He behaves **like** a child.*
- **As** is used after: a) **accept, be known/seen, describe, refer to, regard, use** e.g. *It was **described as** his masterpiece.* b) in the expressions **as usual, as ... as, as far as, as much, the same as** e.g. *It wasn't **as** interesting **as** I'd thought.* and c) **to introduce clauses of manner** followed by if/though e.g. *He acts **as if** he knew everything on the subject.*

### If / When

- **If** (= whether) is followed by a future tense especially after I don't know, I doubt, I wonder e.g. *I don't know **if** he'll **come round** tonight.*
- **When** (= question word) is followed by a future tense e.g. *When **will** we **have** the results?* Note: **when** (= time conjunction) is **not** followed by a future tense e.g. *I'll let you know **when** I **have** some more news.*

### Passive Voice (to be + past participle)

- The passive voice is formed with the verb "**to be**" in the appropriate tense + the past participle of the main verb.
  - Present Simple:** *All files **are classified** in alphabetical order.*
  - Present Continuous:** *Our application **is being examined** at the moment.*
  - Past Simple:** *The hotel **was built** last year.*
  - Past Continuous:** *He **was being interviewed** when I saw him.*
  - Present Perfect:** *She **hasn't been invited** to the wedding.*

**Past Perfect:** *He had been shown how to do it.*

**Future Simple:** *They will be given a new assignment tomorrow.*

**Future Perfect:** *The plans will have been finished by next week.*

**Modal Verb:** *He should be asked to chair the meeting.*

- The passive is used when the agent is unknown, unimportant or obvious from the context. e.g. *The thieves were arrested last night. (by the police - obvious agent)* It is also used when the action is more important than the agent. e.g. *The film was nominated for nine Oscars.*
- The verbs **believe, expect, feel, hope, know, report, say, think** etc have both personal and impersonal constructions in the passive voice. e.g. *She is said to be in line for promotion. (personal construction)* *It is said that she is in line for promotion. (impersonal construction)*

## Clauses of Result

- **So + adj/adv** e.g. *She is so kind that everybody likes her.*
- **So + much/little + uncountable noun** e.g. *They've got so much work that they can't take a break.*
- **So + many/few + plural noun** e.g. *He has so many books that they don't fit in his bookcase.*
- **Such (a/an) + adj + singular countable noun** e.g. *He is such a clever businessman that he's made a fortune.*
- **Such + (adj) + uncountable/plural noun** e.g. *It was such nice weather that we went for a walk.*

## Unit 7

### Have been to/in, Have gone to

- *They have been to Paris twice this year. (They've visited Paris but now they are back).*
- *They have been in Kenya for three years. (They live in Kenya)*
- *They have gone to the airport to see their son off. (They're at the airport. They haven't come back yet).*

### Reflexive / Emphatic Pronouns (myself - yourself etc)

- **Reflexive pronouns** are used after certain verbs (burn, cut, hurt etc) when the subject and the object of the verb are the same. e.g. *He burnt himself while trying to bake a cake.* They can be used after prepositions but not after prepositions of place. e.g. *She is proud of herself. She looked behind her. (not: behind herself)*
- **Emphatic pronouns** are the same as reflexive pronouns but they emphasize the fact that a certain person did something. e.g. *I myself decorated the bedroom.* They also mean "without help". e.g. *She painted the kitchen herself. (without help)*

## There / It

- **There + be** is used to mention sth for the first time or to say that sb or sth exists. e.g. *There are a lot of students at my school.*
- **It + be ... to -inf / that clause** is used to begin a sentence. e.g. *It's so nice to be home again.* It is also used for distance, temperature, weather and in the following expressions: It appears/seems that, It looks like, It is said that, It doesn't matter etc. e.g. *It looks like everybody is having a good time.*
- **Note:** There's no point in/It's pointless + -ing form. e.g. *There's no point in/It's pointless waiting any longer.*

## The Definite article

- **The** is used with nouns which are **unique (The sun), names of cinemas/hotels/theatres/museums/newspapers or magazines/ships/institutions/galleries.** e.g. *The Ritz Hotel/The Royal Ballet School.* It is used with **names of oceans/seas/rivers/mountain ranges.** e.g. *The Pacific Ocean/The Himalayas.* It is used with names of some **countries and groups of islands** e.g. *The Netherlands/The Canary Islands.* It is also used with **titles** without a name (*the Queen*) and **the superlative degree of adjectives/ adverbs (the best choice).**
- **"The"** is omitted before **proper nouns, names of sports/games/activities/days/months/holidays/colours/drinks/meals and languages.** *He plays squash.* It is also omitted before names of **countries/cities/streets/squares/bridges/islands/lakes/individual mountains/ continents.** e.g. *Tower Bridge/Corsica.* "The" is not used before the words **bed, church, college, court, hospital, prison, school, university** when we refer to the purpose for which they exist. e.g. *He was taken to hospital late last night.*

## Punctuation

### Full Stop [ . ]

A **full stop** is used:

- at the end of a sentence. e.g. *She is at home.*
- in abbreviations. e.g. *etc. a.m.*
- to end a spoken sentence when using direct speech. e.g. *He said, "I won't come to the football game."*

A **full stop** is not used:

- in question sentences.
- in exclamation sentences.

### Question Mark [ ? ]

A **question mark** is used:

- at the end of a question. e.g. *Are you going to work tomorrow?*

- b. at the end of a question using direct speech. e.g. *"Where did you go on holiday?" his friend asked.*
- c. at the end of question tags. e.g. *You are leaving, aren't you?*

A **question mark** is not used:

- a. at the end of an indirect question. e.g. *She asked whether I wanted to go to the cinema.*

### Exclamation Mark [ ! ]

An **exclamation mark** is used:

- a. at the end of a sentence expressing a certain feeling like surprise, shock, anger or joy. e.g. *That is absolutely wonderful!*
- b. at the end of an exclamation when using Direct Speech. e.g. *"What a lovely surprise!" she said.*

### Comma [ , ]

In general a comma is used to indicate a slight pause and to divide a sentence into several parts.

A **comma** is used:

- a. to separate words in a list. These can be nouns, adjectives or adverbs. e.g. *She bought yellow, white and pink flowers.*
- b. to separate main clauses which describe consecutive actions. e.g. *In case of a fire you should keep calm, leave the building, and call 999.*
- c. to separate a subordinate clause which precedes the main clause. e.g. *When I phone him, I'll tell him that you want to speak to him.*
- d. to separate main clauses which are linked by a conjunction. e.g. *I was looking forward to relaxing at the weekend, but unfortunately I had to work instead.*
- e. before and after a non-defining relative clause. e.g. *That science-fiction film, which was released last month, is one of the best I've ever seen.*
- f. to separate an introductory word, phrase, adverb or adverbial phrase from the main part of the sentence. e.g. *Oh, there you are!*
- g. after "Yes" or "No" at the beginning of a sentence. e.g. *Yes, I want to see you tomorrow.*
- h. to separate a question tag from the sentence. e.g. *You are 25 years old, aren't you?*
- i. in direct speech. e.g. *"Please help me," she said.*

### Colon [ : ]

A **colon** is used:

- a. to introduce a list of items. e.g. *Please buy the following items: milk, bread, cheese and eggs.*

- b. to introduce examples (which might be complete sentences in themselves). e.g. *The insurance company will pay in the following circumstances: fire, burglary or a third party accident.*

### Semi-colon [ ; ]

A **semi-colon** is used:

- a. instead of a comma, where other parts of the sentence already contain commas. e.g. *He was convinced that he would win whatever the cost; he was going to achieve his goal, whatever it would take.*
- b. in formal writing to separate two main clauses, especially when these are not joined by a conjunction. e.g. *Some people love watching TV; others find it boring.*

### Dash [ – ]

A **dash** is used to:

- a. separate a word or phrase which is independent of the rest of the sentence. It may precede a comment or definition, or serve to emphasise the words which follow. e.g. *People were lying wounded in the street, children were crying – it was horrible.*
- b. to separate a comment or afterthought from the rest of the sentence. e.g. *They said they knew nothing at all about the burglary – or so they claimed.*

### Hyphen [ - ]

A **hyphen** is used:

- a. to form a compound from two other words. e.g. *warm-hearted*
- b. to form compound adjectives. e.g. *well-mannered*
- c. to separate a prefix from a word whose first letter is the same as the last letter of the prefix. e.g. *re-evaluate*
- d. when writing compound numbers. e.g. *twenty-one*
- e. when expressions of measurement, amount or quantity are used as adjectives before a noun. e.g. *a ten-pound note*

### Quotation Marks [ “ ” ]

**Quotation marks** are used:

- a. to indicate direct speech, at the beginning and end of the spoken words. e.g. *"I want to tell you how much I appreciate your hospitality," he said.*
- b. to enclose words and punctuation in direct speech. e.g. *"Why did you do that?" he asked.*
- c. to draw attention to a word when writing a text. e.g. *"Global Warming" is the key word.*

- d. to enclose the titles of a book, play etc. e.g. *Salinger's "Catcher in the Rye"*
- e. to emphasise short quotations and sayings. e.g. *Do you know the saying "Nothing ventured, nothing gained"?*

**Note:**

- when used, question marks or exclamation marks referring to the direct speech are placed inside the quotation marks.

**Apostrophe [ ' ]**

An **apostrophe** is used:

- a. where letters are omitted, as in contracted forms. e.g. *I'm, She's, I'll, Aren't*
- b. with an **s** to show possession:
  - a) in singular nouns, before the possessive "s".  
e.g. *the man's bicycle*
  - b) in plural nouns, after the possessive "s".  
e.g. *the teachers' salaries*
  - c) in irregular plurals, before the "s".  
e.g. *men's clothing*
- c. with an **s** to show time duration
  - a) in the singular. e.g. *a week's holiday*
  - b) in the plural. e.g. *four weeks' holiday* (but: *a four-week holiday*)

**Parentheses / Brackets [ ( ) ]**

**Parentheses** or **brackets** are used:

- a. to separate any additional information or a comment from the rest of the sentence. e.g. *Alexander Barclay (a famous English poet) wrote "The Ships of Fools" in 1509.*
- b. to enclose references, numbers or letters in a text. e.g. *The route taken by earlier explorers was through a rough mountain range (see map on p. 195). Two ways to stay fit are (1) to exercise regularly and (2) to eat healthy meals.*

**Capital Letters**

**Capital letters** are used:

- a. for the first letter of the first word in a sentence. e.g. *After shopping all day long, she realised she had spent a lot of money.*

- b. for the first letter of the first word in a quotation. e.g. *His mother said, "Sit and read your book."*
- c. for the first letter of proper nouns that name persons, nationalities, countries, towns, months, days of the week. e.g. *John F. Kennedy was assassinated in 1963. Brazil is the largest country in South America. She was born in East Orange, New Jersey. Shakespeare was born on April 23, 1564. She takes ballet lessons every Tuesday and Wednesday.*
- d. for the main words in titles of books, articles, films, plays etc. e.g. *Treasure Island, Batman Forever*
- e. for abbreviations and acronyms. e.g. *T.E.S.O.L. (Teachers of English to Students of Other Languages) CBS (Central Broadcasting System)*
- f. for the personal pronoun "I". e.g. *I think I will take the day off tomorrow.*

**Punctuation in Direct Speech**

We capitalise the first word of a quoted sentence. The full stop, the question mark, the exclamation mark and the comma come outside the inverted commas only when *he said/asked* precedes the quoted sentence. *"He has just left," she said. She said, "He has just left." "He," she said, "has just left."* We do not use a comma after the question mark. *"Can I go now?" he asked. but: He asked, "Can I go now?"*

- When the subject is a pronoun, it comes before the reporting verb (said, asked etc) but when the subject is a noun, it often comes after "said", "asked", etc at the end or in the middle of the quoted sentence. *"She typed the letters," he said. "She typed the letters," said George. "She," said George, "typed the letters." but: He/George said, "she typed the letters." (not: Said George, "she typed the letters.")*
- Each time the speaker changes, we normally start a new paragraph.



# Use of English

S E C T I O N

# Key Word Transformations

## Present Perfect – Past Simple – Past Perfect

Study these examples:

- She is the best chess player I've ever seen. I've **never seen such a good** chess player.
- They have never been to Rome before. It's the **first time they have** been to Rome.
- When did you book the tickets? How long **ago did you book** the tickets? How long **is it since you booked** the tickets?
- She came to this country five years ago. She has **been in this country** for five years.
- Mark started piano lessons two years ago. Mark **has been taking piano lessons** for two years.
- We haven't had a Chinese meal for three months. The last time we **had a Chinese meal was** three months ago.
- It's a long time since she visited her sister in Australia. She **hasn't visited her sister** in Australia for a long time.
- He hasn't redecorated the house for years. It's **years since he (last) redecorated** the house.
- He hasn't typed the letters yet. He **still hasn't typed** the letters.
- They started tidying up as soon as Mary left. They **didn't start tidying up until** Mary had left. They **started tidying up when** Mary left. They waited **until Mary had left before** they started tidying up.

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

- 1 I haven't played tennis for weeks. **since** It's ..... tennis.
- 2 Sheila hasn't cleaned the house yet. **still** Sheila ..... the house.
- 3 We waited until the rain had stopped before we left. **until** We ..... the rain had stopped.
- 4 She hasn't been going to the gym for six months. **went** The last time she ..... six months ago.
- 5 He started learning Japanese a year ago. **for** He ..... a year.
- 6 It's the best comedy I've ever seen. **never** I ..... good comedy.
- 7 When did Sally get her puppy? **since** How long ..... her puppy?
- 8 He hasn't been jogging for a week. **was** The last ..... a week ago.
- 9 They didn't switch off the TV until the film had ended. **when** They ..... the film ended.
- 10 Lucy started preparing dinner an hour ago. **been** Lucy ..... an hour.
- 11 The 13th of July was the last time I saw her. **since** I ..... the 13th of July.

- 12 It's months since they went on a picnic. **for** They haven't ..... months.
- 13 He is the nicest person I've ever met. **such** I've never ..... person.
- 14 She has only been working here for a month. **started** She ..... a month ago.
- 15 I haven't done the washing-up yet. **still** I ..... the washing-up.

## Countable/Uncountable Nouns- So/Such - Much/Little - Many/Few

Study these examples:

- I had some exciting news from my cousins in Belgium. The news I had from **my cousins in Belgium was** exciting.
- Not much evidence was found by the police. The police **found very little** evidence.
- Very few people attended the ceremony. The ceremony **wasn't attended by many** people.
- The day was so lovely that we decided to go on a picnic. It was **such a lovely day** that we decided to go on a picnic.
- It was such an exciting film that we watched it twice. The film **was so exciting that** we watched it twice.

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

- 1 You need flour to make pancakes. **needed** Flour ..... pancakes.
- 2 The story was very sad and I almost cried. **that** The story was ..... I almost cried.
- 3 There aren't many eggs left in the fridge. **are** There ..... in the fridge.
- 4 Many students consider physics a difficult subject. **considered** Physics ..... a difficult subject by many students.
- 5 Not much information was given to us by the travel agent. **gave** The travel agent ..... information.

## Gerund - Infinitive - Too/Not Enough - Participles

Study these examples:

- Watching cartoons is amusing. It **is amusing to watch** cartoons.
- He's too young to get a driving licence. He isn't **old enough to get** a driving licence.
- They made him confess. He **was made to** confess.
- Could you turn the lights on, please? Would **you mind turning** the lights on?
- James found the book boring. James **was bored by** the book.
- She prefers running to swimming. She prefers to **run rather than** swim.



- They let us see the valuable drawings.  
We **were allowed to see** the valuable drawings.
- Tom had difficulty (in) reading my handwriting.  
It was **difficult for Tom to read** my handwriting.  
Tom **found it difficult to read** my handwriting.  
Tom **could hardly read** my handwriting.
- Finishing that report took me two days.  
It took **me two days to finish** that report.

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

- 1 She wasn't well enough to go to school that day.  
**ill** She ..... to school that day.
- 2 We found the concert rather disappointing.  
**were** We ..... by the concert.
- 3 Tom is too short to join the basketball team.  
**enough** Tom ..... to join the basketball team.
- 4 I prefer to eat out rather than cook my own meals.  
**to** I prefer ..... my own meals.
- 5 The boy could hardly understand the instructions.  
**difficulty** They boy ..... the instructions.
- 6 My parents let me go to the party.  
**was** I ..... to the party.
- 7 Painting the whole house took us a week.  
**paint** It took ..... the whole house.
- 8 He made me rewrite the essay.  
**was** I ..... the essay.
- 9 Could you speak a bit louder?  
**speaking** Would ..... a bit louder?
- 10 It was difficult for John to complete the project.  
**found** John ..... complete the project.

## Modals

### Study these examples:

- It would be a good idea to quit smoking.  
You **should quit** smoking.
- Shall I help you with the washing-up?  
Would you **like me to help you** with the washing-up?
- It's forbidden to feed the animals in the zoo.  
You **mustn't feed** the animals in the zoo.  
You **aren't allowed to feed** the animals in the zoo.
- May/Might I borrow your dictionary?  
Would you **mind if I borrowed** your dictionary?
- Let's go to the beach.  
Shall **we go to** the beach?
- Perhaps she has got lost.  
She **may have got** lost.
- They are likely to buy a new house.  
It's likely **that they will buy** a new house.  
They'll **probably buy** a new house.
- I'm sure she didn't go to the party.  
She **can't have gone** to the party.
- I'm sure he has got your message.  
He **must have got** your message.

- It's not necessary to water the plants again.  
You **don't have/need to/needn't water** the plants again.
- Was it necessary for you to get up so early?  
Did you **need to/have to get up** so early?
- It wasn't necessary for him to buy so many flowers.  
He **needn't have bought** so many flowers.

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

- 1 Perhaps he didn't steal the money.  
**may** He ..... the money.
- 2 Shall I help you carry your luggage?  
**me** Would you ..... carry your luggage?
- 3 May I use your pencil sharpener?  
**if** Would you ..... your pencil sharpener?
- 4 It wasn't necessary for you to give me so much money.  
**have** You ..... so much money.
- 5 I'm sure Jenny has prepared enough food.  
**have** Jenny ..... enough food.
- 6 Was it necessary for Tim to spend all that money?  
**need** Did Tim ..... all that money?
- 7 Perhaps he's going away next month.  
**be** He ..... away next month.
- 8 She will probably accept our offer.  
**likely** She ..... our offer.
- 9 I'm sure he didn't attend the meeting.  
**have** He ..... the meeting.
- 10 Let's meet outside the Opera.  
**we** Shall ..... the Opera?
- 11 It's not necessary to wear such a heavy pullover.  
**need** You ..... such a heavy pullover.
- 12 You aren't allowed to walk on the grass.  
**not** You ..... on the grass.
- 13 Perhaps he's asleep at the moment.  
**be** He ..... at the moment.
- 14 Was it necessary for Julie to leave so early?  
**have** Did ..... so early?
- 15 It's likely that she will move house.  
**probably** She will ..... house.

## Conditionals - Wishes - Unreal Past

### Study these examples:

- If you don't close the window, the rain will come in. / The rain **will come in unless you** close the window. / The rain **won't come in provided** you close the window.  
The rain won't **come in as long as** you close the window.  
Close the window **or else the rain will** come in.
- Should you see John, tell him to call me.  
If you should **see John**, tell him to call me.
- If I were Janet, I would see an eye specialist.  
I think **Janet should see** an eye specialist.  
I think **Janet had better see** an eye specialist.

- If it hadn't been for the pilot's bravery, the plane would have crashed.  
But **for the pilot's bravery** the plane would have crashed.
- I rejected his offer of help and now I regret it.  
I wish **I hadn't rejected** his offer of help.  
If **only I hadn't rejected** his offer of help.  
I **regret that I rejected** his offer of help.  
I **regret rejecting/having rejected** his offer of help.  
I'm **sorry that I rejected** his offer of help.  
It's a **pity that I rejected** his offer of help.
- I would love to see her again.  
If **only I could see** her again.  
I **wish I could see** her again.
- Why don't you stop shouting?  
I **wish you would stop** shouting.  
You **had better stop** shouting.  
I'd **rather you stopped** shouting.
- It's a pity the concert was cancelled.  
I wish **the concert hadn't been** cancelled.  
If only **the concert hadn't been** cancelled.
- I didn't go to the party because I didn't know Tom would be there.  
If **I had known Tom would be** there, I would have gone to the party.  
Had **I known Tom would be** there, I would have gone to the party.
- You ought to have tidied up your room.  
You **should have tidied up** your room.  
It's **(about /high) time you tidied up** your room.
- She bought the car without checking it; it broke down almost immediately.  
If **only she hadn't bought** the car without checking it; it broke down almost immediately.
- We should have set off earlier.  
It **would have been better** if we had set off earlier.
- You ought not to/shouldn't spend so much money on clothes.  
I'd **rather/sooner you didn't spend** so much money on clothes.
- Mary should have told us about the meeting earlier.  
I'd **rather/sooner Mary had told** us about the meeting earlier.
- You'd think she was a millionairess.  
She behaves **as if/though she was/were** a millionairess.

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

- 1 What a pity he can't join us.  
**only** If .....
- 2 You should have listened to my advice.  
**wish** I .....
- 3 Sheila ought to have told us she would be late.  
**rather** I .....
- 4 I didn't call him because I had lost his phone number.  
**had** If ..... his phone number, I would have called him.

- 5 Your mobile phone will keep working if you recharge the battery.  
**provided** Your mobile phone will keep working ..... the battery.
- 6 You had better practise more.  
**were** If I .....
- 7 I'm sorry I told her my secret.  
**regret** I .....
- 8 Why don't you stop talking so much?  
**wish** I .....
- 9 I would love to watch that film again!  
**could** I wish .....
- 10 You'd think he was the boss.  
**though** He acts .....
- 11 You should go to bed; it's getting late.  
**time** It's ..... to bed; it's getting late.
- 12 Why don't you stop interrupting me?  
**better** You .....
- 13 Erik should have checked the price list.  
**better** It ..... Erik had checked the price list.
- 14 Mark ought to post the letter immediately.  
**sooner** I ..... the letter immediately.
- 15 Sue missed the beginning of the film because she was late.  
**would** If Sue hadn't been late, she ..... the beginning of the film.
- 16 Why don't you stop biting your nails?  
**stop** I wish .....
- 17 You look exhausted. You should take a holiday.  
**better** You ..... a holiday; you look exhausted.
- 18 You can drive a car but you must have a licence.  
**long** You can drive a car ..... a licence.
- 19 If it hadn't been for her courage, she wouldn't have survived.  
**for** But ..... she wouldn't have survived.
- 20 If you don't put petrol in the car, it won't start.  
**unless** The car won't start ..... petrol in it.

**Passive Voice - Causative Form**

Study these examples:

- A famous poet wrote this poem.  
This poem **was written by** a famous poet.
- People believe (that) he is innocent.  
It **is believed (that) he is** innocent.  
He **is believed to be** innocent.
- People thought (that) she had left the country.  
It was **thought (that) she had left** the country.  
She **was thought to have left** the country.
- She hates it when people tell her what to do.  
She **hates people telling** her what to do.  
She **hates being told** what to do.

- Why did he insist that I take this test?  
Why **did he make me take** this test?  
Why **was I made to take** this test?
- They must print two more copies of this document.  
Two more copies **of this document must be** printed.
- Somebody broke into our house last night.  
Our house **was broken into** last night.  
We **had our house broken into** last night.
- They have confiscated his passport.  
He **has had his passport** confiscated.  
His **passport has been** confiscated.
- He will hire someone to repair the garage next week.  
He **will have the garage repaired** next week.
- I heard the door closing behind me.  
I heard **the door being closed** behind me.
- My hair needs trimming.  
I **have to/need to have** my hair trimmed.

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

- His leg was put in plaster after the accident.  
**had** He ..... in plaster after the accident.
- She pays someone to clean the house every week.  
**cleaned** She ..... every week.
- Don't insist that I come to the concert tonight.  
**make** Don't ..... to the concert tonight.
- They are holding the reception at the town hall.  
**is** The reception ..... at the town hall.
- People say she was responsible for the accident.  
**said** She ..... responsible for the accident.
- Steve loves people telling him jokes.  
**told** Steve ..... jokes.
- The construction workers will have completed the building by September.  
**been** The building ..... by September.
- They are going to report the accident to the police.  
**reported** The accident ..... to the police.
- She arranged for the flowers to be delivered at home.  
**had** She ..... at home.
- They have to vaccinate the dog against rabies.  
**be** The dog ..... against rabies.
- He insisted that I go to the party with them.  
**made** I ..... to the party with them.
- Everyone knew he was a liar.  
**was** He ..... a liar.
- Wine was spilled on my shirt.  
**had** I ..... on my shirt.
- Lucy's purse has been stolen by somebody.  
**had** Lucy ..... by somebody.
- You can find more information at the travel agency.  
**be** More information ..... at the travel agency.

## Reported Speech - Introductory Verbs

### Study these examples:

- "Please, please don't hurt me!" she said to him.  
She **begged him not to hurt** her.
- "I'll help you fill in the application form," he said.  
He **offered to help her fill** in the application form.  
He **promised to help her fill** in the application form.
- "You broke my sunglasses!" she said to John.  
She **accused John of breaking/having broken** her sunglasses.
- She said, "How nice to see you again!"  
She **exclaimed that it was nice** to see us again.
- "I'd rather stay in tonight," he said to her.  
He **preferred to stay** in that night.
- "I didn't talk to Mr Brown about you!" she said to me.  
She **denied talking/having talked/that she had talked** to Mr Brown about me.
- "I was the one who sent the flowers to Jane," Tim said.  
Tim **admitted sending/having sent/that he had sent** the flowers to Jane.
- "I'll report you to the police if you don't give the woman her money back," he said to the thief.  
He **threatened to report** the thief to the police unless he gave the woman her money back.
- "Don't forget to post the letter on your way to work," she said to her husband.  
She **reminded her husband to post** the letter on his way to work.
- "Will I ever visit Paris again?" she said.  
She **wondered whether/if she would ever** visit Paris again.
- "Will you come to my house for dinner?" he said to me.  
He **invited me to his house** for dinner.
- "No, I'm not coming to the party with you," she said to us.  
She **refused to come** to the party with us.
- "All right, I'll share the office with you," he said to his colleague.  
He **agreed to share the office** with his colleague.
- "Why don't we go to the beach?" he said. / "Shall we go to the beach?" he said.  
He **suggested (our) going / (that) we (should) go/that we went** to the beach.
- "You should consume less fat," the doctor said to Carol.  
The doctor **advised Carol to consume** less fat.
- "Sorry for causing such trouble to you!" he said to us.  
He **apologised for causing/having caused** such trouble.
- "Don't tease the cat because it will scratch you," mother said to me.  
Mother **warned me not to tease** the cat because it would scratch me.

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

- 1 "Let's try the new recipe," Julia said to them.  
**should** Julia ..... the new recipe.
- 2 "You ruined my silk scarf!" Sheila said to Erik.  
**of** Sheila ..... her silk scarf.
- 3 "Please, please don't tell anyone about this!" she said to me.  
**not** She ..... anyone about that.
- 4 "I didn't break the coffee machine!" he said.  
**breaking** He ..... coffee machine.
- 5 "Don't go too near the leopard's cage because he might get angry!" the zoo keeper said to us.  
**not** The zoo keeper ..... too near the leopard's cage because he might get angry.
- 6 "Will I have time for a holiday?" she asked herself.  
**whether** She ..... have time for a holiday.
- 7 "OK, I'll take you to the circus tonight," Father said to us.  
**promised** Father ..... to the circus that night.
- 8 "I'd rather cook than eat out," she said.  
**to** She ..... eat out.
- 9 "Don't forget to switch off the washing machine," Tim said to Janet.  
**reminded** Tim ..... the washing machine.
- 10 "I'm ever so sorry for being late!" Mark said to Sally.  
**for** Mark ..... late.
- 11 "All right, I'll help you iron the clothes," she said to me.  
**to** She ..... iron the clothes.
- 12 "Can I help you clean the house?" he said to her.  
**offered** He ..... clean the house.
- 13 "I will punish you if you speak to me like that again," he said to me.  
**threatened** He ..... if I spoke to him like that again.
- 14 "What a nice painting!" she said.  
**exclaimed** She ..... nice.
- 15 "Come over to my place for tea," he said to them.  
**invited** He ..... for tea.
- 16 "Will she ever behave herself?" he asked himself.  
**wondered** He ..... herself.
- 17 "I'm not going to wash all these dishes," Tina said.  
**refused** Tina ..... dishes.
- 18 "Why don't we all go together?" Maria said.  
**should** Maria ..... all go together.
- 19 "I told James your secret," Donald said.  
**admitted** Donald ..... James my secret.
- 20 "You lost the book I lent you," Sue said to me.  
**of** Sue ..... the book she had lent me.
- 21 "You should take regular exercise," the physician said to me.  
**advised** The physician ..... regular exercise.
- 22 "Of course I'll lend you the money," Bob said to Jane.  
**promised** Bob ..... Jane the money.

**Reported Speech - Modals**

Study this chart:

**Modals change as follows in Reported Speech:**

<b>may</b>	↗ ↘	<b>might</b> (possibility) <b>could</b> (permission)
<b>must</b>	↗ ↘	<b>had to</b> (obligation) <b>must</b> (deduction/possibility)
<b>needn't</b>	↗ ↘	<b>didn't need to/didn't have to</b> (present reference) <b>wouldn't have to</b> (future reference)
<b>can</b>	↗ ↘	<b>could</b> (present reference) <b>would be able to</b> (future reference)
<b>mustn't</b>	→	<b>mustn't</b>
<b>should</b>	→	<b>should</b>

Study these examples:

- "I may go abroad this summer," Julie said.  
Julie said that **she might go abroad that** summer.
- "May I see the manager, please?" Susan asked the shop assistant.  
Susan asked the shop assistant **if she could see** the manager.
- "I must pay my electricity bill," he said.  
He said **that he had to pay** his electricity bill.
- "She must be at least twenty-five," he said to me.  
He told me **that she must be** at least twenty-five.
- "You needn't leave now," she said to him.  
She told him that **he didn't need/have to leave** at that moment.
- "We needn't wake up early tomorrow; it's Sunday," Greg said.  
Greg said that they **wouldn't have to wake up** early the next day as it was Sunday.
- "M. Rollands can dance and sing very well," the film director said.  
The film director said that **M. Rollands could dance and sing** very well.
- "I think we can visit Uncle Louis tomorrow," Father said to us.  
Father told us that **we would be able to visit** Uncle Louis the next day.
- "You mustn't tell lies," Mother said to us.  
Mother said **that we mustn't** tell lies.
- "All of you should be more careful!" the teacher said.  
The teacher said that **we should all be** more careful.

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

- 1 "I must feed the cat before I leave," Terry said.  
**to** Terry said that he ..... the cat before he left.
- 2 "Nancy needn't type any more letters today," Bob said.  
**would** Bob said that Nancy ..... any more letters that day.
- 3 "Jordan can tell us about the expedition," Mary said.  
**said** Mary ..... us about the expedition.
- 4 "You needn't waste any more time on this matter," John said to Helen.  
**have** John said that ..... waste any more time on that matter.
- 5 "They may decide to have a party this month," she said to me.  
**told** She ..... decide to have a party that month.
- 6 "The children can go to the zoo this weekend," Dad said.  
**able** Dad said that the children ..... to the zoo that weekend.
- 7 "May I go out for a minute, sir?" Doug asked the teacher.  
**if** Doug asked the teacher ..... for a minute.
- 8 "You needn't prepare so much food for tomorrow," Fiona said to me.  
**have** Fiona said that I ..... so much food for the next day.
- 9 "She must be very efficient," said the boss.  
**said** The boss ..... very efficient.
- 10 "We can cancel tomorrow's meeting if you have got something urgent to do," Alice said to her boss.  
**be** Alice said that they ..... the next day's meeting if her boss had got something urgent to do.

### Relatives

#### Study these examples:

- That's the village I went to last summer.  
That's the village **where I went** last summer.  
That's the village **which I went to** last summer.  
That's the village **to which I went** last summer.
- She let us use her car, which was very kind of her.  
It was **very kind of her to** let us use her car.
- That's Ann. Her father is the head teacher.  
That's **Ann whose father is** the head teacher.
- 1969 is the year when man first walked on the moon.  
1969 is **the year in which man** first walked on the moon.
- Sean has four sons; three of them are firefighters.  
Sean has four sons, **three of whom** are firefighters.
- That woman taught us ballet last year.  
That's **the woman who taught us** ballet last year.
- Father brought home some video tapes. All of them were adventures.  
Father brought home some video tapes, **all of which were** adventures.

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

- 1 This cabinet contains our old files.  
**which** This is ..... our old files.
- 2 Leslie owns four cars. None of them is a convertible.  
**which** Leslie owns four cars, ..... a convertible.
- 3 We met several people in Bali. Most of them were holiday-makers.  
**whom** We met several people in Bali, ..... holiday-makers.
- 4 That's the hotel we stayed in last summer.  
**where** That's ..... last summer.
- 5 Mary Brown is the receptionist. John was talking to her a minute ago.  
**who** Mary Brown, ..... a minute ago, is the receptionist.
- 6 Lilly is the teacher. Her class did very well in the exam.  
**whose** Lilly is ..... did very well in the exam.
- 7 It was very nice of him to invite us all to his party.  
**which** He invited us all to his party, ..... him.
- 8 I spent the whole summer with the Smiths.  
**whom** The Smiths are the people ..... the whole summer.
- 9 It was a pity that we missed the beginning of the film.  
**which** We missed the beginning ..... a pity.

### Clauses - Linking words

#### Study these examples:

- Whatever you say I don't believe you.  
No **matter what you say**, I don't believe you.
- Although / Even though he is a very busy man, he always finds time for a game of chess.  
He always finds time for a game of chess **despite / in spite of the fact (that)** he is a busy man.  
He always finds time for a game of chess **despite / in spite of being** a very busy man.
- The flight was delayed. It was snowing heavily.  
The flight was delayed **because it was snowing** heavily.  
The flight was delayed **due to/because of the heavy** snow.  
The flight was delayed **on the grounds that it was snowing** heavily.  
The flight was delayed **as / since it was snowing** heavily.
- She doesn't know the reason for his sudden departure.  
She doesn't know **(the reason) why he departed** suddenly.
- He fell ill so he couldn't go to school.  
He fell ill **and as a result / consequently / therefore he couldn't** go to school.
- She took on a second job. She wanted to earn more money.  
She took on a second job **so as to earn** more money.  
She took on a second job **so that / in order that she could** earn more money.

- They installed an alarm system. They didn't want burglars to break in.  
They installed an alarm system **to prevent burglars from breaking in**.  
They installed an alarm system **lest / for fear burglars might / should** break in.
- He put on a raincoat. He didn't want to get wet.  
He put on a raincoat **to avoid getting** wet.  
He put on a raincoat **to prevent himself from getting** wet.
- Take a sandwich with you; you might get hungry.  
Take a sandwich with you **in case you get** hungry.
- She registered at the gym. She wanted to get back into shape.  
She registered at the gym **with a view to / with the aim of getting** back into shape.

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

- 1 The dog couldn't run. It had a broken leg.  
**of** The dog couldn't ..... broken leg.
- 2 I won't come to the party. Susan may be there.  
**case** I won't come to the party ..... there.
- 3 I stayed in. It was going to rain.  
**as** I stayed in ..... rain.
- 4 She won't tell him. She's afraid he'll laugh at her.  
**fear** She won't tell him ..... laugh at her.
- 5 She set off an hour earlier. She didn't want to be late.  
**avoid** She set off an hour earlier ..... late.
- 6 She put the matches in a cupboard. She didn't want the children to find them.  
**from** She put the matches in a cupboard to ..... them.
- 7 "I don't know why he resigned," she said.  
**for** "I don't know .....", she said.
- 8 Bob has been dieting so he has lost weight.  
**result** Bob has been dieting ..... he has lost weight.
- 9 She shut the window. She didn't want the rain to come in.  
**prevent** She shut the window to ..... in.
- 10 Henry is studying hard. He wants to pass all his exams.  
**as** Henry is studying hard ..... all his exams.
- 11 Although he is rich, he's very mean with money.  
**being** He is very mean with money ..... rich.

**Comparisons**

**Study these examples:**

- Greg is stronger than John.  
John **isn't as strong as** Greg.  
John **is less strong than** Greg.
- I've never seen such a thick forest.  
It's **the thickest forest I've** ever seen.

- She's the fastest typist of all.  
No one else **types/can type as fast as** she does.  
She's **faster than any other** typist.  
She's **a faster typist than** anyone else.  
She types **faster than anyone** else.
- Lucy has got the same number of dresses as Niki.  
Lucy has got **as many dresses as** Niki.
- Can't you walk any faster than that?  
Is that **the fastest you can** walk?
- As he works harder he makes more money.  
The **harder he works, the more** money he makes.
- That car and this one are very much alike.  
That car **is similar to this** one.
- Sue talked to me very calmly.  
Sue talked to me **in a very calm way**.

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

- 1 She always smiles very sweetly when I see her.  
**way** She always smiles ..... when I see her.
- 2 Tim was the hardest working employee in the company.  
**than** Tim ..... any other employee in the company.
- 3 Lulu is the best dancer of all.  
**as** No one else ..... Lulu.
- 4 Can't you find a better photograph than that?  
**the** Is that ..... you can find?
- 5 James isn't as sociable as Mark.  
**than** James ..... Mark.
- 6 As he practises more, he becomes better.  
**the** The ..... he becomes.
- 7 Italian and Spanish are thought to sound alike.  
**to** Italian is thought ..... Spanish.
- 8 I have never stayed at such a comfortable hostel.  
**the** It's ..... I've ever stayed at.
- 9 I work the same number of hours as Vicky.  
**many** I work ..... Vicky.
- 10 She's the most imaginative chef I've ever met.  
**as** No other chef ..... she is.

**Mixed Key Word Transformations**

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

- 1 The garden needs weeding.  
**have** You ... **have to weed** ... the garden.
- 2 The school is near my house.  
**far** The school ..... house.
- 3 When did you last visit the dentist?  
**since** How long ..... you last visited the dentist?

- 4 She doesn't want to take the bus.  
**rather** She ..... the bus.
- 5 There's no shampoo left.  
**run** We ..... shampoo.
- 6 "I'm terribly sorry for calling you names," she said to me.  
**for** She ..... me names.
- 7 He extinguished the fire with water.  
**put** He ..... water.
- 8 The last time I went camping was years ago.  
**for** I ..... years.
- 9 Have you had any news from the doctor?  
**heard** Have ..... doctor?
- 10 The car had been serviced before we went on holiday.  
**had** We ..... before we went on holiday.
- 11 They say that he is the strongest man in the world.  
**said** He ..... the strongest man in the world.
- 12 He was so tired that he couldn't drive any longer.  
**too** He ..... drive any longer.
- 13 She learned to speak French when she was ten.  
**able** She ..... speak French since she was ten.
- 14 The teacher made the students stay behind after school.  
**were** The students ..... behind after school by the teacher.
- 15 I haven't eaten meat for years.  
**gave** I ..... ago.
- 16 "Don't forget to go to the post office, Peter," Karen said.  
**reminded** Karen ..... the post office.
- 17 The invention proved to be a failure.  
**turned** The invention ..... a failure.
- 18 I'm sure Susan didn't know about the surprise party.  
**have** Susan ..... the surprise party.
- 19 I hope you don't mind if I smoke.  
**object** Do ..... smoking?
- 20 Do you have to speak so loud?  
**necessary** Is it ..... so loud?
- 21 Although James is short, he's a good basketball player.  
**being** Despite ..... a good basketball player.
- 22 I get to work in twenty minutes.  
**takes** It ..... to get to work.
- 23 We do not allow photos to be taken in the museum.  
**forbidden** You ..... photos in the museum.
- 24 The only person who didn't dance was Mary.  
**except** Everyone ..... Mary.
- 25 He's against the use of animals in experiments.  
**of** He ..... the use of animals in experiments.
- 26 The teacher chose the topic for the debate.  
**was** The topic for debate..... the teacher.
- 27 He is believed to be married.  
**believe** People ..... married.
- 28 Due to Ruth's illness, the trip was put off.  
**of** The trip ..... Ruth's illness.
- 29 Anna doesn't often speak in front of crowds.  
**used** Anna .....in front of crowds.
- 30 The water was too cold for me to swim in.  
**have** The water was ..... not swim in it.
- 31 It wasn't necessary to buy me all these flowers.  
**have** You .....me all these flowers.
- 32 He was very happy; he couldn't stop smiling.  
**that** He was .....not stop smiling.
- 33 He regrets not going to the party last week.  
**gone** He wishes .....to the party last week.
- 34 "Don't stay out too late," my mother said to me.  
**warned** My mother .....stay out too late.
- 35 She wasn't allowed to leave the table until she had finished eating.  
**could** She .....until she had finished eating.
- 36 I'm sure she had forgotten his birthday.  
**must** She .....his birthday.
- 37 She thought I was the salesperson.  
**mistook** She .....the salesperson.
- 38 I can't sleep with the lights on.  
**unless** I can't sleep .....off.
- 39 When was the last time you ate Mexican food?  
**ago** How long .....Mexican food?
- 40 I think you should walk the dog.  
**had** You .....the dog.
- 41 Did Carl telephone his brother?  
**wonder** I .....his brother?
- 42 Gianni Versace designed her wedding dress.  
**had** She .....by Gianni Versace.
- 43 John runs faster than David.  
**as** David doesn't .....John.
- 44 Can you take care of the children while I'm out?  
**after** Can .....the children while I'm out?
- 45 I would rather go swimming.  
**to** I'd .....swimming.
- 46 The play was more successful than I had expected.  
**such** I hadn't expected the ..... success.
- 47 I can't decide what to cook for dinner.  
**mind** I can't .....what to cook for dinner.
- 48 They'll have the car fixed by Monday .  
**have** The car .....by Monday.

- 49 It is not possible to take a few days off.  
**possibility** There .....a few days off.
- 50 If I were you, I'd buy a new car.  
**shoes** If I ....., I'd buy a new car.
- 51 Take an umbrella; it might rain later on tonight.  
**case** Take an umbrella.....later on tonight.
- 52 Can you dispose of my old fridge?  
**rid** Can you.....my old fridge?
- 53 She didn't drive during the rush hour.  
**avoided** She.....the rush hour.
- 54 Perhaps she woke up late.  
**may** She .....late.
- 55 What do you think of the new film?  
**opinion** What's .....the new film?
- 56 Could you help me with these boxes?  
**hand** Could you .....these boxes?
- 57 Maria rejected Paul's invitation.  
**turned** Maria .....invitation.
- 58 She intends to go to Europe next summer.  
**intention** It is .....to Europe next summer.
- 59 We couldn't drive because of the bad weather.  
**from** The .....driving.
- 60 "Let's go riding," Michael said.  
**going** Michael .....riding.
- 61 Bob likes collecting antique telephones.  
**interested** Bob .....antique telephones.
- 62 They should have invited us to the wedding.  
**been** We should .....to the wedding.
- 63 I can hardly wait for the party.  
**forward** I'm .....the party.
- 64 Haven't you got a taller ladder than this?  
**the** Is this ..... you have got?
- 65 Edward doesn't work here any more.  
**used** Edward .....here.
- 66 The drinks machine has stopped working again.  
**order** The drinks machine .....again.
- 67 I only managed to see the film star for a second.  
**glimpse** I only managed .....of the film star.
- 68 David left early because he wanted to arrive on time.  
**order** David left early .....on time.
- 69 The children liked their new teacher right away.  
**took** The children .....right away.
- 70 It's possible she missed the bus.  
**may** She .....the bus.
- 71 She doesn't usually talk to strangers.  
**like** It's not .....to strangers.
- 72 Let's go out for dinner.  
**going** How .....for dinner?
- 73 Don't bother to call Chris - his phone's not working.  
**point** There's .....- his phone's not working.
- 74 My father thinks rock music is a bad influence.  
**approve** My father.....rock music.
- 75 She is too young to get married.  
**enough** She is not .....married.
- 76 There aren't any tickets left for the concert.  
**no** There .....for the concert.
- 77 Alison doesn't like opera. Sheila doesn't like opera either.  
**nor** Neither .....
- 78 Our culture and theirs are alike.  
**similar** Our culture .....theirs.
- 79 I think they will go on strike.  
**as** It looks .....on strike.
- 80 They have a friendly relationship with their neighbours.  
**terms** They .....their neighbours.
- 81 Being famous has not changed him at all.  
**fame** Despite .....changed at all.
- 82 It's time we had the flower-beds weeded.  
**need** The flower-beds .....weeded.
- 83 The postman hasn't delivered the mail.  
**been** The mail .....yet.
- 84 I gained weight while I was on holiday.  
**on** I .....was on holiday.
- 85 My father doesn't want me to watch violent films.  
**objects** My father .....violent films.
- 86 I was so anxious about the exam, that I failed it.  
**too** I failed the exam .....anxious about it.
- 87 The convict surrendered and made a full confession.  
**gave** The convict .....full confession.
- 88 Paula is a teacher and so is her sister.  
**and** Both Paula .....teachers.
- 89 That's Tim's pen.  
**to** That .....Tim.
- 90 I am tired of my friends treating me badly.  
**treated** I am tired of .....my friends.
- 91 Paul doesn't want to learn German.  
**rather** Paul .....German.
- 92 "Yes, it was certainly an interesting film," he said.  
**agreed** He .....interesting.
- 93 It is a shame that you can't come to the party.  
**wish** I .....to the party.
- 94 The play was amusing.  
**were** We.....the play.
- 95 "Why don't you wait by the lamppost?" Sue said to me.  
**should** Sue.....by the lamppost.



- 96 He spent his savings on a fabulous holiday in France.  
**where** He took a fabulous holiday ..... all his savings.
- 97 He earned over £300 last week; he spent it all on clothes.  
**which** He earned over £300 last week, ..... clothes.
- 98 Some people think that he was lying.  
**thought** He .....liar.
- 99 The last time I went to the circus was ten years ago.  
**been** It .....I went to the circus.
- 100 They collected the rubbish off the dirty beach to help reduce pollution.  
**up** They .....the dirty beach to help reduce pollution.
- 101 The teacher made the students copy their homework assignment.  
**were** The students .....homework assignment.
- 102 Tom sings better than Ralph.  
**singer** Tom .....Ralph.
- 103 He collects stamps which are worth a lot of money.  
**collection** His .....a lot of money.
- 104 I can't afford to buy a car.  
**wish** I .....to buy a car.
- 105 He had to pay someone to redecorate his house.  
**have** He .....redecorated.
- 106 I couldn't understand the professor's lecture.  
**sense** I couldn't ..... the professor's lecture.
- 107 You should join the tennis club.  
**member** You should .....the tennis club.
- 108 She baked the bread for hours.  
**her** It .....the bread.
- 109 The thunder frightened Tom.  
**scared** Tom .....the thunder.
- 110 It was raining so much that the concert was cancelled.  
**heavy** The rain .....the concert was cancelled.
- 111 The axe was too blunt to chop the wood.  
**sharp** The axe .....to chop the wood.
- 112 I've never eaten oysters before.  
**time** It's the .....eaten oysters.
- 113 I can't afford to buy that dress.  
**expensive** That dress is .....to buy.
- 114 I stopped smoking last year.  
**gave** I .....last year.
- 115 I don't live far from Mary.  
**close** Mary .....each other.
- 116 We went jogging even though it was raining.  
**spite** In .....went jogging.
- 117 Jane said that she'd rather eat chocolate than ice-cream.  
**prefers** Jane said that she .....ice-cream.
- 118 "It was Tina who stole Mary's ring," Pat said.  
**of** Pat .....Mary's ring.
- 119 I'm sure it was John who borrowed the book.  
**have** It .....who borrowed the book.
- 120 He will probably go to university if he studies harder.  
**likely** He .....university if he studies harder.
- 121 Despite my previous experience my application was rejected.  
**turned** They .....despite my previous experience.
- 122 A stranger helped us find our way back.  
**for** If .....a stranger, we wouldn't have found our way back.
- 123 The children should be in bed by now.  
**time** It's .....in bed.
- 124 He regained consciousness after being in a coma for two days.  
**came** He .....in a coma for two days.
- 125 Larry was supposed to call me last week.  
**ought** Larry .....me last week.
- 126 The students continued writing the test in spite of the noise.  
**carried** The students .....in spite of the noise.
- 127 It takes six hours to fly from London to New York.  
**flight** It's a .....from London to New York.
- 128 I had never met such an interesting person before.  
**before** Never .....such an interesting person.
- 129 As well as owning a Mercedes, they also have a Rolls Royce.  
**got** Not only .....Mercedes but they've also got a Rolls Royce.
- 130 Susan has to take care of her ageing mother.  
**look** Susan .....ageing mother.
- 131 Alison resembles her father; she has his fiery temper.  
**takes** Alison .....; she has his fiery temper.
- 132 I wish I hadn't told her about our weekend plans.  
**regret** I .....about our weekend plans.
- 133 The Smiths haven't decided whether to buy a house in the country or not.  
**mind** The Smiths can't .....whether to buy a house in the country or not.
- 134 The drive was so long that we were exhausted by the end of the day.  
**such** It was .....we were exhausted by the end of the day.
- 135 All the people present said that the accident was Jenny's fault.  
**blame** All the people present said that .....the accident.
- 136 Your hair really needs cutting.  
**had** It's about .....cut.
- 137 The school match was postponed due to bad weather.  
**put** The school match was .....bad weather.

# Error Correction

## Subject - Object

Avoid repetition of the **subject** or the **object** in a sentence.

### Study these examples:

- Mike ~~he~~ is a hotel receptionist.
- The sea was too rough to swim in ~~it~~.

### 1 Cross out the unnecessary words in the following sentences.

- 1 Don't worry about the dog; it will be taken care of it.
- 2 The woman who just came in she is our boss.
- 3 The tea is too hot for me to drink it.
- 4 A man whose name it was George was looking for you.
- 5 I will never forget that man who he was so kind to me.

## Definite / Indefinite Articles

Avoid misusing the articles **a(n)/the** with proper or uncountable nouns and quantatives.

### Study these examples:

- I bought a pair of trousers like ~~the~~ Tom's.
- Sheila bought ~~a~~ jewellery from that shop.
- ~~The~~ most people like good comedy films.
- We went to Malta on ~~the~~ holiday.
- We always have ~~a~~ breakfast at 7.30 am.
- Why don't you go to ~~the~~ bed? It's late.
- We went skiing on ~~the~~ Mt Vermont.

### 2 Cross out the unnecessary words in the following sentences.

- 1 I love holidaying at the Lake Geneva.
- 2 She won the lottery and bought a furniture for her new flat.
- 3 Many people think that happiness is the most important thing in the life.
- 4 She is crazy about the Eric Clapton's music.
- 5 The many people have visited this area in the past couple of months.

## Bare Infinitive

Some verbs such as:

- a) **modals** (can, must, may, etc.)
- b) **verbs describing senses in the active voice** (see, hear, etc.)
- c) **make** (in the active voice) and **let** always take the bare infinitive.

### Study these examples:

- She made me ~~to~~ tell her everything.
- Did you hear him ~~to~~ say that?
- He cannot ~~to~~ come with us tonight.

### 3 Cross out the unnecessary words in the following sentences.

- 1 Jim saw Mary to take the book from the shelf.
- 2 Mother never lets me to say out after midnight.
- 3 Don't make me to do this, please!
- 4 She heard the door to slam behind her.
- 5 You must never to lie.

## Time Words - If/Unless

No future tense (e.g. **will**) or conditional (e.g. **would**) can follow time words (e.g. **when, as soon as, etc.**) or **if/unless**.

### Study these examples:

- If you ~~will~~ see her, tell her to call me.
- When you ~~would~~ go to the post office, could you get me some stamps?

### 4 Cross out the unnecessary words in the following sentences.

- 1 When you will return we can have dinner together.
- 2 Don't start doing the exercise unless I will tell you to.
- 3 Tracy will make her calls after we will leave.
- 4 I will go shopping if I would finish work early.
- 5 I'll wait until you will come back.

## Verbs Without Prepositions

Some verbs such as **tell, discuss, lack**, etc. are not followed by a preposition.

### Study these examples:

- He lacks ~~of~~ the talent to be a ballet dancer.
- She told ~~to~~ me that she was ready.

### 5 Cross out the unnecessary words in the following sentences.

- 1 I called to him twice, but he didn't answer the phone.
- 2 They answered to my question immediately.
- 3 When shall we discuss about it?
- 4 The train reached at the station a few minutes after four.
- 5 Children ought to obey to their parents.
- 6 Mary resembles with her grandmother.
- 7 I regret for not buying tickets last week.
- 8 We entered into the room and sat down on the sofa.

## Comparisons

### Study these examples:

- I have a brother three years ~~more~~ younger than me.
- They are not as rich as ~~are~~ their neighbours.
- She's not very much like ~~to~~ me.
- He plays tennis much ~~more~~ better than I do.

## 6 Cross out the unnecessary words in the following sentences.

- 1 He lives too much farther from school than I do.
- 2 Mark was wearing the same tie as was Tom.
- 3 He is more taller than his friend.
- 4 He is not as clever as is Jane.
- 5 I'm afraid I cooked many too much food for tonight.

## Error Correction Texts

Read the texts. Some lines are correct and some have a word which should not be there. If a line is correct, put a tick (✓) next to it. If a line has a word which should not be there, cross the word out (X).

### 1 Cross-country skiing

- (0) Whether you want to keep ~~in~~ fit or simply enjoy the beauty of nature in the winter, cross-country ✓
- (1) skiing it is the ideal sport. To start with, cross-country is cheap. All you need for is a special pair of boots, two narrow skis and a few layers of warm clothing. Unlike downhill skiers, you won't have to fork out for trendy aerodynamic ski-wear or frequently needed ski-lift passes. Another one plus is the thousands of miles of trails throughout Europe and the America. You could ski every day for the rest of your life without travelling the same trail twice. Perhaps what can makes this form of recreation so popular is that it's an activity the whole family can enjoy. It originated in Scandinavia many more centuries ago, but today more and more people are beginning to appreciate it as a quiet way for to unwind, exercise and much enjoy the winter landscape.

### 2 The Lock Ness Monster

- (0) I spent the whole of last summer with my aunt ✓
- (00) who ~~she~~ lives in a small cottage near Loch Ness, in Scotland. It was very exciting because I thought I might get a chance to see the monster, so the every day I went for fishing on the Loch, always remembering to take my camera with me — just in the case. It was a Sunday afternoon when my wish came as true. I had been on the Loch for about an hour when I heard to a strange sound behind me. I looked round and saw at some bubbles on the surface of the water. Suddenly, no more than three metres far away, a big head had came out of the water — It was the monster! I ran to the other end of the boat to fetch my camera, but in my excitement I tipped the boat over, which sent me and all from my things into the Loch. My camera was being lost, and by the time I looked round again, the monster had disappeared.

### 3 Dental Hygiene

- (0) Surveys have ~~been~~ shown that people not only fear going to the dentist, they also seem to be afraid of ✓
- (1) brushing their teeth! Everyone knows how much scary the sound of a dentist's drill is, and how so unpleasant the smells of the waiting room are, and before going to the dentist we all imagine horrible things to happening.
- (2) Since this is the case, why do so many of people not bother to prevent from dental problems in the first place by taking a proper care of their teeth?
- (3) Dentists are being horrified by the number of people who visit them only when they cannot stand the pain of a bad tooth any longer and the tooth in the question has to be pulled out. To have healthy, problem-free teeth you should have brush for three to five minutes at least twice a day, replace with your toothbrush every three months and visit the dentist for a check-up twice a year — then you'll have no more dental nightmares!

### 4 All-In Holidays

- (0) At the moment, there is so ~~for~~ much competition in the travel business that holiday organisers ✓
- (00) are having had to include more and more in their packages all the time. The latest idea is about the "all-in" holiday, a package deal which it includes everything from food and drinks to entertainment and excursions. This may be sound like an excellent deal, but the only real winners are the tour operators and travel agents. The biggest of losers are the host countries, as tourists no longer need to spend the money on daily basics, entertainment or travel. It is also the case that local hotel owners must have to work extremely hard to provide all the food, services and facilities that tourists have been promised, while they lose out the chance to make a profit by charging for the "extras" that guests were used to pay for. Nevertheless, "all-in" seems to be the future of package holidays.

### 5 Help for our Feathered Friends

- (0) How do birds in cold countries survive ~~from~~ the winter? ✓
- (00) Many simply leave and migrate to warmer areas. ✓
- (1) However, the most bird species, which do not fly south when the temperature drops, have to struggle to stay on alive. One way they keep warm is by sitting close together. Some of birds will fly up to two kilometres through icy winds so as they can find other birds to perch beside them. Up to sixty-one birds have been seen inside a single nesting box! Despite of there being less food available in the winter, birds need to eat more during the cold months. The problem is being made worse by the fact that ice and snow cover on the ground and the water they need for to drink is frozen. We can help, though, by setting up feeding tables in our gardens or on our balconies. Such as tables can be valuable to our feathered friends, since they are designed to prevent cats from climbing on them.

# Multiple Choice Cloze Texts

For questions 1 - 15, read the texts below and decide which word A, B, C or D best fits each space.

## 1 How to Recognise a Seasoned Traveller

The thought of going to the airport and **0)** ... **B** ... to a foreign country is exciting to many people. However, in their enthusiasm they can **1)** ..... one of the silly mistakes a seasoned traveller would never make.

The seasoned traveller will always **2)** ..... at the airport with plenty of time to **3)** ..... in . Stressful travelling is not for them. Tickets and passports are always **4)** ..... hand, either in a briefcase, handbag or other hand **5)** ..... . You don't see them having to open their suitcase in front of everybody to find passports and tickets.

They will also be wearing **6)** ..... clothing as there is nothing worse than travelling in clothes and shoes that are too **7)** ..... . If they are flying long distances, you'll **8)** ..... them immediately as they are the people who will have **9)** ..... off their shoes. Yes! It is an acceptable thing to do when flying long distances.

Women will be wearing **10)** ..... or no make-up. Twenty minutes or so before **11)** ..... they will go towards the toilets with their make-up bag. They'll brush their teeth and hair, put on some make-up and perfume and **12)** ..... to their seats completely refreshed.

When the plane has landed, they don't **13)** .....; they know that the airport buses will **14)** ..... for them, and by the time they have gone through passport control, their suitcases will have appeared on the baggage reclaim conveyor **15)** .....

## 2 The Telephone

After the wheel, the telephone is **0)** ... **A** ... by many to be the greatest **1)** ..... of all time. It allows instant, **2)** ..... communication with virtually anyone, no matter where they are.

The inventor of this amazing method of **3)** ..... sound, Alexander Graham Bell, was born in Scotland in 1847. However, he **4)** ..... most of his life in America, where he studied human **5)** ..... in order to help the deaf. The development of the telephone was an indirect result of this **6)** .....

The telephone was immediately successful after its appearance in the mid 1870s. Ten years after Bell had been **7)** ..... a patent for his invention, there were 150,000 telephones **8)** ..... in the United States alone.

Although it has been with us for over 100 years, its **9)** ..... technology has changed very little. What has changed, though, is the **10)** ..... over which the telephone can be effectively used. The long-distance problem has gradually been over come over the years by using a number of different technologies **11)** ..... undersea cables, microwave radio signals and satellites which **12)** ..... the earth.

Today, we tend to **13)** ..... the telephone for granted; we forget what an incredible device it really is. So, the next time you get a phone call from overseas, try to remember the genius of the man who **14)** ..... us this invention, an invention which has truly changed the **15)** ..... world.

- |    |              |              |              |               |
|----|--------------|--------------|--------------|---------------|
| 0  | A riding     | B flying     | C departing  | D leaving     |
| 1  | A make       | B do         | C commit     | D attempt     |
| 2  | A reach      | B come       | C arrive     | D get         |
| 3  | A fill       | B check      | C register   | D sign        |
| 4  | A in         | B with       | C off        | D at          |
| 5  | A luggage    | B package    | C case       | D belongings  |
| 6  | A convenient | B helpful    | C useful     | D comfortable |
| 7  | A firm       | B compact    | C tight      | D stiff       |
| 8  | A realise    | B understand | C recognise  | D acknowledge |
| 9  | A taken      | B put        | C set        | D held        |
| 10 | A few        | B tiny       | C less       | D little      |
| 11 | A landing    | B touching   | C stopping   | D halting     |
| 12 | A resume     | B rejoin     | C return     | D regain      |
| 13 | A accelerate | B race       | C speed      | D rush        |
| 14 | A expect     | B wait       | C anticipate | D look        |
| 15 | A aisle      | B zone       | C belt       | D corridor    |

- |    |                |                |               |             |
|----|----------------|----------------|---------------|-------------|
| 0  | A considered   | B wondered     | C spoken      | D told      |
| 1  | A discovery    | B instrument   | C invention   | D tool      |
| 2  | A straight     | B upfront      | C downright   | D direct    |
| 3  | A transmitting | B broadcasting | C circulating | D reporting |
| 4  | A spent        | B passed       | C devoted     | D settled   |
| 5  | A talk         | B speech       | C voice       | D sound     |
| 6  | A examination  | B inspection   | C research    | D review    |
| 7  | A allowed      | B admitted     | C provided    | D granted   |
| 8  | A installed    | B set          | C put         | D placed    |
| 9  | A easy         | B basic        | C primary     | D primitive |
| 10 | A gap          | B length       | C distance    | D space     |
| 11 | A including    | B consisting   | C inserting   | D composing |
| 12 | A rotate       | B circle       | C round       | D cycle     |
| 13 | A keep         | B hold         | C give        | D take      |
| 14 | A made         | B provided     | C created     | D brought   |
| 15 | A current      | B modern       | C recent      | D latest    |

### 3 Dreaming of Becoming a Lifeguard? Think Twice!

After watching the internationally **0)** ... **B** ... TV programme *Baywatch*, many people are **1)** ..... to become lifeguards. The lifestyle, as shown on TV, is quite glamorous – beautiful people enjoy the sunshine and **2)** ..... adventurous lives. Yet would-be lifeguards should remember a few basic **3)** ..... before signing up for a life-saving course. Firstly, **4)** ..... to be a lifeguard involves hard, physical work, and the classes one must take are very time-consuming. Second, working in this **5)** ..... is not usually glamorous – far from it. Watching a **6)** ..... of children splashing around in a swimming pool is nothing **7)** ..... of boring. Finally, it is not easy to find employment in this field, and even those lucky enough to find a job are often poorly paid.

On the other hand, swimming lap after lap in a public pool while **8)** ..... to be a lifeguard is an excellent way of keeping physically **9)** ..... . Also, it is **10)** ..... to know how to rescue people who are in **11)** ..... of drowning. It may be true that lifeguarding is 95% boredom and 5% **12)** ....., but the feeling of saving someone's life is indescribable.

To **13)** ..... up, lifeguarding is not all “fun in the sun”. It's a lot of hard work. Still, one who has **14)** ..... both its advantages and disadvantages may decide that it is a rewarding, worthwhile occupation which **15)** ..... their character.

- |    |              |               |              |               |
|----|--------------|---------------|--------------|---------------|
| 0  | A public     | B known       | C common     | D standard    |
| 1  | A provoked   | B drawn       | C attracted  | D tempted     |
| 2  | A lead       | B conduct     | C guide      | D pass        |
| 3  | A happenings | B events      | C facts      | D incidents   |
| 4  | A certifying | B qualifying  | C equipping  | D rehearsing  |
| 5  | A task       | B work        | C employment | D job         |
| 6  | A group      | B team        | C mass       | D company     |
| 7  | A little     | B less        | C small      | D short       |
| 8  | A coaching   | B exercising  | C training   | D instructing |
| 9  | A firm       | B correct     | C shaped     | D fit         |
| 10 | A invaluable | B intelligent | C worthy     | D priceless   |
| 11 | A matter     | B danger      | C risk       | D hazard      |
| 12 | A activation | B action      | C acting     | D act         |
| 13 | A conclude   | B finish      | C sum        | D end         |
| 14 | A judged     | B worked      | C considered | D thought     |
| 15 | A adjusts    | B suits       | C adapts     | D applies     |

### 4 Transport

The love **0)** ... **A** ... between the Americans and their cars has been going on for decades, but new **1)** ..... shows that they might be getting too much of a good thing. It **2)** ..... that the dream of freedom and independence, which the car represents, is **3)** ..... into a nightmare for people there.

The problem is caused by urban sprawl, which is the uncontrolled **4)** ..... of cities. Low-density housing is being built on the **5)** ..... of urban areas, and is swallowing up farmland and forests. As a(n) **6)** ....., people in America must drive five times farther than Europeans on a daily **7)** .....

Another problem is that public transport in US mega-cities is not popular. In fact, only 3% use public transport to get to work, as **8)** ..... with 25% of Europeans and up to 67% of Asians. **9)** ..... the wasted hours spent commuting, the fumes **10)** ..... by unnecessary car travel is seriously **11)** ..... air quality in American cities. There is a solution, **12)** ..... . Redeveloping city centres to allow more people to live in them, close to where they work, would go a long **13)** ..... towards solving the problem. Such a **14)** ..... change would be expensive, but a major change to city planning is certainly **15)** ..... if Americans are to “get off the streets” and find the time to enjoy their wealth.

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- |    |                 |                 |                |              |
|----|-----------------|-----------------|----------------|--------------|
| 0  | A affair        | B relation      | C relationship | D connection |
| 1  | A investigation | B examination   | C research     | D study      |
| 2  | A seems         | B looks         | C thinks       | D presents   |
| 3  | A becoming      | B getting       | C converting   | D turning    |
| 4  | A evolution     | B growth        | C increase     | D extension  |
| 5  | A cliffs        | B edges         | C ends         | D tips       |
| 6  | A conclusion    | B outcome       | C result       | D effect     |
| 7  | A principle     | B ground        | C base         | D basis      |
| 8  | A compared      | B contrasted    | C differed     | D opposed    |
| 9  | A Apart         | B Besides       | C Except       | D Despite    |
| 10 | A composed      | B built         | C developed    | D produced   |
| 11 | A worsening     | B fading        | C shortening   | D weakening  |
| 12 | A although      | B even          | C however      | D still      |
| 13 | A distance      | B way           | C length       | D extent     |
| 14 | A forceful      | B insignificant | C drastic      | D harsh      |
| 15 | A necessary     | B enquired      | C inquired     | D demanded   |

# Open Cloze Texts

Read through the texts and think of the word which best fits in each space. Write only one word in each space.

1

## Searching for Shipwrecks

Nothing can prepare you 0) ...*for*... the first sight of a sunken shipwreck. 1) ..... minute you're bobbing about on the surface of the sea, the 2) ..... you're down in the gloomy depths swimming round the battered remains of once great sea vessels, coming face to face 3) ..... bottles, plates and even rubber boots which were once in everyday use. Some divers 4) ..... tempted to claim such objects as souvenirs, while 5) ..... say these underwater monuments 6) ..... remain untouched. The former argue that it is the personal items of those unfortunate people 7) ..... help us to understand more about 8) ....., while the latter claim that 9) ..... action is as bad 10) ..... grave - robbing.

One of the 11) ..... popular wrecks to visit is the British merchant ship, the *Thistlegorm*. She has lain 12) ..... the bottom of the Red Sea 13) ..... she was sunk by a German bomber in 1941. An explorer's treasure trove, she contains jeeps, trucks and aircraft wings. Then 14) ..... are the rubber boots – hundreds and hundreds of pairs. Nevertheless, what an army of soldiers fighting in the desert 15) ..... do with rubber boots is anybody's guess.

2

## Pollution

With 0) ...*the*... combination of deadly car fumes and an alarming amount of industrial toxins, Mexico City is by 1) ..... the most polluted city in the world. It is so polluted in fact, 2) ..... it has broken the World Health Organisation's safety levels.

3) ..... to lack of pollution control, little has 4) ..... done to improve the air quality of Mexico City. The 30,000 industrial factories that operate within the city have 5) ..... regulations whatsoever regarding the release of toxic waste 6) ..... the atmosphere. This, combined 7) ..... the one million barrels of leaded petrol used 8) ..... day, has caused pollution levels to sky-rocket.

The city's dilemma is made 9) ..... by its high altitude. Situated on a 7,000 foot high plateau and surrounded 10) ..... mountains and volcanoes, the pollution has no 11) ..... of escaping and becomes trapped.

Mexico's government is worried 12) ..... the pollution, but sadly, the efforts that have been made so 13) ....., such as only allowing cars to operate for six 14) ..... of seven days, are simply 15) ..... enough.

3

## Sightseeing - Kenya

Whether you prefer sleeping 0) ...*under*... the stars or spending the night in a luxurious hotel, Kenya is the ideal holiday destination for you. This beautiful country, located 1) ..... the east coast of Africa, offers holiday-makers a 2) ..... variety of activities to choose 3) .....

If you're the adventurous type, Kenya has 4) ..... of the best safari holidays in 5) ..... world. Observe lions, elephants, buffaloes, zebras and rhinos in their natural habitat. 6) ..... your meals cooked on an open fire 7) ..... wild animals roam nearby. Better 8) ....., get a bird's eye view from a hot-air balloon, of hippos, crocodiles and "red" elephants (so nicknamed 9) ..... of the mud they roll themselves in).

10) ..... you prefer a less adventurous holiday, Kenya has some of the 11) ..... beautiful resorts in Africa. Sunbathe on long stretches of deserted white beaches, scuba-dive among the magnificent coral reefs or take a glass-bottomed boat ride out to the Watamu Marine Park. Wander around busy markets 12) ..... you can purchase anything 13) ..... semi-precious stones to hand-made baskets.

To put it in a nutshell, 14) ..... your idea of a perfect holiday is, Kenya is guaranteed to have it and 15) ..... more.

4

## Killer Nets

In 0) ...*these*... days of environmental awareness, it comes 1) ..... a surprise to many that fishermen of some countries are 2) ..... using nets that are over twenty-five kilometres long. These drift nets 3) ..... pulled behind boats and clear the seas and oceans of all the living creatures swimming near the surface.

Some of the main victims of 4) ..... controversial fishing techniques are dolphins, sea turtles and whales. The fishermen are typically trying to catch tuna or swordfish, 5) ..... up to 85% of the species 6) ..... end up in the nets are 7) ..... types of sea creatures.

Scientists are confused by the fact 8) ..... dolphins are not able to avoid the nets. 9) ..... making high-pitched sounds which bounce off objects in 10) ..... way, dolphins use "echolocation" to detect the objects in 11) ..... of them. More study is necessary to learn 12) ..... this ability of the dolphins is not allowing them to stay out of the nets.

International pressure is building 13) ..... to end the use of drift nets. 14) ..... that happens, though, marine mammals 15) ..... continue to die, held beneath the surface of the water and unable to breathe the air they need to survive.



# Revision

S E C T I O N

Read the sentences below and decide which answer A, B, C or D best fits each blank.

- 1 Our coach feels ..... of our team's victory in the semi-finals.  
A safe    B confident    C secure    D definite
- 2 The unknown rock band ..... the country with amazing success.  
A visited    B brought    C toured    D ran
- 3 The traffic warden gave me ..... ticket for parking in the wrong place.  
A a    B any    C some    D only
- 4 The sales manager was delighted ..... the high demand for their products.  
A among    B with    C out    D of
- 5 In the ..... I used to travel abroad very often.  
A old    B medieval    C past    D antique
- 6 All students' photos should be ..... to their application forms.  
A related    B connected    C linked    D attached
- 7 The ..... part of the chimney was blown off by the strong wind.  
A upper    B over    C higher    D taller
- 8 I'm really ..... with my new skirt because it's a perfect match for my red shirt.  
A eager    B pleased    C fond    D enthusiastic
- 9 My mother always tells me not to judge by ..... because they can be misleading.  
A spectacles    B looks    C appearances    D attractions
- 10 Why did Mr Stephens refuse to give his ..... to his daughter's marriage?  
A approval    B consent    C confirmation    D agreement
- 11 Being ..... an arrogant person Mrs Hamptly rarely shows any consideration for others.  
A such    B so    C even    D as
- 12 If I were you I'd take my doctor's ..... and stay in bed.  
A notice    B advice    C suggestion    D information
- 13 "Did he ..... say that you had taken his files?"  
A genuinely    B truly    C actually    D positively
- 14 She had never felt so happy as she did the first ..... she saw the ocean.  
A event    B time    C moment    D occasion
- 15 Caving used to be one of my father's favourite ..... when he was a university student.  
A situations    B occupations    C careers    D functions
- 16 He had good ..... for handing in his resignation.  
A methods    B opportunities    C reasons    D ways
- 17 Many people were forced to abandon their homes due to ..... weather conditions.  
A heavy    B cruel    C mean    D severe
- 18 After the car accident Irene ..... from loss of memory.  
A hurt    B suffered    C injured    D failed
- 19 You may ..... difficulties when studying a foreign language.  
A create    B bear    C stand    D experience
- 20 As they drove along the road she ..... out the house where she used to live.  
A spoke    B picked    C pointed    D showed
- 21 This train ticket is ..... for six months.  
A due    B valid    C worthy    D valued
- 22 Catherine was so shocked by the terrible news that she couldn't utter a ..... word.  
A particular    B single    C only    D unique
- 23 Everyone was surprised that John has finally ..... to overcome his fear of aeroplanes.  
A resulted    B managed    C succeeded    D achieved
- 24 A lot of ..... has been put into finding effective ways to protect our natural environment.  
A effort    B labour    C task    D attempt
- 25 Driving to the mountains he caught a ..... of a deer running in the forest.  
A glance    B look    C sight    D glimpse
- 26 I don't think Timothy should have ..... hopes of passing his exams.  
A big    B high    C complete    D maximum
- 27 I ..... my CD recorder to Robin two months ago and he still hasn't given it back.  
A borrowed    B paid    C charged    D lent
- 28 I think that most ..... would rather go on a tour around the city than spend a whole day in a museum.  
A spectators    B observers    C onlookers    D sightseers
- 29 Being extremely weak, it took her quite a long time to get ..... her illness.  
A on    B from    C over    D in
- 30 He decided to start buying *Geographic* because the ..... to the magazine was only £15 per year.  
A fare    B fee    C ticket    D subscription
- 31 I know ..... how Sue felt when she failed her driving test.  
A distinctly    B essentially    C particularly    D exactly



- 32 Rex was not to ..... for the accident. It was the other driver who didn't stop at the red traffic lights.  
A accuse B blame C criticise D charge
- 33 Nora's mother wasn't keen ..... her studying abroad.  
A in B for C on D at
- 34 It took him a long time to ..... which reports were important.  
A capture B discover C trap D get
- 35 Mary is a ..... customer at that shop.  
A plain B regular C primary D normal
- 36 She just had to ..... the ingredients slowly.  
A construct B mix C assemble D fix
- 37 When Harry's dog died, he felt ..... and empty for a few weeks.  
A sad B bad C weak D short
- 38 Did you ..... her about the accident?  
A state B remark C tell D talk
- 39 She ..... the report yesterday.  
A submitted B gave C sold D dealt
- 40 The sofa will be ..... in five days.  
A provided B delivered C serviced D offered
- 41 Although her foot was better, she still walked with ..... caution.  
A extreme B extensive C intentional D deep
- 42 Two prisoners tried to ..... last night.  
A miss B escape C pass D stop
- 43 I only have one ..... of bread a day.  
A share B slice C bit D helping
- 44 Don't ..... , everything will be fine!  
A ache B depress C worry D bother
- 45 I could ..... believe what was happening.  
A hardly B tightly C heavily D terribly
- 46 The tourist ..... has increased over the last few years.  
A activity B trade C company D association
- 47 Mary ..... to ten and went back to work.  
A assessed B totalled C computed D counted
- 48 The task was ..... successfully.  
A employed B completed C covered D taken
- 49 Frank is ..... in money.  
A curling B waving C rolling D twisting
- 50 They always ..... at him suspiciously.  
A catch B look C glance D eye
- 51 My ..... is failing and I can't see very well.  
A display B outlook C sight D scene
- 52 He was ..... of stealing the painting.  
A blamed B charged C accused D criticised
- 53 His irresponsibility ..... many problems.  
A moved B made C brought D caused
- 54 Parents worry about the ..... of television on their children.  
A questions B effects C results D reactions
- 55 They always ..... with him.  
A provide B meet C agree D please
- 56 The ..... part of the discussion concentrated on education.  
A latter B current C recent D future
- 57 She walked ..... the street to meet her friend.  
A off B up C through D on
- 58 I would ..... teach than work in an office.  
A rather B just C already D prefer
- 59 Every ..... room in the house was damaged.  
A only B single C one D sole
- 60 She will have the money ..... two weeks.  
A in B for C at D of
- 61 He has written the largest ..... of poems.  
A pack B kit C mixture D collection
- 62 His behaviour could ..... to an unpleasant situation.  
A raise B build C lead D generate
- 63 I'm ..... working on that project.  
A still B yet C however D but
- 64 She would never let him ..... for her.  
A give B offer C have D provide
- 65 Summer is my favourite ..... as I can go swimming every day.  
A month B season C period D decade
- 66 He placed ..... emphasis on writing.  
A single B only C particular D special
- 67 She could ..... her time, but not her money.  
A gain B manage C result D achieve
- 68 Her ..... to pass the exam was unsuccessful.  
A attempt B effort C labour D duty
- 69 He was at the ..... of his career at the time of the accident.  
A summit B peak C top D tip
- 70 There will be an exhibition of 100 ..... racing cars.  
A old-fashioned B ancient C vintage D archaic
- 71 Could you tell her I've been trying to ..... her?  
A go B reach C appear D arrive

- 72 There was a ..... of water in the middle of the street.  
**A** moorland **B** marsh **C** swamp **D** puddle
- 73 Do not cook while ..... said the instructions.  
**A** cooled off **B** chilled **C** frozen **D** dampened
- 74 She was ..... by the horrible news.  
**A** shaken **B** shivered **C** trembled **D** shuddered
- 75 They can ..... through any kind of noise.  
**A** drop off **B** awake **C** sleep **D** drowse
- 76 He is known for being able to ..... serious problems.  
**A** hold on **B** tackle **C** grip **D** cling
- 77 You're ..... to a refund or replacement if the product is damaged.  
**A** encouraged **B** entitled **C** empowered **D** enabled
- 78 The man will go on ..... in three months.  
**A** effort **B** try **C** trial **D** attempt
- 79 Our national football ..... is very popular.  
**A** band **B** gang **C** team **D** crew
- 80 She has just bought a ..... for her bed.  
**A** rug **B** carpet **C** mat **D** mattress
- 81 They've been living in a rural ..... for years.  
**A** area **B** plain **C** valley **D** meadow
- 82 The ship began to ..... very slowly after it hit the rocks.  
**A** descend **B** ascend **C** sink **D** subside
- 83 She used both her hands to ..... the screw on the lamp.  
**A** harden **B** tighten **C** toughen **D** strengthen
- 84 Jill never studies but always manages to ..... good exam results.  
**A** create **B** produce **C** process **D** manufacture
- 85 The government decided to ..... a warning about severe weather conditions.  
**A** obtain **B** gain **C** keep **D** issue
- 86 He had a strong ..... on his brother.  
**A** influence **B** manipulation **C** direction **D** guidance
- 87 I don't ..... this exercise.  
**A** realise **B** comprehend **C** perceive **D** understand
- 88 It started to ....., so she decided to take the bus rather than walk home.  
**A** drizzle **B** shower **C** spray **D** sprinkle
- 89 She worked at a restaurant in order to ..... herself at medical school.  
**A** support **B** cover **C** shelter **D** protect
- 90 The third ..... of the book has not been published yet.  
**A** report **B** publicity **C** issue **D** edition
- 91 The discussion will take ..... in the conference room.  
**A** place **B** site **C** region **D** state
- 92 He agreed to do a certain ..... of work for them.  
**A** amount **B** quantity **C** mass **D** supply
- 93 She ..... her new leather shoes by walking in the rain.  
**A** damaged **B** tore **C** wrecked **D** injured
- 94 It's been an adventure for ..... of us.  
**A** as **B** same **C** both **D** alike
- 95 They ..... interest in their job very quickly.  
**A** passed **B** lacked **C** lost **D** longed
- 96 She didn't want to ..... on anybody.  
**A** stand **B** base **C** belong **D** depend
- 97 I can't ..... to buy this dress!  
**A** spare **B** grant **C** afford **D** let
- 98 He ..... out a cheque to a charity for homeless people.  
**A** ran **B** made **C** did **D** had
- 99 She was unable to ..... up with the rest of the class.  
**A** keep **B** grasp **C** raise **D** learn
- 100 This treatment has ..... been used in such cases.  
**A** apart **B** ever **C** well **D** never

# B Key-Word Transformation Sentences

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two to five words, including the word given. Study the example.

- 0 James has always had a vivid imagination because he's exactly like his father.  
**takes** James has always had a vivid imagination because **he takes after** his father.
- 1 We don't often go out on Mondays.  
**unusual** It ..... go out on Mondays.
- 2 You can borrow my bicycle but you must bring it back before 5 pm.  
**long** You can borrow my bicycle ..... it back before 5 pm.
- 3 Mary thought it might rain so she took an umbrella.  
**case** Mary took an umbrella ..... rained.
- 4 The house was practically empty.  
**hardly** There ..... the house.
- 5 I can't believe this is the best option we have!  
**better** There must ..... this one!
- 6 The notice says you have to provide four copies.  
**must** The notice says ..... four copies.
- 7 I'm sorry but I cannot lend you my car.  
**you** I'm sorry but ..... my car.
- 8 It's a waste of time for you to speak to Carol.  
**point** There's ..... to Carol.
- 9 Francis is usually polite so I'm surprised that she was rude.  
**like** I'm surprised that Francis wasn't polite because it's ..... rude.
- 10 The local council discussed the problem.  
**discussion** The local council ..... the problem.
- 11 I was sixteen when I learnt to drive.  
**age** I learnt to drive ..... sixteen.
- 12 You should learn how to use a computer.  
**time** It's ..... how to use a computer.
- 13 I haven't seen Thomas since he left for Paris.  
**last** The ..... was before he left for Paris.
- 14 The price of the car includes the cost of maintenance for a year.  
**is** The cost of maintenance ..... the price of the car.
- 15 You ought to see a doctor immediately.  
**better** You ..... a doctor immediately.
- 16 It was snowing heavily so they cancelled the last flight.  
**owing** The last flight ..... the heavy snow.
- 17 The headteacher said we could use the main hall for our end-of-term party.  
**permission** The headteacher ..... use the main hall for our end-of-term party.
- 18 Marion couldn't drink the cocoa because it was too hot.  
**too** The cocoa ..... Marion to drink.
- 19 It is a nurse's responsibility to look after patients.  
**responsible** A nurse ..... patients.
- 20 I'm sorry I didn't take your advice.  
**wish** I ..... your advice.
- 21 They aren't opening the book exhibition until next Saturday.  
**being** The book exhibition ..... until next Saturday.
- 22 "Whose are these cds?" John asked his friends.  
**to** "Who ..... ?" John asked his friends.
- 23 It was difficult to persuade the children to go to bed early.  
**difficulty** I ..... the children to go to bed early.
- 24 This experiment will need a lot of attention.  
**have** This experiment ..... a lot of attention.
- 25 Pat doesn't paint as well as Sue does.  
**painter** Sue ..... Pat.
- 26 You might get thirsty so take some water.  
**case** Take some water ..... thirsty.
- 27 Fred has difficulty talking about his personal problems.  
**easy** It ..... to talk about his personal problems.
- 28 My brother last contacted us two weeks ago.  
**heard** We ..... two weeks ago.
- 29 Lucy did not know any of the people at the seminar.  
**nobody** There ..... at the seminar.
- 30 He couldn't use his car because it had a flat tyre.  
**one** He couldn't use his car because ..... flat.
- 31 These two mobile phones look the same to me.  
**tell** I cannot ..... between these two mobile phones.
- 32 Rebecca often blushes for no reason at all.  
**tendency** Rebecca ..... for no reason at all.
- 33 Uncle Tom described his sea rescue to us in detail.  
**description** Uncle Tom gave ..... his sea rescue.
- 34 The boys are bound to be tired after a hour's climb.  
**doubt** There is ..... be tired after an hour's climb.
- 35 They had to paint the whole house before they could leave.  
**until** They had to stay ..... the whole house.
- 36 So that Stewart could travel abroad in the summer he saved £50 a month.  
**order** Stewart saved £50 a month ..... able to travel abroad in the summer.

- 37 We had not expected the museum to be so good.  
**better** The museum ..... had expected.
- 38 If Eve doesn't study harder, she'll never pass her GCSE exams.  
**does** Eve will never pass her GCSE exams ..... more studying.
- 39 "Do you realise what day it is, Mark?" asked Jane.  
**what** Jane asked Mark ..... was.
- 40 The doctor failed to persuade her to take the medication.  
**succeed** The doctor ..... her to take the medication.
- 41 He started the computer course a month ago.  
**month** It ..... he started the computer course.
- 42 He won a literary award after he had published his first novel.  
**following** He won a literary award ..... his first novel.
- 43 George wants to study engineering instead of working in his father's firm.  
**rather** George ..... than work in his father's firm.
- 44 We have always admired our music teacher.  
**looked** We have always ..... our music teacher.
- 45 You must carry out the captain's instructions exactly.  
**do** You must ..... tells you.
- 46 A strong earthquake led to the village being evacuated.  
**result** The village had to ..... of a strong earthquake.
- 47 The only person they didn't invite to the wedding was Ian.  
**apart** They invited ..... Ian to the wedding.
- 48 Kate would rather not come to the cinema with us.  
**feel** Kate ..... to the cinema with us.
- 49 "If you wanted to borrow my laptop, you should have asked me first", said Nathan to his assistant.  
**without** Nathan criticised his assistant for having ..... him first.
- 50 William is not usually punctual.  
**like** It is ..... punctual.
- 51 I would prefer it if nobody else discovered the truth.  
**want** I don't ..... the truth.
- 52 The CD-ROM may be expensive so take plenty of money.  
**case** Take plenty of money ..... expensive.
- 53 We couldn't understand the interpreter because he spoke so fast.  
**too** The interpreter spoke ..... understand.
- 54 The preparations will take about forty minutes, whichever recipe you follow.  
**matter** It ..... you follow, the preparations will take about forty minutes.
- 55 The last time she went to Spain was in November 1998.  
**been** She ..... Spain since November 1998.
- 56 My sailing boat is as big as John's  
**same** John's sailing boat ..... mine.
- 57 Nobody on the committee voted against the project except for Mr Olson.  
**exception** With ..... , everyone on the committee voted for the project.
- 58 You might be cold so take your coat  
**case** Take your coat ..... cold.
- 59 People estimate that his fortune is worth over two million pounds.  
**estimated** His fortune ..... over two million pounds.
- 60 Promise you'll return the books at the end of the week and I'll lend them to you.  
**long** I'll lend you the books ..... to return them at the end of the week.
- 61 I don't see the point in staying any longer.  
**worth** In my opinion, ..... any longer.
- 62 People say bungee jumping is a very dangerous sport.  
**supposed** Bungee jumping ..... a very dangerous sport.
- 63 The local football team didn't succeed in defeating their opponents.  
**to** The local football team didn't ..... their opponents.
- 64 We forgot everything our teacher had pointed out to us.  
**anything** We ..... our teacher had pointed out to us.
- 65 There probably won't be any tickets left for tonight's performance.  
**unlikely** It ..... be any tickets left for tonight's performance.
- 66 It's Michelle's duty to arrange accommodation for out-of-town visitors.  
**responsible** Michelle ..... accommodation for out-of-town visitors.
- 67 All students wrote down the author's e-mail address.  
**note** All students ..... of the author's e-mail address.
- 68 There are not many spectators watching the game.  
**only** There are ..... spectators watching the game.

- 69 It's not worth paying so much for a one-way plane ticket.  
**point** There .....  
 paying so much for a one-way plane ticket.
- 70 At the end of his presentation, the photographer thanked his publisher.  
**finished** The photographer .....  
 ..... his publisher.
- 71 We rejected Sue's offer of a lift home.  
**turned** We .....  
 ..... Sue's offer of a lift home.
- 72 Going to the local fair does not interest me.  
**interested** I am not .....  
 ..... to the local fair.
- 73 I'm sure he didn't steal the money; he's a very honest man.  
**have** He .....  
 the money; he's a very honest man.
- 74 She quit her job and is now looking for a new one.  
**search** She quit her job and .....  
 ..... a new one.
- 75 Mrs Calgary cooks very well.  
**good** Mr Calgary ..... cooking.
- 76 "Should we bring our own skiing equipment?" asked the children.  
**supposed** The children asked .....  
 ..... bring their own skiing equipment.
- 77 Having spent the whole day painting my house I was exhausted.  
**because** I was exhausted .....  
 ..... my house the whole day.
- 78 Not much information was given to us by the tourist agent.  
**little** We .....  
 ..... information by the tourist agent.
- 79 We didn't start preparing for the surprise party until Flora had left.  
**soon** As .....  
 we started preparing for the surprise party.
- 80 Joanna has never been to New York before.  
**first** It's the .....  
 been to New York.
- 81 Carol Knight designed her theatre costumes.  
**had** She .....  
 by Carol Knight.
- 82 Teenagers hate it when people tell them what to wear.  
**being** Teenagers ..... to wear.
- 83 A German architect is designing the new cinema complex.  
**being** The new cinema complex .....  
 ..... by a German architect.
- 84 The ice on the river was too thin for them to skate on.  
**enough** The ice on the river .....  
 ..... for them to skate on.
- 85 Chef Pierre hasn't finished preparing today's specials yet.  
**still** Chef Pierre .....  
 ..... today's specials.
- 86 Has the Board of Directors decided on a location for the new head office?  
**decision** Has the Board of Directors .....  
 ..... a location for the new head office?
- 87 We didn't enjoy the film because it was very boring.  
**too** The film ..... to enjoy.
- 88 It's a pity I didn't contact her when she was in town.  
**only** If .....  
 when she was in town.
- 89 Call the airport in case the flight is delayed.  
**might** The flight .....  
 call the airport.
- 90 "Who is the owner of this car?" Mr Bell asked.  
**to** "Who .....?"  
 Mr Bell asked.
- 91 Whatever he tells you, you shouldn't believe him.  
**matter** No .....  
 you shouldn't believe him.
- 92 I think you should see the dentist immediately.  
**had** You .....  
 the dentist immediately.
- 93 He's the most interesting science-fiction writer I've ever read.  
**as** No other science-fiction writer .....  
 ..... he is.
- 94 Did Jacky send the invitations?  
**wonder** I .....  
 the invitations.
- 95 How long ago did you attend a lecture?  
**time** When was .....  
 a lecture?
- 96 I hope you don't mind if I use the fax machine.  
**object** Do you .....  
 the fax machine?
- 97 Visitors to the zoo are not allowed to feed the animals.  
**forbidden** It is .....  
 ..... the animals in the zoo.
- 98 She couldn't decide what to wear to the party.  
**mind** She couldn't .....  
 ..... what to wear to the party.
- 99 If I were you, I'd complain to the manager.  
**shoes** If ..... ,  
 I'd complain to the manager.
- 100 I wish I hadn't taken my mother's earrings without asking her.  
**regret** I .....  
 earrings without asking her.

# C Error Correction Texts

Read the texts. Some lines are correct and some have a word which should not be there. If a line is correct, put a tick (✓) next to it. If a line has a word which should not be there, cross the word out (X). There are two examples at the beginning (0 and 00).

## 1. The Man with a Thousand Faces

- (0) Jim Carrey was born in Newmarket, Ontario, Canada, ✓  
(00) on January 17th 1962. He had came from a working class  
(1) family which had a very little money, so he had a hard life  
(2) and grew up poor. When he was himself in his teens, his  
(3) father lost his job, so Jim had to take in a job as a caretaker.  
(4) He tried to manage his job and his schoolwork, but it was  
(5) bit too difficult and eventually he dropped out of school.  
(6) He developed a sense of humour despite in order to cope  
(7) with the difficult times he was going through. He started to  
(8) performing in a comedy club when he was only fifteen and  
(9) at the age of nineteen he moved out to LA. He began to get  
(10) small parts in films in 1983 and his big break came in 1990,  
(11) when he starred in a sketch comedy show which called  
(12) 'In Living Colour'. In 1994, he began to star in feature films  
(13) which made him really famous. People loved his more  
(14) crazy humour as well as his funny faces. However, in films  
(15) like 'Liar, Liar' and 'The Truman Show' he has also been  
proved to be a serious actor with great talent. Jim Carrey  
has definitely come a long way from his unhappy childhood.

## 2. To Bee or Not to Bee

- (0) You'll be surprised to learn that the amount of the honey  
(00) you get from your beehives depends mainly on four very ✓  
(1) simple things. Firstly, it is very much important that you  
(2) have a young queen bee in the hive. The queen bee she  
(3) must be being replaced at least every two years. Secondly,  
(4) you never let to the bees run short of food. If you  
(5) will allow this to happen, or if they run out of food,  
(6) your honey production will suffer itself a serious set back.  
(7) In addition, the bees need to be given enough room  
(8) at the right time to store on their honey crop. Finally,  
(9) knowing how and when to spot disease in your  
(10) bees or your hives is essential. Because of disease in bees  
(11) occurs so rarely, you may get little lazy or careless in  
(12) checking your bees regularly for tell-tale signs or  
(13) problems. The main thing to remember is that bee-keeping  
(14) is not difficult if you follow these four rules. Never forget,  
(15) "Bees make honey in spite that of beekeepers."

## 3. The Downfall of the Minoan Civilization

- (0) The Minoans were being an ancient community of people  
(00) who lived on the island of Crete during the Bronze Age. ✓  
(1) This civilization was named after King Minos, the legendary  
(2) ruler of Crete who was lived at Knossos, the city which  
(3) has long been thought to have been the centre of a Minoan  
(4) Civilization. What made the Minoans so as special was that  
(5) they were very advanced for their time. Their art and  
(6) architecture were too highly developed as well. Minoans  
(7) had also set up trade links in between their community  
(8) and other Mediterranean communities and their civilization  
(9) was at its peak when it suddenly had disappeared some  
(10) time in the 15th century BC. What could have caused  
(11) this disappearance still remains a mystery. It has been  
(12) suggested that a very massive tidal wave, created by  
(13) volcanic eruptions on the island of Santorini, was the most  
(14) actual cause. According to this theory, the soil was so  
(15) ruined by the salt from the amount of some sea water that  
washed out the land. Crops could not be planted and fish  
levels in the sea were greatly reduced. The Minoan society  
weakened so much that its downfall was only a matter of time.

## 4. Million Dollar Idea

- (0) I think I told to you that I got an ant farm for my  
(00) birthday. I am happy to report, the ants are doing well! ✓  
(1) After Dad gave me the ant farm, I got myself curious as  
(2) to who had come up with the so unusual idea of  
(3) putting her ants in a narrow glass case so they could  
(4) watch them. Well, as you know of, my Dad knows a  
(5) little about everything so I asked him about it. It  
(6) turns out that the idea of the ant farm was being  
(7) thought up by a man named Milton Levine in  
(8) 1956. While he was at a family picnic himself he noticed  
(9) that the children spent quite more time watching anthills  
(10) than playing games. That made him think back to when  
(11) he was a boy and how he and his friends used to  
(12) put some earth and some ants in a glass jar to watch them  
(13) make tunnels. My Dad who said that Mr Levine's strange  
(14) idea led to his selling some more than 360 million ants,  
(15) over 20 million ant farms. This idea made the Mr Levine a  
very rich man.

# D Composition Discussion

Read the rubrics below and answer the questions that follow.

**A** A local publishing company is publishing a book called *"The Best place on Earth"*. The book will include articles about exotic cities, exciting holiday places and interesting capital cities. You have been asked to write a short article for this book about a place or city that you know. Write your article.

- 1 What kind of composition is this?
- 2 What is your reason for writing?
- 3 Who is going to read your article?
- 4 Which of the following tenses would you use? Tick (✓)  
A simple present   
B present continuous   
C simple future   
D past perfect   
E past perfect continuous   
F future perfect   
G present perfect
- 5 What paragraph plan should you follow?
- 6 What place/city should you **not** choose to write about?  
A the place/city you live in   
B a place/city you have read about   
C a city/place you have visited
- 7 Which senses would you use when describing particular details of the place or city?
- 8 Which of the following expressions could you include in your article?  
A blanketed in smog   
B exciting night-life   
C polluted seas   
D heavy traffic   
E hospitable locals   
F efficient local transport.
- 9 What other descriptive techniques could be used?
- 10 Would you include narrative techniques? Why (not)?

**B** You have seen the following advertisement in a local newspaper.

*Do you enjoy cooking?*

*Do you speak French?*

We are looking for someone to help our chef during the summer months. Experience is not necessary but you must be able to communicate in French.

Contact Mrs Sarah Flavell.

Write your letter of application to Mrs Sarah Flavell.

- 1 What kind of letter is this?
- 2 What is your reason for writing?
- 3 Who is going to read your letter?
- 4 What paragraph plan would you follow?
- 5 What style of language would you use? Why?
- 6 Choose from A-C the most suitable salutations for your letter.

**A** Dear Sir / Madam,  
.....  
Yours faithfully,  
Jan Wright

**B** Dear Mrs Flavell,  
.....  
Yours sincerely,  
Jan Wright

**C** Dear Sarah  
.....  
Best wishes,  
Jan

- 7 Match the beginnings with the endings and decide which one would be the most suitable for your letter.

1  I am writing in response to the advertisement in yesterday's edition of "Local News". I would like to apply for the position of assistant chef.

2  I have just seen the advert in the local paper and would be interested in receiving further information about it.

**A** I am looking forward to hearing more about the job and would like to thank you in advance for sending me the details.

**B** I am enclosing a current curriculum vitae and two references. I look forward to hearing from you soon.

- 8 Which of the following would you include in your letter?  
A I have recently returned from a holiday in Paris.  
B While working at "Chez Nous" I gained valuable experience in catering for large groups.  
C I have passed exams in written and spoken French.  
D I have lots of hobbies and interests.  
E I graduated from Hopetown College of Technology with a degree in catering.  
F I have worked at "Chez Nous", my cousin's party food catering company, for a year.

**C You have decided to enter a short story competition. The competition rules say that the story must begin with the following words: "Don't be frightened, everything's going to be all right", Tom told his brother, Dave. Write your story for the competition.**

- 1 What kind of composition is this?
- 2 What is your reason for writing?
- 3 Who is going to read your story?
- 4 What should you decide on before starting to write your story?
- 5 What paragraph plan would you use?
- 6 Which tenses would you use throughout your story?
- 7 Would you write your story in first or third person?
- 8 Would you use detailed and chatty descriptions?
- 9 Which of the following would your story **not** be about?
  - A a birthday party
  - B a journey that went wrong
  - C a day at school
  - D a boat trip along a river
  - E an adventure in an old house
- 10 Tick the points which could be included in the introduction
  - A a description of the weather
  - B the names of the people involved
  - C what happened first of all
  - D how the characters felt
  - E the time / day of the action
  - F what the characters finally did
  - G what was happening before the main event
- 11 Which of the following time words could you use to link the events?  
*during, no sooner... than, first, as soon as, while, also, although, after that, anyway, by the time, but, finally*
- 12 Which of the following could you include in the final paragraph? Tick (✓)
  - A how the characters felt afterwards
  - B what the characters did first of all
  - C the consequences of what happened
  - D how the characters reacted
  - E what happened the next day

**D You are working abroad in an English-speaking country, for example as a language teacher or as a coach. Write a letter to your pen friend, describing the job and saying what you like most and what you like least about the job.**

- 1 What kind of letter is this?
- 2 What is your reason for writing?
- 3 Who is going to read your letter?
- 4 What paragraph plan would you use?

- 5 What style would you use? Why?
- 6 Which of the following points would you **not** include in your letter?
  - A the salary you receive is a bit low
  - B your working conditions are excellent
  - C your colleagues are friendly
  - D the children are naughty
  - E the building you work in is very old
  - F you go out to eat every evening
  - G you have made many new friends
  - H you share a flat with another girl
  - From the points you have chosen to include, decide which ones are positive and which ones are negative.
- 7 Which salutations would you use to begin and end your letter?

- |                  |                                   |
|------------------|-----------------------------------|
| 1 Dear Peter,    | A Yours sincerely,<br>Amy Pierce  |
| 2 Dear Sir,      | B Best wishes,<br>Amy             |
| 3 Dear Mr Grant, | C Yours faithfully,<br>Amy Pierce |

- 8 Match the opening remarks (1-2) with the appropriate closing remarks (A-B). Which pair would be the most suitable one for your letter?

1  Sorry, I haven't written before but I've been really busy with my new job. So far everything is great and I really love teaching.

2  Thanks very much for the invitation to visit you. Unfortunately I won't be able to come as I am really busy studying for my exams.

A Anyway, that's all I have time for now. My first test is tomorrow, so wish me luck! Write soon.

B I really hope you manage to visit me soon and who knows? Perhaps you'll decide to stay! Please write and tell me your news.

**E You have seen this advertisement in an international magazine.**

**COMPETITION:**

*The most interesting person I know*

Win a week-end trip to Paris, for you and a friend. Just write an article telling our readers about the most interesting person you know, saying what it is about this person (eg. appearance, personality, activities / hobbies, etc) that make him / her so interesting.



**Write your article for the competition.**

- 1 What kind of composition is this?
- 2 What is your reason for writing?
- 3 Who is going to read your article?
- 4 What paragraph plan should you follow?
- 5 What tenses would you use? Why?
- 6 Would you mention both good and bad qualities? Why (not)?
- 7 Would you justify these qualities? Why (not)?
- 8 What sort of language should be used when describing bad qualities?
- 9 Read the sentences in column A (1-5) and match them to the sentences in column B (A-E) which justify them.

<p style="text-align: center;"><b>A</b></p> <p>1 <input type="checkbox"/> He is often bossy</p> <p>2 <input type="checkbox"/> He is very trustworthy</p> <p>3 <input type="checkbox"/> He is always rushing around</p> <p>4 <input type="checkbox"/> He is usually funny</p> <p>5 <input type="checkbox"/> He is sometimes absent-minded</p>	<p style="text-align: center;"><b>B</b></p> <p>A which means you can tell him your secrets</p> <p>B and often forgets people's names</p> <p>C and loves telling people what to do</p> <p>D and is always telling jokes</p> <p>E trying to help people in need</p>
--	---

- 10 Complete the following sentences by using the words given.

*freckled, beaming, muscular, plump, shabby*

- 1 He has the widest ..... smile I've ever seen.
  - 2 Even though Phillipa is slightly ....., her movements are graceful.
  - 3 Jane's ..... nose really does make her look pretty
  - 4 Although she is short she has an amazingly ..... body.
  - 5 Paul's clothes always look ..... because he doesn't look after them properly.
- 11 What kinds of activities, hobbies/interests could you describe?
- 12 Which of the following phrases in the list below would you use in your composition?  
*be interested in; be good/excellent at; be keen on; be a great fan of; love doing something;*
- Can you add any ideas of your own?

- F You have had a class discussion on eating habits. Now your teacher has asked you to write a composition on this subject:**

**The advantages and disadvantages of being a vegetarian.**

**Write your composition.**

- 1 What kind of composition is this?
  - 2 Who is going to read your composition?
  - 3 Would you use formal style? Why / Why not?
  - 4 What paragraph plan would you follow?
  - 5 Which of the following should you **not** use in your composition? Tick (✓)
- |                                      |                          |
|--------------------------------------|--------------------------|
| A well-developed paragraphs          | <input type="checkbox"/> |
| B strong personal expressions        | <input type="checkbox"/> |
| C short forms                        | <input type="checkbox"/> |
| D linking words                      | <input type="checkbox"/> |
| E examples to support your arguments | <input type="checkbox"/> |
| F colloquial English                 | <input type="checkbox"/> |
| G quotations                         | <input type="checkbox"/> |
- 6 Read the statements below and label them as **A** (for advantages) and **D** (for disadvantages)
- 1 It is often difficult to find a good vegetarian restaurant.
  - 2 Most vegetarian dishes are low in fat.
  - 3 Soya, cereals, and vegetables are not only delicious but also great sources of vitamin and protein.
  - 4 Vegetarian food can sometimes be boring and tasteless.
  - 5 Vegetarianism may lead to deficiency in iron or proteins.

- G You feel you need more help with your computer skills. One day you see the following advertisement on the noticeboard of your school:**

**Make better use of your computer and improve your skills!**

Take private lessons with an experienced computer instructor.

All levels and programmes  
Reasonable prices

Please write to James Marks, giving details of:

- yourself
- your computer studies so far
- what you want to learn/which particular programmes you are interested in
- why you need computer skills

Read the advertisement and the notes which you have made for yourself below. Then write a letter to Mr Marks, giving details as requested and asking for the information covered in your notes.

Computer lessons  
where?  
when?  
Individual or group?  
fees?

- 1 What kind of letter should you write?
- 2 What is your reason for writing?
- 3 Who is going to read your letter?
- 4 Is it necessary to cover all the points mentioned in the rubric?
- 5 What points should you consider when writing a transactional letter?
- 6 What style of language should be used? Why?
- 7 What paragraph plan would you follow?
- 8 Match the opening and closing remarks below and then say which pair you would use in your letter and why.

1  I wonder if you could help me out

2  I would greatly appreciate it if you could provide me with some information

A Thank you in advance for your kind cooperation

B Hope you can help!

- 9 How many main body paragraphs would you write?
- 10 Would you include all the information about yourself in one paragraph and ask all the questions in the following one? Why / Why not?
- 11 Which of the following would you use when asking *indirect questions*?
 

A Could you please tell me ...	<input type="checkbox"/>
B Do you think you could inform me ...	<input type="checkbox"/>
C I also need ...	<input type="checkbox"/>
D Why not let me know about ...	<input type="checkbox"/>
E Would it be possible for you to send me ...	<input type="checkbox"/>
F How about telling me ...	<input type="checkbox"/>

H You work for an international travel agency. Your manager has asked you to write a report on a new campsite which has just opened in your area to see if it is suitable for tourists with children. Write your report describing the campsite's sports facilities and pool, the bathroom facilities, the canteen/restaurant and the recreation room, commenting on its particular good and bad points.

- 1 What kind of report is this?
- 2 What is the aim of this report?
- 3 Who is going to read it?
- 4 Should you use formal or informal style?
- 5 Which of the following **must** you include in your report?

Tick (✓)

- |  |                          |
|--|--------------------------|
| A hot water and number of showers              | <input type="checkbox"/> |
| B items on sale in the supermarket             | <input type="checkbox"/> |
| C billiards table, table tennis, TV sets, etc  | <input type="checkbox"/> |
| D sports equipment for rent                    | <input type="checkbox"/> |
| E how close it is to the main train station    | <input type="checkbox"/> |
| F size of the pool and if there is a lifeguard | <input type="checkbox"/> |
| G restaurant's opening hours                   | <input type="checkbox"/> |

- 6 What paragraph plan would you follow?
- 7 Which of the following sub-headings could you use?

Tick (✓)

- |                              |                          |
|------------------------------|--------------------------|
| A Sports Facilities and Pool | <input type="checkbox"/> |
| B Cooking Lessons            | <input type="checkbox"/> |
| C Recreation Room            | <input type="checkbox"/> |
| D Availability and Booking   | <input type="checkbox"/> |
| E Restaurant                 | <input type="checkbox"/> |
| F Bathroom Facilities        | <input type="checkbox"/> |
| G Recommendation             | <input type="checkbox"/> |

- 8 In which paragraph should you include your recommendation?
- 9 Should you present both positive and negative aspects? Why?
- 10 Would you use present or past tenses?
- 11 Which of the linking words and phrases in the list below could you use to:
  - express reality?
  - make contrasting points?
  - express the difference between appearance and reality?

*as a matter of fact, nevertheless, apparently, actually, yet, at first sight, in spite of, in practice, however, on the face of it*

## Speaking Test 1

### PART 1

#### Giving Personal Information

- Describe the place where you live.
- Would you like to live somewhere else? Why?
- What types of entertainment are there in your neighbourhood?

### PART 2

#### Talking about the pictures.



- Look at pictures A and B.**
- Compare and contrast the two activities in the pictures and say what the main difference is between the two sports.
  - Which sport would you prefer to do? Why?
  - What qualities are needed to play individual and team sports?
  - Why do people choose to do dangerous sports?



- Look at pictures C and D.**
- Compare and contrast the situations shown in the pictures.
  - In which situation do students learn better? Why?
  - Is it possible to get a good education by learning at home?
  - What qualities does a teacher need in order to be successful?

**PART 3**

Look at the main picture below. Imagine you are going there on holiday. Discuss with your partner which three items you would need to take with you so that your holiday is enjoyable and problem free.



**PART 4**

**Discussing in pairs topics related to the theme of Part 3**

- What would be your ideal holiday destination?
- What sorts of things would you do there?
- Why do we need holidays?
- What are some of the advantages of travelling alone?
- By going on holiday to another country, does a tourist really get to learn about that country?

## Speaking Test 2

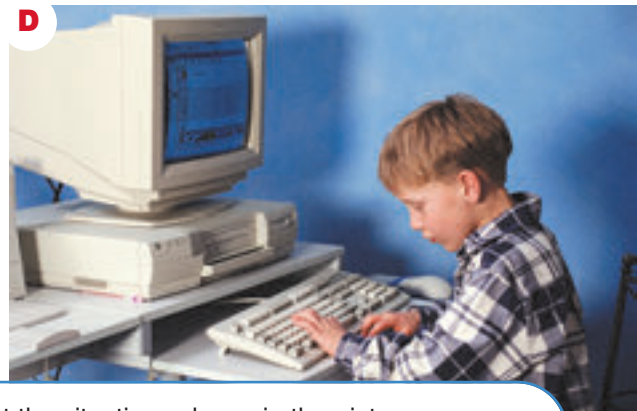
### PART 1 Giving Personal Information

- Do you prefer watching TV or going to the cinema? Why?
- What types of films do you enjoy watching?
- What else do you do in your free time?

### PART 2 Talking about the pictures.



- Look at pictures A and B.**
- Compare and contrast the situations shown in the pictures.
  - Which place would you prefer to eat in? Why?
  - In what way has fast food become a part of our daily lives?
  - How is eating out with friends different to eating at home with one's family?



- Look at pictures C and D.**
- Compare and contrast the situations shown in the pictures.
  - How easy is it to learn from a computer?
  - What subjects would a computer not be able to teach in a successful way?
  - In which way(s) have computers made our lives easier?

**PART 3**

**Look at the main picture below. Discuss with your partner which of the issues present the most serious environmental problem and what steps should be taken to resolve it.**



**PART 4**

**Discussing in pairs topics related to the theme of Part 3**

- Who or what is responsible for environmental problems?
- What are the benefits of recycling?
- How is global-warming changing our planet?
- How do you think the world will have changed in fifty years?
- If you had the chance to live on the moon, would you?

## Speaking Test 3

### PART 1

#### Giving Personal Information

- How long have you been studying English?
- Why are you studying English?
- What job would you like to do in the future?

### PART 2

#### Talking about the pictures.



- Look at pictures A and B.**
- Compare and contrast the situations shown in the pictures.
  - What factors make a person happy with their job?
  - What is a perfect 'work environment'?
  - Would you sacrifice your family for your job? Why? Why not?



- Look at pictures C and D.**
- Compare and contrast the two forms of sport.
  - What do you gain by doing a sport?
  - Why do you think some fans of certain sports, such as football, behave violently?
  - In what ways can people be persuaded to take more exercise?

**PART 3**

**You have been asked to write a book on the three most revolutionary inventions in the 20th century. Discuss with your partner which three you would include, in order of their importance.**



**PART 4**

**Discussing in pairs topics related to the theme of Part 3**

- How is reading a story from a book different to reading it on a CD-rom?
- In what way has the Internet changed our lives?
- Has technology reached its limit or do we still have a long way to go?
- What would be the advantages and disadvantages of living to be 150 years old?



## Speaking Test 4

### PART 1

#### Giving Personal Information

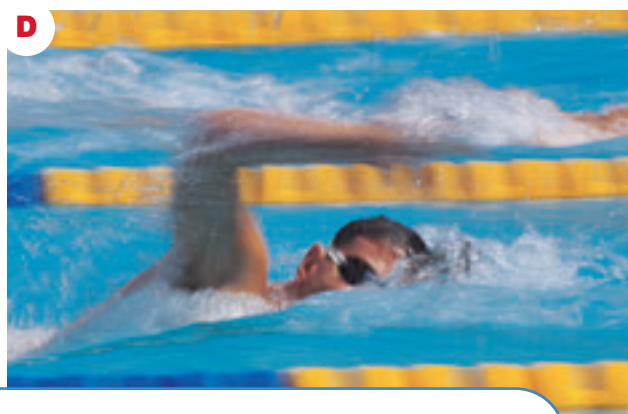
- Where will you be going on holiday this year?
- What is your favourite subject at school?
- Describe the house you live in.

### PART 2

#### Talking about the pictures.



- Look at pictures A and B.**
- Compare and contrast the two pictures.
  - Which is the most enjoyable way of travelling to school?
  - What in your opinion, are the most dangerous ways for a child to travel to school?
  - What in your opinion, is the best way to travel somewhere?



- Look at pictures C and D.**
- Compare and contrast the two different sports shown in the pictures.
  - In your opinion, which sport offers the best form of exercise?
  - In your opinion, which is more important, taking part or winning?
  - Do footballers deserve to be paid such high salaries?

**PART 3**

You have been asked to design a new school curriculum. Discuss with your partner which three activities shown you would include and why? Also decide which two you would not include and the reasons why.



**PART 4**

Discussing in pairs topics related to the theme of Part 3

- Are the games that children play nowadays educational or not?
- How important is it for children to learn 'dead' subjects at school?
- Are people becoming over-qualified for the types of jobs available these days?
- In the future, do you think computers will completely replace humans in the workplace?

Published by Express Publishing

Liberty House, Greenham Business Park, Newbury,  
Berkshire RG19 6HW, United Kingdom  
Tel.: (0044) 1635 817 363  
Fax: (0044) 1635 817 463  
email: [inquiries@expresspublishing.co.uk](mailto:inquiries@expresspublishing.co.uk)  
[www.expresspublishing.co.uk](http://www.expresspublishing.co.uk)

© Virginia Evans - Jenny Dooley, 1996

Design and Illustration © Express Publishing, 1996

First published 1996  
New edition 2000  
Seventh impression 2014

Made in EU

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ISBN 978-1-84216-803-5

# Acknowledgements

## Authors' Acknowledgements

We would like to thank all the staff at Express Publishing who have contributed their skills to producing this book. Thanks are due in particular to: Mary Palmer (Editor in Chief), Laura Newton (senior editor), Ann Doyle and Sheila Howard (editorial assistants), Philippa Porter (senior Production Controller), the Express design team, Tony Boyle (recording producer) and Bob Andrews, Julie Brown, Mary Lewis, Ann Norton and Steve Mason for their support and patience. We would also like to thank those institutions and teachers who piloted the manuscript, and whose comments and feedback influenced positively the production of the book.

## The authors and publishers wish to thank the following who have kindly given permission for the use of copyright material.

The European for *The Tour de France* on p. 7, *Eat Greek and Live Longer* on p. 38, *Europe's Trees in Danger* on p. 83; Roy Wickman for *Fight to Free Sad Whales* on p. 114; Simon Grosset for *The Sail Training Association* on p. 153; The Observer for *Channel Tunnel* by Alexander Frater on p. 10; *The World's Largest Refrigerator* from Newsweek July © 1993 Newsweek Inc. All rights reserved. Reprinted by permission on p. 14; Chris Deeble for *Tourism Leads The Way* on p. 57; The Guardian Weekly for *Raining Chestnuts* by Peter Graham on p. 60, *Weather from the West* by Colin Luckhurst on p. 64, *Cash for a Load of Old Rubbish* on p. 121; and *The Village Lamp* by Ralph Whitlock on p. 160; Focus magazine for *Voyager to the bottom of the sea*, on p. 90; *Invent your Way to Riches* on p. 107, for the text on p. 23; *Romanies* on p. 133, *So You Want to be a Millionaire* on p. 140; National Geographic for *Recycling* by Noel Grove on p. 110; Woman's Own for *I Secretly Learned to Swim* by Jess McAree on p. 136, Longman Group for an extract from R L Stevenson *Jekyll and Hyde* simplified version on p. 156. Doug Sager for the article 'Cross-country Skiing', (published in *The European Magazine*) page 193;

*Best* for the article 'Dental Hygiene' page 193; Ben Aldiss for the article 'Help for our Feathered Friends', (published in *The European Magazine*) page 193; Mick Hamer for the article 'Transport', © NEW SCIENTIST page 195; *Focus* for the article 'Searching for Shipwrecks' page 196; James Ferguson for the article 'Pollution' (published in *The European Magazine*); *Woman's Own* for the article 'Sightseeing-Kenya' page 196; Sandra Smith for the article 'Killer Nets' (published in *The European Magazine*) page 196.

## Photograph Acknowledgements

**Ideal Photo** for photographs on pages: 28, 30, 36, 37, 38, 40 (mature couple), 41 (smoking), 44 (hotel reception), 64, 66, 68, 77, 78, 79, 83, 84 (nuclear power station), 85 (pollution), 86, 87, 92, 93 (cracked earth), 96 (semi-detached house and tennis), 103, 104, 105 (children watching TV), 106, 107, 109, 111, 112, 113, 121, 131, 135 (businessman), 137 (couple in pool), 138 (child swimming), 139, 140, 141, 142 (office discussion), 143, 147, 158 (burglary), 161, 164, 169 and balloon and photograph of Cambridge used for the front cover of the book.

**Audio Visual** for photographs on pages 20 (Batman Forever © WARNER BROS. All rights reserved), 168 (Police Academy III © WARNER BROS. All rights reserved, Quo Vadis MGM/VA INC. All rights reserved.)

**The Dorchester Hotel**, for the photograph on page 43.

**The Economist** for the cover picture on p. 149

**Colour Illustrations:** Philip

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