

MACMILLAN
Exam Skills for Russia

Reading and Writing

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MACMILLAN

Учебное пособие для
подготовки к ЕГЭ по
английскому языку:
Чтение. Письмо.

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MACMILLAN

Введение

Дорогие друзья!

Основная цель учебного пособия «*Macmillan Exam Skills for Russia: Reading and Writing*» состоит в том, чтобы помочь вам овладеть различными видами чтения и усовершенствовать свои умения и навыки письменной речи.

Задумывались ли вы когда-нибудь над тем, что в разных ситуациях мы читаем по-разному? То, как мы это делаем, т.е. специфика процесса чтения, зависит от того, какую цель мы перед собой ставим. Будете ли вы, например, читать от начала до конца всю газетную страницу с телевизионной программой, если вас интересует только вечерняя программа? Конечно – нет. Вы будете искать на странице только нужную вам информацию о вечерних передачах.

Если вам попалась на глаза газета с последними новостями, вы, возможно, лишь просмотрите статьи, чтобы получить общее представление о том, что происходит в мире. Если же какая-то заметка действительно покажется вам интересной, то в этом случае вы будете читать более внимательно, стараясь понять все детали сообщения.

Иными словами, различные виды чтения требуют от учащихся владения соответствующими умениями и навыками работы с текстом. Задания, предложенные в пособии «*Macmillan Exam Skills for Russia: Reading and Writing*», помогут вам сформировать и развить те умения и навыки, которые необходимы при овладении различными видами чтения.

Вам, без сомнения, приходилось писать письма или электронные сообщения своим друзьям. Язык и стиль этих сообщений, лексика и грамматика, которую вы используете, в значительной степени отличаются от того языка, который бы вы использовали при написании школьных сочинений или, скажем, резюме.

Материал пособия «*Macmillan Exam Skills for Russia: Reading and Writing*» способствует овладению различными стилями написания текстов. Приобретенные вами умения и навыки письменной речи помогут вам легко справиться с экзаменационными заданиями по английскому языку, успешно общаться на английском языке в письменной форме в различных ситуациях.

Мы надеемся, что работа с нашим пособием доставит вам удовольствие и поможет усовершенствовать свои знания в области чтения и письма современного английского языка!

Malcolm Mann

Steve Taylore-Knowles

Уважаемые коллеги!

Учащиеся с уровнями владения иностранным языком, определенными в документах Совета Европы как B1 и B2 (что соответствует повышенному и высокому уровням ЕЛЭ) должны владеть целым рядом ключевых умений и навыков в области чтения и письма.

Основная задача пособия «*Macmillan Exam Skills for Russia: Reading and Writing*» – усовершенствовать умения и навыки, которые помогут им успешно справиться с заданиями в разделах «Чтение» и «Письмо» уровней B1 и B2 экзаменов по английскому языку.

Пособие «*Macmillan Exam Skills for Russia: Reading and Writing*» состоит из 16 тематически организованных уроков, каждый из которых включает два раздела: «Чтение» и «Письмо», направленные на формирование и развитие умений названных видов речевой деятельности.

В каждом разделе уделяется внимание развитию лексических навыков (в рубрике «*Wordperfect*») и работе над грамматическими структурами (в рубрике «*Grammar focus*»). В разделе «*Reading*» в рубрике «*Grammar focus*» ведется работа над совершенствованием тех грамматических структур, знание которых поможет учащимся справиться с текстом любой сложности. В разделе «*Writing*» – в рубрике «*Grammar focus*» особое внимание уделяется работе над теми грамматическими структурами, которые, как правило, используются в письменных сообщениях.

Все разделы «*Writing*» направлены на развитие у учащихся способности создавать различные типы текстов – от написания личных и официальных писем до написания сочинений с элементами рассуждения, рассказов, докладов и т.д. Наряду с развитием основных умений и навыков письменной речи разделы во всех уроках обучают написанию различных видов письменных текстов, таких как: личное письмо, официальное письмо, сочинение с элементами рассуждения, рассказ, доклад и т.д.

В пособии «*Macmillan Exam Skills for Russia: Reading and Writing*» представлено восемь основных типов письменных текстов, каждому из которых посвящено два раздела пособия.

Мы надеемся, что вы и ваши учащиеся с удовольствием будут работать по нашему пособию и результатом вашей работы станет не только успешная сдача выпускных и вступительных экзаменов по английскому языку, отличные знания в области чтения и письма современного английского языка.

Malcolm Mann

Steve Taylore-Knowles

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Topic	Skills focus	Composition focus	Grammar focus
1 Films	Reading	distinguishing main concepts	passive voice
	Writing	selecting correct register	informal letter
2 Occupations	Reading	understanding gist	have got to
	Writing	awareness of target reader	present tenses
3 Education	Reading	lexical linking devices	gerunds and infinitives
	Writing	using prompts	emphatic simple present /simple past
4 Sport	Reading	deducing meaning	articles
	Writing	layout and text structure	elision of auxiliary verbs
5 People	Reading	summarising salient points	direct and indirect objects
	Writing	using descriptive language	if/unless
6 Travel	Reading	understanding implication	adverbs and adjectives
	Writing	developing a narrative	third conditional
7 Food and Drink	Reading	understanding logical cohesion	direct and indirect speech
	Writing	awareness of purpose	modals of deduction
8 The Media	Reading	scanning for specific information	inversions
	Writing	selecting appropriate style	unreal past tense
9 The Weather	Reading	selection of relevant points	elision of relative pronouns and auxiliary verbs
	Writing	making suggestions	too/enough/very
10 The Environment	Reading	understanding text structure	the verb 'suggest'
	Writing	developing beyond prompts	had/would

<i>Topic</i>	<i>Skills focus</i>	<i>Composition focus</i>	<i>Grammar focus</i>
11 <i>Technology</i>	<i>Reading</i>	grammatical referencing	auxiliary verb substitution
	<i>Writing</i>	using complex sentences	participle clauses
12 <i>Health and Fitness</i>	<i>Reading</i>	skimming for gist	that
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13 <i>Transport</i>	<i>Reading</i>	lexical referencing	relative clauses
	<i>Writing</i>	interpreting graphics	prefer/would rather
14 <i>Fashion</i>	<i>Reading</i>	understanding fact and opinion	adverbs of attitude and manner
	<i>Writing</i>	paragraphing	causative form
15 <i>Crime</i>	<i>Reading</i>	recognizing discourse markers	phrasal verbs
	<i>Writing</i>	presenting an argument	expression of contrast
16 <i>Shopping</i>	<i>Reading</i>	text type and function	causative form
	<i>Writing</i>	punctuation, spelling and abbreviations	comparative comparisons

Reading Skills Development

Model compositions

Useful Phrase Reference

Formal and Informal Language

WARM-UP 

Look at the pictures. In pairs, ask and answer the following questions:

- What kinds of film do you like or dislike?
- Would you like to be an actor? Why/Why not?
- Do you prefer to watch videos or go to the cinema?
- Do you ever read film reviews?



DEVELOP YOUR READING SKILLS 

A

What kind of film?

Quickly read these four reviews of different films. Choose from the box the kind of film being reviewed. There is one extra kind of film you do not need to use.

horror film ■ action film ■ comedy ■ romance ■ thriller

1

Once again, Tom Granger shows in his latest film why audiences find him so amusing. Playing his usual character, the lovable loser Benny, Granger makes fun of doctors and hospitals in

a hilarious film. Crazy situations and funny dialogues keep you grinning, and the car crash at the end had me crying for all the right reasons. A real hit!

Kind of film: _____

2

This film proves that you can't make a great film just by giving a director a lot of money. The special effects and costumes are wonderful, but the story is about as frightening as a rabbit. Ghosts and graveyards may scare small children, but most of us will yawn through this one. I, for one, was glad when the monster finally did get the girl. At least it saved us from her terrible acting.

Kind of film: _____

3

Director Sarah Howard, best known for her exciting chases and explosions, tries a new style in this complicated story of two people in New York whose lives are changed when they are both arrested. The film is full of suspense as they are passed from the police to the FBI and the CIA. Set in a world of spies and secrets, this film will leave you looking over your shoulder to see who's following you.

Kind of film: _____

4

You'd better bring your tissues if you're going to see the latest from Sam Goldberg. From the very beginning he plays with your emotions. Based on a true story, the film follows the heroine, Nadine, through her struggle with cancer and her developing relationship with the young doctor trying to save her. Goldberg lets us into their hearts as if we had known them all our lives.

Kind of film: _____

B *How did you know?*
Underline two words or phrases in each review which helped you make your decision.

DEVELOP YOUR READING SKILLS

C Choose the best title

Which of these titles might be best for each of the films in A?
There is one extra title you do not need to use.

Review 1 —

Review 2 —

Review 3 —

Review 4 —

A **Last Days of** *Lawrence*

B Where Does It Hurt?

C Starbase Seven Alpha

D *They Walk at Midnight*

E *Caught in the Net*

What kind of film might have the title you haven't used? _____

D Discuss



In pairs, discuss your answers. Did you choose the same titles?
Why/Why not? What do you think the other film might be about?

E Choose the best heading

Read this review and circle the best heading for each paragraph.

The wrong title / A disappointing result / A good past record

The Good Guys Always Win is a missed opportunity. Starring John Devon and written by Carol West, all the ingredients were there for a great movie, but, alas, this one proves that the good guys sometimes lose. With their work together in the past, I was looking forward to seeing what they had been working on. The answer is a film that lets them down.

An old-fashioned story / A fight for love / A new acting style

The story is the same old plot of boy meets girl, boy loses girl, boy gets girl back. We've seen it a thousand times before. With women playing strong characters on our

screens these days, we've had enough of the gentle heroine who just waits for the boy to fall in love with her. Patty LeBelle, who plays Wendy, cries and sighs but does little else, and those who saw her in *Climbers* will wonder what's happened to her.

A terrible script / Poor leadership / Future possibilities

The dialogue is slow and too much of the film is people pausing and looking at each other. Donna Short, the director, must take most of the blame since it's her job to guide the actors. It's difficult to see exactly why she was given this film when her last two efforts, *Catch Me, I'm Falling* and *The Man Next Door*, were so unexciting. Let's hope that John Devon's career can recover.

F

Choose the best title

Read these quotes from film trailers and choose a title for each film.

1 'Watch out! Bill Fredericks is back, and this time he's better than ever! When Bill decides to take his family on holiday, you just know it won't be long before he causes trouble! Even before they get to the airport, Bill finds some way of messing things up! You'll laugh till you cry in this family fun-packed film.'

- a **Airport Terror 2**
- b **Don't Forget Your Passport!**
- c **The Holiday from Hell**

2 'It was a time of innocence. A time of love. A time that Mary Jones would never forget. When the stranger rode into town on his black horse, nobody in Watersville knew how it would change all their lives, forever. A tale of passion. A story of two people fighting for what they believe in, even if that means losing each other.'

- a **Difficult Choices**
- b **I Was Frankenstein's Bride**
- c **Those Crazy Cowboys!**

3 'Based on a true story, this award-winning film takes you to the heart of tragedy. A mother's search for a cure for her son takes her far from home. They said he would never walk again, and she is determined to prove them wrong. There are times when she must fight, and times when she wants to give in. The human spirit finally triumphs, but not before she has paid the ultimate price.'

- a **Where Have You Left the Patient?**
- b **Fight for Glory III**
- c **Love Will Find a Way**



G

Discuss

In pairs, discuss your answers. Did you choose the same titles for the films? What kinds of film might have the other titles?

Read these sentences and then use the words in bold to complete the sentences below.

- The **special effects** were amazing! The spaceships all seemed real!
- I haven't seen the film, but I've seen the **trailer** and it looks really exciting.
- The **director** shouted 'Action!' and the actor started running.
- The film is **based on** a book by Leo Tolstoy.
- All the members of the **cast** had to wear strange costumes in one scene.
- I thought the **acting** was quite good, but the story was boring.
- If you sit in the front **row** at the cinema, it can be difficult to see.
- I've seen *Star Wars* on TV, but I haven't seen it on the **big screen**.
- I read a **review** of that film and it sounds really interesting.
- We could call the cinema to see what's **on** tonight.

- 1 Action films are much better when you see them on the _____.
- 2 As far as I know, this film is _____ a true story.
- 3 The _____ were very talented and did a great job.
- 4 Not *Rambo* again! That film was _____ last week.
- 5 They use computers to create all the _____ these days.
- 6 After watching the _____, I decided not to go and see the film.
- 7 The film got a really bad _____ in the newspaper.
- 8 This _____ is empty. Why don't we sit here?
- 9 When they had finished the scene, the _____ shouted 'Cut!'.
- 10 Even though the film starred a lot of children, the _____ was very good.

PRACTISE YOUR READING SKILLS

Reading know-how

- При выполнении задания на установление соответствия, сначала ответьте на простые, а затем на более сложные для вас вопросы.
- При выборе заголовка имейте в виду, что он должен отражать главную мысль. Информация может быть упомянута в тексте, но не передавать его основное содержание.



Read and answer

You are going to read a magazine article about films. 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 Planning the filming | F The right leader with business sense |
| B Selling it to the right person | G Putting the pieces together |
| C Breaking down the budget | H Hard work, but worth it |
| D Not as glamorous as you think | I It all has to work |
| E Give people what they expect | |

Lights, Camera, Action

0 _____

Making a film is such a complicated process that it's a wonder any of them ever get made. When you go to your local cinema to see what's on, do you ever think of all the separate steps that have to come together to end up with what you see on the big screen? Where does it start?

1 _____

Most films start as an idea. It might be in a director's mind, or in a writer's mind, but wherever it comes from, it's the producer who needs convincing. The producer is the businessman who finds the money to make the film. If you've got an idea for the next blockbuster, you need to find somebody who is willing to make your film. The producer will then organize the budget and decide how much it is worth spending on the film.

2 _____

The producer will decide who is going to be responsible for making the film: the director.

This is an important decision since the director is the person who will be in charge of the whole cast and crew. The producer will either find somebody who has made similar films in the past or he or she might take a chance on a new director. Most importantly, the producer wants someone he or she can trust to do a good job and to stay under budget.

3 _____

The producer and director will then choose the other people to work on the film and will decide on the members of the cast. People feel very strongly about actors and a film has to have the right ones if it is to draw people into cinemas. Actors usually become associated with a particular kind of film in the mind of the public and it can be a risk to cast an actor in a different kind of role. Auditions and screen tests might be held to make final decisions and rehearsals will begin.

4

While the actors are developing their characters, the director will be making other key decisions concerning things such as location. Where the film is shot is very important and the locations for filming will be chosen carefully. The film will also be storyboarded, with pictures of all the key moments. Special effects will be planned and costumes will be designed. This pre-production phase can take a long time because there may not be a chance to change things later.

5

The actual shooting can take anywhere from a few weeks to a year, or possibly even more. The actors spend a lot of time waiting for everything to be right – the set, the lighting, the cameras – and boredom can be a real problem. Life at the Oscars might seem wonderful, but life on a film set can be stressful and tedious.



B Discuss

In pairs, discuss the answers you have chosen. Have you chosen the same answers for the same reasons?

6

Once filming is over, post-production begins. This is the stage where all the elements of the film are brought together. The film is edited so that it tells a clear story and any special effects are perfected. Music is added to emphasise the excitement or the emotion of certain moments in the film. Often, the film is previewed to small audiences and changes are made, depending on their reactions. Finally, the film makes its way into the cinemas.

7

Once the process is over, what the backers will want to know is where the money has gone. We hear a lot these days about the huge fees commanded by stars, but the cast will typically cost around 10% of the total budget. Pre- and post-production costs will account for 50%, while the director and crew will take another 10%. This leaves around 30% of the total cost of the film to be spent on actual filming.

Grammar focus

The film **is edited** to make the story clear.
The special effects **are perfected**.

Auditions and screen tests **might be held**.
The film **is previewed** to small audiences.

Remind yourself why we use the passive voice. Circle Yes or No.

We might use the passive voice ...

- | | |
|--|------------------------|
| when we don't know who did something. | <u>Yes</u> / <u>No</u> |
| when who did something is not important. | <u>Yes</u> / <u>No</u> |
| to confuse others. | <u>Yes</u> / <u>No</u> |
| for emphasis. | <u>Yes</u> / <u>No</u> |
| to produce a more formal style. | <u>Yes</u> / <u>No</u> |

Decide why these sentences have been written in the passive by circling a or b.

- | | |
|---|--|
| 1 A storyboard is produced with pictures of the action.
a The process is more important than the people who do it.
b The writer wants to emphasise how difficult it is. | 4 Mistakes are sometimes made during the filming of a scene.
a The writer doesn't want to blame an innocent person.
b There are many different people who might make mistakes. |
| 2 The most famous actors are paid more.
a We are not interested in who pays the money.
b The writer wants to emphasise that the actors are famous. | 5 When a film is released, cinemas decide whether to show it.
a It is not important who releases the film.
b The writer wants to be more exact. |
| 3 Computers are used in the editing process.
a The writer wants to emphasise the computers rather than the people.
b We don't know the name of the editor on this film. | |

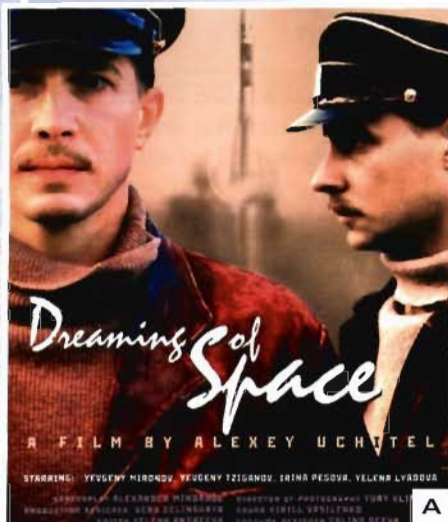
1 Writing

Films

WARM-UP 

Look at the pictures. In pairs, ask and answer the following questions:

- Do you recognise the people/characters in the pictures?
- What's your favourite film? Why?



DEVELOP YOUR WRITING SKILLS 

A

Formal or informal?

Read these extracts from different pieces of writing about films, and decide whether the language is generally formal or informal. Circle the appropriate word above each extract.

A formal / informal

I saw a great movie last night with Helen. You'd have loved it! It's called *The Score*, and it's about a robbery. De Niro is fab as one of the robbers, and Edward Norton – as usual – is really cool! Great twist at the end, too. I reckon it's gonna win loads of Oscars.

B formal / informal

I would be extremely grateful if you could let me know how long I will have to wait from the date of my order until the satellite dish and programme decoder are installed.

C formal / informal

Although there may well be some kind of connection between violence on TV and violence in society, it's really not clear what that connection is. It certainly is not the case that the majority of people, after watching a violent film, feel an increased need to commit violent acts. In fact, possibly quite the opposite.

D formal / informal

As requested, I have visited the three outdoor cinemas currently taking part in the film festival. I have compared them in terms of ticket pricing, facilities, comfort, sound quality and picture quality. My findings are outlined below.

E formal / informal

To conclude, cinema appears to be increasing in popularity amongst younger age groups, despite the availability of high-quality video and DVD. The evidence suggests that this is due partly to the social element involved in going to the cinema, and partly to the benefits of a large screen and state-of-the-art sound system.

F Kyle's language: formal / informal

The writer's language: **formal / informal**

'Oh, I really don't fancy going to the cinema tonight. Can't we just stay in and watch a movie on TV or something?' said Kyle. His tone of voice revealed that he was hiding his real reasons for wanting to remain at home.

G formal / informal

Furthermore, your advertisement stated that the DVD contains interviews with the stars and the director. The copy which I received unfortunately contains the film and nothing more.

H formal / informal

As you will see from my CV (attached), I have worked as an extra on a number of films. I believe that my references from those films demonstrate that I am professional, reliable and hardworking.

B *How did you know?*

Look again at extracts A, B and C.

Write a word or short phrase from the extracts on the lines provided.

extract A

- 1 Find two examples of informal grammar.
- 2 Find an example of an informal verb.
- 3 Find an example of informal punctuation.
- 4 Find a sentence without a verb.
- 5 Find an example of VERY informal spelling.
- 6 Which word is short for 'fabulous'?
- 7 Which phrase means 'many'?

extract B

- 1 Which phrase means 'Please tell me ...'?
- 2 Find one example of the passive.

extract C

- 1 Find one example of formal grammar.
- 2 Find one example of informal grammar.
- 3 Find a more formal phrase for 'It's not true at all ...'.
- 4 Find a more formal phrase for 'most'.

DEVELOP YOUR WRITING SKILLS

C Match the text types

Now look at all the extracts again. Match each extract with a text type below, by writing **A-H** on the lines provided.

- 1 letter of application _____
- 2 letter of complaint _____
- 3 letter requesting information _____
- 4 letter to a penfriend _____
- 5 composition for your teacher _____
- 6 article for a young people's magazine _____
- 7 report _____
- 8 short story _____

D Discuss



Discuss your answers. Do you agree on the text types?

E What do you think?

Write **T** for True and **F** for False next to these statements about writing.

- 1 In an article for a young people's magazine, you shouldn't use contractions (don't, can't, it's, etc) at all. _____
- 2 In a composition for your teacher, you should avoid using contractions. _____
- 3 Only grammar is formal or informal; vocabulary isn't. _____
- 4 Phrasal verbs are usually (but not always) informal. _____
- 5 When you write a piece of writing, the level of formality depends on who your reader is. _____
- 6 You only need to have paragraphs in a formal piece of writing. _____
- 7 You can be quite chatty and conversational in a letter of application. _____
- 8 A composition for your teacher is more formal than an article for a young person's magazine. _____
- 9 An article for a young person's magazine is the same level of formality as a letter to a penfriend. _____

F Study the model

Quickly read model composition 1 on page 212 and find informal words and phrases that mean the same as these more formal words and phrases.

- 1 Thank you very much _____
- 2 I am very pleased _____
- 3 Yes _____
- 4 difficult _____
- 5 bought _____
- 6 much _____
- 7 however _____
- 8 I have to _____

Now find three examples of informal grammar and two examples of informal punctuation and circle them in the model.

COMPOSITION DEVELOPMENT



Read this composition question and do the exercises that follow.

You saw an interesting film at the cinema last night. Write a letter to your penfriend explaining why you enjoyed the film so much and recommending that they see it.

Write your **letter**.

A

Brainstorming

Answer the following questions using your imagination. Discuss your answers with the class.

- What's the name of your penfriend? _____
- What will you refer to from their last letter, or what will you ask them, BEFORE you mention the film? _____
- Who did you go to the cinema with? _____
- What was the name of the film you saw? _____
- What kind of film is it? _____
- Who is in it? _____ Who directed it? _____
- What is it about? _____
- Why did you particularly enjoy it? _____
- Why do you think your friend will enjoy it? _____
- What reason will you give for ending your letter? _____

B

Think about formality

Circle the sentences which would be appropriate for this kind of letter.

There might be more than one sentence in each group which is appropriate.

Paragraph 1

- a I am writing to thank you for your letter.
- b Thanks a lot for your last letter.
- c I'm writing to thank you for your last letter.

Paragraph 2

- a Anyway, a bunch of us went to the cinema last night.
- b My news – I went to the movies last night with Michail and Lubmilla.
- c I would like to describe an interesting film I saw at the cinema last night.

Paragraph 3

- a Bruce Willis was great as the baddie!
- b Furthermore, we were all extremely impressed by both the quality of the acting and the direction.
- c I'd therefore recommend that you see it as soon as you get the chance.

- d Go and see it if you get the chance – I think you'll love it!
- e I would strongly suggest that you go and see this movie.

Paragraph 4

- a To conclude, the film was marvellous.
- b Well, I'd better go now as I've got to do some homework.
- c That's all from me for now. I'll be in touch again soon.

Closing expressions

- a Yours,
- b Yours faithfully,
- c Yours sincerely,
- d Take care,
- e Lots of love,
- f Bye for now!

C

Plan your paragraphs

Complete the following paragraph plan, making notes on what you are going to include in each paragraph.

Informal letter plan	
	Dear _____,
Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	
Closing expression(s)	
Your first name	

D

Homework



Now write your letter. Read this checklist. When you have written your letter, tick the boxes.

- I have used informal grammar (including contractions).
- I have used informal vocabulary.
- I have used some informal letter expressions.
- I have mentioned my penfriend's letter in paragraph 1.
- I have recommended that my penfriend sees the film.
- I have used at least one informal closing expression.
- I have written my first name at the bottom of the letter.

Read these sentences and then use the words in bold to complete the sentences below.

- You can get your tickets at the **box office** at the cinema.
- We don't watch many videos these days; we tend to watch **DVDs** – the quality is better.
- The film is **about** a guy who travels back in time to save the planet.
- *The Score* **stars** Robert De Niro, Marlon Brando and Edward Norton.
- In the film, De Niro **plays** a jazz club owner who is also a master thief.
- *Gone with the Wind* is **set** in the American Civil War.
- Shall we go to the **video store/club** and get a video out for tonight?
- Most foreign-language films have **subtitles** at the bottom for you to read.
- Some foreign-language films are **dubbed**, which means that they put all the voices into your language.
- A **twist** in the plot is when something very unexpected happens.

- 1 I hate it when foreign films are _____; I like to listen to them in their original language.
- 2 The film is _____ on another planet, but it's really about modern-day issues on Earth.
- 3 Let's get our tickets from the _____ first and then get some popcorn.
- 4 There's a _____ very near here, but it doesn't have many recent films.
- 5 Leonardo Di Caprio _____ a struggling artist who falls in love with a rich girl.
- 6 It's a comedy _____ a group of people who work in a TV studio.
- 7 I'm going to try not to read the _____; it'll help me practise my English.
- 8 There's a great _____ at the end – it turns out that he's actually a ghost!
- 9 As the price of the players comes down, _____ are going to become more and more popular.
- 10 The film _____ Brad Pitt, and was directed by Robert Redford.

PRACTISE YOUR WRITING SKILLS

INFORMAL LETTER

Writing know-how

Когда вы пишете письмо личного характера (например, другу, родственнику или другу по переписке), используйте неофициальный стиль с соответствующими ему способами лексического и грамматического оформления высказывания. При этом не забывайте о делении письма на абзацы.

Each of these informal letters should be written in **120-180** words in an appropriate style.

- 1 You and your friends recently made a short film with a video camera. Write a letter to a friend in an English-speaking country saying what the film was about and describing the experience.

Write your **letter**.

- 2 Your penfriend is interested in film and has asked you about your favourite film stars. Write a letter to your friend describing one or two of your favourite stars, explaining why you like their films.

Write your **letter**.

Grammar focus

You've got to see this film! (informal)

= *You have to/must see this film. (more formal)*

Rewrite these sentences using the 'have got to' form. Use contractions wherever you can.

- 1 I must get a DVD player.

- 2 He has to understand that he can't go to the cinema until he's done his homework.

- 3 'Do I have to do the scene again?' asked the actor impatiently.

- 4 Does she have to do the scene again?

- 5 There's no need for you to pick me up. I'll meet you at the box office.

- 6 Don't you have to be a professional actor to be an extra in a movie?

- 7 It isn't necessary for film actors to learn the whole script.

- 8 The dubbing must be really accurate.

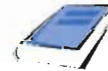
WARM-UP 

Look at the pictures. In pairs, ask and answer the following questions:

- What do you think the people in the pictures do every day?
- What are the good things about their jobs?
- What are the bad things?
- Would you like to have any of these jobs? Why/Why not?



DEVELOP YOUR READING SKILLS



A

What's their job?

You are going to read about four different jobs.

Read the paragraphs as quickly as you can, and write on the line below each paragraph which job you think the person is describing.

1

'I spend about half of my time in my office, and the other half in court. I don't have customers. I have clients. They come to me with legal problems and I represent them. It's a very demanding job, because you feel responsible for what happens to your clients, but it's also very satisfying. One of my clients was recently arrested for a crime he hadn't committed, and I was able to persuade the police they'd made a mistake. It's a great feeling helping people when they're in trouble.'

What's their job? _____

2

'Many people think that this is an easy job, but in fact it can get very tiring and lonely. You're often away from your family for long periods of time – maybe two or three weeks, if you have to go to Germany or somewhere. That can be difficult. I do love it, though. I like being on the road behind the wheel, and being able to look down on all the cars. But it's a pain when you have to unload all the boxes and stuff at the end of the journey. Still, it's all part of the job.'

What's their job? _____

3

'Well, I used to work for a tabloid, but now I work for a more serious paper. I generally write two or three pieces a day. You really have to keep up with current affairs in this job, though. I'm often going to press conferences and interviewing politicians and famous people, so I have to know what questions to ask. The most satisfying thing is seeing my name in print above a story. I look at it and think, 'I wrote that yesterday, and today millions of people are reading it.' Amazing!

What's their job? _____

4

'People have this image of us being very boring and old-fashioned, but I don't think that's true at all. Where I work, it's often very lively and interesting and, these days, people don't have to whisper all the time. Kids are welcome, and it's a very friendly place. Of course, you couldn't do this job if you didn't love books. I adore literature, and it's great being in an environment where everyone around you also gets pleasure from it. I think we provide a very valuable service to the public. People can borrow books from us which they would never be able to afford to buy for themselves.'

What's their job? _____



B

Discuss

In pairs, discuss your answers. Do you agree?

C

How did you know?

Write TWO words or phrases from each paragraph which helped you make your decision.

1 _____

3 _____

2 _____

4 _____

D

Answer the questions

Now answer these questions about the four paragraphs.

Paragraph 1

What does the writer enjoy most about the job?

- a working in two places
- b having a lot of responsibility
- c being able to help clients
- d arguing with the police

Paragraph 2

What does the writer dislike most about the job?

- a being on the road for so long
- b the fact that the work is so easy
- c driving through foreign countries
- d the fact that the work is physical

DEVELOP YOUR READING SKILLS

Paragraph 3

According to the writer, one of the skills required to do this job well is ...

- a being able to write quickly and accurately.
- b knowing what is happening in the world.
- c making sure your questions are answered.
- d getting your name printed in the newspaper.

Paragraph 4

The writer suggests that modern libraries ...

- a have a better atmosphere than they used to.
- b have more books than they used to.
- c provide a better service than they used to.
- d employ more caring librarians than they used to.

Now match these headings with the four paragraphs in A.

- | | | | |
|-----------------------|-------|------------------------|-------|
| a Member of the media | _____ | b Serious consequences | _____ |
| c A good atmosphere | _____ | d A long way from home | _____ |

E Choose a heading

Here are two more descriptions of different jobs.

Quickly read them, and underline the best heading for each description.

A

An actor's life for me / Luck is so important / The same every night

'I can't imagine being in any other profession. This job is my life. I do do a little TV work, but I'm mainly based in the theatre. Every night, Monday to Saturday, and twice on Thursdays. At the moment, I'm in a production of *King Lear*. I'm playing Cordelia. It's a great role, and I've been lucky to have some very good reviews. The rest of the cast are so supportive – we're like a family – and John, the director, is marvellous. I just can't wait to get on the stage every night. And the audiences are so appreciative, too. We got a standing ovation last night.'

B

Low cost housing / Building a building / I'd rather be inside

'You actually feel a real sense of achievement once a house is finished. You know, you've seen it grow from just a hole in the ground to somewhere for someone to live in. And you've made it happen. You've dug the foundations, laid the brickwork, put the roof on, put in the windows and the doors. It's actually very creative. Of course, it's hard work too, with all the carrying and lifting you have to do. You have to be prepared to get dirty, and work outside in all weathers, but that's a small price to pay, if you ask me.'

F Write a heading

Here's another description of a job. Can you think of a good heading for the paragraph?

C

Heading: _____

'I have to be very careful in my job. Working with wires, cables and plugs can be very dangerous if you don't know what you're doing. If you make a mistake, you could be electrocuted. But of course I've been trained, so I make sure nothing like that happens to me. I do all sorts of things each day, from changing an old lady's light bulbs to rewiring a whole factory. That's why I like my job – it's so varied. You're in a new place almost every day and, without you, people wouldn't be able to cook, or listen to music, or even see at night.'



G Discuss

In pairs, discuss your headings. Which one do you think is better? Why?

H Who says what?

Now write the letter of one of the three job descriptions above, **A**, **B** or **C**, next to each idea below.

- 1 It's satisfying taking something to completion. _____
- 2 I really value the people I work with. _____
- 3 You have to put up with some unpleasant working conditions. _____
- 4 Safety is a very important issue. _____
- 5 I'm always on the move. _____
- 6 I wouldn't want any other job. _____



I Discuss

In pairs, discuss your answers. Which words and phrases helped you make your decision?

Read these sentences and then use the words in bold to complete the sentences below.

- When I worked on the building site, I was paid my **wages** every Friday afternoon.
- The **salary** is £15,000 per year and you will be paid at the end of every month.
- Most people **retire** when they are about sixty-five years old.
- When you retire you get a **pension**, which is paid every month.
- 450 workers were made **redundant** when the company went bankrupt.
- I'm going to get a **raise/pay rise** next week!
- John has just been **promoted** to Senior Manager.
- I live outside the city, so I have to **commute** to work every day by train.
- I'd love to **work as** a clown in a circus, but only for a few months.
- Please send a **CV/Curriculum Vitae/résumé** with your application form.

- 1 I haven't had a _____ for over two years; it's not fair!
- 2 When I _____, I'm going to travel round the world.
- 3 You need to update your _____ if you're going to start job hunting.
- 4 Jan's parents were furious when she decided to _____ a waitress.
- 5 The best thing about working from home is that you don't have to _____ to work every morning.
- 6 Although she's ninety-two years old, she still walks to the Post Office to get her _____ every Thursday.
- 7 I love being a nurse, even though the _____ isn't very good.
- 8 Derek hasn't had a job since he was made _____ two years ago.
- 9 You'll get your _____ every night before you leave the bar.
- 10 In this company, you generally get _____ every two years or so.

PRACTISE YOUR READING SKILLS

Reading know-how

■ Просмотрите текст и постарайтесь понять его основное содержание.

■ Отвечая на вопросы, подчеркните слова в тексте, которые помогут вам выбрать правильный ответ.

A *Read and answer*

You are going to read an extract from an autobiography. For questions 1-7, choose the answer (A, B, C or D) which you think fits best according to the text.

Although I left university with a good degree, I suddenly found that it was actually quite hard to find a job. After being unemployed for a few months, I realised I had to take the first thing that came along or I'd be in serious financial difficulties. And so, for six very long months, I became a market research telephone interviewer.

I knew it wasn't the best company in the world when they told me that I'd have to undergo three days of training before starting work, and that I wouldn't get paid for any of it. Still, I knew that the hourly rate when I actually did start full time would be a lot better than unemployment benefit, and I could work up to twelve hours a day, seven days a week if I wanted. So, I thought of the money I'd earn and put up with three days of unpaid training. Whatever those three days taught me – and I can't really remember anything about them today – I wasn't prepared for the way I would be treated by the supervisors.

It was worse than being at school. There were about twenty interviewers like myself, each sitting in a small, dark booth with an ancient computer and a dirty telephone. The booths were around the walls of the fifth floor of a concrete office block, and the supervisors sat in the middle of the room, listening in to all of our telephone interviews. We weren't allowed to talk to each other, and if we took more than about two seconds from ending one phone call and starting another, they would shout at us to hurry up and get on with our jobs. We even had to ask

permission to go to the toilet. I was amazed how slowly the day went. Our first break of the day came at eleven o'clock, two hours after we started. I'll always remember that feeling of despair when I would look at my watch thinking, 'It must be nearly time for the break', only to find that it was quarter to ten and that there was another hour and a quarter to go. My next thought was always, 'I can't believe I'm going to be here until nine o'clock tonight.'

It wouldn't have been so bad if what we were doing had been useful. But it wasn't. Most of our interviews were for a major telecommunications company. We'd have to ring up businesses and ask them things like, 'Is your telecoms budget more than three million pounds a year?' The chances are we'd get the reply, 'Oh, I don't think so. I'll ask my husband. This is a corner shop. We've only got one phone.' And so the day went on.

The most frightening aspect of the job was that I was actually quite good at it. 'Oh no!' I thought. 'Maybe I'm destined to be a market researcher for the rest of my life.' My boss certainly seemed to think so. One day – during a break, of course – she ordered me into her office. 'Simon,' she said, 'I'm promoting you. From tomorrow, you're off telecoms and onto credit card complaints. I'm sure you can handle it. There's no extra pay, but it is a very responsible position.'

Three weeks later I quit. It was one of the best decisions I've ever made.

- 1 Why did the writer become a market research telephone interviewer?
 - A He had completely run out of money.
 - B He had the right university degree for the job.
 - C It was the first job he was offered.
 - D He knew it was only for six months.
- 2 The writer had doubts about the company when
 - A they only offered him three days of training.
 - B they told him he wouldn't receive payment for his training.
 - C they told him he had to be trained first.
 - D he was told what the hourly rate would be.
- 3 His workplace could best be described as
 - A large and noisy.
 - B silent and dirty.
 - C untidy and crowded.
 - D old-fashioned and uncomfortable.
- 4 How did he feel when he realised it wasn't time for the break yet?
 - A He felt that he would have to go home early.
 - B He felt that he wouldn't survive to the end of the day.
 - C He felt that the end of the day seemed so long away.
 - D He felt that he must have made a mistake.
- 5 What would have made the job more bearable?
 - A knowing that he was carrying out a valuable service
 - B being able to phone much larger companies
 - C not having to talk to shopkeepers
 - D not having to ring up businesses
- 6 What was unusual about Simon's promotion?
 - A It showed how good he was at his job.
 - B It meant he would be phoning different people.
 - C It involved greater responsibility.
 - D There was no increase in salary.
- 7 What would be the most suitable title for this extract?
 - A Typical Office Life
 - B Unpleasant Employment
 - C How To Earn a Decent Salary
 - D You Get What You Deserve



B Discuss
 In pairs, discuss the words you underlined that gave you the answers.
 Did you underline the same things?

Grammar focus

Present simple: always/usually/sometimes/generally/never
*Sally **commutes** to work every day by bus.*

Present continuous: now/at the moment/around now
*John **is working** in a restaurant for the summer.*

Present perfect simple: before now/from then until now/since
*I've **had** lots of jobs; I've **been** a singer, a comedian and a truck driver!*

Present perfect continuous: from then until now/since (without stopping)
*She **has been working** as a civil servant for the past six years.*

Now read these sentences and circle the correct time word or phrase, a or b.

- 1 My boss is giving me a hard time at work.
 - a at the moment
 - b generally
- 2 You've worked at Microtech Industries, haven't you?
 - a until now
 - b before now
- 3 Ivano deals with any customer complaints, doesn't he?
 - a generally
 - b at the moment
- 4 We've been thinking about setting up an office in London.
 - a We're still thinking about it.
 - b We were thinking about it, but we're not now.
- 5 'Are you giving your cat lots of water to drink?' asked the vet.
 - a always
 - b around now

WARM-UP



Look at the pictures. In pairs, ask and answer the following questions.

- What do people consider when they choose a job?
- What's the best age to decide on your career?
- How important is it to earn a lot of money?



A



B



C



D

DEVELOP YOUR WRITING SKILLS



A

Who reads what?

Match the following kinds of writing to the people you think might read them.

- | | |
|--|---|
| 1 a letter describing your summer job | a a teacher |
| 2 a job application | b a student in another country |
| 3 an international student magazine article on young people and work | c somebody interested in national opinion |
| 4 a local newspaper article on training opportunities | d somebody interested in local news |
| 5 a national newspaper article on job losses | e a manager in a company |
| 6 a composition written as a class project on careers | f a member of your family |
| 7 a story about office workers written for a competition | g a fiction magazine editor |

B**Choose the reader**

Read these extracts from composition questions. For each one, decide who the reader is going to be.

- Your colleague has made the following notes.
Write your letter asking the Principal for permission to ...*
a your colleague b the Principal
- The competition rules say that the story must begin with the following words ...*
a a competition judge b your teacher
- Your school magazine has invited you to write an article about ...*
a students at your school b members of the public
- You have just received this letter from the organisers of the competition.
Write your reply, using the notes ...*
a an examiner b the organisers of the competition
- Your teacher has asked you to write a story for your school's English language magazine.*
a your teacher b students at your school
- You have been doing a class project on work in the media.
Your teacher has asked you to write a composition giving your opinions ...*
a your teacher b the editor of a local paper

C**Choose the best style**

For each reader below, decide which style would be more appropriate when writing for them. Circle the correct answer.

- | | |
|---|--|
| 1 an article for students at your school
a a formal style using academic English
b an informal style using everyday English | 4 a letter to a member of your family
a a discursive style presenting a clear argument
b a conversational style using informal language |
| 2 a discursive composition for your teacher
a an informal, conversational style
b a formal style presenting a clear argument | 5 an article for young people around the world
a a formal, business style
b a neutral, interesting style |
| 3 a letter to an employer who is offering a job
a an informative style presenting personal information clearly
b an informal style showing your friendly personality | 6 a story for the judges of a competition
a an interesting, descriptive style
b a simple, informative style |

DEVELOP YOUR WRITING SKILLS

D

Match the sentences to the readers

Match the following sentences to the readers they are intended for.

- 1 Sorry you were sacked. Listen, why don't you call Bill and see if they need anybody at the hotel? _____
- 2 This means that something like twenty per cent of young people are looking for weekend jobs – and that's a lot of waiters and waitresses! _____
- 3 In conclusion, it seems clear that the advantages of working during the holidays outweigh the disadvantages. _____
- 4 The experience I gained working part-time in my uncle's hotel means that I am used to dealing with the public. _____
- 5 I wouldn't have much chance of getting into trouble working at this isolated hotel. At least, that's what I told myself. _____

- a a teacher
- b a student
- c a manager
- d a member of your family
- e a fiction magazine editor

E

Study the model

Read model composition 2 on page 212 and answer the following questions.

- 1 Who is the article aimed at?

- 2 What kind of style has the writer used?

- 3 Why does the writer use question marks within the text?

F

Discuss



Discuss your answers with your partner. Do you both agree?

COMPOSITION DEVELOPMENT



Read this composition question and do the exercises that follow.

A national student magazine has asked you to write an article on how young people might choose a career. Write a short **article** for the magazine.

A

Brainstorming

Answer the following questions.
Discuss your answers with the class.

- Which of these people might read your article?
 - adults who want to change their job
 - young people in other parts of your country
 - students around the world
- What would they expect from your article?
 - advice about their future that interests them
 - detailed descriptions of certain jobs
 - an explanation of why a good job is important
- Are your readers ...
 - much younger than you?
 - the same age as you?
 - much older than you?
- Are these statements True or False?
 - You should use a formal style to show how much you know. _____
 - You could start with a question to interest your readers. _____
 - It would be appropriate to use contractions (isn't, don't, etc). _____
 - Your style should be conversational and friendly. _____
 - You have to tell them to be good students and work hard. _____
- Which of these might be a good title for this article?
 - Becoming a successful professional
 - Combining a career with a busy home life
 - What do you want to be when you grow up?
 - The dangers of being too ambitious

B

Match

Match the paragraph contents on the right with each paragraph 1-4.

- | | | |
|---|---|--|
| 1 | a | Suggest some other things you might think about. |
| 2 | b | Conclude and wish your readers good luck. |
| 3 | c | Ask an interesting question and introduce the subject. |
| 4 | d | Suggest first steps you might take in choosing a career. |

C

Starting your article

Circle two sentences you might use to begin your article.

- I have been requested to write an article by this magazine and here it is.
- Are you still wondering exactly what you're going to do with your life?
- I am writing to inform you about the career options open to you.
- It can be pretty scary taking decisions that affect the rest of your life.

D

Ending your article

Circle two sentences you might use to end your article.

- In conclusion, these are the things I had to say on the subject.
- I am looking forward to hearing from you as soon as possible.
- I hope these suggestions have given you something to think about.
- So, good luck in your future career, whatever you decide.

E

Plan your paragraphs

Complete the following paragraph plan, making notes on what you are going to include in each paragraph.

Article plan	
Title	
Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	

F

Homework



Now write your article. Read this checklist. When you have written your article, tick the boxes.

- I have written an article.
- I know who my reader is.
- I have used an appropriate style.
- I have tried to make it interesting.
- I have checked for spelling mistakes.
- I have checked for grammar mistakes.

Read these sentences and then use the words in bold to complete the sentences below.

- I think **job satisfaction** is far more important than earning a lot of money.
- Dave's dad has been **unemployed** for over a year and can't find a job.
- Sally was **fired/sacked** for surfing the Internet too much at work.
- I'd like to have my own business and be my own **boss**.
- I get on very well with my **colleagues** in the office.
- Some workers are paid more because of dangerous **working conditions**.
- The Minister was forced to **resign** when the truth came out.
- It can be very difficult not having a job and trying to live on **unemployment benefit/the dole**.
- The company is looking for **trainees** to start immediately.
- My **contract** says that I should get four weeks paid holiday a year.

- 1 When sales went down dramatically, the manager decided to _____.
- 2 The new _____ are learning all about the factory.
- 3 I get a lot of _____ from my work as a nurse.
- 4 Tom was constantly late and in the end he was _____.
- 5 I'd be careful if I were you because the _____ is in a bad mood.
- 6 I don't think _____ is enough to live on when you have children.
- 7 It can be hard to fill your time when you are _____.
- 8 Make sure you read the _____ before you sign it.
- 9 The _____ for a miner can be very dirty and unpleasant.
- 10 Some of my _____ bought me a present when I left the office.

PRACTISE YOUR WRITING SKILLS

ARTICLE

Writing know-how

Не тратьте время на подсчет слов, которые вы написали. Посмотрите на одну из ваших письменных работ и подсчитайте количество слов в одной строчке. У большинства людей оно составляет 7-8 слов. Это означает, что сочинение объемом 120-180 слов, состоит приблизительно из 20-25 строк и займет немногим меньше страницы.

Each of these articles should be written in **120-180** words in an appropriate style.

- 1 Your school magazine is running a series of articles under the title 'My dream job'. Write an **article** to appear in the series describing your ideal job.
- 2 A local newspaper has invited readers to write short articles about how they imagine the world of work will change over the next decade. The best articles will be published in the newspaper.

Write your **article**.

Grammar focus

Some verbs are followed by the gerund (-ing), some by the full infinitive, and some by both, sometimes with a change of meaning. It is important that you know which form to use. Read these examples.

- This job **means getting up** early every morning.
- Police work **involves writing** reports.
- You **need to be** careful in this line of work.
- Frank **threatened to resign** if the plan wasn't changed.
- Did you **remember to post** my letter of application for the job?

In the following sentences, put the verb in brackets into the correct form.

- 1 To be a pilot, you have to enjoy _____ (live) dangerously.
- 2 An office job in England usually means _____ (work) from nine to five.
- 3 The workers all stopped _____ (have) a ten minute break.
- 4 Taxi drivers find themselves _____ (wait) around a lot.
- 5 My brother works as a baker, but he trained _____ (be) a mechanic.
- 6 Working as a vet involves _____ (answer) calls in the middle of the night.
- 7 I'll always remember _____ (be) late for my first job interview.
- 8 It was a waste of time trying _____ (get) a job at that new company.
- 9 I couldn't afford _____ (pay) all my bills when I was fired.
- 10 One day, I hope _____ (be) offered a job as a manager.

WARM-UP



Look at the pictures. In pairs, ask and answer the following questions:

- What is happening in the three pictures?
- Are there any differences/similarities between the types of education shown in the photographs?
- How do you think the people in the photographs feel?
- Have you ever experienced any of the situations shown?



A



B



C

DEVELOP YOUR READING SKILLS



A

What comes before?

You are going to read some sentences from different texts about education. For each of the sentences, decide what kind of point the writer was making in the previous sentence.

Write in the gap:

- A** for a point which **CONTRASTS** (disagrees) with the point made in the second sentence
- B** for a point which **SUPPORTS** (agrees with) the point made in the second sentence
- C** for a point which gives the **CAUSE** (the reason) for something happening

Example:

 B Moreover, many educational psychologists argue today that strict classroom discipline is actually a disincentive to effective and efficient learning.

- 1 _____ As a result, more and more graduates are leaving university with bank balances deeply in the red.
- 2 _____ However, this ignores the fact that mixed-ability classes often discriminate against the more able students in those classes.
- 3 _____ In addition, society has to recognise that schools can never totally replace the role of the parent when it comes to moral guidance.
- 4 _____ On the other hand, school uniforms do instil in pupils a sense of belonging.
- 5 _____ Apart from that, we also need to consider the important issue of whether university lecturers have actually received any training in how to communicate their knowledge effectively to their students.
- 6 _____ What's more, it has never been proved that children who are taught by their parents at home receive less of a grounding in social and life skills.
- 7 _____ In consequence, it seems clear that the way forward is to have as highly educated a workforce as possible.
- 8 _____ Thus, until we deal with the generally inadequate standard of state school teaching, there will always be a market for private schools.
- 9 _____ Lastly, the school has recently introduced craft, design and technology courses to the curriculum.
- 10 _____ Despite this, teachers are still leaving the profession in droves, fed up with the education system being treated as a political football by politicians.

B *Find and write*

Underline the words or phrases in each second sentence which helped you make your decision. Then write them in the appropriate column in the table below.

Introducing contrast	Introducing a supporting argument	Introducing a result

DEVELOP YOUR READING SKILLS

C

What comes next?

Here are some more sentences. For each one, decide what kind of point the writer makes in the next sentence.

Write in the gap:

- A** for a point which **CONTRASTS** (disagrees) with the point made in the previous sentence
- B** for a point which **SUPPORTS** (agrees with) the point made in the previous sentence
- C** for a point which gives the **EFFECT** (the result) of the point made in the previous sentence
- D** for a point which is the writer's own **OPINION**
- E** for a point which is someone else's **OPINION**
- F** for a **CONCLUSION**
- G** for an **EXAMPLE**

- 1 On the one hand, we do have to have a system that adequately tests what has been taught. On the other hand, _____.
- 2 Firstly, there is no evidence that left-handed students are treated any differently by teachers than right-handed students. Secondly, _____.
- 3 A number of teachers have managed to reduce the amount of homework they assign their students without it affecting overall performance. For instance, _____.
- 4 We have seen in this chapter that there are a number of ways for the teacher to attempt to motivate a troublesome class. To sum up, _____.
- 5 The number of school leavers from disadvantaged backgrounds entering higher education is falling dramatically. According to the Education Research Foundation, _____.
- 6 If education doesn't prepare our children for the realities of modern working practices, then it is failing both our children and our society as a whole. Therefore, _____.
- 7 Corporal punishment is seen by most people today as being barbaric, unnecessary, destructive and old-fashioned. To my mind, _____.

D *How did you know?*
Underline the words or phrases which helped you make your decision.

E *When do writers use these expressions?*

Here are some more words, phrases and expressions which we sometimes find in texts. Writers use them to make their argument clearer. What do they tell us?

Write a letter from the list **A-G** in exercise C next to each expression below.

- | | |
|----------------------------|-------|
| 1 For example, | _____ |
| 2 Furthermore, | _____ |
| 3 As far as I'm concerned, | _____ |
| 4 In conclusion, | _____ |
| 5 For this reason, | _____ |
| 6 But ... | _____ |
| 7 As I see it, | _____ |
| 8 Secondly, | _____ |
| 9 Personally, | _____ |
| 10 Finally, | _____ |
| 11 In my opinion, | _____ |
| 12 It seems to me that ... | _____ |
| 13 To conclude, | _____ |
| 14 Because of this, | _____ |
| 15 ... such as ... | _____ |
| 16 Having said that, | _____ |

Read these sentences and then use the words in bold to complete the sentences below.

- **Qualifications** are exam results which prove you have reached a certain level.
- I'm going to get a job as soon as I **graduate** from university.
- The qualification you get when you graduate from university is called a **degree**.
- In Britain, a **public school** is a private, fee-paying school.
- In the USA, a public school is a **state school**, which is run by the government and is free to attend.
- She went to **nursery (school)/kindergarten** when she was two years old.
- We're not taking exams this year at school; all our work is **assessed**.
- I'd like you all to write an **essay** entitled 'Deception in Hamlet.'
- If you are **illiterate**, you don't know how to read and write.
- Your **skills** are the things that you can do well.

- 1 I've got to write an _____ this weekend on the causes of the First World War.
- 2 Apart from a GCSE in English, do you have any other _____?
- 3 35% of this course is examined, and the rest is _____ throughout the year.
- 4 Because Jeffrey had been a boarder at an expensive _____, he adapted to prison life remarkably easily.
- 5 I personally believe that the _____ system is much fairer, as every pupil, irrespective of how much money their parents have, receives the same quality of education.
- 6 There are far too many _____ adults today; something must be done about it.
- 7 Almost all children round here go to a _____ until they're five years old.
- 8 He's got some very impressive qualifications, but do you think he's got the necessary _____ for the job?
- 9 As long as I don't completely mess up my university final exams, I should _____ from Warwick next July.
- 10 I think Helen's got an honours _____ in German Literature from Hull University.

PRACTISE YOUR READING SKILLS

Reading know-how

- Просмотрите текст, чтобы понять его основное содержание. Не обращайте внимания на незнакомые слова.
- Убедитесь, что предложение, которое вы выбрали в качестве ответа, является логическим продолжением предыдущего предложения, а также **ЛОГИЧЕСКИ** и

ГРАММАТИЧЕСКИ связано с последующим предложением. Обращайте внимание на слова-связки, которые помогут вам установить логические связи между предложениями и выбрать правильный ответ. Начинайте выполнять задание с самых простых заданий.

A

Read and answer

You are going to read a guide for international university students. Seven sentences have been removed from the guide. Choose from the sentences **A-H** the one which fits each gap (**1-6**). There is one extra sentence which you do not need to use. There is an example at the beginning (**0**).

- | | |
|--|--|
| <p>A Inside, you will find a number of shops, bars and food outlets, as well as a laundrette, two banks and a travel agent's.</p> <p>B Generally, your course will consist of lectures, seminars and regular meetings with your Personal Tutor.</p> <p>C In addition, you are free to join any of the university clubs and societies and attend Union-organised events such as pop concerts and discos.</p> <p>D A confidential counselling service is also available.</p> | <p>E As a result, a number of ethnic societies, such as the Greek Society, the Irish Society and the Jewish Society, exist to fill your cultural and social needs.</p> <p>F As an international student, you may have some questions that neither your Hall Tutor nor your Personal Tutor are able to answer.</p> <p>G However, they are not expected to do your washing-up or tidy away your things.</p> <p>H For this reason, we have produced this small factsheet which may make your first few days here a little easier.</p> |
|--|--|

Alcot University

Guide for International Students

Welcome to the University of Alcot. We very much hope that your time here will be both highly productive and highly enjoyable, but we do recognise that it is not always easy for students from other countries to adapt to campus life in Britain.

Your Hall of Residence contains twelve rooms, all like yours. The kitchen and bathrooms are communal. In the interests of hygiene and respect for your flatmates, we would ask you to keep these shared facilities as clean and tidy as possible. These rooms will be cleaned

by a member of the cleaning staff once a day (Monday to Friday). Please be polite and respectful to your cleaners – they have a difficult and unpleasant job to do. Your Hall Tutor will introduce himself or herself to you over the next few days. If you have any problems with anything to do with your life on campus, they are there to help you.

Student social life revolves around the Student Union, which is the large yellow building opposite the library. As a student at Alcot, you are automatically a member of

the Union. This entitles you to use all the facilities and to vote in all Union elections and meetings.

3 See *The Alcot Excalibur*, the free weekly student newspaper, for further information regarding upcoming Union events.

Regarding your course of studies, you will receive a letter in the next couple of days from your Head of Department inviting you to attend a welcome meeting for new students. You will be given further information concerning your course at this meeting. **4** He or she will be able to deal with any academic problems or questions you may have.



B Discuss

In pairs, discuss your answers.

Which words or phrases in the text and in the list of sentences helped you get the answers right?

5 If you have any problems, issues or concerns directly related to that fact that you are a non-British citizen, these can be referred to the International Office. Situated next to the Arts Building, the International Office is staffed by one permanent Welfare Officer and a body of trained student volunteers. They are experienced in handling issues related to visas, immigration and police registration. **6**

Further information regarding other university facilities, such as the medical centre, sports centre, arts centre and library, can be found in the accompanying Alcot Guide for Undergraduates. This also contains useful phone numbers and a map of the campus.

Grammar focus

We **do recognise** that it is not always easy for students from other countries to adapt to campus life in Britain. = 'We **recognise ...**' with extra emphasis.

This is the emphatic present simple.

He **did pass** the exam. = 'He **passed ...**' with extra emphasis.

This is the emphatic past simple.

Why did the writer or speaker decide to use the emphatic form in these sentences?

Circle the correct reason a or b.

1 However, in the end she did manage to get her essay handed in on time.

- a to emphasise that it hadn't been an easy thing to do
- b to emphasise that she had done it easily

2 I think in fact Matthew does want to get better grades, but he finds it hard to concentrate.

- a to emphasise the reason why Matthew doesn't get better grades
- b to express disagreement with what someone else has just suggested

3 I really do love physics; it's such an interesting subject.

- a to emphasise how much the speaker loves physics
- b to express disagreement with what someone else has just suggested

4 I hated German at school, but I did enjoy our Latin lessons.

- a to emphasise the contrast between the writer's feelings for German and Latin
- b to emphasise how much the writer enjoyed Latin

5 Many teachers do still believe that students should just sit quietly in the class and listen to them.

- a to emphasise how strongly the teachers believe to show that the writer disagrees with what the teachers believe
- b to show that the writer disagrees with what the teachers believe

WARM-UP



Look at the pictures. In pairs, ask and answer the following questions.

- What are the advantages of each way of studying shown in the photographs?
- Do you personally learn better alone or in a group?
- Do you like studying languages? Why/Why not?



A



B



DEVELOP YOUR WRITING SKILLS



A

What do I have to include?

Read this question.

You saw this advertisement for a course and contacted the college for more details, making the notes below. Read the advertisement and the notes carefully. Write a letter to your penfriend, who you know is interested in languages, telling them about the course.

Saluton. Kiel vi fartas?

Confused? Don't be. That's Esperanto for 'Hello. How are you?' Esperanto is an artificial language spoken by many people around the world. How would you like to learn Esperanto from home? With our new home study course you could be communicating in Esperanto with people from many countries in just two months. Absolute beginners are welcome. Low fee. Call **01276 333451** for further details. Course director: **Mr Hope, Eurolingua College**

Invented: 1887
Speakers: 2 million
Fee: €60 for
2-month course
Textbooks extra

could do it
over the
summer

It is very important to include all the right information from your notes. Tick which of the following pieces of information you have to include.

- 1 Esperanto isn't a confusing language.
- 2 It was invented in 1887.
- 3 You have to pay extra for the textbooks.
- 4 The fee is €60.
- 5 Your friend could do the course over the summer.
- 6 'Saluton' means 'Hello' in Esperanto.
- 7 There are 2 million speakers of Esperanto around the world.

B How did they do?

Read these two paragraphs from letters written by different students in answer to the composition question above. Underline where they mention the points from the notes above.

1

I called them for you yesterday. The secretary told me about the guy who invented it in 1887, but I can't remember his name. I do remember that there are something like two million speakers around the world, though. She said it was €60 for a two-month course, which you could possibly do over the summer. You can get more information from the course director, Mr Hope. Do you want the number?

2

There are two million speakers around the world. Esperanto was invented in 1887. The fee is €60 for a two-month course, over the summer if you like. Textbooks extra. The course director is Mr Hope. Call him on 01276 333451.

Write the correct number, **1** or **2**, to answer the following questions.

Which writer has ...

- | | |
|---|-------|
| a written natural sentences using the prompts? | _____ |
| b copied one of the prompts without understanding it? | _____ |
| c forgotten to mention one of the prompts? | _____ |
| d used an appropriate style? | _____ |
| e not thought about the grammar of the prompts? | _____ |

DEVELOP YOUR WRITING SKILLS

C Write a paragraph

Here is an incomplete answer to the question above.

Tick which of the following points the writer has mentioned.

- a Esperanto was invented in 1887.
- b You have to pay extra for the textbooks.
- c The fee is €60 for the 2-month course.
- d Your friend could do the course over the summer.
- e There are 2 million speakers of Esperanto around the world.

Now write the missing paragraph in your notebook, including the remaining points from above.

Dear Jenny,

Hi! How are you? Thanks for your last letter. Great news about your cat. Seven kittens! Your house must be chaos at the moment!

Anyway, listen. I know you said you were thinking of learning a new language but you couldn't decide which one. Have you thought about Esperanto, the artificial language? I saw an ad for a home study course the other day and it sounded perfect for you. I called the college and they told me a bit about Esperanto. It was invented in 1887 and there are about two million speakers around the world.

What do you think? I'll send you the number of the college if you're interested.

Almost forgot. Peter says hello. I have to go now - German homework. You're not the only one doing languages, you know!

Lots of love,

Tina

D Read your partner's writing

Swap paragraphs and read what your partner has written.

Using your partner's paragraph, answer the following questions.

- 1 Has my partner used all the remaining prompts? _____
- 2 Has my partner put them into natural sentences? _____
- 3 Has my partner used an appropriate informal style? _____

E Study the model

Read the question on page 213. Circle which of the following the writer has to mention.

- a They do vegetarian meals.
- b A meal costs about €25 per person.
- c Large groups get a discount of 10%.
- d There are no tables on the 7th, but there are on the 8th.
- e They have live music at the weekend.
- f The restaurant is in the countryside.

Now read model composition 3 on page 213.

Underline the phrases where the writer mentions the necessary information above.

What style has the writer used? _____

COMPOSITION DEVELOPMENT



Read this composition question and do the exercises that follow.

You saw this advertisement for a course and contacted them for more details, making the notes below. Read the advertisement and the notes carefully. Write a **letter** to your penfriend, who you know is interested in improving their memory, telling them about the course.

send you worksheets
with exercises
cost: £55
certificate at end

Want to improve your memory

Our new distance learning course will teach you how.

Remember names and telephone numbers.

Easily learn words in a foreign language.

You'll be amazed at the results in just 10 days!

Call Tony Welland on 0943 453297.

complete course:
2 months

A Brainstorming

Answer the following questions. Discuss your answers with the class.

- What's your penfriend's name? _____
- What news might you tell them before you mention the course? _____
- Where do you do the course? _____
- How long does the course last? _____
- How much does the course cost? _____
- What does 'certificate at end' mean? _____
- What reason will you give for ending your letter? _____
- How might you close your letter? _____
- What would be an appropriate style? _____
- How many points do you need to include? _____

B From prompts to sentences

For each prompt, write a sentence that you might use to tell your penfriend that information.

1 complete course: 2 months

3 cost: £55

2 send you worksheets with exercises

4 certificate at end

C Make it informal

For each of these sentences, write a second sentence that gives the same information in an informal, friendly style.

- 1 Regarding your enquiry, I am pleased to be able to report that my mother's health is much improved.

- 2 I received the news of your recent success in your examinations with satisfaction.

- 3 I would like to inform you that the total cost will be approximately £55.

D

Plan your paragraphs

Complete the following paragraph plan, making notes on what you are going to include in each paragraph.

Informal letter plan	
	Dear _____,
Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	
Closing expression(s)	
Your first name	


Read these sentences and then use the words in bold to complete the sentences below.

- Students at school are sometimes called **pupils**.
- Pupils in Britain go to **primary school** up to the age of eleven.
- From eleven to sixteen, pupils in Britain have to go to **secondary school**; in America, they go to junior and senior high school.
- Some pupils decide to **stay on** at school until they are eighteen to do exams.
- The **fee(s)** for the course is/are €200, but the books are free.
- Turn to page seven in your **textbook** and study the model.
- I did the course by **distance learning**, so I studied at home and sent exercises back through the post.
- I passed the exam and I should get the **certificate** in the post in a few weeks.
- I understand English, but I have problems learning definitions **by heart**.
- If you leave college or school before the end of your course, you **drop out**.

- 1 If there aren't any colleges in your area, you could consider studying by _____.
- 2 I'll be so proud when I pass that I'm going to hang my _____ on the wall.
- 3 My mum's worried that my brother's going to _____ of college and not get any qualifications.
- 4 All students are required to pay the course _____ before taking the examination.
- 5 Many young people _____ at school because it's difficult to find a job without qualifications.
- 6 We moved house when I was nine, so I had to start at a new _____.
- 7 It took me ages to learn the English alphabet _____.
- 8 I think the _____ we use in our History lesson is really boring.
- 9 Our new English teacher gets on well with all the _____.
- 10 It can be a bit frightening when you leave primary school and have to move up to _____.

E

Homework

Now write your letter.  Read this checklist. When you have written your letter, tick the boxes.

- I have used the information in **all** the prompts.
- I have turned the prompts into natural sentences.
- I have used an appropriate informal style.
- I have checked for spelling mistakes.
- I have checked for grammar mistakes.

PRACTISE YOUR WRITING SKILLS

INFORMAL TRANSACTIONAL LETTER

Writing know-how

- Убедитесь в том, что ваше сочинение написано в стиле, соответствующем заданию и включает все пункты, перечисленные в нем.
- Если один из пунктов задания вызывает у вас сомнения, попытайтесь догадаться о его значении. По возможности перефразируйте слова и выражения, использованные в задании, но при этом помните, что все пункты должны быть освещены.

Write an answer to the following question in **120-180** words in an appropriate style.

You saw this advertisement for a summer course abroad and contacted the college for further details, making the notes below. You have decided to attend the course and would like to invite a friend of yours who lives in another town to join you.

Read the advertisement and the notes carefully. Then write a **letter** to your friend, giving the necessary information and trying to persuade your friend to join you.

Accommodation — comfortable rooms above college
Must book now if want rooms!
2-week course, only 8000 roubles

Dates:
10th — 23rd August
trips to museum, library, sports centre

Windsor College Summer Courses in English

- Experienced tutors for all levels.
- Reasonable fees.
- Accommodation available.

Beautiful college in countryside setting.
Morning lessons, with afternoon outings arranged.
Call **01223 37565** for further details.

Grammar focus

When we write notes, we often miss out the articles.

Principal said we must pay fee. = **The** Principal said we must pay **the** fee.

When you are given notes as prompts, you have to make sure you use the correct articles (a, an, the) in your writing. Rewrite the following prompts in complete sentences, using articles where appropriate.

- 1 College has swimming pool at back.

- 2 College may offer discount on fee for group.

- 3 Exams take place in local school.

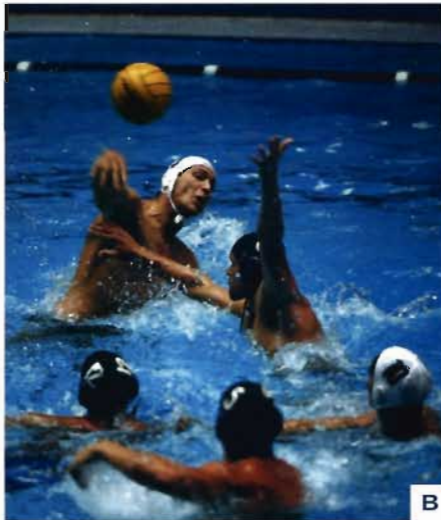
- 4 Library is open for few hours each morning.

- 5 College charges extra €30 for Welcome Party.

WARM-UP 

Look at the pictures. In pairs, ask and answer the following questions:

- What are the main differences between the sports shown in the photographs?
- Which is more important to you when playing games: winning or enjoying yourself?
- Do you prefer to be part of a team or to compete individually?
- Have you tried any of the sports in the pictures?



DEVELOP YOUR READING SKILLS 

A

What's the sport?

You are going to read some statements which are all concerned with sport. Read the statements as quickly as you can, and write on the line below each statement which sport you think the statement is about.

1 'I'm not so keen on the field events such as the javelin and the high jump, but I love all the track events, especially the 1500 m.'

What's the sport? _____

2 'And it's a goal! What a match! So, that's three two to Blackburn ... six more minutes till half-time.'

What's the sport? _____

3 'I think there's a real feeling of achievement once you get to the top. You know, it's just man against nature, and you've actually done it. It's a great feeling!'

What's the sport? _____

4

'I tried it for the first time when we were on holiday last summer. I spent about fifteen minutes practising on the beach: standing on the board, holding the sail, trying to keep my balance. I thought I'd got the hang of it, but as soon as I actually got in the water I couldn't stay on at all. John couldn't stop laughing!'

What's the sport? _____

5

'It's a bit like tennis in that there's a net and you're trying to get the ball over the net. But you don't have a racket, and you hit the ball with your hands or your wrists. Also, you've got to hit the ball before it touches the ground.'

What's the sport? _____

6

The course at St Andrew's is one of the most challenging courses in the country. Even the most experienced professionals sometimes end up stuck in the sand, or losing their ball in the lake.'

What's the sport? _____

7

'They don't have a pool at school, so I usually take the kids to the local leisure centre every Saturday afternoon. They love it. Nicola usually does lengths, and Adam just splashes around in the shallow end.'

What's the sport? _____

B Find and write

Find THREE words or phrases in each statement which helped you make your decision. Write them in the table below.

Statement	First word/phrase	Second word/phrase	Third word/phrase
1			
2			
3			
4			
5			
6			
7			

C Discuss



In pairs, discuss your answers. Do you agree?

DEVELOP YOUR READING SKILLS

D *What did they mean?*

Look at the statements again on the previous page and circle the best answer to each question.

Statement 1

Which of these events would the speaker probably prefer to watch?

- a the hurdles
- b the discus

Statement 2

Is Blackburn winning?

- a yes
- b no

Statement 3

The speaker says: 'once you get to the top'. Who is 'you'?

- a the person the speaker is speaking to
- b the speaker and other climbers

Statement 4

Why does the speaker use the word 'actually'?

- a to emphasise the fact that they did take the board into the water eventually
- b to emphasise the difference between practising and doing the sport for real

Statement 5

Which word or phrase does the speaker use to compare this sport with tennis?

- a in that
- b Also

Statement 6

Why does the speaker use the word 'Even'?

- a to emphasise that the course is not just used by amateurs
- b to emphasise that everyone finds the course difficult

Statement 7

Who is probably the better swimmer?

- a Nicola
- b Adam

E *Discuss*

In pairs, discuss your answers.

How did you decide which answer was correct?

F Match

Here are some more short statements about different sports. Match the statements 1-7 with their meanings (a-g) below.

- 1 You ought to take some waterproof clothes with you. _____
 - 2 I don't think you lost because your opponent was better. I think you lost because of your strategy. _____
 - 3 You're going so fast and just concentrating on winning that you don't have time to think about the danger. _____
 - 4 Injury is an occupational hazard for professional athletes. _____
 - 5 You've got to be prepared to go out and train every day, whatever the weather. _____
 - 6 Don't forget that you're a team! _____
 - 7 The referee said it was out, so there's no point arguing. _____
- a Your mind is focused on one thing.
 - b You have to follow the rules.
 - c You have to be very dedicated to your sport.
 - d You'll probably get wet.
 - e You have to work together.
 - f You have to accept that accidents can happen.
 - g You could have made some better decisions.

Read these sentences and then use the words in bold to complete the sentences below.

- The match was a **draw**, with both sides scoring three goals.
 - The **spectators** clapped and cheered when Williams came onto the court.
 - The **referee/ref** blew the whistle and the game began.
 - Football, cricket and rugby are played on a **pitch/field**.
 - Basketball, volleyball and tennis are played on a **court**.
 - Only six of the **competitors** will get through to the final.
 - **Athletics** includes events such as the 100 m, the pole vault and the long jump.
 - **Gymnastics** includes events such as the beam, and activities such as vaulting.
 - I think **betting** on horse races and boxing matches is a complete waste of money.
 - She won a million pounds on the football **pools!**
- 1 There aren't any finals today, so there won't be many _____ in the stadium.
 - 2 The _____ has to be completely impartial; he can't favour either team, or it's not fair.
 - 3 Professional goalkeepers can kick the ball from one end of the _____ to the other.
 - 4 There's no point _____ on him; he's lost the last three fights!
 - 5 We used to do _____ at school in the summer term; I was quite a good sprinter.
 - 6 In tennis, the _____ is wider for doubles matches than it is for singles.
 - 7 My dad does the _____ every week, but I prefer the lottery.
 - 8 Are _____ in Olympic events allowed to be professional athletes?
 - 9 I love watching _____; it's incredible how they keep their balance on such narrow pieces of equipment.
 - 10 What happens if it's a _____? Do they have a rematch?

PRACTISE YOUR READING SKILLS

Reading know-how

- Подчеркните в тексте слова и поставьте рядом номер вопроса, к которому они относятся. Это позволит вам значительно сократить время на проверку задания.
- Не старайтесь детально понять содержание текста до того, как вы прочтете вопросы. Сначала прочитайте вопросы. Затем просмотрите каждый абзац и постарайтесь найти ключевые слова и фразы, которые связаны с вопросами.

A Read and answer

You are going to read some information about some sports centres. For questions **1-15**, choose from the sports centres (**A-F**). Some of the centres 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 sports centre or sports centres:

- mainly provides activities for young people?
- offers special diets for its diners?
- arranges particular activities for pensioners?
- do you have to join before you can use its facilities?
- advertises that it particularly welcomes disabled people?
- has plans to expand the range of sports it currently offers?
- would appeal to people who like animals?
- serves food?
- offers a financial saving to large groups of visitors?
- emphasises that its activities are not dangerous?

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

A Manor House Sports Centre

Manor House Sports Centre is committed to its policy of Sport for All. To that end, you can be assured of a warm welcome and a friendly, relaxed atmosphere whatever your shape, size or age. You haven't taken part in any sporting activities for more years than you care to remember? Don't let that put you off. Here at Manor House we believe it's never too late to start. Whether you're interested in joining a team, getting fit, professional training or just having a relaxing swim in the pool, Manor House is the place for you. No membership fee. Reasonable entrance fees. Discounts for OAPs, students, the disabled and the unemployed.

B Stanton Bridge Sports and Leisure Centre

Stanton Bridge is a purpose-built luxury sports complex in the heart of the Hertfordshire countryside. Opened in 1999, we now boast a membership of over 1,000 satisfied people. Your yearly membership fee covers the use of all our facilities for you and your family, whenever you wish. A 9-hole golf course, heated Olympic swimming pool, fitness centre, indoor badminton, squash and tennis courts, 5-a-side football and all-weather hockey pitch are just some of the many facilities we offer. There's also a 5-star restaurant, café and bar. Membership details on request.

C Bay Hill
 Organising a school outdoor sports holiday for your pupils? Bay Hill has the solution you're looking for. Situated in the unspoilt beauty of the Lake District, Bay Hill specialises in providing action-packed outdoor adventure holidays for teenagers. We offer it all: full accommodation and catering, horse riding, canoeing, sailing, rock climbing and hill walking, plus team games and swimming in our fully-equipped leisure centre. Our highly trained and experienced instructors ensure absolute safety. Free meals and accommodation for teachers when travelling with parties of 10 or more pupils.

E Dalton Sport
 Dalton Sport is a member-run sports and social club in Plymouth. Regular events and get-togethers, plus fishing trips on our own fishing boat, Dalton Sport II. Tennis lessons available. We're currently raising funds to build our own heated swimming pool. Come along and join us! Cheap monthly membership fee.

D The Millennium Centre
 Mondays, Wednesdays, Fridays: The Millennium Centre is the number one sports and activities provider in the South East for the mentally and physically disabled.
 Tuesdays, Thursdays: Health, fitness and fun for the over-65s.
 Saturdays, Sundays: Family Fun (children under 4 free).
 Coach parties welcome (discounts for parties booking more than 1 week in advance). Full wheelchair access.

F Evergreen
 Recharge your batteries at Evergreen. 1-and 2-week activity holidays at our countryside sports club and hotel. Whether you want to relax in the sauna, take up a martial art or go pony trekking through the Brecon Beacons, Evergreen can accommodate. Vegetarians and vegans catered for. Colour brochure and price list on request. Sorry, no children under the age of 14. Only limited wheelchair access.



B Discuss
 In pairs, discuss the words you underlined that gave you the answers. Did you underline the same things?

No membership fee. = **There is no membership fee.**

Organising a school outdoor sports holiday for your pupils?
 = **Are you organising a school outdoor sports holiday for your pupils?**
No children. = **No children are allowed.**

Rewrite these notes as full sentences.

1 **Want** to get fit and have fun at the same time?

2 **Satisfied** with your local gym?

3 Coach parties **welcome**.

4 **Only** limited wheelchair access.

5 Vegetarians **catered for**.

6 **Membership details** on request.

Grammar focus

WARM-UP 

Look at the pictures. In pairs, ask and answer the following questions.

- What facilities for sports does your town have?
- Are you a member of a gym? Would you like to be?
- What facilities do you think a sports centre should have?



DEVELOP YOUR WRITING SKILLS 

A

Looking at layout

Even though you can't read the words, you can still say what kinds of composition these are. Match the diagrams to the composition type and write why.



A letter

Diagram number: _____

Why? _____

A report

Diagram number: _____

Why? _____

A discursive composition

Diagram number: _____

Why? _____

B Complete the table

For each type of composition, tick the correct boxes.

	often has a title	has paragraphs	uses headings	your name appears in it
article				
report				
letter				
story				
discursive composition				

C Starting a report

Read this question and complete the start of the report.

You work for a local tourist information office. Your manager has asked you to write a report on the new sports centre which opened recently in your town. Describe the facilities offered by the sports centre and explain how interested you think tourists would be in visiting it.

To: _____

From: _____

Subject: _____

Which of these can also be used at the start of a report? Choose two.

Date: _____

Conclusion: _____

Mark: _____

Re: _____

D How did they do?

Read these two paragraphs from two different answers to the question above and answer the questions that follow.

1

Swimming Pool

The facilities at the sports centre include an Olympic-sized pool, which is the only one of that size in our area. Not only will it be used for team training and races, but it will also be open to the public on some days of the week. We should expect it to attract many tourists to the centre.

2

There is a swimming pool, a snack bar, indoor tennis courts and basketball courts. I think people will probably like these facilities. There are big changing rooms and friendly assistants. I suggest we ask the manager for leaflets we can give to tourists.

DEVELOP YOUR WRITING SKILLS

Which paragraph ...

- a tries to mention too many things? _____
- b has a more formal style? _____
- c clearly focuses on one main point? _____
- d makes a good suggestion? _____
- e is clearly laid out with a heading? _____
- f would get better marks in the exam? _____

E**Write a paragraph**

Complete this answer to the question above by writing a paragraph of about 30 words. Read your paragraph to the class and listen to other students' paragraphs.

To: Mr Johnson
From: Debbie Lambert
Subject: The new sports centre

Introduction

As requested, I have visited the new sports centre in King Street. The centre has now been open for two months. The main facilities are the basketball courts, the gymnasium and the ice-skating rink.

Basketball courts

The centre has three courts, which are generally modern and well-maintained. They are often booked days ahead and we should tell tourists this when they contact us for information.

Gymnasium

Ice-skating rink

The rink is in excellent condition and has already attracted people from other towns. The centre organises classes in skating on Saturday mornings, which are popular with young people.

Conclusion

To sum up, the sports centre is very positive for our area. We can expect it to attract a number of visitors. I suggest asking the manager to provide us with leaflets to hand out to tourists.

F**Study the model**

Read model composition 4 on page 213 and do the following task.

Underline in the model ...

- a where the writer mentions the subject of the report.
- b a good phrase for introducing a report.
- c two places where the writer gives a summary of the report.
- d the writer's suggestion.
- e the reader of the report.

COMPOSITION DEVELOPMENT



Read this composition question and do the exercises that follow.

You have a part-time job in a sports shop. The manager wants to make the shop more popular with young people and has asked you to write a report making some recommendations.

Write your **report** for your manager.

A Brainstorming

Answer the following questions, using your imagination where necessary. Discuss your answers with the class.

What is your manager's name? _____

What is the subject of your report? _____

Write three reasons why young people might prefer other shops.

1 _____

2 _____

3 _____

What three solutions could you suggest?

1 _____

2 _____

3 _____

What style would be appropriate for your report? _____

B Choose the best headings

Read these headings and circle the ones you think might be good to use in this report. Choose three.

The people to blame

Window display

Prices

Advertising

Football

Facilities

C Make it formal

These sentences are too informal for a report. Express the same idea in a more formal way.

1 You should make things cheaper, shouldn't you?

2 You know, it must be ages since you changed the window display.

3 Your advert is really boring and old-fashioned.

4 Get some new trainers.

D **Plan your paragraphs**
Complete the following paragraph plan, making notes on what you are going to include in each paragraph and what heading you are going to give each paragraph.

Report plan	
To:	_____
From:	_____
Subject:	_____
Introduction	
Paragraph 2	Heading: _____ _____
Paragraph 3	Heading: _____ _____
Paragraph 4	Heading: _____ _____
Conclusion	

E **Homework**
Now write your report.
Read this checklist. When you have written your report, tick the boxes.



- I have used the correct format for a report.
- I have clear headings for each paragraph.
- I have used an appropriately formal style.
- I have checked for spelling mistakes.
- I have checked for grammar mistakes.

Read these sentences and then use the words in bold to complete the sentences below.

- The new **sports centre/leisure centre** has great tennis courts.
- A **gym/gymnasium** is a place where people go to get some exercise and try to get fit.
- I try to **work out** at the gym at least once a week.
- A **rink** is a place where people go to skate on the ice.
- Mum, I need a new pair of **trainers**, and they have to be the right brand.
- I don't care which **side** wins as long as it's a good match.
- A **commentator** describes the action for people watching or listening at home.
- Hang on! I think I've left my racket in the **changing room**.
- Our team **trains** at least three times a week and sometimes more.
- Whenever we play football, John **picks** all his friends to be on the same side.

- 1 'And it's a goal!' the _____ shouted excitedly.
- 2 If you want to get in shape, why don't you join a _____?
- 3 I just hope the other _____ don't score before the final whistle.
- 4 What this town needs is a new _____ with modern facilities.
- 5 Greg deserves to get into the team because he _____ harder than anybody else.
- 6 Don't leave any valuables behind in the _____.
- 7 I can't run as fast as the other runners in these old _____.
- 8 I hope the coach doesn't forget me when he _____ the team for this Saturday.
- 9 They're putting on a professional ice show at the _____ this weekend.
- 10 I used to _____, but now I've let myself get a bit out of shape.

PRACTISE YOUR WRITING SKILLS

REPORT

Writing know-how

Соблюдайте порядок оформления письменной работы и помните о делении текста на абзацы. Не забывайте, что при написании отчета, каждый абзац должен быть озаглавлен.

Each of these reports should be written in **120-180** words in an appropriate style.

- 1 You have a part-time job in a gym. The manager wants to attract more customers and has asked you to write a report making some recommendations.

Write your **report** for your manager.

- 2 You work for a local football club. The club is considering making changes to its stadium. The manager has asked you to write a report on the current stadium, suggesting improvements.

Write your **report**.

Grammar focus

The sports centre offers a great opportunity to local people.

When a sentence has a direct object (a great opportunity) and an indirect object (local people), it is often better to rewrite the sentence as follows:

The sports centre offers local people a great opportunity.

Rewrite the following sentences in the same way.

- 1 I am writing this letter to you to request information about membership of the gym.

- 2 The coach ordered some new equipment for the team.

- 3 My mum bought some new trainers for my sister.

- 4 I asked the company to make a special tennis racket for me.

- 5 Simon asked me to lend my new football to him.

- 6 The player passed the ball to the captain.

- 7 Give the microphone to the commentator.

WARM-UP



Look at the pictures. In pairs, ask and answer the following questions:

- In what ways do the teenagers in the pictures look similar to each other?
- In what ways do they look different to each other?
- Do you think their appearance tells us anything about their personality?
- Which of these teenagers were/are you most similar to?



A



B



DEVELOP YOUR READING SKILLS



A

What does their teacher say?

You are going to read three student report cards.

Read the reports as quickly as you can, and answer the questions below each card.

1

Name: Rebecca Thompson
Year: 10
Subject: Geography

Unfortunately, I'm rather disappointed with Rebecca's attitude and performance this term. She doesn't seem to be committed to her studies in the way that she was in the past. She often arrives late to class and she has become quite disruptive. All too often, her homework is sloppy and rushed. This is a shame, because Rebecca used to be such a hardworking and dedicated student. The results of her end of term exam were equally disappointing. I am worried that, unless she starts taking her studies more seriously, she won't pass her Geography GCSE next year.

Underline the words, phrases or sentences which tell us that Rebecca used to be a better student.

Now choose the sentence which best summarises the report.

- a Rebecca is not currently achieving her full potential.
- b Rebecca is trying hard but her level is currently too low.

2

Name: Charlotte Wilkinson
Year: 12
Subject: Economics

Although Charlotte is struggling with some of the terminology and concepts at this advanced level, I feel certain that in due course she will be a fine A-level Economics student. She has all the qualities required: an analytical brain, a desire to learn and the will to study hard on her own. At this stage there's really no need to worry about her rather low mark in the end of term exam. I'm confident that things will come together nicely over the next couple of terms. Generally, Charlotte is a pleasure to have in the classroom.

Underline the words, phrases or sentences which tell us that Charlotte is having some problems with her studies.

Now choose the sentence which best summarises the report.

- a Charlotte is doing her best despite finding the subject quite difficult.
- b Charlotte needs to work a little harder if she wants to be sure of success.

3

Name: Chris Bailey
Year: 7
Subject: Art

Chris has a natural talent for all forms of painting and drawing, and I am extremely impressed with what he has produced this term. He certainly deserved to win the Art Prize. He makes very mature choices as to what he draws and paints and he has a good eye for perspective. He does need to develop his shading skills, but that will come with practice. I very much look forward to seeing his pictures displayed in the Art Exhibition on the last day of term.

Underline the words, phrases or sentences which tell us about his ability as an artist.

Now choose the sentence which best summarises the report.

- a Chris is a very skilled young artist.
- b Chris is a very easy student to teach.

DEVELOP YOUR READING SKILLS

B

Discuss

In pairs, discuss your answers. Did you underline the same words? Do you agree which sentence best summarises each report?

C

What does their social worker say?

Here are three more reports. They were written by a social worker. Read each report as quickly as you can and underline ONE sentence which you think is the MAIN PROBLEM that the person has, and ONE sentence which tells us the action to be taken by the social worker.

1

Name: David Reed
Age: 53
Occupation: Unemployed

Having worked in the railway industry for over twenty years, Mr Reed was made redundant in 1998. Since then, his wife has divorced him and he has developed an alcohol problem. He lost his house because of gambling debts last year and is currently homeless and unemployed. After several interviews with Mr Reed, I am convinced that he wishes to break his alcohol addiction. I therefore recommend that he is given a place on the council's Freedom From Alcohol programme.

This would provide him with accommodation and the medical and counselling support needed to break his addiction. Mr Reed is aware that the programme is strict and that, if he consumes alcohol while on the programme, he will lose his accommodation. He assures me that he has the will and determination to succeed.

2

Name: Carol Jackson
Age: 31
Occupation: Secretary

Ms Jackson's flat in Almsgrove Drive was burgled on 22 January. Since then, she has been unable to sleep properly and is terrified of staying at home alone. Her work as a secretary is suffering. She was referred to me by Dr Claire Parker, her G.P. I have arranged to visit Ms Jackson once a week for the next two months and advised her to seek counselling with a professional therapist if her condition does not improve. However, as Ms Jackson is in private accommodation rather than council housing, and as she has already been prescribed sleeping pills by her doctor, there is unfortunately very little else I can do at present.

3

Name: Tim Adams
Age: 14
Occupation: —

Tim Adams has frequently played truant from school for the past three months. I was asked to interview Tim by the school's Truancy Officer. It appears that Tim has been severely bullied by other children at his school. From what Tim has said, much of this bullying has revolved around the fact that his parents are too poor to buy him fashionable clothes and trainers. Both Tim's parents are currently unemployed. On discovering the cause of the bullying, I contacted the headmaster, who assures me that the bullies will be punished and that he will make sure Tim is not bullied in future. I shall check up on Tim's progress at regular intervals from now on.



D Discuss

In pairs, discuss your answers. Did you underline the same sentences? If not, explain why you think your choices are right.

E Match

Now match these summary sentences with the three reports in C. There is one extra sentence which you do not need to use.

Summary sentence	Report
a I can't help much.	_____
b I hope the problem is now solved.	_____
c I'm not sure what to do.	_____
d I believe we can help.	_____

Read these sentences and then use the words in bold to complete the sentences below.

- Although she's now one of the richest women in the world, she actually grew up in **poverty**.
- Juanita is extremely **skilled** at designing websites.
- Society has changed its **attitude** towards disabled people in the last twenty-five years.
- What **qualities** do you need to be a good doctor?
- Simon is a very **mature** young man; I'm sure we can trust him to make the right decision.
- Mr Reed is aware that the programme is very **strict**.
- You've got the talent, but have you got the **will** to succeed?
- The headmaster said that he would not put up with **bullying** in his school.
- I always like to wear **fashionable** clothes.
- Doctors expect her **condition** to improve over the next twenty-four hours.

- 1 Our English teacher is quite _____, but at least we learn a lot in her lessons.
- 2 Millions of people around the world still live in _____.
- 3 I don't care about being _____, I just want to wear comfortable clothes.
- 4 Do you know the English expression, 'Where there's a _____ there's a way.'?
- 5 Teenage girls are usually more _____ than teenage boys.
- 6 The building's in such a bad _____ that I think it will have to be pulled down.
- 7 What's your _____ towards taking a year off before going to university?
- 8 What would you say are your best _____?
- 9 Do you think that _____ should be a crime?
- 10 Not many people know that Mahatma Gandhi was originally a _____ lawyer.

PRACTISE YOUR READING SKILLS

Reading know-how

- Из списка вариантов ответов вычеркните пример. Таким образом, избежите случайности его использования в качестве одного из вариантов ответа.
- При выборе предложения, которое передает основную мысль отрывка текста, всегда подчеркивайте слова, словосочетания и предложения в тексте, которые помогли вам сделать выбор. Это сэкономит вам время при проверке задания.

A Read and answer

You are going to read a magazine article about cloning. 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** It is currently extremely dangerous to attempt to clone a human.
- B** The controversy is certain to continue.
- C** It looked like human cloning was becoming a reality.
- D** There could be numerous drawbacks to human cloning.
- E** Most people do not understand what cloning really means.
- F** Cloning is almost certain to continue because it can't be stopped.
- G** According to scientists, the cloning of humans could have medical benefits.
- H** The DNA of a cloned cell is identical to the DNA of another cell.

To clone or not to clone? That is the question. Eileen Peters explores the issues behind the cloning controversy.

0 H

What exactly is cloning? According to the Human Genetics Advisory Commission, cloning is defined as 'producing a cell or organism with the same nuclear genome as another cell or organism'. Basically, that means that a clone is a living being with exactly the same DNA as another living being. At the time of writing, some mammals have successfully been cloned, but humans have not.

1

Although frogs were first successfully cloned in the 1950s, it was not until the mid-1990s that cloning became a major political issue. This was when Dolly the sheep became the first successfully cloned adult mammal. Suddenly, it seemed that the cloning of humans had gone

out of the realm of science fiction and was close to becoming scientific fact. Some people were extremely excited by this prospect. Others were extremely worried.

2

So, why are some scientists so keen to clone human cells? First of all, it's important to understand that cloning human cells does not necessarily mean that you make a new human being. Scientists believe that in the future we will be able to clone human organs such as the heart, liver and kidneys which we'll be able to use in transplant operations. They also think that cloning will help us get rid of genetic diseases and will allow infertile couples to have children.

3

However, most scientists are against human cloning at present because they argue it is not safe. It took 272 attempts before the cloning of Dolly, and even she did not enjoy good health. At present, we do not have the technology to safely clone humans. But what if we are able to solve the safety issues? Will human cloning be acceptable then? Many politicians and religious leaders say no.

4

There are both political and ethical arguments against human cloning. Some religious groups say that cloning would allow us to 'play God': to determine the sex, the eye colour, even the height of our children. They say this is morally wrong. Others argue that clones will suffer severe psychological problems when they learn they have been cloned, and may suffer prejudice and intolerance from non-cloned humans. Cloning could also produce a black market for embryos.

5

So what can we expect to happen in the future? Most Western governments are in the process of legislating against human cloning. However, unless all the countries of the world make human cloning illegal (which is highly unlikely), we are likely to see more and more attempts at human cloning in the near future. It is too early to say how successful they will be.

6

Whatever happens, one thing is sure. This issue is not going to go away. Scientists such as Severino Antinori and Panagiotis Zavos are not going to give up trying to develop safe human cloning techniques. And religious organisations such as the Roman Catholic Church will continue to argue that the cloning of humans is morally indefensible.



B

Discuss

In pairs, discuss the words, phrases or sentences you underlined that gave you the answers.

Did you underline the same things?

Grammar focus

Unless she takes her studies seriously, she won't pass her Geography GCSE next year. =
If she doesn't take her studies seriously, she won't pass her Geography GCSE next year.

Circle Yes or No.

Is she taking her studies seriously at the moment? **Yes / No**

Will she pass if she takes her studies seriously? **Yes / No**

Now read these sentences and circle the correct answer.

1 'Unless we hear from Alan tonight, we won't leave tomorrow morning.'

Alan phones them that night.

Do they leave the next morning?

Yes / No

2 'Unless you tell me who broke that window, you'll all be in serious trouble.'

They told the teacher who broke the window.

Were they all in serious trouble?

Yes / No

3 'Unless cloning is controlled carefully, it will never be safe.'

Does the speaker think that cloning is currently controlled carefully?

Yes / No

4 'Unless cloning is controlled carefully, it won't ever be safe.'

Does the speaker think that cloning can be safe in the future?

Yes / No

5 Writing

People

WARM-UP

Look at the pictures. In pairs, ask and answer the following questions.

- What do you think the people in the photographs are like?
- How important are first impressions?
- Do we judge people too much on their appearance?



DEVELOP YOUR WRITING SKILLS

A

Use more adjectives

Adjectives make your writing more descriptive. Choose which two adjectives from the box you might use to describe each of the following people.

immature	thoughtless	ambitious	bad-tempered	honest
loyal	impolite	selfish	foolish	caring

- 1 Fayina always tells the truth. Sometimes, though, she forgets how it can hurt other people's feelings.

- 2 Grigori never betrays his friends and he always tries to help them with their problems.

- 3 Nadine wants to be famous, and she thinks that the whole world should be interested in her and her problems!

- 4 Robert needs to grow up and stop behaving in such a stupid way.

- 5 Karolek is always angry about something. He never says 'please' or 'thank you'.

B Use more adverbs

Adverbs often describe how something is done. Complete the sentences using adverbs from the box. Which sentences might have more than one answer?



- 1 Jill _____ showed her parents the prize she had won.
- 2 Alice lifted the baby up _____ and held him in her arms.
- 3 George shouted _____ at his brother and ran out of the house.
- 4 Miesha opened the letter _____ and began to read.
- 5 Rita waited _____ outside the headmaster's office.
- 6 Paul _____ fixed the problem with my computer and we surfed the Internet.
- 7 Mr Simpson _____ decided to go back into the burning house.

C Study the model

Quickly read model composition 5 on page 214. Underline all the adjectives and circle all the adverbs you can find. Compare what you have found with your partner.

D Be descriptive

Choosing interesting vocabulary helps to make your writing more descriptive. For each word below, write as many other words as you can that mean almost the same but that are more descriptive. Compare your answers with your partner.


- | | |
|-----------|--------------------------------|
| good | <u>fantastic, great,</u> _____ |
| bad | <u>awful, horrible,</u> _____ |
| say | <u>explain, whisper,</u> _____ |
| look | <u>glance, stare,</u> _____ |
| beautiful | _____ |
| big | _____ |
| walk | _____ |
| clever | _____ |
| happy | _____ |

DEVELOP YOUR WRITING SKILLS

E Write a paragraph

These two paragraphs come from a story. The middle paragraph is missing. Write a paragraph of about 40 words describing Katyuska to complete the story. Try to use adjectives, adverbs and interesting words.

Everybody knew that a new girl was starting at our school. We had heard that her name was Katyuska. The desk next to me was empty and I knew she would probably sit there. When I got to school on Monday morning, I quickly hung my coat up and went to my desk. There was the new girl.
She was ...



Lessons started and I found out that she was excellent at maths. She even helped me with one or two of the problems. I knew we were going to be great friends from that day on.

F Read your partner's writing



Swap paragraphs and read what your partner has written. Using your partner's paragraph, answer the following questions.

1 What adjectives has my partner used?

2 What adverbs has my partner used?

3 What interesting vocabulary has my partner used?

G Discuss



Read your paragraph to the class, or listen to paragraphs other people have written.

How could you make your writing even more descriptive?

COMPOSITION DEVELOPMENT



Read this composition question and do the exercises that follow.

Your teacher has asked you to write a story for the school's English language magazine. It must begin with the following words:

When I first saw Louise, I got completely the wrong impression of her.

Write your **story**.

A

Brainstorming

Answer the following questions using your imagination.

Discuss your answers with the class.

Who is Louise? _____

What does she look like? _____

What is her character like? _____

Where did you meet her? _____

What day was it? _____

What was the weather like? _____

What was your first impression of her? _____

Why was it wrong? _____

Do you still see her now? _____

Where? _____

Are you good friends? _____

How do you feel about her? _____

B

Summarise your plot



Write one or two sentences to summarise what happens in your story. Discuss your plot with your partner and ask them questions about what happens in their story.

Example: Louise was my new neighbour and I thought she looked friendly, but in the end she refused to help me when I needed it.

C

Choose the best title

Decide which of these titles would be good for your story.

Discuss your choices. What other titles can you think of?

How wrong I was

I knew I was right

You never know

Louise's surprise

The advantages of being honest

New girl at school

D

Plan your paragraphs

Complete the following paragraph plan, making notes on what you are going to include in each paragraph.

Story plan	
Title	
Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	

E

Homework



Now write your story. Read this checklist. When you have written your story, tick the boxes.

- I have used at least five descriptive adjectives.
- I have used at least three descriptive adverbs.
- I have used interesting vocabulary.
- I have checked for spelling mistakes.
- I have checked for grammar mistakes.

Read these sentences and then use the words in bold to complete the sentences below.

- They interviewed members of **the general public** in the streets on the TV news last night.
- Your **first impression(s)** of somebody is/are what you think when you meet them for the first time.
- The characters in the story were interesting, but the **plot** was boring.
- Sandy isn't really unkind. She's just **thoughtless** and forgets about other people sometimes.
- Every **applicant** for the job has to write a letter to the company.
- Your **telephone manner** is how well you communicate with people on the phone.
- Adam has a really friendly **personality**, if you give him a chance.
- It's not easy to **get on with** somebody who is so bad-tempered.
- Dave found it difficult to **make friends** when he first came to this school.
- Vicky seems unfriendly, until you **get to know** her better.

- 1 Try not to be so _____ and remember that other people have feelings too.
- 2 I'm going to try to _____ with the boy who has just moved in next door.
- 3 My _____ of Denise was that she is a really funny girl.
- 4 A good _____ is very important if you work as a receptionist.
- 5 I'm sure I've read another story with the same _____.
- 6 I find it really difficult to _____ my younger sisters.
- 7 In some jobs, you meet _____ every day.
- 8 If you have a strong _____, you have to be careful to give other people a chance to speak.
- 9 Once you _____ Oleg, you'll see that he's not such a bad guy.
- 10 The successful _____ could speak three foreign languages.

PRACTISE YOUR WRITING SKILLS

STORY

Writing know-how

■ Перед тем, как писать рассказ, внимательно посмотрите в задании, в какой части (начале или конце) должно быть использовано данное вам предложение.

■ Помните, что вы не можете изменять предложение.

Each of these stories should be written in **120-180** words in an appropriate style.

- 1 You have decided to enter a short story competition. The competition rules say that the story must end with the following words:

As the door slowly opened, I was surprised to see Tom standing there.

Write your **story** for the competition.

- 2 Your school magazine has asked students to write a series of stories. Each story must begin with the last sentence of the previous story. You have been asked to write the next story, which must begin with the following words:

Martina knew she would never be the same after everything that had happened.

Write your **story**.

Grammar focus

Decide whether the adjectives and adverbs are used correctly in the following sentences. Tick the correct sentences and rewrite the incorrect ones.

- 1 Pete opened suddenly the door and ran inside.

- 2 My uncle George is a typically Englishman.

- 3 We were playing when my cousin hit me hardly in the face.

- 4 When I first met Jane, she behaved very unfriendly towards me.

- 5 I wrongly believed that Simon was my friend.

- 6 Tina looked absolutely beautifully in her new outfit.

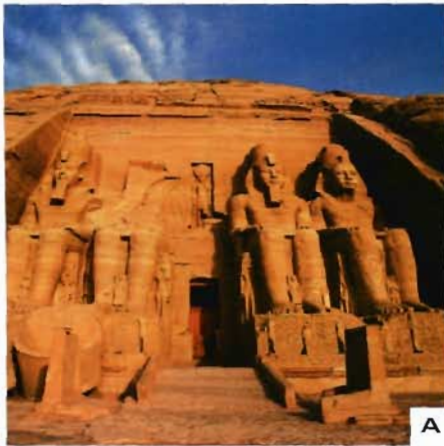
- 7 I realised I hardly knew him.

WARM-UP



Look at the pictures. In pairs, answer the following questions:

- What would you see if you travelled to these places?
- What do people learn when they travel?
- Would you like to travel to exotic places?
- Which of the places in the photographs would you choose to visit on holiday?
Which could you live in?



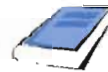
A



B



DEVELOP YOUR READING SKILLS



A

What's behind the words?

Read these extracts from descriptions of different journeys. Decide what the writer is implying by circling the correct answer. Underline any words or phrases that help you decide.

1

Mary,
 Weather quite hot, and Tom is brown already. Very handsome!
 Had a wonderful journey here. Got to the airport on time and no delays to the flight, thank God. Decent food on the plane for a change. Hotel is marvellous, just like in the brochure. We're off to a restaurant this evening. Hope everything is fine at home.
 love, Alison

Alison implies that

- a Tom is not usually very attractive.
- b she has often travelled by plane.
- c hotels are usually a little disappointing.

2

Leaving the mountains and travelling by train to the coast, you realise why these are called the Salt Plains. Vast flat areas have been created where the sea water slowly disappears in the baking sun, leaving the salt behind. This is what provides local people with their only source of income. Even the children are involved in collecting the salt, which is then driven to factories in the north.

The writer implies that

- a the people are damaging the environment.
- b the people dislike working in the heat.
- c we might not expect children to be working.

3

March 12th

We covered 20 kilometres today, which everybody says is not bad in this weather. We are all well and looking forward to tomorrow when we should be able to see the mountain for the first time. We went through our plans for crossing the River Dinka and everybody seems to know what they are doing. I only hope I can do my bit.

The writer implies that

- a he is not very experienced.
- b they are experts at crossing rivers.
- c he has made mistakes in the past.

4

You'd love it here, Mike. The nightlife is great. I've made some friends already and they've been showing me the sights. Tonight we're meeting at the café and then, who knows? The family I'm staying with are really friendly and even gave me my own key to the front door so I can come in when I like. A good example for Mum and Dad, eh?

The writer implies that

- a he usually finds it difficult to make new friends.
- b he wasn't expecting the family to be so friendly.
- c his parents don't give him as much freedom as he'd like.

DEVELOP YOUR READING SKILLS

B
Discuss


In pairs, discuss your answers. Do you agree?

C
What does the writer imply?

Circle the correct word or phrase to complete the sentences.

- It was actually a lot of fun to travel around in a large group for once.
He/She normally goes on this kind / another kind of trip.
- Follow the road into the mountains and see the unspoilt villages while you still can.
He/She thinks that tourism is going to increase / decrease.
- If it hadn't been for the guide, the tour would have been a waste of time.
He/She thinks that the guide did a good / bad job.
- Being on safari is wonderful, I realised, until you start to recognise the same mosquitoes biting you.
He/She was / wasn't used to this kind of trip.

D
Where are they?

Read these descriptions of tourist attractions and decide which photograph matches which description. There is an extra photograph you don't need to use.



1
It's strange because everything's a lot smaller than you expect from seeing the photographs. There's a great feeling of mystery. What did they think, the people who built them? It must be a little scary to be out here at night and they say it gets surprisingly cold. We still don't really know how they made the sides so straight. It's a shame you can't climb to the top because the view must be great. _____

2
It seems an incredible feat of building, these days. It must have taken them forever to get all those stones into position. Just walking along the top is tiring enough! Knowing it was there when it was finished must have given the people a feeling of safety and security. _____

3
I think the area was used for religious purposes. They say that if you look through from one side to the other on the longest day of the year, you can see the sun in a special position. People probably came from miles around to see the stones. We still don't know how they managed to get the huge, heavy ones to balance on top like that. _____

Which writer (1, 2, or 3) says they ...

- had seen pictures of the monument before? _____
- think people used to travel far to visit the monument? _____
- got to the top of the monument? _____
- weren't expecting the temperature? _____
- couldn't get to the top of the monument? _____

E What does it really mean?

These sentences come from a description of a holiday resort from a travel brochure. The writer is trying to make the resort sound good, but what might his description really mean? Match the sentences.

- 1 Alifuenta is a popular resort which is still developing. _____
 - 2 A convenient bus runs to the beach every half an hour. _____
 - 3 It is only a few minutes walk from your hotel to exciting nightclubs. _____
 - 4 The surrounding countryside is great for walking. _____
 - 5 You'll soon start to enjoy the tradition of the siesta. _____
 - 6 You'll learn to love the traditional local dishes. _____
 - 7 Bring your books for lazy days by the pool. _____
 - 8 You'll remember Alifuenta long after you leave. _____
- a It's very noisy and you won't be able to sleep.
 - b You won't like the food at first.
 - c You'll have nightmares about it for months.
 - d It's too hot to do anything during the day.
 - e It's miles to the next town.
 - f There's nothing to do but read.
 - g It's busy and your hotel probably isn't finished.
 - h It's a long way from the sea.

Now write what you think these other sentences from the brochure really mean.

- 9 The Hotel Bellevue is happy to provide snacks.

- 10 It's a great chance to get away from the modern world.

Read these sentences and then use the words in bold to complete the sentences below.

- The **journey** was terrible but at least the sun was shining when we got there.
 - A **trip** is a short visit which involves a journey. It could be a business trip or a school trip.
 - A **voyage** is a journey by sea. We usually use it when we go a long distance.
 - The **travel agent** showed me some photographs of hotels, but there was nothing I liked.
 - The **brochure** says that the beach is only five minutes from the hotel.
 - We were exhausted by the time we arrived at our **destination**.
 - There are **resorts** all along the south coast, so we could stay at any of them.
 - When you get to the airport, **check in** first so that you don't need to carry your bags around.
 - Only people who are flying are allowed into the **departure lounge**.
 - If you need anything on the plane, ask a **steward** or **stewardess**.
- 1 The _____ asked us all to put on our seat belts for landing.
 - 2 I'll bring a _____ home and we can decide if we want to go to Israel or not.
 - 3 We could drive, but the _____ only takes two hours by train.
 - 4 It took a long time to sail from America to England, but the _____ was fantastic.
 - 5 We had to sit in the _____ until the plane was ready to leave.
 - 6 I called the _____, but she said there were no flights until next week.
 - 7 I was looking forward to the school _____, but it was cancelled because of the weather.
 - 8 I find that large _____ usually have more things to do for the whole family.
 - 9 Get your ticket and passport ready so we can _____ quickly.
 - 10 Type your _____ into the webpage and it will search for holidays.

PRACTISE YOUR READING SKILLS

Reading know-how

- Внимательно прочитайте первую часть предложения. Выбрав один из вариантов его продолжения А, В, С, D, соотнесите содержание полученного предложения с содержанием прочитанного текста.
- Подумайте, что имел в виду автор текста. Иногда информация выражается имплицитно, а не эксплицитно. Вы должны уметь «читать между строк».

A *Read and answer*

You are going to read a magazine article about going on holiday. For Questions 1-7, choose the answer (A, B, C or D) which you think fits best according to the text.

Getting Away From It All

Somewhere around February it begins. The drizzle is coming down outside and the kids are bored on a Saturday afternoon. It's usually then that my husband decides it is time to plan our summer holiday. Out come the brochures and the discussion begins.

It's not that we're an argumentative family, but it seems that where we are to spend two weeks in the summer relaxing brings out the worst in us. Before too long, we're all insisting on places and refusing others, the volume steadily increasing. My daughter discovers a lifelong ambition to go to India. Funny how she never mentioned it before. My son isn't going anywhere unless he can bring his dog and my husband doesn't mind where he goes as long as it's within five miles of a golf course.

As usual, it's left to someone, and guess who, to find somewhere that everybody is willing to accept (the dog goes to the neighbours, though). This can take some weeks of persuading, reminding and convincing on my part, but usually there's a solution. Then it's time to plan the packing. It seems that everybody else believes that it can be done half an hour before we leave for the airport. My husband lays out things he wants to take and I put them back when he's not looking and get out the real holiday clothes. My daughter wants to take everything she owns. Each item she has to put back is the subject of another argument.

Finally the day arrives and we get to the airport in plenty of time. This happens because I start to shout five hours earlier that we are going in five minutes, ready or not. Once at the airport, we check in. It sounds simple enough, but the thing is that airports are full of people running around who don't know where to go. Not surprising since we only do it once a year and we've forgotten where we went last time. We finally find the right desk, get rid of the bags and go through to the departure lounge.

Somewhere around here I can finally think about relaxing. Not for me the cold sweats, shaking, and nervous wondering about the plane. Everything is somebody else's problem. If there's something wrong with the plane, the pilot can worry about it. If a passenger has a heart attack, the stewards can worry about it.

And so begin two weeks of relaxation. I learned long ago that the only way to do it is to stop being called 'Mum'. For those two weeks, whenever I hear the word I look around as if it refers to someone else. I ignore any question that begins with 'Where's my...'. The funny thing is that they always find it anyway. The only thing I worry about is which book I'm going to take to the pool. My husband follows a ball around a course, my kids do whatever kids do these days and I become myself again for a short while.

- 1 The writer implies that her family
 - A find it hard to agree on anything.
 - B all have very different personalities.
 - C don't usually fight over things.
 - D don't care about each other's feelings.
- 2 The writer thinks her daughter's ambition to go to India is
 - A not as strong as she claims.
 - B amusing in a girl her age.
 - C strange for someone like her.
 - D a secret she should have shared.
- 3 The writer implies that
 - A her son refuses to go with them.
 - B the others try to make her agree.
 - C nobody is really happy with the idea.
 - D she gets the others to agree.
- 4 Why does the writer put back the clothes her husband chooses?
 - A She doesn't like what he wears.
 - B He forgets to choose things for her.
 - C He can't decide what to take.
 - D The clothes aren't suitable.
- 5 The writer implies that
 - A it's not far from her house to the airport.
 - B they would be late if she didn't make a fuss.
 - C airports are usually badly designed.
 - D people should go on holiday more often.
- 6 The writer thinks she is different from some other people because she
 - A finds flying an enjoyable experience.
 - B doesn't worry about problems.
 - C understands what pilots face.
 - D doesn't care about other passengers.
- 7 The writer thinks that her family
 - A try to stop her from relaxing on holiday.
 - B don't recognise her when she's on holiday.
 - C don't need her as much as they think.
 - D ignore her unless they need something.



B

Discuss

In pairs, discuss the answers you have chosen. Have you chosen the same answers for the same reasons?

Grammar focus

Look at these examples of the third conditional.

If you **hadn't** forgotten your passport, we **wouldn't** have missed the plane.
= You forgot your passport so we missed the plane.

The holiday **would** have been okay if you **hadn't** complained all the time.
= The holiday wasn't okay because you complained all the time.

Read the following sentences and decide which other sentence means the same. Circle a, b or c.

- 1 If the weather had been better, we could have reached the North Pole.
 - a We reached the North Pole in spite of the bad weather.
 - b The bad weather prevented us from reaching the North Pole.
 - c We reached the North Pole because the weather wasn't too bad.
- 2 If there had been fewer tourists, it wouldn't have been so hard to find a room.
 - a There weren't many tourists so we found a room easily.
 - b It wasn't easy to find a room because there were so many tourists.
 - c It wasn't so difficult to find a room despite the number of tourists.
- 3 If I hadn't gone round the world when I was young, I would never have done it.
 - a I didn't go round the world when I had the chance and now I never will.
 - b I went round the world but I wish I had waited until later.
 - c I had the chance of a lifetime to go round the world and I took it.
- 4 We could have waited at home if we had known the plane was going to be delayed.
 - a Knowing the plane was going to be late, we made the wrong decision.
 - b We needn't have left for the airport, but we didn't know that.
 - c We waited at home because we knew the plane was late.

WARM-UP 

Look at the pictures. In pairs, ask and answer the following questions.

- What different kinds of journey do people make with the means of transport shown in the pictures?
- Do you enjoy long car, train, bus and plane journeys?
- How do you pass the time when you are travelling a long way?



DEVELOP YOUR WRITING SKILLS 

A

Summarise the plot 1

Look at model composition 5 on page 214. It's the same story you looked at in the last unit. In one or two sentences, write a very brief summary of the plot.

Now think of the story as having three parts – a beginning, a middle and an end. In note form, write what happens in the following parts.

At the beginning:

In the middle:

At the end:

B *Find the words and phrases*
Find words and phrases in model composition 5 to answer these questions.

Which word or phrase ...

- 1 tells us that two things happen at the same time? _____
- 2 introduces a contrast? _____
- 3 tells us that a situation hasn't changed over time? _____
- 4 tells us that one event happens after another event? _____
- 5 means 'despite the bad things that had happened'? _____

C *Summarise the plot 2*
Now look at model composition 6 on page 214.
Write a brief summary of the plot in one or two sentences.

Now divide the story into three parts. Write what happens in note form.

At the beginning: _____

In the middle: _____

At the end: _____

D *Look at the order of events*
Look at the first TWO paragraphs of 'Saved by a Star' again.
There are six main events (things that happen).
In note form, write them in chronological order (the order in which they actually happened).

- | | |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

Are they presented in the same order in the story? **Yes / No**

What tense does the writer use to show the concert happened BEFORE he was alone on the road? **Simple past / Present perfect / Past perfect / Past continuous**

E *Find the words and phrases*
Find words and phrases in 'Saved by a Star' to answer these questions.

Which word or phrase ...

- 1 tells us that an event was unexpected? _____
- 2 introduces a contrast? _____
- 3 at the beginning of a sentence introduces an unpleasant fact? _____
- 4 tells us that one event happens after another event? _____
- 5 introduces the time something happens? _____

DEVELOP YOUR WRITING SKILLS

F

Order the events

Here's a brief summary of another short story. Read the summary and number the events (A-G) from 1-7, in the order in which they happened.

Pip has an accident while riding his bike, and makes a new friend in hospital.

- | | | |
|---|-------|--|
| A Pip waking up in his hospital bed | _____ | Now separate the story into three parts. |
| B Pip meeting his new friend | _____ | Then write the numbers 1-7 next to the |
| C Pip being taken to hospital | _____ | three parts. |
| D what happened after Pip left hospital | _____ | |
| E what Pip was doing before the bike accident | _____ | Beginning: _____ |
| F the bike accident | _____ | Middle: _____ |
| G Pip having an operation | _____ | End: _____ |

G

Think about tenses

Write a letter of a tense next to each description. You will use some tenses more than once.

- A Simple past B Past continuous C Past perfect (simple or continuous)

- 1 This is used for events happening in the 'background' while the main story is happening. _____
- 2 This is used for the main events and the feelings of the characters. _____
- 3 This is used to show that an event happens BEFORE another event. _____
- 4 This is used to show that a longer event is in progress when another event happens. It is often used with 'As', 'While' or 'When'. _____
- 5 This is used to show that a longer event is stopped or interrupted by another event. It is often used with 'As', 'While' or 'When'. _____

H

Match the examples

Here are five examples. Write a number from 1-5 above next to each example to show what the tense is being used for.

- A _____ Finally, the plane touched down on the runway. We were safe.
- B _____ As she was flying to London, she suddenly realised that she had left her notes on the kitchen table.
- C _____ He stood on the platform. It was raining, and the sky was darkening rapidly.
- D _____ We were pulled over by the police while we were driving through Paris.
- E _____ It was a fantastic ride. I had never been in a helicopter before.

COMPOSITION DEVELOPMENT



Read this composition question and do the exercises that follow.

A travel company is organising a short story competition. To enter the competition, you have to write a story about an exciting journey. The story must **begin** like this:

Rebecca knew from the beginning that this would be a journey to remember.

Write your **story** for the competition.

A Brainstorming

Answer the following questions using your imagination.
Discuss your answers with the class.

- 1 How old is Rebecca? _____
- 2 Is she travelling alone? If not, who is she with? _____
- 3 Where does her journey start? _____
- 4 Where is she going to? _____
- 5 Why is she making this journey? _____
- 6 Which means of transport does she use? _____
- 7 Why does she think it will be a journey to remember? _____
- 8 What events happen on the journey to make it exciting? _____
- 9 How does she feel at the end of the journey? _____

B Write your summary

In one or two sentences, write a summary of what your story is about.

C Divide your story

Now put the events into three parts. Write notes on the lines provided.

Beginning: _____

Middle: _____

End: _____

D Think of a title

Can you think of an interesting and appropriate title for your story?

E

Plan your paragraphs

Complete the following paragraph plan, making notes on what you are going to include in each paragraph.

Story plan	
Title	
Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	

Read these sentences and then use the words in bold to complete the sentences below.

- You usually need a **passport** when you travel to another country.
- If you need anything during the flight, just ask the **air hostess/stewardess**.
- I usually travel **first class**. It's more expensive, but it's much more comfortable.
- Can I just get a ticket at the station, or do I have to **book** a seat in advance?
- A **package holiday** is a holiday where your flights and accommodation are booked for you by a travel company.
- A **motel** is a fairly cheap hotel. Most guests are people travelling by car.
- Have a look in the **guide book** and see if there are any good beaches near here.
- I didn't take much **luggage** with me – just a small suitcase and a handbag.
- If you are suffering from **jet lag/jetlag**, you feel tired after a long flight (particularly if you have entered a different time zone).
- We went on a fantastic **cruise** around the Greek islands last summer.

- 1 I didn't want to do anything during my first day in the States – I had terrible _____.
- 2 She doesn't want to go on a _____. She prefers to arrive in a place and then find accommodation. She says it's more exciting!
- 3 I'd been driving all day, so I decided to spend the night in a _____ by the road.
- 4 That castle looks interesting. What does the _____ say about it?
- 5 Shall we go on a _____ this year? It would be wonderful sailing through the Mediterranean for a couple of weeks.
- 6 I would hate to be a(n) _____. It must be so boring pouring so many cups of coffee!
- 7 I'd like to _____ a room for tomorrow night, please.
- 8 I've got my tickets, some dollars and my _____. Right! I'm ready.
- 9 What's the point of travelling _____? The journey still takes the same amount of time!
- 10 If you'd like to leave your _____ at reception, the porter will take it up for you.

F

Homework



Now write your story. Read this checklist. When you have written your story, tick the boxes.

- The story has a beginning, middle and end.
- The story has at least four paragraphs.
- The story begins with the correct words.
- I have checked the verb tenses very carefully.
- I have included some descriptive adjectives and adverbs.

PRACTISE YOUR WRITING SKILLS

STORY

Writing know-how

- Чтобы сделать рассказ более интересным, постарайтесь включить в него прямую и косвенную речь. Примеры использования прямой речи вы можете найти в образцах рассказов № 5-6 на странице 210.
- Помните, что предложения с прямой речью могут быть написаны в неофициальном стиле, в то время как весь остальной рассказ должен быть более официальным.

Each of these stories should be written in **120-180** words in an appropriate style.

- 1 You have decided to enter a short story competition.
The rules of the competition state that the story must begin with the following words:

'How are we going to get home?' asked Aleksi with a worried expression.

Write your **story** for the competition.

- 2 Your teacher has asked you to write a short story for the school's English language magazine.
Your story must begin with the following words:

As the plane took off, I wondered who would be waiting for me when I landed.

Write your **story**.

Grammar focus

indirect speech:

Mrs Peters advised her daughter not to pack her blue sweater as she would not need it on her holiday.

direct speech:

'Don't pack your blue sweater, Susan. You won't need it on holiday,' said Mrs Peters.

Rewrite these sentences in direct speech, beginning with the words given. Try to make the direct speech sound as natural as possible. Remember that direct speech is often (but not always) informal.

- 1 Adam asked Dave whether he thought they should book the train tickets in advance.
'Dave, _____'
- 2 Rachel told Sally not to buy first class tickets because of the expense.
'Don't _____'
- 3 Darren told us that he believed the coach would leave at half past three.
'I think _____'
- 4 The stewardess politely asked the businessman if he wanted another cup of coffee.
'Would _____'
- 5 Nigel asked Julie to hold his suitcase for him while he bought a newspaper.
'Can _____'

WARM-UP



Look at the pictures. In pairs, ask and answer the following questions:

- Which of the meals in the pictures are often eaten in your home?
- Can you cook? What can you cook?
- Is it important for people to learn how to cook?
- Should cookery be taught in schools?



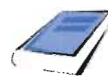
A



B



DEVELOP YOUR READING SKILLS



A

Referring backwards

Read these pairs of sentences. In the second sentences, find words that refer to the words in bold in the first sentences. Put a circle around them.

- 1 I tasted **my soup** and added salt and pepper.
I decided it needed more herbs.
- 2 We've got **two kitchens** at our school.
The small one is used for cookery lessons and the other for school meals.
- 3 There are **no tomatoes** left in the fridge.
How can I make a salad unless we get some?
- 4 **Fry** the potatoes for a further five minutes.
When you've done that, add the onions to the frying pan.
- 5 Alice said she couldn't **cook pasta**.
Sandy offered to go round to her place to show her how.
- 6 I didn't **read the recipe**.
If I had, I would have noticed that I needed half a kilo of flour.

B Referring forwards

Read these pairs of sentences. In the first sentences, find words that refer to the words in bold in the second sentences. Underline them.

- 1 There are many traditional dishes that visitors to Britain can enjoy.
Yorkshire pudding and **Lancashire hotpot** are always great favourites.
- 2 I loved doing cookery at school, apart from one thing.
Every week, whatever we were cooking, **I would forget something**.
- 3 It's not that I dislike cooking.
The problem is that other people dislike eating what I cook.

C Spot the mistakes

Each paragraph has a sentence in the wrong place. Underline the sentence and put an arrow to show where it should go. Use the words in bold to help you.

1

The restaurant had been open for three months when I went. I knew Rene, the chef, from his last job, so I looked for **his specialities**. I was a little late, but the waiter kept my table. I ordered a bottle of house wine and picked up a menu. I was rather surprised that none of **them** were there. **Instead**, it was all pizza and salads. I was a bit disappointed.

2

Coriander has had an effect on cooking in many places. Many parts of the plant are eaten, including the root, the seeds and the leaves. The root is used in Thailand in stews and curries. In Asia, **though**, many dishes get their flavour from the strong-tasting **leaves**. The seeds have been used as a spice in Southern Europe since classical times. The **leaves**, with their strong smell, are not generally used as a herb in Europe, except in Portugal.

3

My father was a bee-keeper and I used to help him with the hives. I had my **own**, in a smaller size. We **did get stung** sometimes, but you soon got used to it. My father would also carry a can of smoke with him to calm the bees down. I used to open the hives and lift out the honeycombs. When we had collected the honey, we would close the hive and the bees would go back to making more. He had **special equipment**, such as a mask and gloves, to protect his face and arms from **the bees' stings**.

DEVELOP YOUR READING SKILLS

D What's so funny?

Put the sentences in the correct order to recreate the jokes.

1

- A His aunt wakes up and smiles when she sees him.
- B Little Johnnie goes to visit his aunt in hospital.
- C He decides to wait until she wakes up.
- D They chat for a while and Johnnie says, 'Oh, thanks for the peanuts.'
- E She's lying there asleep and he doesn't want to disturb her.
- F His aunt says, 'That's all right. I don't like them after I've sucked the chocolate off, anyway.'
- G He opens a magazine and starts eating peanuts from a bowl by his aunt's bed.

Correct order: ___ / ___ / ___ / ___ / ___ / ___ / ___ / ___



2

- A The man thinks for a moment and a waiter comes over.
- B The waiter goes into the kitchen and the man can hear people shouting.
- C The man says that he'd like an elephant steak with pitta bread.
- D A man walks into a new restaurant and sits down.
- E 'That's the first time in ten years we've run out of pitta bread,' he says.
- F It says that anybody who orders anything the restaurant doesn't have will win £1,000.
- G The manager appears and gives him his £1,000 with an angry look on his face.
- H While he's wondering what to have, he sees a sign.

Correct order: ___ / ___ / ___ / ___ / ___ / ___ / ___ / ___



Where do the sentences go?

These sentences have been taken from the following text. Read the text and draw an arrow showing where you think each sentence should go. Use the words in bold to help you.

- a The Ancient Greeks, **though**, had **three**: drink, staple food (bread) and things to go with bread.
- b The floor was **then** swept to get rid of **the bones**.
- c One thing they particularly loved was **fish**.
- d **They** would get together in a special room at one of **their** houses.

We have **two** categories at mealtimes: food, which we eat, and drink, which we ... well, drink. It seems they ate bread with the left hand and other things with the right. Unlike meat, **fish** was not controlled by a system of sacrifices to the gods. Their comedies are full of characters who eat tuna slices and octopus boiling hot, straight from the pan.

One way **the men** drank wine was to hold a symposium. They ate **fish**, bread and olives and the tables would be removed when they had finished. Wine was brought in and water added to make it weaker. The men would drink and tell stories or talk about politics.

Read these sentences and then use the words in bold to complete the sentences below.

- Make sure you have all the **ingredients** ready before you start cooking.
- We use a knife to **slice** bread, cheese and vegetables.
- We **roast** meat, and sometimes vegetables, in the oven.
- My mum likes to **bake** her own bread and cakes.
- Follow a **recipe** if you're not sure how to make the dish.
- You forgot to **peel** the potatoes before you cooked them!
- When we **fry** food, like chips, we cook it in hot oil.
- I'm going to have steak because it's the chef's **speciality**.
- **Herbs** are plants, such as oregano, whose leaves we use for their taste.
- **Spices** add flavour to food and they usually come from seeds.

- 1 Chop the _____, including the mint, and add to the soup.
- 2 It's not very healthy if you _____ all your food in oil.
- 3 You need to _____ the bread for about half an hour.
- 4 Indian food uses a lot of hot _____ to flavour the dishes.
- 5 You should _____ the onions before you chop them.
- 6 I can do spaghetti, but my _____ is pizza.
- 7 Make sure you _____ the carrot thinly so that it cooks well.
- 8 I'd love to have the _____ for the sauce you made last night.
- 9 We can't make a cake unless we have all the _____.
- 10 To save time, we can _____ the potatoes with the meat.



Discuss

In pairs, discuss your answers. Do you agree?

PRACTISE YOUR READING SKILLS

Reading know-how

- Читая текст, имейте в виду, что события в тексте могут быть представлены в измененной последовательности. Определите, в какой логической последовательности происходили события.
- Внимательно прочитайте предложение перед пропуском, затем то предложение, которое вы выбрали в качестве варианта ответа и только затем предложение, которое следует за пропуском. Убедитесь, что все предложения логически и грамматически связаны.

A

Read and answer

You are going to read a newspaper article about a chef. Seven sentences have been removed from the article. Choose from the sentences **A-H** the one which fits each gap (1-6). There is one extra sentence which you do not need to use. There is an example at the beginning (0).

- A It was difficult at first to adjust.
- B This kind of discipline is important because there is no time to wonder about what is happening during busy periods.
- C He chopped so many onions that he started to see them in his sleep.
- D There's nothing like the satisfaction you get when you know that you made it to the end of the day.
- E These men seemed to be in complete control of chaos.
- F Few diners realise the effort that goes into producing their meals.
- G He likes to have a hand in every aspect of the kitchen.
- H It's noisy, fast, and some find the stress unbearable.

Chef's Life

Interview by Gordon Wright

Pierre Wilkinson believes that TV chefs give people the wrong idea. Their clean, white kitchens, which are perfectly tidy and quiet, are a world away from his day-to-day life. Pierre is the head chef at the New York Bistro and in his kitchen you have to be tough to survive. 0 H Pierre, though, loves it when the orders are coming in thick and fast.

Growing up in tourist resorts along the East Coast, Pierre's early heroes were the men he saw working twelve-hour shifts over the

stoves. It was hard work; in high season, a small kitchen might turn out 400 seafood lunches. 1 Their voices would cut through the noise of cooking, shouting orders to each other. Their hands, scarred from so many cuts, used to amaze Pierre and he was determined to become a chef when he was older.

His first job was in a chilli bar in Texas. It was boring and hot, and he soon lost any romantic illusions he had about cooking. His main

responsibility was keeping the cooks supplied with prepared vegetables. He remembers his boss as a big Texan who was constantly shouting at him for falling behind. **2** He loved the kitchen atmosphere, but knew that he had to get more experience if he was ever going to be in charge of his own kitchen.

Moving to New York, Pierre decided to qualify as a chef. **3** He had to go from a fast, rough approach to food to a much more delicate approach. In some ways he found it frustrating, but he now believes that some of the techniques he learned then have been very useful.

His day at the Bistro begins before everybody else's and ends after everybody else's. **4** He might be a tough boss, but nobody can ever say he doesn't work hard. His

deliveries start arriving early and he checks all of them for quality. He often sends loads back, even if he really needs the food. The supply companies know he will only accept the best.

Once the restaurant opens for lunch, the action is non-stop. His kitchen becomes a mad rush, while outside in the dining room everything is quiet and calm. **5** That's exactly the way Pierre wants it, creating an image of peace while behind the scenes his people work flat out.

Pierre has a staff of ten and each of them has a particular job to do. **6** The more experienced cooks produce the final dishes, while the beginners prepare the vegetables. Many of the workers who pass through his kitchen look at Pierre and dream of having a kitchen of their own, in the same way he once did.



B

Discuss

In pairs, discuss the answers you have chosen. Have you chosen the same answers for the same reasons?

Grammar focus

*That's a wonderful smell! Mum **must be baking** bread.
= I think Mum is cooking now because I can smell it.*

*There's a loaf here. Mum **must have baked** it earlier.
= I can see some bread so logically I think Mum made it in the past.*

*Lily hates baking so she **can't be making** Tim a birthday cake.
= I know Lily hates baking, so I don't believe she is baking now.*

*Chris doesn't like cake, so he **can't have eaten** the last slice.
= I don't believe that Chris ate the last slice because he doesn't like cake.*

For each pair of sentences below, decide which one makes logical sense. Circle a or b.

- 1
- a Dave must have practised a lot to make such good cakes.
 - b Dave must have practised a lot when he made such good cakes.

- 2
- a Georgia can only cook pasta, so she must have made this chilli.
 - b Georgia can only cook pasta, so she can't have made this chilli.

- 3
- a That smell means Uncle Bill must have burnt the beans again!
 - b That smell means Uncle Bill must burn the beans again!

- 4
- a It's only been in the oven for ten minutes, so it can't be cooked already.
 - b It smells so good in the kitchen, I must have cooked it already.

- 5
- a He's been gone such a long time that the waiter can't have taken our order.
 - b He's been gone such a long time that the waiter must have forgotten our order.

- 6
- a Nicolai's in the bedroom, so he must be making soup.
 - b Nicolai's in the bedroom, so he can't be making soup.

WARM-UP



Look at the pictures. In pairs, ask and answer the following questions.

- If you were going out for a meal with your friends, what kind of place would you like to go to? Why?
- Which do you prefer – home-cooked food, takeaways, or eating out? Why?
- Would you like to be a waiter/waitress? Why/Why not?



A



B



DEVELOP YOUR WRITING SKILLS



A

What kind of text?

Here are five extracts from different texts about food and drink.

First, decide what kind of texts they are.

Write the letter of the text type **A-E** on the line above each text.

Leave the 'purpose' line empty for now.

- A short story
- B article for a young people's magazine
- C letter of application
- D report
- E composition for your teacher

1 text type: _____ **purpose:** _____

Atmosphere

Both of the restaurants which I visited create a lively, relaxed and fun atmosphere for young people. I suspect, however, that many older couples may feel uncomfortable in such surroundings.

2 text type: _____ **purpose:** _____

Are you having a party soon, and you're not sure what to do about food? Here's some helpful advice on what to offer – and what not to offer – your guests.

3 text type: _____ **purpose:** _____

Moreover, a diet of hamburgers, chips and fizzy drinks does not provide the nutrients and balance that young people require if they are to grow up physically fit and mentally alert.

4 text type: _____ **purpose:** _____

The candle on the table flickered gently. Grant gazed lovingly into Maureen's sea-blue eyes and reached for her soft hand. 'Will you marry me?' he whispered.

5 text type: _____ **purpose:** _____

For the past two summers, I have worked as a waiter in a beach bar at Bondi Beach in Australia. I have spent the last six months working part-time in a café in Sydney, while studying for the HSP Catering Certificate.

B *What is it trying to do?*

Now think about the purpose of each text type.

What is it for? What is it trying to achieve?

Above each extract, write the letter of a purpose, **F-J**.

F to interest and entertain the reader

G to present information clearly, so that it is easy to read and find

H to present an argument or opinion in a clear, logical and formal way

I to explain why you are a suitable candidate

J to interest the reader in your ideas or opinion

C *How does it do it?*

How do the extracts achieve that purpose? Look again at the list of purposes **F-J**.

Write a letter from the list next to each of these writing techniques. Then find examples from each of the extracts. Write the examples on the lines provided.

1 use headings: _____
one example: _____

2 use descriptive language: _____
three examples: _____

3 create a conversational, chatty style: _____
two examples: _____

4 clearly present relevant information about yourself: _____
one example: _____

5 use connecting expressions and formal grammar and vocabulary: _____
three examples: _____



D *Discuss*

In pairs, discuss your answers.

Do you agree on how they achieve that purpose?

DEVELOP YOUR WRITING SKILLS

WARM-UP

What's wrong?



E

Here are some more extracts. They are not very successful. On the line below each one, make notes about why they are not very successful. Now discuss your ideas as a class.

1 from a letter of application:

I would like this position because I need the money when I go out on Saturday night with my friends.

2 from a short story:

They arrived at the restaurant. They sat down. The waiter came over. They ordered. They had a nice meal. They paid the bill. They left.

3 from an article for a young people's magazine:

Fast food is not unhealthy because I like fast food. My friends and I eat hamburgers often. I ate two hamburgers last Saturday. In my opinion, your readers will agree with me.

F

Study the model

Look at the letter of application, model 7 on page 215, and do the tasks that follow.

- 1** The advertisement asked for someone who ...
- a speaks English
 - b likes being with children
 - c wants a job for the summer
 - d has previous experience
 - e can organise sports and games

Underline the parts of the letter where Yelizaveta responds to these points. Write the letters **a-e** next to them.

- 2** Yelizaveta also gives three other pieces of relevant information about herself. What are they? Find and underline them.
- 3** Yelizaveta gives two pieces of information about the advertisement. What are they? Find and underline them.

- 4** She asks Mrs Green two questions. Can you find them?
- 5** Do her questions have question marks? **Yes / No**
- 6** Does Yelizaveta make any other points in her letter? If she does, write them on the lines below.
-
-

- 7** Does Yelizaveta say **WHY** she wants a job for the summer? **Yes / No**
- 8** Does Yelizaveta give any irrelevant information about herself? **Yes / No**

COMPOSITION DEVELOPMENT



Read this composition question and do the exercises that follow.

You have just seen the following advertisement in your local newspaper:

Part-time waiters/waitresses required

We are looking for several waiters and waitresses to work part-time (evenings and weekends) in our busy high-street café.

Applicants must:

- be over the age of 16
- be willing to work under pressure
- be polite to customers at all times
- have some previous experience

Please apply in writing to *The Blue Bottle Café*.

Write your **letter of application** to The Blue Bottle Café. Do not write any addresses.

A Brainstorming

Answer the following questions. For questions 7-12, use your imagination. Discuss your answers with the class.

- 1 Do you know the name of the person you are going to write to? _____
- 2 Do you know if they are a man or a woman? _____
- 3 So your letter will begin: _____
- 4 Have they advertised one job, or several jobs? _____
- 5 Which job are you interested in? _____
- 6 Which phrase would be correct for your letter?
a I would be very interested in applying for the position of ...
b I would be very interested in applying for one of the positions of ...
- 7 Where did you see the advertisement? _____
- 8 When? _____
- 9 How old are you? _____
- 10 Why are you a suitable candidate? _____
- 11 What questions will you need to ask? _____
- 12 What other points will you make in your letter? _____
- 13 Will you write
a Yours sincerely, or b Yours faithfully, before your name?

B Think about paragraphing

Look again at the letter of application to Mrs Green on page 215. It has six paragraphs. Match a purpose on the right with each paragraph number on the left.

- 1 a giving general information about yourself
- 2 b saying why you are writing the letter
- 3 c presenting the first reasons why you are suitable
- 4 d telling them to contact you if they need anything
- 5 e asking relevant questions
- 6 f presenting further reasons why you are suitable

C

Plan your paragraphs

Complete the following paragraph plan for your letter, making notes on what you are going to include in each paragraph.

Letter of application plan	
	Dear _____,
Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	
Paragraph 5	
Paragraph 6	
Yours	_____,
First name + surname	

Read these sentences and then use the words in bold to complete the sentences below.

- That waiter was very rude. I don't think we should leave him a **tip**, do you?
- I don't fancy cooking. Shall we get a Chinese **takeaway** instead?
- Georgina loves **fizzy drinks** like lemonade and soda water.
- We couldn't believe it when we got the **bill**. I'd never been to such an expensive restaurant before.
- I don't really want a **starter**. I'll just have a main dish, I think. I'm not very hungry.
- Is the waiter going to bring us any **cutlery**, or will we have to eat with our fingers?
- What would you like for **dessert/pudding**? They do a delicious chocolate gateau here!
- A **snack** is something like a sandwich or chocolate bar that you eat between meals.
- Could I have a packet of salt and vinegar **crisps**, please?
- Could I have a cheeseburger and **chips/french fries**, please?

- 1 Mum asked me to put the _____ on the table, but I can't find any clean spoons.
- 2 We won't be having dinner until late tonight. Would you like a _____ to keep you going?
- 3 As the bill was £30, we should leave a £3 _____ for the waiter.
- 4 Karen's just gone to the newsagent's to get a packet of _____.
- 5 I've ordered a _____ for tonight. Could you pick it up from the Indian restaurant on your way home?
- 6 'I don't think I'll have any _____ as I'm on a diet. Well, maybe just a piece of apple pie ...'
- 7 I hate _____. I much prefer things like orange juice or milk.
- 8 I'll get the _____ this time. You paid last time we went out to dinner.
- 9 My mum never cooks _____. She says they're bad for you. We often have baked potatoes, though.
- 10 The first course of a meal is usually called a '_____' in Britain; in the USA it's usually called an 'appetizer'.

D

Homework



Now write your letter. Read this checklist. When you have written your letter, tick the boxes.

- I have written a letter.
- I have used formal grammar and vocabulary.
- I have included all the information I need to.
- I haven't included any irrelevant information.
- I have asked some relevant questions.
- I have used paragraphs.
- I have used some useful expressions from the model.

PRACTISE YOUR WRITING SKILLS

LETTER OF APPLICATION

Writing know-how

■ Когда вы пишете письмо с просьбой о приеме на работу, не объясняйте, для чего вам нужна работа. Работодателя интересует лишь, сможете ли вы справиться с ней.

■ Проявите фантазию! Например, если в задании говорится: *You saw this advertisement in a local newspaper...*, придумайте название газеты, но не повторяйте фразу из задания: *I saw your advertisement in a local newspaper...*

Each of these letters of application should be written in **120-180** words in an appropriate style.

1 You have just read the following advertisement in a local newspaper:

Jerome's Pizzas

- * Home-Delivery Staff required. * Evenings and/or weekends.
- * Over the age of 18? * Know the area well?
- * Got a valid driving licence? * Looking for part-time work?

If the answer is yes, we would like to hear from you.

- * Good rates of pay offered to successful candidates.
- * Delivery bikes/cars provided.

To apply, write us a letter telling us why we should give you a job!

Write your **letter of application** to Jerome's Pizzas. Do not write any addresses.

2 You have just seen the following advertisement:

Danton Fruit Farm

Fruit pickers required.

Like working outdoors?

Physically fit?

Want to earn some extra cash over the summer?

Come and pick fruit for us!

Flexible working hours and good rates of pay. No experience necessary.

Please write to

Mrs Danton

Write your **letter of application** to Mrs Danton. Do not write any addresses.

Grammar focus

I don't only serve customers; I also do the washing-up. (informal)

Not only do I serve customers, but I also do the washing-up. (more formal)

When we put certain negative phrases at the beginning of a sentence, the first verb becomes like a question:

I don't only serve (normal negative)

Not only do I serve (the question form - but it's not a question!)

Make these sentences more formal by making them inversions.

Remember to make the rest of the sentence formal too.

- 1 I don't just have experience; I've got qualifications too.
Not only _____
- 2 I'd only just started working in the restaurant when I was made redundant.
Hardly _____
- 3 I've rarely worked with a more capable chef.
Rarely _____
- 4 I didn't just arrange parties; I also organised wedding receptions.
Not only _____
- 5 Members of staff mustn't be rude to customers under any circumstances.
Under no circumstances _____

WARM-UP



Look at the pictures. In pairs, ask and answer the following questions:

- What aspects of the media do you think these photographs show?
- Would you like to work in the media? Why/Why not?
- Is it important to keep up with the news?



A



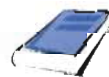
B



C



DEVELOP YOUR READING SKILLS



A

Where would you click?

Imagine you are looking for information on the Internet.

Decide which of these links you might click on to find the following things. Try to do this as quickly as you can.

Where would you go to find ...

- 1 a competition you could take part in? _____
- 2 information about jobs in the media? _____
- 3 bargains from local companies? _____
- 4 people's opinions on the latest CDs? _____
- 5 information about a place you might visit? _____
- 6 a programme about the environment? _____
- 7 the local weather forecast? _____

A

☞ <http://www.radiorainbow.com/>

All the latest on your favourite station. Reviews, breaking news and schedules. In-depth interviews and links to websites for bands. Try out our new Radio Rainbow on-line ticket ordering service.

B

☞ <http://www.106FM.com/>

If it's happening in your area, we know about it. 106 FM's rolling news coverage, with webpages updated every minute, means you know about it, too. Traffic bulletins, weather reports and news on the hour, every hour.

C

✎ <http://www.playon.com/>

PlayOn Radio's on-line service. All the usual high quality comment on the sports you love, plus interviews with the people making the news. Try our interactive game, Play Pool, and win yourself tickets to this week's Event of the Week.

D

✎ <http://www.earthnat.com/>

This website brings you selections from some of the best radio programmes on nature from around the world. Our experts choose the best discussion and documentary programmes on subjects from the weather to pollution, saving you time and effort.

E

✎ <http://www.inradio.com/>

Everything you've always wanted to know about radio. The past and the future of radio, the science behind the music and the people behind the science — all on one great website. Features on working in radio and links to major broadcasters.

F

✎ <http://www.116KTEO.com/>

The biggest commercial music station in your area brings you the best website. Chat to your mates, learn all about what's happening at 116 KTEO, and see some great offers from our sponsors. Listen to 116 KTEO, where there's nothing to interrupt our non-stop mix of the latest hits.

G

✎ <http://www.radiomercy.com/>

Radio Mercy is the hospital radio station for St Mary's General, and broadcasts 24 hours a day to staff and patients. Visit the webpage to send get-well greetings and dedications to your friends and loved ones, or learn more about St Mary's services and opening times.

B Find the synonyms

Scan the descriptions of the websites and find words or phrases that mean the same as the following.

1 radio and TV companies

2 pop groups

3 news about road conditions

4 conversations with famous people

5 inventors

6 messages

7 factual programmes

8 refreshed with the latest information

9 relatives

10 lists of programmes and times

11 talk to your friends

DEVELOP YOUR READING SKILLS

C Complete the notes

Imagine you are a journalist writing an article about town criers for your local newspaper. Complete your notes by quickly scanning this entry from an encyclopedia. You have a time limit of one minute.

Notes for article on town criers

Not many people could read until _____.

The words they traditionally shout mean _____.

Earliest records are from _____.

They spread the news of _____ in 1666.

They were replaced by public notices and _____.

The present London town crier brought people the news of _____ birth.



town crier

Town criers were once a familiar sight on the streets of England and America. With their bright red cloak and loud bell and voice, they could be seen and heard by everyone. Until the late 19th century, very few people could read. The town crier's job was to stand in markets and public spaces, shouting the news to the residents of the town. He would ring his bell to attract people's attention. His traditional loud cry of 'oyez, oyez', which means 'listen, listen', would tell people that there was important news.

Records of town criers date from 1066, when we know they were used to spread the news of William the Conqueror's invasion of Britain. Throughout history, they passed on news of war, politics and births and deaths of members of the Royal family. In 1666, news of the Great Fire of London was spread across the capital by town criers.

As more and more ordinary people learned to read, the job of town crier gradually disappeared. Notices displayed for all to see and, later, newspapers brought people the news instead. London still has an official town crier who attracts tourists to the city. One of his proudest moments was announcing the birth of Prince William to the people outside Buckingham Palace.

D Find the opposites

Quickly scan the text above and circle words and phrases that mean the opposite of these words.

unusual

many

modern

special

dull

whispering

rapidly

E Speed scan

Turn to these pages and circle the following media words and phrases. You have one minute.



- 1 Page 115: tabloid journalism
- 2 Page 129: satellites
- 3 Page 131: video recorder
- 4 Page 163: TV screens

F Media word hunt

Turn to these pages and, as quickly as you can, find these words and phrases. When you find them, circle them and write the word or phrase here. You have two minutes.



- 1 Page 9: Find a word connected to the Internet.

- 2 Page 22: Find a person who asks questions.

- 3 Page 35: Find a place where you might see an exhibition.

- 4 Page 45: Find a word for people who watch an event.

- 5 Page 69: Find a word connected to the Internet.

- 6 Page 82: Find a phrase for cooks in the media.

Read these sentences and then use the words in bold to complete the sentences below.

- TV companies **broadcast** their programmes across the country or even across the world.
- They interrupted the programme for an important **news bulletin** about the earthquake.
- I've made my own **website** for people interested in collecting stamps.
- I don't spend too much time **on-line** because my mum only lets me use the Internet at the weekend.
- You can receive hundreds of **TV channels** if you have a satellite dish.
- I always get all the news from my local **radio station**.
- I'm quite interested in **current affairs** and watch the news every day.
- Journalists can make mistakes, so don't believe everything you read in **the press**.
- You can't go into the studio when they are **on (the) air**.
- Where a sports match has spectators and radio has listeners, television has **viewers**.

- 1 I spend hours chatting _____ to friends all over the world.
- 2 The programme invited _____ to write in with their ideas.
- 3 My favourite _____ plays non-stop dance music.
- 4 The presenter said something she shouldn't have, forgetting that they were _____.
- 5 My favourite programme was interrupted because of the _____ about the president's death.
- 6 They shouldn't _____ violent programmes early in the evening.
- 7 All the _____ seem to have too much advertising these days.
- 8 The programme's _____ had lots of links to more information.
- 9 Many writers in _____ think that the government's decision is wrong.
- 10 I don't know much about _____ because I don't really follow the news.

PRACTISE YOUR READING SKILLS

Reading know-how

- При первом прочтении текста не обращайте внимания на незнакомые слова. Если вы не сможете найти ответ на вопрос, постарайтесь по контексту понять, являются ли незнакомые слова в тексте синонимами или антонимами ключевых слов вопроса.
- Просмотрите текст, чтобы найти ключевые слова и синонимы ключевых слов вопроса. Обращайте внимание на отрицательные префиксы (un-, dis-, etc.), лексические единицы с временным значением, а также словосочетания, которые могут передавать одно и то же значение.

A Read and answer

You are going to read some information about different TV channels. For questions **1-16**, choose from the TV channels (**A-E**). Some of the channels 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 TV channel or channels:

has taken some popular programmes off the air?

0 A

has a website you can visit?

1 2

lets you comment on TV programmes?

3

has a programme about inventors?

4

has the newest programmes from abroad?

5

gives you the chance to see pop groups?

6 7

broadcasts quiz shows?

8 9

hasn't started broadcasting yet?

10

has moved a programme to a different time?

11 12

shows a programme that helps teenagers?

13

broadcasts programmes about ecology?

14

is bringing back a popular show?

15

provides football news?

16

A TV12 is entering its fifteenth year in broadcasting stronger than ever. Our mix of programmes has changed over the years and, although some old favourites might have gone, we continue to provide viewers with a quality product. Documentary series such as *Seeing Eye* and drama productions including *My Other Selves* and *Farpoint* continue to build on our reputation.

In a new direction, the six o'clock news moves to a later slot and its place is taken by the new

sitcom, *A Bird in the Hand*. This programme, together with *Pop Pick*, the show that brings you the latest from the music world, makes TV12 the place for early evening family entertainment.

Stop the World, the new series from Martin Goodman, is the highlight of TV12's drama schedule. This controversial drama will be prime-time viewing and replaces *Football Special*. More information is available on our webpages.

B MAXI has gone from strength to strength over the last three years. Recent changes in management have brought a fresh approach and new ideas.

On Your Mind is our new feedback programme where you, the viewers, give your opinions on what you see. Ring our helpline to find out when we'll be in your area!

We haven't forgotten the kids in our new schedule and they'll be thrilled at the return of that old favourite, *Captain Power*. Yes, he's back in an all-new adventure. Teenagers will also love our new series of *Rivington Grove*, the soap that deals with the problems they're facing in real life. Its responsible approach has been praised by the critics, and the ratings just keep going up.

One feature we won't be changing is our afternoon quiz slot, where *Linkword* will continue to keep you guessing and phoning in.

D TVK's action-packed schedule brings you the best in children's TV. If it's the latest craze from Japan you're looking for, then we'll have it here on TVK. Remember that we were the first to bring you *Ultimate Power Fighters*, based on the popular computer game.

Our Saturday mornings are full of all your favourites, and there are one or two surprises, as well. Wait till you see *Saturday Club*, with some great ideas about what to do with your weekend. We'll be out and about looking for people with unusual interests so watch out for us near you. We'll also have your favourite bands live, so let *Saturday Club* help you get the weekend off to a great start!

Another new programme this season is *Kid Challenge*. Sally Merton poses the questions as teams from around the country compete for prizes. Don't miss the action on your favourite channel!

C The Wonder Channel is coming on air this March. From *Mind Matters* to *TechnoTalk*, we bring you all the latest news from the worlds of science and technology.

Dedicated to providing high-standard educational programmes, The Wonder Channel has worked with programme makers to produce fun, informative shows. Join Matthew Green as he looks at the beginnings of today's technology in *Eureka!*

The Wonder Channel takes seriously the threat of technology to the environment. Every week, follow *Planet Focus*, with news of problem spots around the world. From Brazil to Beijing, we'll be asking the experts what can be done to lessen the impact of technology.

As part of our goal to educate, we'll be making factsheets to go with our programmes. Find them on-line, or write to us and we'll send them to you.

E For sixteen years, WBC has been bringing you discussion programmes, the latest news and current affairs programmes and analysis from our experts. All that continues as we go round the clock. Now, you'll get all the same reliable content twenty-four hours a day.

Our new format means even more *Sam Prince Talking Straight*, with Sam interviewing the people behind the headlines. Sam also brings you *Round Up* at its new time of nine o'clock, where he looks at the stories in the press and tells you who to believe.

With news on the hour every hour, followed by our complete sports result service, WBC will be the channel that keeps you up-to-date.



B Discuss

In pairs, discuss the answers you have chosen. Have you chosen the same answers for the same reasons?

A verb in a past tense doesn't always refer to a past time.

*I'd rather we **watched** the other side.* = I want us to watch the other side (now).

*It's high time they **stopped** showing such old films.* = They should stop showing such old films (now).

Decide whether the verbs in bold refer to a real past or not. Circle the correct answer.

- 1 I wish there **were** more programmes for teenagers.
real past / not real past
- 2 The reviews of the new sitcom **were** all pretty bad.
real past / not real past
- 3 If they **showed** more sports, then more people would watch at the weekend.
real past / not real past
- 4 It's about time they **listened** to viewers' complaints for once.
real past / not real past

Grammar focus

WARM-UP



Look at the pictures. In pairs, ask and answer the following questions.

- How can we find out what's going on in the world?
- What are your favourite kinds of TV programme? Why?
- How often do you use the Internet? What do you use it for?



A



B



DEVELOP YOUR WRITING SKILLS



A

What style is it?

Different types of writing have different types of style.

Look at these extracts from different pieces of writing and write **T** for True or **F** for False next to the statements below each extract.

A Don't know what to do with yourself during the holidays? Why not think about making a short film? It's actually not that difficult, it's very creative and it's great fun! All you really need is a video camera.

- 1 The style is conversational and chatty. _____
- 2 The writer wants the reader to reply to the questions. _____
- 3 The writer uses contractions. _____
- 4 This is probably an extract from a letter. _____

B Many people argue that reading is an active pastime, whereas watching television is essentially passive. This, in my opinion, is a rather simplistic point of view.

- 1 The style is conversational and chatty. _____
- 2 The writer uses formal grammar and vocabulary. _____
- 3 The writer uses discursive words and phrases. _____
- 4 This is probably an extract from a composition for a teacher. _____

C Oh, by the way, have you got the latest issue of 'TeenPop' yet?
It's great! There's a really cool interview with The Backroad Boys.
Joey looks as cute as ever!

- 1 The style is very conversational and chatty. _____
- 2 The writer uses formal grammar and vocabulary. _____
- 3 The writer uses some informal punctuation. _____
- 4 This is probably an extract from a letter. _____

D She casually opened the newspaper.
There, on page two, was a large photograph of Colin. 'Oh no!' she thought to herself. What's he done this time?' She sighed as she read the report below the picture.

- 1 The writer uses descriptive language. _____
- 2 Most of the verbs are in the simple past. _____
- 3 The direct speech is as formal as the rest of the extract. _____
- 4 This is probably an extract from a short story. _____

E KiTV currently has no game shows or quiz shows which are aimed specifically at teenagers. The research which has been carried out indicates that there may be a market for such programmes.

- 1 The style is conversational and chatty. _____
- 2 The writer uses informal grammar and vocabulary. _____
- 3 The writer uses the passive. _____
- 4 This is probably an extract from an article for a magazine for teenagers. _____

F I would be very grateful if you could let me know what time we should arrive at the studio, and how long the recording is expected to take.

- 1 The style is conversational and chatty. _____
- 2 The writer wants the reader to answer the questions. _____
- 3 The writer uses formal grammar and vocabulary. _____
- 4 This is probably an extract from a report. _____

B What text type is it?

Now match each of the extracts A-F above with one of the text types below.

- 1 a report _____
- 2 a formal letter _____
- 3 a letter to your cousin _____
- 4 a short story _____
- 5 an article for a magazine for teenagers _____
- 6 a composition for your teacher _____

DEVELOP YOUR WRITING SKILLS

C

Study the models

Look at model compositions 1-8 on pages 212-215.

Find examples from the compositions and write them in the chart below.

model 1	find an example of a chatty, conversational style	
model 2	find an example of a rhetorical question	
model 3	find an example of a phrase where part or all of the verb is missing	
model 4	find an example of formal vocabulary	
model 5	find an example of direct speech	
model 6	find an example of indirect speech	
model 7	find an example of an indirect question	
model 8	find an example of a sentence beginning with 'But' and a sentence beginning with 'And'.	

D

Change the style

Here are some more extracts from different pieces of writing. Unfortunately, the writers haven't been very successful with their style. Rewrite the extracts in your notebook in a more appropriate style.

1 from a letter to a friend

I would like to inform you that my parents have finally given me permission to attend the recording of your appearance on 'Who Wants to be a Teenage Millionaire'. I look forward to it very much. I would be very grateful if you could let me know what time I should arrive at the studio.

2 from a report

So, I did what you told me and looked at lots of different mags for teenagers – most of them are rubbish. They're mainly about pop and looking cool. I guess they think teenagers aren't into anything more serious. Idiots! Anyway, here's what I found out.

3 from an article for a young people's magazine

The majority of young people today use the Internet on a regular basis. However, few of them consider creating their own website. This is unfortunate. In my opinion, they need to realise that website creation is relatively straightforward. Moreover, it is both enjoyable and constructive.



E

Read your partner's writing

Look at how your partner has rewritten the extracts above.

Do you think they have a more appropriate style now?

Can you make any suggestions to improve them further?



Read this composition question and do the exercises that follow.

You have seen this announcement in an international student magazine:

Does TV just entertain us, or is it informative too?

We are looking for articles on this subject. Write and tell us what you think.

Write your **article**.

A *What am I writing?*

Write **T** for True and **F** for False next to these statements.

- 1 I should start by writing 'Dear Sir/Madam,'. _____
- 2 My article should be very formal. _____
- 3 My article should sound academic. _____
- 4 Most of the readers will be professors and editors. _____
- 5 I should try to interest the readers. _____
- 6 I can write in a conversational style. _____
- 7 I can ask the readers rhetorical questions. _____
- 8 I can use contractions if I wish. _____
- 9 I should use very simple and informal vocabulary. _____
- 10 I should write about four paragraphs. _____

B *Brainstorming*

Make notes to answer these questions. Then discuss your answers with the class.

- 1 What kind of TV programmes entertain?

- 2 How do they entertain people? _____
- 2 Give an example: _____
- 3 What kind of TV programmes are informative?

- 4 What do they inform us about? _____
- 5 Give an example: _____
- 6 Can you think of any programmes that are informative and entertaining at the same time?

- 7 What's your opinion? Is most TV entertaining?
Is most TV informative? _____
Can it be both at the same time? _____

C *Think about style*

Which of these might be a good beginning for your article? Circle the letters of the beginnings you think are appropriate.

- a TV's really cool, right? Yeah, course it is.
- b Have you ever wondered why television is so popular?
- c I strongly believe that students should not have time to watch television.
- d Television has both advantages and disadvantages.
- e What I like most about television is the choice of programmes available.

D *Think about paragraphing*

Your article will probably have four paragraphs. Match a paragraph purpose on the right with each paragraph 1-4.

- 1 a explore the issue of TV as entertainment
- 2 b introduce the topic, get the reader interested
- 3 c bring your ideas together, express your general opinion
- 4 d explore the issue of TV as informative

E **Plan your paragraphs**
Complete the following paragraph plan for your letter, making notes on what you are going to include in each paragraph.

Article plan	
Title	
Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	

F **Homework**
Now write your article. Read this checklist. When you have written your article, tick the boxes.



- I have written an article, not a letter.
- I have tried to interest the reader.
- I have used a conversational style.
- I have used at least one rhetorical question.
- I have written at least four paragraphs.
- I have checked my article carefully for mistakes.

Read these sentences and then use the words in bold to complete the sentences below.

- I don't like **tabloid** newspapers because they're full of gossip and scandal. I prefer more serious papers.
- I've taken out a monthly **subscription** to *Teenpop* magazine. They send it to me every month through the post.
- There was a very interesting **documentary** on last night about the South American rainforests.
- I love *Friends*. It's so funny! It's the best **sitcom/situation comedy** on TV.
- And you can watch the next **episode** of *Friends* at the same time tomorrow night.
- I've seen this episode before. It must be a **repeat**.
- What's the **address** of your website? I'd love to check it out.
- She writes a weekly **column** for the local newspaper. She's always giving her opinion about something or other.
- There are two main kinds of book: hardbacks and **paperbacks**.
- I don't have very good **reception** where I live, so I can't pick up all the TV channels very clearly.

- 1 Have you seen that new _____ with Tony Parker? It's set in a shoe shop and it's hilarious!
- 2 The _____ is www.my-autographs.ru.
- 3 I don't know why you get that _____ every day. There's never any news in it.
- 4 I mustn't forget to set the video to record the next _____ of *Melrose Place*.
- 5 I'll take a couple of _____ to read by the pool.
- 6 The _____ is terrible. Are you sure you've tuned in the TV properly?
- 7 There's a _____ about space travel on BBC1, and a black and white movie on BBC2.
- 8 I think I'll cancel my _____ to Forthlink; other companies are offering much cheaper Internet connection packages these days.
- 9 So what if it's a _____! Don't you want to see it again?
- 10 I always read Martin Flannigan's _____ in *The Post*. He's very clever.

PRACTISE YOUR WRITING SKILLS

ARTICLE

Writing know-how

Прежде чем приступить к написанию статьи, подумайте, о чем вы хотите написать, определите цель написания статьи, сформулируйте главную мысль. Затем составьте план, который поможет вам раскрыть замысел, главную мысль статьи в определенной логической последовательности. Только после этого, приступайте к подбору нужных слов и выражений и начинайте писать статью.

Each of these articles should be written in **120-180** words in an appropriate style.

- 1 Your favourite magazine is running a writing competition this month. The prize is a tour round a television studio. To enter the competition, you have to write an article describing your favourite television programme and explaining why you would recommend it to others.

Write your **article**.

- 2 Your school magazine is running a series of articles under the title 'Radio and Young People.' You have been asked to write an article to appear in the series giving your views on how popular radio is with young people today.

Write your **article**.

Grammar focus

KiTV currently has no game shows or quiz shows **which are aimed** specifically at teenagers.

Another way of writing the same thing is:

KiTV currently has no game shows or quiz shows **aimed** specifically at teenagers.

The person marking your compositions will be impressed if you use this piece of grammar in your writing!

Rewrite these sentences without the relative pronoun and the auxiliary verb.

- 1 It's a problem page which has been specifically designed for teenagers and young adults.

- 2 The Internet doesn't have many websites which have been created by young people.

- 3 I was interviewed by a reporter who was called Ivor Penn!

- 4 Books which are printed with soft covers are called paperbacks.

- 5 She's a journalist who is well known for her rudeness to politicians.

WARM-UP



Look at the pictures. In pairs, ask and answer the following questions:

- What kinds of weather do you think caused the situations in the photos?
- How would you feel if you experienced any of these situations?
- What's the worst type of weather you have ever experienced?



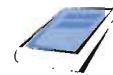
A



B



DEVELOP YOUR READING SKILLS



What are the paragraphs about?

Here are three paragraph headings from an article about weather and climate. What do you think the paragraphs are about? Circle a, b or c.

Heading 1: People are clearly concerned.

- a People often need to know what the weather will be like.
- b People are worried that the world's climate is changing.
- c It is obvious that people worry when the weather is bad.

Heading 2: A change in the weather or a change in climate?

- a Is the world's climate actually changing?
- b Would you like to live in a different climate?
- c Is global warming caused by pollution?

Heading 3: We should take a long-term view.

- a Don't just think about what the weather is like where you live.
- b We should always look at the weather forecast for the next few days.
- c We have to consider changes in weather patterns over many years.

Here is the next paragraph heading from the same article.
What do you think it is about? Make notes on the lines below.

Heading 4: Don't believe the hype!



B

Discuss

In pairs, discuss your answers. Did you choose the same options?
Why/Why not? Do you agree what the fourth paragraph is probably about?

C

Match the paragraphs to the headings

Quickly read the paragraphs below. Match four of the five paragraphs
with the headings in A.

Heading 1: paragraph _____

Heading 2: paragraph _____

Heading 3: paragraph _____

Heading 4: paragraph _____

A

When it comes to things like regional and global climate, you have to think big. It's no good comparing this spring to last spring and deciding that the end of the world is nigh because all your daffodils have died of frostbite. It's no good just looking at decades. We can't really even consider permanent climatic change throughout one lifetime. Any competent meteorologist will tell you that we have to see how the weather – average temperatures, rainfall, number of sunny days, inches of snowfall, etc – changes over hundreds and thousands, even millions, of years. It's only that that gives a clear indication of what is really happening to the world's climate.

B

We have to be clear what the terms 'weather' and 'climate' actually mean, as it's essential to understand the difference between them. Whereas the weather is what it's like outside right now – it might be sunny, raining, a bit chilly, blowing a gale, hailing – climate is the general and average weather conditions of a region as measured over a very long period: hundreds and thousands, even millions, of years.

DEVELOP YOUR READING SKILLS

C

In truth, we don't know what the real situation is with regard to global climate change. It's too early to tell. Of course, we do have some records that go back hundreds of years, but most of our reliable recording methods were only introduced in the 19th and 20th centuries. What we have to do is keep taking accurate measurements, make predictions based on those measurements and constantly alter those predictions based on what happens tomorrow. What we must avoid at all costs is to blindly accept all the rubbish that's spoken on the subject. It comes from a point of ignorance and is frequently not based on fact. Just because it said it in the newspaper doesn't make it true, even if your everyday experience tells you that it is true.

D

You hear it every day, don't you? 'We never had weather like that when I was a child.'; 'It seems to be getting worse every year, doesn't it?'; 'The South East has experienced the heaviest rainfall for three weeks since records began.' So, there can't be any doubt, can there? The world's climate is changing. Scientists tell us so every day with warnings of global warming, and we can see it with our own eyes. The media, the scientific community, even some politicians are telling us we should be worried. And we are.

E

In fact, however, it's possible that the world's climate is not changing dramatically. Or, at least, any more than usual. All we are witnessing are minor changes to weather patterns within a relatively stable climate. Just because this summer is a bit hotter than last year, and last winter had the worst blizzards for thirty years, doesn't actually mean very much. It doesn't prove that there aren't changes taking place in the global climate, but it doesn't prove that there are either.

D*How did you know?*

Underline TWO phrases or sentences from each of the four paragraphs which helped you choose its heading.

E

Discuss



In pairs, discuss your answers. Did you choose the same headings? Did you underline the same phrases and sentences?

F

Choose the best heading

Look again at the paragraph you didn't use. Circle the best heading for it.

- a The weather outside your window
- b Making a mistake
- c A long time ago
- d Not the same things
- e Learning the vocabulary

G

Discuss



In pairs, discuss your answer. Did you choose the same heading? Why do you think the other headings were not so good?

H

True or false

Read the paragraphs again and decide whether the following statements are True or False according to the writer.

- 1 You get the wrong idea if you only look at the recent past.
True / False
- 2 An area's climate could be very different from this year's weather.
True / False
- 3 Scientists know enough to be certain about climate change.
True / False
- 4 Not everything in the media should be taken as fact.
True / False
- 5 People generally don't care about climate change.
True / False
- 6 We can be sure that no permanent climate change is happening.
True / False

Read these sentences and then use the words in bold to complete the sentences below.

- 'It's **pouring** with rain' means that it's raining heavily.
- A **drought** is a shortage of water, usually because it hasn't rained for a long time.
- In a **thunderstorm**, you see lightning and you hear thunder.
- A Mediterranean **climate** is generally hot in the summer and mild in the winter.
- The sky was **overcast**; it wasn't very bright and all you could see was cloud.
- Temperature is measured in **degrees**.
- 120° Fahrenheit is equivalent to about 49° **Centigrade/Celsius**.
- When there's a **gale**, the wind is blowing very strongly.
- A **blizzard** is a severe snowstorm.
- Have you heard the weather **forecast** for tomorrow? They say it's going to be hot and humid.

- 1 Do you remember the _____ of 1997? We were snowed in for days.
- 2 There's no reason to be afraid of the _____; as long as you stay indoors there's no danger of being struck by lightning.
- 3 It was blowing a _____ when I cycled home last night; it was hard to stop the bike from getting blown over.
- 4 'Don't go out yet. It's _____. You'll get soaked.'
- 5 Even though it was the middle of summer, it was so _____ every day that we didn't get a chance to sunbathe once.
- 6 _____ and famine are not the most serious problems facing East Africa; war and corruption are.
- 7 The South West can expect a top temperature this afternoon of 38 degrees _____.
- 8 Maybe we should postpone the match; the _____ is really bad for tomorrow.
- 9 The world's _____ was very different when the dinosaurs roamed the Earth.
- 10 It must have been at least 45 _____ in the shade.

4

The key question, of course, is 'How accurate are these predictions?'. The answer is that it depends. Remember the butterfly we talked about above? Sometimes small differences in the initial conditions have a large effect on weather systems, but sometimes they don't. In other words, sometimes the weather is more predictable than at other times. Because of this, forecasters run their computer models several times, and each time they change the initial conditions slightly. If the resulting predictions are all similar to each other, the forecast is more likely to be right.

5

Of course, the more advanced modern technology becomes, the better we are at forecasting the weather. These days, it's not just a question of looking at the barometer and measuring wind speed to decide what the weather's going to be like tomorrow. Weather forecasting is extremely complex, making use of radar and satellites and global communication systems. Also, the more powerful the computers that produce the models are, the more accurate the forecasts will be.



B Discuss

In pairs, discuss the headings you have chosen. Have you chosen the same headings for the same reasons? Did you remember to underline the words, phrases and sentences which gave you the answer?

6

Does that mean that there's no place for amateur weather forecasting anymore? Well, yes and no. Meteorologists say that relying on old weather proverbs such as 'red sky at night, shepherds' delight' and 'fair weather cometh out of the north' are really not reliable. The problem is they were usually created a long time ago, often in different parts of the world. What may have been generally true then and there is not universally true today. However, watching the rise and fall of your barometer and checking the direction of the wind can prove a fairly reliable indicator of the weather to come.

7

wind direction	barometer reading	weather forecast
SW to NW	30.10 - 30.20 (steady)	fair, with slight temperature changes for 1-2 days
SW to NW	30.10 - 30.20 (rising rapidly)	fair, followed by rain within 2 days
S to SE	30.10 - 30.20	rain within 24 hrs (falling slowly)
going to W	29.80 or below (rising rapidly)	clearing and getting colder

Grammar focus

Some differences are **too small** to detect.

= Some differences are **not big enough** to detect.

This is frequently **accurate enough** for us to rely on.

= This is frequently **(very) accurate**.

= This is **not too inaccurate**.

(we can't detect them)

(we can't detect them)

(we can rely on it)

(we can rely on it)

(we can rely on it)

Look at the sentences below. Put a tick (✓) on the line if they have a similar meaning to each other, put a cross (x) if they mean very different things.

1 _____

- a It's really too windy to go sailing this afternoon.
b The wind really isn't strong enough to go sailing this afternoon.

2 _____

- a It's been hot enough for long enough for this to be called a heatwave.
b It's a heatwave because it's been very hot for quite a while.

3 _____

- a It isn't too cold to go to the beach.
b It's not warm enough to go to the beach.

4 _____

- a Winters in Northern France are too severe for the area to be classed as having a Mediterranean climate.
b Winters in Northern France are mild enough for the area to be classed as having a Mediterranean climate.

WARM-UP



Look at the pictures. In pairs, ask and answer the following questions.

- What's the weather like where you live in each of the four seasons?
- Which is your favourite season? Why?
- What is the best time for visitors to come to your country?



A



B



C



DEVELOP YOUR WRITING SKILLS



A

Where is it from?

Read the following sentences making suggestions and choose the type of composition each one probably came from.

- 1 If I were you, I'd ask them to turn the heating up at school.
a article b informal letter
- 2 Make sure you've made alternative arrangements, just in case it rains!
a report b article
- 3 One thing we might consider is booking an indoor venue in case of rain.
a report b discursive composition
- 4 I would like to suggest that in future your company offer a refund in the event of bad weather.
a report b formal letter
- 5 Have you thought about getting flood insurance for the house?
a informal letter b formal letter

B Match to make sentences

Look at these different ways of making suggestions and match the first half of each sentence with the second half.

- | | |
|---------------------------|--|
| 1 I would like to suggest | a put your jacket in the car, just in case? |
| 2 Why don't you | b about becoming a meteorologist? |
| 3 What about/How about | c that our shop starts to sell sunhats. |
| 4 Have you thought | d bringing a coat because you won't wear it. |
| 5 If I were you, | e I wouldn't rely on having good weather this weekend. |
| 6 Don't bother | f visiting in the spring, when it's not so hot? |

C Make a suggestion

Write sentences making the following suggestions in an appropriate style.

- 1 Suggest to a friend that they visit you next summer.

- 2 Suggest to your manager that he starts selling umbrellas.

- 3 Suggest to fellow students that they take up a hobby for rainy days.

- 4 Suggest to your cousin that she starts a course in meteorology.

D Make it informal

Read this writing question. The sentences below come from an answer that is too formal. Rewrite the suggestions in a more informal style.

Your penfriend is planning to visit you in the summer and has asked you for some suggestions about what clothes or other things they will need to bring with them.

Write them a **letter**, giving your suggestions.

- 1 One factor you might like to consider is the heat, which will require clothing made of light material.

- 2 I would like to suggest that you ensure that you have with you a pair of sunglasses.

- 3 A swimsuit would certainly be advantageous, given the opportunities for swimming in this area.

DEVELOP YOUR WRITING SKILLS

E Write a paragraph

Read this incomplete answer to the question in D.

Write a paragraph of about 30 words to fill the gap, giving suggestions in an appropriate style.

Dear Jane,

Great to get your letter! Sorry to hear about your dog. My mum says that twelve is quite a good age for a dog. Maybe your mum will let you get another puppy soon.

So, only three months until you're here. I can't wait! You asked me about what clothes you should bring. Don't bother bringing any heavy clothes. It's far too hot in the summer for sweaters or coats. If I were you, I'd make sure I had lots of T-shirts and pairs of shorts. And don't forget your swimsuit! We'll be going to the beach almost every day.

You also asked if there was anything else I thought you should bring.

That's all for now. I'd better go and help my mum with the washing up. Take care, and don't forget to say hello to your mum and dad for me.

Lots of love,

Nicky

F Read your partner's writing



Swap paragraphs and read what your partner has written.

Using your partner's paragraph, answer the following questions.

1 What things has my partner suggested?

2 Has my partner used an appropriate style?

G Discuss



Read your paragraph to the class, or listen to paragraphs other people have written. What language have you used to make your suggestions?

H Study the model

Read model composition 9 on page 216.

Underline any suggestions that the writer makes.

What language does the writer use to make suggestions?

COMPOSITION DEVELOPMENT



Read this composition question and do the exercises that follow.

Your penfriend is planning to visit you in February and has written to you asking what weather to expect and what clothes or other things they should bring.

Write a **letter** to your penfriend, describing typical weather conditions where you live **and** suggesting what items they should bring with them.

A *Brainstorming*

Answer the following questions, using your imagination where necessary.

Discuss your answers with the class.

What style is appropriate? _____

How will you start your letter? Dear _____

What piece of news could you mention in your first paragraph? _____

What three things are you going to say about the weather in February?

1 _____

2 _____

3 _____

What clothes are you going to suggest your friend brings?

What other items are you going to suggest your friend brings?

Why do you have to stop writing? _____

How are you going to close your letter? _____

B *Write your suggestions*

Write two sentences in an appropriate style suggesting clothes for your friend to bring and two suggesting other items. Compare your sentences with your partner's.

1 _____

2 _____

3 _____

4 _____

C *Match the paragraphs to the content*

Decide what you might include in each paragraph by matching the paragraph contents on the right with each paragraph **1-4**.

- | | | |
|---|---|---|
| 1 | a | thank my penfriend for their last letter and refer to something they said in it |
| 2 | b | say why I have to stop and close the letter |
| 3 | c | suggest other items I think my penfriend might need |
| 4 | d | suggest clothes I think my penfriend might need |

D *Plan your paragraphs*
Complete the following paragraph plan, making notes on what you are going to include in each paragraph.

Informal letter plan	
	Dear _____,
Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	
Closing expression(s)	
First name	

Read these sentences and then use the words in bold to complete the sentences below.

- In Greece, the winters are quite **mild** and not too cold.
- The pollution in this city is terrible when we have a **heatwave**.
- I think I'll wear a scarf because it's a little **chilly**.
- When the weather is wet and hot, it feels very **humid**.
- Don't forget your **raincoat/mac** if you're going out in this rain.
- I prefer wearing a **bikini** to an all-in-one swimsuit.
- **Wellingtons/Wellies** are boots made of rubber which are worn outdoors, often by farmers.
- I know it's raining, but it's only a **shower**; it'll stop in a minute.
- The forecast said that the rain should **clear up** by this afternoon.
- We'll be going to the beach, so don't forget your **suncream**, or you'll get sunburnt.

- 1 The path will be quite muddy, so put your _____ on.
- 2 They've forecast a _____, so now would be a good time to get air-conditioning.
- 3 I don't think we should cancel the match when the rain might just be a passing _____.
- 4 Do you think you could put some _____ on my back?
- 5 It's usually _____ here in January, so don't worry too much about being cold.
- 6 I can't go swimming because I've left my _____ back at the hotel.
- 7 If I were you, I would take a _____ with me. I don't like the look of those clouds.
- 8 Do you think the weather will _____ in time for us to have our picnic?
- 9 I can't stand it when the weather is so _____. It's like being in the jungle!
- 10 I think I'll take a sweater with me in case it gets a bit _____.

E *Homework*
Now write your letter.



Read this checklist. When you have written your letter, tick the boxes.

- I have started and ended the letter in an appropriate way.
- I have written in an appropriate style.
- I have made good suggestions.
- I have checked for spelling mistakes.
- I have checked for grammar mistakes.

PRACTISE YOUR WRITING SKILLS

INFORMAL LETTER

Writing know-how

Если в своем письме вы хотите сделать сразу несколько предложений, попытайтесь использовать для этого разнообразные фразы и выражения. Не повторяйте фразу *I'd suggest...* несколько раз.
Следите за соблюдением стиля.

Each of these informal letters should be written in **120-180** words in an appropriate style.

- 1 Your American penfriend is thinking of travelling around Russia next summer and has asked you for any advice and suggestions you might have, particularly about what weather to expect.

Write your **letter**, giving suitable advice and suggestions.

- 2 Your area has been having some very strange weather in recent weeks. Write a letter to your penfriend describing the strange weather and the effect it has had on your life.

Write your **letter**.

Grammar focus

The verb 'suggest' can be used in the following ways:

*I suggest (the town's) **building** a flood barrier. (-ing form)*

*I suggest (that) the town **builds** a flood barrier. (that clause)*

*I suggest (that) the town **should build** a flood barrier. (that clause with should)*

I suggest a flood barrier. (noun)

*I suggest that the town **build** a flood barrier. (is also possible, but very formal and not used very often)*

Tick any sentences that are correct. Rewrite any that are incorrect.

- 1 I would like to suggest that we warning tourists about the dangers of sunbathing.

- 2 The pilot suggested we should wait until the clouds cleared.

- 3 I suggest that an examination of weather records for evidence of climate change.

- 4 Many local people suggested the council's build an indoor shopping centre.

- 5 The weatherman suggested that people planning a trip checking the forecast before they leave.

10 Reading

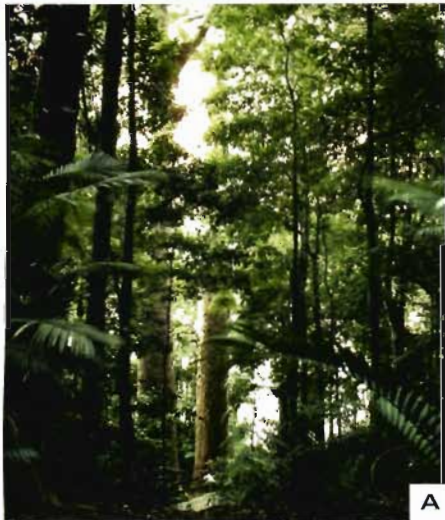
The Environment

WARM-UP

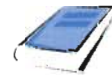


Look at the pictures. In pairs, ask and answer the following questions:

- What kind of an environment do you live in? (Is it rural, urban, agricultural, polluted, safe, crowded?)
- In what ways can mankind damage the environment?
- Do you or your family do anything to help protect the environment?
- How do you think what you do helps?



DEVELOP YOUR READING SKILLS



A

Get a basic understanding

You are going to read a review of a television programme about the environment. Read the review on the next page quickly to answer the following questions.

- 1 What type of programme is *Rainforest Realities*?
 - a a discussion programme
 - b a documentary
- 2 Does the TV critic write a positive review of the programme?
 - a yes
 - b no
- 3 Does the critic think that cutting down the rainforests causes problems?
 - a yes
 - b no
- 4 Does the programme argue that cutting down the rainforests causes problems?
 - a yes
 - b no
- 5 Does the critic agree with all the arguments made by the programme?
 - a yes
 - b no

Television

Sindy Banks

It's not often that documentaries get me shouting at the TV, but last night's *Rainforest Realities* (8.30pm, CBC2) really made me angry. It's not that I don't care about the destruction of the world's rainforests – I do. It's not that I don't believe we in the West need to be made aware of what's happening in South America – we do. It's not that there shouldn't be programmes analysing the situation – there should. But *Rainforest Realities* was the worst kind of lazy, ignorant, tabloid journalism, stating 'facts' with no evidence to back them up, drawing conclusions which were questionable, and using shock tactics which were, frankly, disgraceful. It didn't do the cause any favours.

It all started fairly typically. Shots of a peaceful, natural rainforest scene. A beetle scuttling up a tree. A spider building its web. Birds flying overhead. Then – of course – the bulldozers move in, the trees are cut down, the ground burnt. So far, so good. The screen goes blank, the presenter comes on and we're told: 'FACT – One hectare is deforested for \$1,000 of timber. Once the trees are gone, they're gone forever.' Now stop me if I'm being naive, but the thing about trees is that you can plant more if you want to, can't you? Did they look at why no more trees are being planted? No, they didn't. Did they just assume we would take their little fact and say 'Oh, how terrible!' without questioning it. Yes, they did.

And then we're told 'FACT – The land is only worth \$148 if they use it for cattle, but the same hectare could be worth almost \$7,000 per year (their

emphasis) if the forest wasn't destroyed but harvested for fruit, latex and timber.' Gosh! That's a big difference. So by now I'm thinking: 'Well, why don't they do that, then? They'd be a lot richer, and we wouldn't have to worry about global warming, the loss of potential pharmaceuticals and the homelessness of thousands of indigenous tribes.' Did the programme makers answer that most obvious question? No, they didn't. They just let us think that those responsible for cutting down the rainforests are stupid. And of course they're not. They're cutting down the trees for money, and if they could make more money by not cutting them down, don't you think they'd do that?

And then most worryingly of all we're taken to a London cancer hospital, and shown wards full of people dying of cancer. 'You could be next!' is the message on the screen. A cancer specialist tells us that species and plants which could maybe save their lives are being destroyed at the rate of 50,000 each year. 'It's a scandal,' he says. Does he tell us why he's not doing anything about it? No, he doesn't. Does he tell us why the pharmaceutical companies aren't queuing up to rescue these species before the trees are cut down? No, he doesn't. Does *Rainforest Realities* ask those questions? No, it doesn't. It just lays the blame on the ignorance of the people and governments in South America cutting down the trees and wants to leave us feeling furious about the situation, but happy that it's not our fault.

In short, *Rainforest Realities* missed every opportunity to ask sensible questions, and failed to present the true reality of the tragedy that's taking place in South America. Not very well done, CBC.

DEVELOP YOUR READING SKILLS

B Find the words and phrases

Now look at the review again.

Underline the words, phrases or sentences where the critic:

- 1 presents factual information about the programme (para 1).
- 2 tells us WHY she didn't like *Rainforest Realities* (para 1).
- 3 gives examples of images of unspoilt rainforest (para 2).
- 4 shows that she is happy with part of the programme (para 2).
- 5 suggests what the programme makers should have done (para 2).
- 6 suggests what the programme makers shouldn't have done (para 2).
- 7 disagrees with what the programme suggests (para 3).
- 8 appeals to the reader to agree with her (para 3).
- 9 gives an example of the 'shock tactics' she mentions in the first paragraph (para 4).
- 10 tells us what she thinks the programme is trying to achieve (para 4).

C Find the paragraphs

Now write the correct paragraph number(s) to answer these questions.

In which paragraph(s) does she ...

- 1 express her opinion? _____
- 2 conclude her argument? _____
- 3 give examples to support her views? _____
- 4 ask rhetorical questions? _____
- 5 give a reason why people behave the way they do? _____

D Discuss



In pairs, discuss your answers.

Did you underline the same words, phrases and sentences?

Did you write the same paragraph numbers?

What does the writer mean?

Here are some phrases and sentences from the review. Find them, and make notes on the lines provided to answer the questions.

- 1 It didn't do the cause any favours. (para 1)
Which cause?

- 2 It all started fairly typically. (para 2)
What did?

- 3 their little fact (para 2)
Which fact?

- 4 Well, why don't they do that, then? (para 3)
Do what?

- 5 And of course they're not. (para 3)
They're not what?

- 6 Does *Rainforest Realities* ask those questions? (para 4)
Which questions?

Find the words and phrases

Now find words and phrases in the review which show the writer is:

- 1 emphasising how strongly she feels about something (para 1).

- 2 asking the reader to do something, for dramatic/literary effect (para 2).

- 3 making the programme's information seem unimportant (para 2).

- 4 expressing surprise (para 3).

- 5 concluding her argument (para 5).

Read these sentences and then use the words in bold to complete the sentences below.

- Many factories still allow **pollutants**, such as toxic waste, to flow into our rivers.
- We should put our old newspapers and bottles in **recycling** bins.
- Organisations like Friends of the Earth are often referred to as **green** organisations.
- Scientists are concerned about the size of the hole in the **ozone layer**, as ozone helps stop harmful radiation entering the Earth's surface.
- People who live in towns and cities live in an **urban** environment.
- People who live in the countryside live in a **rural** environment.
- Dinosaurs became **extinct** millions of years ago; there will never be dinosaurs again.
- **Global warming** is the theory that the world's average temperature is increasing.
- **Ecology** is the relationship between plants, animals, people and their environment.
- **Exhaust fumes** from cars are responsible for much of the air pollution in cities.

- 1 If we don't protect endangered species, they may become _____.
- 2 _____ is important because it means factories have to produce less new plastic, glass and paper.
- 3 The filter prevents dangerous _____ from entering the atmosphere through the chimney.
- 4 Some children in _____ environments don't realise that milk comes from cows!
- 5 I'm a very _____ person; I recycle, use public transport, and care about the environment.
- 6 Electric cars don't produce any _____, so they are much cleaner.
- 7 Until the Industrial Revolution, most Europeans had a very _____, agricultural way of life.
- 8 If _____ continues, the polar ice caps will start melting and the sea level will rise.
- 9 Some aerosol cans give off CFC gases which enter the atmosphere and destroy the _____.
- 10 The _____ of rainforests changes when trees are cut down.

PRACTISE YOUR READING SKILLS

Reading know-how

- Если вы не уверены, что выбранный вами вариант ответа правильный, определите те варианты, которые без сомнения являются неверными, и вычеркните их.
- Если у вас остается выбор из двух вариантов, и вы до конца не уверены, какой из них является правильным ответом, положитесь на интуицию. Если вы оставите пропуск незаполненным, это будет засчитано за ошибку. В то время как ваша догадка может оказаться верной!

A

Read and answer

You are going to read a magazine article about being environmentally friendly. For questions 1-7, choose the answer (A, B, C or D) which you think fits best according to the text.

How environmentally friendly am I?

Jane Gregson called in an expert to find out.

I like to think that I'm bringing my kids up to care about the world around them. They know that resources are scarce: that they shouldn't waste water and that they should turn lights off to save electricity when they're not in a room. They know that we have to save the rainforests and respect the world's fragile eco-balance. They know that we have to ensure that the air we breathe is clean. I thought my family was environmentally friendly, so I invited Tom Harper from Pollution Prevention Ltd to come and see if I was doing everything right.

Tom arrived at our detached house early on a Saturday morning. I was making breakfast, and my two children, Joshua (aged nine) and Rebecca (twelve) were watching cartoons on TV.

The first thing Tom asked when he came into the kitchen was 'How old's your fridge?' I told him it was about fifteen years old. 'Well, by the look of it, you ought to think about getting a new one.'

'A new one?' I said. 'I thought we were supposed to use products for as long as possible before buying new ones. It still works quite well.'

'Well,' said Tom, 'it may still keep your food cold, but look at those door seals. They're old, so they're leaking cold air. That means your fridge has to work harder to stay cold, so that uses more electricity. A new one would be much more efficient and cost-effective.'

We moved to the living room. It was November, so the heating was on. 'It's nice and warm in here,' said Tom, 'but, to be honest, there's a problem with your windows. Those aluminium

window frames let a lot more hot air out of the house than wooden or plastic frames do. And you don't have double glazing. Double-glazed windows keep in almost twice as much heat as single pane windows. Once again, you're using far more electricity than you need to.'

'Right, kids,' I said. 'Turn the TV off, have a quick shower, then come down for breakfast. Okay?'

'Before they have their showers,' said Tom, 'let's have a look at your bathroom.' We all went up. 'You see that showerhead?' said Tom. 'It's got lots of big holes. That's going to let through about twenty litres of water per minute. A new water-saving showerhead lets through a lot less water, and you still get a good shower. So, if you fit one of those, you'll not only save water, you'll also save hot water, so you'll lower your energy and heating costs.'

This was more like what I wanted to hear. A new fridge and double-glazing were expensive. A new shower? I could afford that.

While the kids had their showers – Tom was pleased they didn't have baths – we went to look at the car. Now I know cars are bad for the environment, but when you've got two children wanting to go to parties and to the sports centre, what other option is there? The nearest bus stop is too far away. Tom was understanding. 'If you have to have a car, you have to have a car,' he said. 'There's no such thing as an environmentally friendly car, but there are things you can do to reduce the negative impact cars have on the environment.'

'I only use it when absolutely necessary,' I said proudly.

'That's good,' said Tom. 'But you should make sure the engine is kept properly tuned. This can increase fuel efficiency by as much as 8%. Also, regularly check that your air filters are clean. If they're dirty, that will increase your fuel consumption.'

By now, the kids were wanting their breakfast. We all sat down together in the kitchen. 'There are some things you can do,' said Tom, 'like checking your car, that won't cost you much money, and

they'll save you money in the long run. Equally importantly, they'll help a little to protect the environment. Other things we've talked about, like a new fridge, do cost quite a lot. But you have to be aware that your windows and your fridge at the moment are costing you more than they should in terms of heating bills and electricity use. Nobody benefits from that.'

- 1 Why did the writer invite Tom Harper to her house?
 - A She wanted him to see how difficult it is to be environmentally friendly.
 - B She wanted to know if she could be more environmentally friendly.
 - C She wanted him to teach her children to be environmentally friendly.
 - D She wanted to show him how to be environmentally friendly.
- 2 The writer was surprised by what Tom said about the fridge because
 - A she had had it for so long.
 - B it was only about fifteen years old.
 - C she wanted it to stop working before she bought a new one.
 - D she thought he would not recommend throwing things away.
- 3 Why is the writer using too much electricity in the living room?
 - A A lot of the heat is escaping through the windows.
 - B The writer has the heating on in November.
 - C The children have the TV on too much.
 - D The window frames are not the right size.
- 4 What does the phrase 'one of those' (line 53) refer to?
 - A a showerhead with big holes
 - B a good shower
 - C a water-saving showerhead
 - D the shower in the writer's bathroom
- 5 Tom is sympathetic to the writer's
 - A desire not to use public transport.
 - B children's desire to have showers.
 - C willingness to buy a new shower.
 - D explanation of why she has a car.
- 6 According to Tom, both clean air filters and a properly-tuned engine
 - A reduce fuel consumption by about 8%.
 - B help to reduce the amount of fuel a car uses.
 - C prevent high fuel bills.
 - D make a car environmentally friendly.
- 7 Tom points out to the writer that buying a new fridge
 - A may save her money in other ways.
 - B may not be as expensive as she thinks.
 - C wouldn't really benefit her.
 - D is more important than checking the car.



B **Discuss**
In pairs, discuss the words you underlined that gave you the answers.
Did you underline the same things?

Grammar focus

They'd read a book about saving the rainforests the week before. = They had read ...

They'd read more about environmental issues, if they had the time. = They would read ...

Which is it? Write had/would on the line next to each sentence.

- 1 **He'd** hurt himself quite badly while rock climbing in North Wales. _____
- 2 **We'd** shut down the factory tomorrow if we could. _____
- 3 **They'd** put a stop to the destruction of the rainforests if they didn't need the money from the timber so badly. _____
- 4 **She'd** come to the conclusion that global warming was a reality. _____
- 5 **I'd** let you go to the demonstration, but I'm worried it'll get violent. _____

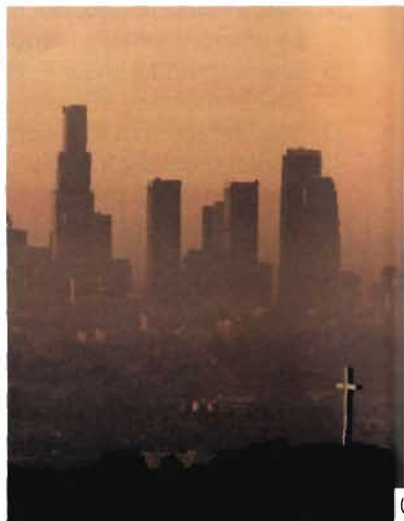
Unit
10 Writing

The Environment

WARM-UP

Look at the pictures. In pairs, ask and answer the following questions.

- What different forms of pollution are there?
- What is the biggest threat to the environment where you live?
- How would you improve your local environment?



DEVELOP YOUR WRITING SKILLS

A *Dos and Don'ts*

Decide whether you should or shouldn't do the following when you are writing a transactional letter.

- | | |
|---|-------------------|
| 1 choose the two most important prompts to write about | <u>Do / Don't</u> |
| 2 often imagine that the notes were written by you | <u>Do / Don't</u> |
| 3 mention extra relevant points in your letter | <u>Do / Don't</u> |
| 4 mention all the prompts together in a list in one paragraph | <u>Do / Don't</u> |
| 5 introduce extra information that is interesting, even if irrelevant | <u>Do / Don't</u> |

B *Make the prompts formal*

Read the following prompts from different exam questions and write sentences asking for or giving the information in a more formal way. Start with the words given.

- 1 Any plans for cleaning beach?
I wonder _____
- 2 Time of next environmental group meeting?
Would you mind _____
- 3 Local residents not asked for opinion.
Another concern is _____

4 Doctors say health problems in town increasing.

According to _____

5 Noise from local factories — big problem.

A major _____

C Think about the prompts

Read this writing question and do the task which follows.

You live close to a large factory and are concerned about the environmental problems it causes. You have seen this advertisement in a local newspaper and decided to write a letter to the managing director of the factory.

Read the advertisement and the notes you have made carefully. Then write a **letter** to the managing director, complaining about the problems caused by the factory.

Webster Brothers Industrial Centre

We at Webster Brothers take the **environment** seriously.

That's why this year we have:

- reduced air pollution by 10%.
- started to recycle materials.
- listened to local opinion.

You can trust us to care for your environment.

Webster Brothers: Working for a better future for all.

what about the river? →

still smells bad on some days ←

weren't at last local meeting ←

Tick which of the following points you **HAVE** to mention in your letter.

- a the fact that recycling should have started sooner
- b your concerns about river pollution
- c the fact that they missed the last local meeting on the environment
- d the fact that the factory produces a bad smell
- e the noise pollution caused by the factory

D Think beyond the prompts

Tick which of the following extra points you **COULD** mention in your letter.

- a the factory makes a lot of noise
- b the workers are underpaid for the work they do
- c recycling should have started sooner
- d your cousin works at the factory as a manager
- e traffic to the factory is increasing

DEVELOP YOUR WRITING SKILLS

E Write a paragraph

Read this incomplete answer to the question above.

Write a paragraph of about 30 words to complete the letter, mentioning the one remaining prompt and adding any relevant ideas of your own.

Dear Mr Turner,

I am writing to you to complain about your advertisement which appeared in Monday's Daily News. In my opinion, your company has no right to claim to be caring for the environment. In fact, your factory is one of the biggest polluters in the area.

In the advertisement you mentioned the fact that air pollution from the factory has fallen by 10%. However, you failed to mention that on some days local residents are forced to stay indoors because of the unpleasant smell coming from the factory. There was also no mention of the fact that pollution of the River Lee has actually increased over the last year.



Webster Brothers is seriously damaging the local environment and must take action before it is too late.

I look forward to reading your response to the above points.

Yours sincerely,

James Francis



F Read your partner's writing

Swap paragraphs and read what your partner has written. Using your partner's paragraph, answer the following questions.

- 1 Has my partner mentioned the remaining prompt? _____
- 2 What extra relevant points has my partner made?

- 3 Has my partner used an appropriate style?

G Discuss

Read your paragraph to the class, or listen to paragraphs other people have written. What extra relevant points have you come up with?

H Study the model

Read model composition 10 on page 216.

Tick the sentences where the writer mentions the points from the prompts.
Underline any extra information that is from the writer's imagination.

COMPOSITION DEVELOPMENT



Read this composition question and do the exercises that follow.

You live in a coastal town and are concerned about pollution caused by local ferries. You have seen this advertisement in a local newspaper and you decide to write a letter to the managing director of the ferry company.

Read the advertisement and the notes you have made carefully. Then write a **letter** to the managing director, complaining about the environmental problems caused by ferries.

Fastsail Ferries

Our fast, efficient ferry service runs all year round. You'll be amazed at the luxury of a *Fastsail* ferry. And we've gone green, too! We care about our environment and that's why we:

- use modern, efficient ferries.
- have cut fumes by 10%.
- support local environmental groups.

We are also planning this summer to provide a regular service to the island of Lucia, where passengers can see the monk seal in its natural habitat.

not true —
some are
quite old

still produce
a lot of
smoke

threatens
seals

A Brainstorming

Answer the following questions. Discuss your answers with the class.

- 1 Do you know the name of the person you are writing to? _____
- 2 How are you going to start your letter?
Dear _____
- 3 What style is appropriate?

- 4 What complaints do you have to mention?

- 5 What action would you like the managing director to take?
 - a join more local environmental groups
 - b cancel plans for trips to Lucia
 - c improve the behaviour of his staff

B Relevant or irrelevant?

Decide whether the following additional points would be relevant (R) or irrelevant (I) in this letter.

- a Fastsail ferries are more expensive than other ferry companies. _____
- b Fastsail ferries usually leave late. _____
- c The monk seal is an endangered species. _____
- d Passengers complain about the staff being rude. _____
- e Fastsail ferries are very noisy, especially late at night. _____
- f The ferries dump rubbish at sea. _____

C Make it formal

These sentences are too informal for this kind of letter. Rewrite them in a more formal style.

- 1 The thing about your ferries is that some of them are ancient and dirty.

- 2 You say pollution is 10% less, but that's rubbish because there's still a lot of smoke.

D *Plan your paragraphs*
Complete the following paragraph plan, making notes on what you are going to include in each paragraph.

Formal transactional letter plan	
	Dear _____,
Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	
Closing expression(s)	
Yours	_____,
First name + surname	

E *Homework*
Now write your letter. Read this checklist. When you have written your letter, tick the boxes.



- I have written in an appropriate style.
- I have included points from all the prompts.
- I have added relevant information from my imagination.
- I have written in paragraphs.
- I have checked for spelling mistakes.
- I have checked for grammar mistakes.

Read these sentences and then use the words in bold to complete the sentences below.

- People who live near airports often suffer from **noise pollution**.
- An animal's **natural habitat** is the place where it usually lives.
- Some animals are **endangered** and need protection.
- The blue whale **faces extinction** unless we act quickly.
- When an animal is **in captivity**, it lives in a place like a zoo and isn't free.
- This **species** of tiger is very rare.
- The Mediterranean monk seal is **protected**, which means you can't hunt them.
- In the West, we rely on **fossil fuels** such as oil and coal.
- You can help the environment by using more **solar energy**, especially in countries that have a lot of sunshine.
- Many **conservationists** are working hard to save animals which are under threat.

- 1 Eventually, the world will run out of _____ and we will have to find other energy sources.
- 2 The _____ in the town centre is terrible and you have to shout to have a conversation.
- 3 It was exciting to go to Africa and see elephants in their _____.
- 4 Many people in Spain heat their water using _____ in the summer.
- 5 Unless we do something to help those animals which are _____, we could lose many animals forever.
- 6 Expert _____ say that pollution seriously threatens this area.
- 7 The zoo announced that it was the first time a panda had had a baby _____.
- 8 The Indian elephant is a different _____ from the African.
- 9 Because there are so few in the wild, the golden eagle is _____ by law.
- 10 The Siberian tiger _____ and could disappear in a very short time.

PRACTISE YOUR WRITING SKILLS

FORMAL TRANSACTIONAL LETTER

Writing know-how

- При выполнении задания, помните, что вы должны раскрыть все его пункты. Вы можете привлечь дополнительную информацию, подходящую по содержанию. Не включайте в письмо малозначащие детали.

Write an answer to the following question in **120-180** words in an appropriate style.

You live near an airport. You and other residents in the area have received the following letter from the airport director regarding proposed development of the airport.

Read the letter and the notes you have made carefully. Write a **letter** to the airport director, complaining about the problems caused by the airport **and** expressing your opposition to the proposed development.

Dear Residents,

Heathwick airport is now entering its tenth year. During that time, we have seen noise levels fall to record low levels. This is in spite of the fact that the number of flights has increased. We have also seen a decrease in the number of complaints from local residents.

We hope that you will agree that now is the time for Heathwick to expand. We have decided to add a fourth runway to the airport, which will attract around 100,000 more travellers every year. At the same time, we are planning to plant trees to help decrease the noise problem for local residents.

I would be interested to hear any views you may have regarding these proposals.

Yours sincerely,

Patrick Gordon

Airport Director

no -
increase in
traffic

but not
at night

because
people have
moved away!

not good
enough -
need fewer
flights

Grammar focus

You can make some sentences more formal by moving a preposition from the end of the sentence as in this example:

Pollution threatens the jungle **which** the tiger lives **in**.

Pollution threatens the jungle **in which** the tiger lives. (more formal)

Rewrite the following sentences in a similar way.

1 People can write letters to the factories which the pollution comes from.

2 Greenpeace is an environmental group which many people belong to.

3 Extinction is a problem which we should all worry about.

4 Hunting is a threat which some animals need to be protected from.

5 Noise is another problem which people complain about.

WARM-UP



Look at the pictures. In pairs, ask and answer the following questions:

- Can you think of any technological advances that have been made in your lifetime?
- How have they changed people's lives?
- Why do you think mankind is so keen to produce new technology?
- Are technological breakthroughs always positive?



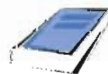
A



B



DEVELOP YOUR READING SKILLS



A

What does it refer to?

You are going to read two paragraphs which come from texts about technology. Read the paragraphs below and write on the lines provided the words, phrases or ideas which the words in bold refer to.

1

It's true what they say. We do live in the Technological Age. We mustn't forget, though, that mankind has been searching for technological solutions to problems ever since primitive man – or even **his** hairier ancestors – picked up a piece of flint or stone and used **it** to dig or cut. Later, we invented the wheel. Not only did **this** help us get around more easily, but **it** also served as a symbolic reminder – and still **does**, even today – that we have control over our environment and our actions in a way that other animals **do not**. But the motivation behind most of mankind's advances has generally been need. Necessity is the mother of invention, they say, and **it** certainly has proved **to be** throughout the history of mankind. We needed the wheel, we needed the plough, we needed ships, we needed buildings. So human creativity and inventiveness created **them**. What perhaps is different in the age in which we live now is that, with one or two exceptions, we don't invent because we **need to**. We invent because we **can**.

It
his
it
this
it
does
do not
it
to be
them
need to
can

that we live in the Technological Age

2

The argument that the billions of dollars spent on space research each year could be better spent on righting some of the injustices here on Earth is, at first sight, persuasive. And, of course, **they** do need to be righted. But **it** fails to take into account several economic realities. First, most of **the money** goes on salaries. If **these** were used to fund other projects, hundreds of thousands of highly creative and intelligent scientists would be unemployed. **This** would have a severe impact on the world economy. Secondly, what **most of these people** are **doing** to earn their salaries is carrying out scientific and technological research, **which** is enormously beneficial to creating a prosperous and advanced society here on Earth. Much of the technology now employed in modern computers, for example, is a direct result of work done on the space programme. Without **them**, we wouldn't be able to distribute food to the Third World so effectively.

they
it
the money
these
This
most of
these people
doing
which
them

DEVELOP YOUR READING SKILLS

B *Backwards or forwards?*

Now look at the words in bold again. Most of them refer BACK to words, phrases or ideas that have already been mentioned in the text. One of them in each paragraph, however, refers FORWARDS to words, phrases or ideas that haven't been mentioned yet. Find the two examples of this and circle them.

C

Discuss



In pairs, discuss your answers.

Do you agree what the words and phrases refer to?

Did you circle the same two words?

D

Put in the correct order

Here's a comedy routine which was given by a comedian in a comedy club. It's in three parts. Put the sentences into the correct order to complete the routine. Some of them have been done for you. Use the words in bold to help you.

Part 1

- 1 D A **Suddenly**, a tall girl walked passed the window.
- 2 _____ B **This** was strange, as I don't have a phone.
- 3 _____ C I knew **she** was tall; I live on the seventh floor of an apartment block.
- 4 _____ D I was sitting in my armchair at home one evening when the phone rang.

Part 2

- 1 E A She was standing **there**, pointing a gun at me.
- 2 _____ B I opened **it**.
- 3 _____ C 'It's okay,' she said with her mouth full. '**It** isn't loaded.'
- 4 _____ D 'Don't do anything stupid with **that thing!**' I shouted.
- 5 _____ E The tall girl knocked on the door of my apartment.
- 6 _____ F 'I really don't think **that's** very good for you,' I said.
- 7 _____ G But it was too late. She was already eating **it**.

Part 3

- 1 B A 'Well, **in that case**,' I replied, 'you'd better take my life. I'll need my money when I'm older.'
- 2 _____ B When she'd finished eating her gun, she told me her name was Robin.
- 3 _____ C 'Are you **Robin** Hood?' I asked.
- 4 _____ D '**No**, I'm robbin' you. Your money or your life. It's your choice.'



Discuss

Do you agree on the order of the sentences?
What do all the words in bold refer to?



Do the routine

Read the comedy routine to each other.
Remember it's supposed to be funny! What
kind of voice and speed do you think you
should use?

Find the inventions

The comedy sketch mentions several things
which humans have invented or developed.
Find them and write them in the table below.

Invented	Developed



Discuss

Did you write the same things in the same
columns? How did you decide whether they
were invented or developed? What is the
difference between things that have been
invented and things that have been
developed?

Read these sentences and then use the words in
bold to complete the sentences below.

- An **inventor** invents things that didn't exist before. Alexander Graham Bell invented the telephone.
- The antibiotic penicillin was **discovered** by Alexander Fleming.
- Scientists hope that this new drug will be a major **breakthrough** in the fight against AIDS.
- In the last forty years, the computer has **developed** from little more than a pocket calculator into an extremely powerful tool.
- Scientific **progress** has led to improvements in our lives, but it's also led to weapons of mass destruction, like nuclear bombs.
- A lot of **research** has to be carried out before doctors can be sure a new drug is safe.
- I used to love doing **experiments** with chemicals in the science lab at school.
- We shouldn't talk about finding a **cure** for cancer; there are lots of different types of cancer and they'll each need a different cure.
- With the introduction of satellites, fibre optics and the Internet, **telecommunications** have changed enormously in my lifetime.
- The modern office relies heavily on electronic **equipment**: computers, scanners, printers, photocopiers, fax machines, etc.

- 1 What _____ do I need to connect my computer to the Internet?
- 2 Physicists have made great _____ in understanding the origins of the universe.
- 3 Charles Darwin did a huge amount of _____ before he came up with his theory of evolution.
- 4 Do you know who _____ electricity?
- 5 Do you know who the _____ of the vacuum cleaner was?
- 6 Sandra works in the _____ industry. She's designing a new mobile phone.
- 7 Human society has _____ enormously over the last thousand years.
- 8 There's still no _____ for the common cold; millions of people suffer from it each year.
- 9 We did _____ to discover what happens to sodium when it's exposed to air.
- 10 It will be a great _____ if they discover a way to predict earthquakes.

PRACTISE YOUR READING SKILLS

Reading know-how

- При выполнении задания на установление соответствия пользуйтесь методом исключения: начните выполнять работу с вопросов, которые не вызывают затруднений, а затем вернитесь к более сложным. Чем меньше останется вариантов, тем легче сделать правильный выбор.
- Не забывайте про грамматические слова – притяжательные и указательные местоимения (*his, it, these*), которые, как правило, относятся к другим словам в тексте. Задайте себе вопрос: «К каким словам они относятся?»

A Read and answer

You are going to read a short story about a scientist. Seven paragraphs have been removed from the story. Choose from the paragraphs **A-H** the one which fits each gap (1-6). There is one extra paragraph which you do not need to use. There is an example at the beginning (0).

- A** Angela had just sat down with the first sample and was holding it under the microscope. 'That's interesting,' she said to herself as she saw something she hadn't expected.
- B** Angela heard these words with complete astonishment. She knew it was impossible. And yet ... She walked slowly towards the cages. 'How do you know my name?' she asked. It was the only question she could think of. The rat replied that he'd heard Brian call her that only the day before. 'I nearly introduced myself to you then,' it said. 'But I wanted to wait until we were alone.'
- C** She'd seen the same thing a while ago, and knew exactly what to do. She called reception. 'Susan, could you come in here, please. I think we've got a problem.' She sat back and waited for Susan to come in.
- D** But she knew in her heart that they had to use them. There was no other way. And so she reminded herself once again of the people who would continue to suffer if she didn't find a vaccine, and that gave her the strength to carry on working.
- E** 'Me too,' said the voice. 'You've no idea what it's like stuck in here all day. At least you get to go home at night. I've been here for months.' Angela jumped up. 'Who said that?' she asked nervously. For a second, the thought crossed her mind that it was one of the rats in the cage at the back of the lab. 'It can't be,' she said.
- F** Today, however, he was absent. He'd flown to Fullingham for his sister's wedding, and wouldn't be back until next Monday. Angela made herself some coffee, and started to get the test tubes and microscopes ready. She was going to be analysing some chemicals that they'd prepared the day before.
- G** She wasn't sure she was quite ready for that, yet. So she stopped. Leaning forward as far as she could, and peering into one of the cages, she said, 'Where are you? Let me see you. Which cage are you in?'
- H** Angela was expecting another normal day at the laboratory. For the past three years, she had been conducting experiments at the Winchester Foundation in the hope of developing a vaccine against leukaemia. Yes, she sometimes had to do experiments on live animals, but she knew that in the long run it would save millions of lives.

The laboratory

The sky was grey as Angela Dawson got out of the car and walked towards the cold, steel building. She opened the heavy steel door. 'Morning, Dr Dawson,' said the secretary as Angela walked past reception. 'Another day in paradise.' The secretary always said this, and Angela always replied, 'Hi, Susan. Only four hours till lunchtime.'

0 _____ H _____

She did, of course, have doubts about such experiments. 'Is there a better way?' she would ask herself sometimes. 'Can't we do our research without having to make animals suffer?'

1 _____

She walked into her laboratory. Normally, her assistant Brian would already be there, hard at work getting the equipment ready for the day's experiments.

2 _____

Once she'd finished this analysis – probably after lunch – she'd have to inject a small amount of one of the chemicals into a rat. The rat wouldn't feel any pain, and there shouldn't be any serious side effects.

3 _____

'What is?' asked a squeaky voice. Angela looked up suddenly.



B Discuss

In pairs, discuss how you chose your answers. Did you use any words that refer to other words to help you? Which ones?

'Who's there?' she asked. She looked around the lab. It seemed to be empty. 'Strange,' thought Angela. 'I must be imagining things.' And then she said aloud, 'I guess I need a holiday.'

4 _____

'Actually, it can. You, Dr Dawson, have the privilege of speaking to the world's first talking rat. Do come closer, I can hardly see you. We don't have very good eyesight, you know. And don't be frightened. I'm not going to hurt you.'

5 _____

She was approaching the cages now. They kept that end of the laboratory fairly dark, and it was difficult to see clearly inside the cages without standing right next to them.

6 _____

'Over here,' said the squeaky voice. 'Come closer...' Suddenly, she heard laughter coming from behind the cage. 'Come closer... I'm sorry, Angela. I couldn't keep it up,' said Brian laughing.

'Brian! I don't believe this. What are you doing here? What is all this?'

'Angela, it's your birthday. I knew you'd forget; you always do. I wanted to give you a birthday to remember.'

'Well, you've certainly managed that,' she said as she started hitting him playfully.

Grammar focus

*Nancy doesn't like getting so many e-mails, but I **do**.*

(The verb **to do** is used instead of repeating the first verb.)

*The work that I **do** involves sitting in front of a computer most of the time.*

(The verb **to do** is not replacing another verb here.)

*Dave wasn't sure of the address of the website, but I **was**.*

(The verb **to be** is the main verb here.)

*Sandy wasn't working in the lab that day, but I **was**.*

(The verb **to be** is used instead of repeating the whole of the first verb (= **was working**.)

Decide whether the verbs in bold are used instead of repeating the whole of the first verb.

Circle the correct option.

- We carry out experiments and **do** a lot of research on how to grow crops successfully without using pesticides.
main verb / used instead of repeating
- 'Do you have a scanner at home?' 'Yes, I **do**.'
main verb / used instead of repeating
- They say they're improving our living standards, but in fact they're **doing** the opposite.
main verb / used instead of repeating
- I'm not very good at doing things like setting the video recorder, but my boyfriend is.
main verb / used instead of repeating
- They're not going to the Science Museum now, but I think we **are**.
main verb / used instead of repeating
- She's convinced herself she's failing the physics course, but in fact she's **doing** very well.
main verb / used instead of repeating

WARM-UP



Look at the pictures. In pairs, ask and answer the following questions.

- How much electronic technology do you use each day?
- Would robots be useful in the home?
- Do you think we will ever have domestic robots?



A



B



DEVELOP YOUR WRITING SKILLS



A

True or false?

Decide whether the following statements about writing are True or False.

- | | |
|---|---------------------|
| 1 It is better to have lots of short sentences together. | <u>True / False</u> |
| 2 You shouldn't write longer sentences because it's too easy to make more mistakes. | <u>True / False</u> |
| 3 It's better to try to write difficult sentences, even if you make minor mistakes. | <u>True / False</u> |
| 4 Two sentences are better than one because they use more words. | <u>True / False</u> |
| 5 A long sentence followed by a short sentence can create a strong dramatic effect. | <u>True / False</u> |
| 6 Longer, more complicated sentences tend to be more formal. | <u>True / False</u> |

B Match to make sentences

Match the two halves of the sentences to each other.

- | | | |
|---|--|-------|
| 1 | If robots become common in the home, | _____ |
| 2 | Those people who are afraid of technology | _____ |
| 3 | Our grandparents would have faced the same problems | _____ |
| 4 | Feeling that they are too old to learn, | _____ |
| 5 | Many teenagers would never become interested in computers | _____ |
| 6 | Video and computer games, which some say encourage violence, | _____ |
-
- | | |
|---|--|
| a | some people avoid contact with new technology. |
| b | if they did not play video games. |
| c | people will have more free time. |
| d | if they had had the same technology as us. |
| e | can actually teach young people skills, such as map reading. |
| f | should be encouraged to learn about its benefits. |

C What do the sentences do?

Look again at the sentences above. For each sentence, write its number, **1-6**, next to what it is doing.

This sentence ...

- | | | |
|---|--|-------|
| a | gives a reason. | _____ |
| b | contains an example. | _____ |
| c | presents a possible future situation. | _____ |
| d | contains a suggestion. | _____ |
| e | presents a hypothetical situation about the past. | _____ |
| f | presents a hypothetical situation about today's world. | _____ |

D Connect the sentences

Join each pair of sentences to make one more complex sentence starting with the words given.

- Some people know little about computers. They will have problems finding a job.
People _____
- The Ancient Egyptians did not have television. As a result, they did not have advertisements.
If _____
- We rely on technology more and more. It is changing the way we work.
Technology, _____
- People will be forced to use computers. They know they have no choice.
Knowing _____
- The race to the Moon took place in the 1960s. It produced new technology that we use today.
The race to the Moon, _____

DEVELOP YOUR WRITING SKILLS

E Rewrite the paragraph

The paragraph below comes from a discursive composition about technology. The writer could have connected the sentences together to make a better paragraph. Rewrite the paragraph, connecting the sentences together.

In conclusion, technology is developing all the time. It affects all of us. Some people are not afraid to take risks. These people are prepared to learn how to use new technology. We know how important it is. We should all try to become familiar with computers, the Internet and e-mail.

In conclusion, technology, _____

Some people, who _____

Knowing _____



F Discuss

Read your paragraph to the class, or listen to paragraphs other people have written. Have you all joined the sentences in the same way?

G Study the model

Read model composition 11 on page 217. Find the following and underline.

Find sentences that connect ideas together using:

- 1 an *-ing* form
- 2 a conditional
- 3 a relative pronoun (who, which)
- 4 an inversion

COMPOSITION DEVELOPMENT



Read this composition question and do the exercises that follow.

You have been doing a class project on domestic technology. Your teacher has asked you to write a composition giving your opinions on the following subject:

The future role of technology in the home.

Write your **composition**.

A *Brainstorming*

Answer the following questions. Discuss your answers with the class.

- 1 Who is going to read your composition? _____
- 2 What style is appropriate for this composition? _____
- 3 Decide whether the following statements about this composition are True or False.
 - a Your aim is to use interesting descriptions to entertain your reader. **True / False**
 - b A clear argument with a few points is better than a complicated argument with many points. **True / False**
 - c You should start a new paragraph every six lines. **True / False**
 - d You shouldn't try to use conditional sentences because you might make a mistake. **True / False**
- 4 Circle which of the following you might talk about in this composition:

domestic robots	cars
e-mail	cookers
space travel	washing machines
computer games	weapons
television	

B *Make your predictions*

For each of the following forms of domestic technology, predict two ways in which you think each of them are going to change in the future.

television _____

cooker _____

telephone _____

radio _____



C *Discuss*

Discuss your predictions with your partner or as a class.
Did you make the same predictions?

D

Plan your paragraphs

Complete the following paragraph plan, making notes on what you are going to include in each paragraph.

Discursive composition plan	
Title	
Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	

Read these sentences and then use the words in bold to complete the sentences below.

- There are many **domestic** uses of technology, such as entertainment and cooking.
- **Industrial** robots are used in car factories to do routine jobs.
- A **word processor** is a computer programme that we use for writing.
- One of the ways we put information into a computer is by typing on a **keyboard**.
- My mum got a **microwave (oven)** because they're so fast, but she never uses it.
- Computer **hardware** is the machine and all the parts inside.
- Computer **software** is the programmes and games that run on computers.
- Double-click the left button on your **mouse** to select the icon.
- I'd love **cable TV** so that I could see all the latest films, but it's really expensive.
- Some people suffer from **technophobia** and feel very threatened by new technology.

- 1 My dad just got _____ put in so that he can get the sports channel.
- 2 You'll think I've got _____, but I really have no idea about computers.
- 3 The chicken should take around half an hour in the _____.
- 4 You've got a _____ problem on your computer – I think it's the keyboard.
- 5 It'll be a while before we see robots in _____ use.
- 6 I've just bought a new piece of _____ for my computer so that I can play games on-line.
- 7 These machines are designed for _____ use in factories.
- 8 The _____ on my laptop is so small that I keep hitting the wrong keys.
- 9 Move your _____ and the cursor moves on the screen.
- 10 The great thing about using a _____ is that you can just delete your mistakes.

E

Homework

Now write your composition. Read this checklist. When you have written your composition, tick the boxes.



- I have written in an appropriate style.
- I have tried to use more complicated sentences.
- I have used at least one conditional sentence.
- I have checked for spelling mistakes.
- I have checked for grammar mistakes.

PRACTISE YOUR WRITING SKILLS

DISCURSIVE COMPOSITION

Writing know-how

Ваша работа может показаться скучной и примитивной, если она будет полностью состоять из простых предложений (подлежащее + сказуемое + дополнение). При написании сочинения используйте распространенные предложения с элементами рассуждения, аргументацией своей точки зрения и т.д.

Each of these compositions should be written in **120-180** words in an appropriate style.

- 1 The following comment was printed recently in a local newspaper:

Computer games teach us nothing and young people should avoid them.

Now your teacher has asked you to write a composition on this subject, with reference to your own experience.

Write your **composition**.

- 2 You have been studying technology in class and your teacher has asked you to write a composition agreeing or disagreeing with the following statement:

Rich countries should share their technology with poor countries.

Write your **composition**.

Grammar focus

We can often introduce a cause using a phrase beginning with an adjective or participle at the beginning of a sentence:

Scared of change, some people see computers as a threat.

= Some people see computers as a threat **because they are scared of change**.

Having more choice, people think more about home entertainment.

= People think more about home entertainment **because they have more choice**.

You have to be careful that the two parts of the sentence refer to the same thing:

Having more free time, computer games will become more popular.

is wrong because people have more free time, not computer games.

It should be:

Having more free time, people will play more computer games.

Rewrite the following sentences, starting with the cause as in the examples above.

- 1 Many people want to study computers because they are afraid of losing their jobs.

- 2 Some young people decide to work with computers because they are introduced to them by games.

- 3 Some people try to ignore technology because they hope it will not affect them.

- 4 Many of us would not welcome domestic robots because we are worried about the danger.

- 5 We can't be certain because we do not know the future.

WARM-UP

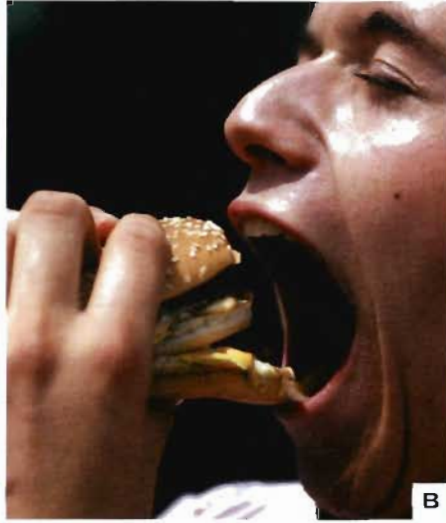


Look at the pictures. In pairs, ask and answer the following questions:

- What are the best ways to get and stay fit and healthy?
- What do you think the expression 'prevention is better than cure' means?
- How does that expression relate to unhealthy habits like smoking and drinking?



A



B



DEVELOP YOUR READING SKILLS



A

Plip, ploppy, flopper and flippily

You are going to read some short texts connected to health and fitness.

Some of the words have been replaced with four 'nonsense' words: **plip**, **ploppy**, **flopper** and **flippily**. Read the texts quickly and write the correct text number next to the questions underneath.

A

This luxury flopper is designed to give you the flopper you want in the comfort of your own home.

Weighing only 3 floppers, it's ploppy, ploppy, but incredibly ploppy. And it has all the things you'd expect to find on a flopper twice the price. Whether you're plipping up, keeping ploppy, building flopper or getting in shape for the first time, the flopper is the answer to your prayers.

B

Are you getting ploppy at work? Here are some ploppy floppers to put some zip back into your ploppy day. Don't go to flopper on a ploppy stomach. Flopper is the most ploppy meal of the day, as it plips you the energy to keep plipping. I find that a bowl of flopper and flopper can make all the difference. Flopper's good for keeping you awake and flopper, but it does plip. Remember to plip lots of water during the flopper too.

Don't have a ploppy lunch – you'll feel ploppy all day. Plip something light and ploppy, like a flopper or a sandwich.

C

'So, what plips to be the problem?' asked Flopper Dawson.

'I hope you've been taking the floppers I gave you last week.'

'Well, yes and no,' said Anna flippily.

'You see, I took them for the first couple of floppers, but they made me so tired and ploppy that my husband's plipped me from taking any more. In fact, he's plipped them away.' 'I see,' said Flopper Dawson, flippily.

D

Flopper

Flopper No. 4959697

Weight: 5 floppers. Choice of ploppy, ploppy or blue.

Comes with ploppy flopper and carrying case. Ploppy delivery.

£99.99

Ploppy Flopper

Flopper No. 5458423

Flopper: 2 kg. Ploppy flopper.

£32.50

Which text(s) ...

- 1 is telling a story?
- 2 offers advice?
- 3 give information about products?
- 4 is set in a doctor's surgery?
- 5 tells us how much something costs?
- 6 tries to persuade us to buy something?
- 7 has characters?
- 8 would be found in a catalogue?
- 9 is an advertisement?
- 10 says something can be used for several purposes?
- 11 present factual information?
- 12 express an opinion?



B Discuss

In pairs, discuss your answers.

Did you choose the same text numbers?

How did you decide on your answers?

What kind of words do you think **plip**, **ploppy**, **flopper** and **flippily** are (nouns, verbs, adjectives, etc)? Discuss your answers and write them below.

plip _____

ploppy _____

flopper _____

flippily _____

DEVELOP YOUR READING SKILLS

C Choose the best title

Now choose the best title for each text from the box, and write it on the line. You will only use four of the titles.

Text A _____

Text B _____

Text C _____

Text D _____

Do what I say!

Exercise machine

A visit to the doctor's

Fact or fiction?

Want to get fit? Now you can!

Buy them now

Carol Dean's health column

D Discuss



Did you choose the same titles?

Why do you think the other titles are not so appropriate?

E Why would you read them?

Here are four more short texts. Read them quickly, ignoring any unknown words, and match each text with the reason why someone would read it.

1

Of all the exercise machines we tested, the **Muscle-buster 2000** came out top in all categories. In terms of its durability, portability, value for money and range of exercises, it beats the competition hands down.

2

For a reasonably-priced sauna or massage in Bayswater, try Jane's Relaxation Centre (020 235 934) or The Parlour (020 958 112).

For aromatherapy and yoga classes, Bayswater Adult Education College (020 583 222) offers afternoon and evening sessions during term time.

3

Before using the **Musclebuster 2000**, decide what you are trying to achieve. Do you want to just tone up those saggy muscles? Then choose a fairly light weight and do lots of repetitions. If you're planning to build muscle, then it's more sensible to do fewer repetitions at a heavier weight.

4

Aerobics - Mon to Thurs,

4.30pm & 6.30pm

Yoga - Tues & Fri, 8.30pm

Step - Wed, 7pm

Line dancing - Sat & Sun, 8pm

All sessions 1 hour.

Students/unemployed/OAPs

half price.

Why would someone read ...

- | | |
|---------------|---|
| Text 1 | a to learn how to use something properly |
| Text 2 | b to find out about events |
| Text 3 | c to help them decide which product to buy |
| Text 4 | d to find particular information about an area |

Match

Now match the four texts above with the appropriate text type.

- | | |
|---------------|--------------------------------|
| Text 1 | a a set of instructions |
| Text 2 | b a consumer report |
| Text 3 | c a programme |
| Text 4 | d a guide |



Discuss

Do you agree on the reasons why someone would read the texts? What about the text types?

Read these sentences and then use the words in bold to complete the sentences below.

- I'm so unfit! Maybe I should start doing aerobics. That would get me **in shape**.
- Your **diet** affects how healthy you are. You are what you eat!
- I need to get some **exercise**; do you fancy going jogging?
- Surgeons perform **operations/surgery** in the operating theatre.
- A GP is a family doctor. His/her office is called a **surgery**.
- My grandmother has to **have an operation** on her knee next month.
- If you have a **temperature**, your body temperature is higher than it usually is.
- I'm afraid Philip won't be coming in to work today. He's **come down with** the flu.
- I wasn't physically injured in the accident at all, but it took me a long time to **recover** from the shock.
- My aunt's a vet and she specialises in the **treatment** of caged birds.

- 1 Our body needs a healthy, balanced _____ of vitamins, proteins and carbohydrates.
- 2 It's only a cyst, but you can _____ to have it removed, if you like.
- 3 You'll need to get _____ if you want to run the marathon next month.
- 4 When I had glandular fever, I had _____ of 40.5° for a week.
- 5 What's the best _____ for a bee sting?
- 6 I know I'm unfit, but I hate doing _____; it's just so boring.
- 7 It takes someone a long time to totally _____ from a serious operation.
- 8 I wouldn't be able to do _____; my hands would shake too much.
- 9 'Carl's off sick again.' 'What's he _____ this time?'
- 10 The _____ is open from 8am to 5pm, Monday to Friday.

PRACTISE YOUR READING SKILLS

Reading know-how

- В каждом вопросе выделите ключевые слова, а затем быстро просмотрите текст и попытайтесь найти в нем слова и фразы близкие по значению к выделенным ключевым словам.
- После того как вы найдете их, внимательно прочитайте те части текста, которые включают в себя эти слова и фразы, чтобы убедиться, что вы точно понимаете их значение.

A Read and answer

You are going to read an article about student nurses.

For questions **1-12**, choose from the people (**A-D**). Some of the people 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**). For questions **13** and **14**, choose the answer (**A, B, C** or **D**) which you think fits best according to the text.

- | | |
|----------|------------------|
| A | The writer |
| B | Diana Walker |
| C | Angela Pickering |
| D | Bruce Davidson |

Which person says that ...

nurses are not involved in medical decision-making?

0	A
---	---

the situation is different elsewhere in the country?

1	
---	--

the majority of nurses are women?

2		3	
---	--	---	--

things were not the same in the past?

4		5	
---	--	---	--

nurses are not currently receiving the financial rewards that they deserve?

6	
---	--

some aspects of nursing can be emotionally upsetting?

7	
---	--

men make up a small percentage of the nursing profession?

8	
---	--

nurses become more mature once they have qualified?

9	
---	--

some nurses have recently been given a new role?

10	
----	--

nurses also have to deal with the family and friends of patients?

11	
----	--

nurses do not follow a dull, monotonous routine?

12	
----	--

13 Where has this text come from?

- A** a hospital brochure
- B** a medical textbook
- C** a careers magazine
- D** a consumer guide

14 Why would someone read this text?

- A** to find out how to become a nurse
- B** to study for a medical examination
- C** to find out what it will be like if they go to hospital
- D** to help them to decide whether to become a nurse

A Nurse's Life

Tom Atkinson investigates the life of a modern nurse.

Before I set off to Addengrove Hospital to find out the truth, I asked myself what I knew about nurses. They're overworked and underpaid. They're either strict disciplinarians – the matron figure – or kind, helpful and caring – the angel. They wear sensible shoes. When they're students, they're usually a bit wild, but they settle down as soon as they get their first permanent position. They're always women.

It was with these thoughts going through my mind that I sat down with **Diana Walker**, **Angela Pickering** and **Bruce Dickinson** and asked them what it was really like being an NHS nurse at the beginning of the 21st century.

'The salary's actually not as bad as it used to be,' says **Diana Walker**. 'I can live quite comfortably on it. Of course it helps that I live with my boyfriend, but even if I didn't, I think I'd be okay. It would be a nightmare if I lived in London, though. They just don't earn enough there to be able to pay a decent rent, let alone get a mortgage. Luckily, house prices aren't that bad where we are.' **Angela Pickering** isn't so content. 'If you consider the work we do – and it is extremely demanding, and the hours are long – then we really ought to be getting paid more. I know a lot of dedicated nurses who've had to leave the profession in the past five years because they just couldn't afford to keep working. That's a shame.'

'There's no doubt,' says **Bruce Dickinson**, 'that nurses are slowly being given more responsibility.

We've seen that with the introduction of 'super nurses', who can perform many of the tasks that doctors used to. I'm fairly confident that as our responsibilities increase, so will our salaries. And the work? I asked them if my view of nursing – that it's mainly checking if patients need to go to the toilet and telling visitors that visiting time is over – was correct.

'That may have been true forty years ago,' says **Angela**. 'But it's definitely not the case today. I spend most of my working day assisting with operations and administering medication.'

'I'm actually in the wards at the moment,' says **Bruce**, 'so I am looking after patients' needs. But it's not just being bossy. Some of my patients are dying, and my job is to make their last few days and weeks as comfortable and pain-free as possible. And Angela's right. We are now much more involved in medical treatment than we used to be.'

I asked **Diana** if she would recommend nursing as a career. 'Absolutely,' she says. 'Firstly, you feel like you're doing something really important. You get home at night and realise that you've actually made a difference to people's lives. That's a great feeling. Also, every day is different. It's not the same old thing, day after day.'

'I agree with Diana that it's fulfilling,' says **Angela**, 'but it can also be very frustrating. You know, we've got a patient at the moment who desperately needs a liver transplant, and there aren't any livers available. It's heartbreaking.'

'Yes, it is a stressful job,' says **Bruce**, 'but I certainly wouldn't advise anyone not to become a nurse. And although most nurses are still female, there are quite a lot of male nurses – like me – in the profession these days, and we're totally accepted. I've never had any problems from the other staff or the patients because I'm a man.'



B Discuss

In pairs, discuss your answers.

Did you underline the same words and phrases in the text?

Grammar focus

We've seen **that** with the introduction of 'super nurses', who can perform many of the tasks that doctors used to.

(The word **that** refers back to something mentioned in a previous sentence.)

We've checked **that** all the patients have been given the correct medication.

(The word **that** does not refer to anything. It connects two clauses.)

Look at the sentences below. Decide if the word 'that' refers to something in a previous sentence or not. Circle the correct option.

1 Having said **that**, I'm not sure why nurses aren't allowed to prescribe drugs.
refers / doesn't refer

3 The doctor checked **that** and then he took my blood pressure.
refers / doesn't refer

2 We've seen **that**, in the medical profession, there is clearly a divide between roles for men and roles for women.
refers / doesn't refer

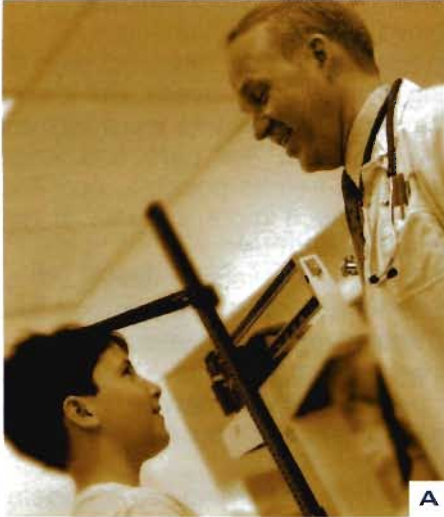
4 I believe **that**; that's why I became a surgeon.
refers / doesn't refer

WARM-UP



Look at the pictures. In pairs, ask and answer the following questions.

- Would you like to work in the health industry in any of these jobs?
- What qualities do you need to do these jobs?
- How important is it for ordinary people to know first aid?



DEVELOP YOUR WRITING SKILLS



A

Match to make sentences

These sentences all use set phrases that you can use in your writing. Match the two halves to make complete sentences.

- | | |
|---|---|
| <p>1 I am writing to apply for</p> <p>2 Sorry to hear about</p> <p>3 As requested, I have visited</p> <p>4 It was one of those days when</p> <p>5 On the one hand,</p> <p>6 I gained some experience</p> <p>7 Are you one of those people who</p> <p>8 I would like to recommend that</p> | <p>a while working in my uncle's gym.</p> <p>b seem to always have a cold?</p> <p>c schools have a duty to provide basic medical care.</p> <p>d the post of assistant trainer.</p> <p>e we train all our employees in first aid.</p> <p>f you know you're going to be ill.</p> <p>g you missing the trip because of the flu.</p> <p>h hospitals and health centres in the area.</p> |
|---|---|

B *Where are they used?*

Decide which of the sentences in A you could use in the following compositions. Write the numbers of the sentences. You may use the same number more than once.

- a report _____
- a story _____
- a letter of application _____
- an article _____
- a discursive composition _____
- an informal letter _____

C *Correct the set phrases*

Rewrite the following sentences correctly.

- 1 I look forward to hear from you.

- 2 I am writing with reference your ad, which I saw in a local newspaper.

- 3 As you requested me, I have spoken to local doctors.

- 4 As far that I'm concerned, medical treatment should be free.

- 5 Please do not hesitate contacting me if you need more informations.

D *Complete the composition*

Read this question and the answer that follows. Use the set phrases below to complete the composition. You have just read the following advertisement:

Wanted:

Receptionist to work in doctor's surgery at weekends.
 Would suit teenager who wishes to
 learn about medicine as a possible career.
 Please apply in writing to
Dr Brown, Harley Road.

Write your **letter of application** to Dr Brown.

DEVELOP YOUR WRITING SKILLS



Dear Dr Brown,

_____, which I saw in today's
'Daily News'. _____ receptionist.

I am sixteen years old and attend secondary school in St. Petersburg.
_____ the Cambridge First
Certificate in English and the DELF2 in French. _____

I like to meet new people and have a good telephone manner.

It is my intention to go on to study to be a doctor when I leave school.
_____ learn what is involved.

_____ working for my uncle,
who is a dermatologist, last summer, and would like to find out more.

_____, which gives more
details and the addresses of two referees. If you require more information,

_____. I am available for
interview _____.

Fedor Tomsk

- a This post would be a very useful opportunity to
- b I believe I have the personal qualities necessary for the position because
- c I look forward to hearing from you.
- d My qualifications include
- e please do not hesitate to contact me
- f Yours sincerely,
- g at your convenience
- h I am writing in response to your advertisement
- i I would like to apply for the post of
- j I gained some experience while
- k Please find attached my CV

E

Study the model

Read model composition 12 on page 217.

Underline any set phrases that you think you could use when writing a letter of application.
Discuss your answers with the class.

COMPOSITION DEVELOPMENT



Read this composition question and do the exercises that follow.

You have seen the following advertisement:

Wanted: 2 young people to work as assistants in local gym. Duties involve dealing with telephone enquiries and members of the public and being responsible for basic first aid. No experience necessary as all training will be provided. Some interest in fitness training and/or first aid would be an advantage. Apply in writing to Sarah Davies, **Inshape Gyms**.

Write a **letter of application**.

Brainstorming

Answer the following questions, using your imagination where necessary. Discuss your answers with the class.

- 1 Is this letter formal or informal? _____
- 2 Who are you writing to? Dear _____
- 3 What job are you applying for? _____
- 4 Where did you see the advertisement, and when? _____
- 5 What relevant experience have you got, if any? _____
- 6 What do you know about first aid? _____
- 7 What first aid qualification do you have? _____
- 8 In what way are you interested in fitness training? _____
- 9 What personal qualities do you have that are relevant? _____
- 10 How are you going to close your letter? _____

True or false?

Decide whether the following statements about this letter are True or False.

- | | |
|---|---------------------|
| 1 You should suggest another person to work with you because there are two positions. | True / False |
| 2 The fact that you have worked in a gym before is irrelevant. | True / False |
| 3 They might give you the job if you tell them your cousin works there. | True / False |
| 4 They don't want to know about your interest in jogging. | True / False |
| 5 You should make clear how much money you want for doing the job. | True / False |

Choose the set phrases

Circle which of the following set phrases you might use in this letter.

- | | |
|---|---|
| a I am writing in response to your letter of the ... | d I have some experience of ... |
| b I am writing to apply for one of the positions advertised ... | e I believe I have the necessary personal qualities because ... |
| c My qualifications include ... | f I would be grateful if the salary could be more than ... |

D *Plan your paragraphs*
Complete the following paragraph plan, making notes on what you are going to include in each paragraph.

Letter of application plan	
	Dear _____,
Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	
Yours	_____,
First name + surname	

E *Homework*
Now write your letter of application. Read this checklist. When you have written your letter, tick the boxes.



- I have written in an appropriate style.
- I have used appropriate set phrases.
- I haven't mentioned any irrelevant points.
- I have checked for spelling mistakes.
- I have checked for grammar mistakes.

Read these sentences and then use the words in bold to complete the sentences below.

- When you have a **cold**, your nose runs and you sneeze a lot.
- When you have **(the) flu**, you feel weak and have a fever.
- Knowing **first aid** can be really useful if you are ever involved in an accident.
- My dad is desperate for a **cure** for baldness.
- I hope you **get over** your cold soon.
- My mum put a **bandage** round my broken arm until we got to the hospital.
- You have to **study medicine** at university if you want to become a doctor.
- I went to my **GP/general practitioner** to ask her for something for my stomachache.
- We're going to visit my **sick** aunt in hospital so I'd like to get some flowers.
- The doctor gave me a **prescription** for painkillers.

- 1 I'd like to _____ when I leave school and work in a hospital.
- 2 The doctor asked the _____ man to remove his shirt.
- 3 Come on, go to school – you've only got _____.
- 4 I took the _____ to the chemist, who gave me the medicine I needed.
- 5 I felt helpless when I found the old man on the floor and wished I had known some _____.
- 6 Maybe one day they will find a _____ for cancer.
- 7 You've got _____. I suggest you stay in bed and keep warm and phone me if it gets any worse.
- 8 Why have you got a _____ round your head?
- 9 My sister has been quite ill, but she's starting to _____ it now.
- 10 My _____ didn't know what the problem was and referred me to a specialist.

PRACTISE YOUR WRITING SKILLS

LETTER OF APPLICATION

Writing know-how

Существует целый ряд устойчивых выражений, которые используются при написании письма о приеме на работу (см. страницу 217). Не забудьте выяснить, что обозначает каждое из них, иначе вы можете употребить фразы не к месту. Вам будет очень полезно выучить их наизусть.

Each of these letters of application should be written in **120-180** words in an appropriate style.

1 You have seen the following advertisement:

Health Food Shop Requires Assistant

Saturday assistant required for local health food shop. Job involves serving customers, as well as providing information on our products. No experience or knowledge is necessary as full training is provided. Some interest in health food and diet would be an advantage.

Please apply in writing to **Sound Bites**, 17 High Street.

Write your **letter of application**.

2 You have seen the following advertisement:

Local chemist seeks **Saturday assistant**. The successful applicant will be bright and quick to learn, possibly with an interest in working full-time in a chemist's. An ability to deal with the public is more important than knowledge. No experience necessary. *Good rates of pay.*

Apply in writing to **Patricia Collier**, Medichem, 21 London Road.

Write your **letter of application**.

Grammar focus

If we have a second conditional sentence such as:

If I got a job in a health food shop, I would learn a lot about diet.

We can make it more formal in the following way:

Were I to get a job in a health food shop, I would learn a lot about diet.

Rewrite the following sentences in a similar way.

1 If we advertised our health products more, we would attract more customers.

2 People would have fewer health problems if they ate more vegetables.

3 If students knew more about diet, they would eat less junk food.

4 We could offer vegetarian meals for lunch if the school agreed.

13 Reading

Transport

WARM-UP



Look at the pictures. In pairs, ask and answer the following questions:

- When would people use these forms of transport? What for?
- How many forms of transport can you think of that you have used?
- Would you prefer to go on holiday by car or by train?
- Can you ride a bicycle? How did you learn?



A



B



DEVELOP YOUR READING SKILLS



A

Read and underline

Quickly read the following passage about transport and underline all the means of transport you can find.

Since people first realised that they could travel faster from one place to another using a means of transport rather than walking, they have developed an amazing number of ways of getting around. From camels to the space shuttle, from horses to jets, we love to travel. Carts pulled by horses once took people to market and now people drive to supermarkets in their cars. Boats first took people out to fish and now submarines float deep beneath the waves with huge cruise ships and stylish sailboats above them. People first flew in hot-air balloons and now they fly into space aboard rockets.

We also use means of transport to move goods and materials from one area to another. Ships take cargo and oil tankers take fuel around the world. Trucks, lorries and vans move goods on the roads while electric trains and diesel trains do it on rails, just like steam trains used to do.

People are moved from one place to another every day to work, some of them going by underground, others by bus, tram or taxi, and some making their own way by bicycle or motorbike. They go on holiday by plane, by ferry, by hydrofoil, or by coach. From the poorest person going home by donkey to the richest going home by limousine, people's lives are dependent on many different means of transport.

B Think in categories

Write the means of transport from the text that fall into these categories. Some means of transport might fall into more than one category.

They are public.	They are old-fashioned.	They have a driver.	They don't travel on land.

C Choose the best summary

Now read the text in A again. Decide whether the following statements are True or False and then choose the sentence which best summarises each paragraph.

1 The writer mentions carts and cars to show how transport has changed.

True / False

2 The writer thinks submarines are less developed than fishing boats.

True / False

3 One way people travel is on oil tankers.

True / False

4 The writer thinks trains are generally old-fashioned.

True / False

5 The writer thinks people travel for many different reasons.

True / False

Paragraph 1

- a Ways of travelling have become more advanced.
- b People love speed more than they used to.
- c Cars have completely changed our lives.

Paragraph 2

- a Steam trains are too old-fashioned to be useful.
- b The railway is becoming less important than the roads.
- c It's not just people that we transport.

Paragraph 3

- a Transport affects many areas of our lives.
- b People enjoy travelling to work every day.
- c Poor people can't go far on holiday.

DEVELOP YOUR READING SKILLS

D Choose the best heading

These paragraphs come from different texts.

Choose the most appropriate heading for each paragraph.

1

Careless driving / Danger on two wheels / Don't ride bicycles

On our roads today, we can't afford to ignore those most at risk. An increasing number of motorcyclists and passengers on motorbikes are involved in accidents every year. The fact that they are so exposed to other vehicles and to the road means that they are usually injured more than drivers of cars in similar accidents. People on bicycles, too, are vulnerable to injury on the roads because of their lack of protection.

2

The ship of the desert / Help in times of danger / Taming the natural world

A good example of this is the camel. It will respond to a range of commands that enable it to be used as a means of transport. This takes some effort, and the result is never as good as with a horse, but it is still vital in some areas. The elephant, a remarkably intelligent creature, will also learn to obey and can be very useful when travelling through tiger territory. Even ostriches can be saddled up and raced.

3

Too many travellers / Too many buses / Too many cars

This effect can be seen very clearly in the traffic patterns at holiday time. As thousands of people attempt to drive their families to the coast for the day, key roads and motorways become congested. This leads to traffic jams and delays. People travelling with caravans and by bus and coach add to the problem. On one day last summer, drivers and passengers going to the south coast were forced to wait for up to four hours in the midday heat.

E Choose the best summary

Choose the sentence which best summarises each of the paragraphs in D.

Paragraph 1

- a People who ride motorbikes and bicycles are in a lot of danger.
- b More and more accidents are happening and that puts road users at risk.
- c Serious injuries can be avoided if people drive more carefully.

Paragraph 2

- a It is worth the effort it takes to train an animal to follow commands.
- b Many different animals can be used as means of transport.
- c Horses can learn much more than other kinds of animal.

Paragraph 3

- It is better to avoid the south coast on national holidays in the summer.
- Problems can be caused on the roads when everybody has the same idea.
- Traffic jams are made worse when people travel with their families.



Discuss

In pairs, discuss your answers. Did you choose the same headings and summary sentences?

Match

These sentences come from texts about transport. Match the ones that express a similar idea.

- The government should put more money into public transport. _____
 - The number of cars on the road will increase if we give drivers a better road system. _____
 - Ferry passengers must be made aware of the emergency procedure. _____
 - Keeping alert is a problem for those who spend their working lives on the road. _____
 - Delays at certain times of the day can seriously affect commuters. _____
 - People go abroad more now because commercial travel has become more affordable. _____
- People at sea should know what to do if there is an accident.
 - Cheaper air fares mean that exotic beaches are more accessible.
 - The bus system is in desperate need of increased investment.
 - Long-distance lorry drivers are at increased risk of falling asleep at the wheel.
 - More road building encourages more people to drive.
 - People travelling to work can be made late by transport problems at rush hour.

Read these sentences and then use the words in bold to complete the sentences below.

- A **lorry** is a large vehicle for delivering goods and can have as many as eighteen wheels.
- Diesel** trains replaced steam trains because they are faster and cleaner.
- Some people **commute** from their homes into the centre of London every day to work.
- People who don't own cars have to rely on **public transport** in order to get to work.
- The **fare** into the centre of town on the bus has gone up again.
- The ship sank, but her **cargo** was recovered.
- We should wait until **rush hour** is over and the roads are quieter.
- Drivers shouldn't be **at the wheel** if they have had a drink.
- We were stuck in a **traffic jam** for two hours.
- Horses have to get used to having a **saddle** on their back.

- The _____ system should be carefully managed to help travellers.
- My dad often loses his temper when he is _____.
- No wonder cowboys walked like that after being in the _____ all day!
- I wouldn't like to _____ and spend all that time on a train every day.
- The _____ is the worst time to try and get to the other side of town.
- A _____ on the M6 meant that we missed our plane to Germany.
- If you pay my _____ into town, I'll pay yours on the way back.
- The garage sells _____ as well as petrol because some lorries use it.
- The _____ made the ship much heavier on the return journey.
- A _____ crashed on the motorway and caused serious delays.

PRACTISE YOUR READING SKILLS

Reading know-how

- Найдите и попытайтесь соотнести ключевые слова в вопросах задания с их синонимами в тексте.
- При выборе ответа помните, что ваша задача найти вариант ответа, который лучше всего передает основную мысль отрывка. Будьте внимательны, в неверном варианте ответа могут быть использованы те же слова и упомянуты те же явления, что и в тексте.

A Read and answer

You are going to read a newspaper article about public transport. 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** Car drivers may be forced onto buses for financial reasons.
- B** One possible solution mixes public and private transport.
- C** Increased knowledge about the effects of cars will be necessary.
- D** The system must be reliable for people to change their way of life.
- E** Investment in the roads has led to greater use of private vehicles.
- F** When buses don't run, people turn to their cars.
- G** Local businesses may oppose schemes to limit traffic.
- H** There will always be a section of the population who rely on buses.

The Future of Public Transport

0 | H

Although the private ownership of cars has steadily increased as it has become more affordable, there is still a demand for public transport. The cost of a new car has fallen in real terms so that now it is cheaper than ever to own one. Nevertheless, a minority of the population will never be in a position to do without public transport for even the shortest journey.

1 |

Successive governments, under pressure from middle class car-owning voters, have poured money into the building of new roads and the widening of existing ones. Better facilities for drivers have tended to attract more drivers. The result is overcrowding on an overstretched and expensive road system. Now governments are faced with huge bills and dissatisfied voters who resent paying taxes for a poor service.

2

When people travel to other towns, the problem might be eased by getting them to park on the outskirts of town. Buses could be provided to take them into the centre. These Park and Ride schemes are increasingly popular and early results from large scale studies seem positive. At Southerton, for example, a council-funded scheme led to a 15% drop in city centre traffic over five months.

3

What the council found, though, was that the measure proved somewhat unpopular with shops and retail outlets in the areas outside the centre. Many of these places relied on passing traffic for some of their trade. As the number of people driving past dropped, so did incomes. It was discovered that visitors found it more difficult to get around without their cars and so they were not stopping on their way into the city centre.



B

Discuss

In pairs, discuss the words, phrases or sentences you underlined that gave you the answers. Did you underline the same things?

4

Making car driving expensive is another way of making sure that people use public transport more. Road taxes and tolls on roads to pay for repairs tend to mean that people use their cars less. Fining drivers who are in areas where cars have been banned can also tend to encourage them to leave their car behind.

5

There is one point that has to be got right for any solution to succeed. If we expect people to give up the habits of a lifetime, we must give them an alternative they can depend on. Constant delays, unannounced changes to the timetable and sudden cancellations all discourage people from using public transport. People will only see it as a real option if the buses and trains are on time.

6

Education about the threat posed to the environment by our driving culture will prove vital. As people realise that the rate of road building cannot be sustained and that driving is likely to become the right of a privileged, wealthy few, so they will start to take seriously the problem of getting from A to B on public transport.

Grammar focus

Taxi drivers who drive dangerously should be more careful.

= **Some taxi drivers** drive dangerously and the dangerous ones should be more careful.

Cyclists, who have little protection, need to be very careful on the roads.

= **All cyclists** have little protection and they **all** need to be very careful on the roads.

Decide whether the following sentences refer to all or some of a group of people by circling the correct word.

- | | |
|--|--|
| <p>1 Lorry drivers, who spend their working life at the wheel, are at increased risk of an accident.
all / some lorry drivers</p> | <p>4 Pilots, who are responsible for checking the plane, usually inspect the wings before a flight.
all / some pilots</p> |
| <p>2 Sailors who are not afraid of small spaces enjoy working on submarines.
all / some sailors</p> | <p>5 People who travel on public transport are right to demand a better service.
all / some people</p> |
| <p>3 Pilots who have the right qualifications can fly commercial planes.
all / some pilots</p> | <p>6 Passengers who are leaving the train should check they have all their personal belongings.
all / some passengers</p> |

WARM-UP 

Look at the pictures. In pairs, ask and answer the following questions.

- What are the different means of transport in the pictures used for?
- How often do you travel by public transport?
- How good is the public transport system in your area/country?



A



B



DEVELOP YOUR WRITING SKILLS 

A What kind of graphic is it?

Look at these graphics, and write a letter of a graphic next to each question on the next page.

A

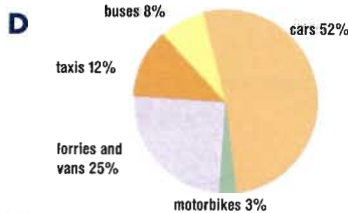
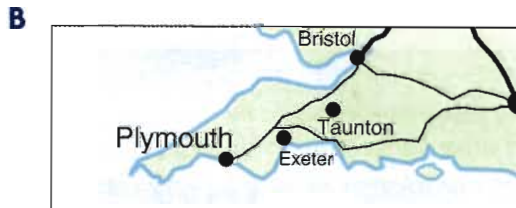
Train	
Bristol dep.	Plymouth arr.
09.36	11.45
10.15	12.24
12.56	15.18

C

Amsterdam – Athens	3007 km
Berlin – London	1114 km
Rome – Paris	1449 km

E

coach - £18.50 return
 theatre ticket - £24
 hotel - £35 (single room)
 Total: £77.50
 (plus food, drinks, etc)



F

SCOTLAND Cottage with LARGE garden.
 Use of THREE BICYCLES. Some dates still
 available. Tel. 0874 476302 for further details.

Which graphic ...

- 1 is a **map**? _____
- 2 is a **classified advertisement**? _____
- 3 is a **timetable**? _____
- 4 is a **pie chart**? _____
- 5 shows us the **distance** between places? _____
- 6 shows us the **cost** of various things? _____

B What do they tell us?

Now look at the graphics again. Write notes on the lines below to answer the questions.

Graphic A

- 1 What does 'dep.' mean? _____
- 2 What does 'arr.' mean? _____
- 3 Which train should you catch if you want to be in Plymouth before midday? _____

Graphic B

- 1 Which town/city is furthest south? _____
- 2 Which is furthest north? _____

Graphic C

- 1 What does 'km' mean? _____
- 2 Which is the longest journey (in terms of distance)? _____
- 3 Which is the shortest? _____

Graphic D

What might this chart be showing us? Tick (✓) or cross (X) the possibilities.

- 1 Different types of transport on our roads. _____
- 2 Sales of different means of transport in one year. _____

- 3 The cost of buying each of the means of transport. _____
- 4 How much pollution each means of transport causes. _____
- 5 Who purchases the different means of transport. _____

Graphic E

- 1 Will the person be travelling by road or rail? _____
- 2 Are they travelling by public or private transport? _____
- 3 What kind of coach ticket is it? _____
- 4 What does that mean? _____
- 5 Which best describes the information (tick one):
a budget for a trip to London _____
b budget for a journey to London _____

Graphic F

- 1 Is this cottage for sale or rent? _____
- 2 Can you stay there permanently, or only for a short time? _____
- 3 How would you contact the person who placed the advert to find out more? _____

C

Discuss



In pairs, discuss your answers. Do you agree what kind of graphics they are? Do you agree about the information they give us?

Which graphic ...

- 1 is a **map**? _____
- 2 is a **classified advertisement**? _____
- 3 is a **timetable**? _____
- 4 is a **pie chart**? _____
- 5 shows us the **distance** between places? _____
- 6 shows us the **cost** of various things? _____

B *What do they tell us?*

Now look at the graphics again. Write notes on the lines below to answer the questions.

Graphic A

- 1 What does 'dep.' mean? _____
- 2 What does 'arr.' mean? _____
- 3 Which train should you catch if you want to be in Plymouth before midday? _____

Graphic B

- 1 Which town/city is furthest south? _____
- 2 Which is furthest north? _____

Graphic C

- 1 What does 'km' mean? _____
- 2 Which is the longest journey (in terms of distance)? _____
- 3 Which is the shortest? _____

Graphic D

What might this chart be showing us? Tick (✓) or cross (X) the possibilities.

- 1 Different types of transport on our roads. _____
- 2 Sales of different means of transport in one year. _____

- 3 The cost of buying each of the means of transport. _____
- 4 How much pollution each means of transport causes. _____
- 5 Who purchases the different means of transport. _____

Graphic E

- 1 Will the person be travelling by road or rail? _____
- 2 Are they travelling by public or private transport? _____
- 3 What kind of coach ticket is it? _____
- 4 What does that mean? _____
- 5 Which best describes the information (tick one):
 - a budget for a trip to London _____
 - b budget for a journey to London _____

Graphic F

- 1 Is this cottage for sale or rent? _____
- 2 Can you stay there permanently, or only for a short time? _____
- 3 How would you contact the person who placed the advert to find out more? _____



C *Discuss*

In pairs, discuss your answers. Do you agree what kind of graphics they are? Do you agree about the information they give us?

DEVELOP YOUR WRITING SKILLS

D *Formal or informal?*

Here are some sentences presenting information from the graphics. Decide if they are formal or informal. Write **F** for formal or **I** for informal.

- 1 The train you want leaves at quarter past ten, and gets in at 12.24. _____
- 2 The train departs from Bristol at 10.15, arriving in Plymouth at 12.24. _____
- 3 And it says there are three bikes, so we'll be able to cycle into town whenever we like. Sounds good, eh? _____
- 4 The distance from Berlin to London is only several hundred kilometres shorter than the distance from Rome to Paris. _____
- 5 These come to about £80, but of course you'll also have to take some spending money for food, drinks, shopping, etc. _____

E *Study the model*

Look at model composition 13 on page 218. Underline all the sentences in the letter which refer to information in the graphics.

F *Write a paragraph*

Look at this advertisement and write a few sentences on the lines provided to complete this letter to an English friend who is coming to stay with you in Sochi, on the Black Sea.

Regular 1-day sailing trips on beautiful sailing boat.
 Depart Sochi Yacht Club 09.30.
 Stop for fishing and swimming on way.
 Barbecue lunch on *beach* (food and drinks provided).
 Relaxing afternoon. Return 19.30 (approx). 500 roubles per person.
 Call *Vladik* (your English-speaking captain) on 5979694 for more info.

Dear Carl,
 Hi! How's it going? Not long now till your holiday in Sochi! I can't wait - can you? We're going to have a great time! Anyway, I saw an ad for a one-day sailing trip that sounds really interesting. Maybe we could do it while you're here.

What do you think? Shall I book us a couple of places? Oh, by the way, there is an Internet café here in Sochi, so you'll be able to check your e-mail while you're here.

Well, I'd better go now - got to help my mum in the hotel.
 Take care, and see you soon!

All the best,
 Jasha



COMPOSITION DEVELOPMENT



Read this composition question and do the exercises that follow.

You work part-time in a car rental agency. This is part of a letter you have received from an English-speaking tourist:

I would be very grateful if you could send me further information regarding the two-door cars you have available (with air-conditioning, if possible) and how much the rental fees per day are. Could you also let me know whether I have to book in advance?

Read carefully the extract from the letter above, the car rental table and the notes you have made. Then write a **letter** to the tourist responding to the points made in the letter.

Pains Car Rental	1 day	2 days	1 week (7 days)
2-door	€ 35	€ 69	€ 200
2-door (with a/c)	€ 45	€ 89	€ 280
4-door (with a/c)	€ 60	€ 119	€ 390

a/c = air-conditioning

- when?
- better to book if July or August
- how many days?
- explain: cheaper per day if renting for a week
- pick up from office or deliver to hotel? (delivery € 25 extra)

Write a letter in **120-180** words in an appropriate style. Do not write any addresses.

Brainstorming

Make notes to answer these questions. Use your imagination where necessary. Then discuss your answers with the class.

- 1 Do you know the name of the person you are writing to? _____
- 2 So how will your letter start? Dear _____
- 3 Will your letter be formal or informal? _____
- 4 Which information in the table is relevant? _____
- 5 Will you mention the rest of the information in the table? _____
- 6 You will have to ask three questions? What are they? _____
 - a _____
 - b _____
 - c _____
- 7 What other information will you need to give? _____
- 8 Which of these would be a good ending for your letter?
 - a I hope this info helps. Hope to hear from you soon.
 - b If you require any further information, please do not hesitate to let me know.

PRACTISE YOUR WRITING SKILLS

FORMAL TRANSACTIONAL LETTER

Writing know-how

- Выберите правильный стиль написания письма в зависимости от адресата и отношений, которые вас связывают.

Write a **letter** in **120-180** words in an appropriate style.

You and your classmates are planning a one-day excursion to celebrate the end of your course, and you have offered to arrange it. You have seen the advertisement below, but you need to know more. Using the notes you have made, write to Tailored Trips Ltd giving relevant details and asking for further information.

Do not write any addresses.

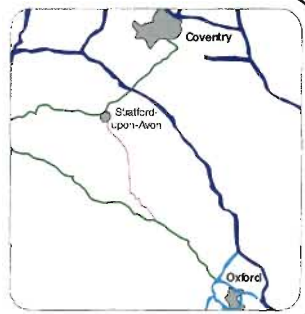
Tailored Trips Ltd

Tailored Trips Ltd specialise in organising outings and trips to suit your needs and your pocket.

- 1-day outings to local places of interest/theatre/concerts
- coaches/minibuses of various sizes available

Let us know where you want to go and what you want to do, and we'll arrange it.

Tailored Trips – serving the Midlands



possible programme

- date: 22nd July
- dep. Coventry 10.00am
- Oxford – shopping and lunch
- Stratford – sightseeing, then Shakespeare play, if poss
- return – time?

not more than £35 / person - possible?

do they book tickets too?

25 people - need coach?

Grammar focus

I prefer trains to coaches. (generally)

I prefer going by train to going by coach. (generally)

I would prefer to go by train rather than (go) by coach. (on this occasion)

I would rather go by train than (go) by coach. (generally or on this occasion)

Rewrite these sentences so that they are correct, and circle whether your new sentence is 'generally' or 'on this occasion'. You may wish to circle both.

1 I'd prefer to book the tickets in advance to get them at the station.

generally / on this occasion

2 I had rather take a taxi than walk.

generally / on this occasion

3 Simon prefers driving on the motorway than driving along country lanes.

generally / on this occasion

4 Rachel prefers flying to Paris to take the train.

generally / on this occasion

5 Andrew prefers train stations than bus stations.

generally / on this occasion

WARM-UP



Look at the pictures. In pairs, ask and answer the following questions:

- What different aspects of fashion do these photographs show?
- How important is it to be fashionable? Do you consider yourself fashionable?
- Who decides what is fashionable?
- What's the difference between 'old-fashioned' and 'traditional'?



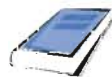
A



B



DEVELOP YOUR READING SKILLS



A

Fact or opinion?

Decide whether each of the following sentences is a fact or presents the writer's opinion. They all come from from different texts about fashion.

- 1 When Fabrice first started to design clothes, the fashion world was much smaller.
 - a fact
 - b opinion
- 2 This season's designs are much less attractive than last season's.
 - a fact
 - b opinion
- 3 Dresses are old-fashioned and jeans are much better.
 - a fact
 - b opinion
- 4 These clothes look great on the models, but would look ridiculous on ordinary women.
 - a fact
 - b opinion

- 5 The classic men's suit is coming back into fashion with younger businessmen.
 a fact
 b opinion
- 6 You should try to look the same as your friends so they accept you.
 a fact
 b opinion
- 7 More than 2,000 people attended the Anti-Fur Trade March in London.
 a fact
 b opinion
- 8 Fur coats are cruel and people who wear them should be ashamed of themselves.
 a fact
 b opinion

B Find the opinions

These paragraphs all come from different texts about fashion. Underline the sentence in each one where the writer presents their opinion.

1

Fashion goes in cycles and those cycles can often be predicted. Jeans get wider or narrower and skirts get longer or shorter. Fashion designers fool us into buying clothes that our parents bought twenty years ago. Their designs on the catwalk influence what appears in our high-street shops.

2

Expensive trainers from well-known companies are very popular these days. Some famous brands are made by people in the Third World who earn very little money. What you pay for the shoes might be a year's income to them. It's time the situation was changed.

3

Make-up is lighter this season and, to my mind, that is good for those with light skin. The new ranges from Passion and Make-Over all consist of soft browns and reds. Both companies have kept their basic range at the same price as last year.

4

As men's hair gets longer, women's hair gets shorter this year. Ponytails are becoming rare. Many women are wearing their hair above shoulder length. Thankfully, we are not seeing the return of the perm. With one or two exceptions, it has disappeared from our TV screens and from the streets.

DEVELOP YOUR READING SKILLS

C

Read and decide

Read this paragraph about changing fashions. For each sentence, decide if it presents a fact or the writer's opinion. Write **F** (fact) or **O** (opinion) after each sentence.

Throughout history, people have found different solutions to the problem of keeping warm. (___) The first clothes were simply dried animal skins. (___) The earliest examples we have are not particularly attractive. (___) Once ways of making material were discovered, clothes became much more interesting. (___) Unfortunately, few materials survive for very long and we have to rely on paintings and other pictures. (___) We know that simple robes were worn for centuries by cultures such as the Ancient Greeks. (___) These must have been very practical in the Mediterranean heat. (___) Further north, people needed thicker clothes to keep out the cold. (___)

D

What do they think?

Read what these people have to say about fashion. In each speech bubble, underline the sentence that best summarises the person's opinion.

1

There must be hundreds of fashion shows every year in London. If you ask me, it's all a waste of time, energy and money. It's just rich people who have nothing better to do. Don't they know that there are people starving all over the world while they're looking at clothes?

2

I paid over 10,000 roubles for these trainers. They've got special soles and they're the same as David Beckham wears. You can get them in black or white as well. It's worth paying a bit more to get the right pair.

3

Jeans are everywhere now. When I was younger you didn't see them so much. Even politicians wear them sometimes. As far as I'm concerned, they're not really my idea of smart clothes. Skirts and dresses are more my style.



Discuss

In pairs, discuss your answers. Do you agree?

What's their position?

Read these statements about the fur industry. Decide whether the authors are **for** the use of fur, **against** the use of fur or we **don't know**. Write the appropriate word or phrase on the line. Underline words or phrases which help you decide.

- 1 There's really no evidence that the animals suffer, so why should I feel guilty?

- 2 Some fur animals introduced into the country have escaped and started breeding in the wild.

- 3 Fortunately, more and more women are making the decision that fur is unnecessary.

- 4 There's nothing quite like the luxurious feel of a mink coat.

- 5 The number of fur farms in this country has halved over the last ten years.

- 6 Fake fur today is just as attractive as the real thing, and without the suffering.

- 7 The fur industry is hit hard when people have less money to spend on luxury items.

Read these sentences and then use the words in bold to complete the sentences below.

- If you want to be **trendy**, then you have to know what's in fashion right now.
 - I always wanted to be a **model**, but I'm not tall enough.
 - An actor might wear a **costume**, but businessmen wear suits.
 - I want something with the **label** on the outside so everybody can see the name of the designer.
 - It can become really expensive to wear **designer clothes** all the time.
 - The latest **craze** from America is trainers that play music!
 - Short hair is really **in** this year, so I'm having mine cut.
 - A **top** is anything we wear on the top half of our body, like a T-shirt.
 - Clothes **fit** you when they are the right size.
 - Something **suits** you when it looks good on you because of the style or colour of it.
- 1 I've got my skirt ready for the party, but I can't find my _____.
 - 2 I think having your hair up like that really _____ you.
 - 3 My mum's making my _____ for the school play.
 - 4 I think your jacket is really _____ and I'm thinking of getting one.
 - 5 I don't think a size ten will _____ me.
 - 6 There's a lot of pressure on you to stay very thin if you are a _____.
 - 7 Black was _____ last year, but this year everyone's wearing green.
 - 8 I don't like the new _____ for having holes in your jeans.
 - 9 My sister has lots of _____ which she lets me borrow sometimes.
 - 10 What name is on the _____ isn't really very important to me.

PRACTISE YOUR READING SKILLS

Reading know-how

- Отдельные вопросы проверяют ваше умение понимать отношение автора к фактам и событиям, описанным в тексте. Когда вы читаете текст, старайтесь понять, является ли это объективной информацией, или это субъективное мнение автора.
- Одно из заданий может состоять в том, чтобы подобрать заголовок к тексту. Помните, что заголовок всегда отражает главную идею всего текста, а не отдельной его части.

A

Read and answer

You are going to read an extract from a leaflet about the fur industry. For questions 1-7, choose the answer (A, B, C or D) which you think fits best according to the text.

The fur fashion industry is in poor health. The campaigns that started in the 1980s have had their effect and in the US alone the number of fur farms fell by over 50% from 1987 to 1997. In a move that is bound to be a waste of effort, the fur industry has tried to rebuild by using the slogan 'fur is back'. However, a loss of profits and an uncertain future mean that there are far fewer people working in the fur industry today. The number of manufacturers in the US has fallen from 797 in 1972 to fewer than 200. This trend will continue. We still need to be careful, though. Many people who would never consider buying fur are doing so without knowing it.

Clothes designers are aware of the bad image fur has with many people. Some of them have taken the sensible decision not to work with fur. Those that still encourage this cruel trade are forced to find ways to disguise fur. Coats are often trimmed to make the fur feel like other materials. It's dyed bright orange or powder blue to hide its origins. Perhaps the most common trick is to use a small amount of fur around the edges of coats, hoping that the customer won't realise that animals have died to make their clothes.

As the fur farming industry faces problems, so does the fur trapping industry. Governments have been rather slow to introduce effective laws, but the situation is not looking good for fur trappers. The most popular trap is the leghold trap. Around ninety countries have banned these traps and over twenty countries, mostly in Africa, have banned trapping altogether. The use

of these shocking devices is falling, but there is more that we can do to persuade governments to act. Letter-writing campaigns can still help. Demonstrations still take place around the world against this evil trade.

These actions do produce results. In Sweden, for example, the government agreed to pass a law saying that foxes cannot be kept in cages and that all foxes kept for fur must be allowed to dig. The extra cost will mean that most fur farms in Sweden will go bankrupt. In Switzerland, too, the law makes this old-fashioned industry impossible. There, all animals must be given enough space to behave naturally. If only more countries would follow this lead, a lot of suffering would be prevented.

The number of animals suffering around the world for the fur trade has fallen by about twenty-seven million over the last decade. The people working against the industry can be proud of what they have achieved. Employment in this area of the economy has fallen to only about 600 workers. Many of them are looking for other jobs. Most of them realise that their industry has no future. Some of them have taken the brave decision to leave because they recognise the cruelty around them.

The increase in sales of furs in the US does not mean that 'fur is back'. At a time when the rest of the economy is growing quickly, sales of fur grew by a tiny 1.6% last year. This figure, even if it is correct, is a clear sign that people are moving away from fur. Thankfully, the industry is dying around the world.

- 1 The writer thinks the fur industry is
 - A never going to recover.
 - B trying harder than ever.
 - C becoming more trendy.
 - D getting more careless.
- 2 The writer thinks that designers have to
 - A make logical choices about their designs.
 - B fool people if they want to sell fur.
 - C use other materials that look like fur.
 - D use little fur because it's expensive.
- 3 What is meant by 'these shocking devices' in line 36?
 - A laws against trapping
 - B forms of protest
 - C leghold traps
 - D fur trappers
- 4 The industry will suffer in Sweden because companies will have to
 - A have more space.
 - B buy more cages.
 - C increase prices.
 - D keep more foxes.
- 5 The writer admires people who leave their job when they
 - A can no longer survive in the industry.
 - B see that profits are likely to fall.
 - C are offered other employment.
 - D realise the suffering they cause.
- 6 What is the writer's attitude to the 1.6% growth in the fur industry?
 - A It is a worrying statistic.
 - B It happened too slowly.
 - C It may be a lie.
 - D It shows the need for action.
- 7 What would be the most suitable title for this extract?
 - A Don't be fooled by designers
 - B A return to popularity
 - C The decline in the fur trade
 - D Millions of animals are suffering



B

Discuss

In pairs, discuss the answers you have chosen. Have you chosen the same answers for the same reasons?

Grammar focus

Sometimes adverbs show the writer's attitude to a statement and sometimes they show how something was done (manner).

Hopefully, next season's colours will suit me better.

= *I hope that next season's colours will suit me better.* (writer's attitude)

Suddenly, Sarah appeared wearing her new dress.

= *Sarah appeared wearing her new dress and it surprised us.* (manner)

Decide whether the following adverbs in bold tell us what the writer thinks (attitude) or how something was done (manner).

- 1 **Amazingly**, the prices of designer clothes more than doubled last year.
attitude / manner
- 2 **Thankfully**, high street shops are starting to sell the latest designs.
attitude / manner
- 3 **Increasingly**, people are realising how cruel the fur industry really is.
attitude / manner
- 4 **Anxiously**, the models waited for their turn to go onto the catwalk.
attitude / manner
- 5 **Worryingly**, young models are being forced to starve themselves to stay thin.
attitude / manner
- 6 **Happily**, not all teenagers think that expensive trainers are absolutely necessary.
attitude / manner
- 7 **Reluctantly**, Tom put the jacket back on the shelf when he saw how much it was.
attitude / manner
- 8 **Sadly**, the people who make many expensive fashion items make very little money.
attitude / manner

14 Writing

Fashion

WARM-UP



Look at the pictures. In pairs, ask and answer the following questions.

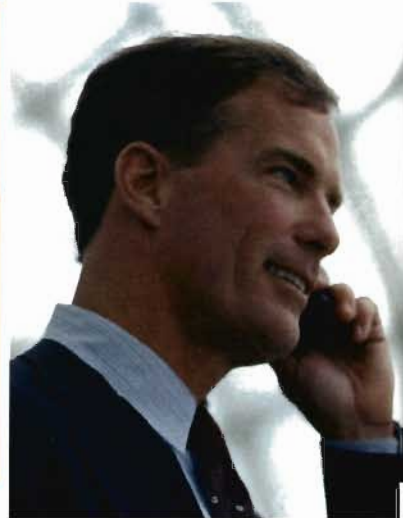
- Describe how the people in the photos look.
- What can you tell about a person by how they dress?
- How often do you buy new clothes?



A



B



DEVELOP YOUR WRITING SKILLS



A Think about paragraphs

Write **T** for True or **F** for False next to these statements about paragraphs.

- 1 Each paragraph in a piece of writing has a different purpose. _____
- 2 We usually start a new paragraph to introduce a new point. _____
- 3 Paragraphs should never be less than twenty words. _____
- 4 Paragraphs in reports should usually have headings. _____
- 5 You don't need to have paragraphs in an informal letter. _____
- 6 We use paragraphs to make a piece of writing easier to read. _____

B Study the model

Look at model composition 14 on page 219. Then answer these questions.

- 1 Does Emma mention the computer in paragraph 1? Yes / No
- 2 Does she put all the reasons for buying the Compar in one paragraph? Yes / No
- 3 Does she refer to all the notes? Yes / No
- 4 Does she say some things in the letter that are not in the notes or the advert? Yes / No



What's the point?

Look at model composition 14 again. Each paragraph serves a different purpose. What's the point of each paragraph? Make notes on the lines provided.

Paragraph 1 refer to Rurik's letter / give news

Paragraph 2 _____

Paragraph 3 _____

Paragraph 4 _____

Paragraph 5 _____



Discuss

In pairs, discuss your answers. Do you agree on the purpose of each paragraph?



Divide into paragraphs

Look at this composition question, and a student's answer below.

Ignoring the grammatical and spelling mistakes that the student has made, put a line (/) where you think each paragraph should end. You should end up with four paragraphs.

You have been doing a class project on fashion. Your teacher has asked you to write a composition about the following statement:

Appearance is important.

You should state whether you agree or disagree with this statement, explaining your reasons clearly.

The Importance of Appearance

Society places great value on appearance and most people care about how they look. Indeed, we often judge others by their appearance. However, there is danger of placing too much importance on how someone looks, as it does not always indicate the kind of character they have, or what skills they may possess. There is no doubt that appearance is important. For example, if you go to a job interview without having made effort to look smart, then you will probably not be offered the job. Moreover, someone's appearance can give us useful information about that person. When we see a person wearing a suit, we suspect they are professional. This can inspire confidence. Nevertheless, there is a danger of falsely judging someone by their appearance. For instance, not all punks are hooligans and untrustworthy. People which judge solely by appearance may suspect that they are. In conclusion, although appearance is important, we must also consider other factors, such as personality, when forming opinions about people. There is some truth in the saying: 'Never judge a book by it's cover.'

DEVELOP YOUR WRITING SKILLS

F Which paragraph?

Write the number of a paragraph 1-4 from the composition in E to answer these questions.

Which paragraph(s) ...

- 1 present examples? _____
- 2 introduces the topic? _____
- 3 summarises the argument? _____
- 4 explains the danger of judging someone by their appearance? _____
- 5 explains the importance of appearance? _____

G Which phrases?

Look at the composition again. Write the words or phrases used to introduce these ideas.

- 1 an example _____
- 2 another reason _____
- 3 a contrasting idea _____
- 4 a summary of the argument _____

H Can you find the mistakes?

The writer of the composition above made one spelling mistake and one grammatical mistake in each paragraph. Find them and underline them.

I Match the paragraphs to the text types

Match each paragraph content on the left with its appropriate text type on the right.

- | | |
|----------------------------------|--------------------------|
| 1 presenting your experience | a short story |
| 2 presenting your findings | b magazine article |
| 3 presenting disadvantages | c discursive composition |
| 4 requesting action | d report |
| 5 describing a fictional event | e informal letter |
| 6 describing how to do something | f letter of application |
| 7 giving your news | g letter of complaint |

J Write an introduction

Read this question and write an introductory paragraph of about 40 words in your notebook. Try to start with a rhetorical question to interest the reader.

A teenage fashion magazine has asked you to write an **article** on the subject of the importance of fashion to young people today, entitled

'We are what we wear'

K Write a report paragraph

Read this question and write a paragraph of about 30 words in your notebook. The heading of the paragraph is 'Sportswear'. Remember that a report should be formal.

You have a part-time job in a clothes shop. The manager wants to make the shop more popular with young people and has asked you to write a **report** making some recommendations.

COMPOSITION DEVELOPMENT



Read this composition question and do the exercises that follow.

A friend of yours has written to you asking for advice on what to wear to a party. Carefully read the extract from your friend's letter, the list of possible costumes and the notes you have made. Then write a **letter** to your friend making your recommendation.

I'm going to a fancy dress party in a couple of weeks' time, and I'm not sure what to go as! Have you got any ideas? I want to make my own costume, but it's got to be quite easy as I'm not very good at things like that! I've written a list of possibilities. Could you let me know what you think about each one? Thanks!

possibilities

- 1 pirate
- 2 ghost
- 3 Ancient Greek/Roman
- 4 Dracula

good - but hat's difficult!

easy: large white sheet, cut holes for eyes - bit boring

cool!: make toga out of large white sheet, belt, brown sandals? - hold bunch of grapes! - BEST CHOICE!

v good but more tricky: black sheet for cape, paint face white, make teeth out of card, lipstick

Write a **letter** in **120-180** words in an appropriate style. Do not write any addresses.

Brainstorming

Answer the following questions using your imagination where necessary.

- 1 Do you know the name of the person you are writing to? **Yes / No**
- 2 How are you going to begin your letter? **Dear** _____
- 3 Are you going to mention the party in paragraph 1? **Yes / No**
- 4 Should you mention all the possible costumes? **Yes / No**
- 5 Which costume are you going to recommend? _____

Match the paragraphs to the content

Match the paragraph contents on the right with each paragraph 1-5.

- 1 a say you hope they enjoy the party / let you know what they decide
- 2 b the three possibilities you don't recommend
- 3 c say goodbye / why you have to stop writing
- 4 d your recommendation
- 5 e thank them for their letter / give your news

C

Plan your paragraphs

Complete the following paragraph plan for your letter, making notes on what you are going to include in each paragraph.

Informal transactional letter plan	
	Dear _____,
Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	
Closing sentence(s)	
Final closing expression	
First name + surname	

D

Homework



Now write your letter. Read this checklist. When you have written your letter, tick the boxes.

- I have written an informal letter.
- I have thanked them for their letter in paragraph 1.
- I have included **all** the information I need to.
- I have divided my letter into paragraphs.
- I have checked my letter carefully for mistakes.

Read these sentences and then use the words in bold to complete the sentences below.

- Angus was dressed as a ghost at the **fancy dress** party and I didn't recognise him!
- Those shoes don't really **go with/match** your skirt. Have you got another pair?
- Modelling is easy! All you have to do is walk up and down a **catwalk!**
- Lipstick and eye shadow are examples of **make-up/makeup.**
- I'm thinking of having my ears **pierced.** Does it hurt?
- Sarah's got a small **tattoo** on her shoulder in the shape of a butterfly.
- I'm going to **dye** my hair green for the party tomorrow!
- I don't have a washing machine at home, so I have to go to a **launderette** to wash my clothes.
- Necklaces, bracelets and earrings are examples of **jewellery.**
- Belts and handbags are sometimes called **accessories.**

- 1 Please don't get your nose _____
– I know you'll regret it!
- 2 I'm looking for a top to _____
these trousers. Have you got anything suitable?
- 3 It's Halloween soon. We'll have to start thinking about _____ costumes.
- 4 And Jane, who's just coming onto the _____ now, is modelling our new Summer-Fun beachwear.
- 5 Actors often wear _____ on stage so that they don't look pale under the bright lights.
- 6 Is there a _____ near here?
I've got loads of dirty laundry.
- 7 Tonya and Jake went to a _____ shop yesterday to look at wedding rings.
- 8 I'd never get a _____. They're almost impossible to remove.
- 9 We've got a 20% discount on hats, shoes and other _____ this week.
- 10 I'm going to _____ these white jeans pink. Pink's really in at the moment!

PRACTISE YOUR WRITING SKILLS

INFORMAL TRANSACTIONAL LETTER

Writing know-how

- Будьте внимательны с употреблением имен. Если в задании вам предлагается ответить на письмо, то предполагается, что вы знаете имя человека, которому пишете. Если имя не дано в задании придумайте его сами.
- Помните, что в личном письме фамилия адресата в обращении и фамилия автора в заключительной фразе НЕ пишутся.

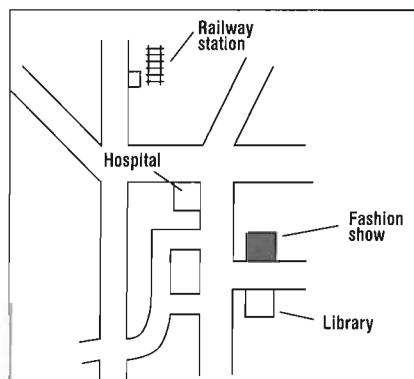
Write an answer to the following question in **120-180** words in an appropriate style.

Do not write any addresses.

You are organising a fashion show to raise money for charity. You have invited a friend of yours who lives in another town to come along and support the event. Look at the extract from their reply, the map and the notes you have made and write a letter to your friend responding to the points they have raised.

Thanks for inviting me – I'd love to come! I'll probably come by train. Could you let me know how to get to the venue, and what time I should get there? Also, any chance I can stay at your place for the night? I don't think there'll be a train back that late, will there?

- give directions from station!
- stay at mine ✓ (on sofa)
- starts - 8.30pm
- bring a sleeping bag!
- meet at 8.00pm at front entrance?



Grammar focus

The jeweller **pierced** my ears.

Causative form: I **had** my ears **pierced** (by the jeweller).

Causative form: I **got** my ears **pierced** (by the jeweller). (more informal)

Who is actually going to do the piercing? **You / Someone else**

Rewrite these sentences in the causative form. Use either 'have' or 'get'.

Don't write who actually did it (so don't mention the hairdresser in the first sentence).

- 1 The hairdresser dyed Susan's hair purple for the play.

- 2 Our costumes are being made at the moment.

- 3 My trousers are too long, so I'm going to pay someone to take them up.

- 4 They're delivering her wedding dress tomorrow.

- 5 I want someone to remove my tattoo.

WARM-UP



Look at the pictures. In pairs, ask and answer the following questions:

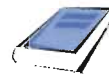
- How do you think the photographs are connected to the idea of crime?
- What kinds of crime are a problem where you live?
- Have you or anyone you know ever been the victim of a crime?
- Would you steal if you were starving?



A



DEVELOP YOUR READING SKILLS



A

Reconstruct the crime

These sentences come from a description of a robbery. Put them in the correct order.

- 1 The next step was to get inside the bank quickly.
- 2 I realised I should run after them, but it was too late and the guard grabbed me. That's how I ended up in here, behind bars.
- 3 At that moment, I spotted the guard and he started running towards us.
- 4 Once inside, I shouted to tell everybody to remain calm and that it was a robbery.
- 5 The first thing we did was to check we all knew what we were doing.
- 6 When I saw him, I got my water pistol out and pointed it at him.
- 7 To start with, we all met in the centre of town.
- 8 Then he stopped for a second, until he saw the water coming out of the end!
- 9 Once they realised what had happened, the others ran out of the door.
- 10 Having done that, we drove to the bank and pulled our masks on.

Correct order: ___ / ___ / ___ / ___ / ___ / ___ / ___ / ___ / ___ / ___

B*Find the phrases*

Read this paragraph and answer the questions.

Which phrase(s) ...

- 1 introduces a consequence? _____
- 2 introduces a contrast? _____
- 3 introduces more detail? _____
- 4 refers to the order of events? _____

I hadn't been working as a guard at the bank for long before it happened. In fact, I think I'd been there for about two months. It was really quite an easy job. Mind you, it was boring. I was standing there as usual when some people burst in wearing masks. Straight away, I knew it was a robbery. One of them shouted something. At that moment, I saw he had what looked like a gun. This meant that I had to act fast. I ran towards him and then he pointed the gun at me. I stopped. A second later, I saw a drop of water on the end of his gun. I realised it was a water pistol and smiled at him. The others got away, but he's in prison now.

C*Complete the gaps*

These paragraphs all come from different texts. Each of these phrases goes into each text once. Decide where each one goes by writing the appropriate letter.

- a in fact
- b because of this
- c for instance

1
 There's almost no privacy inside prison. Every minute of every day, you're with somebody. _____, most people really appreciate the prison library, where you can be alone for a few moments. Another reason is that the books help you escape in your mind. _____, travel books help you imagine you are far away in a distant place. You can also learn things. _____, some people have even passed exams after studying in prison.

3
 I knew something was wrong as soon as I opened the front door. Things had been moved. _____, the chair in the hall had been knocked over and there was mud on the carpet. I pushed the door into the living room. The place was a complete mess! It didn't look like a living room, _____. It looked like an explosion. We had been burgled. I knew that, _____, I was going to miss my train.

2

The accused claims that he was at the cinema on the night in question. _____, the cinema was closed for repairs that night. Other things he says are also false. He claims that he has never been in trouble before, _____. Yet police records show he has been arrested at least three times in the past. _____, we plan to keep him here at the station until we have carefully checked his story.

DEVELOP YOUR READING SKILLS

D

What's the structure?

For each pair of sentences, choose the answer that describes what the writer is doing.

- A making a general statement and then giving an example
- B giving examples and then making a general statement
- C describing a sequence of events
- D describing steps in a process
- E describing a problem and then a solution

- 1 There are few pleasures in prison life. One of these is the chance to have some fresh air. _____
- 2 Before signing the arrest form, the officer should check the name of the person being charged. When this is done, the official photograph is taken. _____
- 3 Some people turn to crime as a result of unemployment. Investment in local industry could help to reduce this cause. _____
- 4 People are mugged every day and houses are burgled. Crime is on the increase and something must be done about it. _____
- 5 After turning the red key, the code number is entered to turn the alarm on. Then, close the box and lock using the same key. _____
- 6 After leaving the bedroom, we moved into the living room. We knew the money had to be there somewhere but, just then, a light came on in the next room. _____
- 7 An increase in muggings in the town centre has been blamed on poor lighting. Installing more streetlights should help to bring crime down. _____
- 8 Being the victim of a crime can have many effects on people's lives. Some couples even get divorced because of the stress of the experience. _____
- 9 One of the problems with crime is that it destroys trust. Theft in a school can soon make life impossible for everybody. _____
- 10 Having got into the car, I reached under the steering wheel. After a moment, I cut two wires and connected them and the car came to life. _____

Match

Put the following phrases in the correct boxes below.

just then

this means that

for instance

having done that

because of this

such as

as a consequence

meanwhile

for example

following this

Examples

Results and consequences

Order of events

Read these sentences and then use the words in bold to complete the sentences below.

- The judge gave him a **sentence** of three years in prison.
- The other **inmates** made Lisa's life hell when she was in prison.
- I caught my nephew **shoplifting** in the town centre last week and I made him take all the things he had stolen back to the shops.
- **Burglary** is on the increase and many houses in this area have been broken into recently.
- My brother was **mugged** last week. Two men stopped him in the street and they took his money and mobile phone.
- When I find the student who is responsible for the **theft** of school property, there will be trouble.
- A **fine** is an amount of money you have to pay if you are found guilty.
- It is a serious crime to try to **smuggle** drugs from one country into another.
- The judge might make you do **community service**, which is when you have to do something to help the area you live in.
- The twelve members of the **jury** all came to the conclusion that the accused was guilty.

- 1 The _____ of the famous painting shocked the art world.
- 2 The judge asked the _____ if they all agreed with the verdict.
- 3 Six months is a ridiculous _____ for such a serious crime.
- 4 They caught the woman trying to _____ diamonds out of the country.
- 5 Some of the _____ decided to try to escape.
- 6 I did 120 hours of _____ after being found guilty of stealing cars.
- 7 It was a large _____, but it was better than going to prison.
- 8 Companies are complaining about the amount of _____ that happens in this town.
- 9 When I was _____, they took all my money and left me for dead in the road.
- 10 The police arrived during the _____ and the criminals escaped through the garden.

PRACTISE YOUR READING SKILLS

Reading know-how

- Найдите слова и фразы, которые играют роль примеров или описывают последовательность совершаемых действий. Они могут оказать вам неоценимую помощь, когда вы будете выстраивать события в их логической последовательности.
- Ответив на вопрос, быстро прочитайте предложения до и после ответа, чтобы решить, насколько ваш ответ логически встраивается в контекст.

A

Read and answer

You are going to read a magazine article about a visit to a prison. Seven paragraphs have been removed from the article. Choose from the paragraphs **A-H** the one which fits each gap (1-6). There is one extra paragraph which you do not need to use. There is an example at the beginning (0).

- A** Some of our questions having been answered, Tim offered to give us a tour of his cell. Perhaps 'tour' isn't quite the right word. It was one concrete room, with two beds, a toilet and sink and a small window high up where a ray of sunlight came in. There were a few pictures and posters stuck up on the walls.
- B** All inmates do get the chance to socialise during what they call 'association'. This is an hour where prisoners can meet, smoke, chat and occasionally play games. This time can be very important in helping you through the lonely moments.
- C** Padbury was quite an experience. Perhaps we never fully relaxed, but, then again, we didn't feel threatened either. For whatever reason, these men had all been sent here and they were trying to survive as well as they could.
- D** A few had volunteered and the warden had chosen Tim Banks, one of the long-term inmates. We never found out what he was in for. It's generally considered bad manners to ask in prison, and I think we probably felt better not knowing.
- E** We watched as a few of the men wandered in the yard outside. It was raining a little, but they seemed to like being in the rain. The warden explained that developing outdoor activities was quite important and he took us to show us an example.
- F** It also provided a place to study. Some of the prisoners planned to do their best to find work when they got out. To help them, the prison provided the opportunity to take exams from inside prison. It didn't always work, but the warden was very proud when it did.
- G** Our next stop was the canteen. As a trusted prisoner, Tim worked in the kitchens, helping to prepare three meals a day for five hundred prisoners. We tried what was on offer for lunch: mashed potato, beans and chicken pie. It wasn't bad, until you thought about sitting down every day for years to eat in the same place.
- H** I had chosen it for a school trip because we had been studying crime in class and I thought my students might benefit from seeing a real prison up close. We had realised that in our discussions one of the problems was not knowing what life inside was really like. We were all excited, and perhaps a little nervous, as we set off one cold winter's morning to find out.

A Prison Visit

From the outside, Padbury Prison is an imposing, Victorian building. The walls are thick and the windows have strong iron bars on them. Some of my sixth-form students and I were going to discover what went on inside.

0 _____ H _____

Arriving at the main gate, we were led into a room by the warden's office. He appeared after a while and welcomed us. He explained that special arrangements had been made for our safety. Padbury wasn't a dangerous prison, but we still had to stick to our planned tour. Before that, though, we had arranged to interview one of the inmates.

1 _____

We started off with a few questions about what he missed outside. We were surprised by some of the answers. In class, we had thought that it would be things like going to the pub or football matches. We were told, though, that it was the very simple things, like just walking down the road to the park, that the men inside missed the most.

2 _____

One showed a farm in the Lake District. Tim explained that that was his dream, to get out and work on a farm somewhere. The natural beauty of

the picture made the cell seem even more depressing and I think we were all glad when the time came to leave and we went out.

3 _____

But then the whole of prison life seemed to be like that: an endless routine. Those who were lucky enough to have work to do, like Tim, at least got some variety in their lives. Others, usually ones who weren't trusted to work, spent long hours in their cells every day.

4 _____

After the canteen, we made our way to the library. This is an important part of any prison, as Tim explained to us. Without books to read, there would be almost nothing to fill the time with, so all inmates soon became big readers, even if they hadn't been on the outside.

5 _____

One ex-prisoner, for instance, had studied the law to help his own defence. Once on the outside, he qualified as a lawyer and now helps other prisoners prepare for court.

6 _____

As the warden pointed out, they might come out better or worse men. It was hard to tell. His job, though, was to help them serve their time quietly and, perhaps, help them to avoid coming back in the future.



B

Discuss

In pairs, discuss the answers you have chosen. Have you chosen the same answers for the same reasons?

Grammar focus

Some of my sixth-formers and I were going to discover what **went on** inside.
(This is the past of the phrasal verb **to go on**, meaning happen.)

We were all glad when the time came to leave and we **went out**.
(This is the past of the verb **to go**, with the preposition **out** showing the direction.)

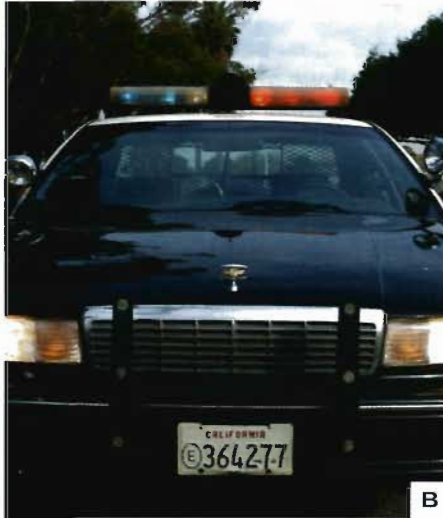
Decide whether the words in bold are a form of a phrasal verb or not.
If you think it is a phrasal verb, write what you think it means.

- In the prison library, I asked some of the inmates what they **were looking up**.
phrasal verb / verb plus preposition
meaning: _____
- The defence lawyer **pointed out** that the witness had changed his story.
phrasal verb / verb plus preposition
meaning: _____
- I caught a glimpse of the thief as he **ran along** the pavement past me.
phrasal verb / verb plus preposition
meaning: _____
- The policeman made the child **turn out** his pockets.
phrasal verb / verb plus preposition
meaning: _____
- When he heard the sirens, the burglar decided to **leave by** the fire escape.
phrasal verb / verb plus preposition
meaning: _____
- 'How did you **come by** this watch?' the detective asked me, suspiciously.
phrasal verb / verb plus preposition
meaning: _____

WARM-UP 

Look at the pictures. In pairs, ask and answer the following questions.

- What is the connection between the pictures?
- Would you like to be a judge? Why/Why not?
- What do you know about the prison system in your country?



DEVELOP YOUR WRITING SKILLS 

A

What's the purpose?

Here are some sentences from a discursive composition about capital punishment. What is the purpose of each sentence? Write a letter from the box next to each sentence.

- | | |
|---------------------------|--|
| A introducing the topic | E presenting a disadvantage |
| B giving opinion | F presenting two opposing points of view |
| C giving an example | G presenting a conclusion |
| D presenting an advantage | |

- 1 For instance, the majority of people executed for murder in the United States are black. _____
- 2 To sum up, there is little evidence that capital punishment acts as a deterrent. _____
- 3 I would argue that there is no place for capital punishment in a humane, civilized society. _____
- 4 Capital punishment is an extremely controversial issue. _____
- 5 Secondly, when a murderer is executed, the family of the victim often feel that justice has been done. _____
- 6 Finally, there have been many occasions throughout history when innocent people have been executed. _____
- 7 Firstly, it is said that capital punishment sends a message to society that murder will not be tolerated, but it also clearly sends the message that killing is acceptable in certain circumstances. _____

B Which paragraph?

Your discursive compositions will usually have four paragraphs. Which paragraphs would the sentences in A probably go in? Write the number of each sentence next to its appropriate paragraph.

- Paragraph 1 introduction _____
- Paragraph 2 advantages of capital punishment _____
- Paragraph 3 disadvantages of capital punishment _____
- Paragraph 4 conclusion _____



C Discuss

Do you agree on what the sentences are doing? Do you agree which paragraph they would probably be found in?

D Put in the correct order

Here's the third paragraph from the composition about capital punishment. The sentences are in the wrong order. Rewrite the paragraph in your notebook, putting the sentences into the correct order.

This is a dangerous message. Finally, there have been many occasions throughout history when innocent people have been executed. However, there are many arguments against capital punishment. Secondly, the evidence suggests that most people punished by death are the weakest members of society. Firstly, it is said that capital punishment sends a message to society that murder will not be tolerated, but it also clearly sends the message that killing is acceptable in certain circumstances. For instance, the majority of people executed for murder in the United States are black.

E Complete the table

You are expected to use some discursive words and phrases when you write a discursive composition. These make your argument clearer.

Look at the words and phrases in the table over the page, and write a letter from the list of purposes below in each purpose box.

- A expressing contrast
- B introducing a further point in a list of points
- C expressing results
- D presenting two opposing points of view
- E introducing a final point in a list of points
- F expressing someone else's opinion
- G introducing the first point in a list of points
- H introducing a conclusion
- I expressing your opinion
- J giving examples
- K presenting two (dis)advantages together

DEVELOP YOUR WRITING SKILLS

Purpose	Discursive words and phrases		
	First, To start with,	Firstly, To begin with,	First of all,
	Second(ly), Furthermore, Apart from that,	Third(ly), In addition, also	Moreover, What is more,
	Finally,	Lastly,	
	not only ... but also		
	on the one hand ... on the other hand		
	For this reason, Therefore,	Because of this, Thus,	As a result,
	however though despite	but even though nevertheless	although in spite of
	for example like	for instance	such as
	in my opinion I believe (that)	as I see it	to my mind
	Some people believe (that) It is said (that)	According to	
	To conclude, In summary,	In conclusion,	To sum up,

F

Study the model

Look at model composition 15 on page 220.
Underline all the discursive words and phrases.

G

Rewrite the sentences

These sentences have all been taken from discursive compositions. They are too informal. Rewrite them in a more appropriate style. Use some of the discursive words and phrases from the table above.

1 To end, then, I think that fining criminals is often better than sending them to prison.

2 And another thing – being a cop is really tough these days.

3 People like rapists and murderers should be locked up for ever.

4 No one's proved, though, that killing murderers does any good.

5 And we've got to ask why some people pinch things from shops.

COMPOSITION DEVELOPMENT



Read this composition question and do the exercises that follow.

You have been doing a class project on crime. Your teacher has asked you to write a composition about the following statement:

Anyone found guilty of committing a crime should be sent to prison.

You should state whether you agree or disagree with this statement, explaining your reasons clearly.

Write your **composition**.

A Brainstorming

Answer the following questions giving your own opinions.

- 1 Which of these compositions will be easiest to argue and write?
 - a a composition arguing that all crimes should be punished by imprisonment
 - b a composition arguing that only certain crimes should be punished by imprisonment
 - c a composition arguing that no crimes should be punished by imprisonment
- 2 What do you think would happen if all criminals were sent to prison?

- 3 What do you think would happen if no criminals were sent to prison?

- 4 Are some crimes more serious than others?
Give examples.
very serious crime: _____
less serious crime: _____
- 5 Give three examples of crimes which should be punished by imprisonment.

- 6 Why is imprisonment an effective punishment for these crimes? Give two reasons.

- 7 Can you think of three punishments which are alternatives to imprisonment?

- 8 Which crimes, if any, could these punishments be effective for? Why?

- 9 Can you sum up your opinion in one sentence?

B Think about your first sentence

Which of these sentences might be a good first sentence for your introductory paragraph? Tick (✓) the appropriate ones and cross (x) the inappropriate ones.

- 1 We would all like to live in a crime-free and safe society. _____
- 2 I have never committed a crime. _____
- 3 Last week, our class visited a prison. _____
- 4 If people commit crimes, then they have to be punished in some way. _____
- 5 Society cannot allow criminals to get away with their crimes _____
- 6 Too many criminals get away with their crimes these days. _____
- 7 Every civilized society needs a legal system. _____
- 8 We have just done a project on crime at our school. _____

Now write your own introductory sentence, based on the appropriate sentences above.

C

Plan your paragraphs

Complete the following paragraph plan for your composition, making notes on what you are going to include in each paragraph.

Discursive composition plan	
Paragraph 1	
Paragraph 2	
Paragraph 3	
Paragraph 4	

D

Homework

Now write your composition. Read this checklist. When you have written your composition, tick the boxes.

- I have written a formal composition.
- I have written four paragraphs.
- My argument is clear.
- I have given some examples.
- I have expressed my opinion.
- I have used some discursive words and phrases.
- I have checked my composition carefully for mistakes.



Read these sentences and then use the words in bold to complete the sentences below.

- **Capital punishment** is punishment by death. Techniques include the electric chair, the gas chamber, hanging and lethal injection.
- Some people believe that capital punishment acts as a **deterrent**. This means they think it stops people committing murder.
- The serial killer was sentenced to **life imprisonment**.
- The police think I committed the burglary! I'm going to have to get a **lawyer/solicitor**.
- She was arrested on suspicion of fraud, and later was officially **charged** with the crime.
- The court **case** lasted for three months before the jury found him guilty.
- Judge: How do you **plead**?
The accused: Guilty, your Honour.
- The jury found him **not guilty**, but nobody really thinks he's innocent.
- There's lots of **evidence** that he did it – his fingerprints were all over the gun, for example.
- Having served fifteen years in prison, Mason is to be **released** next week.

- 1 My lawyer's advised me to _____ guilty, but I'm not going to. I'm innocent!
- 2 People imprisoned for life are usually _____ after about twenty years.
- 3 My _____ has instructed me not to discuss this case with reporters.
- 4 The suspect was released without being charged due to lack of _____.
- 5 No European country supports _____. Most Europeans think that it's barbaric.
- 6 Losing your driving licence would be a good _____ against drinking and driving.
- 7 I'm buying a new suit. My _____ at the County Court starts on Monday.
- 8 I can't believe the police have _____ Jane with embezzlement. They must have made a mistake.
- 9 Can you imagine being sentenced to _____ and knowing you have to spend the rest of your life behind bars?
- 10 The foreman of the jury read out the verdict. '_____', he said.

PRACTISE YOUR WRITING SKILLS

DISCURSIVE COMPOSITION

Writing know-how

- Сочинение-рассуждение предполагает использование определенных слов и выражений (см. стр. 218).
- Помните, что сочинение обычно пишется в более официальном стиле, чем статья. Основная цель в этом случае – не увлечь читателя, а изложить свои рассуждения последовательно и выразить мнение, подтвердив его весомыми аргументами.

Each of these compositions should be written in **120-180** words in an appropriate style.

- 1 The following comment was printed recently in a local newspaper:

The crime rate in our area is far too high and extreme measures need to be taken to reduce it.

Now your teacher has asked you to write a composition on this subject, stating whether you agree or disagree with the comment and expressing your own opinions.

Write your **composition**.

- 2 Your class has been doing a project on crime. Your teacher has asked you to write a composition giving your opinions in answer to the following question:

Why do some people break the law?

Write your **composition**.

Grammar focus

*The burglar ran fast, **but** he was caught by the police.*

Although / **Even though** / **Though** the burglar ran fast, he was caught by the police.

In spite of the fact that / **Despite the fact that** the burglar ran fast, he was caught by the police.

In spite of / **Despite** running fast, the burglar was caught by the police.

The burglar ran fast. **However**, he was caught by the police.

Rewrite these sentences using the word given.

- 1 She had a very good lawyer, but she was still found guilty. **DESPITE**

- 2 There isn't any evidence. However, there is a strong motive. **ALTHOUGH**

- 3 In spite of his having a criminal record, he was only given a warning. **BUT**

- 4 Although people feel less safe, the crime rate is actually dropping. **FACT**

- 5 Despite being a suspect, Mason was never arrested. **HOWEVER**

WARM-UP



Look at the pictures. In pairs, ask and answer the following questions:

- What kinds of shopping do these pictures show?
- How has shopping changed in the last ten years?
- What kind of things do you enjoy shopping for?
- Is personal service important in shops?



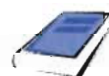
A



B



DEVELOP YOUR READING SKILLS



A

What kind of text?

Read these sentences and choose which kind of text they have probably come from.

- 1 The weather was terrible, but you would've loved the shops!
 - a formal letter
 - b friendly letter
- 2 Although the location of the new store is inexpensive, it is not felt that many customers would travel so far out of town.
 - a business report
 - b advertisement
- 3 If you are dissatisfied in any way with this product, return it to us, stating where and when it was purchased.
 - a label
 - b review
- 4 There had always been a shop on the corner of Ralph Street, and my father was determined that there always would be.
 - a news report
 - b biography

- 5 Statistics indicate that the growth in the number of supermarkets is likely to continue for many years.
- a government report
 - b short story
- 6 We've all done it – got the things home we spent hours trying on and wondered what on earth made us spend so much money.
- a encyclopedia entry
 - b magazine article

B *Read and decide*

Read these paragraphs and decide what kind of text they are from. Write your idea in the space provided and make a note of why you think that.

1
I walked up to the counter and handed the clothes over. The assistant began to tap the prices into the till. I glanced behind me, along the rows of suits, but saw nothing. It was important that nobody saw me buying the clothes. Nothing must link me to this suit. She named a price and I quickly paid and left the shop, disappearing into the crowds.

Text type: _____
Why? _____

2
The manager this morning praised Mrs Brown's quick thinking. 'If it hadn't been for her,' he said, 'the thief might have got away with everything.' Mrs Brown herself says that she didn't have to think twice about pushing her trolley into the path of the fleeing criminal. 'Well, it's not right, is it? This is my corner shop,' she said.

Text type: _____
Why? _____

3
Although not for everyone, a career in sales management can be very rewarding. Meeting the public and dealing with the problems that come up through the day certainly stops you getting bored. We sent our roving reporter along to find out just what it takes to make it in the world of sales.

Text type: _____
Why? _____



C *Discuss*
In pairs, discuss the answers you have chosen.
Have you chosen the same answers for the same reasons?

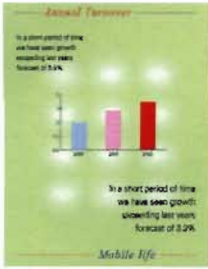
DEVELOP YOUR READING SKILLS

D Match the text types

- advertisement
- magazine article
- friendly letter
- business report
- autobiography
- news report
- short story



1 _____

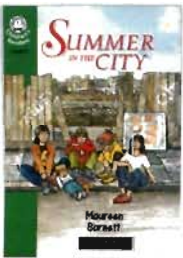


2 _____



3 _____

4 _____

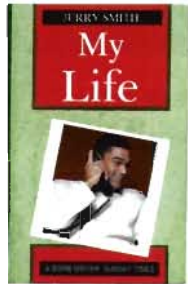


5 _____

Writer vows to sell home after losing tree row

183 words David Jones has vowed to sell his home in the city after losing a row of trees that he has spent years and thousands of dollars on. The trees, which are a mix of species, were cut down last week by the city council. Jones, who has lived in the house for 15 years, says the trees were a major part of the property's appeal. He says he has been told that the trees are a liability and that they will be cut down. Jones says he is considering selling the house, but he is not sure if he can find a buyer who will accept the loss of the trees. He says he is looking for a buyer who will accept the trees as they are, but he is not sure if that is possible. He says he is looking for a buyer who will accept the trees as they are, but he is not sure if that is possible.

6 _____



7 _____

Now read these descriptions of text types. Decide which text type each refers to, and write the number of the text type on the line.

- a energetic, informal, short sentences, extreme vocabulary, comparatives, 'new', 'improved', present tense _____
- b past tenses, use of names and characters, first person (I) used, 'remember', 'family' _____
- c informal, chatty, hopes and wishes, family news, gossip _____
- d exciting, colourful, longer sentences, past tenses, characters, descriptions, adjectives and adverbs _____
- e informative, clear, direct speech, people and places, exact vocabulary _____
- f friendly, informative, second person (you) used, questions, lively _____
- g formal, analytical, clear, informative, headings, facts and figures, suggestions _____

Choose the best sentence

Choose which sentences would be more natural in these text types.

Friendly letter

- a The new shopping centre is a must, and the underground car park means you can say goodbye to the parking problems that used to keep people away.
- b You have to go to the new shopping centre. They've got a great new car park - remember what a pain it used to be trying to park round there?

Short story

- a Lincoln pushed the old door of the shop and a bell rang somewhere in the back. There was a faint smell of dust. An old man came slowly to the counter.
- b The service was slow and I found that they didn't have some things I wanted. The dusty atmosphere also makes it difficult to recommend.

Advertisement

- a It's not just a supermarket. Simpson's brings you products from all over the world and makes your shopping experience a pleasure.
- b Simpson's was on the corner and I remember my mother would take us in on our way home from school and let us buy sweets.

News report

- a With the holidays coming up, you're probably not looking forward to the Christmas rush. We've got ten top tips to help you survive.
- b Shopkeepers today held a meeting to protest against the latest tax, which they say will seriously damage their income over the Christmas period.



Discuss

In pairs, discuss the answers you have chosen. Have you chosen the same answers for the same reasons? What text type might the other sentences be?

Read these sentences and then use the words in bold to complete the sentences below.

- Whenever I go to the supermarket, the **trolley** I choose always seems to have a broken wheel.
- I put the CDs on the **counter** and the assistant started to work out the price.
- The assistant put my money in the **till** and gave me my change.
- Don't forget to take your **receipt** to prove that you've paid.
- I think the little **corner shop** was much friendlier than these modern supermarkets.
- A **hypermarket** is a huge supermarket, usually on the outskirts of a town.
- A **shopkeeper** is a person who runs a small, local shop.
- This CD doesn't work and I demand a **refund** of the total amount I paid.
- The price in the catalogue includes **Value Added Tax/VAT**.
- We are offering a **discount** of 10% on all our shoes this month.

- 1 You should be able to find whatever you're looking for at the new _____ on the edge of town.
- 2 My younger brother put sweets into the _____ while my mum wasn't looking.
- 3 I'll just pop down to the _____ and see if they've got any bread.
- 4 That'll be €250, not including _____.
- 5 If you spend over a certain amount, then we can offer you a _____ of 5%.
- 6 The chewing gum is on the _____, by the till.
- 7 If you don't have your _____, how do we know you bought it here?
- 8 My father was proud to be a local _____ and wanted to offer his customers the best service he could.
- 9 The _____ usually has separate places for coins and notes.
- 10 If it doesn't fit, bring it back and we'll give you a _____.

PRACTISE YOUR READING SKILLS

Reading know-how

- Два последних задания с множественным выбором ответа (№ 13 и 14) связаны с определением жанра текста.
- Выполняя это задание, обратите внимание на регистр текста и точку зрения, с которой он написан. Подумайте, где бы вы могли встретить подобный текст. Кого бы он мог заинтересовать и почему?

A Read and answer

You are going to read some information about some shops. For questions **1-12**, choose from the shops (**A-F**). Some of the shops 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**). For questions **13** and **14**, choose the answer (**A, B, C** or **D**) which you think fits best according to the text.

Which shop or shops:

- mentions something they can't do?
- delivers its goods?
- offers a free gift?
- will not let you return some of its products?
- offers different ways of paying?
- is part of a charity?
- might help if you have a problem?
- claims to be cheaper than its competitors?
- has assistants with experience?
- will do a job while you shop?

0	F	
1		
2		
3		
4		5
6		
7		
8		9
10		
11		12

13 Where has this text come from?

- A a newspaper article
- B a shopping centre guide
- C a travel book
- D a company report

14 What is the text trying to do?

- A to persuade
- B to educate
- C to entertain
- D to advise

A International Flowers

You'll find us on the third floor, where we have flower arrangements to suit everybody at all prices. Established in 1968, International Flowers has branches all over the country. This means that when we say your flowers will be there the next day, they will. Whether it's birthdays, weddings, or even the sad times like funerals, International Flowers is there to make it easy. We also make paying easy, too, and we accept all major credit cards. For larger items, our monthly payment scheme is very flexible.

B Fletcher's Sports

Come on down to Fletcher's and discover the new you! We've got all the best name trainers, sportswear and equipment at unbeatable prices! Best of all, you get John Fletcher's personal guarantee that either you're completely satisfied or you get your money back, no questions asked! Whether you're a professional or just beginning, we've got something for everyone. Our staff are players themselves, so you know you'll be getting the advice that's right for you. At Fletcher's, we're not just selling sports equipment. We're giving you a whole new, healthier lifestyle.

C The Games Centre

They're the hottest, fastest, loudest computer games and they're here, right now! Located towards the lifts on the second floor, The Games Centre brings you action like you've never seen! For those of a nervous disposition, we've also got the largest selection of sports simulations anywhere! Why not rent before you buy with our members only scheme? If you like it, keep it and the money will be deducted from the final price. We guarantee that you won't be disappointed with all the latest games for PC and games consoles from around the world. We regret that refunds are not available on games.

D Caring Hearts

Books, clothes, toys and records. Raising money for the homeless, Caring Hearts shop, between Henley's and The Earth Shop, hopes you'll find time to visit. As well as our ranges of second-hand goods, we have new, quality products made by homeless people themselves. We also need your donations, so think about us before you throw it away. Donate to Caring Hearts and put your second-hand goods back into circulation.

E Snap Happy

Drop your films off with us and have them developed while you shop! Snap Happy is your one-stop shop for all your photographic needs. From panoramic to disposable and from colour to black and white, you won't find cheaper. Our unique 'no photos, no pay' policy means that you can be sure of the result. Orders over 3 films are eligible for a 10% discount. To have your photos put on disk, please ask our assistants.

F The Key Booth

Don't wait until you get locked out before calling us. Get your keys copied now! We will do any current key type, and even throw in a keyring free! And it's not just keys! We sell a full range of locks, keyrings, chains and penknives. And if you do leave it until it's too late, our call-out service means you can be back inside your house or car before you know it.

Leave your keys with us and pick them up an hour later. You can be sure they're safe and, with our hi-tech cutting equipment, you can be sure they're accurate. Please note that it is not possible to copy electronic security keys.

B

Discuss



In pairs, discuss the answers you have chosen. Have you chosen the same answers for the same reasons?

Grammar focus

Drop your films off with us and **have them developed** while you shop! (we will develop them for you)

Get your keys copied now! (we will copy them for you)

To have your photos put on disk, please ask our assistants. (ask if you want us to do it for you)

Read the following sentences and decide whether the writer or somebody else did/has done/will do something. Circle the correct answer.

- I'm having the whole shop redecorated in time for Christmas.
the writer / somebody else
- I've cleared the display area to make room for the new products.
the writer / somebody else
- To get my shop windows clean, I use a powerful cleaner.
the writer / somebody else
- If the price is right, I'll have a new sign made for the shop.
the writer / somebody else
- It used to be a barber's, but I had all the mirrors removed.
the writer / somebody else
- Getting my photos developed seemed to take forever.
the writer / somebody else

WARM-UP 

Look at the pictures. In pairs, ask and answer the following questions.

- Would you like to be a shop assistant? Why/Why not?
- What have you bought in the past month?
- Have you ever bought anything second-hand?



DEVELOP YOUR WRITING SKILLS



A What are they for?

Match the abbreviations 1-5 with their uses a-e.

- 1 e.g. _____
- 2 i.e. _____
- 3 a.m. _____
- 4 p.m. _____
- 5 etc. _____

- a the time is before 12 noon
- b a list is not complete
- c the time is after 12 noon
- d to introduce an example
- e to introduce more detail

C What are they called?

Match the punctuation symbols in the box with their names below.

A. B, C; D: E? F! G" H- I— J' }

- | | |
|--------------------------|-------------------------|
| 1 semi-colon _____ | 6 dash _____ |
| 2 question mark _____ | 7 full stop _____ |
| 3 apostrophe _____ | 8 inverted commas _____ |
| 4 comma _____ | 9 hyphen _____ |
| 5 exclamation mark _____ | 10 colon _____ |

B Formal or informal?

Are the abbreviations usually formal or informal? Write the abbreviations 1-5 on the appropriate lines.

- a Which abbreviation is usually used in formal writing? _____
- b Which two abbreviations are usually used in informal writing?

- c Which two abbreviations can be used in formal and informal writing? _____

D Study the model

Look at model composition 16 on page 220. Circle one example of:

- | | |
|-----------------|-------------------|
| 1 a colon | 4 a dash |
| 2 an apostrophe | 5 a hyphen |
| 3 a semi-colon | 6 inverted commas |

E True or false?

Are these statements about punctuation true or false? Write **T** for True and **F** for False.

- | | |
|--|-------|
| 1 Exclamation marks should only be used in informal writing. | _____ |
| 2 You can connect two sentences about the same subject using a comma. | _____ |
| 3 Indirect questions need question marks at the end. | _____ |
| 4 We never put « » around direct speech in English. | _____ |
| 5 Colons and semi-colons are unusual in informal writing. | _____ |
| 6 You should always put a comma before relative clauses with 'who', 'which' and 'where'. | _____ |
| 7 You cannot put a comma before relative clauses with 'that'. | _____ |
| 8 You can choose whether to use '...' or "... " for direct speech, but you should be consistent within a piece of writing. | _____ |

F Correct the punctuation

Each of these sentences has at least one punctuation mistake. Circle the mistakes and rewrite the sentences correctly.

- «Where did you get that hat?» asked Linda.

- Simon said hed meet us outside the supermarket at three o clock.

- I bought a nice top last week, it was really cheap.

- 'I think it's price tag has come off. How much is it?'

- We went to that new shopping centre - - it was huge!

- Subject; Gift and Souvenir Shops in red square.

- Corner shops which sadly are disappearing quickly offer convenience and a sense of community, which is irreplaceable!

- The shop assistant asked if he could help me?

- 'Its actually half price at the moment Madam.'" said the salesperson.

- The record store, that I went to, had a sale on.

DEVELOP YOUR WRITING SKILLS

G

Rewrite the report

Read the report question and a student's answer below.

Rewrite the report in your notebook. Capitalize appropriate letters, punctuate the sentences and correct the 10 spelling mistakes.

You have a part-time job in a toyshop. The manager wants to make the shop more popular with teenagers and has asked you to write a report making some recommendations.

Write a **report** for your manager.

to mr williams
from sasha spencer
subject atracting teenagers to teddington toys
date 25th january

introduction

as requested i have looked at ways to increse the popularity of teddington toys with teenagers my recomendations are outlined below

range of products

the vast majority of toys and games curently sold are for children under the age of ten teenagers would be much more likley to visit the shop if it sold computer games some sports equiptment and bored games such as millennium quiz

advertising

as teddington toys is not in the high street you may want to consider advertising any new products you introduce for teenagers one possibility is to place short advertisements on local television or radio you may also wish to consider putting up posters around local schools

conclusion

in conclusion teddington toys could become much more popular with teenagers if it offered a range of products for them however this range also needs to be advertised to inform teenagers in the local area about it

H

Read your partner's writing



Swap reports with your partner. Have they punctuated the report correctly? Did they do it differently to you? Have they corrected all the spelling mistakes?

COMPOSITION DEVELOPMENT



Read this composition question and do the exercises that follow.

You are working in a local tourist office. You have to write a report for your manager comparing two very different shopping centres in your area. Say what each centre is like, compare their facilities and comment on their particular good or bad points as tourist attractions.

Write your **report**.

A *Brainstorming*

Answer the following questions using your imagination.

- 1 What's the name of your manager? _____
- 2 What's the name of the first shopping centre? _____
- 3 What is it like? (modern, old-fashioned, large, etc) _____
- 4 What kind of facilities does it provide? (chain stores, gift shops, cafés, etc)

- 5 How popular is it with tourists? Why?

- 6 What's the name of the second shopping centre? _____
- 7 What is it like? Remember it must be very different from the first one.

- 8 What kind of facilities does it provide?

- 9 How popular is it with tourists? Why?

- 10 Is one of the shopping centres better for tourists, or do they both attract different kinds of tourists?

- 11 Do you need to make any recommendations? **Yes / No**

B *Think about punctuation*

Here is an introduction to a similar report. Punctuate it correctly.

as requested i have compared the daverton centre and lakeside mill both within 10 km of sharpville in terms of their popularity as tourist attractions my findings are presented below

C *Think about spelling*

Here are some words and phrases you may wish to use in your report. They each contain a spelling mistake. Rewrite them correctly.

- | | |
|----------------------|--------------------------|
| 1 facilities _____ | 5 rage of products _____ |
| 2 souveneers _____ | 6 hand-maid _____ |
| 3 resterants _____ | 7 arts and craphts _____ |
| 4 coach partys _____ | 8 bilding _____ |

D **Plan your paragraphs**
Complete the following paragraph plan for your composition, making notes on what you are going to include in each paragraph.

report plan	
initial information	To: _____ From: _____ Subject: _____ Date: _____
Paragraph 1	Heading: _____
Paragraph 2	Heading: _____
Paragraph 3	Heading: _____
Paragraph 4	Heading: _____

E **Homework**
Now write your report. Read this checklist. When you have written your report, tick the boxes.



- I have written a report and not a letter.
- I have used formal language.
- My paragraphs have headings.
- I have checked my punctuation carefully.
- I have checked my spelling carefully.
- I have checked my grammar carefully.

Read these sentences and then use the words in bold to complete the sentences below.

- I'm afraid we don't have any jeans your size **in stock** at the moment. We should have some by next Friday, though.
- I see Ed's house is **for sale**. How much is he selling it for?
- In British English, '**on sale**' means available in the shops where as in American English it means available at a reduced price.
- Dawson's are having a **sale** at the moment. Everything's half price.
- They didn't have the laptop I wanted in the shop, so I had to **order** it. They said I could pick it up in a couple of weeks.
- You get free **delivery** for all goods purchased over € 100.
- The shop assistant asked me if I wanted to try the top on in the **changing room**.
- A **department store** is a large shop with lots of different departments selling things such as clothes, electrical appliances, etc.
- A **chain store** is a shop which has branches in lots of towns and cities.
- I bought this jumper here last week but it's too small. Could I **(ex)change** it for a bigger one?

- 1 The assistant said I couldn't _____ the tracksuit without a receipt.
- 2 *New World of Knowledge* will be _____ in the newsagent's today.
- 3 It cost forty-five quid, but I had to pay another tenner for _____.
- 4 Harrods is a famous _____ in London. They sell everything there!
- 5 Thousands of bargain-hunters queue up overnight waiting for the opening of the Harrods January _____.
- 6 I had to _____ the CD-rom I wanted as they didn't have it _____ . It'll come next week.
- 7 I couldn't believe it when I went into the _____ . There were no mirrors!
- 8 _____ . 3-piece suite. 5 yrs old. Beige. V. G. condition. Can deliver.
- 9 Dixon's is a well-respected _____ with over seventy-five branches.

PRACTISE YOUR WRITING SKILLS

REPORT

Writing know-how

При выполнении письменных работ легко допустить ошибки в грамматике, пунктуации или орфографии. Поэтому после написания работы следует обязательно оставить время на проверку. Внимательно прочитайте то, что вы написали. Чем меньше ошибок, допущенных по невнимательности и в спешке, будет в вашей работе, тем лучшее впечатление она произведет.

Each of these reports should be written in **120-180** words in an appropriate style.

- 1 This is part of a letter you received from an English penfriend:

We're doing a project at school on how young people in different countries spend their money. Please could you write me a short report on your country to include in the project? Could you write about how much money young people have, where they get it from, and what they generally spend it on?

Write a **report** which your penfriend can include in the project.

- 2 You work part-time for a consumer organisation. Your manager has asked you to write a report on two very different Internet websites which sell books, videos and CDs. Say what each website is like, compare their products and prices, and comment on their particular good or bad points for Internet shoppers.

Write your **report** for your manager.

Grammar focus

- a *Small shops have a friendlier atmosphere than large shops.*
b *If you wait a long time, electrical goods usually become cheaper.*

We can rewrite these:

- a *The smaller the shop, the friendlier the atmosphere.*
b *The longer you wait, the cheaper electrical goods become.*

This grammatical construction can be used in both formal and informal writing.

Write one word in each gap to complete the following sentences using the same grammatical construction.

- 1 If you pay more, you get better quality.
The _____ you pay, the _____ quality you get.
or: The _____ you pay, the _____ quality.
- 2 Customers are happier when they're served quickly.
The _____ customers are served, the _____ they are.
or, more formally: The more _____ customers are served, the _____ they are.
- 3 When prices are cheap, sales are higher.
The _____ prices, the _____ sales.
- 4 Products become well-known through advertising.
The more _____ a product is, the _____ it becomes.

READING SKILLS DEVELOPMENT



A

1 cost	FKRPOEVMHGSHWKRLYTNIHMTMEMCOSTJIOUMTMDNC
2 mobile	HGTROCBDYESKMOBILEAZECRTBYERHTUNIMSETVBYIO
3 brochure	AWVKDOSXENTUFHRQSZOTNBROCHUREMOSEDWURVY
4 CD	SZXWISHEDUTNFVTLJEDUSEMVKYKDBSVCLKFCHDMCDI
5 paper	QOAHEDOAPAPERVRUDHEFKYIGHENKSBHJFLCBSHDCK
6 pets	AZMBUTHGNDKEJTHBCMSKVGNVNPETSBBRJDBSJEFJD
7 free	KHIYOREWKAFFREENVFCNXAKSOVJFNELSPMEFCLENCI
8 castle	CATELSJDOEHBCASTLEVMGLDMNFMCASTGNMHKVCNH
9 garden	JDIGHTKGARKBIDHEBDFNENSGARDENFLMYK GKDJ SBKL
10 resort	DEOSHRKTOGJTNRIRESORTITNVJDLSKDNVJFTKVLLSMF
11 credit	CEDIROEJGKTFEDUPTORNMCODJVIRTLCMCREDITMBFM
12 damage	WIRHGNVKCLDMFMAGREDETJSDAMAGEKVB L TMRMGEF
13 amateur	UITHENCLSNMEUTNRBEAMATEURMADTUFHENMSLFTML
14 office	FICCEISLVMOGGITODHEOFFICEALMALDERORBFKTWITRI
15 course	TURNEODNCOURCOURSECRUSTOURPETUFNBITHJFMYU
16 concert	INSUFHTOHJEBVERTKONBERTVEYTNCCONCERTRTNCC
17 bill	TTLOEBILLTIRHUTIGNMVNBSDWIRUTYGMVNDBSMCKNSD
18 tennis	JENNTYDHFOP LLEMCHTENNISITSSNNIEWYSJDFNNIACAT
19 robbery	RUBOYTJDYERBVYOGJDNWMUIROBBERYBYTHMDEFGYI
20 storm	RESTORMALMERHUDBACKHOSTTIEHXNVQIRHTVN XZFKH



B

1 media	m e i l d m e m d m e d i a d m i e d i
2 length	g l e t g l n e n e l e n g t h l h t h
3 steers	s t e s s t e e r s s t r e e s t r e s
4 review	w v e r i v w r e i r v w e r e v i e w
5 injury	i n u j u r i n j u r y r i n j r y u y
6 keeper	k e p e k e e p e r k e e e r e e p e r
7 tests	s t e s t e s t t s e s t e s t s t s t
8 fax	f x a x f a f x a f x a x a x f a x a f
9 humour	h o m u r u h u o r m h u m o u r u o r
10 mining	m i n g m i n i n g m n i n g m i g n g
11 noon	n o n o o n o o n o n o n o o n n
12 unless	s u n l e s s u n s e l e s s u l e s s
13 slyly	s y l l s l y l y s l y l s s y l l y s
14 salad	s d l a d s a l d a s l a d s a l a d l
15 abroad	b r a d a d o r a b r o a d a b r a o d
16 sizes	s i z e z e s i z e s i s e z e s i s e
17 refer	r e e f r e r e f e f e r e f e r e f r
18 weird	w i e d e r w i r e w i e r d w e i r d
19 doll	d o l d l l o l d o o l d o l d d o l l
20 pieces	p e c s e p i e s e p i e c e s i e c e

**C**

- 1 forever
- 2 hot
- 3 maybe
- 4 go out
- 5 pub
- 6 holiday
- 7 lamp
- 8 sweater
- 9 shop
- 10 movie
- 11 cable
- 12 boss
- 13 cassette
- 14 put up with
- 15 cap
- 16 composition
- 17 child
- 18 go on
- 19 circle
- 20 mum

VEUWAYDMFOSRUGAALWAYSUGHEYRTJBKDUCNSUEH
 MARNBUEHFMSAWARMDARMTOGHEUWIDJCVNARMWAI
 HAPPERHAPSHEPWUNBPSHEBPERASHPEVNGKSNVCJF
 GORTHDLEVEWIEAVNTUGUGGLEAVERDSOFHRMGLEMI
 NAERVDCISTEWBPERABBARYREWASBSARESFHUIOKHG
 CTIEONVACATIONOTUINTVARCTYRFJOYITIONVACTREDI
 GHTINYTFGETBECXWHUYFCPTHVCDFBMLIGHTRUYBM
 LLUTPOVYETDFJBULLOVERUPLLODERTXWERDBYUJHI
 WESSTORENIHTORSNYEWAKLUNKLNTOSRHBNBOSTRD
 MIFTLYBTICGRUNVDFJKOJHFRFILMOEPDURES VGTJOUI
 REWITRENUTERWWIRENREWSHUTREFCHOITYDSAVHYN
 GERMAGERNAMANAGEROTREHSWERVNNAGERMTRERB
 PARTTAPERYTEWVNMKPAEGTYUERSBHUPERJVCXRERP
 JUTRESXBHTYIPKMHYTOLTERWASLAETTOLERATETYPUI
 WHATHUTREDBNKLOJHVBBMPYTURESFVHUTREWZSAC
 WASUTHVFEEWZCPOLRERWASSESSAYOPRTEYBUTHIYU
 DARKKIDWIDHEYRHFDERKDRYORPENWQIOREJZWEHNF
 NUDEPRODWUTNUITCONTINUEPWUIRYDNCHTKFHRTRP
 ZNVJFEIRUGJVKSMIGHFLSNERINGEURHGNBMTORJCNS
 WOTHGNEAJSFDGIBVNXSMOTHEREOTIRHVEURITNVDFI

**D**

- 1 clever
- 2 wet
- 3 never
- 4 light
- 5 continue
- 6 married
- 7 alive
- 8 old
- 9 stop
- 10 passed
- 11 beautiful
- 12 terrible
- 13 old
- 14 old-fashioned
- 15 lose
- 16 loose
- 17 light
- 18 shortness
- 19 asleep
- 20 dangerous

TUROEKGUVNRNCKSNFVSSTUPIDWIRHFUTIGNETUDP
 DUEHYTPBNCBSDMDRYYPEORIFNSBXMCNEYRTCBRDI
 WAYALWAYSRYTHBLKDNDCKIWUSYFHNDKSIROENWU
 QUAHETHBUDARKBHRUAHRKTOIGNFBKRGKJGJSDFFFF
 TYOPENFCNXSFVERTSTOPERRKYNVWUEHTNEMTNYRT
 NBIRHFNSSINGLEELETIYUNDEURTNBVVERTIFHGCOSTI
 NEEDOLDSHEDNUTSVEHEFHUDDAUITJERNVINITHR
 NEWETRCHITENVGRSAUTNFILENCHUITDETIUNBMCNSI
 QURHITHGNCUTAIRESTUPYIOREGIBBEGINTOPSHETV
 URHFKWIOTUGBNCMSSESYRTGFDEFGCNEDERFAILEDR
 GLORYHTNGITNFNSRSHORTUGLYWETR HUESNVTCUI
 HORIBLEORDERUTIGGREATUPSHOTFUEHRNVWEUDNV
 UITHEURIYOUNGNOEHRUTNVMCSAFENFJTJFDGNTKDI
 MALDENMODERNERNERKVKFJUSTKACERTHYJUTSNVK
 KIDNHEYFGNTBVMDKSKEBGVNDMGJYIFINDINDIFERNE
 TAUGHTOASTIGHTURSTWJRBFVHHJTOSHFGFEYTMGJ
 OCVALMUDERTHEAVYIERTRPOWESTYTNVKDNENETSH
 GTENGOHTUDHEKVKS NFSKLENGTHORITHGNURSGYI
 KITSHEUDHVNRTRWAWAKENESTDET NFIRSHTIOGUTFT
 SAFERTHANHREOWJEUTHSFEATRHEKGYTGCEOUSFG



E

- 1 afraid
- 2 large
- 3 bring up
- 4 sea
- 5 increase
- 6 final
- 7 turn up
- 8 country
- 9 writer
- 10 melody
- 11 talk
- 12 clean
- 13 kind
- 14 centre
- 15 gamble
- 16 piece
- 17 quick
- 18 false
- 19 guest
- 20 ring

CHRUEHFNCMACSCARED RUTHGISHEBFKRNVKEDJKRT
 NURHTKOELSJFN VWUETSGDNJMGFM OHUGERUEHDTF
 ORHTMGKLCJNMSNDNVKSJSNCVMENTIONNUDEHTMC
 UROCHEOCEANLINEYRBTKVNDTURN DHERHDNCHADIS
 PRRISENURIEHFCNGHUOEHSYWBSFTWISTEHRNTKVNS
 NUTHENDSKWJDNVMASLASTERUWNDHREHTNVKSJDB
 WURHGMCKSN AUPEJRPA P ENGPAMFNEKDAAPPEARSE
 MEUTHRMVLVANATIONIONERWIREJFNXCLTHRUDNEKC
 YUTHENCLVKGNFN THEORHCNBNRFVSSSAAUTHORSUT
 TUEHCNCXKSANFNEYUCTSRANE BVKFNTUNEUIANFITRD
 THAYWGBEMGHSHOPSKEURHICHATERJSNCIGFNEBDIO
 SHWIRHTUVNMXAWASHSHROTNGWIRUTHVNUIRTNSKFI
 KELDOJRUTHFYWGSTRHDARCARINGYUGHEIWKDNVHSV
 SLIDWEIRJGOMIDDLEO AISJFJTROFVNFIDDLoweUNDKF
 BUEYRHTLEBETOEHRTUIANXUWHQUIERTNVKSKYNTKFH
 PAKSJCICSPERNVPARTJTUEHDNMVLSPAJFHRYTJHG XN
 LEYAHNGJTAFWETBSFASTNURHTMVL SKIFHRNTHGMNB
 TUIEHSNWRFKSNCDUNTRUEIRN THEIWM CNFOPENDJEU
 SITIORNVISITOREROFIGHTIESDHORTIYHDVPOERLCNE
 BNUHVALCALLUPEJRGLDKLLANCIFJQWUIRVNJ DIFJNRIH



F

- 1 try
- 2 cost
- 3 accurate
- 4 student
- 5 forecast
- 6 intelligent
- 7 attractive
- 8 near
- 9 thin
- 10 accuse
- 11 journey
- 12 hit
- 13 pick up
- 14 educate
- 15 allow
- 16 money
- 17 grade
- 18 stone
- 19 amusing
- 20 hard

MGESDANGIATTEMPTIPRMAGNOPSNUEDPTRNENSBEA
 JFIAMYNGHANPOIHPQPRICENERHAPPRUHNKCMAMLI
 NROIBREXACTESNDIRPDODCFARNGIDONDERRLIGSO
 PERKNYLANBANTICOLMAGEPUPILTNGRISMBOLGENDA
 BNDEWAHL PREDICTSINDERGORND SIPLLEGNEROBT
 IQUIBINKFAOLCLEVERRJEESCOMERDININSONYN OF
 LMIGERENEDSEPUNRINOORTOLORERDFPRETTYUSHR
 ERETOCLOSEEENEDEEANDERINSONIEFRKFUSHDBNN
 GORECTSPCLEADLARFSLIMUSNYYNORJEESCOMERD
 INPNGAORIBLAMEERGDBLA INPRENDOAMESNORDJ
 ESHDFLMINERLECEDEGTTTRIPHAMIFLMIGERETOE
 MECCHPUNCHMANPOISLIKENCTFUNUGHBLAMETRE
 WLIKINKFAOPOILANNKFALIFTOLTDEITNEDSEPURG
 NRINOORTHTEAANYNORJEESCPNGAORIETEACHRGD
 LETBLAINPRENDOAMESNORDJESHDEDLESRLEFRAND
 ERINKOFRKESCOCASHMERDINPNGAOARFUTOEMESGO
 RECDEANDERTSPCLEADLARFUSNYTOMARKEMECCHMA
 NADROCKERLECBMIGEEQUOREORDJESHDECHMANPOI
 SLRFWDLEUSED BNNBEQUOLHFUNNYTEAABEQUORENB
 NNDOAMESNLRJTENOORTRGDBLAIEDSIGTOUGHRIER

**G**

- | | |
|------------|--|
| 1 public | VHEIRJGLSNDVSDVETIFJSAPRIFNPRIV <u>A</u> TESHILOFNSCVF |
| 2 real | SHEOFJTNVOFALSEHODHENRTPVXCNBVHENDTERTKTD |
| 3 nice | BHGUTKEYASANASTYBNTGIEOTJYLMVCDUSTYEVMHGL |
| 4 admit | BHYMYOEJFNCHNBGLKDDENYENGHTIEHFKSKWJDFBCK |
| 5 loss | WURHDKSAMCMFNDPGIHUITHFOTPROFITRUTHGLDLNGF |
| 6 strong | WHROGJENBEWEAKWEKSFHFNCKSNDBWOEJVDKJWFDF |
| 7 hard | LODHEIFHTKBOSSOFTUEIDHSBWPWITROPVNESUKLTGDI |
| 8 pull | PAIGNDHEUSHFNECIBHSNFUPEISNVNWUPUSHIRTFDBSF |
| 9 healthy | OPEHWNBIDHRBTKILLRHEUHSNCKVKDJSNCIVLDJDNLDM |
| 10 polite | GHRUEHDURUDESHEY TJGNSNEIUITYURHGHTUEHVOTER |
| 11 create | ANGOFHRVKFKXNEDOSDESTROYOPRTJGMERTHSUERTU |
| 12 leave | BOTHEUTHGMSMENDYASTAYROYIHMCLSLFMGIUTNGUTI |
| 13 short | MTENVKGJCBNSNWKFALTALLALOTIRHTUGNNLITLISNVLL |
| 14 on time | MIFHEJTROVJSNBEWLATELORHTIEMVNSNDKLTECOSNFI |
| 15 poor | TURHEKLVKBNMDLSLODNVUTJRPEMVDSFRICHSUGHTIF |
| 16 gradual | LPEORJGUSUDDENDDEN SJCKFKGNSLSDJGUTHGNDRGU |
| 17 wise | JIOUSHDNEKRUGNDNOORUSHDNTIDHOFOLISHOPEUR |
| 18 shallow | JEPROFJMDNEPORJKVNSDDEEPPORJVN XBSUTREHSBC |
| 19 high | LOSJNHGOTJOLOWORUGHMWODHFSOENVXASOCHNUIB |
| 20 arrive | RHEYUTIEHDJNADEPARTSHOWHEHGNCVKTRNFUTHGYDI |

**H**

- | | |
|---------------|--|
| 1 long | OEMESNIVERRILECDEGTHAKLTDEISHORTTNE X DBNN |
| 2 young | BFAOPOOLDILANNKFAOEQUOLHTEANBN N DOAMESNLR |
| 3 interesting | JLACHAMITDEANDEROMOO R ERDINBORINGPNGAORIE |
| 4 thick | RGDBLAINPREFUSHDBNIVECCHMANPOISTHINLIKEN |
| 5 come | CTFUREWGOLMDSEPUNRINOORTHTEAANYYNORJEESC |
| 6 accept | OMERDINRGHAMITDEANDERINSONYNREJECTOUGHBL |
| 7 happy | AMETGEPUNRINNPREFOLHTEAABEQUOREWSADDLPNG |
| 8 small | AORIEUSHGAGORECTSPCLEADLERLARGE E ECIKENCTF |
| 9 allow | UNUGHBNHHAERRIEMDERLECDEGTREFUSEHHAMIFLM |
| 10 continue | ISEPUNRINOARGORECTSPCLESTOPADLARFUSNYTOD |
| 11 hot | RTHECHAMITDEANDEROMOO C OLDRERDINPNGAORIER |
| 12 bright | GDODULLRTHTEAANYYNORJEESCOMERDINPEESCOMA |
| 13 rich | MIFPOORLMDUNRINTRGDBLAGRIEEROLTDEITNEDSE |
| 14 good | PUNDERLTEAANYYNORJEESCPNGAORIBADERGDBLA |
| 15 hide | INPRENDOAMINPREFOLHTEAABEQUOREWDLESHOWRDE |
| 16 enjoy | SONIEIDISLIKEFTHHAMRIEUSHDBEFRK F USHR G HAM |
| 17 loud | TINSONYN O FLPGMMRINSEANDERINOOOQUIETNIEF |
| 18 attack | IRKGO R E C TBLAMETREDEFENDWLIKINKFAOPOILAN |
| 19 present | NKFAEMECCHMANORDJESHDEGTDBEFRK F USABS E NTH |
| 20 give | RENEDSIESNORDJESTAKEHDEDLESRLACBEQUOREO |

**I**

1	0.5	h a l a l l f a h l f a h a l f l f a h
2	chair	s a t e s a t e a t s a t e s e a t e s
3	fit	h e a l t h a e l t h y h e a l t h y h
4	surgeon	t o r c o d r t o d o c t o r c o d c t
5	wash	n c l e a n c l e e n c l a c n l e a n
6	honest	i n s c e r e s i n c e r e s i c e r e
7	group	a b n d a n b b a n d a n b n a d a n d
8	pen	b o r b i o r b i r o r o b i o r b i r
9	make	a c r e a t c e c r e a t e c a t e r e
10	buy	c h a s p u r e p u r c h a s e c e s p
11	goods	o t p r o d u c t s t c u d o p r t o p
12	completely	t o t a l y t o t t a l y t o t a l l y
13	coins and notes	m e n o y o m m o n e y n o m e y e n o
14	belief	f a t h f a i h t f a i t h t h a i f t
15	comedian	i c o m c i c o m i c c i m o c o m i
16	author	r i t e r w r i t r w r i t e r i t w r
17	press	p u s h u s p s h u p s h p u s p s h u
18	young cat	k i t e n t k i t e k i t t e n i t t e k
19	storm	a l e g a e l e a l g e l a g a l e g a
20	tin	c a c n a n c n c a a n c c a n c a n c

**J**

1	terrible	a w f l a w f u l w a f u l a u f w l a
2	enormous	g e h u u h e g u h g e u h h u g e h g
3	see	w a t h c t a w c w a t c h t a w t c h
4	person	m h u m a n h u n a m u h a m u h a m u
5	relative	e l a t o i n r a l e t r e l a t i o n
6	strange	w i r e d w e i r d w i e r d w i d e r
7	emotion	f e e l f e l l f i n f e e l i n g e l
8	couch	f a s o a f o s o f a f s o a s f o a f
9	district	a r e a r a e r e a r r e a e r a r r e
10	available	f e e r e f r f e f e e r r e f r e e r
11	employment	w k w o r k o r k w r o k r o w r o k w
12	holiday	c a v a t n i o v c v a c a t i o n i t
13	manager	s b o s o b b o s s b s s o b b s b o o
14	journalist	t o p r e p o r t e r p r e t o r e p o
15	hat	p c a a c p a p p c a c p a p c c a p a
16	hand out	t r i b e d i e s d i s t r i b u t e d
17	fetch	g r b r i n g n b i r b r i g n r b n g
18	fantastic	r e t g e r a t g r e a t r g r a t e r
19	young dog	u p u p p y p u y p y u p u p y y p y
20	against the law	l e g a i l l e g a l i l l a g i l l g e

**K**

1 awful	A terrify	B terrain	C terrific	D terrible
2 1/3	A three	B third	C threat	D thirst
3 damp	A pet	B net	C wet	D let
4 6 November 2008	A 6/11/08	B 6/11/80	C 6/10/08	D 6/10/88
5 healthy	A unwell	B well	C wall	D welly
6 lorry	A track	B truck	C trick	D trek
7 quarter to four	A 3.15	B 4.15	C 4.45	D 3.45
8 delay	A put out	B put off	C put over	D put up
9 sports shoes	A managers	B coaches	C trainers	D runners
10 correct	A right	B write	C wright	D rite
11 Russia	A village	B city	C country	D continent
12 grandmother	A grandpa	B grandma	C grandad	D mummy
13 group of actors	A cast	B cost	C cart	D case
14 three quarters	A 25%	B 70%	C 60%	D 75%
15 survive	A get by	B go by	C get off	D go off
16 error	A mistook	B intake	C retake	D mistake
17 angry	A nervous	B mad	C calm	D hungry
18 large	A pig	B big	C fig	D dig
19 eight and a half	A 8.5	B 5.8	C 8.2	D 812
20 James	A Tim	B Kim	C Vim	D Jim

**L**

1 very small	A time	B tiny	C tin	D tone
2 father	A did	B dad	C dud	D dab
3 return	A get off	B get out	C get up	D get back
4 pudding	A deserted	B desert	C dessert	D depart
5 Africa	A village	B city	C country	D continent
6 ten past six	A 6:10	B 5:50	C 10:06	D 9:54
7 frightened	A scare	B scared	C scary	D scaring
8 half	A 25%	B 50%	C 75%	D 100%
9 nobody	A no one	B someone	C somebody	D everyone
10 jewellery	A scarf	B hat	C gloves	D necklace
11 okay	A already	B altogether	C all right	D all over
12 means of transport	A plane	B plain	C planet	D explain
13 1/5	A five	B fifteen	C fifth	D fifty
14 Michael	A Nike	B Mike	C Bike	D Hike
15 wonderful	A fantasy	B fantasize	C fantastic	D fantastically
16 speech	A talk	B take	C tick	D track
17 7 January 2006	A 07/01/06	B 07/06/01	C 02/07/06	D 01/07/02
18 money	A coats	B notes	C goats	D floats
19 piece of furniture	A pillow	B blanket	C sheet	D bed
20 unusual	A strong	B strange	C strict	D strangle



M

1 helper	A assist	B assistance	C assistant	D assisted
2 journey	A trap	B trip	C strap	D strip
3 close	A distant	B away	C far	D near
4 close	A shout	B sharpen	C shut	D shoot
5 hot	A ward	B wear	C war	D warm
6 ill	A sick	B sack	C sock	D suck
7 continue	A go on	B go away	C go back	D go up
8 1/4	A quartz	B quay	C quarter	D quantity
9 two and a half	A 5.2	B 2.2	C 2.5	D 2.25
10 Saturday and Sunday	A week	B weekend	C weekday	D weaken
11 say again	A recover	B reveal	C repair	D repeat
12 William	A Jill	B Bill	C Phil	D Pill
13 mother's sister	A uncle	B cousin	C niece	D aunt
14 coat	A packet	B racket	C jacket	D socket
15 doctor	A GP	B PG	C PM	D PE
16 tall	A cry	B fly	C sigh	D high
17 half past five	A 4:30	B 5:30	C 2:50	D 5:20
18 present	A guest	B raft	C gist	D gift
19 jump	A leap	B lead	C leak	D lean
20 clever	A smash	B small	C smart	D smack



N

1 impress	A impression	B impulsive	C impose	D impress
2 choose	A choice	B choose	C chose	D chosen
3 broad	A abroad	B brood	C broad	D board
4 list	A list	B lust	C lost	D last
5 industrial	A industry	B industrialist	C industrious	D industrial
6 rabbit	A rabbi	B robbed	C rabid	D rabbit
7 steel	A steal	B style	C steel	D stale
8 application	A applicator	B application	C applicable	D applicant
9 shower	A slower	B shaver	C shower	D showed
10 shares	A shores	B shares	C shears	D shires
11 responsible	A irresponsible	B responsibly	C responsibility	D responsible
12 drown	A down	B drawn	C dawn	D drown
13 VIP	A PVI	B IVP	C VIP	D VPI
14 lover	A loved	B lover	C lower	D loner
15 grant	A grants	B grand	C grant	D grunt
16 species	A spaces	B spices	C species	D specials
17 towel	A towed	B tower	C towel	D trowel
18 pile	A pole	B pale	C pile	D pill
19 contradicting	A contradiction	B contradicting	C contradictory	D contradicted
20 expend	A expend	B expound	C expense	D expand

O



1 hotel	A hostel	B hotel	C hotels	D hostels
2 dead	A die	B died	C dies	D dead
3 island	A Iceland	B Ireland	C inland	D island
4 cost	A cost	B cast	C cyst	D costs
5 friend	A friendly	B friendship	C friend	D befriend
6 place	A plaice	B place	C places	D placed
7 time	A tide	B time	C tire	D tile
8 depress	A repress	B impress	C depress	D oppress
9 experience	A experiment	B experienced	C experience	D experimental
10 encouragement	A encourage	B encouraging	C encouraged	D encouragement
11 hopeless	A helpless	B hopeful	C helpful	D hopeless
12 horrible	A horrible	B horrific	C horrid	D horrify
13 county	A country	B county	C count	D counts
14 transport	A transporter	B transportation	C transport	D transporting
15 calculator	A calculation	B calculate	C calculating	D calculator
16 photograph	A photography	B photograph	C photographer	D photographs
17 interesting	A interested	B interests	C interesting	D investing
18 incredible	A incredibly	B inedible	C incredible	D incredulous
19 UFO	A OFU	B FOU	C UOF	D UFO
20 apparent	A appear	B apparent	C apparently	D apparition

P



1 reporter	A journal	B journey	C journalism	D journalist
2 mile	A strength	B distance	C weight	D price
3 woman	A personally	B persist	C person	D pension
4 explode	A go on	B go out	C go off	D go down
5 sportsman	A prayer	B layer	C player	D played
6 tasty	A sweet	B sweat	C sweep	D swear
7 book	A page	B vocabulary	C dictionary	D chapter
8 look	A stair	B stare	C star	D stared
9 America	A UAS	B UCA	C UAC	D USA
10 flower	A nose	B rose	C dose	D pose
11 boss	A loader	B louder	C leader	D leaded
12 missing	A lost	B list	C lest	D last
13 artist	A painted	B pointer	C painter	D pointed
14 crime	A commit	B omit	C submit	D permit
15 large fish	A stark	B stork	C shirk	D shark
16 river	A stream	B lake	C pond	D ocean
17 cup	A grass	B class	C glass	D grasp
18 student	A earner	B learned	C learnt	D learner
19 exam	A taste	B test	C tease	D toast
20 overweight	A vat	B rat	C fat	D sat

**Q**

- 1 Ms Medford received a standing ovation as she came out onto the stage to bow.
A Movie madness **B** Theatrical success
C Video viewing **D** Television triumph
- 2 He'd been waiting over half an hour, and he still didn't seem to be any nearer the front.
A The plan **B** The drive
C The dream **D** The queue
- 3 Of course it's much faster than going by bus or train, but it's also a lot more expensive.
A Taking the plane **B** Missing the plane
C Boarding the plane **D** Waiting for the plane
- 4 You make me sick! I never want to see you again. Get out!
A Fear **B** Leaving
C Illness **D** Anger
- 5 Make sure the fuse is in working order and that no live wires are exposed.
A Safety measures **B** Fitness advice
C Serving suggestion **D** Medical tips
- 6 There was sheet and fork lightning at the same time. It was spectacular!
A Gale **B** Drought
C Thunderstorm **D** Flood
- 7 The accident, which involved a bus and a taxi, occurred at about 8.30pm last night.
A Pilot injured **B** Captain injured
C Coach injured **D** Passenger injured

**R**

- 1 The trick to training your dog is to let it know who's boss. Remember: you are.
A Pet control **B** Working animals
C Keeping fit **D** Cruel treatment
- 2 Residents are warned that the hurricane will hit land in six hours, with winds of up to 100 miles per hour.
A Earthquake damage **B** Storm coming
C Fast runners **D** Dangerous neighbourhood
- 3 Next, we've got the new hit from Robbie Williams, which has gone straight into the chart at number one.
A Big fight **B** Old classic
C Another failure **D** Successful song
- 4 Things just seem to get more and more expensive each year, don't they?
A Higher salaries **B** Price increases
C Better quality **D** More choice
- 5 It seems that the driver of the van just didn't see the car until it was too late.
A Accident **B** Attack
C Escape **D** Chase
- 6 Julie enjoyed living on the farm and loved being out in the fresh air.
A Hard work **B** Healthy diet
C Country life **D** Happy animals
- 7 One thing I'd love to do, just once, is play the piano in a symphony orchestra in front of hundreds of people.
A Expensive ticket **B** Complaining neighbours
C Musical ambition **D** Family performance

**S**

- 1 We could put you up in the spare room for a few days when you're in town, if you like.
A Extra time B Growing family
C Cheap hotel D Friendly offer
- 2 Hello, and welcome to this week's edition of *Worldwatch*, where we look at the stories behind the day's headlines.
A Friendly chat B TV programme
C Newspaper article D Business letter
- 3 I thought you'd do much better in your exams and I feel as if you've let everyone down.
A Disappointed B Satisfied
C Hopeful D Bored
- 4 The SP9000 is packed full of features that other laptops don't have – and it won't cost you a fortune!
A Expensive toy B Poor quality
C Basic model D New computer
- 5 Now, what I want to see is the midfield players attacking, and you defenders, I want to see you stopping the ball.
A Spectator comments B Newspaper report
C Tactical instructions D Doctor's advice
- 6 Please note that guests are requested to check out before noon.
A Party invitation B Hotel rules
C Airport notice D Exam instructions
- 7 Elephants in this area are in danger of being hunted by people who kill them for the ivory in their tusks.
A Dangerous animals B Action holidays
C Human threat D Popular hobby

**T**

- 1 Temperatures are expected to stay in the high forties until at least the end of next week.
A Relief B Uncertainty
C Heatwave D Epidemic
- 2 Remember that it can get chilly in the evenings, so remember to take a sweater or cardigan with you.
A Fashion news B Being prepared
C Weather forecast D Travelling light
- 3 I do try to reply to my fanmail, but it's so difficult to find the time to answer all the letters personally.
A Getting help B Calling up
C Writing back D Being a fan
- 4 In Britain, never click your fingers or call out; it's considered very rude. Wait patiently until you can catch his eye.
A Tipping a waiter B Becoming a waiter
C Being a waiter D Attracting a waiter
- 5 I really wish I hadn't decided to go out with them; we're in so much trouble now.
A Regret B Apology
C Faith D Trust
- 6 Inexpensive get-away weekends by train. Let us take the strain!
A Drive safely B Take a break
C Get fit quick D Relax at home
- 7 We're going to carry on fighting until he's released from prison; there's no doubt at all that he's innocent.
A Not giving in B Certain guilt
C Night behind bars D The justice system



My first time: Karl Sanders – abseiling

I'll never forget the first time I went abseiling. It's strange looking back at it now. Today, eighteen years later, I'm generally considered to be a world expert in rockface abseiling. Then, at the tender age of fifteen, I didn't even know what abseiling was. I thought it was just the same as rock climbing, but going down instead of up. My first abseiling experience taught me a lot.

1

- A Since that day, I've always wished I'd continued with the sport.
- B I had actually abseiled several times before.
- C I was on a school adventure training holiday in the Lake District.
- D I became a world expert overnight.

1) _____ We'd already been sailing on Lake Ullswater, climbed Scafell Pike (the highest mountain in England), slept in tents above the snowline (I've never been so cold in my life!) and got lost in a blinding snowstorm. Now it was time to learn how to abseil.

2

- A A small rockface, no more than five metres high, was chosen for the initial training.
- B And we had to do it without any instructors to help us.
- C Our first abseil practice was to be from a helicopter flying over the sea.
- D Our instructors told us that we probably wouldn't be able to do it.

2) _____ If we passed that, then we'd get to abseil down a 'real' rockface. I was excited but nervous. Would I be able to do it?

3

- A Unfortunately, my parents refused to give me permission.
- B All the other children laughed when they saw me looking nervous.
- C Actually, I never got the chance to find out.
- D In fact, I found the training remarkably easy.

3) _____ We were taught how to attach the ropes and harnesses, how to tie our helmets on, what to shout as you throw the rope over the edge (Beeelooowww!), how to stand at the top of the rockface before you abseil down, and how to hold the safety rope, which acts as a brake. It was my turn. I stood with my legs apart, as I'd been taught, with my back to the rockface. I slowly edged my feet back until I was standing right on the edge. 'Good,' said the instructor. 'Now, keeping your legs straight, lean back.'

4

- A I really didn't want to go down, so I had to give up.
- B I was shaking with fear, and my knees did buckle a little, but I managed it.
- C I lent back, stupidly let go of the brake, and fell five metres to the bottom.
- D I closed my eyes, turned round, hoped for the best, and jumped.

4) _____ I leaned back and suddenly I was at 90° to the rock. 'Gently release the brake, and slowly walk down the wall. Don't jump! Just walk down. If you feel yourself falling, pull your arm behind your back and the brake will stop you. That's it!' I was walking down the rockface, and it felt incredible. I got the hang of the brake very quickly, and felt quite comfortable looking down. As soon as I got to the bottom I wanted to do it again. And this time on a 'real' rockface.

5

- A The opportunity came about an hour later.
- B The instructors said we'd have to pay extra to do a 'real' rockface.
- C However, I had to wait another year before I could do that.
- D Then the instructor told me I'd failed.

5) ____ We'd all passed the training – there were thirteen of us in our group – so the instructors took us on a short drive in the minibus to the bottom of what they called 'The Cliff'. It was high – at least eighty metres. 'Yes,' I thought, 'this is more like it.' The problem was that we had to climb up first. 'It's very simple,' said the instructors. 'If you don't get to the top, you don't get the chance to abseil down.'

- 6
- A I preferred to abseil first, and climb after.
 - B We all disagreed with them.
 - C The climb was awful.
 - D In fact, the climb was easy, and it only took two minutes to reach the top.
- 6) ____ It must have taken at least an hour. I'm still not very good at rock climbing, but back then I didn't have a clue. And I was frightened. The thought of having to hold on with my hands and swing my feet onto some tiny bit of rock a metre above me just filled me with dread. It still does, to be honest. But, eventually, I got to the top. I was last, if I remember rightly.

- 7
- A But how was I going to get down?
 - B For that reason, I won the first prize of the day.
 - C The instructors were extremely angry.
 - D And then the fun began.

7) ____ The descent down. The abseiling. The reason I'd climbed up in the first place. This time I had height, and I intended to use it. I wouldn't just be gently walking down the rockface this time. I was going to push myself out and jump and swing my way down. And I did. It was a thrilling experience from start to finish, and sometime during my descent – I can't remember exactly when – I decided to make abseiling my profession.

X



The Great White Shark

There's a good reason why the great white shark has been little studied. It's extremely dangerous. Its rows of razor-sharp teeth and its large, powerful jaws are designed to do one thing well: kill animals in the water. They glide through the sea like grey torpedoes, hunting seals, their main prey. Occasionally, they come into conflict with man, and people are beginning to realise that it's the shark that suffers. This monster of the deep may be threatened with extinction by man's activities.

- 1
- A This is necessary to protect swimmers.
 - B Long fishing lines are one of the threats.
 - C The film *Jaws* was about a great white shark.
 - D They will hunt around beaches where people swim.
- 1) ____ They stretch out at sea up to eighty miles, with thousands of hooks attached. Sharks are unable to detect them and they become caught in them. As they struggle to escape, the line wraps around them tighter and tighter. Since they are fish, sharks need to keep moving to pass water with oxygen over their gills. When they are unable to move, they drown.
- 2
- A The fact that they are fish poses problems for their conservation.
 - B Drowning is also a cause of death in humans.
 - C Each death is one less man-hunter in the sea.
 - D Most people forget that dolphins are not fish.

2) _____ Whales and dolphins are mammals and so they need to come to the surface for oxygen. This means that researchers can follow them and study them. Sharks, on the other hand, spend their time below the surface, making them difficult to study. The only time one breaks through the surface is when attacking its prey.

3

- A This is the best time to catch a shark.
- B People get frightened when they see this attack.
- C Whales and dolphins also have the advantage of being cute.
- D Sharks can't be very clever because they are fish.

3) _____ They sing to each other, care for their young and leap playfully into the air. They are the ones who get chosen as symbols of care for the environment. Save the Whale. Save the Dolphin.

4

- A But nobody cares about that.
- B The shark, by contrast, is a frightening monster.
- C Why should we save the dolphin, after all?
- D This is a waste of time and money.

4) _____ It's difficult to imagine an environmental campaign using a picture of an attacking shark to raise money for green issues. Yet they need saving just as much as the whale does. The shark is a vital part of the ocean environment, helping to keep the seal population down. Without the shark, seals might start to affect the fish population by overfeeding.

5

- A Tell your friends about the shark and maybe you can help, too.
- B The only thing to do is to kill seals to protect the fish.
- C We cannot protect the seals without endangering the sharks.
- D Despite this image problem, people are beginning to worry about the numbers of great whites left.

5) _____ Although it's difficult to tell, around fifty sharks are killed off the Australian coast each year. Few scientists believe that the population is big enough to survive that kind of loss. Most of the ones killed die in fishing lines or nets. Some are also deliberately caught for their fins.

6

- A This cruel practice provides ingredients for the Asian market.
- B People need them to make a wonderful tasting soup.
- C This is okay, but the fishing must be stopped.
- D Divers use special cages to protect themselves.

6) _____ The fishermen slice off the fins and then dump the live shark back into the sea. The fins end up in Chinese medicine or in shark's fin soup. People are beginning to learn, though, that a shark is worth far more to them alive than dead. Sharks bring tourism.

7

- A Many people like to show how brave they are by swimming with the sharks.
- B This spoils an area and doubles the problems faced by the sharks.
- C Divers, for example, will travel half-way round the world for the chance to see great whites.
- D Swimmers are prevented from using the beaches and stay in their hotels, spending money.

7) _____ This 'eco-tourism' brings much more money into an area than killing the sharks does. In the end, it may be this that saves the shark. It has survived for millions of years, perfectly in tune with its environment. It would be a disaster if it disappeared because of human action.

MODEL COMPOSITION 1: INFORMAL LETTER

This is part of a letter you received from an English friend:

By the way, in your last letter you said you were going to buy either a video camera or a games machine. Which did you buy, and why? I'd love to hear all about it.

Write your **letter**, answering your friend's questions and giving relevant details. Do not write any addresses.

Dear Isabelle,

Thanks a lot for your last letter. I'm really glad you've made friends again with Debbie. It's awful when you have a fight with your best friend, isn't it?

Yeah, deciding whether to get a video camera or a games machine was a very tricky decision. If only I had enough money to get both! Anyway, I finally decided that a video camera was more fun. (Well, my dad decided, but I think he was right!)

The camera I got is really cool, and it was actually quite a bit cheaper than the others I looked at (so I've still got some money for when you come over in the summer!). It's not a digital one, but it's got this great little screen where you can see what you've just filmed.

The problem is, though, that my dad loves it too, so I don't get much of a chance to use it!

Anyway, I'd better go now as I've got to study for a history test tomorrow (unfortunately!).

Write back soon!

Love,

Andy

MODEL COMPOSITION 2: ARTICLE

Your college magazine has invited you to suggest ways in which television for young people could be improved in your country. Write an **article** for the magazine, giving your suggestions.

Is there anything on the other side?

Are you tired of seeing the same old rubbish on your TV screens? If so, you're not alone. Many young people think that the programmes aimed at them in this country are old-fashioned and boring. So what should be done about it?

First of all, young people love music, so why not give us more music programmes? Interviews with today's stars (not yesterday's!) and reviews of concerts would both go down well with teenagers. The programmes could even be presented by young people who know something about music.

News is another area where programme-makers forget about us teenagers. Young people care about the world they are growing up in. They want to know more about what's happening but find most news programmes uninteresting or confusing. Wouldn't it be better if there was a show that explained the news in ways that we could understand?

Television producers need to think about teenagers in new ways. We don't just want more soap operas and American dramas. Let's have shows made by young people talking about the things we care about.

MODEL COMPOSITION 3: INFORMAL TRANSACTIONAL LETTER

A friend of yours is planning to visit you with their family. They will be celebrating their birthday while they are with you. You think a special meal might be a good way to celebrate. You have seen the following advertisement for a restaurant and contacted the manager for more details, making the notes below.

Read the advertisement and the notes carefully. Then write a **letter** to your friend giving the necessary information about the restaurant and asking them if they want to book a table.

Rose Gardens Restaurant

- Luxury meals at affordable prices.
- Outdoor seating in garden during summer months.
- Special discounts for family groups.

Contact us on 0671 33453 for further details.

not available on 7th,
but tables on 8th
10% off for groups of six
vegetarian meals
live music at weekends
approx. €25 per head

Dear Caroline,

Hi! How are things? Have you got your tickets yet? I can't wait to see you next Wednesday. Have you packed everything?

I was thinking about your birthday on Friday the 7th. (No, I haven't forgotten!) What do you think about going to the Rose Gardens? It's ages since we went out together, and I think your mum and dad would probably like it.

I called the restaurant and the manageress told me they're full on the 7th, but they've got tables free on Saturday. That might be better because they have live music at the weekends. Shame it's not the summer or we could sit outside in the garden.

They said it would be about €25 per person, but we'd get a 10% discount because there are six of us. I'm sure your dad'll like that! Your sister will be okay, too, because they do vegetarian meals.

Let me know if I should book it. Got to go now. Mum is calling me for dinner. Only ten days until you come!

Love,
Julie

MODEL COMPOSITION 4: REPORT

You work for the local tourist office. Your manager has asked you to write a report on the facilities in your town for film-goers. Describe the current facilities and suggest ways in which they might be improved to attract more visitors to the area.

Write your **report**.

To: Ms Davies

From: Vince Porter

Re: Facilities for film-goers

Date: 18th March

Introduction

As requested, I have prepared a report on cinemas in the area. Generally, the facilities are good, although there are ways in which they could be improved.

Megaplex Cinema

With ten screens, the Megaplex is a modern cinema on the outskirts of town. They have all the major films first and use the latest equipment. The only criticism I have is that the bus service to the area is unreliable.

Lido Cinema

The Lido is a small outdoor cinema. Instead of showing the latest releases, they concentrate on classic films. It is very popular with students. Local people occasionally complain about the noise.

Rialto Cinema

Bigger than the Lido, the Rialto is currently facing problems. Most people visit the Megaplex and the Rialto cannot afford to replace its equipment. It will probably close in the near future.

Conclusion

Our town has some excellent facilities for film lovers, although one cinema is about to disappear. A better bus service to the Megaplex Cinema would be an improvement.

MODEL COMPOSITION 5: SHORT STORY

You have decided to enter a short story competition. The competition rules say that the story must begin with the following words:

As John got off the train, he couldn't believe how cold it was.

Write your **story** for the competition.

John's trip

As John got off the train, he couldn't believe how cold it was. He quickly put on his warm hat and gloves and walked carefully in the snow. He looked around excitedly and saw his Uncle Bill at the end of the platform. With him were John's cousins, Alex and Tony.

The train left the station and John came up to his relatives. He hadn't seen his uncle for a long time, but he hadn't changed. He was still short and fat, with a round, bald head. They all said hello nervously and then they laughed and kissed each other. The boys started talking loudly and began to walk towards the car.

'Where are your bags, John?' asked Uncle Bill, suddenly. John stopped.

'Oh no,' he cried, sadly. 'They're on the train!' They all looked. In the distance, the train was slowly disappearing. John felt so foolish.

Uncle Bill quickly found a guard and spoke to him. He came back a second later. 'It's okay,' he explained. 'They are going to send them back from the next station.' They all smiled and John knew it was going to be a great holiday, after all.

MODEL COMPOSITION 6: SHORT STORY

You have decided to enter a short story competition. The competition rules say that the story must begin with the following words:

I was alone on a dark road. Suddenly, I saw bright lights in the distance.

Write your **story**.

Saved by a Star

I was alone on a dark road. Suddenly, I saw bright lights in the distance. It was a car. 'Thank goodness,' I thought. 'Maybe they'll give me a lift.'

I'd been walking for hours. That evening, I'd been to a concert. My favourite singer, Angus McDuffy, had sung all his hits to a crowd of over 2,000 people. It was fantastic, but on the way home my motorbike had broken down. I left it by the side of the road and decided to walk home. Unfortunately, it was over thirty kilometres, and not one car passed me on the road. Until this one.

It sped past me. I waved and shouted. It slowed down, and then reversed, back to where I was standing. It was a black limousine.

A black electric window slowly came down. 'Can I help?' said a voice from inside. I explained the situation. 'Get in. We'll give you a lift.'

I couldn't believe it when I got in the car. It was Angus McDuffy! I told him how much I'd enjoyed the concert, and his chauffeur dropped me right outside my front door. I had been saved by a star.

MODEL COMPOSITION 7: LETTER OF APPLICATION

You have just seen the following advertisement in your local newspaper:

■ **Do you speak English?**

■ **Do you like being with children?**

■ **Do you want a job for the summer holidays?**

I'm looking for someone to help look after my 2 children (aged 10 and 8) during the summer holidays.

You must have some previous experience of looking after children, and you must be able to organise sports and games and other fun, healthy activities. My kids love sports!

Please contact **Mrs Green**.

Write your **letter of application** to Mrs Green. Do not write any addresses.

Dear Mrs Green,

I am writing in response to your advertisement, which I saw in the *Moscow Daily News* yesterday. I would be very interested in applying for this position.

I am a nineteen year-old student, currently studying maths at Moscow State University.

I love being with children. I have three younger brothers and sisters, who I regularly look after when my parents are at work. They also love sports and games – basketball, swimming, tennis, hide-and-seek – and I would be very happy to organise similar activities for your children.

I speak English very well. I was awarded an A grade in the Cambridge First Certificate in English examination last year.

I would be very grateful if you could let me know what the rate of pay per hour would be, and which hours during the summer I would be expected to work. I could be free every day if necessary, from the beginning of June until the end of September.

If you require any further information, or wish me to attend an interview, please do not hesitate to let me know.

Yours sincerely,
Yelizaveta Azimov

MODEL COMPOSITION 8: ARTICLE

You have just seen the following announcement in an international magazine for young people:

Have you ever been caught in extreme or unusual weather conditions?

If you have, we'd love to hear about your experience. What happened? How did you feel?

A selection of the best articles on this subject will be published in next month's issue.

Write your **article**.

Caught in a Snowstorm

Have you ever been caught in a snowstorm? I have, and it was the most frightening experience of my life.

I was with a group of classmates on an adventure holiday in Wales. The plan was to climb Snowdon, the tallest mountain in Wales, and be back at the camp in time for tea. Unfortunately, things didn't go according to plan.

The sun was shining as we set out. But as we got higher, it started to snow. Our guides – professional climbers – told us not to worry. Up and up we went, and

the snow got heavier. Before long, we were in the middle of a blizzard! The snow was so strong that I couldn't even see the person in front of me. We were terrified. And beginning to freeze!

Our guides told us to jump up and down to keep warm. We had to wait until the snowstorm passed. It was the longest and coldest four hours of my life. Finally, we were able to make our way down the mountain – tired, scared, but very glad to be alive.

MODEL COMPOSITION 9: INFORMAL LETTER

You and your family are planning to visit your penfriend in England. Your penfriend would like to cook a special meal to welcome you and has asked you for any advice and suggestions you have. Write a **letter** to your penfriend, giving suitable advice and making useful suggestions.

Dear Will,

Thanks for your last letter. It was waiting for me when I got home from school on Friday. Great news about your exams! Let's hope my results are as good as yours.

One more month and we'll be there with you! I can't believe it's really happening. We're all looking forward to this trip, and my family can't wait to meet you. They think it would be great if you cooked a meal for us on the first night. My advice would be to keep it simple. You don't want to spend all day cooking and then not be able to relax.

My sister's a vegetarian, but she said she'll be happy with salads. A Greek salad with tomatoes, onions and feta cheese would be great. You could also do something traditionally English. What about shepherd's pie? I heard about it in an English lesson and it sounds quite nice. I'll try anything once - although I'm not a big fan of liver. Yuk!

Got to go - my dad's calling me. Don't work too hard.

All my love,
Doroteya

MODEL COMPOSITION 10: FORMAL TRANSACTIONAL LETTER

You recently visited your local sports centre and were dissatisfied with the service provided. You have decided to write to the manager.

Carefully read this advertisement for the sports centre and the notes you have made. Write a **letter** to the manager, complaining about the service you received and suggesting improvements.

Oldbury Sports Centre

Now in its third year, your sports centre offers

- a fully-equipped gym
- professional staff
- a swimming pool
- full-size tennis courts
- lessons in many sports

So, get your trainers on and come on down.
Whether you want to practise your backstroke or lose a few pounds, Oldbury Sports Centre is the place to be!

didn't know anything about squash →

not windsurfing →

closed ←

too expensive - should be cheaper ←

Dear Sir/Madam,

I am writing following a recent visit to the Oldbury Sports Centre. I would like to express my disappointment with the service I received.

Although they were generally polite and helpful, the members of staff seemed to lack basic sports knowledge. None of them could offer any advice to me on choosing a squash racket. I suggest you send your employees on suitable training courses.

Another cause for complaint was that the swimming pool was closed. I understand that repairs need to be carried out. However, when I called for information the day before my visit, the receptionist did not mention that the pool was closed. If I had known, I would have visited the sports centre at another time.

Finally, offering lessons in different sports is a good idea, but I found them to be very expensive. The prices should be lower, and more sports should be offered. I was disappointed that windsurfing was not available.

I hope you will take these points into consideration.

I look forward to hearing from you.

Yours faithfully,
Philip Evans

MODEL COMPOSITION 11: DISCURSIVE COMPOSITION

You have been doing a class project on changing education. Your teacher has asked you to write a composition giving your opinions on the following statement:

Standards of education today are lower than in the past.

Write your **composition**.

A great deal has changed since our grandparents were at school. Firstly, teachers, who have a great effect on standards, are better trained than in the past. Secondly, schools have more money and better equipment. There is no doubt that standards of education have risen.

Being more understanding, teachers are able to help students more today. They are less strict, which means that students enjoy their education more and so learn more. In addition, teachers have more qualifications and are better educated than in the past.

Not only are teachers better educated, but they also work in better schools. Schools, generally, are managed better and have more money to spend on things such as books and computers. Some are able to provide music lessons or drama lessons. If schools offer students more opportunities to learn, it raises standards.

In summary, there is no truth in the claim that standards of education are lower than in the past. Teachers and schools have both improved, which means that students today receive a better education than their grandparents did.

MODEL COMPOSITION 12: LETTER OF APPLICATION

You have just read the following advertisement:

Tour Guides Wanted

The Rockerman Art Gallery is looking for young people to conduct short tours of its exhibitions on weekends. The successful applicants should have a smart appearance and be able to speak at least one foreign language. No knowledge of art is necessary, although an interest would be an advantage. Please apply in writing to the Gallery Director, Ann Turner.

Write your **letter of application**.

Dear Ms Turner,

I am writing in response to your advertisement for tour guides, which I read in the 'Reporter' on 11th June. I would like to apply for one of the advertised positions.

I am very interested in modern art and would welcome the opportunity to inform visitors to the gallery. I have previously worked in a local museum, as you can see from my attached C.V. The Museum Director, Mr Jones, has kindly agreed to provide me with a reference, which I have enclosed with this letter.

I also believe I have the personal qualities and qualifications necessary for this position. I enjoy meeting the public and understand how important it is to be well dressed. I speak French as my first language and recently passed the Cambridge First Certificate in English examination with an 'A' grade.

Should you require any further information, please do not hesitate to contact me. I am available for interview at your convenience.

I look forward to hearing from you.

Yours sincerely,

Paul Bishop

MODEL COMPOSITION 13: FORMAL TRANSACTIONAL LETTER

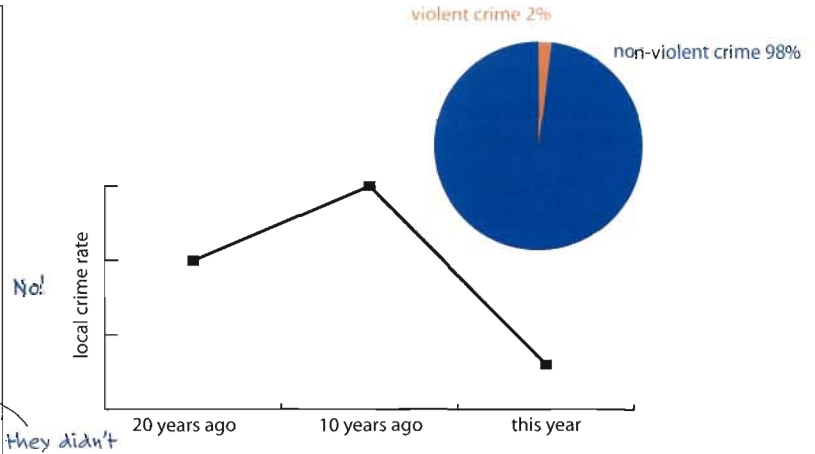
You have just read a column in a local newspaper about crime in your area. You are interested in this subject as you have recently done a project on crime as part of your studies. You disagree with the opinions of the columnist.

Read the column below, together with the notes you have made and the information from your project. Then write to the editor of the newspaper presenting the facts and giving your opinion.

Mungo Newcombe
— the voice of reason —

Fear

Let's face it. We just don't live in a safe area any more. Our community is crime-ridden and out of control, with the crime rate higher than it's ever been. And most of the crime these days is violent. When will the council do something about it? When will they admit that scrapping the crime prevention programme last year was not a sensible idea? It's time to tell them what we think of them. It's time to tell them that we won't live in fear anymore.



non-violent crime	
burglary	3%
fraud	2%
shoplifting	4%
car theft	65%
other	26%

crime prevention programme	
— budget —	
last year	£3,000
this year	£4,500

Write a **letter** of between 120 and 180 words in an appropriate style. Do not write any addresses.

Dear Editor,

I am writing in response to Mungo Newcombe's column ('Fear', 24th June). Mr Newcombe describes our area as 'crime-ridden' and 'out of control'. Having recently carried out a project on crime, I disagree strongly with Mr Newcombe's opinions.

Firstly, he states that the crime rate is higher than ever before. This is simply not true. In fact, it has been falling steadily for the past ten years. Secondly, he describes the crimes that are committed as 'violent'. The truth is that violent crime makes up only two percent of all crimes committed. The majority of crimes involve car theft. However unpleasant this is, it rarely involves violence to other people.

Mr Newcombe also mentions crime prevention. He accuses the local council of scrapping the crime prevention programme. This is untrue. Indeed, the council budget for crime prevention this year was fifty percent more than last year.

I would strongly suggest that Mr Newcombe checks his facts carefully before he writes again on this subject. Making people feel afraid for no reason does not benefit our local community at all.


Yours,
Wendy Bishop

MODEL COMPOSITION 14: INFORMAL TRANSACTIONAL LETTER

A friend of yours who is currently studying in Britain has written to you asking advice on which computer to buy. Carefully read the extract from your friend's letter, the advertisement and the notes you have made. Then write a **letter** to your friend making your recommendation.


As you know, I've got to write lots of essays while I'm here, so I'm thinking about getting a computer. You know a lot more about computers than me, so I thought I'd get your opinion first. I've narrowed the choice down to the two in the advert. Which one do you think I should buy?

Special offers this month:



- **Compar 3500 – laptop**
includes word processing software
carrying-case
+ free printer

- more useful
- v. portable
- need these for essays



- **HSD-X2000**
14" monitor
mouse
free scanner
includes 10 free games
6 months Internet connection

- no word processor
- only going to be in UK for 3 months

Write a **letter** of between 120 and 180 words in an appropriate style.
Do not write any addresses.

Dear Rurik,

Thanks for your letter. Cambridge sounds great! I'm really glad you're having a good time. We all miss you here – Kelly and Daniel say hi, by the way!

Yeah, buying a computer sounds a very good idea. Both of the computers in the advert look good, but I'd say you should get the Compar 3500. It's a much better idea getting a laptop, as it's so easy to carry around – you won't have any problems bringing it back to Russia when you come back.

Also, if you're going to be using it for essays, you'll definitely need a word processor and printer – the HSD-X2000 doesn't have either of them. You'd have to pay extra for them. And, although the Internet connection looks good, don't forget you're only going to be in the UK for three months, so you don't really need it, do you?

Anyway, that's what I think. Let me know which one you decide to get. Happy shopping! So, take care, work hard (but not too hard!) and see you soon.

Bye!
Emma

MODEL COMPOSITION 15: DISCURSIVE COMPOSITION

You have been doing a class project on the environment. Your teacher has asked you to write a composition about the following statement:

Everybody can help to protect the environment.

You should state whether you agree or disagree with this statement, explaining your reasons clearly.

Write your **composition**.

There is no doubt that the environment is in danger. Mankind has caused the world's environmental problems, and only man can solve them. But can we, as individuals, do anything to help?

There are many environmental problems that only governments and businesses can solve. For example, one of the causes of global warming is pollution from factories and cars. Governments must persuade factories to take responsibility for reducing their pollution, and car manufacturers to produce cars which do not give out damaging exhaust fumes.

Nevertheless, there are things that individuals can do. Firstly, we can recycle our used plastic, glass and paper. If we do this, factories will not have to produce so much. As a result, there will be less pollution. Secondly, we can use our cars as little as possible. This will also reduce pollution. Finally, we can raise awareness about environmental issues, and put pressure on governments and businesses to act responsibly.

In conclusion, one individual has little effect on protecting the environment. However, if we work together, we can all make the world a cleaner place.

MODEL COMPOSITION 16: REPORT

You are working in a local tourist office. You have to write a report for your manager comparing two different health and fitness centres in your area. Say what each centre is like, compare their facilities and comment on their particular good or bad points for visitors to your area.

To: Denise Walker

From: Heather Fullerton

Re: Daverton Spa and Rourke's Gym

Date: 19th November

Introduction

As requested, I have compared Daverton Spa and Rourke's Gym – both in the town centre – in terms of their suitability for visitors to the area. My findings are presented below.

Daverton Spa

Although Daverton Spa provides a wide range of health and fitness facilities, the major drawback is the membership fee. Visitors are not permitted to join for short periods; membership is only on an annual basis.

Rourke's Gym

Built in the 1950s, Rourke's Gym is rather old-fashioned, and does not feel particularly welcoming. However, the gym does offer facilities for a full workout, plus twice-weekly aerobics classes. The gym offers a 'Daily Rate Scheme' as well as an annual membership fee.

Conclusion

Daverton Spa is not particularly suitable for visitors because of its annual membership fee. We may wish to suggest to them that they change their policy and also offer a daily rate. Rourke's Gym is not very modern, but it does have a daily rate for visitors.

USEFUL PHRASE REFERENCE

Formal letter

greeting	name unknown: Dear Sir/Madam, name known: Dear Mr ... / Dear Mrs ... / Dear Ms ... + surname,
reason for writing	I am writing to ... I am writing with regard to ... I am writing on behalf of ...
asking questions	I would be grateful if ... I wonder if you could ... Could you ...?
referring to their letter/points	As you stated in your letter, ... Regarding ... / Concerning ... With regard to ...
closing expressions	If you require any further information, please do not hesitate to contact me. I look forward to hearing from you.
signing off	if Dear + name: Yours sincerely, if Dear Sir/Madam: Yours faithfully, Dear + name or Dear Sir/Madam: Yours,
name	your first name + surname

Informal letter

greeting	Dear + first name,
asking about them	Hi! How are things? How are you? How's it going?
referring to their news	Great news about ... Glad to hear that ... Sorry to hear about ...
giving news	Listen, did I tell you about ... You'll never believe what ... Oh, and another thing.
making suggestions	Why don't you ...? Maybe you could ... How about ...?
closing expressions	Well, got to go now. Give my love to ... Say hello to ... See you soon!
signing off	Love, Lots of love, Yours,
name	your first name

Letter of application

greeting	name unknown: Dear Sir/Madam, name known: Dear Mr ... / Dear Mrs ... / Dear Ms ... + surname,
reason for writing	I am writing to apply for the post/position of as advertised in ... I am writing with reference to your advertisement, which I saw ...
your experience	I gained some experience while ... My qualifications include ... I am currently ...
CV	Please find attached my CV As you can see from the attached CV, ...
closing expressions	Please do not hesitate to contact me if/should you require further information. I am available for interview at your convenience. I look forward to hearing from you.
signing off	if Dear + name: Yours sincerely, if Dear Sir/Madam: Yours faithfully, Dear + name or Dear Sir/Madam: Yours,
name	your first name + surname

Report

initial information	To: From: Subject: or Re: Date:
headings	Introduction Conclusion Recommendation
introduction	As requested, ... This involved visiting / speaking to ... Having visited / spoken to ... My findings are outlined/presented below.
presenting findings / opinion	(see discursive composition phrases below)
recommending	Having considered the options, ... I would like to suggest / recommend ... I therefore suggest / recommend ... You may wish to consider ...

Story

time phrases	It all began ... It was one of those days when ... At first, ... Some time later, ... Meanwhile, ... Later, ... Eventually, ... In the end, ... Finally, ...
dramatic devices	Suddenly, ... All of a sudden, ... Just at that moment, ...
direct speech	' ...,' said x. " ...," said x.
verbs with direct / indirect speech	tell whisper shout say think cry
concluding	It had all been ... After everything that had happened, ...

Discursive composition

introducing the first point in a list of points	First, ... Firstly, ... First of all, ... To start with, ... To begin with, ...
introducing a further point in a list of points	Second(ly), ... Third(ly), ... Moreover, ... Furthermore, ... In addition, ... What is more, ... Apart from that, ... Also ... Another point to be made is that ...
introducing a final point in a list of points	Finally, ... Lastly, ...
presenting two (dis)advantages together	... not only ... but ... also ...
presenting two opposing points of view	On the one hand, ... On the other hand, ...
expressing results	For this reason, ... Because of this, ... As a result, ... Therefore, ... Thus, ...
expressing contrast	however but although though even though in spite of despite nevertheless In contrast to this, ...
giving examples	for example for instance such as like
expressing your opinion	In my opinion ... As I see it, ... To my mind, ... I believe (that) ... As far as I'm concerned, ... In my view, ...
expressing someone else's opinion	Some people believe (that) ... According to ... It is said (that) ...
introducing a conclusion	To conclude, ... In conclusion, ... To sum up, ... In summary, ...
conclusion	The advantages of ... outweigh the disadvantages.

Article

engaging the reader	Have you ever ...? Do you find that ...? Are you one of those people who ...?
making suggestions	Imagine ... Let's suppose ... Why not ...? Have you thought of ...? Try ...
giving examples	Take ... for example/instance ...
expressing opinion	As I see it, ... To my mind, ... I believe (that) ... As far as I'm concerned, ... In my view, ...

FORMAL AND INFORMAL LANGUAGE

A more formal style is appropriate for:

- a discursive composition for your teacher
- a report for your manager or employer
- a letter to somebody you do not know personally
- a story, apart from direct speech

Formal writing examples

no contractions

I do not think there is any excuse for the treatment I received.

formal set phrases

I look forward to hearing from you.

formal greetings in letters

Dear Sir/Madam, Dear Mr/Mrs ...

inversions

Seldom have I had a worse meal.

complete sentences

In my view, we should consider redoing the shop window display.

formal vocabulary, usually not using phrasal verbs

'tolerate' instead of 'put up with'

indirect questions

I wonder if you could inform me about the cost of the course.

more use of the passive voice

The majority of local sports centres were opened in the last ten years.

formal connecting words and phrases

In addition to this, many people feel that the police are underfunded.

more complex sentence structure

Knowing what a good reputation the restaurant has, I was disappointed with the service.

punctuation using semi-colons

The library offers no facilities for borrowing videos; this is because of the high cost involved.

A more informal style is appropriate for:

- an article for your school magazine
- a letter to a friend
- direct speech in a story

Informal writing examples

contractions

There's something else I've got to tell you.

informal set phrases

Thanks for your letter.

informal greetings in letters

Dear Sam,

incomplete sentences

Great news about your brother.

informal vocabulary, including phrasal verbs

'go on' instead of 'continue'

direct questions

How was your holiday last month?

more use of the active voice

They've built a new cinema near our house.

informal connecting words and phrases

Well, I think that's about all I wanted to say.

simpler sentence structure

I'll be late for the party. It's because of my French exam.

punctuation using exclamation marks

If you'd been at the wedding, you'd have loved the food!