



# WORKBOOK

## Upstream

UPPER INTERMEDIATE B2+

Student's Book

Bob Obee - Virginia Evans



Express Publishing





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# Crossing Barriers

## Language Focus

- 1 How are the people in the pictures communicating with others? Write sentences, as in the example.

*The people in picture A are communicating face to face and are shaking hands. They might be introducing themselves or just greeting each other.*

- 2 Use the words in the list to complete the sentences, as in the example.

• speaker • tongue • accent • talk • language

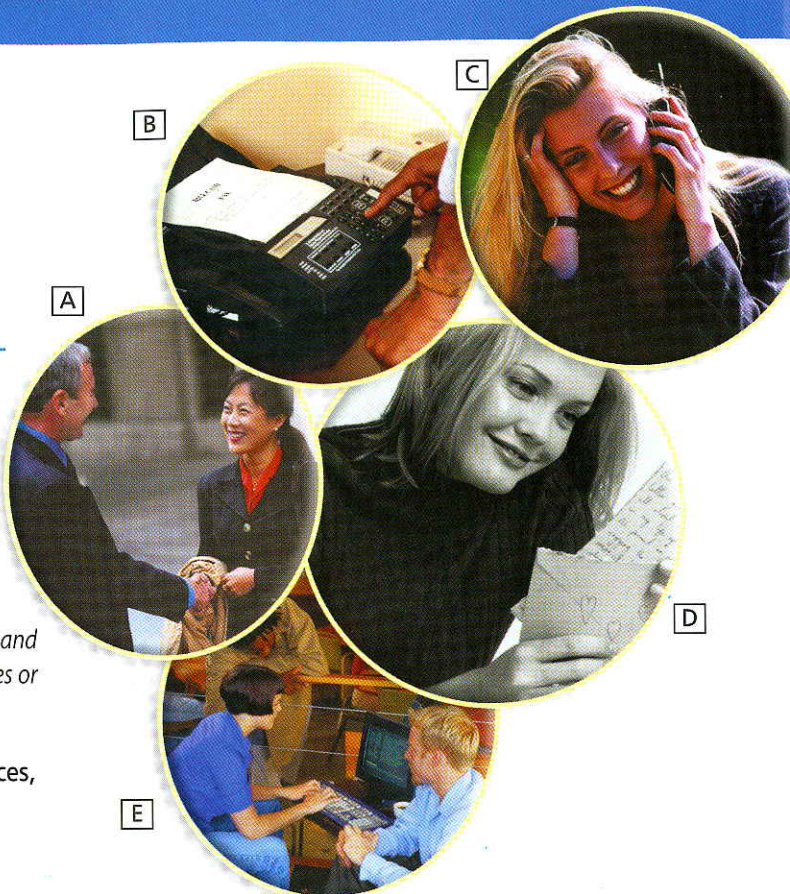
*Colloquial language is not suitable for written work.*

- I could tell he was a native ..... by .....
- She has a regional ..... even though .....
- German is her mother ....., but she's also fluent .....
- I'm tired of all this small .....! Can't we .....
- I'm not sure which is his first ....., but I know .....

- 3 Read the following headings from various articles on communication. Use the adjectives in the list and their opposites, to say what you think each article might be about.

• easy • personal • economical • formal  
• reliable • efficient

*I suppose the first article is about how easy it is to use e-mail and how both young and old enjoy using it.*



- 4 Use the verbs in the list to form questions that match the following answers.

• whisper • yawn • giggle • whistle • cry • yell

- A: .....?  
B: Because I didn't go to bed until late last night.
- A: .....?  
B: He always does it when he's happy.
- A: .....?  
B: Because I don't want to disturb the others.
- A: .....?  
B: Because the music is too loud!
- A: .....?  
B: They're reading a really funny story.
- A: .....?  
B: Because her uncle has been taken to hospital.

- 5 a. Fill in *tell, say, talk, speak*.

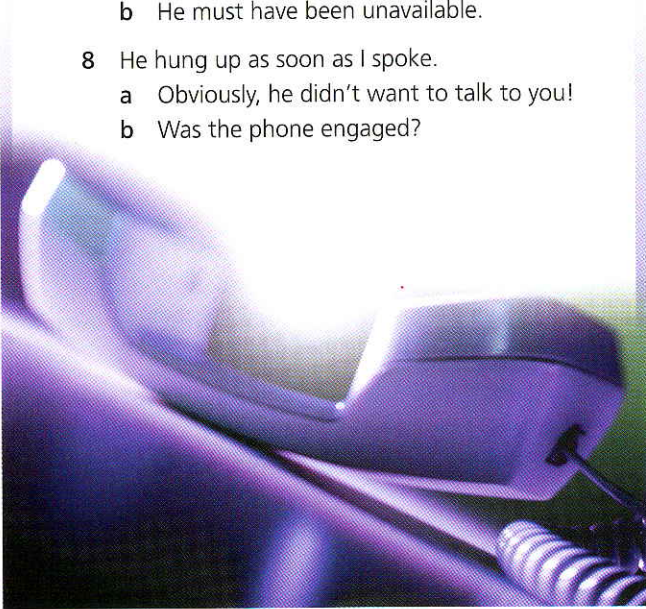
1 ..... the difference; 2 ..... business; 3 not ..... a word; 4 ..... non-stop; 5 ..... one's mind; 6 ..... someone what to do

- b. Respond to the following using the phrases from the list above.

- Did she say why she was leaving her job?  
*No, she didn't say a word.*
- How did the meeting go?
- Janet always says what she thinks!
- Even when he meets colleagues socially, he always wants to discuss work.
- Which of these mobile phones do you think is better?
- How can you stand his bossy ways?

## 6 Choose the correct response.

- 1 Her mobile is switched off.
  - a What did it sound like?
  - b Why not call her office?
- 2 The phone has been cut off.
  - a Did you remember to pay the bill?
  - b Why did you do that?
- 3 She put me through immediately.
  - a You sometimes have to wait for ages, don't you?
  - b How annoying!
- 4 He asked me to hang on.
  - a Couldn't he hear you?
  - b He was probably busy.
- 5 I ran out of change.
  - a Why, were you in a hurry?
  - b You should have used a card.
- 6 I had problems getting through.
  - a Was it an international call?
  - b Can't you speak the language?
- 7 They told me to call back.
  - a You must have got the wrong number.
  - b He must have been unavailable.
- 8 He hung up as soon as I spoke.
  - a Obviously, he didn't want to talk to you!
  - b Was the phone engaged?



## 7 Use these phrases to replace the parts in bold. You may need to make some changes.

- out of touch with • lost contact • hold the line
- come into contact with • get hold of

- 1 Could you **wait** while I check my diary?
- 2 We **were no longer able to talk** with the crew of the plane a few minutes after take off.
- 3 She's been living abroad for years so she's **unaware** of the changes in British society.
- 4 You'd be amazed at the number of people I **meet** in the course of my job.
- 5 I need to **contact** my wife; it's really urgent.

## → Conversational Grammar

### 8 Circle the correct item.

- 1 "Simon and his brother look like twins, don't they?"  
"Yes, they do resemble ..... another."  
A one      B each      C the      D both
- 2 "Did you get Ricky Martin's autograph?"  
"I did. He shook hands ..... me, too!"  
A for      B at      C with      D to
- 3 "Have you seen Janet lately?"  
"No, I ..... from her for ages."  
A didn't hear      C wasn't hearing  
B haven't heard      D hadn't heard
- 4 "Where did Diane find the money?"  
"I think her sister lent ..... to her."  
A them      B it      C few      D little
- 5 "Why didn't you call me last night?"  
"I tried, but your phone ..... working."  
A isn't      C wouldn't  
B didn't      D wasn't
- 6 "Do your two sisters work at the same company?"  
"Yes. .... of them went to work there after finishing college."  
A Neither      C Both  
B Either      D Everyone
- 7 "Don't you like your dinner?"  
"Not really, the fish is a bit ..... salty."  
A too      B much      C enough      D little
- 8 "The manager is always busy when I want to see him."  
"I know. .... can ever get his attention."  
A Everybody      C Somebody  
B Nobody      D Anybody

## → English in Use

### 9 Find the unnecessary word in each sentence.

- 1 Amy always gives me several good advice. ....
- 2 Both Ann and Lyn said it was so a very good film. ....
- 3 This is one of the artist's most famous enough works. ....
- 4 These days there are not hardly any students who cannot use a computer. ....
- 5 They will receive the document too quickly enough if you send it by fax. ....
- 6 He asked me for you on the phone. ....
- 7 I'll need some time to check up my messages. ....
- 8 Nowadays the people use mobile phones more than they use ordinary ones. ....

- 10** You are trying to decide where to go on holiday with a friend. Together, suggest different places. Think about how *expensive, cheap, far, close, warm, cold, touristy, isolated* each one is. Act out similar exchanges to the one below. You can use your own ideas, too.



A: *Let's go to Paris!*  
 B: *I don't think so. It's too expensive.*  
 A: *We could go to Lisbon then. That's probably cheap enough, don't you think?*

- 11** Complete the second sentence so that it has a similar meaning to the first one and includes the word given. Use between two and five words.

- She couldn't remember anything about the exam.  
had She ..... the exam.
- Both students were unhappy with the results.  
was Neither ..... with the results.
- They didn't give out any information on the situation.  
given No ..... the situation.
- More people went to the live concert last year.  
as Not ..... the live concert this year.
- I would rather they didn't allow students into the computer room.  
want I don't ..... into the computer room.
- Apparently, each room has a video wall.  
all Apparently, ..... video walls.
- Although he's very busy, he replies to all his letters in person.  
letter Despite being very busy, ..... he receives in person.
- They gave very little money to each child.  
sum A small ..... to each child.
- He didn't get the job because they thought he was unprofessional.  
enough They didn't think ..... to get the job.
- There wasn't any rain at all last week.  
drop There was ..... last week.

## Revision Box

- 12** Fill in the missing word.

- I'd better ..... John's letter soon, or he'll think I didn't get it.
- Would you like to ..... an appointment for Tuesday 20th May?
- I've been trying to phone her for ages, but I just can't get .....
- It's terrible that ..... of her children has had a good education.
- In the past people believed that ..... Earth was flat.
- Ann doesn't like her new haircut; she thinks it's much ..... short for her.
- I have to ..... hold of Andy as soon as possible.
- I think he's very rude! The first time we met, he didn't even bother to shake hands ..... me.
- There are quite a ..... advantages to working here.
- Her ..... tongue is Italian, but she also speaks English and French.

- 13** Circle the correct item.

- We couldn't concentrate on the film because two girls behind were ..... non-stop. They really drove us mad!  
A saying                      C speaking  
B telling                        D talking
- ..... photocopier is working at the moment.  
A Either    B Neither    C Both    D Several
- Could I have ..... piece of cake, please? The first one was delicious!  
A another    B other    C some    D either
- I don't think I can come to the cinema with you this evening: I haven't got ..... money.  
A little    B some    C many    D enough
- The actors gave such a good performance that the audience ..... for ten minutes at the end!  
A clapped    B yelled    C whistled    D giggled
- At the very beginning of the storm there was a huge ..... of thunder.  
A clap    B piece    C noise    D flash
- He finally won his court case and was paid £25,000 in .....  
A damage                      C damages  
B damaging                    D damaged
- I know how to work this fax machine, so please stop ..... me what to do!  
A saying    B telling    C talking    D speaking

➔ Word Formation

14 Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

**TIP**

First read the whole text to get an idea of what it is about, then make one or two changes to the base words.



The euro was invented as a common currency for all the countries of the 0) *European* Union. There is no longer any need for 1) ..... to change money when visiting other euro-zone countries. With a single currency we are able to make 2) ..... throughout the large single market. This will 3) ..... lead to 4) ..... in prices for many goods and services. Due to the Central Bank's low rates, 5) ..... should be 6) ..... reduced thanks to the increase in 7) ..... growth. The euro is one of the two most important 8) ..... in the world. This allows us to do business with many 9) ..... World countries in our own currency rather than in dollars, which can be 10) ..... The main advantage of the euro, of course, is that it makes buying and selling much more simple.

- EUROPE
- CONSUME
- COMPARE
- FINAL
- REDUCE
- EMPLOY
- EASY
- ECONOMY
- CURRENCY
- THREE
- EXPENSE

➔ Multiple Choice Cloze

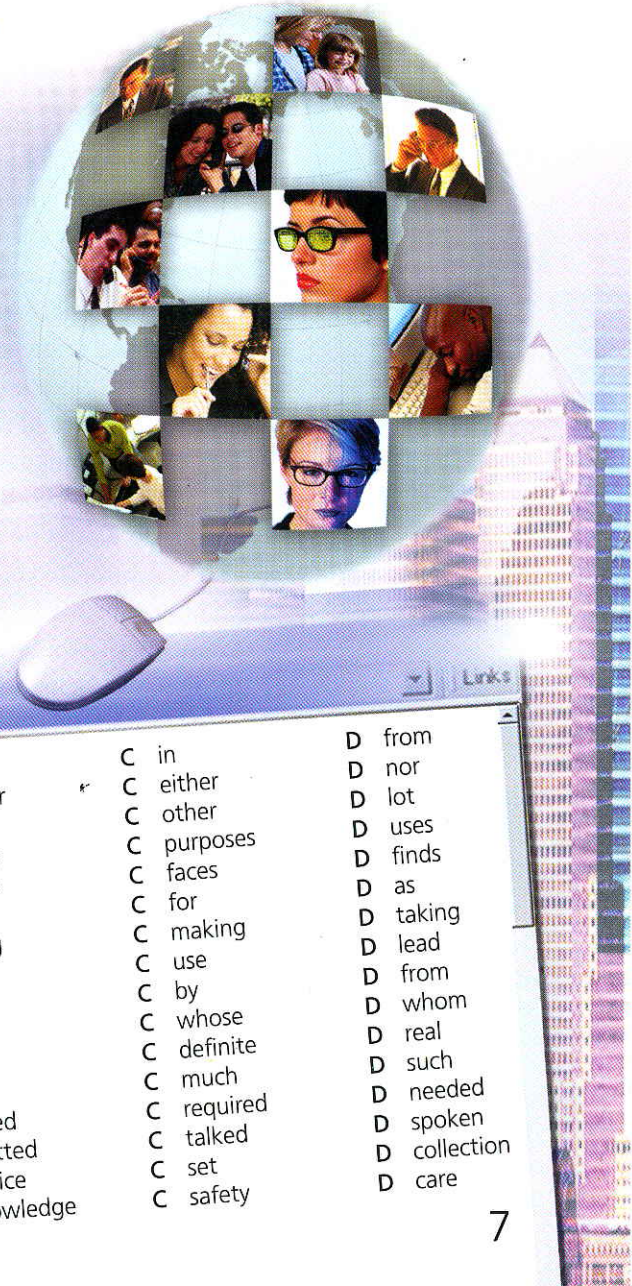
15 Read the text below and decide which answer A, B, C or D best fits each space. There is an example at the beginning (0).

## Quality of Communication

The Internet is like a huge city, full 0) *of* many different kinds of places and people. As in a real city, there are certain places which are suitable for youngsters and others which need to be avoided.

The Internet neither belongs to 1) ..... is controlled by any one person, organisation or government. It gives 2) ..... of us the opportunity to create material for others to see. On the other hand, as in ordinary life, there are those who might use it for illegal 3) ..... The freedom of the Net 4) ..... exciting opportunities for youngsters and, 5) ..... being aware of the possible dangers and 6) ..... steps to avoid them, they can happily explore that online world in safety.

Common sense will certainly help children to 7) ..... the Internet safely. It is preferable, 8) ..... example, for parents to get to know 9) ..... their children are meeting online and make 10) ..... they never give out personal information about themselves. Although it is an excellent tool for learning, playing and communicating with others, youngsters should not be allowed to become 11) ..... involved that they forget other activities 12) ..... to their development. Obviously, surfing as a family activity is the best solution, so that any problems that are found can be 13) ..... together. Parents need to think about safety issues and agree on a 14) ..... of rules. Just as youngsters are given instructions on road 15) ....., they also need to be instructed on how to travel safely along that superhighway.



- |                |             |            |              |
|----------------|-------------|------------|--------------|
| 0 A with       | B of        | C in       | D from       |
| 1 A or         | B neither   | C either   | D nor        |
| 2 A all        | B every     | C other    | D lot        |
| 3 A methods    | B works     | C purposes | D uses       |
| 4 A proposes   | B offers    | C faces    | D finds      |
| 5 A with       | B by        | C for      | D as         |
| 6 A putting    | B doing     | C making   | D taking     |
| 7 A ride       | B drive     | C use      | D lead       |
| 8 A for        | B in        | C by       | D from       |
| 9 A which      | B who       | C whose    | D whom       |
| 10 A positive  | B sure      | C definite | D real       |
| 11 A very      | B so        | C much     | D such       |
| 12 A important | B based     | C required | D needed     |
| 13 A discussed | B chatted   | C talked   | D spoken     |
| 14 A group     | B choice    | C set      | D collection |
| 15 A security  | B knowledge | C safety   | D care       |

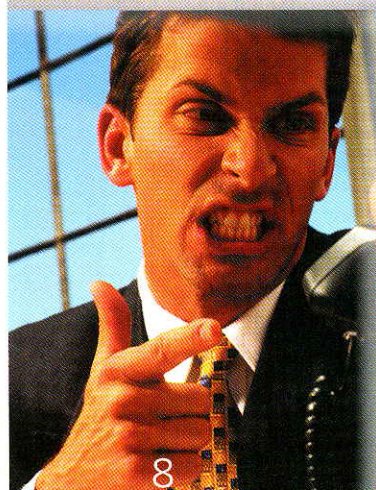
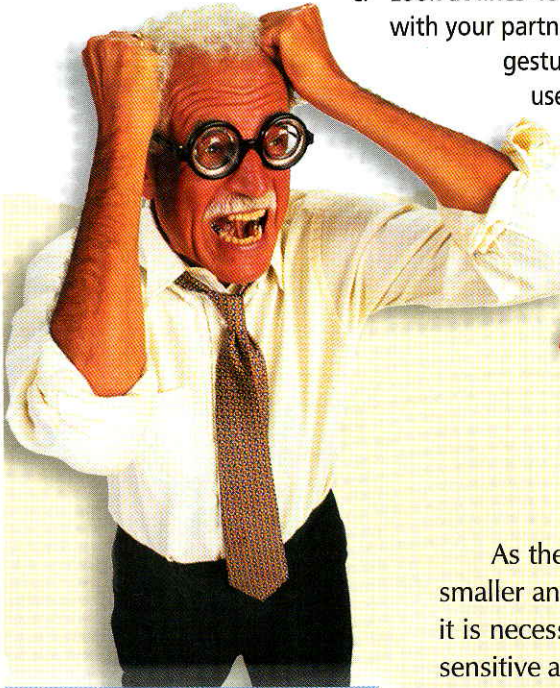
 Reading

16 a. "Without gestures the world would be totally colourless."

What do you understand by this quotation?  
How far do you agree with the idea?

b. In pairs, look at the five pictures below. What do these gestures mean in your country? Which of them do you *usually, rarely, never* use and why?

c. Look at lines 46-64 and, together with your partner, discuss any gestures that might be used in the five example situations mentioned.



17 a. Read the Tip, then read the sentences (A-H) and underline words and phrases that might help identify their place in the text.

**Tip** Notice key words such as demonstratives (*this, these*), pronouns (*he, it, they*), possessive adjectives (*her, his*), linking words & phrases (*therefore, however, for example*) to help find the correct missing information.

b. Read the article and choose from the list A-H the sentence which best fits each gap 1-6 in the article. There is one extra sentence which you do not need to use. There is an example at the beginning (0).

# A World of Gestures

As the global village continues to get smaller and cultures mix more and more, it is necessary to become more culturally sensitive and aware of body language and gestures that surround us on a daily basis. As many of us cross over cultural borders, we are obliged to respect, learn and understand more about the power of this silent language. 0 H

10 In the world of gestures, the best advice would be to remember to ask and be aware. If you see a gesture that is confusing, ask a local person what it means. Then, be aware of the many body signs and customs around you in order not to offend others.

1 Nor is it acceptable to shout in anger or show excessive behaviour of any kind. Furthermore, blowing one's nose in public is also unacceptable and will certainly be seen as an act of rudeness.

Another interesting example of silent body language is that used in lifts. 2 If there are one or two people in a lift for example, they tend to lean against the walls of the lift and four people together will probably choose a corner each. A slightly larger number will more than likely face the door while a crowded lift

will show silent people touching only at the shoulders and generally looking upwards to avoid eye contact.

However, we also live in a world of more lively gestures, such as those of drivers of all ages and types. 3 Arms will certainly be flying showing each other who did what, fingers will be pointing to indicate guilt and heads will be shaking in negative disbelief at the dreadful quality of the other's driving!

Without gestures, the world would be totally colourless. Apparently, 60% of all communication is nonverbal. 4

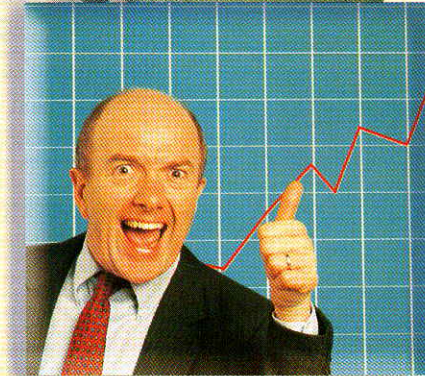
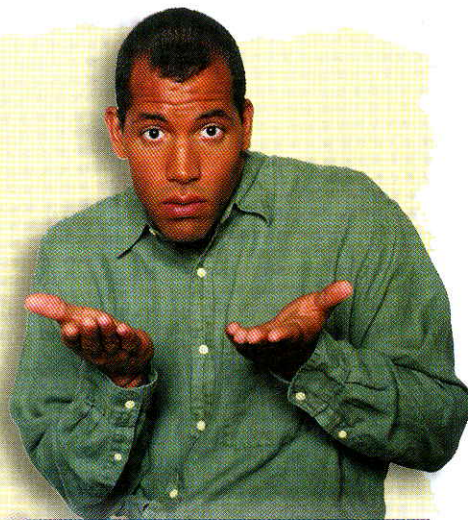
Body language and gestures communicate messages just as well as words, perhaps even better. It is quite natural to use our bodies to get a message across. From calling a waiter over to our table to the teaching gestures of parents to children; we all use this system of communication.

Gestures are a basic part of our social lives too, with the 'vocabulary' sometimes being informative or entertaining, as in the case of street mime. 5 Take, for example, the gestures and body movements of

- A There appears to be a set of rules that most of us silently follow, even in this everyday situation.
- B Picture, if you will, two drivers arguing heatedly over who exactly had right of way before the accident happened.
- C So, perhaps we should add colour to increase that figure.
- D They can also be threatening, warm or instructive.
- E For example, in Japan, it is considered rude to open one's mouth wide to yawn in public.
- F It is recognised throughout the world and never misunderstood.
- G With such a high figure, how can we possibly communicate with others without using different gestures?
- H This is necessary in order to communicate in a way which is acceptable to the people we meet in other countries.

two young children playing  
60 in the park or a policeman directing traffic.

Of course, there is one particular gesture that carries certain welcoming characteristics and is unlike  
65 any other gesture that we know of. 6 It is a healthy gesture and can get you out of many a sticky  
70 situation. This giant of all gestures is, of course, the smile. Use it freely and often and win the hearts and respect of others  
75 wherever you travel.



**18** In pairs, take turns in making different gestures to show that you agree, disagree, don't care, are angry/pleased/nervous/impatient/unsure/disappointed/surprised/shocked/suspicious, while your partner tries to guess the message.

- 19** a. Read quickly through lines 17-32 and choose one custom which you find *amusing* and one which you find *surprising*, telling the class why you think so.
- b. Scan the text and find four words/phrases related to *body language* and compare your list with your partner's.

## Listening

**Tip**

You may hear more than one speaker using the same key word mentioned in the options. In this case, listen for other clues and check your answers when you listen the second time.

- 20** a. Read the statements (A-F) on different reactions to using email and try to match the key words/phrases in the list below to each statement.

- panicked/deep end
- pen-pals/in contact with
- more convenient/faster
- in two minds/filtering system
- junk mail/get rid of
- no point/useless

- A She has improved her language skills.
- B She finds the system annoying.
- C She thinks it's a complete waste of time.
- D She was shocked at first.
- E She prefers present systems to those of the past.
- F She has mixed feelings about it.

- b. You will now hear five women giving their views on email. For questions 1-5, choose from the list above (A-F) what each person has experienced. Use the letters only once. There is one extra letter which you do not need.

- Speaker 1  Speaker 4
- Speaker 2  Speaker 5
- Speaker 3

- c. Discuss in pairs how you feel about using email. Think about:
- convenience • efficiency
  - dependability • cost

- A: I believe that using email is certainly an efficient way of contacting people, don't you agree?
- B: Yes. Not only that, it's inexpensive too.

# 1

## Speaking

### • Means of Communication

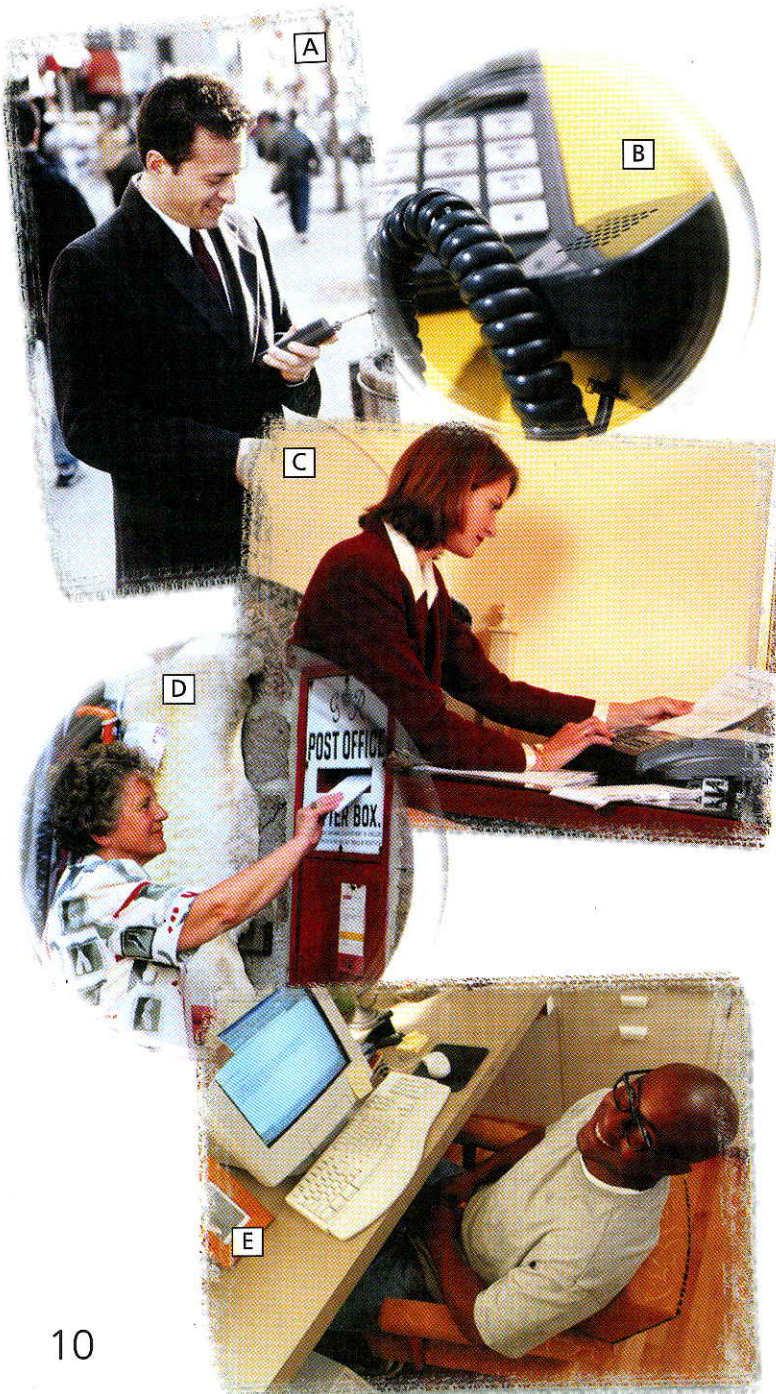
**Tip**

You will need to be able to:

- ask for/give opinions
- agree/disagree politely
- ask for/make suggestions
- accept/reject suggestions politely

- 21 a. Here are some pictures of different means of communication. Talk about which you think are the most useful and decide which two may disappear completely in the near future. It is not necessary to agree with each other.

Students A & B



- b. In pairs, answer the following questions.

Students A & B

- 1 Do people in your country depend a lot on technology for communication?
- 2 How different would everyday life be without these different means of communication?

- c. Listen to two candidates doing the speaking tasks above and decide which one

A B

- uses interesting language to ask for the other candidate's opinion. ....
- does not ask for the other's opinion. ....
- disagrees politely. ....
- does not always justify his/her opinion. ....

- d. Discuss how the weaker candidate could have improved his/her performance.

## Communication

### • Thanking & Responding to thanks

- 22 a. Which parts of the following dialogues can be replaced with phrases from the boxes below?

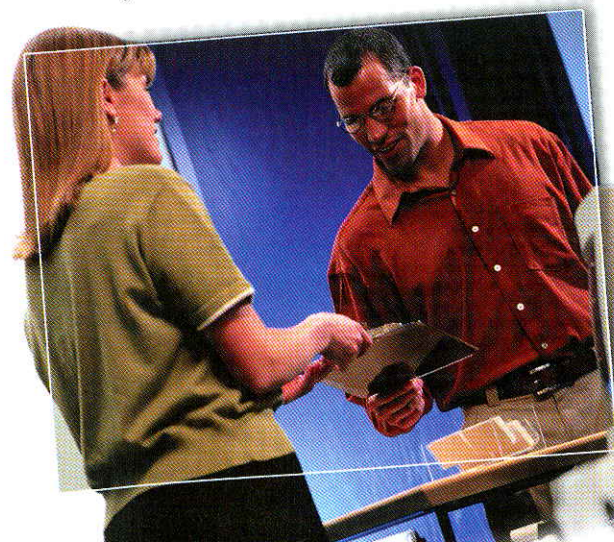
#### Thanking

Thanks (a lot/a million). / Thank you (very much). / I owe you one. / I really appreciate this/that/it. / You're very good. / That's very good of you.

#### Responding to thanks

Don't mention it. / You're welcome. / Any time. / It's a pleasure. / Nothing to it.

- 1 A: My babysitter's let me down at the last moment.  
B: I can babysit for you if you like. I'm free.  
A: Thanks a million! I owe you one.  
B: Don't mention it.
- 2 A: Here's the file you asked me for.  
B: Thanks a lot.  
A: Any time.



b. In pairs, imagine yourselves in the following situations and act out suitable dialogues.

- 1 A: You lent your English dictionary to a friend and now you discover that you need it urgently, but your friend is out of town.  
B: You offer to lend her your dictionary for the time being.
- 2 A: The fax machine in your office is broken and you need to send a fax.  
B: Tell your colleague that they can use the fax machine in your office.

## ➔ Writing Skills (Letter Writing)

### • Greetings & Endings

**23** Read the rubrics and choose the most suitable way to begin and end each letter.

- A ● Last month you accepted a job offer from a web design company. However, for personal reasons, you will not be able to join the company after all. Write to the Personnel Manager, apologising and giving reasons.
- B ● You have just had your exam results and realise that you will have the opportunity to join a friend of yours in England doing the same course. Write a letter telling him/her about the good news and the preparations you will have to make.

A Dear Sir/ Madam,  
Yours faithfully,  
(full name)

C Dear Sarah,  
Lots of love,  
(first name)

B Dear Ms  
Yours faithfully,  
(full name)

D Dear friend Sarah,  
Good wishes,  
(first name)

### • Opening & Closing Remarks

**24** a. Match the beginnings with the endings, then decide whether they have been written in a formal or informal style.

- 1**  I'm writing to tell you the wonderful news that ...
- 2**  I'm in a mess again and need your advice on something ...
- 3**  Thanks for your letter. Of course I can help you out. You should have got in touch sooner ...
- 4**  I am writing to offer you my most sincere apologies for ...
- 5**  I'm writing to see if you would like to join us for an informal reunion of old school friends ...

BEGINNING

ENDING

- A Hope this helps a bit. Remember to let me know what happens.
- B Hope you can make it. We'd love to see you again.
- C Well, that's all for now. Write soon and let me know the news from your end.
- D Once again, please accept my apologies for any inconvenience.
- E So, what do you suggest? Please get back to me as soon as you can.

b. Which two pairs are suitable for the rubrics in Ex. 23?

**25** a. Mark these parts of letters according to their type.

- giving news (N) • invitation (I) • apology (A)
- giving advice (GA) • asking for advice (AA)

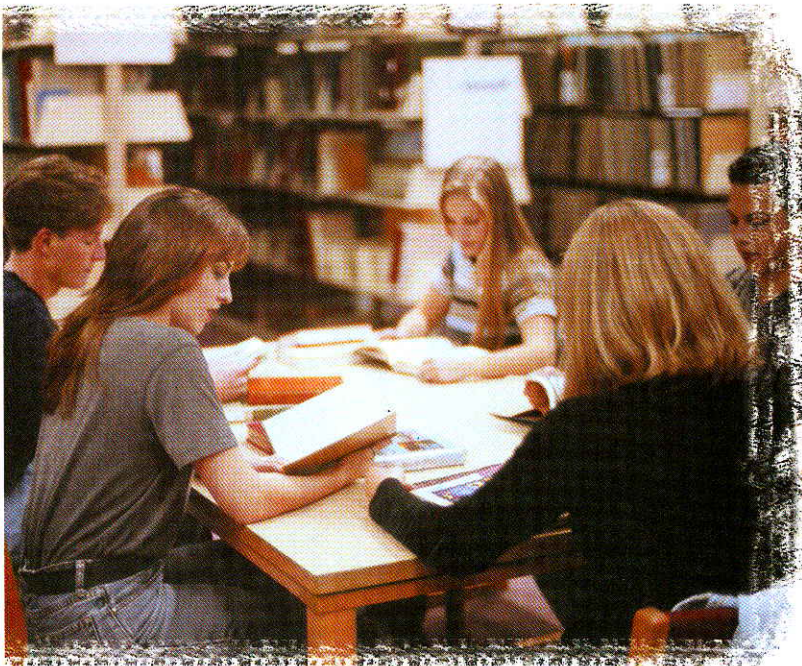
- 1 Hope this helps and remember to get in touch again if you need anything else.
- 2 I am writing in order to apologise for the problems caused during the conference at the weekend.
- 3 I couldn't wait to tell you the latest! You're the first one I've actually contacted.
- 4 Please get in touch quickly to let me know what you think I should do.
- 5 We're organising a farewell party for Helen and would love you to come.
- 6 Finally, I cannot apologise enough for the inconvenience.
- 7 I do hope you'll be able to make it.
- 8 I was shocked to read your letter this morning and of course I'll give you any advice you need.
- 9 I've got so much to tell you that I've got no idea where to start!
- 10 Once again, I do hope you will accept my apologies for the delay.



- b. Which are opening and which are closing remarks? Write appropriate closing, opening remarks to match each one.

**26** Choose two of the following and write appropriate opening and closing remarks.

- apologise to your boss for being absent from work the previous day
- invite a friend to a weekend barbecue
- tell a friend that you've won a competition
- congratulate your colleague on his promotion to a higher position
- ask a friend for advice on how to revise for the exams



• Main Body Paragraphs

**27** a. Read the rubric below and decide which two of the following (1-4) are topic sentences. How are the other two sentences connected to them? Justify your answers.

- You recently applied for two different jobs and have unexpectedly been offered both of them. However, the job you think you would enjoy more has a lower salary. Write a letter to a friend asking for advice on what to do.

- 1 I know money isn't everything, but if I took this job I'd be able to save for a car much more quickly.
- 2 As for the first job, the one at the telecommunications company, it sounds really exciting.
- 3 It's challenging and it involves travelling and meeting new people, which I'm sure I would enjoy.
- 4 On the other hand, the advertising company pays more.

- b. In pairs, think of other appropriate supporting sentences to complete the paragraphs.

• Formal & Informal Style

**28** a. Read the formal sentences in box A and identify the different types of letters (*accepting/refusing invitation, asking for advice, requesting/giving information, apologising, thanking*).

- b. Match each one with its informal equivalent in box B. Can you think of other ways of rephrasing these sentences?

Formal  
A

- 1  Thank you for your kind invitation to your retirement party on Saturday 16th June. My wife and I would be honoured to attend.
- 2  I would be extremely grateful for any advice concerning the matter.
- 3  Unfortunately, we will be unable to attend.
- 4  I look forward to receiving further details concerning the seminar. Thanking you in advance.
- 5  On behalf of the school committee, we would like to thank you for your assistance during our recent school sports day.
- 6  Please accept my most sincere apologies.
- 7  I hope you will find this information of use.

Informal  
B

- a Let me know when you have any news about the seminar. See you there.
- b Please, forgive me!
- c Hope this is what you wanted to know.
- d Thanks for inviting us to your retirement party on the 16th. Of course we'll be there, you can be sure of that.
- e Thanks a lot for everything you did to make our school sports day so successful.
- f I just don't know what to do about it and was wondering what you'd advise.
- g It's a pity we can't make it.

29 a. Read the pairs of phrases (1–10) and the letter which follows, choosing the most suitable phrase to complete each gap.

- 1 I am writing/Hi there! Just a quick note
- 2 say what I think you should do/make some suggestions
- 3 Have you considered/Have you thought about
- 4 That way/This would mean that
- 5 You might think this idea is too impersonal./Maybe you don't like this idea.
- 6 I think the best thing would be to/if I were you, I'd
- 7 they could let you know./they could inform you.
- 8 is always useful./always comes in handy.
- 9 Buying a wedding present can be rather difficult./ Sometimes it's really hard to find the right thing!
- 10 I hope I have been of some help./Hope this helps.

Dear Penny,

1) ..... to  
 2) ..... about  
*John and Vicki's wedding present.* 3) .....  
*buying them a gift voucher for a*  
*big department store!* 4) .....  
*they would be able to buy something*  
*they really need for their new house.*  
 5) .....  
*In that case,* 6) .....  
*ask them what they want and* 7) .....  
 ..... *Otherwise, something*  
*like a nice oven dish* 8) .....  
 ..... 9) .....  
 ..... 10) .....

Love,  
 Laura



b. Now use the remaining phrases to write a letter to your aunt on the same topic.

30 The phrases in bold in the following extracts are written in the wrong style. Correct them using the phrases in the lists above each extract.

- quite some time • discuss briefly • apologise
- extremely • organise

A Dear Mr Smith,  
 Thank you so much for your correspondence concerning the seminar last month. I really must **say sorry** for not contacting your office for **ages**, but I have been **really** busy trying to **sort out** the new branch office. I thought we might meet at the next convenient opportunity to **chat about** the aspect of cooperation between our two companies.

- think I'd better get in touch with • problem
- find out • just had to get in touch with

B Dear Ann,  
 I **felt obliged to contact** you to ask what you'd do about the **situation**. Do you **advise contacting** them about it or should I leave it as it is?

- all the best • I was so glad • wonderful
- I could not have left • in the peak of health

C Dear Mr & Mrs White,  
 It was **so much fun** to see you **looking so perky** at your fiftieth wedding anniversary party last weekend. It was **brilliant** to have the opportunity to see you again before leaving for Australia. **There's no way** I'd leave without saying goodbye and wishing you well.

31 a. Read the following rubrics. How many body paragraphs should each letter have? What should each paragraph be about?

- A You have decided to contact a previous teacher of yours about your choice of career. Your heart is set on doing theatrical studies but your parents disapprove of this choice for various reasons. Write a letter asking for his/her advice.
- B You had the opportunity to spend six months in another country working for a large telecommunications company. You have just returned and have decided to send a letter to a friend describing the experience.

b. Choose one of the rubrics above and in the appropriate style write a letter between 120 and 180 words.

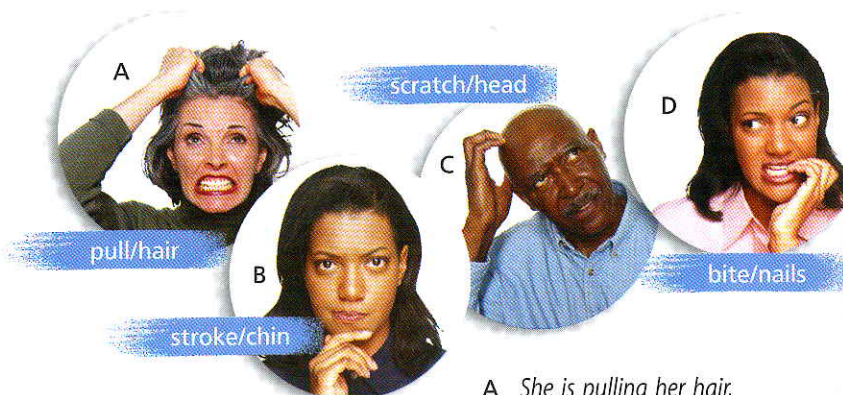
# Moods and feelings

## → Language Focus

1 a. Make up questions to match the following responses, as in the example.

- 1 A: *How do you feel when you have to speak in public?*  
B: I get butterflies in my stomach.
- 2 A: .....?  
B: My heart starts pounding.
- 3 A: .....?  
B: It gives me a rush of adrenaline.
- 4 A: .....?  
B: I begin to drum my fingers on the table.
- 5 A: .....?  
B: My face turns red.

b. How do you think these people feel? Make sentences, as in the example.



A *She is pulling her hair, so she must be angry.*

2 a. Underline the correct item.

- 1 He felt very angry/nervous about having his car stolen.
- 2 Peter was very generous/joyful to his friends when he won the lottery.
- 3 Due to the medication he was taking, he tended to be rather terrible/irritable.
- 4 Wendy is always very optimistic/astonished about the future.

b. Use adjectives from Ex. 2a to answer the following.

How would you feel if:

- the head teacher asked to see you?
- your favourite television programme was cancelled?
- an aeroplane landed on the road outside your house?
- you won a large sum of money?

3 a. Match the adjectives with their antonyms.

A	B
relaxed	bored
interested	serious
funny	depressed
cheerful	aggressive
friendly	stressed

b. In pairs, act out exchanges, as in the example.

- A: Is John **stressed** about tomorrow's exams?  
B: *No, in fact he's quite relaxed about it.*
- A: Is she **depressed** about failing her driving test?  
B: .....
- A: Jack's dog is really **aggressive**!  
B: .....
- A: I thought it was a really **funny** book!  
B: .....
- A: I hear you went to the Natural History Museum. Were you **bored**?  
B: .....

4 Read the text below and replace the words in bold with appropriate extreme adjectives to improve the style.

Joy was feeling **1) tired**. She had spent all afternoon making a **2) tasty** pie. She had just taken it out of the oven and was really **3) pleased** with the results. She put it on the window-sill to cool and went off to have a short nap. Suddenly, there was a loud crash in the kitchen. She felt really **4) scared**. When she tiptoed into the kitchen, she was shocked to see a **5) big**, **6) dirty** dog eating her pie. She was really **7) angry**! "This is **8) bad**," she thought. The extremely good thing was that this was her neighbour's dog who had been lost for over a week. She knew her neighbour was **9) upset** about the whole incident, so when she phoned him to give him the news, he was, of course, **10) happy**.

5 Underline the correct item.

- 1 I hate this sad/dark/dull/dim weather; it makes me feel so depressed.
- 2 Our sense of touch/feel/contact/notice is very highly developed.
- 3 I would hate to miss/lose/fail/let my sense of humour.
- 4 Some people have no sense of danger/risk/hazard/threat.
- 5 She finds it difficult to tell/express/state/stress her feelings.

6 Use the correct form of the verbs in brackets together with the suitable preposition (*up* or *down*) to replace the parts in bold.

- You should talk to **people** about your problems and not bottle things up. (*open*)
- You need to have a couple of weeks holiday in order to **relax completely**. (*wind*)
- Why don't you try to **work less intensely** and not get so stressed? (*ease*)
- You should try to **relax** and enjoy yourself. (*loosen*)
- Nothing I said could **make him feel better**; he was really depressed. (*cheer*)
- Please try to **control yourself** and tell me what happened. (*calm*)
- Eve's job is **making her unhappy**; She needs a change. (*get*)
- I'm so sorry I **disappointed** you yesterday. I'll try to be more reliable in future. (*let*)

7 a. Fill in: *white, quick, red, brown, quiet*

- as *brown* as a berry
- as ..... as a flash
- as ..... as a mouse
- as ..... as a sheet
- as ..... as a beetroot

b. In pairs discuss what each simile means, then act out exchanges, as in the example.

A: *Ruth's got a great tan, hasn't she?*  
 B: *Yes. She's as brown as a berry.*

c. Look at the picture. Can you think of a suitable simile?



➔ Conversational Grammar

8 Circle the correct item.

- "Where did you live before you moved here?"  
 "We ..... in a small village in Wales."  
 A were used to living      C used to live  
 B have lived                      D have been living
- "Do you always travel to work by train?"  
 "No. Sometimes I ..... by bus."  
 A am going                      C went  
 B go                                  D was going

- "I think this egg has gone off."  
 "Yes, it certainly ..... too good."  
 A isn't smelling                  C smells  
 B does smell                      D doesn't smell
- "Why are you not speaking to Mary?"  
 "Because she's always complaining ..... my music."  
 A at                      B about                  C for                      D to
- "How's your new job, Colin?"  
 "Not bad. I ..... used to it slowly but surely."  
 A am getting                      C am going to get  
 B have get                          D have been
- "Where is she going for her holidays this year?"  
 "She ..... about going abroad."  
 A thinks                              C has thought  
 B will think                          D is thinking
- "Can I speak to Jenny, please?"  
 "Sorry, she ..... a shower right now."  
 A has                                  C is having  
 B will have                          D have
- "How do you feel now?"  
 "Oh, ..... better. Thank you."  
 A very                                  C much  
 B lot                                      D more
- "What's wrong? You seem upset."  
 "I am. I ..... just failed my driving test."  
 A have                      B am                      C was                      D had
- "What did you think of Tom's behaviour?"  
 "I felt really ashamed ..... him!"  
 A at                                  B for                      C with                      D of

➔ English in Use

9 Find the unnecessary word in each sentence.

- The teacher is always complains when we fail to do our homework on time. ....
- I always feel stressed when I am about to take up an examination. ....
- David and Liz are used to live in the city centre but have now moved to the suburbs. ....
- Al set off earlier than usual so as not to avoid getting stuck in traffic. ....
- Eve will have to get being used to working long hours at the office. ....
- I think she is trying to hide from her true feelings. ....
- The children were very disappointed when the trip was cancelled off. ....
- Lyn is normally being very cheerful but today she seems to be very quiet. ....

**10** Complete the second sentence so that it has a similar meaning to the first and includes the word given. Use between two and five words.

- It took a long time to adapt to life in another country.  
**used** It took a long time .....  
..... in another country.
- Our teacher always arrives to class on time.  
**never** Our teacher .....  
..... class.
- We used to go swimming every weekend when I was young.  
**would** When I was young, .....  
..... every weekend.
- We didn't know anyone at the exhibition.  
**nobody** There .....  
..... the exhibition.
- Helen is not usually late for appointments.  
**like** It is .....  
..... late for appointments.
- This cream must have gone off because it has a funny taste.  
**so** This cream tastes .....  
..... gone off.
- John often gets embarrassed at large parties.  
**tendency** John .....  
..... embarrassed at large parties.
- Monica doesn't mind walking to work any more.  
**used** Monica is .....  
..... to work now.
- We didn't find the film as amusing as we had thought it would be.  
**by** We .....  
..... the film as we had expected to be.
- Frank doesn't write as many letters now that he's got email.  
**used** Frank .....  
..... before he got email.

**11** Take it in turns to ask and answer the following questions about yourselves, using the verbs in brackets in the present simple or the present continuous.

- Are you going out tonight? (**see, think, go, feel**)  
*Yes, I'm seeing a friend.*  
*Well, I'm thinking about it.*  
*No, I never go out on Mondays.*  
*I don't think so. I'm not feeling well.*
- Are you OK? (**feel, think**)
- Do you like junk food? (**taste, hate**)
- Do you like physics? (**understand, enjoy**)
- What do you think of this outfit? (**look, like**)

## Revision Box

**12** Fill in the missing word.

- I ..... quite used to living in the country now.
- Don't ..... think we should get there a little earlier just to be sure?
- Why ..... that company always take so long to deliver things?
- He will never get ..... to living away from home.
- The detective tried to avoid ..... noticed by wearing ordinary clothes.
- Kate has always been friendly ..... me.
- Why don't you try it again! ..... it taste better this time?
- He should loosen ..... a bit, otherwise he'll have health problems at some point.
- I think the bosses ..... being too strict about the regulations, don't you?
- He felt ..... an idiot when they pointed out his mistake.

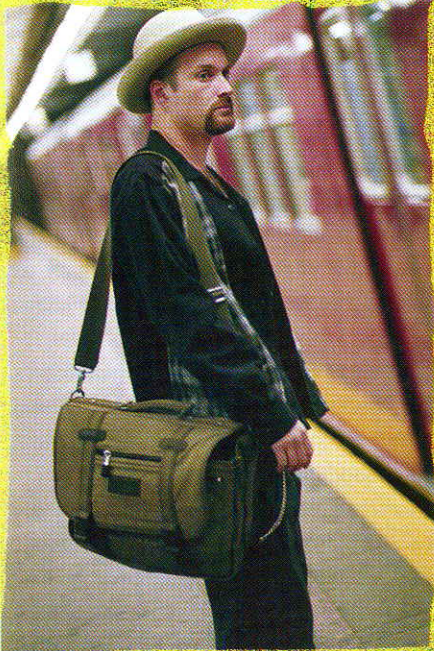
**13** Circle the correct item.

- My parents were in quite a(n) ..... mood after the exam results came out.  
A worried B bad C frustrated D upset
- Harry felt really ..... when Lyn told him the news.  
A panicked B amazing C obsessive D angry
- They felt rather ..... by the rude comment that the reporter made.  
A offensively C offending  
B offended D offensive
- I always ..... going to the dentist's.  
A dread B feel C complain D hurt
- She's brilliant ..... getting children to join in activities.  
A with B at C for D in
- Since going abroad to study, he really ..... his family.  
A loses B thinks C misses D suffers
- You could see it was a(n) ..... painting by the quality of the design and colours.  
A authentic B real C honest D true
- He was extremely ..... for his father's help.  
A wishful C grateful  
B delighted D hopeful
- Apparently, she ..... live in London about twenty years ago.  
A use to C got used  
B was used to D used to
- Dogs are faithful ..... their masters.  
A of B for C to D with

➔ Open Cloze

14 Read the text and fill in the word which fits best. Use only one word. There is an example at the beginning (0).

# THE STRESS OF COMMUTING



In today's modern world, people are constantly looking for ways to avoid stress and improve 0) *their* lifestyle. Simple things, such as driving to and 1) ..... work on a daily basis, can be 2) ..... a stressful experience that many people are left feeling totally exhausted. Fortunately, there are various means of public transport 3) ..... choose from within modern towns and cities. Sometimes, all we need to do 4) ..... to change a few of our long-standing habits in order to discover a 5) ..... more comfortable way of life. By simply planning journeys, 6) ..... only can we save time and money, but we 7) ..... also reduce stress levels dramatically. By using public transport everybody wins! Most

towns and cities are well-covered 8) ..... bus, tram and metro services. While making use of 9) ..... services, you are also helping in the fight 10) ..... increasing levels of pollution. Public transport systems 11) ..... improved considerably in recent years and 12) ..... is now more focus on environmentally friendly forms. For example, old tram systems have been reintroduced into many European cities, making movement across large areas much faster and 'cleaner'. So, 13) ..... next time you see your neighbour waiting at a bus stop as you drive by, don't feel sorry for him 14) ..... he will, no doubt, arrive 15) ..... the office much earlier than you as you will still be fighting to find a parking space!

➔ Error Correction

15 Read the text below and look carefully at each line. If a line is correct, put a tick (✓) by it. If it has a word which should not be there, write the word at the end of the line. There are two examples at the beginning (0) and (00).

I am having a nice time in Budapest and I have been very	0	✓
much impressed with the food and the accommodation. I	00	much
really must say that Eastern European people are kind	1	.....
and very welcoming. I am trying to learn Hungarian, which	2	.....
I am finding out really difficult. I was walking down a street	3	.....
the last Saturday when I saw an unusual building. I found it so	4	.....
impressive that I took a photograph of it. Unfortunately,	5	.....
the weather was not such good, as you can see from the	6	.....
photograph. We are expecting to snow in fact. This is not	7	.....
as bad as it sounds like because I will perhaps be	8	.....
able to go ice skating, if the weather gets more	9	.....
colder. Despite of this, the city has over 2000 hours	10	.....
of sunshine a year and is one of the sunniest capitals in	11	.....
Europe. You know how Budapest has a population of	12	.....
over two million people. Anyway, I have to dash	13	.....
now because I am supposed to have be at the station by three	14	.....
o'clock. Take the care of yourself and remember to feed	15	.....
the fish.		

16 Fill in the correct word derived from the word in bold.

- 1 Penny suffered from ..... when she first left home. **LONELY**
- 2 She's a very ..... person who hates waiting in queues. **PATIENT**
- 3 There was a lot of ..... in the courtroom during the trial. **TENSE**
- 4 Mary and Jane have a strong and lasting ..... **FRIEND**
- 5 They had an ..... evening out with their boss. **AGREE**
- 6 She felt depressed but, ....., no one really noticed. **FORTUNATE**
- 7 He was being quite ..... when he rejected the proposal without even discussing it. **REASON**
- 8 He claimed to have ..... reasons for handing in his notice. **PERSON**

**Tip**

First, try to answer the questions without reading through the options (A-D). Then find the relevant parts in the text to check if you are right. Read through the options and choose the one closest to your answer. Even if you think you are certain of the answer, check that the other choices are not possible.

17 a. Read the title of the text. What do you think it is going to be about?

- A people who worry all the time
- B telling other people about your feelings
- C talking too much

b. Now, read the first paragraph and find the answer.

c. Which of the following do you expect to be mentioned in the text? Why?

- happiness • sadness
- fear • anxiety • stress
- loneliness • satisfaction

18 a. You are going to read this extract from an autobiography. In pairs, read the first question without looking at the options. Read the first paragraph and answer the question, then check which of the options is closest to your answer. Why are the other options incorrect?

b. For questions 1-7, choose the answer (A, B, C or D) which you think fits best according to the text.

# Don't worry in SILENCE!

When we are young, sometimes the hardest thing about feelings is actually sharing them with others, though, I realise now, it is certainly worth making the effort to do so. Sharing with others helps us to share the load, as it were.

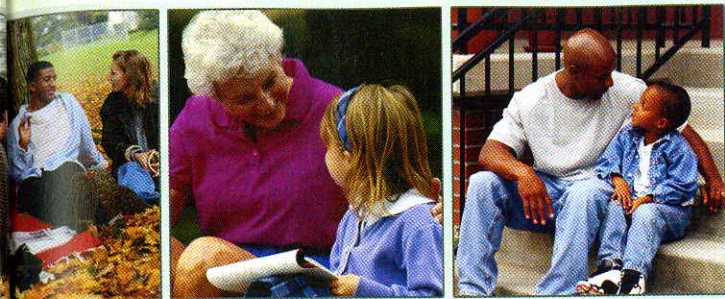
It was not until much later, looking back over my childhood, that I realised that the first step in sharing was to identify what feelings I actually had! Making a list of them seemed to help. Was I happy or was I sad? Was it an emotion experienced only at that particular time or did I tend to feel like that all the time?

My problem was that I had not realised that some fears are quite acceptable and even helpful at times, while others can actually get in the way of enjoying everyday things such as learning, playing with a friend or experiencing for the first time the change from Primary to Secondary level. This is when I really should have had a chat with my parents instead of holding it all inside, as they would have been able to lessen my anxiety about moving up.

There were times when my anxiety would also be accompanied by a headache, a stomach ache or dizziness. My grandmother used to tell me that there is a certain part of the brain that controls that fight or flight feeling. Not that I had any idea what she was talking about as I must have been only about knee-high at the time!

I recall a small group of us feeling uncomfortable at the idea of meeting new teachers or moving up to the 'big' school. That kind of discomfort at such an age is natural when faced with something new. Better late than never, I realised that being shy is not such a bad thing. Nobody actually sets out to be like that, it just happens naturally. I understood quite quickly that the key to shyness is just to be yourself. No

- 1 What do youngsters find most difficult to do?
  - A make an effort
  - B realise that life is hard
  - C accept help from others
  - D tell others how they feel
- 2 What was the writer's first move towards sharing her feelings?
  - A to look back over the years
  - B to finish writing her lists of feelings
  - C to decide which particular feelings she had
  - D to ask people questions about her feelings
- 3 What the writer finally realised about fears is that
  - A they all get in the way.
  - B they can happen every day.
  - C it is better to hold them inside.
  - D some are more helpful than others.
- 4 What does the writer mean by 'knee-high'?
  - A too short
  - B too young
  - C too high
  - D too tall
- 5 According to the writer, what is the best way to handle shyness?
  - A to be your usual self
  - B to realise that age matters
  - C to understand that it is unhealthy
  - D to realise that it is uncomfortable
- 6 When the writer's sadness began to disappear she felt
  - A she had lost weight.
  - B she was heavier.
  - C more emotional about life.
  - D more positive about life.



matter the age, it's healthy to get things off your chest! In fact, I quickly found that some of my friends had the same feelings and became quite happy to share their secrets. Sometimes, just inviting a shy child to join in a game a couple of times helped them to get over their feelings of shyness. 25

There were other times when I felt sad about leaving Primary school, but then again, it was one of the many normal emotions or moods we have all experienced during that period of change. Unhappiness was the emotion I felt when I had to say goodbye to certain dear friends. It made me feel like crying, though even crying made me feel better as tears slowly washed away the negative emotions. When the sadness started to disappear, it felt as if a heavy weight had been lifted from my shoulders. 30

I now realise at the tender age of twenty-eight that, even though, there might sometimes seem to be no reason to look on the bright side of life, for every bad there is a good. Also, having friends who think optimistically can help you get on your feet again and move forward onto a more positive path. 40

- 7 The writer realises now for the first time that
- A it's difficult to tell good from bad.
  - B she has optimistic friends.
  - C you can get on your feet again yourself.
  - D there is always a reason to look on the bright side.

- 19 a. Read through the text and underline the words that describe feelings and emotions then list them under the following headings:  
*positive – negative – neutral*  
Think of five adjectives to add to the lists.  
Compare your list with your partner's.

- b. In pairs, discuss what you understand from the sentence below and whether you agree/disagree with the idea.

*Sharing with others helps us to share the load.*

- 20 Now, look at the pictures above the text and decide what kind of things these people might share together and why.

## Listening

**Tip**

The questions ask for different kinds of information, such as:

- who the speaker(s) is/are.
- what their mood/feeling/opinion/intention is.
  - where they are.
  - what they are talking about.
- whether they are asking for/giving information, making/accepting/rejecting a suggestion, etc.

- 21 a. You will hear people talking in eight different situations. Before you listen, read the questions and, in pairs, try to guess what type of information is being asked for.

- b. Now listen and, for questions 1-8, choose the best answer, A, B or C.

- 1 You are passing by a room in your school and hear this man talking. What is about to start?  
A a lesson    B an exam    C a speech
- 2 You are waiting for the lift when you hear this woman on her mobile phone. How does she feel?  
A angry    B bored    C excited
- 3 You overhear this conversation in an office. The woman is talking to a colleague. What does she want him to do?  
A listen more carefully  
B type less noisily  
C talk more quietly
- 4 You hear a man talking about his holiday. How did he get to his destination?  
A by air    B by sea    C by rail
- 5 You hear a woman speaking. What kind of recording is it?  
A an exercise tape  
B a relaxation tape  
C a recording of poetry
- 6 You overhear this telephone conversation. What is the woman's job?  
A researcher    B telephone operator  
C sales person
- 7 Listen to two girls talking. What is their relationship? They are:  
A friends    B sisters    C room-mates
- 8 You hear this recording over the telephone. What information is being given?  
A weather information  
B travel information  
C telephone information

➔ Speaking

**Tip**

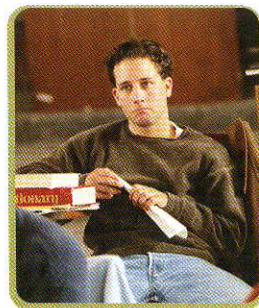
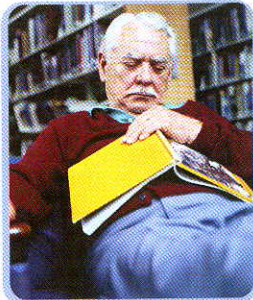
- Do not describe each picture in detail. Focus on their main points, comparing and contrasting them, using appropriate linking words.
- It is always important to justify your opinion, so make sure you give reasons. Never answer with a simple "Yes", "No" or "I don't know." Try to extend your answers.

- 22 a. Look at the two pictures below showing different aspects of unhappiness. **Student A** Compare and contrast the two pictures, saying what you think is making these people feel unhappy.



**Student B**

- b. What can make you feel unhappy?
- c. Look at these two pictures showing people who seem bored. Compare and contrast the two pictures, saying which situation you would find more boring.



**Student A**

- d. When do you usually feel bored?
- e. Listen to two candidates doing the speaking tasks above and decide which one gives
- |  |          |          |
|--|----------|----------|
|  | <b>A</b> | <b>B</b> |
| • a detailed description of a picture. | .....    | .....    |
| • an oversimplified answer.            | .....    | .....    |

➔ Communication

- Congratulating & Responding

- 23 a. Which of the following phrases can be used to congratulate/respond to congratulations? Mark them (C) or (R) accordingly.

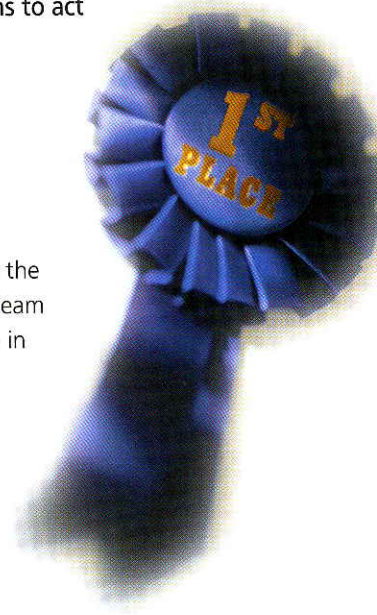
- Good for you!
- I'm delighted, too.
- It's/that's great news.
- Congratulations!
- I can't believe my luck.
- I'm really happy for you.
- Well done!
- I'm really proud of you.
- I'm over the moon.

- b. Read the following dialogues and use similar phrases from the list to replace the parts in bold.

- A: I heard you got fantastic marks in your exams. **Good for you!**  
 B: Thanks very much.  
 A: **It's great news.**  
 B: **I'm delighted, too.**

- c. In pairs, take turns to act out exchanges congratulating a friend on:

- getting engaged
- having his novel published
- being selected for the national football team
- winning first prize in a competition



➔ Writing Skills (Transactional Letters)

- Indirect questions

- 24 Read the rubric and the list of questions which might be included in the letter. Which two would not be included due to irrelevant topic?

- You have decided to work during your summer holidays this year. You have seen an advertisement in your college magazine for part time helpers at an English-speaking holiday camp in northern Spain. You decide to write to the organiser of the camp to find out more information about the job.

**Do you want to spend your summer in sunny Spain this year?**

Our English-speaking summer camp is looking for part-time staff who are capable of organising group activities and enjoy working with children. Successful candidates will be provided with free accommodation on site. Take this opportunity to travel, have fun and make some money, too.

**Please write to:  
Mr Jose Santas  
Calle Fanderas 26, Bilbao, Spain**

when exactly?  
how many hours per day?  
any special skills required?  
meals included?

need to speak Spanish?  
how old?  
who pays travel expenses to/from camp?  
how much?

- 1 Could you please let me know exactly which dates I would be expected to work.
- 2 What I would like to know is who will pay the travelling expenses to get to Spain.
- 3 I would appreciate it if you could let me know if I need to speak Spanish as well as English.
- 4 Could you also tell me how many hours I will have to work each day.
- 5 Further information that I need to know is, whether meals and accommodation are included.
- 6 I would appreciate it if you could answer one or two queries concerning the festival.
- 7 I would be grateful if you could tell me whether I need any special skills in order to do the job.
- 8 I would also like to know if children are allowed in the camp.

25 Read the following notes and write appropriate questions, as in the example. Use the language presented in the bold parts of Ex. 24.

**A** **Compton Summer Fair**  
*A great day out for all the family!*

- Saturday 16th July
- Tickets on sale at Compton post office
- Profits to go to charity

where?  
which charity?

**B** **LOGLAKE HOLIDAY CAMP**

- Are you young and energetic?
- Interested in a variety of water sports?
- Looking for something to do during the summer?

what age?  
what types of water sports?  
for how long?

A Could you please let me know exactly where the Compton Summer Fair will be held this year?

26 Read the following part of a letter and improve its style by using indirect questions.

I saw your advertisement in our local paper for temporary summer staff to work in your supermarket. Tell me more about it. To start with, how many weeks do you want me for? Do I need to speak a foreign language? Furthermore, do I need to have any particular skills or not? In addition to this, how old are the people I will be working with?

• Mild/Strong language of complaint

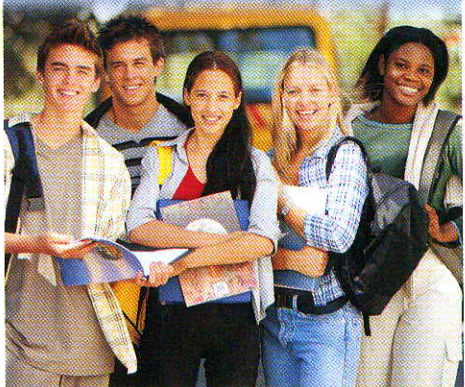
Mild	Strong
(opening remarks)	
<ul style="list-style-type: none"> <li>• I am writing in connection with ...</li> <li>• I am writing to draw your attention to ...</li> </ul>	<ul style="list-style-type: none"> <li>• I am writing to express my strong dissatisfaction at/with ...</li> <li>• I wish to bring to your attention a problem which arose due to your inefficiency.</li> </ul>
(closing remarks)	
<ul style="list-style-type: none"> <li>• I feel/believe that I am entitled to a refund ...</li> <li>• I hope that this matter can be resolved/dealt with promptly.</li> </ul>	<ul style="list-style-type: none"> <li>• I insist on a full refund/... or I shall be forced to take legal action/the matter further ...</li> <li>• I hope that I will not be forced to take further action.</li> </ul>

27 a. Read the rubric below and decide whether a mild or strong tone would be more suitable for this letter of complaint.

- You recently attended the intensive language course advertised below, which had been recommended by a teacher. However, there were several aspects you weren't satisfied with and you felt that it was a waste of money. Write a letter of complaint to the language school saying why you were dissatisfied and explain why you think you are entitled to a refund.

## International Language Centre

- Intensive 4-week course / 6 hours per day
- Highly qualified staff
- Course material free of charge
- Small groups
- Pleasant working environment



old used books

12-15 students in group

teachers never on time

poor standard of English

small desks/no heating

b. Now read part of the letter sent to the language centre and choose the most suitable phrases based on your choice in Ex. 27a. Then write an appropriate beginning.

In addition to this, the course 1) **was an absolute waste of money/was not worth the money I paid for it.** The books you supplied me with were 2) **falling apart/in bad condition** and many of them were written in. Some of the teachers 3) **didn't have a clue about/had a low level of English** and they hardly ever turned up on time for the lessons. 4) **If this wasn't bad enough/Added to this,** there was no heating in any of the classrooms and 5) **I almost froze to death/it was really very cold.** 6) **I demand/As a result, I believe I am entitled to a full refund for this course.**

• Linking words & phrases

28 a. Study the following table.

- They made a mistake with our order, **but** they replaced it immediately.
- **Despite/In spite of** informing the receptionist, absolutely nothing was done to correct the problem during our stay.
- **Even though/Although** I do not have many years of practical experience, I still feel that I could contribute greatly to the organisation.
- The summer exam was certainly easier than the winter one. **Nevertheless/However,** a large number of students still failed.

b. Join these sentences using linking words/phrases from the list below, as in the example.

- even though
- however
- nevertheless
- despite/in spite of (the fact)
- although
- but

- 1 The advertisement said that help was needed during the summer.  
It did not give specific dates.  
*The advertisement said that help was needed during the summer, but it did not give specific dates.*
- 2 I can speak both English and French.  
My Spanish is not so good.
- 3 There were twelve students in each group.  
You stated the groups would be small.
- 4 We had to pay for the books.  
The advertisement said they would be free of charge.
- 5 The course came highly recommended.  
I would not recommend it to anyone.

29 Read the following extracts from three letters and complete them using appropriate linking words and phrases from the list.

- firstly
- furthermore
- also
- in addition to this
- for example
- even though
- but
- to make matters worse
- and

(A)  
1) ....., I have my exams that week so it would be impossible for me to get away.  
2) ....., Mum is going into hospital on the 25th 3) ..... I've promised to spend a few days with her when she comes out. Hopefully, I'll be free to visit you after that.  
4) ..... I'll let you know in plenty of time, anyway.

B

5) ....., could you possibly send me some more details of the duties I would be expected to carry out as a team leader? 6) ....., would I be in charge of a particular group of students or working as part of a team? 7) ....., I would like to know how many hours a day I would be working and whether or not I would have any free time to myself. 8) ....., could you 9) ..... tell me if the travelling expenses to and from the camp are paid for?

C

10) ..... I have phoned the manager several times, still no one has been to look at the machine. The service engineer promised to come out on three separate occasions last month, 11) ..... each time he failed to show up. 12) ....., I had to miss three mornings of work because of this. I have also had to do all of my washing by hand, 13) ....., as you can imagine, this is no easy task for a working mother with two young children.

• Formal & Informal style

30 Read the rubric and the suggested beginning and ending. Which is unsuitable and why? Rewrite it in the appropriate style.

You recently received a letter from your pen friend Sergio, who is thinking of coming to Britain this summer to study English. Read a part of his letter and use your notes to write him a letter answering his questions.

Thanks for your recent letter. I was thrilled to hear you're thinking of coming to England this summer to study.

As you can see, the school has a great deal to offer. I look forward to the possibility of meeting you in person should you decide to attend.

The advert says that there are 20 study hours a week, but it doesn't say when. Can you find out exactly which days the lessons are? Another thing I'm not sure about is sharing accommodation in the school dormitories. I'd really like to know how many students there will be in each room.

Also, they offer optional lessons such as computer studies and business English. Do you think that these extra lessons are included in the price? Another thing I'd like to know is, what type of sports facilities they have.

5 hours of English each day Mon-Thurs, Fridays: free

6-8 students expected to share a room

no! pay extra

various, including football, basketball, cricket, etc

BEGINNING ENDING

31 Read the rubric and decide what type of letter you need to write and whether you need to use strong or mild language. Then, write your answer in the appropriate style between 120 and 180 words.

You recently had a 21st birthday party and booked a catering service that was advertised in your local paper. Unfortunately, you were disappointed with their service. Look at the advertisement, along with the notes you have written, and write a letter complaining about the service and asking for a refund.

### Westhope Catering Service

Take advantage of our excellent catering services for that special occasion!

- huge variety of traditional and continental dishes
- prompt delivery
- friendly service
- reasonable prices

many dishes not available!

food arrived late and cold!

waiters rude to guests!

overcharged on final bill!



# Making a living



## Language Focus

- 1 a. What do you think these people do for a living?
- b. Which job do you think would be satisfying/well-paid/challenging/interesting/repetitive/boring?

*Well, personally I'd find working as a florist very satisfying. I love the idea of being surrounded by flowers all day.*

- c. In pairs, discuss which jobs you would/would not consider doing and why.

*A: I'd never dream of becoming a decorator! I can't imagine doing that for a lifetime. By the time you retired, you would be absolutely exhausted.*

*B: I agree. I could never do that job either.*

- 2 Fill in: **change, follow, take, step**, then make sentences about yourself.

- **take** the initiative
- ..... your dreams
- ..... your plans
- ..... into sb's shoes

*Last year I took the initiative and started a Drama Society at school.*

## 3 Fill in:

- salary • pay • wages • cash

- 1 The lawyer was paid a huge ..... by the law firm.
- 2 Building workers receive their ..... every Friday.
- 3 Cleaners are often paid ..... in hand for the work they do.
- 4 The ..... at the factory wasn't worth thinking about!

- work • profession • trade • occupation

- 5 People work long hours in the tourist .....
- 6 Being a racing driver is a dangerous .....
- 7 The organisation's ..... involves assisting those in need.
- 8 Apparently, he's a doctor by .....

- crew • staff • personnel • team

- 9 Everyone in the typing pool works well together and there is a good ..... spirit.
- 10 Following an exhausting flight, the ..... headed for the hotel to rest for a couple of hours.
- 11 On our holiday in Spain the hotel ..... couldn't have been more helpful.
- 12 All companies have a ..... department which deals with issues concerning staff.

- employer • worker • trainee • employee

- 13 As a(n) ....., the company has the best name in the market.
- 14 A(n) ..... at the factory was rushed to hospital following the accident.
- 15 The company had financial problems, but only one ..... was made redundant.
- 16 The ..... had to undergo three months of work experience before he was taken on permanently.

4 Complete the following sentences using your own ideas.

- 1 Although she was highly **intelligent**, she .....
- 2 ..... because she's such a **caring** person.
- 3 Being a **calm** sort of person, he .....
- 4 Ben was hardly ever **punctual**, so .....
- 5 His father was a **hardworking** .....
- 6 Her **cheerful** character .....
- 7 ..... because he was **persistent** in his efforts.
- 8 You need to be **quick-thinking** to .....

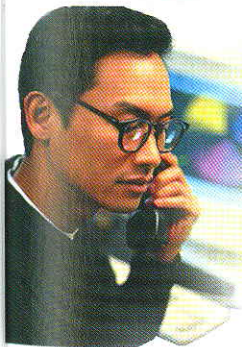
5 a. Read through the two character descriptions and, in pairs, discuss which person would be suitable for the post advertised and why. Use the language in the box as well as your own ideas.

Expressing opinions	Asking for opinion
• I think/believe/doubt ...	• What do you think ...?
• To my mind ...	• Don't/Wouldn't you agree?
• I'd say that ...	• How about ...?
• To me ...	
• He/She might/couldn't/can't possibly be ...	

a Claire Martin is extremely sociable and good at public relations work. She is very patient and able to handle large groups of people well.



b Douglas Green has a certain adventurous character. He is energetic and his hobbies, including mountaineering and hang gliding, clearly show a courageous and brave man.



6 Underline the correct item.

- 1 As a freelance writer Peter sometimes finds it hard to find **regular/usual/ordinary/typical** work.
- 2 Following a long period of unemployment and casual work she eventually found a **permanent/fixed/lasting/constant** position.
- 3 He found it difficult to make enough money to **provide/support/assist/look** for his family.
- 4 Arthur's father worked as a **touring/travelling/moving/journeying** salesman for 25 years.
- 5 The unemployment situation helped me **set/establish/form/create** the opinion that I needed to retrain if I ever hoped to find a good job.

7 Match the beginnings (1-6) to the endings (a-f).

- 1  Simon was late because the car ran out of ...
- 2  We need to put some money ...
- 3  Let's go and see about taking ...
- 4  Andy needs to get a job or else he'll eat ...
- 5  Susan barely makes enough ...
- 6  The doctor told me to cut down on ...

- a ... fatty foods.
- b ... out a loan from the bank.
- c ... money to live on.
- d ... into his savings.
- e ... petrol on the way home.
- f ... by for a rainy day.

8 a. The items in bold are in the wrong sentences. Rearrange them so that each sentence is correct.

- 1 I simply can't **make** to pay university tuition fees.
- 2 I shouldn't **cost** so much on clothes.
- 3 It really isn't **waste** selling your house.
- 4 It's a great car but it must **spend** a fortune to run!
- 5 That trip was an absolute **worth** of time and money.
- 6 I **afford** a living by selling second-hand furniture.

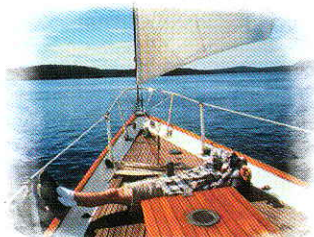
b. Name two things that

- you can't afford
- weren't worth what they cost
- you'd buy if you inherited a lot of money

We seek office staff responsible for giving general information on health matters to residents of the local area.

You will need to feel comfortable working with large numbers of people who can sometimes be demanding.

b. Underline the adjectives in the character descriptions. Can you think of their opposites?



## → Conversational Grammar

### 9 Circle the correct item.

- "We've seen a lovely house, but it's too expensive."  
"Why don't you take ..... a mortgage on it?"  
A away B up C out D over
- "Why don't you stop work and concentrate on your golf?"  
"I can't afford ..... up work completely!"  
A giving C to have given  
B to give D having given
- "Why is Tim upset?"  
"Brian accused him of having ..... his computer."  
A breaking C broke  
B break D broken
- "Why did Florence want to see you?"  
"She wanted to apologise ..... at me earlier on."  
A for shouting C to shouting  
B to shout D of shouting
- "Why are you looking so pleased?"  
"Steve has ..... us out for a meal."  
A offered C admitted  
B invited D promised
- "The company are threatening us with redundancies."  
"It would be difficult ..... a job at our age."  
A to find C having found  
B finding D to finding
- "The meeting went very well, didn't it?"  
"Yes, they agreed ..... ahead with our proposal."  
A in going B go C have gone D to go
- "Is that a history book you've got there?"  
"Yes, I'm very interested ..... Spanish History."  
A by B at C in D for
- "What was Thelma saying?"  
"She was asking me what time ..... work."  
A was I starting C I started  
B do I start D I have started
- "I can ..... remember having to use an old-fashioned typewriter."  
A yet B already C still D ever

## → English in Use

### 10 Using the *infinitive* or *-ing form*, tell your partner about sth you:

- mustn't forget • will always remember
- are sorry for • regret • would like
- are afraid to • expect • can't stand

*I mustn't forget to call Lyn. She left me a message earlier.*

### 11 Fill in the correct word derived from the word in bold.

- She made a late ..... on her loan and received a letter informing her. **PAY**
- It is getting ..... difficult to find qualified people these days. **INCREASE**
- We made some ..... to the shop in order to attract more customers. **IMPROVE**
- Old typewriters were much ..... than computers are these days. **NOISE**
- ..... people are able to influence governmental decisions. **POWER**
- Jan prefers relaxing ..... such as crossword puzzles and reading. **ACTIVE**
- The ticket inspector became very ..... when I couldn't find my ticket. **PATIENT**
- His comment was totally ..... to the conversation. **RELEVANT**

### 12 Complete the second sentence so that it has a similar meaning to the first and includes the word given. Use between two and five words.

- They didn't succeed in getting many applications for the temporary post.  
**manage** They ..... many applications for the temporary post.
- I dislike the use of mobile phones in the cinema.  
**people** I can't ..... in cinemas.
- "I can help you with your homework if you like," Al said to Helen.  
**offered** Al ..... her homework.
- We don't need to drive; it's not far away.  
**point** There's .....; it's not far away.
- "Can you drive a mini-bus?" he asked her.  
**could** He asked ..... a mini-bus.
- In the new job, I will have to travel a lot.  
**involve** The new job ..... travelling.
- The bosses were not at all satisfied with the quality of the project.  
**totally** The bosses ..... quality of the project.
- You ought to ask Jim before you borrow his clothes.  
**without** You shouldn't ..... him.
- "Any idea what time the office party starts?" Claire asked John.  
**if** Claire asked John ..... the office party started.
- "You simply have to work faster if you want to meet the deadline," the supervisor insisted.  
**work** The supervisor ..... faster in order to meet the deadline.

**Revision Box**

- 13** Fill in the missing word.
- He had to apologise ..... forgetting to inform staff about the meeting.
  - My dream is to work ..... an artist on a faraway island.
  - They can't afford ..... be without two salaries right now.
  - Have you ..... thought about changing jobs?
  - She insisted that we ..... to complete the project by the end of the month.
  - His new haircut was so funny that Sally couldn't ..... smiling.
  - David suggested ..... I talk to the supervisor about the problem.
  - Louisa's always been very ..... at languages; she picks things up quickly.
  - I don't have a credit card. I always pay in .....
  - I'm thinking ..... applying for the position of Head teacher.

- 14** Circle the correct item.
- There are only two ..... for the job.  
A customers      C employees  
B candidates      D employers
  - We were ..... for the electrical items we bought in the sale.  
A overcharged      C overdone  
B overpaid      D overstated
  - I'm afraid I've ..... out of ideas for the new advertising campaign.  
A gone      B run      C cleared      D emptied
  - What are you going to live ..... after you retire?  
A from      B on      C for      D with
  - How much ..... money do you get per week?  
A pocket      B pension      C pay      D perk
  - He was sacked from his job for being .....  
A inconvenient      C unreliable  
B unsure      D irrelevant
  - We checked around the market to find the bank with the highest rate of ..... for our savings.  
A pay      B cash      C profit      D interest
  - I'm thinking of moving to the countryside when I ..... from work at sixty-five.  
A resign      B retire      C leave      D depart

**Word Formation**

- 15** Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

**Tip** • Think carefully about what part of speech (adjective, adverb, noun, verb) you need to fill each gap.  
• If you need a noun, decide whether it is abstract/concrete (e.g. *instruction* or *instructor*) or whether you need the plural (e.g. *instructions*).

**Interview Techniques**



Finally, you have made it! You have 0) *overcome* the first stage. There were more than one hundred 1) ..... for the job and you were among the final ten. However, there's still a long way to go. 2) ..... is essential to performing well in an interview.

Firstly, you should think about your strengths and 3) ..... What areas might need 4) .....? Is there anything on the form that you think they need to know more about? Read the job 5) ..... carefully and talk to people doing the same type of job. List the skills and 6) ..... needed and think about what 7) ..... you can give to show that you have these skills. Check the time, the date and the 8) ..... of the interview before you set off. Make sure you are 9) ..... dressed and arrive on time. Try not to look 10) .....; smile, look at the person interviewing you and focus throughout.

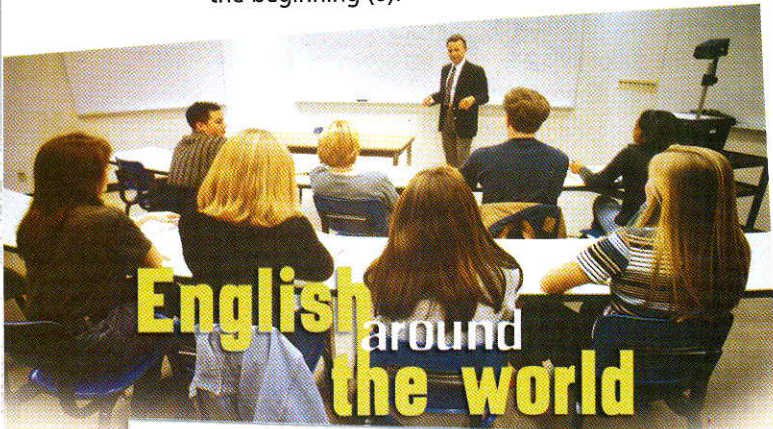
- COME  
APPLY  
  
PREPARE  
  
WEAK  
EXPLAIN  
  
DESCRIBE  
  
QUALIFY  
PROVE  
  
LOCATE  
SUITABLE  
  
COMFORT

**16** Find the unnecessary word in each sentence.

- You may end up wasting of more time than you actually save if you don't know how to use the Internet properly. ....
- She suggested that sending the report by fax so it would get there even faster. ....
- Do you think the boss would possibly consider to giving me a pay rise? ....
- Cooperating well with the other people can be quite difficult at times. ....
- Anna has always said she would like to be studying a scientist one day. ....
- Can you believe that Tom didn't even bother to apologise us for being so late? ....
- Let's stop to get having something to eat, shall we? I'm starving. ....
- She asked us whether to we could get more applications for the job. ....

➔ Multiple Choice Cloze

17 Read the text below and decide which answer, A, B, C or D, best fits each space. There is an example at the beginning (0).



Teaching English as a foreign language can be a great 0) way to travel the world and 1) ..... money at the same time. However, some graduates actually like the idea of 2) ..... a career in teaching English, and there are numerous courses at various 3) ..... , from the basic certificate to the diploma or even the master's.

To find the right course, a good place to start is TEFL.com – an Internet site with 4) ..... of relevant information and helpful 5) ..... , including a full list of places in the UK 6) ..... courses. The site also offers assistance to qualified graduates 7) ..... finding work.

When deciding on a course, the best thing to do is to 8) ..... at what your needs are. If you want a career in teaching English, then definitely find one designed for that 9) ..... , such as an MA or diploma; but if you want to travel 10) ..... the world, then do a shorter course that will supply you with teaching skills.

Some countries will 11) ..... people without a teaching qualification as 12) ..... as the teacher is a 13) ..... speaker of English. However, most countries now 14) ..... a qualification.

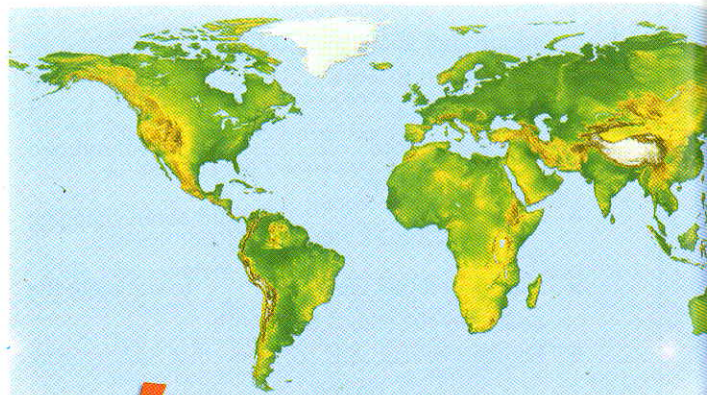
It is advisable to make sure that the course that you want to do is recognised and that it includes a period of teaching practice. This is important in 15) ..... people to be English language teachers.

- |               |              |             |            |
|---------------|--------------|-------------|------------|
| 0 A form      | B manner     | C way       | D method   |
| 1 A gain      | B win        | C earn      | D take     |
| 2 A following | B chasing    | C hunting   | D tracking |
| 3 A levels    | B categories | C groups    | D classes  |
| 4 A lot       | B lots       | C many      | D much     |
| 5 A opinion   | B suggestion | C idea      | D advice   |
| 6 A taking    | B offering   | C proposing | D doing    |
| 7 A to        | B for        | C in        | D at       |
| 8 A look      | B examine    | C notice    | D see      |
| 9 A function  | B use        | C aim       | D purpose  |
| 10 A over     | B around     | C in        | D through  |
| 11 A occupy   | B work       | C employ    | D staff    |

- 12 A a copy      B jobs      C well      D far  
 13 A native      B resident      C local      D natural

➔ Reading

18 a. Would you ever consider working abroad? How difficult do you think it would be?



WORKING AROUND

Where have all the young people gone? According to the latest statistics, young men and women from Ireland and the UK are leaving their country in large numbers because they want to work abroad.

5 Recent statistics show that there are many, many more of them than we had previously thought. As many as one million of them have left Britain in the last 10 years.  0  H

In order to find answers to these questions, the 10 Guardian newspaper recently interviewed British and Irish workers in France, Germany, Spain and Holland. What they discovered was that if you have a marketable skill and can speak the language of the country you are in, then you will have no 15 problem finding work. If, on the other hand, you have few language or professional skills, it will be difficult. Let's take the following examples.  1

b. How might the following skills be important when looking for employment in another country?

- language • communication • social
- driving • managerial

*Having spent years driving on the left in one country and then having to get used to driving on the right in another could be rather confusing and dangerous!*

19 a. Look at the highlighted parts in the first paragraph of the text and choose the correct answer. Explain how these different ideas relate to the text.

He did a number of different jobs until he was finally hired by Disneyland Paris in 1992. First he worked there as a **lighting technician**, then he eventually got a job in design. After all his experience, he says that you have to be realistic about finding exactly the kind of job you want abroad.

He admits that his poor level of French was a big problem. He did a three-month language course before he moved to France permanently, but this still was not enough. He says that if you want to get a good job in another country, you have to be able to speak the language well.

Another example is Andrew Oliver, 44, who agrees that language is the biggest problem. He fell in love with Holland when he was there as a student in 1980, and eventually returned there with his family last year.

Like Mr Oliver, Jonathan Palmer, 40, is a **graphic designer**. He moved to Germany four years ago and set up his own company. He says that Germany is a good place to work in **advertising** because the Germans think the British are very creative.

Our final example is Deirdre McGuinness, 36, from Ireland. She has worked abroad for the last seventeen years in London, Paris, San Francisco and now Barcelona. She works in **marketing** and had a lot to say about finding suitable jobs.

- b. Read the article and choose the most suitable paragraph from the list (A-H) for each part (1-6) of the text. There is one extra paragraph which you do not need to use. There is an example at the beginning (0).

**Tip** Make sure that the sentences/ paragraphs you have chosen fit grammatically and that the extra sentence/paragraph does not fit in any of the gaps. It is natural to change your mind several times while doing this task.

- A He didn't speak German when he first arrived in the country, but being a languages graduate, he learnt it quickly. He said that he couldn't compete with other companies without a good knowledge of German.
- B Peter Tate, 44, moved to France in 1991, after reading Peter Mayle's book, *A Year in Provence*. He had studied **lighting design** in England and had worked for eleven years in theatres around the country. He wanted a different lifestyle and certainly didn't expect to get a job in his field immediately.
- C A lack of language skills is the main problem when trying to find work in Europe, according to a recent survey. This survey also showed that as many as 17% of the EU's working population would like to work in another country in the near future.
- D "The theatre is a small world," he explains. "Jobs are usually found through contacts. I had to get to know people first and I didn't speak very good French when I first arrived."
- E "If you have the right kind of skills," she says, "it's always easy to get the kind of work you want." Mc Guinness speaks fluent French and Spanish and, although she is currently unemployed, has no plans to return to Ireland to find work. At the moment, she is doing freelance work as a **translator**. McGuinness is the perfect example of a mobile European worker.
- F He decided to move there because he liked the Dutch way of life. There was a good education system, organised health care as well as wonderful restaurants. He liked the markets and the flat Dutch countryside. It also seemed quite similar to England, so he thought the family would fit in easily.
- G She thinks that young Irish people nowadays travel more easily than young people from other countries. "I think we like travelling because we are an island nation," she says.
- H **In the past, most of them headed for** English-speaking countries like Australia and America. **Now, things have changed and more and more of them are working** in the European Union. This is because of changes in the regulations for working abroad. It is much easier now to work in another country within the EU. Is the idea of mobile European workers fact or fiction and what is it like to work in another country?

- 20 Look at the words in bold in the completed text. Separate them into areas of employment (3) and professions (3). Then try and think of two other areas of employment and two professions you could find within those areas. (e.g. *publishing – editor, writer*)
- 21 Is it common for young people in your country to look for employment opportunities abroad?

→ Listening

**Tip**

If this part is a who-said-what task, it is very important to be able to identify people by their voices. In order to do that you should:

- pay attention to particular features of each voice (i.e. accent, indication of age)
- listen carefully at the beginning of the recording when people often address others by name.

22 a. You will hear a conversation which takes place between a lecturer and two university students who need advice about choosing summer jobs. Before you listen, in pairs, try to guess the answers to the following questions:

- How old do you think each person might be?
- How do you think the speakers will address each other?



b. Now, listen and answer questions 1-7 by writing *L* (for lecturer), *M* (for Michael), *A* (for Anna).

- Who spent the evening searching for information on jobs? .....
- Who likes the idea of a challenge? .....
- Who thinks that some jobs are unsuitable for beginners? .....
- Who is being optimistic? .....
- Who is worried about bad conditions? .....
- Who thinks it is best not to be too ambitious? .....
- Who follows the decision of the other two? .....

c. Do students usually work in the summer in your country? What kind of a summer job would you consider applying for?

→ Speaking

• Jobs & Careers

Students A & B

23 a. Your school is holding a careers week for final year students in order to give out information and help students decide which career to follow. Talk to each other and decide which of these jobs you would find more interesting and why. Then choose the two that you think would be most popular with students. It is not necessary to agree with each other.

**Tip**

In part 3 you will be given two tasks. Make sure you cover both.



b. In pairs, answer the following questions.

Students A & B

- How important is job satisfaction to you?
- Can you think of any hobbies you could actually earn a living from?

c. Listen to two candidates doing the speaking tasks above and decide which one

	A	B
• uses a greater variety of adjectives.	.....	.....
• justifies his/her opinions.	.....	.....
• includes personal responses.	.....	.....
• disagrees in an impolite way.	.....	.....
• paraphrases a word he/she can't remember.	.....	.....

## Communication

### • Making requests & refusing politely

Making requests	Refusing politely
<ul style="list-style-type: none"> <li>• Would you mind + -ing?</li> <li>• I was wondering if you could ...</li> <li>• Could you possibly ...?</li> <li>• I'm terribly sorry to bother you, but I wonder if you could ...</li> <li>• Can you please ...?</li> </ul>	<ul style="list-style-type: none"> <li>• Well, actually, I'm a bit busy at the moment.</li> <li>• I'm afraid I can't. I ...</li> <li>• I'm really sorry, but ...</li> </ul>

24 a. Read the following dialogue and use phrases from the useful language box to complete it.

- A: ..... lend me your mini vacuum cleaner this evening. I need to clean my car.  
 B: ..... I'll be using it myself. You can have it tomorrow if you like.  
 A: Thanks. I'll collect it tomorrow then.

b. In pairs, take it in turns to make requests and refuse politely in the following situations.

- You ask your boss to read over a report you have written.
- You ask a colleague to help you with a project.
- You ask the secretary to type out a report.

## Writing Skills (assessment reports-letters of application)

### • Reports (Introductions-Recommendations)

25 a. Match the introductions (1-3) with the recommendations (A-C) and say what exactly is being assessed.

- 1  The aim of this report is to assess the safety factors of certain tourist attractions in the local area.
- 2  This report was carried out with the intention of assessing the mobile library service offered to elderly residents within the city.
- 3  As requested, this report has been produced with the aim of assessing student reaction to the new registration system.

- A On the whole, the system seems to be working reasonably well, though I believe that there needs to be a reduction in student waiting time to make the registration process much faster.
- B Despite the fact that not all members are totally satisfied with the service, **there are only a few problems**. Practical suggestions from those involved however, would certainly help to create a more effective service.
- C Generally speaking, the three attractions are of a **totally unacceptable standard**. Therefore, I strongly recommend that improvements are carried out immediately before the coming summer season.

b. Use the language in bold to write an appropriate introduction and recommendation for a hotel/restaurant/etc you have been to.

### • Positive & Negative tone

26 a. Use the words/phrases in the lists to change the tone in the following parts of *assessment reports* from positive to negative and vice versa.

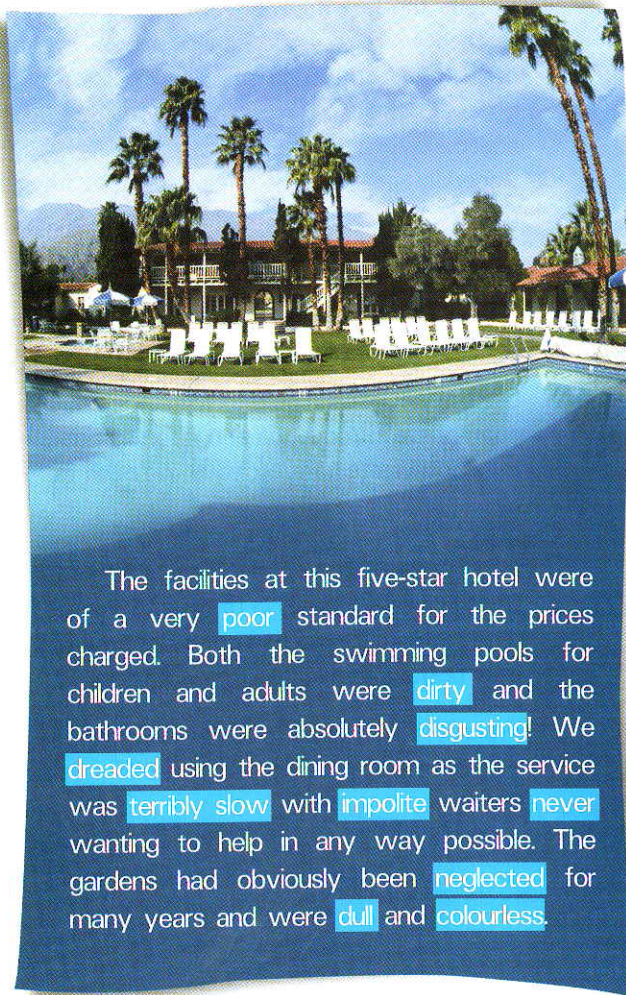
- rudeness • unwilling to assist • low level
- discontented • express disapproval of • delay

A The area which was assessed, a wealthy, suburban, residential area, was found to have a **high standard** of customer care from local taxi drivers. Residents seem to be more than **satisfied** and **praise** the drivers for their **politeness** and **speed** in arriving. Furthermore, residents have found drivers to be very **helpful** with luggage when residents leave to go on holiday.

- excellent • well-heated • pleasantly surprising
- clean and well-presented • plenty of
- interesting and unusual • well worth it

B The Ideal Homes Exhibition, which took place last weekend, was **rather disappointing** to those who attended. The centre was not only **filthy** but also **freezing cold**. The furniture itself was **dull** and of **poor** quality, while there were **not enough** assistants to help answer visitors' questions. All in all, this year's exhibition was, I feel, a **waste of time**.

- b. Now, change the tone from positive to negative in the following extract from an assessment report, by changing the highlighted items.



The facilities at this five-star hotel were of a very **poor** standard for the prices charged. Both the swimming pools for children and adults were **dirty** and the bathrooms were absolutely **disgusting**! We **dreaded** using the dining room as the service was **terribly slow** with **impolite** waiters **never** wanting to help in any way possible. The gardens had obviously been **neglected** for many years and were **dull** and **colourless**.

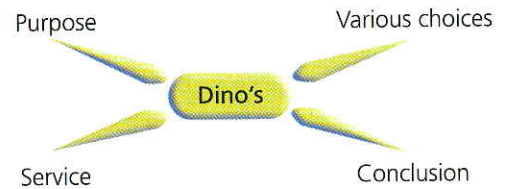
• Linking Words & Phrases

- 27 Join the sentences using appropriate linking words from the list.

- even though • despite the fact that • as well as
  - therefore • also
- 1 The service at the market is sometimes slow. The products are undoubtedly fresh and well worth the wait.
  - 2 The whole process is much easier now. There are some who would still complain about how slow it is.
  - 3 Members have a wide choice of reading materials. They have an excellent selection of videos.
  - 4 It is an excellent method of attracting tourists to the area. I strongly recommend it.
  - 5 The service is efficient. It encourages members to complete request forms for specific reading material they would like added to the collection.

• Headings & Topic sentences

- 28 a. You have been asked to write a report assessing *Dino's restaurant*. Look at the spidergram and, in pairs, discuss what information might come under each heading.



- b. Use the prompts below to write complete sentences. Then, decide which paragraph each sentence has been taken from.

- 1 regarding/service/Dino's/certain/complaints
- 2 aim/report/assess/suitability/eating places/university area
- 3 highly recommend/restaurant/people/like/try/something different
- 4 Dino's/offers/high quality/has/wide variety/international dishes/suit/tastes

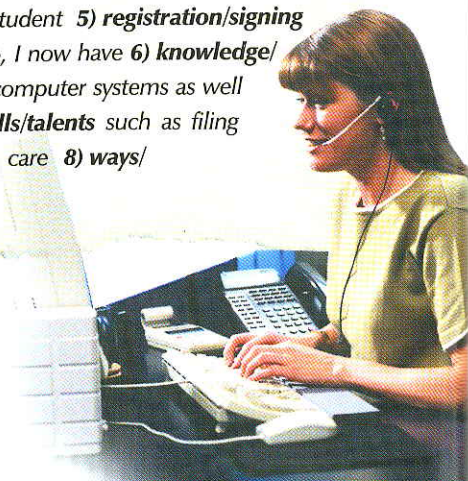
• Formal & Informal style

- 29 a. Read the following advertisement and the extract from a letter written in response to it. Choose the most appropriate words/phrases in bold. Justify your answers.

The Registration Department of Halifax College requires two temporary assistants for one month to help cover the period of student registration from September 7th to October 7th, 2003.

Applicants should have a basic knowledge of office computer systems and be organised in their work.

Despite **1) being without/a lack of** any long-term work experience, **2) I'm sure/I feel that the practical skills I have** **3) gained/got** over the last four years working in a local summer camp are certainly **4) worth it/of value**. Having been in charge of student **5) registration/signing up** at the camp, I now have **6) knowledge/know-how** of computer systems as well as office **7) skills/talents** such as filing and customer care **8) ways/procedures**.



- 30 a. Put the paragraphs of this letter into the correct order.

Dear Sirs,

- A I am putting in copies of my paper, language certificates and a word from the Director of Bradbury College. I am ready for an interview at any time you like. I can't wait to hear from you soon.
- B I graduated from Bristol University last year with a degree in Computer Sciences and have been working at Bradbury College since last October. As I will be free during the holidays from the end of June until the beginning of October, a job working with teenagers at your camp, teaching basic computer skills, would be the perfect opportunity for me to gain further experience.
- C Having read your advertisement in the Birkenhead Tribune, June 30th, for temporary jobs in your summer camp in Italy, I am writing to apply for one of the three teaching posts available.
- D I'm a friendly, happy-go-lucky type who works well under pressure alone and in a team. I think I am hardworking, highly motivated and also enjoy working with kids a lot.
- E I also have certificates in French & Greek, which would be useful in communicating with different children from all over the world in your international camp. Furthermore, I have an up-to-date driving license as well as a lifesaving certificate for swimming.

Yours faithfully,  
Tony McGee

- b. Which two paragraphs (A – E) are written in the wrong style? Use the appropriate items in the box to improve the style of the two paragraphs.

- enclosing • convenient to you
- teenagers • available • sociable
- easy going • degree • reference
- consider myself to be • thoroughly
- look forward to hearing • both

- 31 Choose one of the following rubrics and write a letter of between 120 and 180 words.



- A You have seen the following advertisement in your college newspaper and have decided to apply. Write a letter of application, including information on your knowledge of the local area, the languages you speak and your social skills.

## WANTED: TOUR GUIDE

Enthusiastic young person required to show tourists around Cambridge.  
Summer months only. Applicants must speak fluent French and Spanish.  
Knowledge of local area a must.

**Apply in writing to: C.B.S Tours P.O. Box 351, Cambridge.**

- B You work for the local newspaper. There have been some complaints about *Freddie's*, a new pizza restaurant in your town. Your boss has asked you to visit *Freddie's* and write a report assessing the food, service, prices and atmosphere.



# Make Yourself at Home



## Language Focus

1 a. What can you see in the pictures? Choose from the list.

- bathroom • bedroom • patio • kitchen
- porch • dining room • hall • balcony
- roof garden • terrace • swimming pool



b. Which of these does your house have?  
Which is your favourite room in the house?  
Describe it to your partner.

2 Cross the odd one out.

- 1 The roof of the terraced house/cellar/semi-detached was in need of repair.
- 2 The farmhouse/maisonette/cottage we bought recently is in a perfect country setting far away from the stress of the city.
- 3 Ellie has a luxurious penthouse/council flat/villa by the sea in the south of France.
- 4 The hotel suite/bed-sit/room cost £200 per night.
- 5 Our country cottage is so typical of those in the area with its thatched/slate/marble roof.
- 6 The new apartment included an antique/well-equipped/fitted kitchen.

3

a. Work in pairs. You want to rent out your house/flat. Your partner is a potential tenant. Use the vocabulary below, as well as ideas of your own, to answer his/her questions.

- **location:** in a fashionable district, isolated, in the city centre, easily accessible, in the countryside
- **size:** spacious, average, small, family-sized, 1-/2-bedroomed
- **cost:** affordable, cheap, economical, expensive
- **style:** traditional, modern décor, stylish, (semi-) detached, terraced house, cottage, bungalow, villa
- **general description:** fully-equipped, fully-furnished, cosy, peaceful, easy to maintain, airy, noisy, secure

b. Swap roles and ask each other questions about the house/flat you are interested in.

A: *Where exactly is the house located?*

B: *It's on 68, Carnarvon Road, so it's quite centrally located.*

4 Underline the correct item.

- 1 The property is within easy stretch/spread/range/reach of the shopping centre.
- 2 You wash up and I'll clear/clean/empty/tidy away the dishes.
- 3 Public transport is better in cities than it is in rural areas/places/parts/spots.
- 4 There is plenty/ample/full/rich room in the drive to park your car.
- 5 It took me a good/fine/nice/fair hour to find your house.

➔ **Conversational Grammar**

**5** Circle the correct item.

- 1 "When was the last time you saw your father?"  
"I spent a week with him ..... the summer holidays."  
A already B during C for D in
- 2 "Is this Arthur's wallet?"  
"Great! He's been ..... for that everywhere."  
A looked B look C looking D looks
- 3 "What have you been up to?"  
"Well, ..... the last few weeks it's been work, work, work, I'm afraid!"  
A since B before C lately D over
- 4 "I haven't seen David for ages."  
"Apparently he ..... off to summer camp three weeks ago."  
A has gone B went C has been D goes
- 5 "She doesn't seem to be very happy, does she?"  
"Well, she ..... under a lot of pressure lately."  
A is C was  
B has been D is being
- 6 "I've never been to Italy. Have you?"  
"Yes, but it's been a long time ..... my last visit".  
A since B before C ago D for
- 7 "What's the matter with Danny?"  
"He's just ..... some bad news, I'm afraid."  
A been having C having  
B had D has
- 8 "How long have you lived at your current address?"  
"Oh, ..... about fifteen years now."  
A during B before C since D for
- 9 "Have you ever been hang-gliding?"  
"Yes, I actually went ....."  
A already B recently C lately D soon
- 10 "What an amazing story!"  
"Yes. I've never ..... anything like it."  
A hear C heard  
B been hearing D been heard

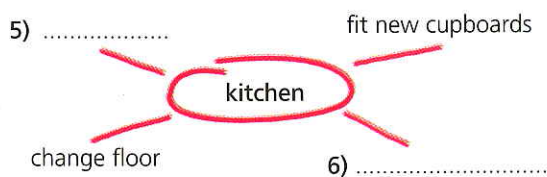
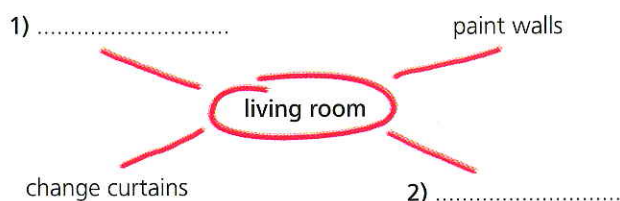
➔ **English in Use**

**6** Find the unnecessary word in each sentence.

- 1 I've just prepared lunch several times, so I think it's only fair that you do it today. ....
- 2 What do you think life would have be like without modern appliances? ....
- 3 Have you been read any good science fiction novels lately? ....

- 4 I have never been doing bungee-jumping but I think I'd like to try it one day. ....
- 5 How long is it since Natasha and Becky have left for Paris? ....
- 6 I've been travelling in all over the world for years, but there is no place like home. ....

**7** a. In pairs, complete the spidergrams with things that you can redecorate in your house.



b. You're visiting a friend who's just finished redecorating his/her house/flat. Act out exchanges commenting on the changes, as in the example.

- A: You've painted the living room walls different colours! It looks great!  
B: Yes! And I've bought new curtains, too.



Complete the second sentence so that it has a similar meaning to the first and includes the word given. Use between two and five words.

- This has to be the spookiest castle I've ever been in!  
**such** I .....  
..... a spooky castle before.
- The bedroom was too small to add a second wardrobe.  
**not** The bedroom .....  
..... add a second wardrobe.
- It is a building company with great prestige.  
**very** It is .....  
..... building company.
- Lyn's hairstyle is different now.  
**changed** Lyn .....  
..... recently.
- We bought this house years ago.  
**had** We .....  
..... ages.
- The last time we decorated the flat was about three years ago.  
**redecorated** We .....  
..... for three years now.
- This is the first time I've actually been to their new house.  
**never** I .....  
..... their new house before.
- I'm still waiting for the building company to get back to me about the repairs.  
**contacted** The building company hasn't .....  
..... about the repairs.
- 'How long have you actually had solar heating?'  
**get** 'When .....  
..... solar heating installed?'
- We've had this car for six years, and it still looks brand new.  
**ago** We bought .....  
....., and it still looks brand new.

9 Fill in the correct word derived from the word in bold.

- Without any ..... he managed to decorate the whole house. **ASSIST**
- The ..... they needed to build the greenhouse cost less than £200. **EQUIP**
- They moved away from the ..... city, to a quiet life in the country. **CROWD**
- The house was so big that they couldn't afford to ..... it. **HOT**
- You should always keep ..... products away from children. **POISON**
- The storm caused a ..... amount of damage to the garden. **CONSIDER**
- Pollution is only one of the ..... of living in the city. **ADVANTAGE**



## Revision Box

10 Fill in the missing word.

- They have been redecorating the house over the ..... few weeks.
- Please, ..... away your clothes before you go out, Jenny.
- Mike's finished painting the walls but he hasn't started on the ceiling .....
- We've been ..... at this address for several years.
- William has ..... lived here, so he knows everything about this place.
- Please hang your jacket ..... in the wardrobe.
- How long is it ..... you last had the roof repaired?
- Have you ..... thought of selling your house?
- She used to ..... really homesick when she first moved here.
- The spare room hasn't been cleared ..... for ages.

11 Circle the correct item.

- Come outside; It's lovely on the .....  
A garden B drive C landing D patio
- My rented flat is .....  
A well-worn C semi-detached  
B fully-furnished D home-made
- The cottage in the country felt like home ..... home.  
A at B in C for D from
- Although the house is in a fashionable district, it's .....  
A spacious C modern  
B big D affordable
- The farmhouse is ..... in a very beautiful area.  
A situated C isolated  
B settled D found
- Don't hang ..... the washing now; it's going to rain.  
A up B around C out D on
- The biggest advantage is that the shops are within easy .....  
A touch B contact C access D reach
- It's very ..... in here by the fire during the winter.  
A remote C stylish  
B traditional D cosy
- My grandmother lives in a ..... , so she doesn't have any stairs to climb.  
A mansion C bungalow  
B maisonette D penthouse
- The owners of the property really made us feel ..... home.  
A at B as C like D in

## Open Cloze

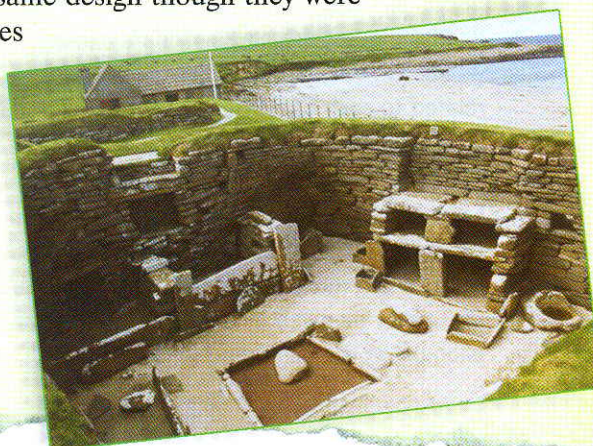
12 Read the text and fill in the word which fits best. Use only one word only. There is one example at the beginning (0).

### Skara Brae

The Neolithic village at Skara Brae was inhabited continually for at least six hundred years. 0) **During** this period there seems to have 1) ..... two different stages of construction. 2) ..... earliest houses in the village were circular with one main room containing the central fireplace. Beds 3) ..... set into the walls on either side of the fireplace and opposite the main entrance were the stone shelves 4) ..... characterise Skara Brae. The remains of these buildings 5) ..... still be seen on the site as rough stone outlines.

The later houses more 6) ..... less followed the same design though they were 7) ..... larger. The shape 8) ..... the houses changed slightly, becoming more rectangular with rounded internal corners, and the beds were 9) ..... longer built into the wall but extended into the main living area.

Although 10) ..... was in use for seven generations, Skara Brae 11) ..... not grow any larger 12) ..... eight buildings. The maximum 13) ..... of dwellings during any single period was probably six or eight and 14) ..... housed between fifty 15) ..... one hundred villagers at any particular time.



## Error Correction

13 Read the text below and look carefully at each line. If a line is correct, put a tick (✓) by it. If it has a word which should not be there, write the word at the end of the line. There are two examples at the beginning (0) and (00).

**Tip**

You can check if you have chosen the right word to take out, by reading the sentence to yourself without this word. If it makes sense, you're right!

## A House with a Difference

This amazing windmill, standing up on a hill, is all most certainly a house with a difference. The 19th century windmill has a unique position is overlooking the town, with views of the surrounding countryside. The windmill was been converted in 1978 by a local builder into a luxurious family house and has recently been extended to include four double bedrooms. The property also has full gas central heating and is double-glazed. On the one ground floor there is a spacious entrance hall with lot storage space and windows looking onto beautiful gardens. At the side of the house there it is a patio area for barbecues and a small pond had built of Cornish stone. There are two double garages at the back of the property and parking space for an approximately seven cars. The huge lounge on the first floor leads onto a balcony with panoramic views of farmland. In addition to, there is also a fully fitted, open-plan kitchen with patio doors, are leading to an oak-beamed dining room. A large spiral staircase gives access to the four double bedrooms on the second floor. Apart from this the master bedroom, which includes an en-suite bathroom and fitted walk-in wardrobes, there are two additional bathrooms on this floor. This much unusual family home offers relaxed, high quality, stylish living.

- 0 all
- 00 ✓
- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....
- 9 .....
- 10 .....
- 11 .....
- 12 .....
- 13 .....
- 14 .....
- 15 .....



➔ Reading

**14** Look at the pictures and compare the different types of houses. Which is closer to your ideal house and why?

**15** a. You are going to read some information about various houses which are for sale. Before you read the texts, answer the questions 0-15 about yourself. Start like this: *Are you someone who ...*

b. Read the questions and underline the key words. In pairs, try to think of two words related to each one. Then skim the text and see if it contains any of these words.

c. For questions 1-15, choose from the houses (A-E). Some houses 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).

**Tip**

Reading the questions first will help you focus on the information you need to find in the texts.

Which house would you recommend for someone who:

- likes the idea of a room that reminds them of the sea? 0 *E*
- generally has rather extreme tastes? 1 .....
- enjoys gardening? 2 .....
- wants to have a bathroom as part of each bedroom? 3 ..... 4 .....
- insists on a private lifestyle? 5 .....
- is in a hurry to change homes? 6 .....
- likes a lot of natural sunlight? 7 ..... 8 .....
- needs a more natural environment despite their urban lifestyle? 9 .....
- needs two individual houses attached to each other? 10 .....
- prefers a more unusual design? 11 .....
- enjoys heat from a natural fire? 12 .....
- appreciates the work of skilled carpenters? 13 ..... 14 .....
- wants a house they can use as a business for tourists? 15 .....



# All shapes and sizes

Have you ever considered moving away from the ordinary to the eccentric? Well, now is your chance to view a variety of unusual homes, from stone towers to Victorian hospitals.

- A A smart, local builder decided this small, unused Victorian hospital was an opportunity not to be missed! He set about changing it into two large, separate houses. If you are looking for something out of the ordinary, then you need to check these two exceptional developments. Each house has three bedrooms, three bathrooms, a luxury open-plan kitchen and huge living room. Buy one of these houses and you're ready to move in immediately, without any delays, as they are already fitted with everything you will ever need, from a Jacuzzi to a dishwasher! 5
- B This is a three-storey stone-built house enclosed within a walled garden, where a new buyer could grow his own vegetables. In 1980 the building was turned into a guesthouse with a lounge, and a large dining room with wooden walls. The kitchen is spacious and fully fitted with the latest equipment, having a small extra room leading from it which could be used as storage space. There are also five double bedrooms, each with its own bathroom. 15
- C The outside of this particular house remains the same as when it was originally built. It is a large but simple building, typical of the period, with a twin staircase on either side of the main entrance. Its many windows give the building a really light, airy quality. It is a building of impressive architecture that adds a certain character to the area as a whole. On the ground floor, there is a long, open-plan kitchen-dining room which is fully equipped, as well as a luxurious sitting room. Meanwhile, the upstairs 25 30

16 Which one of the houses described in the texts is illustrated in the pictures? Which words in the description helped you decide?

17 a. Match column A with column B to form the collocations, then read the text again and check your answers.

A	B
open-plan	fire
storage	floor
double	lights
twin	gates
main	kitchen
ground	entrance
en-suite	bathroom
electronic	bedroom
open	staircase
wall	wardrobe
single	space

b. Use five of the collocations in Ex. 18a and make sentences about your ideal house.

consists of four, en-suite bedrooms which make life easier and more comfortable for any buyer. Each en-suite bathroom is in a different colour, according to the design and colour scheme of each bedroom.

D There is no other house like it in town! Here is the kind of unique building that the more eccentric buyer would be looking for. It is an unusual, round tower, which appears tiny from the outside, but on taking a closer look, one will notice three spacious bedrooms, flooded in light from the Gothic windows, two large bathrooms in which the traditional style has been kept. Meanwhile, downstairs, the kitchen, with its large workspaces and locally made-to-order cupboards, would please anyone with a keen interest in cookery. The high-ceilinged living room looks out over the local park area and so allows the owner his own little area of greenery while still living in the heart of the city.

E The outside of this house, which is covered in York stone, is approached from the road through electronic gates, allowing the buyer to have a high level of privacy. The downstairs includes a long kitchen with old wooden floors and matching shelves made by local craftsmen, which add to the general warmth of this home. The lounge has an extremely large, open fire from ceiling to floor for those winter nights! Upstairs, meanwhile, there are three, rather small bedrooms with single wardrobes and wall lights as well as a gleaming white bathroom with porthole windows giving the impression of being on board a ship!

## Listening

**Tip**

- When you complete sentences you should always make sure that the sentence is grammatically correct.
- You will need to fill in no more than 3 or 4 words, which should be taken from the recording exactly as you hear them.
- Numbers can be written either in words or as figures. e.g. *two* or 2.

18 a. You will hear part of a radio talk about how to choose houseplants. Before you listen, read the sentences and, in pairs try to complete them.

b. Now listen, and for questions 1–10, complete the sentences that summarise what the speaker says. You will need to write a word or short phrase in each box.

Before you get the plant, choose the

1

You must make sure there is enough

2

Check that plants have been well looked after at

3

Plants in poor condition mean the garden centre might not be

4

Choose plants with healthy

5

It could take  for a plant to reach the size you want.

It may be better to buy a large plant even if it is

7

Do not buy plants that have just been put

8

It is not a good idea to buy plants in

9

You should look under the leaves for unwanted

10

c. Do you like the idea of houseplants in your house? Why (not)?

→ Speaking

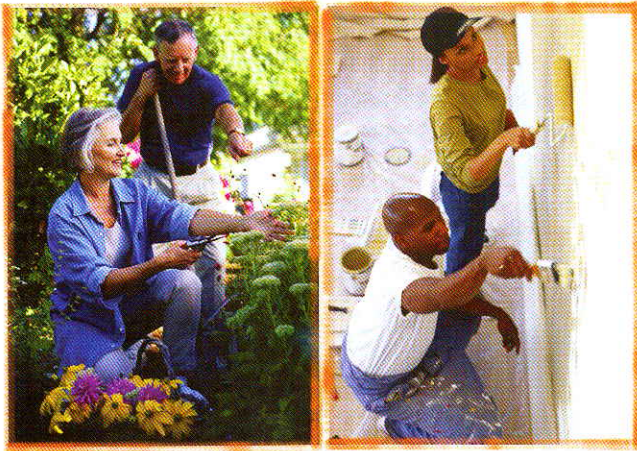
- Home activities

**TIP**

Trying to respond in a more personal way will make a good impression. For example, you can make a comment that is related to your experiences, feelings, etc.

- 19 a. Look at the two pictures showing people taking care of their home and garden. Compare and contrast the two pictures, saying which job you would find more tiring.

Student A



Student B

- b. Which of these two activities would you prefer to do? Why?

- c. Look at the two pictures showing people doing things that they enjoy at home. Compare and contrast the two pictures, saying which of the two people you think gets the greatest amount of enjoyment from what they are doing.

Student B



Student A

- d. What do you do to relax at home?

- e. Listen to two candidates doing the previous speaking tasks and decide which one

A B

- makes a comment related to a personal feeling/experience. ....
- does not cover the first part of a question. ....
- uses a variety of linking words. ....
- uses mostly simplistic adjectives. ....

- f. Which candidate would get a higher mark do you think? Listen again and keep notes to give one example for each point made in Ex. 19e.

→ Communication

- Extending/Accepting/Refusing invitations

<p><b>Extending invitations</b></p> <ul style="list-style-type: none"> <li>• Would you like to ...?</li> <li>• Do you fancy ...ing?</li> <li>• What/ How about ...ing?</li> <li>• Why don't we ...?</li> </ul>	
<p style="text-align: center;"><b>Refusing</b></p> <ul style="list-style-type: none"> <li>• I'm afraid I can't. I ...</li> <li>• I'd like/love to, but ...</li> <li>• Thanks, but I ...</li> </ul>	<p style="text-align: center;"><b>Accepting</b></p> <ul style="list-style-type: none"> <li>• I'd love to!</li> <li>• That's a good/great idea!</li> <li>• ... would be great!</li> </ul>

- 20 a. Study the useful language box and replace the phrases in bold with appropriate ones.

- A: **That's a good idea** to go out for a pizza this evening? There's a new pizzeria that's just opened near my house.  
B: **Do you fancy!** I haven't had a pizza for ages!  
A: Great! Can you come round to my place around eight o'clock?  
B: Yes, sure.
- A: **Would you like** going to the cinema tomorrow? There's a new Chinese film on at the *Plaza*.  
B: **What about** I have to study for a History test.  
A: Oh, that's a pity. **I'd love to, but** Saturday?  
B: Yes, Saturday would be great!

- b. In pairs, act out dialogues using the prompts as well as your own ideas to invite a friend to:

- come with you to a friend's house-warming party
- your house for dinner
- spend this evening on a friend's houseboat
- help you choose a new dishwasher

## Writing Skills (Letters/Articles/Reports making suggestions)

- Making suggestions/Expressing the results of suggestions

- 21 a. A friend of yours is in a difficult situation and he has sent you a letter asking for your advice. Read part of his letter and, in pairs, brainstorm ideas and compare them to the ideas of your classmates.

Being away from home for the first time, it was a bit tricky trying to manage everything on my own and I tended to overspend in the beginning. The thing is that now I've run out of cash and I don't dare to ask Mum and Dad for any more! Any suggestions?

- b. Read the following main body paragraphs. Which one is more appropriate as part of a reply to your friend's letter in terms of style? Improve the other paragraph using language from the box below.

A Well, Alex, what you need to do first is to be completely honest with your Mum and Dad. You might find that they are much more understanding than you thought. So, if I were you, I'd explain the problem to them the way you've just explained it to me. That way, they will understand that you know you've made a mistake.

B Also, tell your mum and dad that you can even get a part time job. You can pay them back. Ask for their opinion and trust them. The problem will be solved.

### Making suggestions

- Why don't you ...
- We/You could ...
- If I were you, I'd ...
- I think it would be a good idea to ...
- Why not ...

### Expressing the results of suggestions

- Then you/we might/could ...
- This would mean that ...
- You might find that ...
- That way, ...
- You never know, you might ...
- This would lead to/result in ...

- 22 Read the rubric and match the suggestions to their results, then use them to write a paragraph of the letter.

- A friend of yours is planning an end-of-year party for final year students and, knowing that you organised the party the previous year he has contacted you to ask for advice. Read part of his letter and the notes you made and using the information write a letter offering your suggestions.

... So, since you did such a good job last year, I thought you might be able to give me some advice. First of all where could we hold the party? Also, what kind of music do you think we should have? Finally, any idea what to do about food?

### Suggestions

- Why not ask each person to bring food?
- You could hold the party in the school canteen.
- You could ask everyone to bring a favourite CD to play.

### Results

- That way people wouldn't have to travel far to the party.
- In this way you would have a variety of music, which I think would be best.
- This would mean that you wouldn't have to pay for outside caterers.

- 23 a. Read the rubric and match the suggestions (1-3) to the results (a-c). Then, use them adding appropriate language from the box in Ex. 21b to write the first main body paragraph of the article.

- The headteacher of your school has asked students to contribute articles to the school magazine on the question of successful ways of preparing for exams. Write a short article for the magazine, based on your experiences.

- make a revision plan
- eat properly
- do some revision every day

- you will not have to do everything at the last minute
- your body will be in good condition as well as your mind
- you can be confident that you will revise everything in time

b. Write the results for the following suggestions on the same topic.

- You should make sure you are getting plenty of sleep and exercise.
- Another idea is to form a revision group with some friends.
- It would also help to take some time off and relax with friends.

• Linking words and phrases

24 Replace the words/phrases in bold with others, similar in meaning, from the box below.

• therefore • definitely • as • first of all • in fact  
 • consequently • all things considered • generally  
 • as a result • for this reason • however

- A 1) **All in all**, if the mayor followed these suggestions for cleaning up the local area, things would  
 2) **clearly** be better for everyone. 3) **Nevertheless**, I personally doubt this will happen as people living in the area are not very enthusiastic about the possible results.
- B Well, 4) **to start with**, I think the best thing to do is to get in touch with the right department  
 5) **because** you need to make an appointment to discuss the whole issue. 6) **Actually**, I am certain that there is a deadline for these things and 7) **so** you need to act rather quickly.
- C 8) **In general terms**, the local authorities have proved unable to cope with the problem.  
 9) **Therefore**, international organisations have made a number of suggestions. It would  
 10) **actually** be better to keep the authorities out of the picture completely.

25 a. Read the following extracts and improve their style by adding appropriate linking words and phrases.

... I've got a few ideas that might help. I would suggest joining the local club you mentioned. You would have the chance to try out all the different classes and find the one that is best for you.

Saving the environment is no easy task. One solution would certainly be to have stricter laws preventing factories from polluting the environment. Pollution levels are so high. There is almost total indifference on the part of governments who have no interest in improving the situation.

This small, family hotel is situated on a hillside quite far from local beaches. It might be considered to be rather remote for most tourists. Customers might not be willing to book rooms there. The suggestion of having a mini bus to and from local beach areas needs to be discussed. I would suggest focusing on the positive aspects of this particular hotel as the advantages certainly outweigh the drawbacks.

b. Which of the above extracts is part of a letter/article/report?

• Headings

26 a. Match the headings (a-c) with the parts of reports (1-4). Then, give an appropriate heading for the remaining part.

- a Atmosphere                      c Seating capacity  
 b Conclusion

1) .....  
 On the whole, I would strongly recommend the Lagoon Swimming Centre as it is much larger, has an Olympic-sized pool and has far more activities for our visiting athletes.

2) .....  
 Mama's is situated in the heart of the old part of the city in a quiet back street, surrounded by tiny gift shops open until late into the night, with a wonderful view of the Acropolis. It has a wonderfully warm, welcoming atmosphere.

3) .....  
 The larger conference hall can seat approximately 300 guests, while the smaller hall on the first floor can hold half that. This should adequately cover the total number of members.

4) .....  
 Although conditions were generally good at this Mediterranean campsite, there were only one or two minor setbacks. First of all, the area did not have enough shade for hot afternoons and so Northern European visitors experienced problems. Furthermore, the mini-market was closed at lunchtime, which is when campers perhaps need to shop.

b. In pairs, think of appropriate headings for the following rubric.

- You work for a tourist office and the manager is interested in attracting more tourists to the area.
- You have been asked to suggest a particular place of interest to be included in a new advertising leaflet. Your report needs to include directions for visitors, a detailed description of the place and why it would be interesting.

- Introduction & Conclusion in proposal reports

27 a. Read the phrases below and decide which can be used in an introduction (I) and which can be used in the conclusion (C) of a proposal report?

- 1 To sum up, ...
- 2 I hope that this report will receive your ...
- 3 This report contains details of ...
- 4 The intention of this report is to outline ...
- 5 I believe that the steps suggested above should ...
- 6 This proposal contains information on ...
- 7 The advantages of the suggestions above would ...
- 8 This report details the ...

b. Write an appropriate introduction and conclusion for the following.

- You are a teacher and spent last summer working with foreign students at a language school in the country. The director of the college has asked you to write a report outlining improvements that could be made to make language learning more interesting.

- Formal style

28 a. Read the rubric and expand your notes into full sentences in the appropriate style using language from the box in Ex. 21b as well as your own ideas.

- Your class recently went on a school trip to a popular museum.
- Read the museum leaflet and the notes you made and write a letter to the curator of the museum suggesting some changes that could make the museum more interesting for teenagers.

**Welcome to**  
*The North of England Open Air Museum,*  
**where the past comes to life!**

*The NEOAM is unique. We're no ordinary museum but a living, working experience of life as it was in the Great North in the early 1800s and 1900s.*

*Britain's favourite open-air museum, set in over 300 acres of beautiful countryside, vividly recreates life in the North of England in the early 1800s and 1900s and provides entertainment and education for visitors of all ages and interests.*

*People from the past welcome visitors and show how the people of the North of England lived and worked.*

*Step aboard our trams and we'll transport you into the past.*

*Dine in our luxury restaurant.*

use space for small amusement park → attract more teenage visitors

more emphasis on entertainment → teenagers appreciate it/need break from learning

more general areas of interest → make museum more appealing

use faster means of transport → make trip more exciting

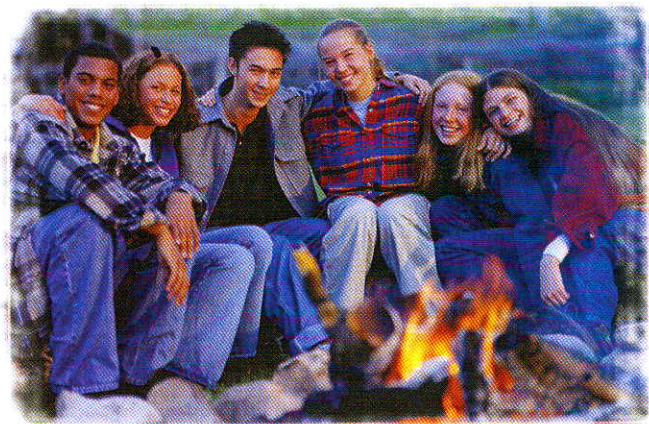
have a less formal restaurant → teenagers feel more comfortable

b. Write an appropriate beginning and ending for the rubric.

29 Read the rubrics and, in pairs, brainstorm ideas for suggestions and results. Then choose one and write your answer between 120 and 180 words.

A • A teenagers' magazine has asked its readers to send in articles on the question of how young people can avoid the many areas of stress that they face in everyday life. Write your article for the magazine.

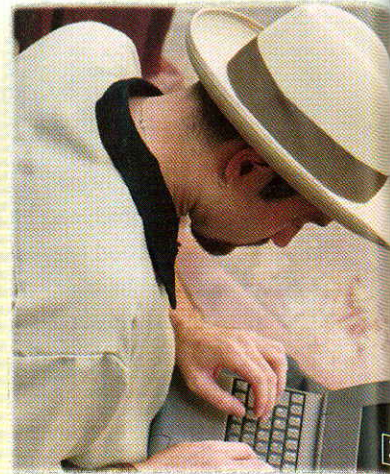
B • Your headmistress is organising a summer camp for students from 15-18 at the end of the school year. She has asked you to write a brief proposal report suggesting what kind of facilities and activities you would like to have available and why.



# Modern Living

## ➔ Language Focus

- 1 Look at pictures 1-6 and say which person looks trendy/scruffy/smart/old-fashioned/conventional/impressive/casual/carefree.



The girl in picture 1 looks casual and carefree in her different length shirt, sweater and jacket.

- 2 Fill in: *is, suits, go, look*, then answer the questions about yourself.

- How often do you ..... shopping for clothing?
- Would you wear something that ..... out of date?
- What colour do you ..... best in?
- Which of the latest styles do you think ..... you?

- 3 Underline the correct item.

If you are fashion 1) **conscious/conscience** and like to keep up with the 2) **latest/late** trends but do not want to become a fashion 3) **witness/victim**, then here are a few tips. You can improve your 4) **image/illustration** without buying expensive clothes. Even when you are 5) **carelessly/casually** dressed, it is possible to make a fashion 6) **statement/announcement** by making small changes to create a more individual look. Secondly, make sure the clothes you choose not only 7) **fit/match** you but also 8) **suit/go** your body 9) **type/kind**. So, basically, anyone can become a 10) **trend/style-setter** without being a super model!

- 4 How often do you read newspapers? Which sections do you usually/always/never read? Discuss in pairs, using words from the list below as well as your own ideas.

- arts • society • business • opinion • international
- news • obituaries • national news • lifestyle
- sport • employment • travel

- 5 Respond to the following using the phrasal verbs in the list, as in the example.

- be taken aback • take to • be in/out • be into
- go off • keep up with

- A: He always wears trendy clothes, doesn't he?  
B: *Yes, he tries to keep up with what's in fashion.*
- A: So, how did your parents react to the news?  
B: .....
- A: Nobody wears their hair like that any more, do they?  
B: .....
- A: Everyone used to wear bell-bottoms in the 60s.  
B: .....
- A: Chris doesn't like Chinese food, does he?  
B: .....
- A: Steven used to wear a suit and tie more often in the past.  
B: .....
- A: Sue only eats fresh fruit and salads for lunch these days.  
B: .....

**6** Replace the parts in bold with an appropriate phrase from the list.

- short-lived • hit the headlines • brand name
- first impression • centre of attention • public eye

- 1 The film star was the **one everyone was interested in** at the film premier.
- 2 As soon as the news was **made public**, the minister resigned.
- 3 It is not always the case that **well-known goods** are superior to other products.
- 4 My **initial thought** was that he was a rather sensitive person.
- 5 His record went straight to number one in the charts but his fame was **not to last**.
- 6 I feel sorry for people who are always in the **news**.

**7** Underline the correct item.

- 1 There has been a sharp fall in the number of **viewers/spectators/crowds/audiences** watching the 10 o'clock news.
- 2 It was interesting to see the entire **action/system/process/performance** of making a documentary from start to finish.
- 3 While I was in America, I had the **opportunity/chance/turn/attempt** to interview a soap star.
- 4 Apart from being a good actor, he's very handsome and obviously he **runs/looks/goes/takes** after his father.
- 5 I'm not **keen/eager/willing/enthusiastic** on going shopping in crowded supermarkets.

**8** Conversational Grammar

**8** Circle the correct item.

- 1 "Do you like classical music?"  
"No. I'm not really ..... it."  
A on      B for      C under      D into
- 2 "What do you think of the CD I gave you?"  
"It's great! The ..... I listen to it, the more I like it."  
A much      B less      C more      D little
- 3 "Do you like my new hairstyle?"  
"Fantastic! It's the ..... unusual haircut you've ever had."  
A more      B far      C most      D less
- 4 "Are you happy with your new job?"  
"Yes, but it will involve travelling abroad twice ..... as I used to."  
A as often      C often than  
B more often      D most often
- 5 "Did you like that book I suggested?"  
"Yes. It makes you think more ..... about the issue, doesn't it?"  
A deep      C deeper  
B deeply      D deepest

- 6 "How was the film on television last night?"  
"It was ..... good that I wish I had taped it."  
A such      C so  
B such a      D as such

- 7 "How did you lose so much weight?"  
"By eating ..... and exercising more."  
A more      B less      C fewer      D much

- 8 "How do you feel after moving away from home?"  
"It feels ..... not having my parents around."  
A strangely      C strangest  
B strange      D stranger

**9** English in Use

**9** Using the prompts below as well as your own ideas, look at the people in the pictures and compare their style to yours.

- follow fashion
- unconventional hairstyle
- well-dressed
- smart
- formal style



*The woman in the first picture is dressed in a more formal style than I usually wear.*

**10** Fill in the correct word derived from the word in bold.

- 1 The first moon landing was an ..... event  
**ORDINARY**
- 2 Her ..... in Russian helped her get a top job. **FLUENT**
- 3 I find the Internet ..... for gathering information. **USE**
- 4 During an economic crisis many people become ..... **EMPLOY**
- 5 I don't believe that computers will ever ..... teachers. **PLACE**
- 6 Many television programmes expose youngsters to ..... and crime. **VIOLENT**
- 7 Teenagers usually find shopping for clothes an ..... experience. **ENJOY**
- 8 Mobile phones are said to be ..... to our health. **HARM**

**11** Complete the second sentence so that it has a similar meaning to the first one and includes the word given. Use between two and five words.

- Home entertainment systems are much cheaper these days.  
as Home entertainment systems ..... they used to be.
- The video was so long that I fell asleep before the end of it!  
such It ..... that I fell asleep before the end of it!
- The characters on screen don't seem to show much emotion, do they?  
be The characters on screen don't ..... , do they?
- We go to the theatre less frequently these days.  
often We don't go to the theatre as ..... in the old days.
- Many people have breathing problems because of the pollution in the city centre.  
so The city centre ..... people have breathing problems.
- This jacket looks just like the one I bought last week.  
same This jacket looks exactly ..... I bought last week.
- Armageddon* was an amazing film, mostly due to the special effects.  
such It was mostly the special effects that made ..... film.
- Buses certainly aren't as comfortable as cars.  
more Cars ..... buses.
- His was one of the most original projects in the competition.  
as No other project ..... his.
- Settling down in a new place was harder than I thought it would be.  
easy It was not ..... to settle down in a new place.

**12** Find the unnecessary word in each sentence.

- According to a recent survey the more and more young people are choosing to study abroad. ....
- The review described *The Matrix* as one of the most best impressive productions in the history of cinema. ....
- Some children watch out so much television that they spend little time on anything else. ....
- The film's plot is not exactly the same with as the novel it is based on. ....
- The famous rock star was asked some far extremely interesting questions. ....
- Cutting down on coffee seems much more harder than I thought it would be. ....

## Revision Box

**13** Fill in the missing word.

- The more television I watch, ..... more I realise how bad it is!
- Rosie likes to ..... attention to detail when she's with customers.
- This pantomime is so popular ..... I'm sure the kids will like it.
- How could he behave in such a silly .....!
- She's one of my ..... talented students.
- It's much ..... convenient to go by plane than by train, despite the expense.
- The bookshop was crowded ..... people hoping to get the novelist's autograph.
- Harry Potter is ..... a famous character that I doubt if there's anyone who doesn't recognise the name.
- His car was really expensive; it cost three ..... as much as mine.
- I used to really like long, straight hair, but now I've gone ..... it!

**14** Circle the correct item.

- Pete is not really ..... of fashion; he is on another planet!  
A accepted B alert C awake D aware
- To be honest with you, that film doesn't really ..... to me.  
A attract B appeal C call D suit
- She dresses in a rather ..... way, which some might describe as being boring and old-fashioned.  
A trendy C casual  
B carefree D conventional
- In the sixties Lyn always followed the fashion ..... of the time.  
A activities B ideas C trends D plans
- I thought he was ..... when he suggested a holiday in the Bahamas!  
A playing C joking  
B amusing D laughing
- We found our flat in the classified ..... section of the local paper.  
A ads C news  
B homes D accommodation
- She drinks about seven coffees a day. She must be addicted ..... it!  
A at B on C in D to
- Classical music doesn't seem to be very ..... with teenagers.  
A popular C favourite  
B famous D common

➔ Multiple choice cloze

15 Read the text below and decide which answer A, B, C or D best fits each space. There is an example at the beginning (0).

### THE HOME OF THE FUTURE

In the (0) **future** people could live in "smart homes" that will tell them when to wake up or remind them to (1) ..... the front door. These homes will be equipped with electronic sensors connected to a computer that will (2) ..... people to take their medicine or (3) ..... off the oven. This computerised system, with about thirty sensors will be (4) ..... to talk and negotiate with the tenant. It will also have the ability to (5) ..... out if it is doing something that might be harmful. The (6) ..... of the "smart home" is to allow the elderly to live independently in their own homes for as (7) ..... as possible, instead of moving into nursing homes. The number of people living into their 80s is expected to increase dramatically in the (8) ..... few decades. As a result, there will probably be a (9) ..... demand for these homes, which will enable the elderly to (10) ..... their independence and privacy. In addition to reminding them about things they may have forgotten to do, the system would contact a volunteer in (11) ..... of illness or danger. At the (12) ..... a bioengineer at Brunel University near London is working with several housing associations, communication companies and charities in order to make this (13) ..... home a reality. Although he is planning to (14) ..... up new homes and apartments with the system, he says that it would also be (15) ..... to change existing homes, too.

- |    |             |            |             |           |
|----|-------------|------------|-------------|-----------|
| 0  | A distance  | B future   | C beginning | D end     |
| 1  | A fasten    | B seal     | C bolt      | D lock    |
| 2  | A make      | B request  | C remember  | D remind  |
| 3  | A shut      | B close    | C turn      | D cut     |
| 4  | A potential | B able     | C probable  | D capable |
| 5  | A think     | B sort     | C work      | D try     |
| 6  | A plan      | B wish     | C aim       | D target  |
| 7  | A long      | B far      | C soon      | D much    |
| 8  | A further   | B later    | C next      | D near    |
| 9  | A grand     | B tall     | C great     | D wide    |
| 10 | A keep      | B assert   | C claim     | D win     |
| 11 | A time      | B need     | C case      | D fact    |
| 12 | A moment    | B present  | C time      | D instant |
| 13 | A imaginary | B unreal   | C dream     | D wishful |
| 14 | A set       | B build    | C make      | D put     |
| 15 | A likely    | B suitable | C possible  | D hopeful |

➔ Word Formation

16 Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

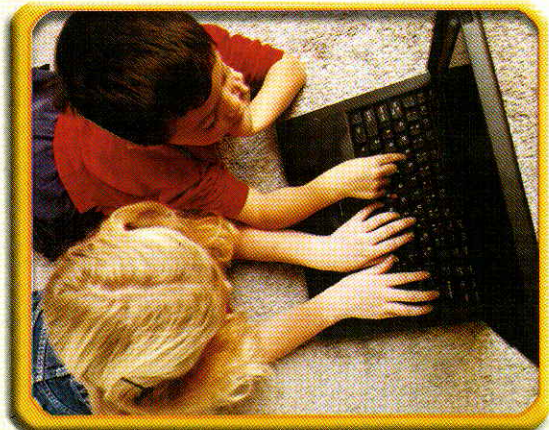
### Computer Generation

Computers are 0) **reshaping** children's lives, at home and at school, in totally 1) ..... ways. Common sense suggests that we consider both the 2) ....., as well as the beneficial aspects of these changes. Computers can 3) ..... damage children's health. The health hazards include obesity, 4) ..... stress injuries, eyestrain, social 5) ....., and, for some, long-term damage to physical, emotional, or intellectual 6) ..... . What is suitable for adults and older students is often 7) ..... for youngsters. Too often, what computers actually connect children to is 8) ..... advertising and silly games. This can cut children off, 9) ..... and physically, from the world of 10) .....

- SHAPE
- EXPECT
- HARM
- SERIOUS
- REPEAT
- ISOLATE
- DEVELOP
- APROPRIATE
- AGGRESSION
- EMOTION
- REAL

**TIP**

Make sure you read the **WHOLE** sentence in order to see whether you need a positive or a negative word.  
 e.g. *His father wanted him to become a doctor so he tried to ..... him from studying art. COURAGE*  
 Is the correct answer **encourage** or **discourage**? What helped you decide?



- 17 a. Is muzak popular in your country? Where can you hear muzak? How do you feel about it?

## TIP

You will often be asked to say what certain words refer to (e.g. it/this/they). You will find the answer in the sentences before or after and it could be a verb/noun/adjective/adverb/phrase/clause.

- b. Read the title of the text. What do you think the article might be about? What do you think the author's opinion might be? Read the last paragraph and find out.

## One Man's Muzak is Another Man's Noise

Extensive research was carried out in 2002 into opinions on background music, or muzak as it is commonly known in the USA or piped music as it is known in Britain. The survey asked the general public what they thought and the findings gave an interesting view of the growing use of this type of music that seems to follow us everywhere.

So what exactly is muzak? It is background music played in public places such as shops, supermarkets, pubs, or even down the telephone! If you are asked to wait on the phone for a few minutes, you can often find yourself with an earful of exceptionally loud music.

From the survey, researchers found that 33% of the general public expressed a total dislike of this form of music. Together with the 36% of the general public who said that they never actually even notice background music, this total figure might be a strong message for business people that perhaps they need to start questioning the value of playing muzak anywhere and everywhere, as many people clearly dislike it!

The vast majority of people who find it annoying feel that shops, supermarkets, restaurants and cafés are the worst places. Generally, restaurants are considered worse for those who are hard of hearing, as they can feel left out of conversations or unable to hear restaurant staff well enough due to background noise.

Ordinary daily life has never been noisier. It has become quite acceptable to play muzak in buses and taxis, for example. It is now commonly piped onto streets, beaches and parks as well as hotels, restaurants and hospital waiting areas. Many people in hospital are helpless and also denied their right to silence when they are in such an uncomfortable condition. Surely we all have a basic right to silence should we choose.

In recent years, the quality of piped music has changed, from relatively soft sounds to hard, louder sounds on many occasions. Restaurants seem to be operating in the belief that the more background noise there is, the better business will be. There are, in fact, no statistics that actually prove that higher noise levels increase

business. Such levels are certainly against the rights of the individual.

Apparently, there is an Internet site which offers help in complaining about the increasing use of muzak by companies in Britain. We generally seem to have little choice in the matter, with music deafening us without our permission, as a means of encouraging us to spend more money. This would seem to be a total abuse of the relationship between company and customer. The site allows you to make a complaint quickly and easily. It also has a list of restaurants and cafés that do not actually play muzak. If you do indeed find yourself more and more stressed and annoyed by such music in public places, why not let your voice be heard and make a complaint. It might just make a difference!

Those who dislike muzak tend to avoid shops in which it is played. It is not, however, enough to avoid those particular businesses as your opinion and voice are lost if you simply stay away. In order for managers to get the message that a large number of customers are staying away and that it could be affecting customer relations, perhaps we now need to start complaining!

As Helen G. from London said, 'I think our worst experience recently was in a large computer store. We asked two or three assistants if they could turn the music down as we couldn't think straight, but they were either indifferent or said they were unable to help. On the way out, we spoke to a more senior member of staff who said it couldn't be turned off. I explained that we had come with 2,000 pounds to spend on computer equipment, but couldn't bear to stay in the shop any longer because of the noise level. He immediately told us to wait while he went to turn it off. Of course we didn't wait and simply took our business elsewhere!'

Whatever happened to being able to focus peacefully on what we're doing, whether it be shopping or socialising? Silence in public places now seems to be totally unacceptable these days. The right to silence is something we need to insist on as we should be allowed to have a certain level of peace and quiet in our lives.



c. You are going to read an extract from an article on the effects of muzak. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 According to the writer, muzak
  - A is common in the USA and Britain.
  - B seems to cause pain in the ears.
  - C is played by musicians in public places.
  - D helps us have interesting views on music.
- 2 What does "they" in line 18 refer to?
  - A reseachers
  - B people who dislike muzak
  - C 33% of the general public
  - D 36% of the general public
- 3 The writer seems to think that
  - A many patients in hospital are denied music.
  - B we have always been quiet in everyday life.
  - C it's quite acceptable to choose to have peace and quiet.
  - D it's quite acceptable to have music in public places.
- 4 Why has a special Internet site been set up?
  - A to ease the process of complaining
  - B to give customers lists of good restaurants
  - C to encourage customers to shop more often
  - D to request permission to increase the use of muzak
- 5 When will managers be able to understand what is really happening?
  - A when there are large numbers of customers
  - B when they start losing customers
  - C when customers start complaining about muzak
  - D when customers stay away from particular businesses
- 6 Helen went somewhere else to buy computer equipment because
  - A the staff were unhelpful.
  - B she couldn't bear the prices.
  - C she didn't have time to wait.
  - D she had things to do elsewhere.
- 7 What is the writer's conclusion?
  - A People have difficulty focusing these days.
  - B Socialising in public places is impossible nowadays.
  - C Silence in public places is something we have a right to.
  - D People are now able to focus on shopping in peace and quiet.

18 How are the following comments related to the text? How far do you agree with them? Discuss in pairs.

- "I personally find musak acceptable and I'm fed up with people who complain about it!"
- "I vote with my feet and walk out of large shops. I dislike having to listen to colourless tunes."
- "You can't possibly like it. "It's uninvited noise pollution!"

## Listening

**Tip**

All the speakers will be talking about aspects of the same theme, so listen for key words which will help you link a particular speaker to a particular statement.

19 a. You will hear five people talking about their daily routines. In pairs, look at the statements A-F and try to predict why these things happened.

*F – Perhaps this person didn't eat anything because she was flooded with work.*

b. For Questions 1 – 5, choose from the list A – F what happened to each one during their day. Use the letters only once. There is one extra letter that you do not need to use.

- |  |                                    |
|--|------------------------------------|
| A This person took a different route to work.  | Speaker 1 <input type="checkbox"/> |
| B This person did not go home in the evening.  | Speaker 2 <input type="checkbox"/> |
| C This person got up earlier.                  | Speaker 3 <input type="checkbox"/> |
| D This person needn't have gone to the office. | Speaker 4 <input type="checkbox"/> |
| E This person missed the bus.                  | Speaker 5 <input type="checkbox"/> |
| F This person didn't eat anything.             |                                    |

20 Has anything strange/out of the ordinary ever happened to you while going to school/college/work? Tell your partner about it.

→ Speaking

**Tip**

- Feel free to start the discussion and express your opinions on the topic.
- Remember that the other candidate is *not* a competitor, so try to share and exchange information without monopolising the discussion.

Students A & B

21 a. Here are some pictures of various aspects of modern life. Talk to each other about how these various aspects have changed over time. Then choose the two aspects that you think have changed the most.



Students A & B

b. In pairs, answer the following questions.

- 1 Do you think the way we lived in the past was better or worse than today? Why (not)?
- 2 What do you think life would be like without television/computers/mobile phones?
- 3 In your opinion, are people too concerned about the way they look?

c. Listen to two candidates doing the speaking tasks above and decide which one

A B

- expresses his/her opinion more correctly. ....
- interrupts the other candidate in an impolite way. ....

→ Communication

• Talking on the phone

22 a. Look at the useful language boxes and decide which phrases are formal/informal.

<p><b>Calling</b></p> <ul style="list-style-type: none"> <li>• Hi, is ... there?</li> <li>• Hello, can/could I speak to ..., please?</li> <li>• Could you tell him ... called.</li> <li>• Oh, sorry to disturb/bother/have disturbed/have bothered you.</li> </ul>
<p><b>Answering the phone</b></p> <ul style="list-style-type: none"> <li>• Can I take/ Would you like to leave a message?</li> <li>• Could you speak up, please? It's a bad line.</li> <li>• May I ask who's calling?</li> <li>• Hold on. I'll get him for you now.</li> <li>• I'm afraid you've got the wrong number. There's no ... here.</li> </ul>

b. Read the dialogues and fill in the missing parts using words and phrases from the language boxes.

1 A: Hello. Could I speak to Catherine, please?  
 B: ..... There's no Catherine here.  
 A: .....  
 B: Good-bye.  
 A: Good-bye.

2 A: Hello. Could I speak to Colin, please?  
 B: Colin isn't in at the moment. ....?  
 A: Yes, please. .... Joan called.  
 B: Joan? Yes, of course.  
 A: Thanks. Bye.

c. In pairs, act out similar exchanges for the following situations:

- You want to speak to your friend but the line is bad.
- You want to speak to a colleague but he's not in his office.
- You want to speak to your boss but you've got the wrong number.

## Writing Skills For Discursive Writing (articles, letters, compositions)

- Techniques for beginning & ending

23 a. Read the following rubrics and decide which of the beginnings (1-4) were written for each rubric. Then, in pairs, discuss how similar/ different they are. Which one is inappropriate? Why?

A Last week your class carried out a questionnaire on the popularity of fast food restaurants amongst students. Your teacher has now asked you to use the results to write a composition on the advantages and disadvantages of such restaurants.

B You recently had a discussion in class on modern methods of shopping. Your teacher then gave you an essay for homework on the pros and cons of large, indoor shopping centres.

### BEGINNING

1 In recent years, the number of youngsters eating out rather than having home-cooked meals has risen considerably. Many claim that this is due to the fact that family members now have very separate lifestyles and so youngsters often have to take care of themselves and so choose the quickest solution.

2 In the past, people tended to shop at small, local, family businesses. There, they would be sure to have a welcome smile and some local gossip as they spent half an hour doing their daily shopping. As time passed and more and more women spent longer hours in the workplace, methods of shopping also changed.

3 Not very long ago, it would have been unheard of for any member to be missing from the family table at mealtimes. It was traditional for the whole family to be together for meals with father seated at the top of the table. Unfortunately, lifestyles have changed dramatically and it now seems more popular to have meals separately at different times and in different places.

4 In my opinion, there are so many methods of shopping that probably large, indoor shopping centres are the best. There are, of course, pros and cons to these places, which I will now describe.

b. Put these jumbled sentences in the correct order to form appropriate endings for the rubrics in Ex. 23a. Underline the words that helped you.

### ENDING

A  That is, these eating places will, no doubt, be popular for many years to come.

In conclusion, it would seem that it is not all bad news.

The reason for this is that they have already begun to make their menus better due to healthier diet trends.

B  This is due to the fact that areas outside large cities are becoming more popular as a variety of shopping can be done under one roof.

All things considered, it seems that in the future there will be even more of these huge shopping centres.

c. Read the rubric and write an appropriate beginning and ending.

As a class, you recently attended a seminar on different forms of entertainment. Your teacher has now asked you to write an essay on the arguments for and against watching videos at home.

- Linking Words & Phrases

24 Cross the odd one out.

- 1 For example/Such as/As a result, we can now send and receive messages in a matter of seconds.
- 2 One point in favour of/against/in defence of muzak is that it can sometimes make shopping more of a pleasure.
- 3 There are those who argue/feel/are against that large, indoor shopping centres are much more convenient.
- 4 Despite/Besides/However, it can cause people to feel inferior.
- 5 In addition/An additional/Another advantage would be that of reducing levels of crime in those areas.
- 6 Some people feel that it is yet/still/actually possible to change your lifestyle completely, even at a late age.
- 7 Since/Even though/Due to the fact that television generally tends to have scenes of violence, parents find themselves limiting younger children's viewing.
- 8 However/Although/Nevertheless, one of the drawbacks is that credit cards can often encourage people to overspend.

• Topic sentences & Supporting sentences

25 a. Look at the list of topics below and match the suggested arguments to their justifications. Then expand them to form complete sentences, using appropriate linking words and phrases.

To begin with, muzak can sometimes create a pleasant atmosphere and better mood. As a result, it can encourage contented customers to buy more.

**muzak in shops**

1 **creates pleasant atmosphere/good mood**

a can encourage contented customers to buy more

2 **can often be loud and repetitive**

b shopping without music can be rather dull

3 **is better than silence**

c customers may get irritated when they hear the same song 35 times/may just leave the shop

**wearing designer labels**

1 *means having good quality products*

a many people wear similar styles

2 can give the impression of being better than others

b clothing lasts longer

3 **can create uniformity**

c may create competition e.g. teenagers

**using budget airlines**

1 means cheaper tickets

a is less comfortable

2 **means less space between seats**

b is not particularly convenient e.g. time/destination

3 means using less popular airports

c is more economical

b. In pairs, choose one of the above topics and think of one more argument/justification.

26 a. Match the topics (1-4) to the arguments suggested (A-D).

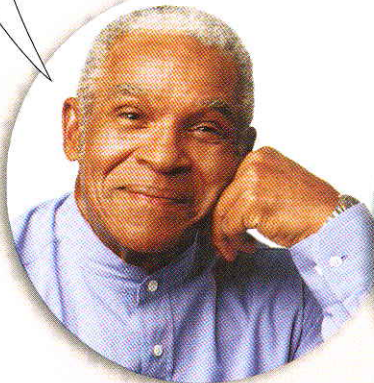
- 1 a life of work
- 2 city living
- 3 being wealthy
- 4 text messages

- A It is a fact of life that being extremely wealthy can certainly lead to various problems.
- B One argument against city living these days is the level of violence.
- C Advertising tends to suggest that texting is certainly a more convenient way of communicating.
- D It has often been suggested that we should work to live, rather than live to work.

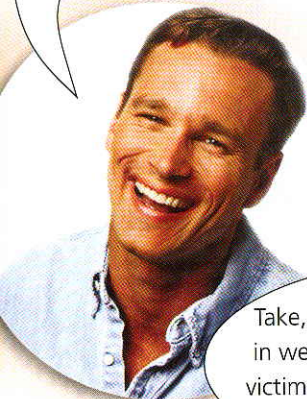
b. In pairs discuss which argument each person is justifying and say whether you agree with them or not.

We risk becoming workaholics preparing for serious health problems later in life.

Many people living in city areas suffer from poverty and unemployment, both of which help to increase the levels of crime as those same people try to survive on a daily basis.



The main advantage of sending text messages is that they are much cheaper than regular phone calls. Another point in their favour is that they are immediate and there is no necessity to wait for someone to actually answer the phone.



Take, for example, famous stars living in wealthy suburbs who are often the victims of burglary, despite having high levels of security all around them.



• Main Body Paragraphs

- 27 Read the following topic sentence from a main body paragraph of an article on tourism, and decide which of the following sentences could be used to continue the paragraph and in what order.

**To begin with, the advantages of tourism cannot be denied.**

- a  One of the main points in favour is that it creates jobs.
- b  An additional advantage is that it helps people become more open-minded as it brings them into contact with people from other cultures.
- c  In particular, in places where there is no other source of income for the locals, the tourist industry can solve many problems.
- d  All things considered, tourism can be a mixed blessing depending on how much each country allows it to develop.
- e  For instance, it may help to cause a great deal of damage to the environment.

- 28 a. In pairs, match the following arguments (1-4) with their justifications (A-D) and arrange them to complete two main body paragraphs using appropriate linking words/phrases.

- 1  ability to enjoy a high standard of living
- 2  can afford not to work and enjoy leisure time more
- 3  may become spoilt/greedy
- 4  may have difficulty in deciding who are real friends

- A No matter who was pleasant and helpful, you would never really know whether it was genuine or just out of self-interest on their part.
- B It allows you freedom to do what you want when you want without worrying about the cost of, let's say, a meal in a top restaurant.
- C It enables you to live in an expensive house in the right part of town, as well as have the best quality cars and the latest fashions.
- D We have all heard, at one time or another, of the bad behaviour of some children from wealthy families who, for example, borrow the family car and break the law by speeding and are finally caught and charged, much to the embarrassment of their parents.



- b. Look at Ex. 26a (1-4) and decide which topic the above paragraphs relate to. Now write an appropriate beginning/ending.

- 29 Read the rubric and, in pairs, brainstorm ideas that could be included. Then, write an essay of between 120 and 180 words.

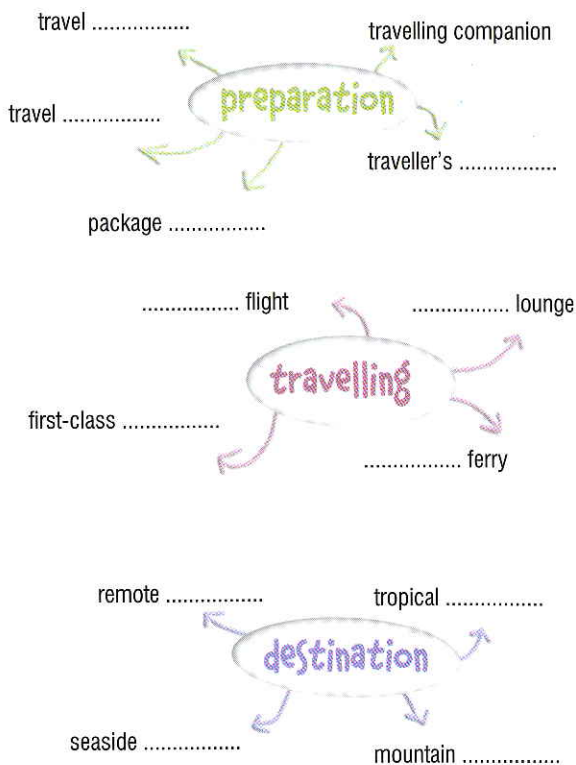
- As part of a class project, your teacher has asked you to write an essay on the positive and negative aspects of tourism in your country.

# Going Places

## Language Focus

- 1 a. Use the words in the list to complete the spidergram below.
- charter • island • agency • brochure • departure
  - village • area • cheques • carriage • resort
  - holiday • car

### GOING ON HOLIDAY

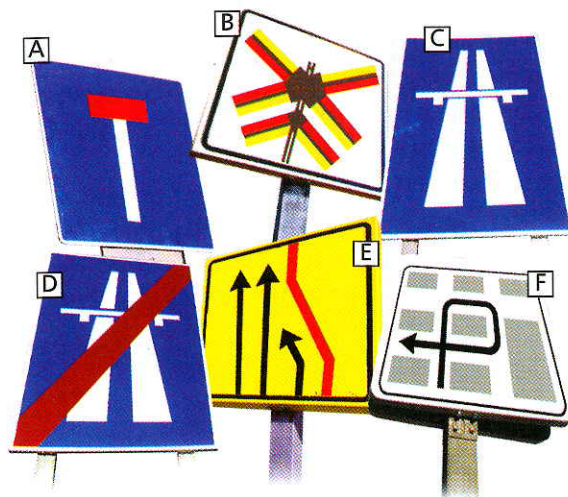


- b. You're planning a summer holiday. In pairs, use as much of the above vocabulary as possible to discuss what you will/should do. You can start like this:

A: Well, I think we should go to a travel agency first and look at some travel brochures.  
 B: That's a good idea. Maybe we'll find a cheap package holiday.  
 A: ...

- 2 Use the words in the list to explain what the road signs mean.

- motorway • lane • level crossing
- dead-end • diversion



- 3 Complete each sentence using the word in brackets as well as ideas of your own.

- Our car broke down on the motorway ..... (en-route)
- When the car ferry blasted its horn ..... (get going)
- We wanted to follow a different route so we decided to ..... (go via)
- We had to wait for two hours before it ..... (board)
- Due to heavy traffic, ..... (reach)

- 4 a. Correct the word in bold by replacing it with an appropriate one, as in the example.

### BRITISH AIRWAYS FIRST-CLASS ~~CUSTOMERS~~ PASSENGERS

Refreshments

- Coffee
- Tea
- Ice tea
- Mineral Water
- Selection of juices

1 H.M. CUSTOMS  
NOTHING  
TO CLAIM

2

Time	Destination	Train No	Station
9:00	London	10	9
9:30	Birmingham	37	10
9:45	Edinburgh	46	5

3 MOUNTAIN VIEW  
B&B NO **ROOMS**

4 LIMERICK:  
Alternative road  
first turn left

5

Flight No	From:	Time	
LH 406	Berlin	21:15	docked
OA 103	Athens	21:45	delayed

6 CAUTION:  
Unattended  
handbags  
will be removed

- b. Where could each one of the above be seen?

## 5 Circle the correct item.

- Someone ..... at the door of my hotel room last night by mistake.  
A hit B struck C knocked D beat
- This kind of adventure holiday ..... to younger people.  
A appeals B pulls C attracts D grasps
- We are ..... to Cardiff via Bristol because of the beautiful scenery.  
A setting C heading  
B going D passing
- The ship will ..... sail from Dover on Friday at 6 o'clock in the morning.  
A set B put C place D lay
- Travel ..... can sometimes be misleading; they make places look more attractive than they really are.  
A prospectuses C leaflets  
B pamphlets D brochures

## 6 Rewrite the sentences using the phrasal verb in brackets in the correct form.

- We were delayed at the airport so we missed our flight connection. (hold up)
- I took her to the bus station first and then I did my shopping. (see off)
- We decided to leave bright and early to avoid the rush hour traffic. (set off)
- The hikers made their way to the nearest village, as it was getting dark. (head for)
- As the plane left the ground I suddenly felt afraid. (take off)
- The van driver reduced his speed as he reached the town centre. (slow down)

## → Conversational Grammar

## 7 Circle the correct item.

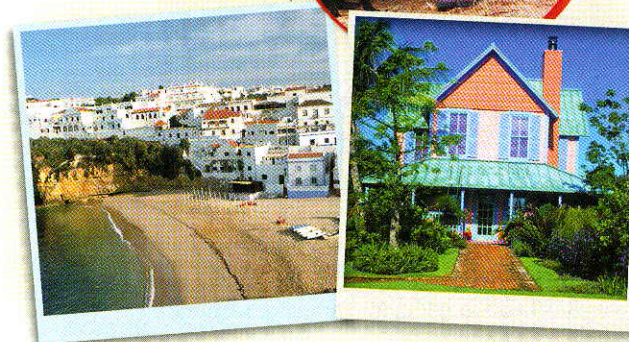
- "Do I need a vaccination to go to Hawaii?"  
"I'm not sure. You ..... ask your doctor."  
A ought B should C will D need
- "Are you going on holiday by yourself?"  
"No, Janet ..... to come with me."  
A will plan C plan  
B planned D is planning
- "You ..... go to the beach if you have a cold."  
"You're right. I think I'll stay at home today."  
A couldn't C won't  
B shouldn't D may not
- "Will you be taking your mobile phone with you?"  
"Oh, yes. I just can't do ..... it."  
A without C with  
B away with D over

- "Did you enjoy your holiday in Madrid?"  
"Yes, but I prefer Paris ..... Madrid"  
A rather B from C to D than
- "Did you find the brochures you were looking for?"  
"No. They ..... none left."  
A had C hadn't  
B were D weren't
- "Can anyone go on the skiing trip?"  
"Yes, but they ..... over sixteen."  
A must be C will be  
B could be D can be
- "I've never been to France. Have you?"  
"Yes, I ..... there for a few days last year."  
A was going C have been  
B went D have gone
- "This area isn't very touristy; I think you ..... be able to find a hotel room easily."  
"I hope so."  
A could B should C may D must
- "..... I have a look at the menu, please?"  
"Of course. Here you are."  
A Must B Should C Can D Will

## → English in Use

- 8 You are going to Portugal on holiday and are trying to decide on accommodation. In pairs, look at the pictures and speculate using the modals in the list and the prompts, as well as ideas of your own.

- must • may
- could • can't



expensive – The hotel must be expensive.

close to the sea – The villa may be close to the sea.

crowded in summer – The campsite could be crowded in summer.

- cheap/expensive
- full of tourists
- far from civilisation
- very noisy/quiet at night
- in the middle of a forest
- rather uncomfortable
- nice and cool inside
- very peaceful

9 Complete the second sentence so that it has a similar meaning to the first one and includes the word given. Use between two and five words.

- 1 I'm sure she's home by now.  
be She .....  
..... by now.
- 2 It would be a good idea to visit your grandparents this evening.  
to You .....  
..... this evening.
- 3 It's very important to remember to take insect repellent.  
not You .....  
..... insect repellent.
- 4 She wasn't able to give us directions.  
could She ..... directions.
- 5 It's not necessary to make a speech if you don't want to.  
to You .....  
..... a speech if you don't want to.
- 6 Surely this isn't the only restaurant in town?  
be This .....  
..... the only restaurant in town!
- 7 I think she will get my letter in time for her birthday.  
should She .....  
..... time for her birthday.
- 8 They asked permission to leave work early.  
if They .....  
..... leave work early.
- 9 It's possible that we are very close to the hotel.  
be We .....  
..... the hotel.
- 10 I don't think he will have a problem finding it.  
should He .....  
..... finding it.

10 Find the unnecessary word in each sentence.

- 1 Call reception and tell to them that we are checking out tomorrow. ....
- 2 After you've packed your suitcase, carry it around to see how much heavy it feels. ....
- 3 On the every second day of the trip we went to see the ruins of the temple. ....
- 4 We missed out our flight but we managed to get our money back. ....
- 5 If you're going for camping, take my advice and pack carefully! ....
- 6 Slow down; you are exceeding over the limit. ....
- 7 Have some extra plastic bags as to keep clean and dirty clothes separate. ....
- 8 They set right out for Rome early the next morning. ....

## Revision Box

11 Fill in the missing word.

- 1 They say that travel broadens the ..... because you experience other people and cultures.
- 2 We should ..... going; it's getting late.
- 3 We ..... off for London very early in the morning, so we arrived before nightfall.
- 4 Passengers ..... turn off their mobile phones before take-off.
- 5 He can't ..... her fiancé! He's much too young!
- 6 The reason we like this beach is that it's ..... the beaten track: nobody else knows about it.
- 7 You ..... not have any problem finding the book: it's in all the bookshops.
- 8 Helen will ..... me up from the airport because I'll have a lot of luggage.
- 9 I'm sorry, but you ..... park your car here.
- 10 We left our bikes at the bottom of the steep mountain track and continued our journey ..... foot.

12 Circle the correct item.

- 1 During our holiday in Egypt, we went on a 10-day ..... down the River Nile.  
A excursion                      C stopover  
B cruise                            D stay
- 2 I'm not sure about going there on horseback. It ..... be such a good idea.  
A mightn't                        C mustn't  
B shouldn't                        D couldn't
- 3 When we were on holiday last year, the ..... people didn't seem to like tourists at all: they never once smiled at us.  
A interesting                      C national  
B friendly                            D local
- 4 Where did I put that travel guide? It ..... be here somewhere!  
A could    B can                      C must    D may
- 5 I was so late when I arrived at the airport that I ..... the plane almost immediately.  
A entered    B reached    C boarded    D got
- 6 You ..... play the radio so loud! The other passengers are trying to sleep!  
A shouldn't                        C mightn't  
B needn't                            D couldn't
- 7 I wouldn't go too near that snake if I were you: a snake bite ..... be very dangerous.  
A must    B ought to    C should    D can
- 8 The holiday home we rented for the summer was right ..... the coast: we could see the sea from our bedroom window.  
A in            B off            C at            D on

**13** Fill in the correct word derived from the word in bold.

- 1 There were no ..... at the hotel so he had to sleep in the car. **VACANT**
- 2 I didn't spend much money on souvenirs; these ones were quite ..... **EXPENSIVE**
- 3 The beds in the hotel were ..... but the rooms were tiny. **COMFORT**
- 4 On their ..... at the resort they were met by a guide. **ARRIVE**
- 5 The hotel and its grounds covered an ..... area. **EXTEND**
- 6 Paella is a ..... of this Spanish restaurant. **SPECIAL**
- 7 The airport ..... lounge was full of excited tourists. **DEPART**
- 8 We were given a wonderful ..... of continental food. **CHOOSE**

**➔** Error Correction

**14** Read the text below and look carefully at each line. If a line is correct, put a tick (✓) by it. If it has a word which should not be there, write the word at the end of the line. There are two examples at the beginning (0) and (00).

**Tip** When you come across a word twice in one line, you can be sure that this is not the one you need to take out.

**Things that go Bump in the Night**

While backpacking around about England last summer, I found myself in Thetford, a quiet sleepy village in Norfolk. Tired from my travels I decided as to spend the night at *The Bell Hotel*. This fifteenth century country inn has the reputation too of being one of the most haunted hotels in England. One of the many 46 en-suite rooms is haunted by a monk while the drawing room is haunted by one Betty Radcliffe. No much sooner had I arrived than the landlord offered to show me down the cellar. Beneath the hotel is a maze of rooms, tunnels and shadowy corners, just right for the hiding bogeymen. It was from here that a shudder ran up my spine as I felt that someone's icy breath breathing down my neck. I was sure I got a whiff of Betty's perfume too. That night in my room, I searched the wardrobes and checked in under the bed. Having made sure that I was alone, I climbed into the big four-poster bed and tried to sleep. But I couldn't, for why I spent the whole of time listening for things that go bump in the night!

- |    |       |
|----|-------|
| 0  | about |
| 00 | ✓     |
| 1  | ..... |
| 2  | ..... |
| 3  | ..... |
| 4  | ..... |
| 5  | ..... |
| 6  | ..... |
| 7  | ..... |
| 8  | ..... |
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| 12 | ..... |
| 13 | ..... |
| 14 | ..... |
| 15 | ..... |

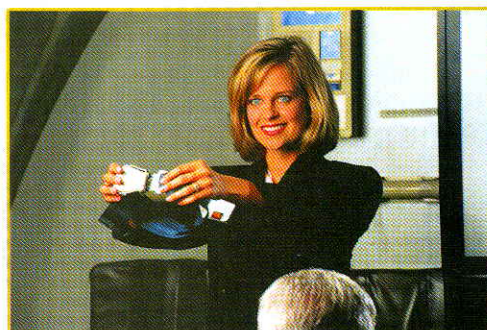


**➔** Open Cloze

**15** Read the text and fill in the word which fits best. Use only one word. There is an example at the beginning (0).

**High Fliers**

Contrary to popular belief, being a flight attendant is not at all an exciting job. 0) *in* fact, they are glorified waiters/waitresses in the sky. Their duties include welcoming passengers 1) ..... board, as well as making sure they are safely in 2) ..... seats. He or she is responsible 3) ..... the smooth running of things 4) ..... the flight. In addition to this, they serve and assist travellers and 5) ..... sales announcements concerning tax-free products. A flight attendant's main function is to ensure safety on the plane. 6) ..... passengers board, they have to check the various machines and devices in the cabin. Nothing 7) ..... escape their attention: interphones, lighting, lifejackets, 8) ..... must be in perfect working order. 9) ..... in the air, they encourage passengers to respect safety regulations and demonstrate the life saving equipment to 10) ....., too. Thanks to their care, the journey seems pleasant and not at 11) ..... long to passengers. While in flight they carry out various tasks such 12) ..... handing out newspapers, drinks and toys for children. They 13) ..... distribute meals and drinks and are on call the whole 14) ..... should anyone require their services. Apart from everything else, flight attendants are expected to work 15) ..... to 70 hours a month over 20 days. So, whoever said that a flight attendant's job is 'plane' and simple must have their head in the clouds!



- 16 a. Rearrange the words below to form the title of the text.

• Waters • Wonders  
• Magical • Work • Which

- b. Read the first and last paragraphs of the text. What do you think it is about? Scan the text and see if your guesses were correct.
- c. Read the text and choose from the list (A-I) the sentence which best summarises each part (1-7) of the article. Were your guesses correct?



Alternative tourism has begun to **establish** itself throughout the world and so has a multi-million health-tourism industry. Here, we have an opportunity to taste the pleasures of one such destination.

0

The Blue Lagoon company was **founded** in 1992. The company and its team of professionals are fully **focused** on the development of health – and tourism – related services. They have created an environmental feature that can be anything the visitor wants it to be. It can be an area of great fun, a family day out, a smart conference centre, a poolside party place or simply a place to relax and let your cares float away.

1

The business **consists of** three separate areas of activity. First of all, there is the Blue Lagoon Geothermal Spa, which is one of Iceland's most unique and popular tourist attractions. This one spa has a share of 65% of the total Icelandic tourism market. Then there is Blue Lagoon International which **concentrates** on marketing health care products based on the natural ingredients found in the area. Finally, there is the natural, geothermal **treatment** centre where different therapies are available.

2

- 25 Back in 1981, people started bathing in the Blue Lagoon and slowly noticed an improvement after

bathing and covering their skin with the mud. Six years later, the first bathing **facilities** were opened and seven years following that the treatment centre was officially accepted by the Icelandic Health Organisation. 1994 saw increasing numbers of visitors and so the facilities were enlarged and the following year Blue Lagoon skin care products were introduced. Today, there are lots more **services** and products.

3

Iceland's sub-Arctic location, with its contrast of pure sheets of ice and volcanic activity resulting from the movement of geological plates, makes it a unique, natural tourist attraction. The Blue Lagoon, a pool of geothermal seawater in the middle of an area of lava, is a combination of many factors, the most important of which is the origin of the geothermal seawater from 2,000 meters below the surface. As the water travels up through the lava, a **mixture** of sea and fresh water goes through certain changes, finally leaving behind the mud that only volcanic areas are famous for.

4

Much research has been carried out on the Blue Lagoon to find out more about its therapeutic powers. The first studies showed just how **effective** the waters are, while a further year of study from 1992-1993 finally allowed researchers to prove that regular bathing in the lagoon is an **efficient** therapy.

- A Nothing but positive results.
- B Repetition brings benefits.
- C Where does it all come from?
- D Developments over the years.
- E Recognition by authorities.
- F Products containing unique mix.
- G Suitable for all.
- H Different parts.
- I Using the imagination.

- 17 a. Suggest two different headings for any two of the paragraphs in the text.
- b. Use the words in bold to make pairs of synonyms.
- c. In pairs, make a poster advertising the *Blue Lagoon*.

5

Its ecosystem is unique in the world and the **therapy** has absolutely no side effects as it is a natural therapy, **involving** bathing in the waters and light therapy. Visitors can benefit fully from the climate, fresh air, healthy food and relaxing atmosphere which are also important parts of the total treatment. Within one week, the first signs of improvement can be seen.

6

The Blue Lagoon's unique mineral content and ecosystem consisting of blue-green plants, geothermal water, white silica mud, unpolluted **surroundings** and clean air all form an important part of the treatment designed according to individual needs. The water has beneficial effects on all skin types, including even the most sensitive. The ingredients have the effect of cleansing, softening, balancing, energising and protecting.

7

The Blue Lagoon range of creams, which are all made with high quality natural ingredients, are not tested on animals at any stage. It is that rare **blend** of natural creams, as well as the white silica mud, unique blue-green plants and the geothermal waters of this magical **environment** that make the area so very special and its skin care range effective in strengthening the skin.

## Listening

- 18 a. You are going to hear people talking in eight different situations. In pairs, before you listen, choose three questions and for each one make a list of words you might hear.

**Tip**

Read the questions and the options carefully and imagine what kind of situation the speaker(s) might be in. Think of vocabulary you might hear.

- b. Now, listen and circle the correct answer, A, B or C.
- You hear part of an interview on the radio. What is the man's job?
    - A a safari guide
    - B a game park warden
    - C a hunter
  - You are listening to a holiday advertisement. Where is the *Blue Sky* hotel?
    - A on a desert island
    - B in the quiet countryside
    - C in a popular resort
  - You hear a couple talking at the airport. How is the woman feeling?
    - A anxious
    - B angry
    - C concerned
  - You are listening to part of a radio phone-in. What does the man think Rachel should do?
    - A go on holiday with her daughter
    - B forbid her daughter to go on holiday alone
    - C allow her daughter to go away
  - A woman is phoning a travel agent. What does she intend to do?
    - A book an excursion
    - B travel abroad
    - C arrange a boat trip
  - Listen to a woman talking to a colleague. What is she complaining about?
    - A the tropical island
    - B the hotel food
    - C holidaying abroad
  - A man is speaking to a customer in a shop. What does he want him/her to do?
    - A buy one of his products
    - B try out something new
    - C answer some questions
  - Listen to a woman planning a trip. When will she probably go away?
    - A in June
    - B in July
    - C in August

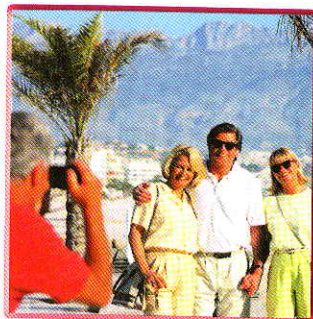
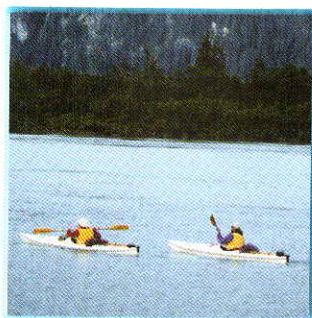
➔ Speaking

**Tip**

Revise modal verbs. Make sure you know how to use them to express:

- probability/possibility e.g. *It may/might/could/have been taken in the Amazon rainforest.*
- logical assumptions (positive/negative) e.g. *The people look happy. They must be having a good time. They must be in a studio.*

- 19 a. Look at the pictures below showing different types of holiday. Compare and contrast the two pictures, saying which type of holiday you would suggest to someone who hasn't had a break for a while.



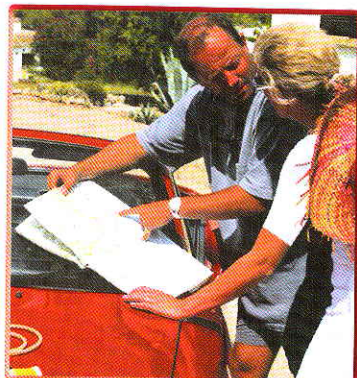
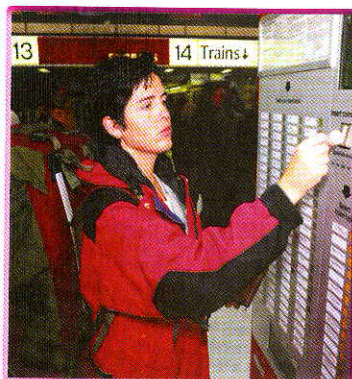
Student A

- b. Which of the two is closer to your ideal type of holiday?

Student B

- c. Look at the photographs below showing different ways of going places. Compare and contrast the pictures saying what you would find pleasant or unpleasant about each form of transport.

Student B



- d. Which form of transport do you prefer?

Student A

- e. Listen to two candidates doing the speaking task and decide which one:

A B

- uses modal verbs to express probability / possibility .....
- covers the first part of the task only .....
- uses linking devices .....

➔ Communication

- Making reservations

- 20 a. Read the dialogues. What do they have in common? How are they different?

- 1 A: Hello. The Jade Elephant.  
 B: Hello. I'd like to book a table for two for Friday evening.  
 A: Friday? What time?  
 B: Well, around 8:00 ... 8:30 ...  
 A: Smoking or non-smoking?  
 B: Non-smoking.  
 A: Hmm, I can give you a table for 9:00. That's the nearest we have.  
 B: 9:00? Mmmm ... right, I'll take it.  
 A: And your name, Sir?  
 B: Adamson. A-D-A-M-S-O-N.
- 2 A: Good morning. Randolph Hotel.  
 B: Good morning. I'd like to make a reservation for next week. A single room.  
 A: Which dates, Madam?  
 B: The fifteenth to the seventeenth. That's three nights.  
 A: Just let me check ... yes, we have a room for these nights.  
 B: Good. Has it got a bath and a television?  
 A: Yes.  
 B: That's fine, then. How much will it be?  
 A: One hundred and eighty pounds, including breakfast. Could you give me your name and credit card details, please?

- b. Look at the notes below and, in pairs, use the information to act out complete dialogues.

*Call Jasmine,  
 book table for 4  
 Thur eve., 7-30.  
 non-smoking*

*Call Grand Hotel,  
 reservation weekend  
 12<sup>th</sup>-13<sup>th</sup>, twin,  
 sea view*

## Writing Skills (Narratives I)

### • Setting the scene

To set the scene of a story you need to close your eyes and imagine when and where the story takes place. Picture the main characters in the story, where they are, what they are doing, what they can see, hear, etc. Towards the end of your introduction, give your reader a small taste of what is going to happen.

### 21 a. Complete the beginning of a story with words and phrases from the list.

- loaded • strangest • clear • eager
- fantastic • gentle

It was the first day of my holiday and I was feeling on top of the world! I was standing on the balcony of our hotel room and I could hear the 1) ..... sound of the waves and smell the salt in the beautiful, 2) ..... air. "Come on, Harry!" I heard my friend's loud, 3) ..... voice, "We should get going." "This is going to be a 4) ..... two weeks!" I thought as I was picking up my 5) ..... rucksack. "How could anything possibly go wrong?" Well, what you are about to read answers the question in the 6) ..... of ways.

### b. What information is given in the introduction? Which of the following techniques have been used? Give examples.

- using your senses
- using direct speech
- asking a rhetorical question
- addressing the reader directly
- referring to your feelings/moods
- describing people's reactions to the events developed in the story

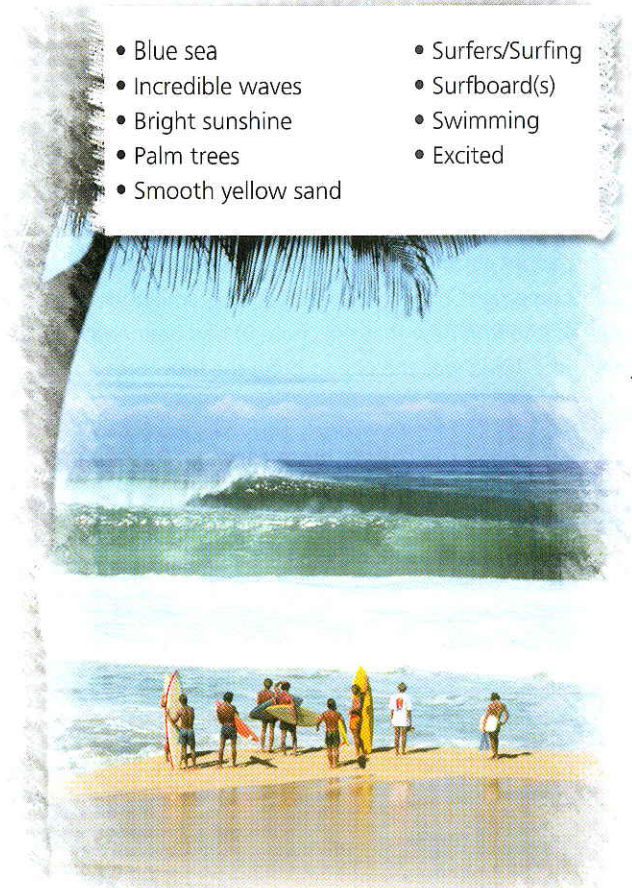
### c. For what other reasons is this beginning interesting? Can you imagine what happened in the story and how it ended?

### 22 a. Read the rubric below. What kind of story should you write? (1st / 3rd person narrative) What could the story be about?

- A young people's magazine is holding a short story competition and you have decided to enter. The story must **begin** with these words: "Stephen looked at the palm trees and let out a deep sigh of happiness."

### b. Look at the picture and using the words and phrases in the list, write a suitable beginning for the story.

- Blue sea
- Incredible waves
- Bright sunshine
- Palm trees
- Smooth yellow sand
- Surfers/Surfing
- Surfboard(s)
- Swimming
- Excited



### • Time Words & Phrases

### 23 Complete the two short paragraphs below with appropriate time words and phrases from the lists.

- after a while • eventually • after
- at first • at that moment

1) ..... I didn't know where I was. The taxi had left me in the middle of nowhere and I couldn't see a thing. 2) ..... I felt very lost and afraid and couldn't move a muscle. 3) ....., however, I made an effort and started walking. It was 4) ..... an hour or so that I 5) ..... saw a light in the distance.

• suddenly • before • first • meanwhile

- 6) ..... , Tom decided to light a fire. That way, at least they would have some heat.  
 7) ..... leaving his house for the airport, he had checked that there was a large box of matches in his rucksack. 8) ..... , Harry looked around for firewood and anything else that would burn. 9) ..... , they both heard something moving quietly in the bushes.

• Tenses

**24 a.** Underline the correct tense form.

The Coopers 1) sat/were sitting on the deck in the sunshine and 2) were really enjoying/had really enjoyed the cruise in the Mediterranean. "I know you 3) don't like/didn't like the idea at first," Mr Cooper 4) had said/said to his wife. "If 5) I hadn't encouraged/wasn't encouraging you to read more about it, we wouldn't 6) have had/be having such a good time right now." Mrs Cooper 7) is smiling/smiled. She 8) had known/knew that the cruise 9) had been/was her idea since she 10) is/was the one to bring the brochures home.

**b.** Fill in the correct tense form of the verb in brackets.

When we 1) ..... (arrive) at the holiday resort, I couldn't believe my eyes. It 2) ..... (seem) to be on top of the water. The travel agent 3) ..... (tell) us that it 4) ..... (be) close to the sea, but this 5) ..... (be) incredible! While I 6) ..... (pay) the water taxi, Sarah 7) ..... (take) a closer look. "Ah, I see!" she 8) ..... (say), "it is built on a very small island. That's why it 9) ..... (look) as if it 10) ..... (float)."

• Endings

**25 a.** The beginnings and endings below have been mismatched. Rearrange them appropriately.

**1**  Susan and Henry were on their way to the airport. They were both feeling very excited. It wasn't every day you were setting off on an adventure holiday in the Andes. Suddenly, Henry gasped and said, "Oh no! I've forgotten my camera!" Susan looked at her watch. "Let's go back. If we hurry, I'm sure we'll make it to the airport just in time."

**A** We sat on the deck of the lifeboat and looked at each other. We were too exhausted to say anything. When that huge black shape loomed up out of the darkness, I felt only terror and could not move. We were both very lucky that the shark had not been feeling hungry that day.

**2**  Hugh was feeling on top of the world. Finally, here he was, on a cycling holiday in Holland! With a sense of great satisfaction and contentment, he watched the flat, flat, Dutch countryside flash by. Suddenly, he felt a sharp blow to his left shoulder and he fell on the road with a heavy thud. When he came to, he saw that he was in the most incredible place he had ever seen.

**B** He looked at her, and his face was very thoughtful. "Well, all I can say is this," he said, "If you hadn't persuaded me to go back for my camera, things would have been very different. Very different indeed." "Yes," she said, "A matter of life and death, really. We won't forget this holiday in a hurry!"

**3**  I'm sure you know what it feels like to be really impatient. That's how I felt looking at our diving equipment carefully arranged beside us. We knew exactly what to do and how to deal with any emergencies. Finally, the boat stopped. "This is where you're going in," our instructor said. I looked down into the inky blue water. Did I really want to go ahead with it?

**C** He was on the same road. He was sitting on the ground. His bicycle was a little distance away. When he checked his rucksack, he saw that his money and his passport were still there: nothing had been taken. He did not know how he had got there. He wasn't sure if all that had really happened, or whether it had been a dream.





- b. What techniques have been used in the endings? (see list in ex. 22b) Which ending makes no use of any writing techniques? Rewrite it to improve its style.

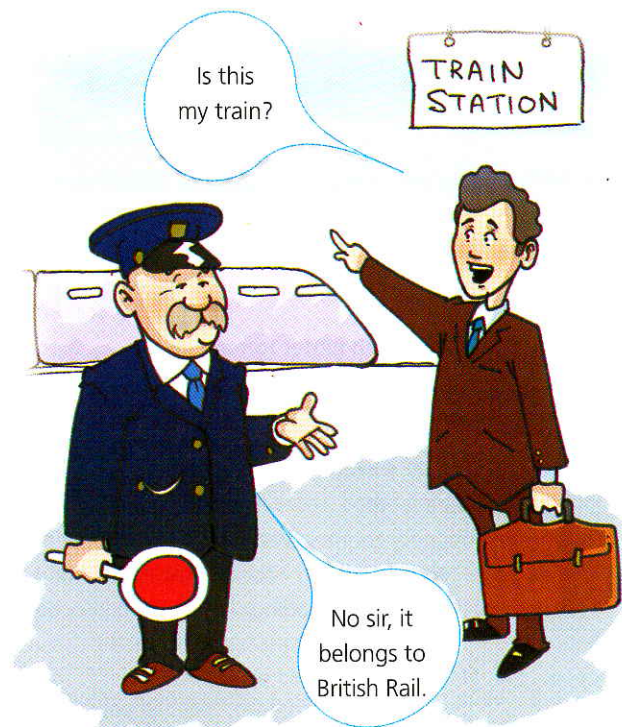
26 Choose one of the following pictures and write a suitable beginning and ending for a story entitled: *"It was the strangest day of my life."*



27 a. In pairs, choose a rubric and make an outline of the main events then compare it to those of your classmates. Suggest an appropriate title, too. Which is the most interesting one?

- A  A magazine is putting together a collection of short stories by amateur writers. You want to contribute. Your story must **begin** with these words: *"As soon as I saw the rest of the group at the airport, I realised that I had made a dreadful mistake."*
- B  You have been asked to write a story for your local youth group magazine. Your story must **end** with these words: *"Well," Tom thought to himself, "I may have lost all my belongings, but at least I'm in one piece."*

b. Now write your story in 120 - 180 words.



# History



Asterix and Obelix go to Britain to help the British 5) ..... the Romans. They bring with them lots of magic liquid. However, this is stolen, and they don't know how they will 6) ..... themselves against the Roman armies. Asterix finds another magic liquid (called teal) and, helped by this, they manage to 7) ..... the Romans.

## Language Focus

- attack • invade • surrender • conquer

1 Use the verbs in the lists in the correct form to complete the texts.

The year is 50 BC. The Romans have 1) ..... Gaul, but they still haven't managed to gain control over all of the country. There is one small village that hasn't 2) ..... yet. This is where Asterix lives. The Romans cannot 3) ..... this village because the villagers all drink a magic liquid. The Romans 4) ..... the village and capture Getafix (who makes the liquid), but Asterix and Obelix come to the rescue.

- defeat • fight • defend



2 Complete the sentences choosing the correct word from each pair.

- classical • classic

- 1 It's a ..... case of exam nerves: I'm sure you'll do much better tomorrow.
- 2 She's an admirer of Beethoven and Mozart. In fact, she loves all ..... music.

- historic • historical

- 3 It was a ..... moment: the first president of the new country was making his first speech.
- 4 She loves reading about the past and she particularly loves reading ..... novels.

- power • strength

- 5 When you become a government minister, you have a lot of .....
- 6 I can't lift this case: I haven't got the .....

3 Choose the correct response.

- 1 A: The deadline for the project is tomorrow!  
B: a Oh, it's under control!  
b Oh, I've lost control!
- 2 A: It's great to see all our class again, after all these years!  
B: a Yes, it's important to move with the times.  
b Yes, it's just like old times.
- 3 A: Did you hear about the demonstration?  
B: a Yes, the whole thing got out of control!  
b Not really. It was beyond my control.
- 4 A: Does she ever stop talking?  
B: a She feels like talking at times.  
b I know! She talks all the time!

4 Fill in the words from the list.

- mind • disarmament • attitude • credit
- forces • peace

- 1 I know it's not a fantastic piece of work, but you should give her ..... for what she's done.
- 2 A ..... treaty to mark the end of a war is usually signed in a neutral country.
- 3 When you mention Christopher Columbus, the word "America" immediately comes to .....
- 4 Every country should support nuclear .....
- 5 In many countries, young people like to make a career in the armed .....
- 6 It's the first play of this amateur theatre group. Why have you got such a critical .....

5 Match the beginnings and endings of the sentences.

A

- 1  Mrs Smith took over the history class ...
- 2  She felt obliged to carry out the orders ...
- 3  The plan to blow up the bridge ...
- 4  A bomb went off just before ...
- 5  The union helped bring about change ...
- 6  They tried to back out of the deal ...
- 7  Many of the football fans were beaten up ...

B

- a ... the embassy opened to the public.
- b ... when their team won the match.
- c ... when the former teacher retired.
- d ... when they realised what was involved.
- e ... even though she disapproved of them.
- f ... failed and the battle was lost.
- g ... by putting pressure on the management.

## 6 Underline the correct item.

- 1 My father has a copy of the complete **works/pieces/writings/products** of Wordsworth.
- 2 There is no **exact/precise/distinct/particular** period of history that I am interested in.
- 3 The city of York is **soaked/drowned/steeped/buried** in history.
- 4 The castle was captured by **power/strength/force/energy**.
- 5 There isn't a **grain/crumb/speck/spot** of truth in the story about the house being haunted.

## 7 Circle the correct item.

- 1 The town's history can be ..... back to Roman times.  
A tracked B traced C followed D found
- 2 Marie and Pierre Curie changed the ..... of history.  
A course B route C road D way
- 3 ..... history, different nations have fought one another for various reasons.  
A Through C All through  
B Throughout D Right through
- 4 George Lucas ..... history with his film *Star Wars*.  
A set B fixed C done D made

 Conversational Grammar

## 8 Circle the correct item.

- 1 "Do you know why she didn't come on the excursion?"  
"She ..... something better to do."  
A must have C must have had  
B had had D was having
- 2 "I wonder why they didn't phone you back."  
"Maybe they ..... my message."  
A weren't getting C hadn't got  
B haven't been getting D didn't get
- 3 "Did you go to the library today?"  
"No. I bought the book so I ..... to go."  
A needn't have C needn't  
B haven't needed D didn't need
- 4 "Was Mandy at the party?"  
"She was but she ..... early."  
A left C has left  
B was leaving D had left
- 5 "Can I invite a friend for dinner?"  
"You really ..... to ask your mother."  
A must C need  
B should D ought

- 6 "Who will get your job when you leave?"  
"I think Jane will ..... when I'm gone."  
A carry out C carry over  
B take over D take on
- 7 "What did you think of Pavarotti's performance?"  
"Oh, I think he's the greatest singer of ....."  
A all time C all the time  
B every time D the times
- 8 "Have you been to the new History Museum yet?"  
"Yes, I ..... there last week."  
A had gone C have gone  
B was going D went
- 9 "He is really too busy to take on the work."  
"That's true but he can't ..... now!"  
A back away C back out  
B back over D back up
- 10 "I'm looking forward to retiring."  
"..... for 40 years, you deserve it."  
A Since working C After working  
B Having been working D With working



## English in Use

## 9 Find the unnecessary word in each sentence.

- 1 This is no excuse; you should have been known that you had a History test today. ....
- 2 If you ask me, I think it is very amazing how people learned how to make fire. ....
- 3 James was having dinner while was watching his favourite film on TV. ....
- 4 Throughout all the dark ages science was totally unknown. ....
- 5 Archaeologists often have to dig for years before they find out anything of historical importance. ....
- 6 You needn't have to come all the way here for this; it wasn't that urgent. ....
- 7 It's often the case that what seems to be a priceless ancient artefact is in the fact a cheap imitation. ....

10 In pairs, use the prompts and take turns to talk about things that you *needn't have done* or *didn't need to do*, as in the examples.

- make dinner • take the car
- book tickets for the concert
- leave early for the appointment

A: *I needn't have made dinner last night.*

B: *Why?*

A: *Well, we all went out to a restaurant in the end.*

A: *I didn't need to make dinner last night.*

B: *Why?*

A: *Because we had already arranged to go to a restaurant.*

**11** Complete the second sentence so that it has a similar meaning to the first one and includes the word given. Use between two and five words.

- I wish Helen had told me that she wasn't coming to the party!  
**have** Helen .....  
..... she wasn't coming to the party!
- They can't have known about the disease back in those days.  
**sure** I'm .....  
..... about the disease in those days.
- It's almost certain that they didn't recognise me from across the street.  
**have** They .....  
..... from across the street.
- He really should have come camping with us; it's wonderful here.  
**pity** It's .....  
come camping with us; it's wonderful here.
- It's unlikely that this restaurant was Tom's choice.  
**have** Tom .....  
..... this restaurant.
- There's a chance that Anna has been delayed because she's never usually this late!  
**might** Anna .....  
.... because she's never usually this late!
- It wasn't necessary for the children to lie about the broken window.  
**have** The children .....  
..... the broken window.
- It's almost certain that they have found the cure for the disease by now.  
**have** They .....  
..... for the disease by now.
- They might not have understood what we want.  
**chance** There's a .....  
..... what we want.
- There was no need for Ruth to take the car, as Helen picked her up.  
**need** Ruth .....  
..... the car as Helen picked her up.

**12** Fill in the correct word derived from the word in bold.

- He is writing a ..... novel about nineteenth century France. **HISTORY**
- Penicillin was an important ..... to medicine. **CONTRIBUTE**
- A small group of ..... women fought for their rights. **COURAGE**
- The archaeological discovery received a lot of ..... **PUBLIC**
- Most of his information was from a ..... source. **RELY**



## Revision Box

**13** Fill in the missing word.

- Our neighbours are really fed up with us because our burglar alarm is always going .....
- We didn't need ..... use all of the flour.
- That terrible noise ..... have been thunder.
- How ..... she have known about it? She was out of the country at the time.
- The government had been in ..... for eight years by the time they announced the elections.
- Pacifists from all over the area were involved ..... the anti-nuclear demonstration.
- They were going to get married but she backed ..... at the last moment.
- Thanks, but you needn't ..... gone to all that trouble!
- Pat ..... have made a big effort to lose so much weight.
- You look worse; you ..... to have seen a doctor by now.

**14** Circle the correct item.

- People often say that they believe in something but very few would be willing to die ..... the cause.  
A from B for C by D of
- They made a public statement, based ..... their findings.  
A on B from C around D with
- After years of effort, suffragettes finally won the ..... to vote.  
A choice B ability C right D law
- It's late; it's ..... that they will be here on time.  
A unusual C unfortunate  
B unexpected D unlikely
- The situation was soon ..... the control of the police.  
A behind C between  
B beyond D beneath
- The army was forced to ..... due to lack of supplies.  
A rearrange C reassure  
B retreat D recollect
- The signing of the treaty was a ..... moment.  
A history C historical  
B historic D historically
- We hadn't arranged to meet; it was ..... chance.  
A clean B simple C clear D pure

**Tip**

Remember that spelling is very important! In order to form the word correctly, think about words that:

- drop an e (love → loving)
- end in -ence or -ance (independence, appearance)
- end in -sion or -tion (extension, promotion)
- end in -able or -ible (affordable, irresistible)

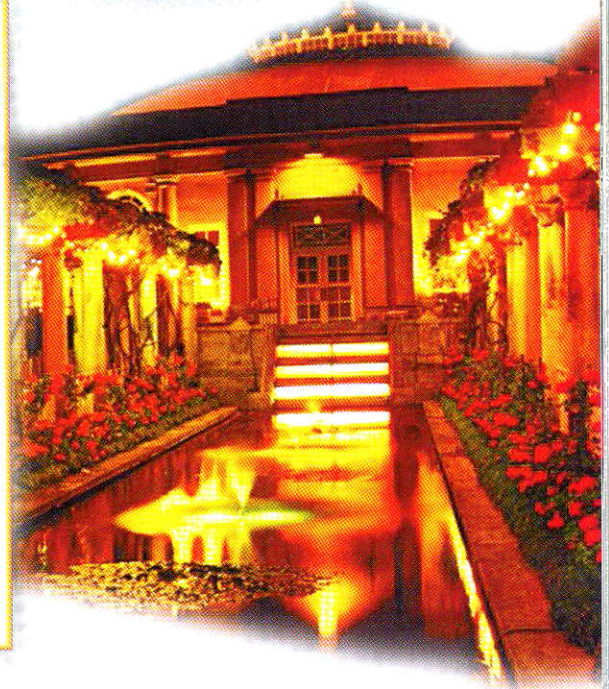
**Word Formation**

15 Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

## The Great Bath

One of the many 0) *impressive* sights in England is the Roman Baths in the county of Somerset. This was one of the most 1) ..... finds ever unearthed in Britain. The Great Bath was the 2) ..... point of the Roman bathing 3) ..... over 2,000 years ago. It was fed with hot water from the Sacred Spring and provided a great opportunity to enjoy a 4) ..... warm swim. The bath is lined with sheets of lead and is 1.6 metres in 5) ..... . Access is by four steep steps that 6) ..... surround the bath. This is no ordinary Roman Bath site. Even now, people benefit from these 7) ..... springs of hot water buried deep beneath this now 8) ..... city. Bath's 9) ..... Roman site is one of the most popular tourist 10) ..... in Britain today.

- IMPRESS
- SIGNIFY
- CENTRE
- ESTABLISH
- LUXURY
- DEEP
- ENTIRE
- NATURE
- MODERN
- SPOILT
- ATTRACT



**Multiple Choice Cloze**

16 Read the text below and decide which answer, A, B, C or D best fits each space. There is an example at the beginning (0).

The Penny Black is the name of the world's first postage stamp. It was 0) *introduced* by the U.K. in 1840 and is perhaps the most 1) ..... stamp ever issued. It has a 2) ..... of the young Queen Victoria and because of its colour, and its 3) ..... of one penny, it is known as the 'Penny Black'.

4) ..... 1840, postage rates for delivery of letters in the U.K. depended on the 5) ..... the letter had to travel and the number of sheets of paper used. Furthermore, 6) ..... that time it was not possible to pay for your letter before you sent it. The postage had to be paid by the receiver 7) ..... than the sender of the letter. The Penny Black changed everything: at the rate of one penny, letters that did not 8) ..... more than half an ounce could be sent to any 9) ..... in the U.K.

Nowadays, Penny Black stamps are not all that rare although they are 10) ..... regarded by stamp collectors. About 68 million of these stamps were issued 11) ..... 1840 and 1841, and it is thought that about 1.5 million of these 12) ..... today. The price of the stamp today varies according to whether it has been used or not and its condition. A fine used copy can be bought for around £77 or less, while unused examples are quite rare and sell for £2,000 or more.

To 13) ..... the U.K. for having issued the world's first postage stamp, the Universal Postal Union has made an exception regarding its 14) ..... that the name of the country must 15) ..... on a stamp. No British stamp to date has ever had the country name on it.

## The Penny Black

- |    |               |            |               |             |
|----|---------------|------------|---------------|-------------|
| 0  | A founded     | B invented | C introduced  | D organised |
| 1  | A well-liked  | B popular  | C fashionable | D famous    |
| 2  | A model       | B picture  | C statue      | D painting  |
| 3  | A price       | B amount   | C sum         | D worth     |
| 4  | A Earlier     | B Former   | C Before      | D Previous  |
| 5  | A range       | B length   | C space       | D distance  |
| 6  | A after       | B by       | C at          | D in        |
| 7  | A other       | B rather   | C instead     | D further   |
| 8  | A measure     | B limit    | C reach       | D weigh     |
| 9  | A destination | B route    | C station     | D position  |
| 10 | A greatly     | B highly   | C warmly      | D dearly    |
| 11 | A in          | B about    | C between     | D among     |
| 12 | A survive     | B live     | C continue    | D last      |
| 13 | A respect     | B honour   | C glory       | D fame      |
| 14 | A law         | B order    | C command     | D rule      |
| 15 | A show        | B view     | C appear      | D display   |

**TIP**

It is important that you take some time at the end to read the completed text to see if it makes sense.

17 a. Look at the pictures and answer the questions that follow.

- Have you ever seen a bicycle like this before?
- What is it called?
- When do you think people used this bicycle?
- Do you think it was easy to ride it or not? Why?
- Nowadays, are these bicycles to be seen only in museums?

b. Scan the text and find out which of the following sentences are true.

- 1 The first bicycle was invented in the 17th century.
- 2 Pierre Michaux came up with the idea of a bicycle with pedals in 1861.
- 3 James Starley invented The Penny Farthing in 1781.
- 4 More than 500 British companies were producing Penny Farthing bicycles at the time.
- 5 In this year's Penny Farthing race 72 teams took part.

c. Read the article about *The Penny Farthing*. Seven sentences have been removed. Choose from the sentences given (A-I) the one which fits each gap. There is one sentence which you do not need to use. There is an example at the beginning (0).



## The Penny Farthing\*

The German Baron Karl Drais von Sauerbronn, invented the first bicycle some time in the 18th century. This type of pre-bicycle, known as the "Running Machine", was made entirely of wood and had no pedals. As the name suggests, the rider had to push his/her feet against the ground to make the machine go forward. [0] F When you wanted to turn

round, you had to get off and turn the cycle in the 10 direction you wanted to go.

Then in 1861, a Frenchman called Pierre Michaux, added pedals to the front wheel of the bicycle and the "Boneshaker" was born. This cycle was made of iron with wooden wheels. The wheels had iron rims like that of a wagon wheel. This bike really did shake your bones! [1] 15

The Penny Farthing was invented in 1871 by British engineer, James Starley and was probably the first really efficient bicycle of its time. It consisted of a small rear wheel and large front wheel, turning on a simple lightweight frame with tyres made of rubber. [2] 20 Fortunately, these cycles came in various sizes in order to fit small children and short adults.

Getting onto these bicycles was no easy task either. A small step was attached to the bike so that you could move yourself along with one foot on the step until the speed was right before moving forward onto the saddle. You then had to find the pedals before momentum was lost. [3] 25 Needless to say, there were quite a few accidents before most riders mastered the art!

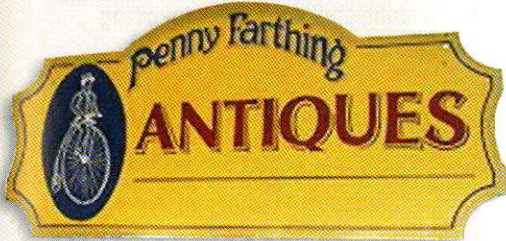
At the height of the Penny Farthing boom, there were over 500 companies in Britain alone producing these bicycles and their proud owners were only too keen to show off their skills. It was around this time that bicycle clubs became popular, too. These clubs were formed in many parts of the world and provided protection for the riders against stagecoach owners. [4] 30

Different clubs had their own particular dress code and would often go riding as a group. [5] 35 These were worn with long stockings and a cap that displayed their club badge. Their members were very competitive and would go out in all types of weather to challenge each other and clock up long distances and fast times.

[6] They can enter them in the Knutsford Great Race, which takes place in Cheshire once every decade. This year's race attracted 72 entrants, 16 solo riders and 14 four-member relay teams. The two types of competitors faced different problems; solo riders had to pace themselves over the three hour period, while teams had to ensure that no time was lost when changing 40 riders. [7] The money raised by the event on this occasion went to the charity The Children's Society.

However, no matter how popular the Penny Farthing was, or still is, I can't see it taking part in the tour de France, can you?

\* The name "Penny Farthing" relates to the size of the two wheels. In an old UK currency, a "penny" was a very large coin and a "farthing" was a tiny one.



- A Riding these bicycles was extremely difficult unless you were tall, as when the pedal was at its lowest point, the rider's leg was almost straight.
- B They resented sharing the roads with the cyclists and on many occasions they attacked them.
- C Getting off was also a tricky business as the whole process had to be done this time in the reverse order.
- D Their uniform included tight fitting trousers known as 'knickerbockers' that were knee-length, and a close-fitting jacket with a small collar.
- E As one can imagine, riding a bicycle with this type of wheel on rough roads made for a very uncomfortable ride, indeed!
- F In addition to this, there was no steering on this type of cycle.
- G The event is a three-hour long race with competitors on Penny Farthings, riding solo and in relay teams.
- H Other attractions of the day included hot air balloon flights and a show of vintage cars.
- I Even today, Penny Farthings are still popular with those people who are fortunate to own one.

d. Label the parts of the bicycle in the picture using words from the text as well as the ones in the list below.

- handlebar • spokes • chain • brake block • stand • crossbar



e. Read the text again and, in pairs, take it in turns to ask and answer questions about the Penny Farthing.

➔ Listening

Tip

- If you are asked to select yes/no/true/false and are unsure of the answer, then guess as you have a 50% chance of choosing the correct answer!
- In general, keep in mind that you should choose your answers according to what you hear and NOT according to what seems to be true or logical.
- Don't allow yourself to be distracted when writing down the answers. You should concentrate the whole time.

18 a. You are going to listen to a History lecturer being interviewed about the nicknames of different historical figures. Read the statements below and underline the key words.

b. Now listen to the interview and mark them as true (T) or false (F).

- |   |   |
|---|---|
| 1 The interviewer thinks that very few historical figures had nicknames. .... | the Unready. ....   |
| 2 According to Dr Thomas, nicknames are given for different reasons now. .... | 5 Ethelred had a Danish surname. ....   |
| 3 Everybody hated Ivan the Terrible. ....                                     | 6 The nicknames of the French Kings mentioned are all connected with their appearance. .... |
| 4 The interviewer had never heard of Ethelred                                 | 7 Caligula got his nickname when he was a child. ....                                       |

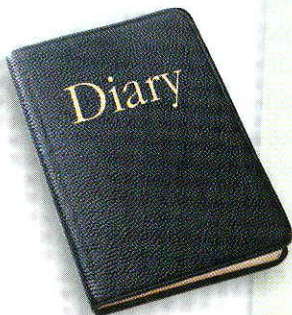
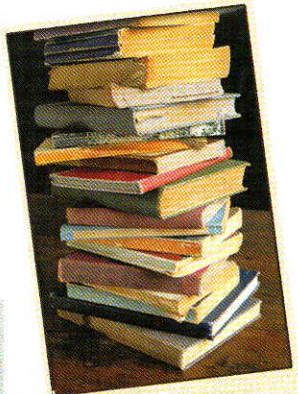
Speaking

**Tip**

- You should try to reach agreement on your choices in the second part of the question. Nevertheless, you should not worry if you don't agree as there is no right or wrong answer.
- Remember not to make your final choices too quickly in this part, as you might finish before the end of the given time period.

19 a. Look at these pictures which show different ways of learning about the past. Discuss with your partner how we can learn from each one, and then choose the three most enjoyable ways to find out about the past.

Students A & B



b. Discuss the following questions.

Students A & B

- Do you think it's important to learn about the past? Why (not)?
- Do/Did you enjoy learning History in school? Why (not)?
- Do you think the History we learn is always true?

c. Listen to two candidates doing the speaking task. Which one:

	A	B
• fails to develop answers?	.....	.....
• tries to reach a conclusion too soon?	.....	.....
• repeats the other candidate's ideas using the same words?	.....	.....
• ends the conversation in a suitable way?	.....	.....

Communication

- Spreading/Reacting to rumours

20 a. Complete the dialogues using the responses in italics. What are the dialogues about?

1 A: I heard somewhere that they're going to cut down those big trees and build a big apartment block there.

B: .....

A: Well, I have it on good authority.

B: .....

a *Mmmm. There's no smoke without fire.*

b *I can't believe it! Those trees are hundreds of years old!*

2 A: If I tell you something, will you promise not to tell anyone else?

B: .....

A: Well, I saw the local house agent going into Mrs Shaw's house this morning.

B: .....

A: Oh, I could see it coming.

a *Are you serious? So they're going to sell, after all these years!*

b *You can trust me!*

b. Look at the language in the lists below. Which of the phrases can be used to spread rumours and which can be used to respond to them?

• I heard the other day that ... • Rumour has it that ...  
 • Did you know that ... • This is in the strictest confidence ...  
 • You'll never guess ... • I heard it from a reliable source.

• I'd never have thought it! • Who'd have thought it?  
 • It hardly seems possible! • You're not serious, are you?  
 • It was in the air.

c. Use the language to act out short dialogues in the following situations.

- 1 A: You heard a rumour that your neighbour's daughter is going to marry a Hollywood film star. Tell your friend.  
B: You are not sure whether to believe this or not.
- 2 A: You heard a rumour that the government is going to give every citizen a gift of £500. Tell your friend.  
B: You find this difficult to believe.

## Writing Skills (Narratives II - flashback narration)

• Adjectives/Adverbs

**21** Read the part of a story below and underline all the adjectives, then replace them with others from the list.

- ordinary • tiny • sleepy • huge • isolated • favourite  
• young • dreadful

Jane sat in her usual chair looking down at the large plaster cast on her leg. She sighed and gazed idly out of the small bedroom window at the little children playing below. She had been in her room for the past three weeks now and she was beginning to feel very lonely. Since her accident she had become a prisoner in her own home. How she envied those people she watched coming and going at different times of the day. How she longed to be part of the hustle and bustle of everyday life again. Her heavy eyes gradually closed as she remembered that awful evening.

**22** Read the sentences below and use the adverbs in the list to improve the style.

- patiently • silently • wearily • finally • loudly • gently

- 1 She sighed as she thought about the mountain of work still waiting to be done.
- 2 The fans roared when their team scored the winning goal.
- 3 There was nothing they could do but wait until the ambulance arrived.
- 4 From the balcony you could hear the evening breeze blowing through the trees.
- 5 Jim crept into the house so as not to wake his parents.
- 6 The fire raged through the building until the firemen brought it under control.

**23** Look at the list of adjectives below. Which of them describe feelings? Use them to write sentences, as in the example.

- angry • amazed • expensive • happy • exhausted  
• delicious • miserable • confident • soft • depressed

*She felt extremely angry when they embarrassed her in front of her friends.*

• Flashback narration

**24** In pairs, read the storyline below and put the events in such an order as to tell the story using flashback narration. Use the adjectives in the list to say how the characters felt at different times in the story.

- frightened • amazed  
• relieved • worried  
• relaxed • tired  
• curious  
• concerned  
• terrified

- 
- a firemen were fighting the blaze .....
  - b suddenly saw colleague banging on third floor window .....
  - c fire in our office block three years ago .....
  - d two firemen rescued him from the blazing building .....
  - e heard sirens .....
  - f nobody injured .....
  - g saw flames from apartment block across the street .....
  - h flat mate and I sat down to dinner .....
  - i managed to put fire out .....
  - j this time fire brigade came quickly .....

• Present & Past Participle structure

**25** Join the pairs of sentences below using present or past participle structures, as in the examples.

- 1 She found a space in the car park. She went shopping.  
*Finding a space in the car park, she went shopping.*
- 2 He was exhausted. He slept immediately.  
*Exhausted, he slept immediately.*
- 3 She was shocked. She cried for hours.
- 4 They screamed loudly. They ran out of the room.
- 5 She was injured. She went to hospital.
- 6 He pretended to be qualified. He got the job.
- 7 He was relieved. He caught the last train.
- 8 They saw a large black rat. They were terrified.

- Tenses

26 a. Read the following sentences and put the verbs in brackets into the correct form.

- a  ..... (you ever/have) one of those days when nothing goes right? Well, I ..... (have) one of those days yesterday. I had to attend an important interview which would determine my career, but everything ..... (go) wrong.
- b  Having to brush the cat hairs off the skirt ..... (take) up even more of my valuable time. I ..... (just/finish) this task when my mother decided to ring me.
- c  In addition to this, I suddenly ..... (notice) my cat Suzie, sleeping contentedly on my suit which I ..... (leave) neatly folded over my bedroom chair the night before.
- d  When I eventually ..... (get) dressed, I ..... (leave) the house and ..... (run) to

Their argument continued long into the night. Paul 1) **said** that they never went out. This was because Joan was always working late. He 2) **said** that they could go out on Friday night: the Martins 3) **said** they should come to their 20th wedding anniversary party. Joan 4) **told** him that she was working late again on Friday night. Paul 5) **said** that they absolutely had to go. He 6) **told** her that they hadn't been out together for over a year. Joan 7) **said** that he was exaggerating. Paul 8) **said** that he would walk out if she didn't stop working late. Finally Joan 9) **told** him that she had been working late in order to save up for a winter holiday. She had wanted it to be a surprise.

- Beginnings

28 a. Imagine you are in this picture. What can you see, hear, etc?



29 Read the two models below and compare them in terms of:

- style of beginning and ending
  - use of tenses
  - use of adjectives/ adverbs
  - use of writing techniques (direct speech, rhetorical questions, etc)
- Give examples to justify your answers.



### A Careless Mistake

I decided to go to the art gallery because it was raining and I didn't know what to do. There was a new exhibition on called *Famous Figures from the Past*. I took my glasses and left the house.

I saw hardly anyone in the art gallery. I put on my glasses. Then I looked at a picture of Queen Elizabeth I. I was very surprised to see her eyes moving, but I thought that it was the light.

Then I looked at a picture of Napoleon on his horse. It had very nice colours. I really liked them. Then the horse's legs began to move. I was even more surprised this time. I looked, but there was nobody else in the room.

Then I looked at a picture of Christopher Columbus. There was a woman beside me. I told her that he didn't look very happy. She laughed. Then I saw that Columbus was smiling. The woman had gone.

I felt afraid and I went home. My father looked worried. He asked me if I had seen his reading glasses. He had left them on the hall table. Then I felt relieved. I laughed and said that I thought I had taken them by mistake.

### Mystery Motion!

It was Saturday afternoon and it was raining. What could I do? Then I remembered the new exhibition at the art gallery: *Famous Figures from the Past*. This was an ideal time to go! I picked up my glasses from the hall table and quickly left the house.

The art gallery was almost empty. Putting on my glasses, I went over to a painting of Napoleon on his horse. I was admiring the colours when, suddenly, the horse's legs began to move! I gasped and looked around, but there was nobody else there.

It was odd, though, because previously I had looked at a portrait of Queen Elizabeth I, and had seen her eyes moving. "It must be a trick of the light," I thought.

In the third room, there was a portrait of Christopher Columbus. "He doesn't look very cheerful, does he?" I said to a woman beside me. She laughed. Suddenly, I saw his lips moving: he was smiling! I turned to look at the woman, but she had gone.

Shaken, I went home. My father was looking worried. "You haven't seen my reading glasses anywhere, have you?" he said, "I thought I left them on the hall table." Suddenly, very relieved, I laughed and said: "I think I may have taken them by mistake."

30 In pairs, work on a story line for one of the two rubrics below – use flashback narration. Then, write your story in 120-180 words.

A ● Your teacher has asked you to write a story which must begin with the words: "When they eventually reached their destination they couldn't believe what had happened."

B ● A local magazine is running a short story competition and you have decided to enter. The title of the story is: "The Funniest Day of my Life."

# Learning Lessons

## Language Focus

- 1 a. Which of these is/has been part of your school experience? Discuss in pairs.

- careers counselling
- school reports
- climbing frame • science experiments • sandpit
- detention
- foreign languages

A: *What about a climbing frame?*

B: *Well, no, we've never had one in our school.*

- b. Now use the words to complete the sentences below.

- 1 Pete caused a lot of trouble in Maths class, so he got 2 hours' .....
- 2 At the end of every term, children get their ..... to bring home to their parents.
- 3 In secondary school these days, students usually learn one or more .....
- 4 ..... is a very important part of the school curriculum because students are not always sure what kind of job they want to do.
- 5 Children need a bucket and spade when they play in a .....
- 6 Doing ..... is much more fun than just reading books.
- 7 Very young children can fall off a .....

- 2 Look at the groups of pictures and cross the odd one out. Then, put it in the right place.

A: *The mouse shouldn't be in the music room!*

B: *No! It should be in the computer lab!*



- 3 a. Here's a diagram of the school system in the UK. Study it and, in pairs, talk about the different types of schools. Start like this:

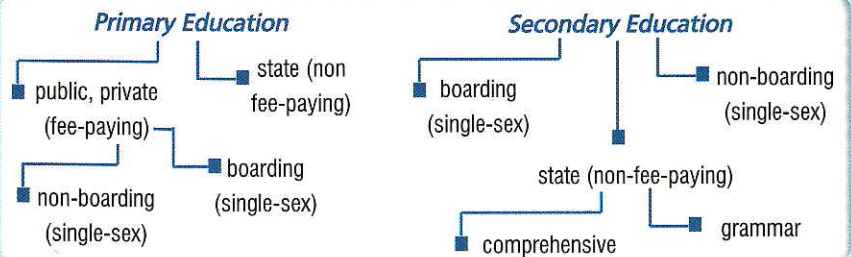
A: It looks like there are fee-paying and non fee-paying schools.

B: Yes. Fee-paying schools can be public or private.

A: Yes, and non fee-paying schools are always state schools.

B: Right. Then, we have ...

## UK Schools



- b. Now, match the different types of school (1-7) to the descriptions (a-g). Then, discuss the questions in pairs.

- 1  boarding  
 2  grammar  
 3  single-sex  
 4  comprehensive

- 5  state  
 6  public  
 7  private

- a a fee-paying school, sometimes connected with one religion
- b a school where the students live
- c a state school where students of all abilities are taught together
- d a school which is either all boys or all girls
- e a school for children of high academic ability
- f a non fee-paying school run by the state
- g a long-established, traditional, fee-paying school

Which school:

- would you never consider going to?
- would you like to attend?
- is, in your opinion, based on a good/bad principle?
- gives you the best preparation for life/for exams?

## 4 Cross the odd one out.

- 1 I can't believe he **failed/gave/sat** such an exam!
- 2 Many students **attended/studied/took** this course.
- 3 I'm not going to **run/miss/attend** her class!
- 4 She **got/received/won** a very high grade.
- 5 If you want to **have/keep/hold** a private conversation, why don't you use the conference room?
- 6 He was able to go to university because he applied for a government **scholarship/grant/fee** and got it!
- 7 Anyone learning a foreign language needs to **promote/learn/develop** particular study skills.
- 8 The students were **admitted/welcomed/accepted** at Glasgow University.
- 9 You'll earn plenty of money if you decide on that **post/career/vocation**.

## 5 Circle the correct item.

- 1 Gary is a hardworking student and he always ..... well in lessons.  
A performs                      C promotes  
B produces                      D projects
- 2 He's always trying to ..... the teacher so that he'll get a high mark.  
A enjoy    B please    C like    D delight
- 3 The new headteacher ..... major changes in the way Mathematics is taught in her school.  
A carried off                      C put on  
B showed up                      D brought about
- 4 There seemed to be no particular ..... for changing the curriculum.  
A reason    B aim            C end    D cause
- 5 The book I am currently reading has really ..... my imagination.  
A arrested                      C taken  
B captured                      D got

## 6 a. Circle the appropriate response.

- 1 A: John's way ahead in his History project. He's nearly finished!  
B: a I'd better look it up in the dictionary.  
b I've been putting mine off.
- 2 A: Oh, this Maths problem is really difficult, isn't it?  
B: a I know. I can't work it out at all.  
b I'll never keep up with it!
- 3 A: Oh dear! We've so much reading to do for English!  
B: a Yes. I'm really falling behind with it.  
b Yes. I'll have to go over it.
- 4 A: The headmaster was really angry with George, wasn't he?  
B: a Hmm ... he'll never catch up with him!  
b Hmm ... he certainly told him off!

## b. Now use the rest of the phrasal verbs to act out exchanges.

## 7 Circle the correct item.

- 1 Some students cannot learn anything by .....; they want to say everything in their own words.  
A ear    B mind    C heart    D eye
- 2 James wanted to be a doctor but he didn't make the .....  
A result    B grade    C mark    D pass
- 3 The experience ..... me a lesson that I'll never forget.  
A gave    B learned    C taught    D made
- 4 This new sports car is in a ..... of its own.  
A class    B group    C set    D lesson
- 5 He's an enthusiastic reader; he's always got his ..... stuck in a book.  
A eyes    B face    C head    D nose
- 6 Ian is the teacher's .....; she never punishes him, no matter what he does.  
A doll    B darling    C pet    D love



## Conversational Grammar

## 8 Circle the correct item.

- 1 "I wish I could remember who wrote *Tom Brown's Schooldays*.  
"It ..... by Tomas Hughes."  
A is written                      C was written  
B was writing                      D wrote
- 2 The classrooms ..... every evening.  
A are cleaning                      C cleaning  
B cleaned                      D are cleaned
- 3 "They say Sophie is very good at music."  
"Yes. She ..... to be very gifted."  
A says    B is said    C said    D is saying
- 4 "They think that Tim Jones is very advanced for his age, don't they?"  
"Yes, it ..... that he is very intelligent."  
A is thinking                      C was thinking  
B was thought                      D is thought
- 5 "Hey! Your hair looks great!"  
"Thanks! I ..... this morning."  
A had cut it                      C had it cut  
B have it cut                      D have cut it
- 6 "Goodness! Your shoes look awful!"  
"I know. I ..... tomorrow."  
A will repair them  
B have them repaired  
C have repaired them  
D am having them repaired

- 7 I was right: I do need glasses! I ..... yesterday.  
 A had my eyes tested  
 B have tested my eyes  
 C have been testing my eyes  
 D had tested my eyes
- 8 "Where's Harry?"  
 "Oh, he's taken the car to the garage. He's ....."  
 A checked the brakes  
 B having the brakes checked  
 C had checked the brakes  
 D has checked the brakes
- 9 "Did you enjoy the film?"  
 "To be honest, I found it a bit ....."  
 A bored B a bore C boring D bore
- 10 I was ..... when I heard she had won the prize!  
 A thrilled B a thriller C thrilling D a thrill

**English in Use**


- 9 Take it in turns to talk about things you need to/should/can/could get done based on the following ads.
- A: *I can/could get my hair cut at ...*  
 B: *Yes, they're really good. I had my hair styled there last week.*
- A: *I need to/should get my hair cut.*  
 B: *You could go to ... They're really good. I had my hair styled there last week.*



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 \* Quick service  
 \* open 7 days a week  
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 Cakes for every occasion are our speciality. Feel free to drop in and look at our colour catalogue and price list.

**Cut 'n' Dried**  
 Professional hair stylists at your service.  
 Appointments only.  
 Phone: 2513154



**Dixon's Photography**  
 Develop your photos here and get a free film when you collect them.  
**24 Hour SERVICE**

- 10 Complete the second sentence so that it has a similar meaning to the first one and includes the word given. Use between two and five words.
- 1 They think she is the best student in her class.  
**considered** She .....  
 ..... best student in her class.
- 2 The student's silly remarks did not amuse him.  
**by** He wasn't .....  
 ..... silly remarks.
- 3 All pupils must wear school uniforms.  
**worn** School .....  
 ..... all pupils.
- 4 The mayor opened the new kindergarten.  
**by** The new kindergarten .....  
 ..... mayor.
- 5 The monster in the fairy tale frightened many of the children.  
**were** Many of the children .....  
 ..... in the fairy tale.
- 6 Over 1000 students will take this exam.  
**be** This exam .....  
 ..... over 1000 students.
- 7 Jane Austen wrote *Sense and Sensibility*.  
**by** *Sense and Sensibility* .....  
 ..... Jane Austen.
- 8 My house will be painted next week.  
**have** I .....  
 ..... next week.
- 9 There's no point in calling her at home at this hour.  
**worth** It's .....  
 ..... at home at this hour.
- 10 The strong wind made it impossible for us to go sailing.  
**prevented** The strong wind .....  
 ..... sailing.

- 11 Fill in the correct word derived from the word in bold.
- 1 The students had to learn to play a ..... instrument.  
**MUSIC**
- 2 His ..... in the school play was a disaster.  
**PERFORM**
- 3 The teacher advised us to do our ..... at home.  
**REVISE**
- 4 His parents faced ..... charges for keeping him off school.  
**CRIME**
- 5 We were given detention because of her ..... behaviour.  
**RESPONSIBLE**
- 6 Many of today's students suffer from .....  
**BORED**
- 7 Corporal ..... is a thing of the past in many schools.  
**PUNISH**
- 8 The pupils were commended on their smart .....  
**APPEAR**





 Open Cloze

- 15 Read the text and fill in the word which fits best. Use only one word. There is an example at the beginning (0).



In Britain, less 0) **than** 7 per cent of the school population attend a public school. The reason for this is 1) ..... it is a very expensive education. For those 2) ..... are not familiar 3) ..... the term "public school": it means private education, and parents have to pay large fees for their children to be educated there. One of the 4) ..... well-known public schools in England is Eton. Eton is said 5) ..... be the *crème de la crème*. Founded in 1440, Eton, a school for boys 6) ....., has its own traditions, its own sports and 7) ..... its own newspaper. Over the years many famous people have attended this school, including 8) ..... Prince William and Prince Harry, heirs to the British throne. The fees at Eton, and most public schools, are about £ 4,470 9) ..... term, which, needless to 10) ....., most people just can't afford. Fathers who have attended public schools themselves still send 11) ..... sons to boarding schools, preferably to the 12) ..... they attended. Why? Well the old boys believe that in these schools their children 13) ..... make the right connections. They tend to get positions high up in society; for instance, they 14) ..... become members of Parliament or government ministers. However, it still must be hard to leave mum and dad at 15) ..... age of 8 in order to board at a public school. Don't you agree?

 Reading

**TIP**

You don't need to read the whole text in detail. Scanning will save you time and help you focus only on the parts you need.

- 16 a. You are going to read some information about different schools. Before you read, look at the words in the list below and try to guess how they might fit in the context of school.

- responsibility • parents
- beautiful green area
- part of a team
- family • gifted
- personal tutors
- happy atmosphere



#### A. Newland

Newland House is a preparatory school for both girls and boys. We accommodate approximately three hundred and ten children in the main school and a further one hundred and twenty in the pre-preparatory department.

- 5 The school aims to create a friendly and happy atmosphere in which the children can develop their own varied abilities and interests. We offer a wide range of activities for the children as well as all the requirements for entry into leading secondary schools at the ages of eleven and thirteen.

#### B. Biggin Hill

- 10 We are a small, caring infant school, situated in a beautiful green area. The school was built in 1985 and is a modern and attractive single storey building. Our school provides a secure and friendly atmosphere for children. We aim for high standards and we provide the best possible educational opportunities for every child. We know that children's early education is the basis for all their later learning, and we take this responsibility very seriously. We believe that every child has the right to a good, basic education with an emphasis on reading, writing and arithmetic.

- 20 Our talented staff work as a team. This ensures that every classroom provides a learning environment where each child's needs are met on an individual basis. We believe that mothers and fathers must play a role in the everyday education of their children. Many parents, therefore, contribute in different ways to the day to day running of the school.

- 25 Though we are completely separate from Biggin Hill Junior School, the two schools maintain close and friendly links.
- 30 Many of our children transfer to the junior school, which is situated close by, at the age of eight.

#### C. Breakspear

We encourage a happy, friendly atmosphere in which

b. Skim the text and underline the words that you come across from the list. Which questions, 1-13, do some of the words relate to?

c. Now read the texts and for questions 1-13, choose from the schools (A-E). Some of the schools may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning (0).

Which school(s):

- believes that children will follow the example of teachers and staff? 0 F
- encourage parents to take part in school life? 1 ..... 2 .....
- is seen as one of the best schools in the country? 3 .....
- wants to produce confident children? 4 .....
- is surrounded by greenery? 5 .....
- has a department for children before they go to the preparatory school? 6 .....
- accepts children of all levels of ability? 7 .....
- is particularly suitable for talented children? 8 .....
- has a system where each student is looked after by a particular teacher? 9 .....
- believe in a strong foundation of reading, writing and mathematical skills? 10 ..... 11 .....
- prepares children for secondary school? 12 .....
- are single-sex schools? 13 ..... 14 .....

d. Which school would you recommend for a child of average ability who is friendly and outgoing?



children do well. With an emphasis on every child developing their abilities to the full, we seek to encourage a  
35 love of learning, a sense of enquiry and respect for the needs of others. Most important for us, however, is helping each child develop his or her self-confidence.

Our professional staff enthusiastically support each child's needs and try to provide the best possible environment for  
40 all pupils.

We believe that a safe, caring and happy environment is of the utmost importance. High standards are also part of our general aim, with children and staff working together to develop the skills necessary to investigate the world in a  
45 safe and responsible way. Independence and positive self-image are also encouraged together with general respect for the world in which we live. The ability to work independently as well as part of a team are further qualities we consider necessary in today's world.

#### D. Merchant Taylor's

50 Merchant Taylor's is a boys' secondary school. The atmosphere is warm, friendly and relaxed. We are very forward-thinking in outlook, though we do enjoy our traditions.

Our aim is to encourage gifted children to achieve the very  
55 best they can in an atmosphere where they can enjoy their work and not feel under pressure of any kind. We are recognised nationally as one of the strongest academic schools in the country.

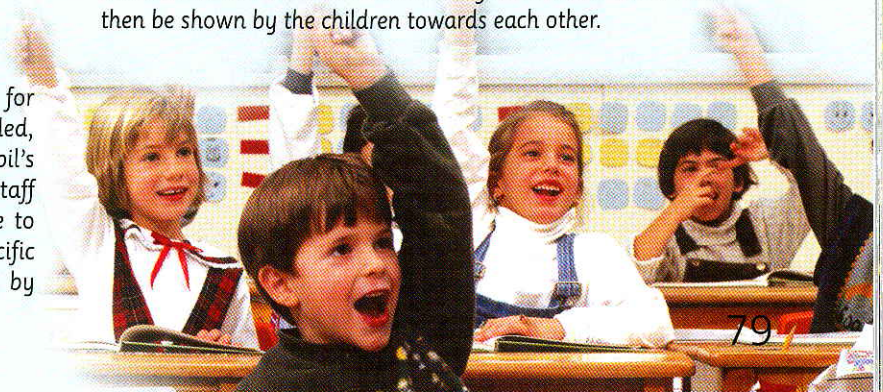
#### E. Queen Mary's

60 Founded in 1925, Queen Mary's is a secondary school for girls. Our reputation as a family school is well-founded, aiming to be small and flexible enough to meet each pupil's needs. We cater for a wide range of abilities and all our staff are trained to vary their teaching methods in response to the learning needs of each child. Pupils with specific  
65 learning difficulties are taught in small groups by experienced staff.

We emphasise the three areas of hard work, good manners and trustworthiness. We recognise too that the relationship between school and parents is all-important as this plays a vital role in each child's development and progress. We enjoy  
70 having parents in the school for matches, plays and concerts or simply to chat to staff. We know that parents and children are all different and have different expectations of a school. All students in the school have personal tutors who supervise the academic, social and emotional development  
75 of each student. All aspects of school life are shared with the tutor who keeps an eye on progress, encourages success, softens failure and gives guidance throughout the academic year.

#### F. Deansfield

Our aim at Deansfield is to provide children with an  
80 environment that is both organised and interesting so that each child can feel accepted and happy. We aim to encourage them to develop their interests and to do the very best they can. Through this development of the whole person, we aim to show children the way in which they can use their own  
85 unique tastes and talents in a useful and meaningful way, so that they will have a greater understanding of the world around them. We focus on the effective learning of skills in reading, writing and mathematics. We see it as part of our duty to encourage wider interests and talents in all children,  
90 as well as following the requirements of the National Curriculum. We believe that the caring attitude we show will then be shown by the children towards each other.



→ Listening

**Tip**

Read the incomplete notes/sentences carefully before you listen and try to guess what kind of information you will need to listen for (a place, a time, a date, a number, etc)

- 17 a. You will hear two parents talking about a summer school for their son. Look at the notes below. What kind of information do you need to listen for?
- b. Now listen and, for questions 1-10, fill in the blanks. Which of your guesses were correct?

Summer Language Courses with a difference!

Forest Dale 1

22 June - 12 July: for children aged 2  years.

16 July - 3 : for children aged 16-18 years.

AM: ENGLISH and one of the following:  
SPANISH - 4  -  
GERMAN

PM: Sports and 5 :  
Tennis Art  
Swimming Woodwork  
Hill-walking Folk 6   
Drama Workshops (in different languages)

Weekend trips to:  
Pinewood Summer 7   
Sporting Events  
Theatre  
Museums/Art Galleries  
Catingly Theme 8

Location: Pinewood Teacher Training College

For more information, phone  
Mrs 9  (after 6:00 pm) at  
10 , or check our website at  
[www.forestdale.com](http://www.forestdale.com)

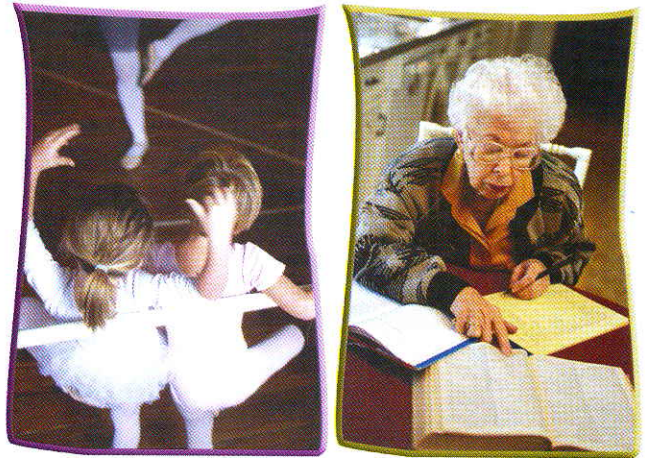
→ Speaking

**Tip**

Don't pause for too long. However, you can gain some time to think about what you want to say using natural hesitation, that is, expressions such as:

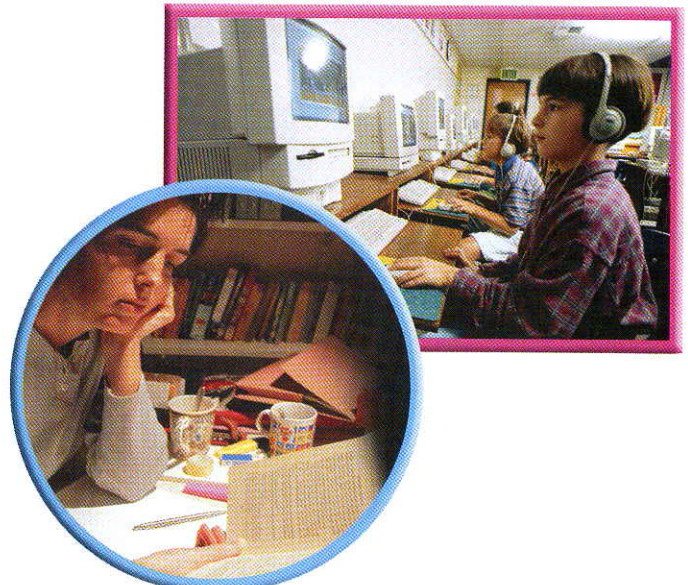
- Well, it depends ...
- I'm not sure but I think ...
- I suppose ...
- Well, let me see/think ...
- It seems as if ...

- 18 a. Look at the two pictures showing different people learning. Compare and contrast them, saying whether the people are interested in what they are learning in each case. Student A



- b. Are you happy with the educational system in your country? Student B

- c. Look at these two pictures of different ways of studying. Compare and contrast them, saying which way you think is the most interesting way of learning. Student B



d. Do you find modern technology useful in studying?

Student A

e. Listen to two candidates doing the speaking task. Which candidate uses natural hesitation? Give examples.

## Communication

- Expressing certainty or doubt

19 a. Match the beginnings of dialogues 1 and 2 to the endings a and b. What feeling is Speaker B expressing in each case? In pairs, read out the completed dialogues.

1 A: Do you think it's going to be a nice day tomorrow? I've planned a barbeque.

B: Definitely. There's no doubt about it. The weather forecast was good. And look at that sky!

2 A: Do you think our team will win on Saturday?

B: I doubt it. It's anyone's guess. They haven't been playing so well lately.

a A: I hope you're wrong!

B: So do I! But I wouldn't put all my money on it!

b A: I hope you're right.

B: Trust me!

b. In pairs, use the language in the boxes to act out dialogues for the situations described below:

Expressing certainty	Expressing doubt
Definitely. (There's) no doubt about it. I'm absolutely certain. I'd put all my money on it! I'm sure of it. Trust me.	I'm not sure. I couldn't say. I doubt it. Not to my knowledge. (It) doesn't look like it. It's far from certain. It's anyone's guess. I wouldn't put all my money on it.

You are discussing whether:

- your country will get a medal in the next Olympic Games. You feel sure it will.
- your local sports club will extend its opening hours for the summer. You don't think it will.
- a well-known pop star will take part in the next national song contest. You feel sure they will.
- your teacher is going to give you a test tomorrow. You doubt it.

## Writing Skills (Opinion letters & essays)

- Useful Language & Expressions

20 a. Fill in the gaps below with the words given.

- favour • agree • appears • concerned
- believe • feel • disagree • mind • see • view

- I think/...../...../am of the opinion that ...
- In my opinion /.....
- It seems /..... to me that ...
- To my .....
- I am in ..... of ...
- I (strongly) ...../..... with ...
- As far as I am .....
- The way I ..... it ...

b. Now, use the expressions as well as the prompts below to write sentences.

- plan/build/new grammar school/our area
- government/decision/completely wrong
- council/reconsider/decision
- everyone/get/secondary education
- encouraging sports/school/good for everyone
- all children/learn about computers
- suggestion/build/swimming pool
- some drawbacks to/start school at 8:00 am

21 Circle the correct item.

- The teachers will not like this ..... it will involve extra work.  
A as a result                      C consequently  
B because                          D also
- ....., none of the above suggestions is possible.  
A Since    B Then    C To sum up    D Whilst
- This would take a long time. ...., it would be very expensive.  
A Nevertheless                  C Whereas  
B For example                    D In addition
- There are many things you could do. ...., you could advertise.  
A For example                    C However  
B Therefore                        D In this way
- Building a prison here will spoil the view. ...., house prices will go down.  
A Finally                          C What is more  
B Such as                         D Because
- I have thought for a long time about this and ....., I shall vote for the Green Party.  
A on the other hand    C for instance  
B lastly                          D all things considered

- 7 I would like to make some suggestions. ...., you could change the name of the restaurant.  
 A To begin with      C Consequently  
 B Therefore          D In this way
- 8 It would certainly be a pity to build a factory there. ...., this town needs new jobs.  
 A Firstly              C On the other hand  
 B Therefore          D Finally

**22** a. Use words and phrases from Ex. 21 to complete the Useful language box below.

- To list points: to begin with, to start with, then, 1) ....., firstly, finally
- To add more points: furthermore, in addition, 2) ....., also, moreover
- To give examples: for example, 3) ....., such as
- To show cause/reason: because, 4) ....., therefore
- To show result/consequences: therefore, consequently, 5) ....., in this way
- To introduce the opposing viewpoint: whilst, 6) ....., on the other hand, however, whereas
- To conclude: therefore, all in all, 7) ....., all things considered

b. Use words and phrases from the box above to join the pairs of sentences, as in the example.

- 1 We all thought that Home Economics was extremely useful.  
It was great fun.  
*We all thought that Home Economics was extremely useful. What is more, it was great fun.*
- 2 The woodwork teacher always spoke very quietly.  
Many students did the wrong thing and ended up with strange-looking coffee tables.
- 3 Some students found the theory part of Music Appreciation a little dull.  
They enjoyed listening to the recordings and going to concerts.
- 4 Everyone found that World Politics was absolutely fascinating.  
It was by far the most popular optional subject.
- 5 We all felt that the Japanese teacher should go much more slowly.  
Students could not understand what she was saying.
- 6 A lot of people thought that Nature Studies was badly organised.  
We never knew what time the field trips were supposed to start.

• Topic & Supporting sentences

**23** Read the paragraphs below and match them to the topic sentences a, b, c. Write an appropriate topic sentence for the remaining paragraph.

- 1  Most of the young people in this area like sports and outdoor activities. They spend a lot of time hill-walking and swimming. If you want to start a new group, I would suggest that you ask them what they are interested in.
- 2  This would mean that people could do their grocery shopping any hour of the day or night. It would be very convenient for people like nurses and doctors, who work unusual hours.
- 3  The young people would probably spend more time outdoors, doing something healthier. Also, the old building could be used for a Saturday indoor market, something this town has always wanted.
- 4  If you try to stop pupils wearing jewellery, they will resent it, and I really do not see what harm it does. Also, the girls will not like it if they all have to wear the same shoes. The boys have never worn a school cap, and I believe that they would all hate it.



- a On the other hand, there are some benefits to closing the local cinema.
- b To sum up, it is my considered opinion that introducing these new school rules would be a big mistake.
- c To begin with, I am of the opinion that a stamp collecting club will not be popular with many children.

**24** Read the paragraph below and rearrange the supporting sentences so that it makes sense.

Closing the bottle bank at the supermarket would be a big mistake.

- a Before you decide to close the bottle bank, you must be sure that they will take glass again.
- b At the moment, the rubbish disposal people do not take glass, precisely because the bottle bank is in use.
- c Otherwise, people will have nowhere to dump it.
- d What do you expect them to do with their bottles if there is no bottle bank?
- e Almost everybody dumps their bottles there when they go to do their shopping.

**25** Read the topic sentences and write at least one supporting sentence for each one. Then, choose one and write the complete paragraph.

- 1 I am of the opinion that small animals should be allowed on local buses and in taxis.
- 2 Extending café opening hours will cause a lot of extra problems for residents.
- 3 Stopping Sunday buses will have a number of advantages.

- Formal & Informal style

**26** Underline the correct phrase and justify your answers.

- 1 On the whole, the subject of educational reform is extremely complex and has been the **cause of quite of a lot of arguments/ the source of much disagreement**.
- 2 I just thought I'd drop you a line to let you know how I've been getting on in my first week at college. **It seems clear that the first requirement/It looks like the first thing I need to do** is to settle down to some serious studying.
- 3 There are **numerous instances/lots of examples** of individuals having to find part-time jobs in order to support themselves in the final year of degree courses.
- 4 I **strongly disagree with/don't like** the Education Authority's decision to do away with student grants. Education should not be a privilege of the rich.
- 5 I am writing in response to your article about the proposed new nursery school in our area. I **feel very strongly/think** that the staff should be highly qualified.



**27** Read the following short extracts and, in pairs, improve the writing style.

**A** I am writing with regard to the decision to stop the school bus service. I don't agree with this at all. Lots of children use it. Without it, what will they do? How will they get to school? You really should think again.



*I strongly disagree with this decision as a large number of children use this service.*

**B**

The plan to plant 1,000 trees in our area is very welcome. I like this idea a lot. Our town will look a lot better afterwards. It will be greener. The trees will give protection in the winter. They will give shade in the summer. I hope this will happen soon.

**C**

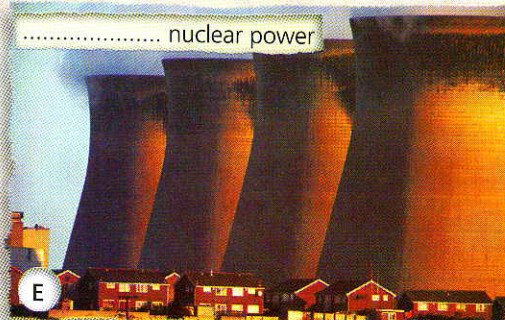
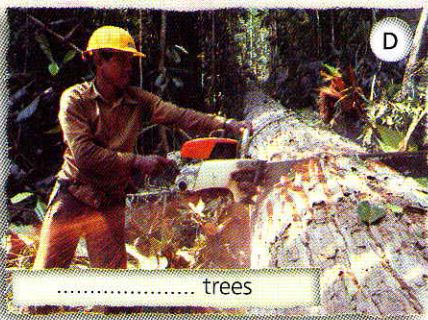
I'm writing about your decision to close the school canteen. I don't like this at all. You can see that this decision is going to cause a lot of problems. The children will have to bring packed lunches. This will be a lot of work for their mothers. It takes up a lot of time.

**28** Read the rubrics below and, in pairs, agree on a viewpoint for each one and make a list of arguments to support it. Then, choose one and write your letter or essay in 120-180 words.

**A** Your local council has decided to open a shop in order to raise money for charity. This could be either a high quality second-hand clothes shop, or a small bakery selling home-made bread and cakes. Write a letter to the chairman of the council, giving your opinion on which shop would be best and why.

**B** Your class has just had a debate on the importance of Arts subjects and Science subjects in the school curriculum. Now your teacher has asked you to write a composition giving your opinion on the following statement: *Arts subjects are of very little use in today's world.*

# Planet Issues



## Language Focus

1 a. These pictures show some of the problems related to the environment. Match the verbs in the list with the nouns/phrases.

- dump • produce • hunt • spray • fell • throw

b. In pairs, use the prompts below to discuss the causes and effects, as in the example.

- causes health problems
- contaminates food
- encourages disease
- causes deforestation
- causes animal extinction
- pollutes the environment

A: *I was reading an article the other day about how much nuclear power is being produced.*

B: *Yes, I know. It's really terrible. It causes serious health problems.*

2 Fill in the correct word for each sentence.

1 **devastation/destruction**

- a The recent floods caused complete ..... in two towns in that part of the country.
- b Intensive deforestation is responsible for the ..... of the rainforests.

2 **disaster/damage**

- a The region has been declared a ..... area.

b The forest fire caused a lot of ..... to the surrounding land.

3 **resources/sources**

- a We will have to behave more wisely if we don't want to use up the earth's .....
- b Renewable ..... of energy are now being used.

4 **famine/starvation**

- a Hundreds of people die of ..... every year.
- b He often donates money to ..... relief organisations.

5 **rubbish/residue**

- a Some big cities have to have daily ..... collections.
- b A noticeable ..... of pesticides was found in the food.

6 **contaminates/pollutes**

- a Smoke from factories is one of the main things that ..... the atmosphere.
- b Toxic waste still ..... many rivers.

7 **lowering/decline**

- a The first signs of economic ..... were evident to us all.
- b The ..... of wheat prices will ruin the economy.

8 **natural/physical**

- a The hurricane was said to be the worst ..... disaster in years.
- b ..... activity promotes good health.

**3** Complete the sentences using the words in the list.

- ecosystem • farming • development • warnings
  - pesticides • scheme • reserve • packaging
- 1 A wildlife ..... has been created to protect endangered animals.
  - 2 The overuse of ..... is responsible for killing many harmless insects.
  - 3 The recycling ..... encourages people to process household waste.
  - 4 Because of urban ..... more people are now living in cities.
  - 5 Organic ..... methods are becoming more and more popular.
  - 6 Supermarkets now use biodegradable ..... for most of their products.
  - 7 A balanced ..... is necessary to preserve wildlife.
  - 8 The government issued water consumption ..... during the drought.

**4** Use the phrasal verbs in the list to complete the sentences.

- use up • give up • cut down on • end up with
  - throw away • wrap up • look out for • end up
- 1 The doctor advised him to ..... his sugar intake.
  - 2 I used to ..... my old clothes but now I give them to charity.
  - 3 She bought some colourful paper to ..... his birthday present.
  - 4 I know we have to turn off the motorway soon, so ..... the exit sign.

- 5 If deforestation continues we'll ..... no trees at all.
- 6 People who eat junk food usually ..... being overweight.
- 7 She was told to ..... all fried food.
- 8 The best way to ..... all those egg yolks is in an omelette.

**5** Underline the correct item in speaker A's words and then, in pairs, complete the exchanges.

- 1 A: I don't think recycling really makes a **conclusion/difference**.  
B: .....
- 2 A: According to this article, polar bears are facing **extinction/exhaustion**.  
B: .....
- 3 A: These apples are huge; I think they might be genetically **manufactured/engineered**.  
B: .....
- 4 A: I thought the new law would take **affect/effect** at the beginning of this month.  
B: .....
- 5 A: It's crazy! So many factories are still dumping their toxic **rubbish/waste** near the coast!  
B: .....
- 6 A: I've decided to buy only environmentally **welcome/friendly** cleaning products from now on.  
B: .....
- 7 A: It's a pity that in some areas organic products are still in short **supply/source**.  
B: .....

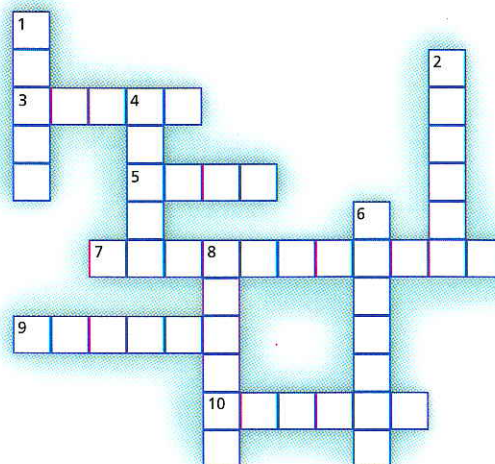
**6** Think of a word that best fits each sentence and complete the crossword.

**Across**

- 3 Many of the island's hotels use ..... power for heating their water.
- 5 Pollution from factories is likely to cause ..... rain.
- 7 Most supermarkets have agreed to ban ..... modified foods.
- 9 Re-cycling bins and ..... banks can be found in most areas.
- 10 Due to ..... warming, the earth's temperature is gradually rising.

**Down**

- 1 The river is so polluted with toxic ..... that fishing is prohibited there.
- 2 ..... fuels are an ancient source of energy.
- 4 People need to be more environmentally ..... in order to protect the planet.
- 6 The country's ..... resources should be protected at all costs.
- 8 Alternative ..... forms such as wind and water produce electricity.





**Revision Box**

**10** Fill in the missing word.

- 1 Endangered animal ..... like the African rhino must be protected at all costs.
- 2 You really should cut down ..... sugar.
- 3 A number of animals are ..... the verge of becoming extinct.
- 4 You can go to the party as ..... as you promise that you won't be too late.
- 5 If ..... people wouldn't throw litter on the streets!
- 6 If he had left earlier, he ..... have arrived in time for the meeting.
- 7 People in Africa often suffer ..... the effects of drought.
- 8 At home we recycle a lot; once a week we take the empty glass bottles to the bottle .....
- 9 In Scandinavia there's sometimes a lack ..... fresh fruit and vegetables.
- 10 He's against zoos and circuses because they keep animals ..... captivity.

**11** Circle the correct item.

- 1 The farmers have been severely affected ..... the period of drought.  
A to      B from      C by      D in
- 2 She wanted a change of hairstyle but ..... up with a worse style than before.  
A completed      C finished  
B ended      D stopped
- 3 Unfortunately, some species of seal are ..... threat.  
A over      B in      C under      D at
- 4 Plants and animals need a ..... ecosystem in order to live.  
A balanced      B equal      C even      D similar
- 5 By the end of the year, he ..... enough money to buy a car.  
A is going to save      C will have been saving  
B will save      D will have saved
- 6 ..... her brilliant idea, the project would not have succeeded.  
A Unless      B But for      C Provided      D In case
- 7 Oh, I forgot to phone Sue! ..... immediately.  
A I'm going to do it      C I'll do it  
B I'll be doing it      D I will have done it
- 8 If people were more environmentally aware, the world ..... a better place.  
A is      C was  
B would be      D has been

**Word Formation**

- 12** Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

**Tip**

When you have completed the whole text, read it once to make sure it makes sense.

There is an example at the beginning (0).

**Hope for the Future?**



There is no greater 0) *protection* from environmental hazards than 1) ..... Many of today's schools are committed to bringing environmental 2) ..... into the classroom. Unfortunately, many students are 3) ..... of the problems concerning the environment but 4) ..... this new project will help them to be better informed in the future. The curricula will include the 5) ..... of classroom projects, in 6) ..... to community events. They will also provide students with specific 7) ..... about the effect of 8) ..... on health and the ecosystem. In this way, students will be able to make more intelligent 9) ..... concerning the environment and learn how they can 10) ..... make a difference.

- PROTECT
- KNOW
- EDUCATE
- AWARE
- HOPE
- PROMOTE
- ADD
- INFORM
- POLLUTE
- DECIDE
- PERSON

**13** Find the unnecessary word in each sentence.

- 1 She won't buy cleaning products unless they're not environmentally friendly. ....
- 2 The new parking scheme is likely that to be rejected by the town council. ....
- 3 If we go on like this, we're bound as to face environmental catastrophe. ....
- 4 By the end of the year, I will have been worked for this company for three years. ....
- 5 If she had read the article about the seed bank, she would have had realised how important this project is. ....
- 6 We're all going to the animal fur protest; even if my mother is coming with us. ....
- 7 If only nuclear power hadn't even been discovered. ....

➔ Multiple Choice Cloze

14 Read the text below and decide which answer A, B, C or D best fits each space. There is an example at the beginning (0).

# IT'S IN THE BAG!

Sainsbury's, one of Britain's **0) leading** supermarkets, are **1) .....** concerned about **2) .....** out their responsibilities regarding the environment. They claim that many of their customers want to buy products that don't have a negative environmental **3) .....**. Due to this, more than 50 per cent of their own-brand products are environmentally **4) .....**. Furthermore, Sainsbury's have been using re-cycled cardboard packaging for **5) .....** on such things as breakfast cereals and biscuits.

Many of their stores also offer customers the **6) .....** to re-cycle their own packaging. They have **7) .....** them with special re-cycling bins for paper, glass and even shoes. These bins are supplied **8) .....** the local authority and are in **9) .....** at the front of most major stores.

**10) .....** from many other environmental projects which they are **11) .....** in, Sainsbury's also encourage their customers not to **12) .....** plastic carrier bags, with their Bag for Life and Penny Back offers. In the first scheme, the orange reusable Bag for Life bags **13) .....** 10p, and when they wear out, customers can take them back to the store and **14) .....** a free bag in return. In the second scheme, customers get a penny back for every plastic carrier bag they re-use. Via this second scheme, they gave £640,000 back to customers last year, of which more than half **15) .....** up in Sainsbury's charity boxes.

- |                 |               |               |              |
|-----------------|---------------|---------------|--------------|
| 0 A original    | B leading     | C primary     | D important  |
| 1 A severely    | B completely  | C deeply      | D sadly      |
| 2 A carrying    | B holding     | C setting     | D acting     |
| 3 A result      | B effect      | C influence   | D state      |
| 4 A kind        | B helpful     | C friendly    | D sociable   |
| 5 A years       | B generations | C eras        | D periods    |
| 6 A probability | B opportunity | C possibility | D ability    |
| 7 A arranged    | B equipped    | C provided    | D presented  |
| 8 A with        | B by          | C from        | D at         |
| 9 A display     | B appearance  | C view        | D show       |
| 10 A Except     | B Alone       | C Apart       | D Besides    |
| 11 A concerned  | B committed   | C involved    | D fascinated |
| 12 A use        | B hold        | C employ      | D exercise   |
| 13 A price      | B cost        | C worth       | D charge     |
| 14 A demand     | B ask         | C claim       | D expect     |
| 15 A stocked    | B saved       | C gathered    | D ended      |

➔ Reading

15 a. Read the title. What do you expect to read about? Scan the whole text and underline the words *bog* and *peat* every time you come across them. In which paragraph are they used the most? Why do you think this is?

**TIP** Remember that the key words in the headings will paraphrase words and phrases in the text.

b. Read the paragraph you talked about in Ex. 15a and, in pairs, imagine you find yourselves in a bog. Talk about:

- what you can see
- how it smells
- what it feels like to walk on
- what sounds your footsteps make

c. Choose from the list A-H the heading which best fits each paragraph. There is one heading you do not need to use. There is one example (0).

- A Thoughtless destruction
- B Wild and wonderful creatures
- C A living library
- D A unique ecosystem
- E Before it's too late
- F A floating carpet
- G A botanist's paradise
- H A worldwide phenomenon

d. Imagine you have just come back from a field trip to a bog. In pairs, use the information from the text to describe your experience.

e. In pairs, draw a picture of a bog.



# MAKING A CONTRIBUTION TO THE ENVIRONMENT: THE BOGS OF IRELAND

0 H

Bogs, which can also be called peatlands, are very extensive all over the world, covering 5% - 8% of the world's surface. There are bogs almost everywhere in the world, apart from Antarctica. However, peat formation is usually closely connected to climate, so most of the world's bogs are found in the northern temperate zone. Ireland has the third largest area of bog in the world in proportion to its size. Finland has the largest area and Canada comes second. Other countries with large areas of bog are Sweden, Indonesia and Scotland.

1

A bog is a very watery part of the countryside. It is made of a special material called peat. Peat, which is brownish-black in colour, is made from the dead remains of plants (and sometimes of animals) which have built up over thousands of years. When you look at a bog, you will see a fairly flat area with different plants growing in it, and with small hills and pools of water here and there. When you walk on a bog, you are walking on a living surface which floats on a material (peat) which is nearly all water. The depth of peat in a bog varies from 2 to 12m. Bogs are between 85% and 98% water. Bogs grow upwards and become raised above the surrounding countryside. Usually they grow at a rate of 1mm per year.

2

Over the last few hundred years large areas of bog have disappeared in many industrialised countries. All the peatlands in the Netherlands and Poland have been lost. Switzerland and Germany have very few areas of bog left. In the UK there has been a 95% loss of bogs. The main reasons for this are horticulture and fuel. A large amount of peat is used for horticultural purposes: plants grow well in peat because of its ability to retain water and because it contains nutrients. In Ireland, peat has been used as fuel for thousands of years, and at the moment vast quantities are extracted every year for both commercial and home use. Other reasons for the disappearance of bogs are commercial development, pollution, drainage, waste dumping and landfills.

3

However, nowadays people have begun to realise that bogs are a very precious resource. Many rare and protected species of plant are found on bogs. For example, a bog has an almost continuous cover of Sphagnum moss or bog moss. This moss can be deep red, brilliant orange, orangey brown, bright green or salmon pink. Probably the most spectacular plant on the bog is the carnivorous plant, which traps and eats animals to supplement its diet. These animals are usually small insects, though the sundew carnivorous plants are able to trap large dragonflies which have wing spans as wide as a human hand. You will also find gorse, heather, bog cotton, cranberry flowers and cranberries.

4

A small number of animals live on the Irish peatlands, but the largest animal in Ireland today lives there: the red deer. You will sometimes see red deer having a bath in the peat in order to get rid of flies. Otters and badgers occasionally go into the bogs in search of food. Tiny, brilliantly coloured 'jewel' beetles live in the roots of the bog cotton. On a still sunny day, you will hear the buzz of dragonfly wings and the sound of many other insects, as well as the cries of the many varieties of ground nesting bird which live on the bog.

5

A large amount of information lies preserved in bogs. This can help us know more about people, culture, economy and climate far back into prehistory. Huge amounts of weapons, jewellery, combs and pots have been found in the bogs of Ireland. Bogs have produced some of the most spectacular finds of Irish archaeology, including some very well-preserved human bodies.

6

In Ireland, only 19% of the original bog area remains intact. If things continue as they are, there is a real risk that all the peatlands will be lost for ever. Countries like Ireland and Scotland must stop harvesting so much peat so quickly, and use alternative sources of fuel. Gardeners must stop using peat compost, and use peat-free compost instead. If you leave a footprint on some areas of the Irish bogs, it will still be there 15 years later. Provided, of course, that there is still some bog left.



→ Listening

**Tip**

• Cross out each option once you have used it in order to show clearly which options you have left.  
**BUT**

• If you realise you have made a mistake, bear in mind that you may need to change other answers as well.

16 a. You will hear people talking about what they do to help the environment. Look at the ways of helping the environment (A-F) and make a list of words you expect to hear.

b. For questions 1-5, choose which activities they are talking about. Use each letter only once. There is one extra letter which you do not need to use.

- A planting trees
- B using the car less
- C changing to organic farming
- D making an effort to save energy
- E adopting a wild animal
- F changing to solar power

Speaker 1	<input type="checkbox"/>	Speaker 4	<input type="checkbox"/>
Speaker 2	<input type="checkbox"/>	Speaker 5	<input type="checkbox"/>
Speaker 3	<input type="checkbox"/>		

c. Which of these do you think is the most worthwhile? Take it in turns to persuade your partner to try to make this part of their life.

- A: *Why don't you join the local tree planting scheme? It's really worthwhile.*
- B: *Oh, I never gave it much thought ...*
- A: *I think you should. Trees improve the quality of the air we breathe.*

→ Speaking

- Environmental damage

17 a. Here are some pictures of different kinds of environmental damage. First, talk to each other about how each kind affects your country. Then, choose three that are most destructive to the world as a whole.

**Tip**

When you have not quite understood the task, you may ask the examiner to repeat it.  
e.g. I'm sorry, could you say that again?  
I'm sorry, I didn't quite catch what you said. Could you repeat the question, please? Remember that you don't lose marks for asking the examiner to repeat the question.

Students A & B

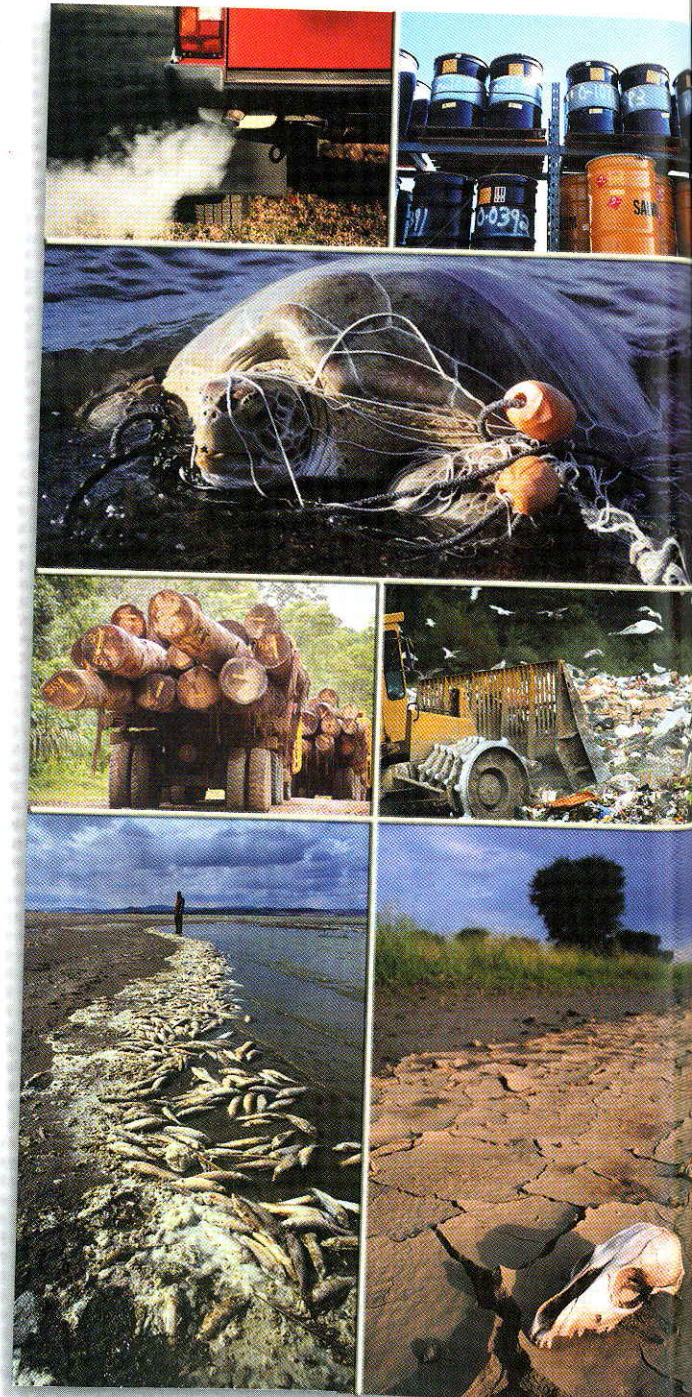
b. Discuss the following questions.

Students A & B

- Do you think that the pollution problem will get better? Why?
- How will our lives have to change if we want to avoid damaging the environment?
- Who has the duty of protecting the environment, the people or the government?

c. Listen to two candidates doing the speaking tasks above and decide which one

- |   |       |       |
|---|-------|-------|
|   | A     | B     |
| • asks the examiner to repeat the instructions in an appropriate way. | ..... | ..... |
| • makes excessive use of linkers.                                     | ..... | ..... |



**Communication**

- Making suggestions, Expressing reservations & Persuading

**18** a. Read the dialogue below. Which speaker makes a suggestion? expresses reservations? tries to persuade the other to do something?

A: How would you feel about coming on a "Save the Whales!" demonstration?  
 B: Oh, I don't know ...  
 A: Why don't you give it a try?  
 B: Oh, it's not my kind of thing really ...  
 A: Try it! You might be surprised!

b. In pairs, use different language from the language box below to act out the same dialogue.

**Suggesting doing something**

Have you ever thought of ...? / Did you ever consider ...? / How would you feel about ...? / Would you be interested in ...?

**Expressing reservation/reluctance**

Well, I'm not sure ... / Well, I never really thought about it ... / Well, I never gave it much thought, really ... / Oh, I don't know ... / I don't know if it's my kind of thing ... / I'm not sure if I'd enjoy it ... / It's not really the kind of thing I'm good at ... / I don't think I'd be any good at it ...

**Persuading**

Why don't you give it a try? / Would you not like to give it a go? / Come along and see what it's like! / Try it once, and see what you think! / Oh go on! You might enjoy it! / Try it! You might be surprised! / You'll never know until you try it! / Oh come on! It might be different to what you think!

c. In pairs, use the prompts to act out similar dialogues.

- sponsor a wild animal on an African game reserve
- become a Young Member of the Green Party
- help clean up the beaches around the coast

**Writing Skills (film/book/CD reviews)**

- Relative Clauses

**19** a. Read the following part of a film review and correct the relative pronouns.

*All the President's Men* (1976) is a true story **who** describes how two newspaper reporters uncovered the Watergate scandal. Dustin Hoffman and Robert Redford play the reporters **which** work to expose the criminal activities of President Richard Nixon. The film is directed by Alan J. Pakula **whose** also directed *Sophie's Choice* (1982) and *The Pelican Brief* (1993).



b. The following sentences are from a book review. Join each pair using appropriate relative pronouns to improve the writing style.

1 Edgar Allan Poe's *Tales of Mystery and Imagination* is only for some people. Those people love the supernatural.

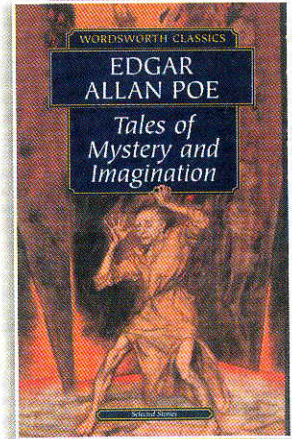
.....  
 .....  
 .....

2 It is a book full of terrifying stories. These stories are about murder, death and the power of the imagination.

.....  
 .....  
 .....

3 This is a frightening book. It will have you looking under the bed before you get into it!

.....  
 .....  
 .....



c. What kind of reviews are the following parts from? Improve the writing style using relative clauses.

*A Fish called Wanda* is full of eccentric and obsessive people. Their lives are ruled by great passions. The film features both British and American stars. Their marvellous performance guarantees your enjoyment. The director, Charles Crichton, is a veteran of Ealing Studios in London. Ealing is the world's oldest film studio.



The *Best of Leonard Cohen* features songs from his early career. They are still as fresh and meaningful today as they were forty years ago. The earlier songs, like *Suzanne* and *Bird on a Wire*, are in the style of traditional folk ballads. Their literary quality was highly unusual at the time, and still is today. Songs such as *Famous Blue Raincoat* and *Last Year's Man* are from the 70s. Their emotional lyrics and black humour signal the eternal originality of this artist.



2

- Adjectives

20 a. Underline the correct item.

*Quiz Show* (1994) was released in the same year as *Pulp Fiction* and *Forrest Gump*, two films which had a more general appeal. Probably for this reason, it was not a 1) **box-office/best-selling** hit despite its 2) **dramatic/spectacular** screenplay and its 3) **live/fascinating** characters. It is a true story and there is more than one 4) **gripping/fast-paced** twist which will keep you glued to your seat. Watch it on the big screen if you can. I guarantee you won't be disappointed!



b. Use the adjectives in the list to complete the following paragraph.

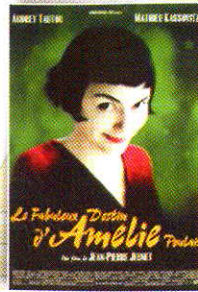
- catchy • best-selling • rich • timeless

There may be very few young people out there today who have heard of Rolf Harris. This is a pity. His songs are 1) ....., which means that they can be appreciated by all age groups. The one thing you need, though, is a sense of humour! *The Best of Rolf Harris* is a 2) ..... CD because of its 3) ..... sound and 4) ..... tunes. It includes such old favourites as *Two Little Boys*, *Jake the Peg* and *The Court of King Caractacus*.

c. Use the adjectives from the previous exercise, as well as others of your own, to write a similar paragraph about a film/book/CD.

- Active & Passive Participle Structures/ Backgrounds & Main points of the plot

21 Join each pair of sentences, as in the example.



The plot of the film tells the story of Amélie, a shy, dreamy young woman. It is quite moving and touching. *Telling the story of Amélie, a shy, dreamy young woman, the plot of the film is quite moving and touching.*

The film was directed by Jean – Pierre Jeunet. The cast includes Audrey Tautou, as Amélie, and Mathieu Kassovitz, as Nino.

*Directed by Jean – Pierre Jeunet, the cast includes Audrey Tautou, as Amélie, and Mathieu Kassovitz, as Nino.*

*Riverdance - Music from the Show*

1 *Riverdance - Music from the Show* was released in 1997. It features the music of the show that took place during the interval of the 1994 Eurovision Song Contest in Dublin.

2 Each one of the 16 tracks on this CD was written by Bill Whelan. Each one is very beautiful and very appealing.

*Snow falling on Cedars*

3 The Japanese American was accused of murdering a man on his boat. He is eventually convicted of the crime.

4 The film focuses on this story. It also includes a number of sub-plots through which we learn about the historical background.

5 The film has a number of unexpected twists. As a whole, it takes you completely by surprise.

22 a. Tick in the list of points below the ones that should be included in the first main body paragraph of a film/book review.

- who the characters are .....
- your opinion about the film/book .....
- how the story begins .....
- who directed the film/wrote the book .....
- the main points of the plot .....

b. Use your answers in the previous exercise to write the first main body paragraph of a review of a film/book you have recently seen/read.

• Comments/Recommendations

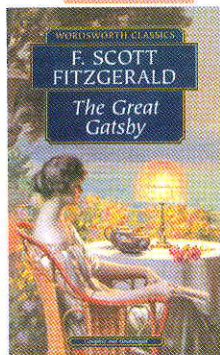
23 a. Read the parts of reviews below. Are they consistent? Why (not)?

1 I highly recommend

*You've got Mail.* It's a pretty dull film with a very predictable story line. It's very obvious from the start what is going to happen in the end. Tom Hanks and Meg Ryan give very average performances. It's a must!



2 *The Great Gatsby* is a wonderful, sensitively written novel. It's a bore to read. The story of Jay and Daisy will entertain you from the very first page, and you will meet some amazing people along the way. Don't bother with this one.



3 Leslie Kenton has written a lot of good books, but she certainly got it all wrong with *Juice High*. It is a highly entertaining read. Kenton tries to explain how fruit and vegetable juice can change your life, but it's a long time since I have read anything so boring. It's certainly at the top of my list.

b. Use the language in the lists as well as ideas of your own to correct the recommendations.

General comments and opinion

- The cast is excellent/ weak/awful/unconvincing.
- The script is dull/ clever/exciting.
- It has a tragic/ surprising/dramatic end.
- It is beautifully/ poorly/badly written.
- The arrangements are simple/effective/ complicated.
- features a variety of musical instruments
- powerful/weak voice

Recommendations

- Don't miss it.
- It is well worth seeing.
- I wouldn't recommend it because ...
- It's bound to be a box-office hit.
- I highly/thoroughly/ strongly recommend it.
- Wait until it comes out on video.
- It is a highly entertaining read.
- It's a bore to read.
- It's certainly at the top of my list.
- I definitely recommend that you add this CD to your collection!

24 Read the introduction of a film review below and use the language in the lists above and/or ideas of your own to write the recommendation.

The *Matrix Reloaded*, released on May 15th 2003 and sequel to The *Matrix*, is a spectacular science-fiction film. The main characters, Neo, Trinity and Morpheus continue their struggle to free mankind from the machines that have enslaved them and to save Zion, the only free city outside the Matrix. Directed by the Wachowski Brothers, the cast includes once again Keanu Reeves, Carrie-Anne Moss and Lawrence Fishburne, this time together with the stunningly beautiful Italian actress Monica Belucci.

25 Read the rubrics below. Choose one and write the review in 120-180 words.

- A A large music shop has decided to put a review of a recent CD in its window, in order to promote sales. They have decided to hold a competition. Write a review for this competition, choosing a CD that you like.
- B Your local film club is planning next season's programme, and wants to take members' views into account. They ask members to write reviews of films they like/ don't like. Choose a film and write your review.
- C Your school librarian is putting together a collection of reviews of books in the library. This is to help pupils decide what books to read. He has asked you to contribute. Choose a book and write your review.

# The Cycle of Life

## Language

1 a. Use the words in the lists to answer the questions.

- 1 • healed  
• cured  
• recovered  
• mended
- Which of these would you use to describe

- a a person who has been ill, but is now better?  
b a person who has had medical treatment and is now better?  
c a fractured/broken bone that is now better?  
d a bad cut on your leg that is now better?

2 • instructions • recipe • prescription • receipt

Which of these

- a tells you how to prepare/cook food or drink?  
b is proof that you have bought something?  
c gives details of medicine, creams, etc?  
d tells you how to operate machines, etc?

3 • freezing • cold • icy • frozen

Which of these would you use to describe

- a the roads after a night of frost?  
b food in a freezer?  
c temperatures below 0°C?  
d food in a fridge?

4 • starter • course • nibbles • dessert

Which of these describes

- a things like nuts and crisps, served while you are waiting for a meal?  
b the sweet part of a meal, at the end?  
c one part of a meal?  
d the first part of a meal?

5 • plate • dish • helping • slice

Which of these describes

- a a piece of bread, cake, pie, etc?  
b the amount of food that you get?  
c something that you put food on?  
d a combination of ingredients (cooked or not)?



b. In pairs, choose one word from each list and act out exchanges, as in the example.

- 1 A: *How's that cut on your shoulder?*  
B: *Oh, it's completely healed.*

2 You are going through your family photo album above together with your grandmother. Who are the people in the pictures? Read the statements and use the language in the box to act out exchanges, as in the example.

- Your Aunt Doreen was mid-way through her career.
- Your cousins Joseph and Sandra were almost able to sit up.
- At the time, all your cousin Patrick did was eat and sleep.
- Your grandfather had retired about 15 years previously.
- Your other grandparents had been married for 45 years.
- Your Uncle Larry was just about to go to secondary school.

• He/She can't be ... / must be ...	• ... probably ...
• I'm sure ... / I imagine ...	• I'd say ... / I suppose ...

- 1 A: *And what about Aunt Doreen?*  
B: *Oh, your Aunt Doreen was mid-way through her career.*  
A: *I suppose she was around forty. Is this her?*

3 Cross the odd one out.

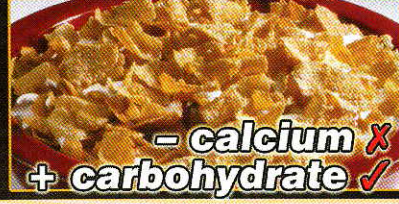
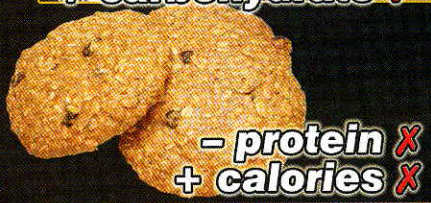
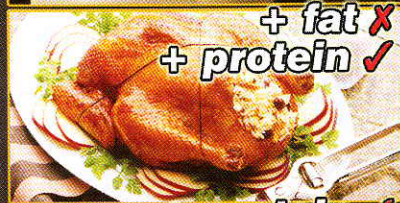
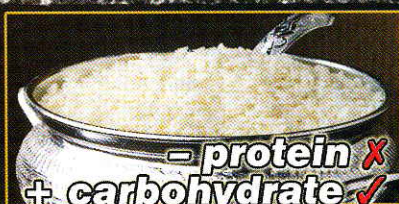
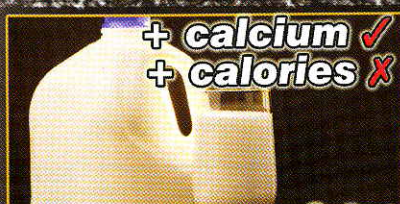
- |   |                         |          |            |            |          |
|---|-------------------------|----------|------------|------------|----------|
| 1 | <i>a well-balanced</i>  | person   | curriculum | dictionary | diet     |
| 2 | <i>a well-preserved</i> | cake     | castle     | man        | monument |
| 3 | <i>a well-paid</i>      | employee | company    | job        | manager  |
| 4 | <i>a well-dressed</i>   | doll     | baby       | woman      | salad    |
| 5 | <i>a well-to-do</i>     | family   | suburb     | house      | cousin   |

4 Complete the sentences with words from the list.

- expectancy • circumstances • bills • process • lifestyle • number

- If you exercise regularly and eat sensibly, you'll spend a lot less on medical .....
- Nowadays, most people lead a much healthier ..... than they did 50 years ago.
- People are a lot younger than they were, but a lot depends on their social .....
- People have a much higher life ..... today than they did in the 19th century.
- Of course we can't stop the ageing ....., but we can certainly slow it down.
- There is a record ..... of pensioners wanting to start up their own business.

5 In pairs, discuss how much of the following should be included in your diet and why, as in the examples.



- A: I think we should drink a few glasses of milk every day.  
 B: Yes, I agree. Though it's quite high in calories, it's really high in calcium.
- A: I don't think it's a good idea to eat roast chicken very often.  
 B: No. Though it's high in protein, it's also high in fat.

6 Rewrite the sentences using the idioms/fixed phrases in the list in the correct form.

- a sweet tooth
- be a couch potato
- the time of my life
- go bad
- come to life

- The island **gets more exciting** during the festive season.
- Meat **becomes unfit to eat** if you don't put it in the fridge.
- Jane had **the most enjoyable experience ever** on holiday in Spain.
- My brother **spends a lot of time watching television**.
- I'm afraid I've got a **passion for sugar** so I find it hard to lose weight.

7 Match the exchanges. Can you think of another response?

- He can't do without sugar in his tea.
- I think you should take up a hobby.
- Have you noticed she's put on weight?
- I don't think I'll ever get over the shock.
- They refused to put up with the noise.
- They were giving out free shampoo samples.
- Cut out junk food and you'll feel better.
- I say we could all do with a break.
- The salary I get is not enough to live on.

- You will. It just takes time.
- I agree. Let's book a holiday.
- Neither can I. I have a sweet tooth, too.
- I think you should ask for a raise.
- Really? Did you get one for me, too?
- I know. I get terribly bored at times.
- They say that's why they sold their house.
- No. I think she looks the same as ever.
- You're probably right. I'll try it.



➔ Revision Box

12 Fill in the missing word.

- 1 She has a sweet .....; she can't say "no" to chocolate cake.
- 2 She goes to the gym twice a week in ..... to keep fit.
- 3 Jo is the girl ..... won first prize in the quiz.
- 4 No one has arrived yet, ..... they?
- 5 He booked the tickets for the show ..... avoid waiting in a queue.
- 6 He was just killing ..... until they had to leave.
- 7 You will soon get ..... the cold if you stay in bed.
- 8 He's a ..... potato; he watches TV five hours a day.
- 9 She took an umbrella with her in ..... it rained.
- 10 Kate goes jogging every day ..... though she's 60 years old.
- 11 Don't you agree that he looks young ..... his age?
- 12 Julie looks very tired these days. She could do ..... a holiday.
- 13 Everyone should exercise if they want to keep .....
- 14 How's Harry? I haven't seen him ..... ages.
- 15 This is the hotel ..... they held their engagement party.

13 Circle the correct item.

- 1 Fruit and vegetables ..... lots of vitamins.  
A include C hold  
B contain D comprise
- 2 She's ..... a lot of pressure at work at the moment.  
A under B in C at D with
- 3 The nurse visits her on a(n) ..... basis.  
A day C everyday  
B daily D once a day
- 4 The Johnsons are very well-.....; they have a house in the centre of London.  
A built B preserved C paid D off
- 5 The boss treated us all to a four- ..... lunch.  
A dish B plate C helping D course
- 6 Let's go to the beach, .....?  
A do we B shall we C will we D can we
- 7 There is no point in ..... for the job.  
A apply C to apply  
B applied D applying
- 8 ..... the fact that he was tired, he went out with his friends.  
A Even though C Although  
B However D Despite
- 9 She wanted to know ..... party it was.  
A what B who's C who D whose

➔ Error Correction

14 Read the text below and look carefully at each line. If a line is correct, put a tick (✓) by it. If it has a word which should not be there, write the word at the end of the line. There are two examples at the beginning (0) and (00).

**Tip**

• Make sure you haven't left a single line blank. You should either write a word or put a tick (✓).

**Clothes for all ages**

Long ago, people were more strict about clothes than they are today. Old people and young people did not wear the same kind of their clothes. In Ancient Rome, a young boy started to wear "men's clothes" instead of "boy's clothes" when he was right in his teens. In the past, a young girl stopped to wearing short skirts and put on a long one, to show that she was by now grown up. These days, while there are still clothes which belong to a particular generations, there are not many. Nearly all of clothes now can be worn by people of all ages, and by either the men or women. Probably the most popular of these is jeans. Levi Strauss and Jacob Davies made the first pair of jeans in 1873. At first, jeans were working clothes as they were made from hardwearing material. However, they have quickly become popular and now people of all ages wear them all over the world. Jeans are one of the biggest successes of the clothing industry. The second one most popular item of clothing is probably with the T-shirt. There can't be many people between the ages of 7 and 70 who don't want have at least one T-shirt in all their wardrobe!

- 0 ✓
- 00 their
- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....
- 9 .....
- 10 .....
- 11 .....
- 12 .....
- 13 .....
- 14 .....
- 15 .....



➔ Open Cloze

15 Read the text and fill in the word which fits best. Use only one word. There is an example at the beginning (0).

**Vegetarianism: An easy choice?**

Nowadays, more and 0) **more** people are becoming vegetarians. Lots of things are "veggie". You 1) ..... find "veggie burgers," "veggie sausages" and "veggie mince" in the supermarket, and most restaurants have 2) ..... least one "veggie" option on their menus. But 3) ..... is it really like, being a vegetarian? Why do people make this choice? Are vegetarians as cheerful as 4) ..... seem? Or are they secretly miserable, dying to get their teeth into a big steak?

People choose to be vegetarian 5) ..... many reasons. Often, it is simply 6) ..... they don't like the idea of eating animals, 7) ..... though humans have been doing this 8) ..... the world began. More recently, there has 9) ..... a lot of talk about hormones, additives, and e-numbers in meat, 10) ..... to mention things like "Mad Cow Disease", which can be transmitted 11) ..... animals to humans. Because of this, many people have decided 12) ..... eating meat is, at best, not healthy, and at worst, a big risk. However, vegetarianism is probably as old as time itself. Many of the world's cultures are vegetarian, and have been for centuries. Often this 13) ..... connected with religion, as in India, but not always. A list of famous vegetarians would feature names such as Plato, Leonardo da Vinci, Einstein, Louisa M. Alcott and Tolstoy. There are many, many more.

A vegetarian 14) ..... eats sensibly will be just as healthy as a meat-eater, and will often be much healthier, simply because vegetarians usually think carefully about what they eat. I've never met 15) ..... miserable vegetarian. The important thing is that going "veggie" or not is a choice. Only you can decide.

**Tip**

- Remember you will need to recognise similar ideas expressed in different ways (i.e. paraphrases and synonyms) You need to be aware of:
- negatives (doesn't, not much, prefixes such as in-, un-, dis- etc)
- having to answer more than one question on the same subject.

➔ Reading

- 16 a. Read the title of the text as well as the introduction in bold. What do you think the text is going to be about?
- b. What kind of physical and/or intellectual activities might an older person be interested in? Look at the pictures and discuss in pairs.

**WE'RE YOUNGER THAN WE EVER WERE!**

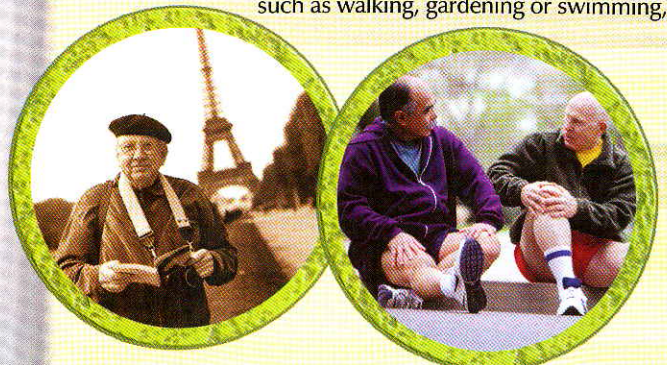
*Today's mature adults are participating in all kinds of activities, both physical and intellectual. Old people have never been so young.*

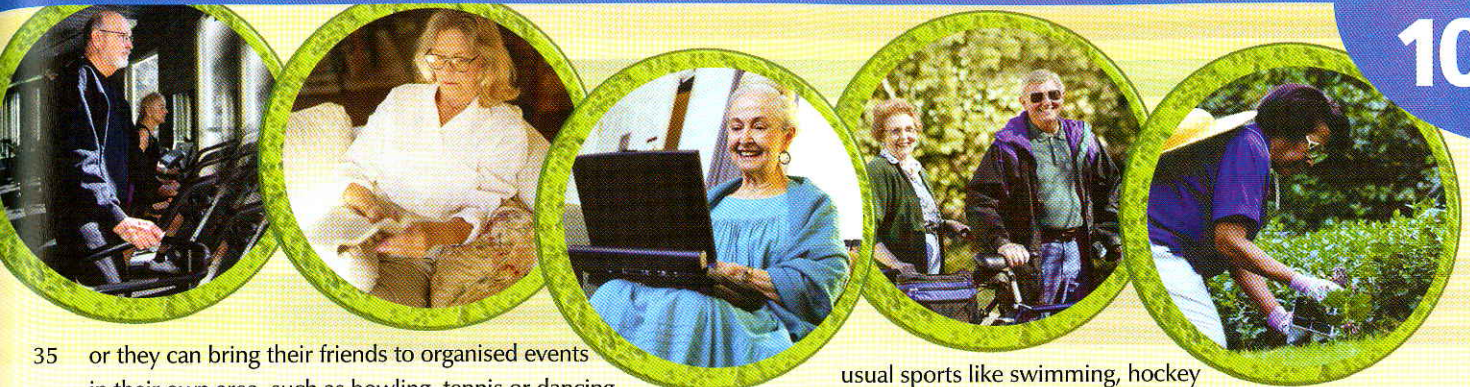
**A. A Helping Hand**

If you belong to the older generation, Singapore is a good place to live! On this island, the Ministry for Community Development and Sport is working hard to encourage sporting activities among all age groups, including the older citizens. The Ministry believes that physical activity helps people to keep a positive self-image and contributes to their sense of well-being: mental as well as physical. There are two main programmes which aim to promote and encourage different activities among the older generation. The first of these is a Mutual Help programme, where older people meet for various activities including sports. Here, the emphasis is on helping and thinking of other people. The second programme is a programme of activities organised by the Senior Citizens' Clubs. Many of these clubs have keep-fit equipment, and a large number of social and cultural events take place there, as well as sporting activities. Both programmes aim to encourage older people to lead an active, healthy and meaningful life.

**B. Healthy Exercise**

In Ireland, there is a national programme for sport and physical activity for older people. It is called "Go for Life". The physical fitness professionals on this programme work exclusively with older people. We know that regular physical activity is good for our health. Research also proves that it can prevent many common illnesses, such as high blood pressure and asthma. Physical exercise will also help people who already have such illnesses. However, people often become less active as they get older. This is probably because they feel that they are "too old" to participate in sports. Nothing could be less true. Older people can take part in the programme on their own, with activities such as walking, gardening or swimming,





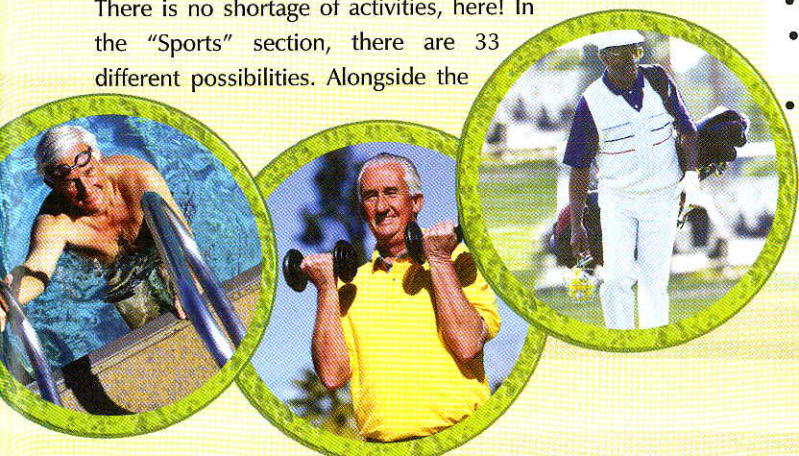
35 or they can bring their friends to organised events in their own area, such as bowling, tennis or dancing. There is a free book called *Opportunities in Retirement* which suggests different kinds of activities and gives contact details of different organisations.

**C. Lifelong Learning**

40 *Elderhostel*, founded in 1975, is the world's largest educational and travel organisation for older adults. Its aim is to excite people's minds and enrich people's lives. There are no examinations or marks. All that you need, in order to enroll on a programme, is an enquiring mind and an adventurous spirit. Also, of course, you need to believe that learning and discovery continue all your life. There are expert instructors and experienced group leaders for field trips and cultural excursions. *Elderhostel* offers a large number of programmes in a huge variety of areas. First of all, there are traditional programmes. Here, people study ancient histories, literature and art, and can learn about different cultures, modern peoples and issues. Then there is a group of adventure programmes involving activities like hiking, kayaking, biking and studying whales. There are also programmes which give people the chance to help communities in different ways, such as protecting endangered species, tutoring school children and building affordable housing. Finally, there are programmes which take place aboard a boat, anywhere from the Antarctic waters to the Mississippi River.

**D. The Spice of Life**

Port Lincoln, a city in Australia, is a place which is particularly geared to older people. This is because of an organisation called OPINACT (Older People in Action). OPINACT's motto is: "Promoting the lifestyle of the over 50's in Port Lincoln". Amongst other things, it provides simple, on-line information on activities and services. For example, under the heading "Lifestyle", it lists 28 different options, ranging from "Boating & Fishing" to "Yoga", from "Family History" to "Tai-Chi". There is no shortage of activities, here! In the "Sports" section, there are 33 different possibilities. Alongside the



usual sports like swimming, hockey and cricket, you will find "Dog Clubs", "Flying Clubs" and "Aussie Sports". The "Seniors" page shows fascinating headings, such as "Age of Reason", "Year of Older Persons" and "Seniors in Cyberspace". Clearly, they believe in the connection between physical health and mental health. The word "old" has a very different and very positive meaning in Port Lincoln!

- c. Scan the text and underline the words you come across that are related to these activities.
- d. Now read the texts and for questions 1-13, choose from the organisations (A-D). Some of the organisations 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 organisation(s):**

- has professionals to help older people with sporting activities? 0 C
- has a programme which enables you to find out about your ancestors? 1 .....
- have programmes involving animals? 2 ..... 3 .....
- gives students the chance to construct low-price accommodation? 4 .....
- is organised by a government department? 5 .....
- is appropriate for people who like excitement? 6 .....
- believe in exercising the mind as well as the body? 7 ..... 8 .....
- encourages activities for one person and for groups? 9 .....
- enables students to help animals that are in danger of becoming extinct? 10 .....
- has a big website? 11 .....
- organises sporting activities, and nothing else, for older adults? 12 .....
- has two programmes of activities? 13 .....

- e. Think of a loved older person in your family / life. What programme would you suggest that they take part in and why?

→ Listening

**TIP**

• While listening for the first time, remember that you will also hear words related to the wrong answers.

17 a. You will hear people speaking in eight different situations. Choose a question, 1-8, think of key words related to all three possible answers and tell them to your partner. Your partner needs to guess which question you have chosen.

b. Now listen and choose the best answer, A, B or C.

- 1 How does the granddaughter think her father looks in the photo? He is  
A good-looking.    B fashionable.  
C strange.
- 2 Where does the speaker think that people should smoke?  
A only in certain places  
B in public places  
C only at home
- 3 What does this woman intend to do?  
A walk more    B swim more  
C eat more
- 4 This woman is trying to persuade her husband to retire at  
A 55.    B 65.    C 60.
- 5 Which of the following sums up the patient's attitude?  
A He thinks losing weight will be easy.  
B He doesn't think he needs to lose weight.  
C He thinks food is a big part of his life.
- 6 Who is the boy talking with? His  
A teacher    B grandfather  
C father
- 7 Why does this girl want to be a farmer? Because  
A farming benefits everyone.  
B her father is a farmer.  
C she likes working in the open air.
- 8 Where does this conversation take place?  
A in a gym  
B beside a swimming pool  
C on a running track

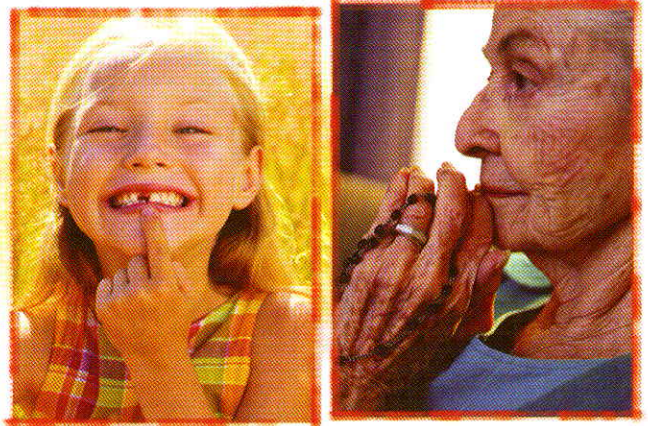
c. In pairs, choose a question and use one of the two other possible answers as a situation for a short dialogue. Act it out. Can your classmates guess which situation it is?

→ Speaking

**TIP**

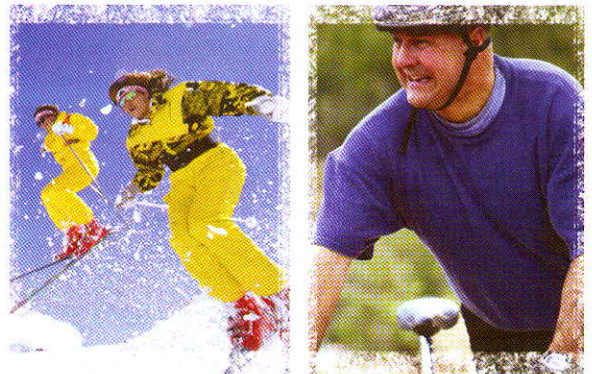
Remember that you're being asked for your opinion. This means that there is no right or wrong answer as long as you justify what you say.

18 a. Look at the two pictures showing how we change with time. Compare and contrast the pictures saying how you think each person is feeling. Student A



b. Do you like the idea of growing older? Student B

c. Look at the two pictures showing different sports. Compare and contrast the pictures saying whether you think age limits our enjoyment of sporting activities. Student B



d. Which sport would you prefer to do? Student A

e. Listen to two candidates doing the tasks above and decide which one:

- uses a variety of adjectives    A .....    B .....
- covers the first part of the task only    A .....    B .....
- hesitates excessively    A .....    B .....
- justifies his/her answers    A .....    B .....
- makes correct use of modal verbs    A .....    B .....

➔ Communication

- Expressing resignation – disagreeing/suggesting

19 a. Read the short dialogue below. Which speaker expresses annoyance? Which speaker expresses resignation? Which speaker disagrees and makes a suggestion?

A: It's terrible the way people throw litter on the street and dump their rubbish anywhere!  
 B: Well, what can we do?  
 A: There's always something we can do! We can write to the newspapers. We can speak to people when we see them doing it.

b. Use different language from the box below and, in pairs, act out this dialogue.

Expressing annoyance	Expressing resignation	Disagreeing / Suggesting
I hate the way / it when ... It's terrible the way ... Don't you hate it when ...? I can't stand it when ... It really bugs me when ...	Well, there's nothing we can do about it really. Well, what can we do? That's life. Oh, is it really worth making a fuss about it?	Of course there is! We can ... There's always something we can do! We can ... Maybe / I don't know, but we can always ...

c. In pairs, use the prompts below to act out similar dialogues. Then, take turns to talk about other things that annoy you.

- people park their cars where they shouldn't / take down their registration numbers and report them to the police
- people jump the queue in the bank / go up to them and say something
- shop assistants are rude / walk out of the shop

➔ Writing Skills (Revision & Extension)

- indirect questions/paraphrasing the rubric

20 Read the job ad below and the notes. Then, look at the list of sentences on the right that could be included in a transactional letter asking for information, and correct the style.

- Can you send me some details about the job?
- How old do I have to be?
- What kind of job is it?
- Which island will I be working on?
- Which months will I have to work?
- How many hours will I have to work?
- How much does the job pay?

- Formal/Informal

21 Read the part of a letter below and correct its style so that it is consistent.

Dear Mr Jameson,  
 I felt obliged to write and say thanks for your lovely invitation to spend the weekend at your country cottage.  
 I'm really sorry but I've booked the very same weekend to go on a fishing trip and it's too late to back out now at this late date. As you know I'm mad about fishing and this is a chance I just can't miss.

• Headings

**22** Read the rubric below and say what the task is. Then, match the paragraphs to the relevant headings. Write the missing paragraph for the heading that doesn't match.

You work as the manager of a coffee bar. The owner would like to attract more young people. He has asked you to write a report making suggestions on how to achieve this.

- Menu
- Hours of business
- Décor
- Conclusion
- Purpose
- Facilities

**A** .....  
The purpose of this report is to explore ways in which *Lorenzo's Coffee Bar* could attract the custom of more young people.

**B** .....  
The interior is old-fashioned and therefore unappealing to teenagers. In order to attract younger customers, the coffee bar should be redecorated in brighter colours and the existing furniture replaced with something more modern.

**C** .....  
The coffee bar, as it is now, offers no kinds of activity to interest young people. It would be a good idea to install items such as a billiard table, dartboards and computers with access to the Internet.

**D** .....  
Our rather high prices also discourage young people. We should include a cheaper range of drinks and snacks at affordable prices. We could also introduce a self-service sandwich bar.

**E** .....  
All in all, *Lorenzo's Coffee Bar* would attract more young customers if the interior were redecorated and if there were some interesting facilities for young people. Also, the menu needs to be improved, the prices lowered and the opening hours extended.

• Linking Words & Phrases/Topic & Supporting Sentences

**23** a. Join the following pairs of sentences using appropriate linking words from the list.

- even though • although • because
- in spite of the fact • but • since

- 1 He drove his father's car. He hasn't passed his driving test.  
.....
- 2 They wanted to buy a new car. It was too expensive.  
.....
- 3 Julie didn't go on the cruise. She couldn't afford it.  
.....

- 4 He became a chef. He loves cooking.  
.....
- 5 We had to pay for the meal. We didn't enjoy it.  
.....
- 6 He didn't graduate from school. He's a wealthy man today.  
.....

b. Read the topic sentences and for each one write an appropriate supporting sentence.

- 1 There are many advantages to travelling by car.  
.....
- 2 On-line shopping is becoming more and more popular.  
.....
- 3 Living in the city centre has many disadvantages.  
.....
- 4 Fewer people are choosing holidays abroad these days.  
.....
- 5 There are many things one can do to help the environment.  
.....
- 6 The first thing you should pay attention to when going for a job interview is your appearance.  
.....

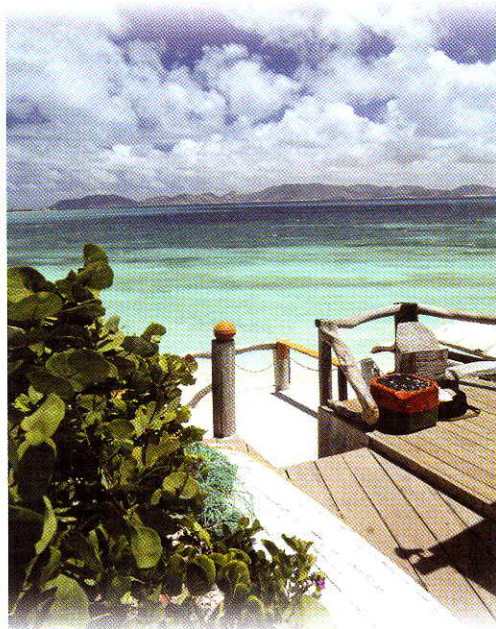
• Beginnings & Endings/Adjectives/Using the Senses

**24** a. Imagine you're in these two pictures. What can you see? hear? smell? How do you feel? Think of at least one adjective to describe:

- the weather • the people • their clothes
- the merchants • the atmosphere



- the weather • the view • the sand • the sea
- the clouds • the island



b. Read the beginning of a story entitled *Another World* and rewrite it using the adjectives in the list to make it more interesting.

- unbelievable • hot • wooden • noisy
- colourful • humid • floating • small
- exotic • narrow • fresh

I awoke that first morning in Thailand to the hustle and bustle of the merchants outside my hotel room. I couldn't wait to see what was going on, so I jumped out of bed and threw open the window which looked onto the stretch of river below. The sight was nice. Women in traditional clothes and straw hats were paddling their boats down the river in order to buy fruit, vegetables and fish from the various merchants. The smells and sounds of the market filled the air, and I rushed out because I wanted to be part of them.

• Feelings/Tenses

25 a. Look at the list of events which are given in chronological order. Who are the characters in the story? How do you think Jane feels at each stage of the story?

- 1 Jane wakes up in her own room.
- 2 She is happy to be with her family again.
- 3 She remembers the day of the accident.
- 4 She is cycling to work on a country road.
- 5 She swerves to avoid a tractor.
- 6 A van travelling in the opposite direction hits her head on.
- 7 She is unconscious in hospital for ten days.
- 8 Jane's mother encourages her not to give up.
- 9 After months in hospital Jane finally goes home.
- 10 She's determined to get on with her life.

b. Read the first half of this story below and fill in the correct form of the verbs in brackets. Then, continue the story.

Bright sunlight 1) ..... (flood) the room as Jane's mother 2) ..... (open) the blue velvet curtains. Jane slowly opened her sleepy eyes and 3) ..... (smile). How wonderful it was to be back in the safety of her home with her loving family around her again, she 4) ..... (think). As usual, she 5) ..... (spend) most of the long night thinking about that almost fatal day.

It 6) ..... (start) like any other day. Jane 7) ..... (wave) goodbye to her mum as she 8) ..... (set) off on her bike to make the mile long journey into town where she worked as a librarian. As she 9) ..... (approach) a particularly narrow stretch of a quiet country lane she 10) ..... (move) over to the side of the road in order to avoid any oncoming traffic.

It was just then that she 11) ..... (see) the tractor reversing out of a farmer's field. As she suddenly 12) ..... (swerve) to miss it she 13) ..... (feel) herself flying through the air like a paper kite. A van that 14) ..... (travel) in the opposite direction 15) ..... (almost/collide) with the tractor, too. He 16) ..... (manage) to drive around it but not before hitting Jane and her bicycle head on.

• Reviews

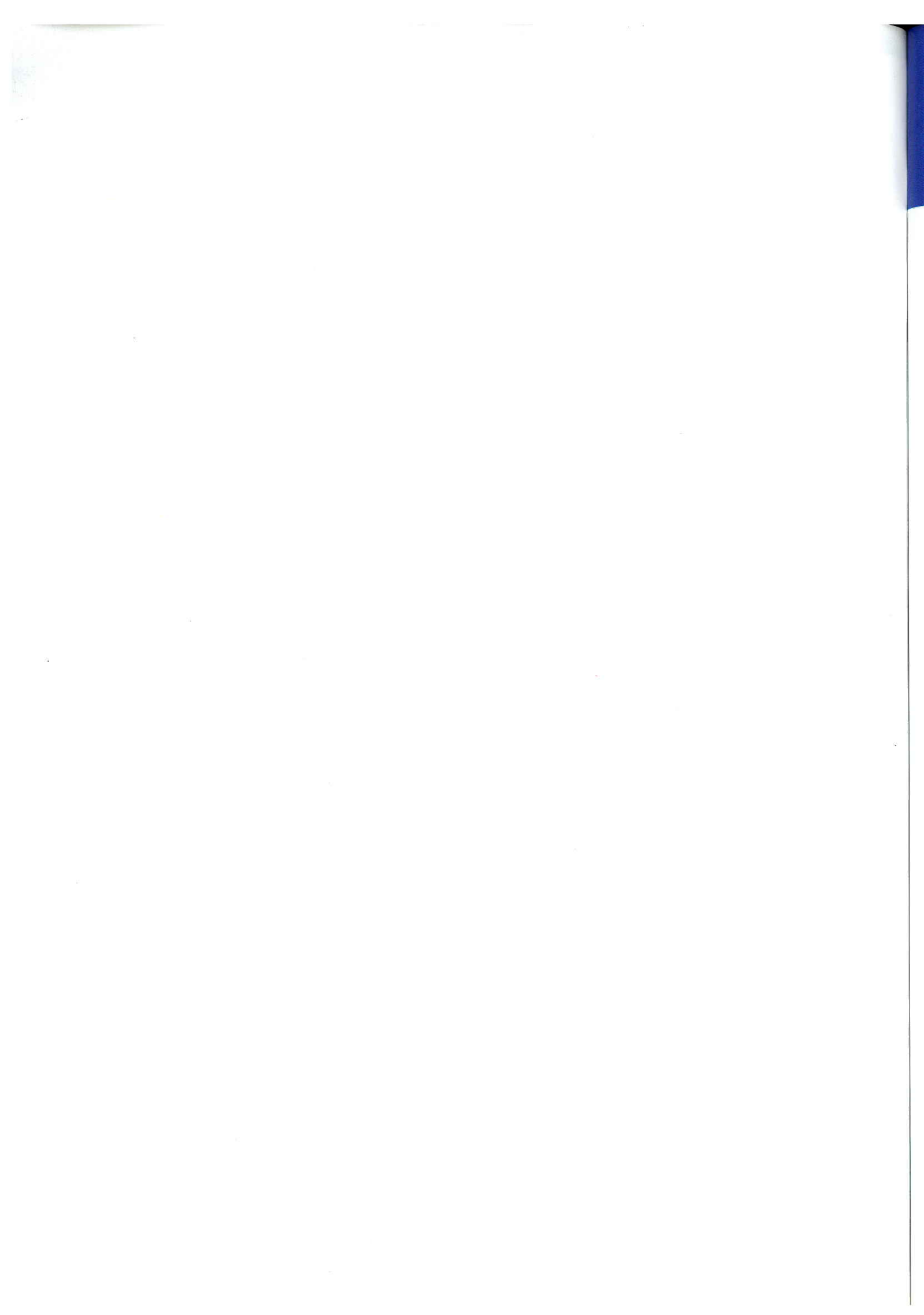
26 a. Look at the list of prompts below. Which can be used for books/films/CDs? Which are positive and which are negative?

- catchy tune
- rich sound
- weak lyrics
- dull read
- gripping novel
- dramatic twist
- fast-paced film
- thrilling plot
- poor acting

b. Make a list of two films, two books and two CDs that you liked / didn't like and tell your partner about them. Then, use the prompts as well as ideas of your own to make sentences recommending them or not, as in the example.

*For those of you who are into science fiction, "Dark City" is a film that is well worth seeing.*

*I wouldn't recommend that you add this CD to your collection.*



# Exam Facts

## What do you know about the FCE exam?

### General

- Which of the 5 papers are the most important?
  - Writing and Use of English.
  - Speaking and Listening.
  - All papers are worth the same number of marks.
- Is it necessary to pass every paper to pass the exam?
  - No, what counts is your total score from all papers.
  - No, but you must pass the Speaking paper.
  - Yes. If you don't, you fail the exam.
- Can you have extra time if you haven't finished any of the papers?
  - Only in the Writing paper.
  - No! You must finish all the papers in the time given.
  - Yes, as long as you ask politely.
- Should you use pen or pencil to write your answers?
  - Pencil for everything.
  - Pen for the Writing paper, pencil for everything else.
  - Pen for everything.
- Can you use correcting fluid?
  - No! It's not allowed at all.
  - Yes, but not too much.
  - Yes, use it as much as you like.
- Which level of CEF does it correspond to?
  - A2
  - B1
  - B2

### Paper 1 Reading (1 hour 15 minutes)

- How many parts are there in this paper?
  - 2
  - 3
  - 4
- Which part is worth more marks?
  - Parts 1, 2 and 3 because each question is worth 2 marks.
  - Part 4 because there are more questions
  - All four parts are worth approximately the same number of marks.
- How many questions are there altogether?
  - 25
  - 30
  - 35

- What happens if you put more than one answer to a question?
  - You get no marks for that question.
  - You get the mark if one of the answers is correct.
  - You get half a mark for that question if one of the answers is correct.

### Paper 2 Writing (1 hour 30 minutes)

- How many compositions must you write?
  - One is enough if it's very good.
  - As many as you can manage in the time.
  - Two – the compulsory Part 1 question and one from Part 2.
- How long should each composition be?
  - At least 180 words.
  - Between 120 and 180 words.
  - Any length – it's the quality that matters.
- Can you write something that you have learned by heart?
  - Yes, if you can't think of anything else.
  - No, you will lose marks if you do.
  - It depends on the type of question.
- What happens if a composition is longer than the required length?
  - Only the first part will be marked.
  - You will get extra marks for writing more.
  - The examiners will refuse to mark it.
- Is spelling important?
  - Yes, in that it contributes to the overall impression mark.
  - Yes, you lose one mark for every spelling mistake.
  - No, spelling doesn't matter at all.
- Is American usage and spelling acceptable?
  - No, you must use British English only.
  - Yes, it's ok to use a mixture of American and British English.
  - Yes, as long as you use it all the way through.

## Paper 3 Use of English (1 hour 15 minutes)

- 17 Is it a good idea to write two possible answers to a question?  
 A No, because if one of them is wrong, you will get no marks.  
 B Yes, because if one of them is right, you will get the mark.  
 C Yes, because if both of them are right, you will get two marks.
- 18 How important is spelling in this paper?  
 A Not at all. It doesn't matter how you spell your answers.  
 B Not very – you might lose half a mark for incorrect spelling.  
 C Very. If the answer is spelt wrongly, you lose the mark.
- 19 How many parts are there in this paper?  
 A 4    B 5    C 6
- 20 How many questions are there altogether?  
 A 55    B 60    C 65
- 21 Do contractions (e.g. *don't, isn't*) count as one word or two?  
 A One word.  
 B Two words.  
 C It depends on the examiner.

## Paper 4 Listening (about 40 minutes)

- 22 How many parts are there in this paper?  
 A 3    B 4    C 5
- 23 Are some questions worth more than others?  
 A No, all questions are worth one mark.  
 B Yes, the multiple-choice questions are worth two marks.  
 C Yes, the blank-filling questions are worth two marks.
- 24 In part 2, what happens if you get the right answer but spell it wrongly?  
 A You lose the mark in all cases.  
 B If it's recognisable and wasn't spelt out in the recording, you get the mark.  
 C You get half a mark if the spelling is nearly correct.

- 25 How many questions are there altogether?  
 A 20    B 30    C 40
- 26 How many times will you hear each part?  
 A Only once.  
 B Twice.  
 C Three times if it's difficult.
- 27 In which part are the questions recorded on the cassette/CD?  
 A Part 1.    B Part 2.    C Part 3.

## Paper 5 Speaking (about 14 minutes)

- 28 Can you choose who your partner is for the interview?  
 A No, it's decided by the examinations staff.  
 B Yes, as long as you ask the examinations staff on the day.  
 C Yes, if your teacher applies in writing in advance.
- 29 Should you speak to the examiner or the other candidate during the interview?  
 A It's best to speak only to the other candidate.  
 B It's best to speak only to the examiner.  
 C Both – the examiner will make it clear who you should speak to in each part.
- 30 If you don't understand something, can you ask the examiner to explain further?  
 A No, this will make the examiner angry.  
 B Yes, but the examiner will simply repeat the question, not simplify it.  
 C No, but you can ask the other candidate.
- 31 Is it a good idea to keep interrupting your partner?  
 A Yes, you will get more marks if you do.  
 B No, you should speak a lot but also let your partner speak.  
 C Yes, if you think your partner is making mistakes.

31 B	28 A	25 B	22 B	19 B	16 C	13 B	10 A	7 C	4 B	1 C
30 B	27 A	24 B	21 B	18 C	15 A	12 B	9 C	6 C	3 B	
29 C	26 B	23 A	20 C	17 A	14 A	11 C	8 C	5 A	2 A	

Answers

# Practice Test

Paper 1 – Reading  
Part 1

You are going to read a newspaper article about the history of chocolate. 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 An affordable luxury
- B Various flavours
- C A valuable find
- D A closely guarded secret
- E Bars of chocolate
- F A sweeter drink
- G Mass production
- H A high-class drink
- I On the move

The History of Chocolate

The story of chocolate, as far back as we know it, begins with the discovery of America. Until 1492, the Old World knew nothing at all about the delicious and stimulating flavour that was to become the favourite of millions.

0 | \_\_\_\_\_ C

The Court of King Ferdinand and Queen Isabella got its first look at the basic ingredient of chocolate when Columbus returned in triumph from America and laid before the Spanish throne many strange and wonderful things. Among these were a few dark brown beans that looked like almonds and

seemed at the time to be of little value. They were cocoa beans, today's source of all our chocolate and cocoa.

1 | \_\_\_\_\_

The King and Queen never dreamed how important cocoa beans could be, and it was Hernando Cortez, the great Spanish explorer, who realised their possible value. During his conquest of Mexico, Cortez found the Aztec Indians using these cocoa beans in the preparation of the royal drink of the realm, "chocolate", meaning warm liquid. In 1519, Emperor Montezuma, who reportedly drank 20 or

more portions a day, served chocolate to his guests in great golden goblets, treating it like a food for the gods.

2 | \_\_\_\_\_

For all its prestige, however, Montezuma's chocolate was very bitter, and the Spaniards did not find it to their taste. To make the mixture more agreeable to Europeans, Cortez and his countrymen came up with the idea of sweetening it with sugar. When they took the chocolate back to Spain, the idea found favour and the drink underwent several more changes with newly discovered spices, such as cinnamon and vanilla. Eventually, someone decided the drink would taste better if served hot.

3 | \_\_\_\_\_

The new drink won friends, especially among the Spanish aristocracy. Spain wisely began to plant cocoa in its overseas colonies, which gave birth to a very profitable business. Remarkably enough, the Spanish managed to keep their cocoa industry hidden from the rest of Europe for nearly a hundred years.

4 | \_\_\_\_\_

Spanish monks, who had been given the job of processing the cocoa beans, finally let the secret out. It did not take long before chocolate was known throughout Europe to be a delicious, health-giving food. For a while it was the most popular drink at the fashionable Court of France. Chocolate drinking spread across the Channel to Great Britain, and in 1657 the first of many famous chocolate companies appeared.

5 | \_\_\_\_\_

The hand methods of manufacture used by small shops eventually gave way to chocolate being produced by machinery. This changeover was brought about by the arrival of an improved steam engine, which made it easier to grind the cocoa beans. By 1730, chocolate had dropped in price, which meant that more people were able to buy it. The invention of the cocoa press in 1828 reduced the prices even further and helped to improve the quality of the drink by squeezing out part of the cocoa butter, the fat that is naturally present in cocoa beans. From then on, drinking chocolate had more of the pleasing flavour it has today.

6 | \_\_\_\_\_

The 19th century marked two more revolutionary developments in the history of chocolate. In 1847, an English company introduced solid chocolate. Now it could be eaten as well as drunk. This smooth, velvety variety has almost completely replaced the old coarse-grained chocolate, which had up to then dominated the world market. The second development occurred in 1876 in Vevey, Switzerland, when Daniel Peter devised a way of adding milk to the chocolate, creating the product we enjoy today known as milk chocolate.

7 | \_\_\_\_\_

In the United States of America, chocolate was produced at a faster pace and in larger quantities than anywhere else in the world. It was in pre-revolutionary New England, in 1765 that the first chocolate factory was established. Chocolate has gained so much importance since that time that any interruption in its supply would be keenly felt.

[Turn over]

You are going to read a magazine article about ways of making extra money. For questions 8-14, choose the answer (A, B, C or D) which you think fits best according to the text.

### The Women's Institute

At a time when my family's income was low, my wife and I looked around to find ways of working from home in order to increase my modest salary. As we were out for a walk one day we came across the local Women's Institute (WI) Market held in the Community Centre, and our money problems were soon solved.

Not only have we earned money from selling our organically grown crops at the Institute, but we've also been able to buy some lovely crafts and home-produced food at reasonable prices. In addition to this, it has given my wife a new circle of friends and something to do on a Thursday morning.

The history of the WI began during the First World War when food was in short supply and people were encouraged to grow their own produce. However, they soon discovered that they had a surplus of crops, so the community of Lewes in Sussex decided to set up a market so they could sell it. Soon other communities began to do the same and the Women's Institute took root and has flourished ever since, widening its homemade produce to crafts and kitchen produce such as jams and pickles.

To begin with, my wife felt rather nervous about going to the Institute alone, so I went with her for the first few months. I suppose it was the fact that she didn't really know anyone there that did it. If you haven't lived in a village for 50 years or so, you aren't going to fit in for some time. But then, as she was learning to accept the situation, she started to find the people, crowds and noisy places quite stimulating.

The chairperson of the WI is a lovely retired chap called Fred, a former mayor who does loads of charity work. He runs the show with the help of a secretary and a treasurer. And then there are the members, who unfortunately are forever trying to tell him how to go about his business.

The only thing about the WI I dislike, and which has caused a bit of stress to my wife, is the other sellers and volunteers who want to have their say without really knowing what they're doing. They try to change the rules, but refuse to help out elsewhere when it's necessary. For instance, the ladies who sell the vegetables or cakes will never do anything else and find doing the dishes beneath them. Fortunately, this only affects the buyers; the customers have no idea what's going on.

For those of you who are interested in joining the WI it will cost you the grand sum of five pence. This small fee gives you shareholder status and provides insurance cover. If you're prepared to put the time into the garden, the kitchen or your craft, then you can make a good profit. Some people are known to get cheques of four figures each month, so get digging, baking or creating and you too can reap the benefits.

8 Before the writer found out about the WI

- A he wasn't working.
- B he had a low-paid job.
- C he worked from home.
- D he had no money problems.

9 The couple made money by selling

- A cheap vegetables.
- B homemade food.
- C garden produce.
- D a variety of goods.

10 Why was the WI founded?

- A to end a food shortage
- B to sell more food
- C to find new markets
- D to end a war

11 How did the writer's wife feel in the beginning?

- A embarrassed
- B excited
- C fearful
- D enthusiastic

12 What is the chairperson's occupation?

- A He is a politician.
- B He works for a charity.
- C He is a pensioner.
- D He is in show business.

13 Some members of the WI

- A refuse to change roles.
- B are extremely lazy.
- C seem very ambitious.
- D treat customers badly.

14 According to the writer, WI membership is

- A universal.
- B worthwhile.
- C expensive.
- D prestigious.

You are going to read an article about food in space. Seven paragraphs have been removed from the article. Choose from the paragraphs A-H the one which fits each gap (15-20). There is one extra paragraph which you do not need to use. There is an example at the beginning (0).

### Food for Space – Space for Food

More than 40 years ago, astronaut John Glenn became the first American to orbit the Earth. His mission lasted nearly five hours and, before splashing down in the Atlantic Ocean, Glenn and his Mercury spacecraft completed three orbits of the Earth. **0** **A**

Before the flight, some experts were worried that in space, food would be hard to swallow and as a result, collect in the throat. However, eating in space on this historic flight turned out to be an easy though not very tasty experience. Once the food reached his mouth, Glenn had no problem in swallowing. **15** **B**

With time eating in space became less troublesome and food more appetizing. The aluminium tubes of the previous programme were replaced because the container weighed more than the food inside. Pieces of food were coated with edible gelatine to keep them in one piece. Dried foods were kept in an improved plastic container. **16** **C**

In an even later programme, food packages were similar to those used on previous missions but the variety of food was even greater. Apollo astronauts had the added luxury of hot and cold water. With hot water available, food was easier to prepare and much improved in taste. **17** **D**

In 1973 and 1974 the Skylab space station was occupied by three teams of astronauts. Eating systems there were much better than the ones used in Apollo, Gemini, and Mercury. Unlike previous space vehicles for astronauts, Skylab was much bigger and space was available for a dining room table. **18** **E**

The actual process of eating was a fairly normal operation. Knife, fork, and spoon were held magnetically to the food tray until needed. A pair of scissors was added to the usual utensils for cutting open the plastic coverings. With careful use of the utensils, food would remain in the cans until needed. **19** **F**

Finally, because of the relatively large amount of storage space on Skylab, it was possible to have an extensive menu of 72 different food items. Unique to the space station were a freezer for foods such as vanilla ice cream and a refrigerator for chilling fruits and drinks. Enough food was carried to provide each astronaut with 1.9 kilograms of food per day. **20** **G**

For example, to make eating easier, a food tray was carried on the mission. The tray did not warm the food as the Skylab tray did, but it held the food in place with fasteners and attached to the crewmember's leg during mealtimes.

**A** In later missions other astronauts after him were forced to endure cubes of food, freeze-dried foods, and semi-liquids in aluminium toothpaste-type tubes. They found the food unappetizing, and disliked squeezing the tubes. Furthermore, stray pieces of food had to be caught to prevent them from damaging the equipment.

**B** Among the many tasks he had to perform while in orbit were the first American space experiments in eating food in the weightless conditions of Earth orbit. His flight was too short to make eating a necessity but future flights were expected to last many days and even weeks. His experience would help design space food systems.

**C** Eventually even this proved to be a complete failure and had to be replaced by a simpler system that did not require such a complex design. The quantity of water required was also reduced so that the weight of the spacecraft was lower.

**D** This consisted of a simple stand where food trays were placed. When dining, the three-astronaut teams would "sit down" in the air by means of foot restraints. The food trays not only held the food in place but also served as warming devices. Underneath the trays were heaters that could raise the temperature of food.

**E** Not only were these food containers for astronauts better but the menu selections were enlarged enough to provide four days of meals before repeating any menus. A typical meal would include shrimp cocktail, chicken and vegetables, toast squares, butterscotch pudding, and apple juice. Before each flight meal combinations were chosen by the astronauts themselves.

**F** These were made of aluminium with pull-off lids. They had a built-in plastic cover to prevent spillage when removing the lid and they had a hole for adding water. Instead of plastic drinking bags, Skylab drinking containers were flexible bottles that stretched when filled with hot or cold water. This made drinking much more like on earth.

**G** Unlike Skylab, the Apollo spacecraft did not have a freezer but did have many of the food advances that had been developed over the course of the American space programme.

**H** Further advances in eating systems came with the introduction of the "spoon-bowl" package for dried foods and pouches for semi-liquid foods. Following mixing of the contents in the spoon-bowl, a plastic zipper was opened and the food removed with a spoon. The water content in the food enabled it to stick to the spoon, making eating a more normal experience.

You are going to read an article about various people who claim to have seen the Loch Ness Monster. For questions 21-35, 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).

A	Ian
B	Richard
C	Dan
D	Ronald

Of which of the people (A-D) are the following true?

- He was alone when he saw the monster.  0  C
- The monster came quite close to him.  21
- He managed to photograph it.  22
- He describes its size.  23  24
- He was already at the Loch when he saw it.  25
- At first he ignored what he saw.  26
- He did not stop to watch it.  27
- He remembers the exact date he saw it.  28  29
- He says the weather was fine that day.  30  31
- He saw the water in the Loch moving unusually.  32  33
- He describes how he felt that day.  34
- He saw the monster twice.  35

## The Legend of Loch Ness

*While no hard evidence for the existence of the Loch Ness Monster has yet turned up, heaps of sightings have been reported.*

### A Ian

Well, I'm talking about an incident that happened around 32 years ago, almost to the very day actually, mid summer, June 1965. I was fishing with a friend on the south shore of Loch Ness when I saw something break the surface of the water. I glanced there, and I saw it, and then it wasn't there, it had disappeared. It was a whale-like object that rose up out of the water, submerged, and then reappeared seconds later. However, on this occasion it was now on my left, so I realised immediately that while in the process of surfacing, it had rotated. At that moment I called my friend Willie, who came over and joined me. We sat transfixed for a moment before realising that it was drifting towards us. In fact it came to within, I would say, about 250-300 yards. If I hadn't had the extraordinary experience of seeing it for myself, I just wouldn't have believed it!

### B Richard

Right, I'm driving along not far from the Loch, glancing out of the window and I see this boiling in the water. I thought, "No, it can't be anything," and I carried on for a while longer. Then I looked again, and I saw three black humps. I didn't want to lose sight of the thing, so I pulled over to the side of the road, and grabbed my camera. I was trying to remain very cool and nonchalant as I focused the camera to take two or three pictures. In fact, I had taken nine or ten photos without realising it. There was another couple watching it from their car too, but I was just so excited that I forgot to get their name and address. I saw what I saw, and I'm not going to be dissuaded.

### C Dan

The day that I saw the monster was the end of September 1990, and I was driving back from Inverness. I drove up the hill and when I came in sight of the bay, I glanced out across it, and saw this large lump. I know it sounds absurd but it's the only way I can describe it! The nearest I can tell you is, it looked like a boat that had turned upside down. I'd say it was about 30 feet in length, and nearly 10 feet in height from the water to the top of its back. It was a clear, sunny day, the water was bright blue, and it really showed up against it. It was a mixture of browns and greens, sludgy sort of colours. I looked at it on and off for a few seconds, because I was driving. Must have seen it three or four times, and the last time I looked, it was gone!

### D Ronald

I was about 14 years old when I saw it. My mother was driving my brother and me into Inverness for shopping one Saturday morning. It was a beautiful clear day and the surface of the Loch was flat and calm. As we were driving along I just happened to look over to the Loch and shout, "Stop the car!" My mother pulled over and we saw this huge commotion right in the centre of the Loch. It was grey-brown and massive. So massive in fact, it was the size of a bus – a big bus. It flipped over and crashed down and the waves at that point were about three feet high. I did tell one or two people about what I'd seen, but not too many. I myself obviously think I saw the monster, but to this day nobody has been able to tell me exactly what I saw, so it must have been the monster, mustn't it?

You must answer this question.

- 1 After seeing the following advertisement in a student magazine, you decide to write a letter asking for further information before applying for the job.

**SITUATIONS VACANT**

Tour guides wanted from July.  
Willing to work long hours.  
Must speak foreign languages.  
Excellent salaries for suitable applicants.

For details contact: Mr Murphy  
Brunswick Tours, 16 Royal Drive,  
London W11.

*exact dates?* (points to 'from July')

*which languages?* (points to 'Must speak foreign languages')

*how many?* (points to 'Willing to work long hours')

*how much?* (points to 'Excellent salaries')

- any previous experience necessary?
- travel to other countries?

Write a letter of between 120-180 words in an appropriate style to Mr Murphy asking for the above details regarding the job. Do not include addresses.

Write an answer to one of the questions 2-5 in this part. Write your answer in 120-180 words in an appropriate style.

- 2 You have just seen the following advertisement.

**National Tourist Board**

- Which holiday resort in your country do you like most?
- Why do you like it?

We are looking for short articles answering these questions. The writer of the best article will win a free holiday for two in their favourite resort.

Write your article for the National Tourist Board.

- 3 Your teacher has asked you to write a story beginning with the sentence:

**"Who can this be?" Jane wondered as she dashed to answer the doorbell.**

Write your story for the teacher.

- 4 This is part of a letter you received from your penfriend.

*"I hope you have settled into your new house and school at last. I look forward to hearing all about them in your next letter."*

Write your letter to your penfriend.

## Part 1

For questions 1-15, read the text below and decide which answers A, B, C or D best fits each space. There is an example at the beginning (0).

Example: 0

### Choosing a Suitable Career

Which career is right for you? This is a question 0) ..... many young people today. The career you choose will 1) ..... various areas of your life so it's advisable to give it a good 2) ..... of thought beforehand. It can determine your level of education and training, your rates 3) ..... pay, your promotional prospects, your hours of work and your working conditions. These, in 4) ....., will alter your future lifestyle: where you will live, your social 5) ....., even which sports and leisure activities you are more likely to 6) ..... up. So, as you can 7) ....., it is quite a complicated business.

Furthermore, think 8) ..... what you would like an occupation to offer you and list them in 9) ..... of importance. Unfortunately, you may have to sacrifice one to gain another. For instance, you may want a 10) ..... income; yet also want the independence of working for yourself. You will have to 11) ..... a decision about what is most important to you. To help you decide, write down what it is about each item that is important to you. Do try to keep in 12) ..... however, that as you 13) ..... older your values are likely to change, so you should keep your options 14) ..... And again as you discover more about yourself and about jobs, you may change your ideas, so be 15) ..... to revise your list from time to time.

- |    |             |            |           |                 |
|----|-------------|------------|-----------|-----------------|
| 0  | A heading   | B facing   | C posing  | D asking        |
| 1  | A affect    | B impress  | C regard  | D interest      |
| 2  | A extent    | B portion  | C deal    | D share         |
| 3  | A in        | B of       | C with    | D for           |
| 4  | A course    | B way      | C line    | D turn          |
| 5  | A security  | B service  | C life    | D work          |
| 6  | A bring     | B take     | C get     | D set           |
| 7  | A picture   | B think    | C believe | D see           |
| 8  | A about     | B ahead    | C out     | D for           |
| 9  | A place     | B position | C series  | D order         |
| 10 | A typical   | B routine  | C regular | D frequent      |
| 11 | A set       | B do       | C fix     | D make          |
| 12 | A mind      | B thought  | C memory  | D consideration |
| 13 | A turn      | B get      | C come    | D reach         |
| 14 | A high      | B free     | C open    | D wide          |
| 15 | A organised | B prepared | C planned | D arranged      |

## Part 2

For questions 16-30, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0).

Example: 0  of

## Talent – at a Price?

Along with the usual stress 0) ..... childhood and growing up, gifted children often have unique dilemmas, 16) ..... can increase their stress levels 17) ..... more. They may find it difficult to accept their talents along 18) ..... their limitations. In addition to this, they soon become aware 19) ..... they are different, while at the same 20) ..... wanting to develop a strong sense of belonging with their peers.

Some of the more common signs of stress 21) ..... losing a sense of humour as 22) ..... as showing resentment towards parents, teachers and even friends. Many of these children suffer 23) ..... sleeplessness, or have difficulty in waking up. They may develop nervous habits such 24) ..... stuttering, excessive blinking or head shaking. These signs 25) ..... be an indication that they are trying to cope with their anxieties unsuccessfully. Many gifted children link their self-worth and identity with how highly 26) ..... achieve. For these perfectionists, any failure is 27) ..... terrible blow to their self-esteem.

These gifted children need a 28) ..... of support, especially from their parents. They should 29) ..... encouraged to take time out from their studies, whenever possible. Teachers should be supportive and focus on improvement and effort rather 30) ..... comparison with others. As long as these children are working purposefully and thoughtfully, they will learn to draw the fine line between excellence and perfection.

## Part 3

For questions 31-40, complete the second sentence so that it has a similar meaning to the first sentence. Use the word given and other words to complete each sentence. You must use between **two** and **five** words. Do not change the word given. There is an example at the beginning (0).

Example: 0  *not like her to wake*

- 0 She doesn't usually wake up so late in the morning.  
like It is ..... up so late in the morning.
- 31 The last time Kevin saw Janet was a month ago.  
for Kevin said that he ..... a month.
- 32 I bought Martin's old car from him.  
his Martin ..... car.
- 33 A dressmaker is going to make my costume.  
made I'm going ..... by a dressmaker.
- 34 Talking in the library is not allowed.  
talk You ..... in the library.
- 35 Jonathan doesn't speak French. Lynne doesn't either.  
nor Neither ..... French.
- 36 This is Sarah. Her father is a famous director.  
whose This is Sarah, ..... famous director.
- 37 Must you do the homework now?  
be Must ..... now?
- 38 She finds it difficult to understand maths.  
has She ..... maths.
- 39 "I think you should take a map," Dad said to me.  
advised Dad ..... a map.
- 40 "Do you know where the car park is?" she asked him.  
if She asked ..... the car park was.

[Turn over]

Part 4

For questions 41-55, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there. Find the unnecessary words and write them in the spaces. If you think a line is correct, put a tick (✓) in the space. There are two examples at the beginning (0 and 00).

Example: 

0	it
---	----

00	✓
----	---

**Water Aid**

Clean water is something most of us take it for granted, but over a billion people in the world do not have access to it. Also, more than two billion people lack of basic sanitation and, as a result, every minute four children die from a water-related diseases. Many women and children in developing countries spend hours walking miles each day to collect water that is usually dirty and unsafe from contaminated rivers. Carrying so heavy water containers is being an exhausting task that takes up valuable time and energy, preventing women from doing even important work and stopping children from going to the school. Without clean water and sanitation, people cannot escape poverty and disease. *Water Aid* is dedicated to providing for water, sanitation and hygiene education to the world's poorest people. It was been established in 1981 and, to date, has helped over seven million people. It pays special attention to the role of women such as it is they who must tend to be responsible for their family's water supply, and it is they who are best placed to have help their family's hygiene habits.

- 0 .....
- 00 .....
- 41 .....
- 42 .....
- 43 .....
- 44 .....
- 45 .....
- 46 .....
- 47 .....
- 48 .....
- 49 .....
- 50 .....
- 51 .....
- 52 .....
- 53 .....
- 54 .....
- 55 .....

Part 5

For questions 56-65, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (0).

Example: 

0	obligation
---	------------

**DVD's On Tap**

DVD's On Tap are offering a free no 0) ..... 14-day trial to their excellent 56) ..... service. You can rent from a 57) ..... of 3000 DVD's and have them sent 58) ..... to your door, and return them by free post. Depending on how many you want, you can rent 59) ..... titles for a 60) ..... cost of between £7.99 and £19.99. You can send for up to 100 titles in order of 61) ..... and arrange for their 62) ..... the following day. Each DVD comes in pre-paid 63) ..... and once the company receives the one you've watched, they send another 64) ..... You can keep the DVD's for a month without any 65) ..... offer today! cost. Why not take advantage of this 66) .....

- OBLIGE
- POST
- SELECT
- DIRECT
- LIMIT
- MONTH
- PREFER
- DELIVER
- PACKAGE
- IMMEDIATE
- ADDITION
- SENSATION

## Paper 4 – Listening

## Part 1

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

- You are trying to sleep in your hotel room when you hear this woman in the next room. Who is she speaking to?
  - her husband
  - the police
  - the manager
- You hear this man on TV. How does the man feel?
  - enthusiastic
  - nervous
  - depressed
- You hear this woman talking on the radio. What is her job?
  - dentist
  - fashion designer
  - hair stylist
- You are waiting in the queue at a supermarket checkout when you hear this exchange between the cashier and a customer. What does the customer leave behind in the supermarket?
  - his money
  - his shopping
  - his credit card
- Listen to this woman talking to her boss. What does the woman want to do?
  - get paid more money
  - leave work early
  - work fewer hours
- Listen to this man speaking at the end of a lesson. What is being taught?
  - gardening
  - cookery
  - painting
- You are in a queue at the market when you hear this woman talking behind you. Who is she talking to?
  - her dog
  - her child
  - her friend
- You hear a man talking in an office. What is he doing?
  - reading a memo
  - dictating a memo
  - writing a memo

## Part 2

You will hear part of a radio talk about the driver of the world's first train. For Questions 9–18, complete the notes which summarise what the speaker says. You will need to write a word or short phrase in each box.

- Edward Entwistle worked in an
- The Rocket was the world's first
- Following the Rocket's completion, Stephenson searched for
- Young Edward was only  years old.
- The railway opened on  1830.
- One day before the opening the engine was taken for a
- When returning from Manchester, the train was involved in a
- The Rocket used to make  daily.
- Edward was put under a great deal of
- Edward worked next on a

[Turn over]

## Part 3

You will hear five different people talking about interviews they have attended. For Questions 19-23, choose from the list A-F what happened to each one during the interview. Use the letters only once. There is one extra letter which you do not need to use.

- |   |                                       |    |
|---|---------------------------------------|----|
| A | He learned a valuable lesson.         |    |
| B | He failed to complete a task.         | 19 |
| C | He got a shock.                       | 20 |
| D | He was pleasantly surprised.          | 21 |
| E | He had lied about his qualifications. | 22 |
| F | He felt confident of success.         | 23 |

## Part 4

You will hear a conversation which takes place in a car showroom, between a salesperson and some people who want to buy a new car, Mr Keaton and his daughter, Harriet. Answer Questions 24-30 by writing S (for salesperson), K (for Mr Keaton) or H (for Harriet) in the boxes provided.

- |    |  |    |
|----|--|----|
| 24 | Who is determined from the start that they want to buy a new car?            | 24 |
| 25 | Who tries to defend Harriet's old car?                                       | 25 |
| 26 | Who says that the car is a very special present?                             | 26 |
| 27 | Who tries to calm things down and talks of compromise?                       | 27 |
| 28 | Who thinks they should look at a number of cars before making a decision?    | 28 |
| 29 | Who thinks it will be difficult to make a decision?                          | 29 |
| 30 | Who is confident that they will find a car that they like in this salesroom? | 30 |

1

Paper 5 – Speaking

Part 1

- What facilities are there for young people in your area?
- Do you come from a large family?
- Can you tell me some things you enjoy doing with your family?

Part 2

a. Look at these two pictures showing people doing extreme sports. Compare and contrast the pictures saying how you think the people might be feeling in each situation.



Student A

b. Would you like to try an extreme sport?

Student B

c. Look at these two pictures showing different forms of transport. Compare and contrast the pictures saying which form of transport you prefer.



d. How do you usually travel to work/school?

Student A

2

Part 3

I'd like you to imagine that you have just won a holiday to Venice. Here are some items that you might need for the trip. Talk to each other about how useful these items would be on this particular holiday. Then suggest another two items you might need to take with you on such a trip.

Students A & B



Part 4

Students A & B

- Which country would you like to visit most?
- What plans do we need to make before going on holiday?
- Some people say that we can learn a lot from holidaying in other countries. What is your opinion?
- Do you think it's better to speak the language of the country you visit?
- Where do most tourists go when they visit your country?
- Tourism, they say, can create various problems. What do you think?

# Tapescripts

## UNIT 1

### > Tapescript for Exercise 20b (p. 9)

#### Speaker 1

Well, in the beginning I was thrilled when we got our Internet connection sorted out. I thought it would solve the problem of writing masses of letters by hand. It all started off well. About a month later all of this 'spam' started to arrive ... you know, that junk mail that nobody actually wants! I'm really fed up with it all because it's obviously a cheap system for companies to use to advertise their products, but, on the other hand, it's a big nuisance to have to get rid of it all!

#### Speaker 2

When I started studying abroad, I panicked in the beginning because I had never used email in my life before, even though I had had a computer at home for quite a while before I actually went off to university. Right from the start, they threw us into the deep end and all students were given an email address. We were told that all communication would be done in that way and of course the lecturers showed each and every one of us how to use the system. Even if we were absent for just one day, the lecturer would automatically send us an email! All the materials we needed for the different projects were also sent to us by email.

#### Speaker 3

We've got a wonderful French teacher at school who always seems to find different ways to make the lessons more interesting. Recently she decided that it would be a good idea if we all had a French pen-pal. She went to the teacher who does computer lessons and asked him to set us up with email addresses as she thought it would help improve our French if we wrote to our pen-pals each week. She was absolutely right! We've been in contact with a class of students from a school in Paris for about five months now and it's made a huge difference to our level and it's great fun as well. Next year we're going to share a geography project with them in order to find out more about France.

#### Speaker 4

As a parent of young children, to be honest with you, I'm in two minds and rather worried about the Internet. I certainly approve of the educational opportunities for students and the idea of keeping in touch with friends through email, but how do we check the quality of information young people manage to find on the different sites? How on earth can authorities control this monster? I've already organised for someone to put a filtering system on ours.

#### Speaker 5

From a business point of view, the advantages of using email systems have allowed us to work at a much faster rate than in the past. We are able to carry out business deals within minutes now, sort out problems halfway across the world as well as advertise extremely cheaply. This is very different to what things were like in the past when we first set up the company. It's also much easier for our secretaries as it means that correspondence can be dealt with more quickly nowadays.

### > Tapescript for Exercise 21c (p. 10)

**Interlocutor:** Now, I'd like you to talk about something together for about three minutes. Here are some pictures of different means of communication. Talk to each other about which are the most useful and then decide together which two may disappear completely in the near future. You have about three minutes for this, so, once again, don't worry if I stop you and please speak so that we can hear you.

**Student A:** Errrr, I'll start with the phone. It is what we all use a lot and so, of course, it's very useful.

**Student B:** Yes, I find it extremely useful too, especially at work when you sometimes need to answer urgent questions and give information immediately. Now, how do you feel about mobile phones?

**Student A:** Well, I personally find them very useful and necessary.

**Student B:** Mmmm, yes, they're convenient if there's an emergency and you're in the middle of nowhere and need to contact the police or your family for example, though I feel that they are overused in many cases. Think about how many people spend hours just chatting about silly, unimportant things. I wonder about the bills too! What about fax machines, are they of much use these days do you think?

**Student A:** Well, I'm not too sure how they work but I think that errr they're quite important for companies.

**Student B:** Yes, it saves a great deal of time if you need to send any documents in a hurry. It simply copies them and sends them electronically by phone. It's so immediate. What about using email? Do you think it's helpful?

**Student A:** Yes, it is very fast but the other person needs to have email as well, of course!

**Student B:** That's true. Otherwise the system wouldn't work, though I must say, again, it's immediate communication and saves so much time, effort and money compared to other forms of communication. Errr, how about writing and sending letters?

**Student A:** I haven't written a letter for ages. I just find the phone a whole lot easier.

**Student B:** Well, yes. I mean it does take longer to write letters and then you have to wait in long queues in the Post Office to post them, but I still feel that it's much more thoughtful and sometimes romantic to put your thoughts down on paper, don't you?

**Student A:** Not really. I prefer something more convenient.

**Student B:** Now, what about the idea of two of these forms of communication disappearing at some point? Which two do you think have the worst chances of survival in the modern world?

**Student A:** Actually, I think the letter and the fax have the worst chances of surviving ...

**Student B:** Mmmmm, I think I probably agree with you. Letters certainly take more effort and are probably more expensive than, let's say, emails. For these simple reasons, I think letters are already on their way out, anyway. I also feel that faxes are slowly disappearing because we can do so much more on the Internet using electronic systems, which, as I have already mentioned, are immediate and cheap.

**Interlocutor:** Thank you. Do people in your country depend a lot on technology for communication?

**Student A:** Yes. Everybody's using all kinds of phones, mobiles and Internet services!

**Student B:** Yes, that's true. I think the fact that methods in business have moved ahead at such speed has meant that we generally have to keep up with it all, whether we want to or not! Otherwise, we'll be left behind! In fact this need to keep up has also entered the home, where a lot of people spend large amounts on computer equipment when all they do is play games! How do you feel about this wave of technology?

**Student A:** Mmmmm, I agree completely and I feel that it's all too much.

**Interlocutor:** How different would everyday life be without technological means of communication?

**Student B:** Life would of course be very different without all of these means of communication. I feel that, again, for those working in the world of business, life would be much more difficult as it would take much longer to get in touch with other companies and to come to agreement on important matters. How different do you think life would be without all of this?

**Student A:** Well, I agree with what you said about the business side of things and I think that, basically, if we didn't have email systems in the home or mobile phones etc. it wouldn't be the end of the world! I mean we survived before, didn't we?

**Interlocutor:** Thank you. That is the end of the test.

## UNIT 2

### ◆ Tapescript for Exercise 21b (p. 19)

- 1 **Invigilator:** Before you start, if anyone needs to leave the room, please raise your hand and a member of staff will accompany you. Remember that there is no talking and anyone who does so may be disqualified. If you need to use more than one sheet of paper to answer a question make sure that both sheets are handed in. Now, are there any questions?
- 2 **Woman:** Look, I've been stuck in here for half an hour waiting for you people. My heart's pounding and I'm really getting fed up with the situation. Yes, I'm well aware that you're understaffed and that you've had a lot of emergencies. I just wonder why I pay my taxes! If this is an example of how my money is spent – I just give up!
- 3 **Female:** Could you keep the noise down a bit, please?  
**Male:** Sorry, I didn't realise I was disturbing you.  
**Female:** I don't mind usually, it's just when I'm trying to concentrate ...  
**Male:** I know. It's frustrating. Why don't you bring a Walkman in like I do?  
**Female:** Because I can't type and listen to music! That's even worse than putting up with all the chatting!  
**Male:** Oh, I don't know. I find it quite relaxing. Something classical, you know the kind of thing ...  
**Female:** [angrily] Look, I really have to get on with this.  
**Male:** Okay, okay. No need to be like that. I can tell when I'm not wanted. I was only trying to give you a bit of friendly advice ... [FADE]
- 4 **Man:** ... then the whole thing started to shake and I started to get sweaty palms. The captain said there was nothing to worry about but then I felt this sudden rush of adrenaline as we started to go up and down. Fortunately nobody panicked but by the time we landed everybody was feeling quite sick. We came back on the train.
- 5 **Woman:** ... now just close your eyes and imagine you're on a warm, sandy beach. Think of the waves rolling up to touch your toes. Take a nice deep, slow breath and gently breathe out through your mouth. Imagine your breath is like a little cloud that slowly rises, taking all your stress along with it. You can feel your arms and legs getting heavier and heavier ...
- 6 **Woman:** Oh, good evening. This is Julia Barnham of ForthWrite. We're conducting a telephone poll in your postal area to help us serve our new and existing customers better. I'd just like to ask you if you are completely satisfied with your current provider.  
**Man:** Well, to tell you the truth, not entirely.  
**Woman:** Well, if you are interested, we have 25% off new subscriptions until the end of this week. Shall I make out an application ...  
**Man:** Oh, I don't think I'm ready to make any decisions at the moment.  
**Woman:** Very well sir. Thank you for your time.
- 7 **A:** Well? What do you think of the colour?  
**B:** Mmmmm, it's very ... cheerful?  
**A:** I wanted something dramatic! I wanted something that would make me feel happy and creative, something that would help me get up in the morning!

**B:** Well, you've certainly done that! I think it's very "you". To be honest, it makes me feel a bit nervous and on edge. If I had to sleep here now, I'd feel worried and even a bit threatened. Goodness, I can hardly believe that we used to share this room! It was painted pale blue then: a nice restful colour. It used to feel very peaceful.

**A:** Mmmm, I know it's not your type of thing. Hey! Will you stay for something to eat? Mum and dad are going out and I'm going to order a pizza.

**B:** Sounds great! Count me in!

**A:** Fantastic! It'll be just like old times! And nice and peaceful, I promise!

- 8 **Voice:** Thank you for calling the Met Office. For the local area forecast for the southwest, central, and northern areas, please press 1. For all other areas, press 2. For three-day forecasts for the continental European region, press 3. For the global overview for the next 24 hours, press 4. For other enquires please hold the line.

#### > Tapescript for Exercise 22e (p. 20)

**Interlocutor:** Now, I'd like each of you to talk on your own for about a minute. I'm going to give each of you two different pictures and I'd like you to talk about them. Jane, here are your two photographs. Please let Tom see them. They show different aspects of unhappiness. Tom, I'll give you your pictures in a minute.

Jane, I'd like you to compare and contrast the two pictures saying what you think is making these people unhappy.

Remember Jane, you only have about a minute for this, so don't worry if I interrupt you. All right?

**Student A:** Well, ... they're different forms of unhappiness as they show people of very different ages. The first photograph shows a young teenager while the second shows an elderly lady at a window. The young teenager seems to be errr in a bit of a bad mood, as he's lying on his bed, arms crossed and has a very bored look on his face! Emmm The old lady, on the other hand, looks as if she is dressed up and waiting for someone. The teenager could be unhappy because his father has stopped him from going out and has grounded him for the day. Perhaps he did something ... naughty and now he has to face his punishment and is not at all happy about it! Meanwhile, the old lady might be fed up waiting for her children to arrive for Sunday lunch, for example. It certainly spoils your mood if people arrive much later than planned. Just the waiting and the passing minutes can sometimes take away your good mood.

**Interlocutor:** Thank you. Tom, what makes you feel unhappy?

**Student B:** Losing a basketball match and not having money to go out!

**Interlocutor:** Thank you. Now, Tom, here are your pictures. Please let Jane see them. They show people who are rather bored.

Tom, I'd like you to compare and contrast these pictures saying which situation you would find more boring. Remember, Tom, you only have about a minute for this. All right?

**Student B:** Well, ... this young student is in a classroom and seems to be in his own world. He's not ... listening to the lesson. He isn't ... errr interested in what he should be doing. He has a paper plane in his hand. The old man is sitting in a library, surrounded by books. He has chosen a comfortable sitting area. At this stage, he's already fallen asleep and at least the book hasn't fallen onto the floor! He also has his feet up on another chair. It is obviously quiet there. No one is bothering him.

I personally find the library situation more boring than the classroom situation.

**Interlocutor:** Thank you. Jane, when do you usually feel bored?

**Student A:** I tend to feel rather bored during the summer holidays. It's great in the beginning as I appreciate having some time to relax and switch off from all the stress of the school year and exams. However, after about a month, I find I'm running out of things to do and if friends have ... disappeared to different places for the summer, then it can be pretty lonely if you're the only one from your usual group of friends left in the city!

**Interlocutor:** Thank you.

## UNIT 3

#### > Tapescript for Exercise 22b (p. 30)

**Lecturer:** ... such a lovely day today! Well, Michael, what was it you wanted to see me about?

**Michael:** Well, Anna and I were wondering if you could possibly give us advice on what sort of summer jobs to go for.

**Lecturer:** So you both want to go to the same place together, right?

**Anna:** Yes, that's the general idea.

**Lecturer:** Has either of you done any checking on the Internet or anything?

**Anna:** Yes, ... just last night actually. I spent hours surfing different sites. There was so much stuff it was difficult to choose what to copy and what not to copy!

**Michael:** Anyway, we decided on these ... Knowing how adventurous you've been in your life, we thought you'd be the right one to advise us.

**Lecturer:** Hmmm, a ski school in the mountains, jobs on cruise ships, an adventure travel company. They all certainly sound very attractive.

**Michael:** There's also one here for working in Alaska. I'm really keen on that one, though we'd need to get all the right information of course before taking such a risk. I think it would be good to do something new and difficult.

**Anna:** Hmm, to be honest with you, I'm not as adventurous as you.

**Lecturer:** Well, you know, they all look great to me, though I'd say that some would be more suitable for first-timers than others.

**Anna:** So which do you think would be the best to try this year? I mean, we can always try one of the other ones next year, can't we?

**Michael:** You're optimistic, aren't you? We might have changed our minds by then!

**Lecturer:** She's right, actually. It's the only way to look at life! Anyway, having said that, let's check through them ...

**Anna:** I'm not too keen on the Alaska job. I reckon that the conditions might be terrible so it would be pretty miserable having to put up with that just to make some extra cash.

**Lecturer:** You do have a point, Anna, and I think for a woman it could certainly be risky. My advice is to forget that one for starters!

**Michael:** OK. So, what about the cruise ship jobs?

**Lecturer:** Personally, I feel you're both aiming a little high for your first summer away from home. I think the ski school job would be the best. It would be nearer home if anything went wrong and it would be better for Anna, as she's the cautious one. This way you'd both enjoy yourselves ...

**Anna:** You see, Michael, I told you!

**Michael:** Well, it seems I'm outnumbered, so I don't have much choice! The ski school it is. Thanks a lot for your advice Dr Brown ...

**Anna:** ... and thanks for agreeing with me ...! Ha, ha!

**Lecturer:** End of term is in three weeks so you'd better get a move on sorting things out. I know that those jobs are extremely popular ... first come, first served, as they say ...

**Michael:** Yes, we'll get moving. Thanks again and we'll see you ...

### > Tapescript for Exercise 23c (p. 30)

**Interlocutor:** Now, I'd like you to talk about something together for about three minutes. I'm just going to listen. Your school is holding a careers week for final year students in order to give information and help students decide which career to follow. Talk to each other and decide which of these jobs you would find more interesting and why. Then choose the two that you think would be most popular with students. You have about three minutes for this, so, once again, don't worry if I stop you and please speak so that we can hear you. All right?

**Student B:** Shall I start? Okay ... well, I think that being a doctor would be a really interesting job ... mmm ... because you meet so many different kinds of people and ...

**Student A:** No, that's all wrong. Being a doctor must be boring because you do the same things over and over again. I think being a plumber would be much more interesting. [silence]

**Student B:** Mmm ... another job I would find fascinating is teaching. I'd like to be a teacher because you can help young people get ready for their future life.

**Student A:** Yes, but being a musician is more interesting. Musicians have a very exciting life! [silence]

**Student B:** Yes, that's true. I agree, but I don't think I'd like to be a musician as I feel it's probably a tough job! Imagine the patience you would need. What about a ... a ... a job putting out fires?

**Student A:** A firefighter? Yes, it's interesting, but dangerous, too.

**Student B:** Yes, it's certainly a risky job. I wouldn't like it. I can't imagine ever putting myself in such a dangerous situation. What about being a nurse?

**Student A:** Oh, I suppose it's quite interesting, but it's difficult, isn't it? And being a waitress wouldn't be interesting at all.

**Student B:** I agree with you there. You're on your feet all day, racing around here, there and everywhere, doing the same thing all the time, and that could become boring. And you don't have time to think. And people often treat you badly. Which jobs do you think would be most popular with students generally?

**Student A:** Oh, maybe a firefighter. Lots of young men might find that interesting ...

**Student B:** And women too! I mean, these days more and more women are going into traditionally male jobs aren't they?

**Student A:** Yes ... and maybe nursing would be popular, too, especially with young women.

**Student B:** Mmm ... there are also male nurses, but not so many. Yes, two of my friends are nurses, and they find it a very rewarding job. I agree about nursing, but not about firefighting!

**Student A:** Oh? Which other job do you think would be popular?

**Student B:** Probably teaching ... yes, I think so ... it's fulfilling and the working conditions are usually good.

**Interlocutor:** Thank you. How important is job satisfaction to you?

**Student A:** Job satisfaction is very important to me, and it's important to my friends. In fact, I think it's probably important to everyone!

**Student B:** Yes, I agree. If you don't like your job, you will be very unhappy because you spend so much of your life there. I once had a summer job which was really boring, and it was terrible.

**Interlocutor:** Can you think of any hobbies you could actually earn a living from?

**Student A:** Mmm ... that's difficult ... maybe gardening? You could have a small gardening business. Or perhaps sports, but you would have to be very good. All the same, I think if I was paid for one of my hobbies, it would take away a lot of the enjoyment ... I'm not sure why.

**Student B:** People who love computers can earn a lot of money from this now. They work from home and earn a living this way. Also, many arts and crafts businesses started as hobbies. For example, making pottery or painting pictures.

**Interlocutor:** Thank you. That is the end of the test.

## UNIT 4

### ◆ Tapescript for Exercise 18b (p. 39)

**Announcer:** ... And now David Lynch, of the Royal Agricultural College, gives us some advice on what to look out for when buying houseplants.

**David:** Er ... well, before buying a plant you have to ask yourself where you're going to put the thing. Deciding on the location is influenced by such things as light and shade. So, first of all, does the place get sufficient sunlight? And secondly, do I want a fast or a slow growing plant?

After you've answered these questions, you're now ready to buy a plant of your choice. You have to be extremely choosy when selecting your plant. Look for a garden centre that has sufficient stock you can choose from. Be absolutely sure that the plants have received proper care at the garden centre you are buying your plants from. It's not only the plant that you're buying that should be healthy, but all the plants at the centre should be in good condition. And if they're not, then it's a good indication that they are not very trustworthy.

Obviously plants can suffer from a number of different diseases and pests. And for this reason it's important to select a plant that has healthy green leaves and stems. The edges of the leaves shouldn't be brown and the plant should be the size that you want. If you buy a smaller plant, remember that plants don't grow overnight – you could end up being disappointed; the plant may not grow at the rate you expect it to. It could take months or even years, depending upon the type of plant, for the plant to reach the height of your liking. In addition to this, a well-established mature plant can adjust to a new environment better than a young plant so it might pay you to buy a larger plant even though it might be more expensive.

Select a plant that has established itself well in the pot. Don't get one that's recently been put in a pot because there's a danger that the plant may not do well when you take it home. Some garden centres sell plants in plastic bags. This is done to cut down on costs. But I would advise people against buying plants in plastic bags unless you want to plant them in the ground. It's better to buy the plants that are already planted in pots.

And do remember to choose a plant that's been grown in the shade. It'll adapt to being kept indoors faster than a plant that's been grown outside. And last but not least, do remember to inspect the plant very carefully, especially under the leaves and leaf joints, for any unwanted insects or diseases.

### > Tapescript for Exercise 19e (p. 40)

**Interlocutor:** Now, I'd like each of you to talk on your own for about a minute. I'm going to give each of you two different photographs and I'd like you to talk about them. Pat, here are your two pictures. Please let Jo see them. They show different couples taking care of their home and garden. Jo, I'll give you your pictures in a minute. Pat, I'd like you to compare and contrast these photographs saying which job you would find more tiring and why. Remember, Pat, that you only have about a minute for this, so don't worry if I interrupt you. All right?

**Student A:** Hmmm ... whether you have a flat or a house with a garden, they both certainly need a lot of time and work. In the first picture, we can see an older couple caring for their garden, whereas in the second one we can see a younger couple painting their flat. I errr personally think the older couple are probably having a more pleasant time than the other two as they're out in the fresh air rather than being inside, smelling all that horrible paint. As well as that, I would imagine that the couple doing the painting have the most difficult job as it's messier. I think painting is definitely more tiring than gardening ... In fact, I remember helping my parents to paint the house one time when I was a lot younger and I was absolutely exhausted by the end of it! I also find painting errr more boring than gardening. I know gardening can also be tiring, but it's much more satisfying I should think.

**Interlocutor:** Thank you. So, which activity would you prefer to do, Jo?

**Student B:** Errr I agree with Pat. I would definitely prefer to do gardening in a nice environment rather than be closed up inside.

**Interlocutor:** Thank you. Now, Jo, here are your pictures. Please let Pat see them. They show people doing things that they enjoy at home.

I'd like you to compare and contrast these pictures saying which of the two people you think gets the greatest amount of enjoyment from what they are doing. Remember, Jo, you have about a minute for this, so don't worry if I interrupt you. All right?

**Student B:** Well, ... I think the woman gets the greatest amount of enjoyment. That's because she's doing something nice. She is sewing ... Making something ... I don't know what you call it ... eh ... some kind of blanket for a bed. This is a good activity. The young man is smiling, but he is not doing very much, just drinking a coffee and reading a newspaper.

**Interlocutor:** Thank you. Now, Pat, can you tell us what you do to relax at home during the week?

**Student A:** Well, relaxation during the week, for me, means lying on my bed when I get in from school, listening to some music for an hour or so.

**Interlocutor:** Thank you.

## UNIT 5

### > Tapescript for Exercise 19b (p. 49)

#### Speaker 1

After dropping Sarah off at playschool, I tried to fight my way through the rush-hour traffic. I got more and more frustrated and in the end I turned down a side street to try to find a shortcut. It worked. Instead of being late, as I'd thought, I actually ended up being five minutes earlier than usual. I was so excited about my new find that I could hardly wait for 5 o'clock to come. I rushed out of the office and jumped into the car. When I got to the street I had taken in the morning I found an enormous queue of traffic at the traffic lights. By the time I reached Sarah's playschool, all the other children had left and Sarah was patiently waiting on the steps outside.

#### Speaker 2

I'd already been late three days in a row and I didn't want to get into trouble, so I set the alarm clock for 6 o'clock instead of quarter past. I'd gone about two hundred metres down the street when I realised I didn't have my bus pass. I ran back home and grabbed it from the table. Fortunately, the bus came along almost immediately and I got to work just in time. The rest of the day seemed to go by really slowly and, on the way home, I actually fell asleep! If it hadn't been for the lady next to me wanting to get off, I would have missed my stop and ended up miles away from home. Obviously setting the alarm clock earlier isn't such a good idea!

#### Speaker 3

I work in London but I actually live in northern France. It's a lot cheaper than living in London, even when you consider the additional travelling costs. Anyway, this particular day everything went wrong. I got on the train at quarter to five in the morning on the French Side. By 9 o'clock I'm normally sitting at my desk, but not that morning! By lunchtime, I was still sitting somewhere between England and France under the English channel. We were served sandwiches and coffee while we waited for the problem to be fixed and eventually we set off again. By the time I got in to work it was almost time to go home. As you can imagine, I didn't want to sit on a train all night so I spent the night in the office.

#### Speaker 4

Well, being the boss I can please myself what time I get in but I don't like to set a bad example. However it does mean that I can avoid the rush hour. But last Monday I got in about 11 o'clock, only to find the place completely empty. I was furious. It seemed obvious to me that my employees had all taken the same day off without checking with me first. I switched on the radio and then suddenly I realised: it was a public holiday!

#### Speaker 5

I usually eat a good breakfast first thing in the morning but I was late so I didn't bother. I'd been out the night before and had forgotten to iron my blouse so I wasted another ten minutes doing that. Then I couldn't find my keys and eventually found them in the door where I had left them. I got to work half an hour late but the boss wasn't in so it didn't really matter. I managed to get through quite a lot of work and didn't take a lunch break in order to make up for being late. Actually, the boss was so pleased with my work that she told me that I could leave an hour early so I was able to get some shopping done before finally going home.

### > Tapescript for Exercise 21c (p. 50)

**Interlocutor:** Now, I'd like you to talk about something together for about three minutes. I'm just going to listen. Here are some pictures of various aspects of modern life. Talk to each other about how these various aspects have changed over time. Then choose the two that have changed the most. You have only about three minutes for this, so, once again, don't worry if I stop you and please speak so that we can hear you. All right?

**Student B:** Well, look at this picture ... the girl with the blue spikey hair. This is a big change from the past.

**Student A:** Do you mean that her clothes are very different?

**Student B:** Yes, but also ... young people now can wear what they like, they can express their personality through their clothes.

**Student A:** Mmm, in the past everybody tended to wear the same kind of clothes ... everybody looked the same. Now, look at this picture: the girl with the ... with the ... the thing for measuring ...

**Student B:** Tape measure.

**Student A:** Thank you! Yes, the tape measure. I think this gives a negative message.

**Student B:** Why negative?

**Student A:** Well, nowadays everybody wants to be thin! There's a lot of pressure on people ...

**Student B:** Yes, yes, especially women ... but why do you think it's bad?

**Student A:** I think people should be any way they like without having any pressure.

**Student B:** Now ... this man watching TV ...

**Student A:** (*interrupting Student B*) In the past, it was different ...

**Student B:** Mmm, there was no TV ...

**Student A:** (*interrupting Student B*) Yes, and people used to eat meals together and actually talk to each other.

**Student B:** See this woman with the tennis racket? This is a big change. She's probably a grandmother ...

**Student A:** (*interrupting Student B*) Mmm, and in the past grandmothers didn't usually go in for sporting activities, did they?

**Student B:** This picture shows us how popular fast food has become. Everyone eats burgers now.

**Student A:** Yes, people simply haven't got the time to cook.

**Student B:** But here's a man cooking! [laughter] That's a big change. In the past, men didn't cook ... only women.

**Student A:** What about this picture?

**Student B:** Mmm ... I'm not sure ... maybe it shows that people have more money now than they did in the past ...

**Student A:** Yes, to go shopping.

**Student B:** And here we see how ...

**Student A:** (*interrupting Student B*) It's an old building and a new building. They're very different, showing a complete contrast between the past and the present.

**Student B:** Here we see people using a laptop computer.

**Student A:** That's a big change, isn't it? It shows how much more convenient life has become as we can now even work on the train if we have a laptop!

**Student B:** Mmm, and here's another big one! Mobile phones! I think these last two pictures show us the two biggest changes: technology and communication. What do you think?

**Student A:** Yes, I agree. It's technology and communication systems that have completely changed the way we do business and the speed at which we do business!

**Interlocutor:** Thank you. Do you think the way we lived in the past was better or worse than today?

**Student A:** Hmm, I think that some things were better, for example, people had more time to talk to each other. But many things were worse, for example, medical care.

**Student B:** I think everything was worse in the past. Nowadays everything is better.

**Interlocutor:** What do you think life would be like without television, computers and mobile phones?

**Student B:** Oh, I think life would be terrible! What would we do?

**Student A:** Well, there could be advantages: as I said, people would have more time to talk to each other and family relationships might be better! People would also be more likely to pick up a book and actually start thinking about life rather than sit passively in front of the TV!

**Interlocutor:** In your opinion, are people too concerned about the way they look?

**Student B:** I don't think so. I think that nowadays most people wear whatever they like. That's one really good thing.

**Student A:** I think that for young people, clothes are very important. They seem to place a lot of importance on appearances and designer labels!

**Interlocutor:** Thank you. That is the end of the test.

## UNIT 6

### ➤ Tapescript for Exercise 18b (p. 59)

1 **Interviewer:** How long have you been in Africa, Simon?

**Man:** Oh, about seven years now. I first came here on a safari holiday and fell in love with the place. Within six months I was back again and have been here ever since.

**Interviewer:** And you knew then this was the job you wanted to do?

**Man:** Not exactly, although I did realise the importance of the job. Even then I remember feeling so happy that the animals in the game park were being protected by the wardens, instead of being shot by hunters just for the sport of it.

**Interviewer:** And now?

**Man:** Now, I'm very proud to be one of them. Helping to conserve wildlife is an extremely rewarding job.

2 The Blue Sky hotel is well-known for its 5 star accommodation and excellent service. Situated in one of the most visited places in Europe, the French Riviera, the hotel has much to offer. Every air-conditioned room overlooks beautifully kept gardens and swimming pools. The hotel boasts a variety of activities, including water sports, tennis courts and its own discothèque. For those of you who prefer something quieter, you can hire a boat and spend the day on one of the many deserted islands around the resort. Daily coach trips give you the opportunity to enjoy the breathtaking views of the surrounding countryside. Don't miss this holiday of a lifetime offer! Call, or visit your travel agent today.

3 **Man:** You didn't forget to pack the camera this year, did you?

**Woman:** No George, it's in your hand luggage.

**Man:** And the traveller's cheques? Have you got them in your bag?

**Woman:** Yes George. For goodness sake stop fussing! You ask me the same questions every time we go away.

**Man:** I know, and you still manage to forget something.

**Woman:** Well, next year you can see to everything yourself. Now, calm down and give me the tickets!

**Man:** The tickets? What tickets? Don't tell me you left them on the kitchen table!

- 4 **Man:** Rachel, I just want you to think about it for a while – I mean, it's perfectly natural for your daughter to want to go on holiday with her friends. After all she is seventeen years old. You can't expect her to take her mother along with her, now can you? And if you refuse to let her go, it looks as if you don't trust her at all. She sounds like a very responsible person, judging by what you've told me. It's all very well you saying your mother would never have allowed you to do it, but let's face it times have changed. I'm sure she'll be fine and when she returns you'll probably wonder why you made so much fuss about it in the first place.
- 5 **Woman:** ... Right ... Now just let me see if I've understood everything. The coach leaves at 10 30 am from the bus station on Saturday the 17th and returns at 7 in the evening. Admission to the safari park and lunch is included in the price of the ticket. Everything else, such as the dolphin show or the boat trip, has to be paid for separately. And the amusement park is free to children under ten years old. That seems OK. Now the only thing I'm not sure about is, how far in advance do I need to make the booking?
- 6 **Man:** Hi Mary, How was Bermuda?  
**Woman:** Well, the weather was beautiful and the island itself was a tropical paradise, but that's about it. Everything else was a disaster right from day one. The flight was late due to engine trouble, my suitcase ended up in Honolulu and I had food poisoning for four of the ten days! To make matters worse I had no money to spend because my traveller's cheques were in my suitcase. I'm determined never to spend my holidays in a foreign country again. Give me good old England any day!
- 7 **Man:** I'm sorry to bother you but could I just have a moment of your time? I see you're buying a sunscreen lotion and I was wondering if you'd consider using any of the new products we have in our range. We'd like to know what people think of them. I'd be only too glad to give you one or two free samples to try. All we ask is that you fill in the questionnaire after you've used the products to let us know what you think of them, and say whether or not you'll buy them again.
- 8 **Woman:** I saw your advertisement in last week's *Morning Star* and I was wondering if there are still any vacancies for the bank holiday weekend in Blackpool.  
**Man:** I'm awfully sorry madam; it's fully booked. There are still some vacancies in July, though.  
**Woman:** Hmm, unfortunately I'm working then. What about June? Is there anything available then?  
**Man:** Well, there's a four-day mini-break from June the 4th, if you're interested. Oh, and there's a seven day trip in August, if you'd prefer that.  
**Woman:** The mini break sounds good. I'll call in after work to get more details about that. What time do you close?

## ◆ Tapescript for Exercise 19e (p. 60)

**Interlocutor:** Now, I'd like each of you to talk on your own for about a minute. I'm going to give each of you two different photographs and I'd like you to talk about them. George, here are your two photographs. They show different types of holiday. Please let Maria have a look at them. Maria, I'll give you your photographs in a minute. George, I'd like you to compare and contrast these photographs, saying which type of holiday you would suggest to someone who hasn't had a holiday for a while. Remember, you have only about a minute for this so don't worry if I interrupt you. All right?

**Student A:** Mmm, the two holiday destinations are very different. The first picture might have been taken in Alaska or on the west coast of America while the second picture could have been taken in the south of France or somewhere else in the Mediterranean. The first type of holiday is exciting and suitable for an energetic type of person whereas the second is probably more relaxing and more suitable for someone who wants to rest. Also, the weather must be different in each place. It could be quite cold in the first picture, but it's definitely hot in the second picture. It's difficult to say which I would recommend ... it depends what the person's like ... if they're young and adventurous for example, then I'd suggest the canoeing holiday. On the other hand, if they've had a tough year and simply want to relax, then I would recommend the Mediterranean holiday.

**Interlocutor:** Thank you. Maria, which of the two is closer to your ideal type of holiday?

**Student B:** Oh, I think the second one. I love going to sunny places!

**Interlocutor:** Now, Maria, here are your two photographs. They show different ways of going places. Please let George have a look at them. I'd like you to compare and contrast these photographs, saying what you would find pleasant or unpleasant about each form of transport. Remember, you have only about a minute for this, so don't worry if I interrupt you. All right?

**Student B:** In the first picture I can see a girl. I think she's in a railway station, so she is obviously going somewhere by train. She's very serious ... she looks a little worried. She's probably travelling in a foreign country. In the second picture, there are two people standing beside a car. I think they're looking at a map. Maybe they have rented a car in a foreign country and they are lost. They're probably a bit worried, too. Those are the main similarities. There are some differences, too. The girl is travelling alone, but the others have company. Also, the girl is using public transport while the others have their own transport.

**Interlocutor:** Thank you. George, which form of transport do you prefer?

**Student A:** Oh, I prefer travelling by train because you can relax and let someone else do the driving!

**Interlocutor:** Thank you.

## UNIT 7

### ◆ Tapescript for Exercise 18b (p. 69)

**Interviewer:** What's in a name? More than you might think! This morning, we're lucky enough to have with us Dr Juliet Thomas, who is going to give us a better picture of the strange and interesting names of famous historical figures. Welcome

**Dr T.:** Thank you.

**Interviewer:** Now Dr Thomas, I suppose all figures from history had some kind of nickname. Is that right?

**Dr T.:** Oh no, not all of them, by any means.

**Interviewer:** And how were their nicknames chosen in the first place?

**Dr T.:** Well it was really no different from the way we give nicknames to people nowadays. Think about modern nicknames such as Shortie or Brains ... that kind of thing.

**Interviewer:** You mean names that described appearances or characteristics?

**Dr T.:** Exactly. Take Ivan the Terrible, for example. He was actually the first Tsar of Russia, but he had to do a lot of rather nasty things to become Tsar!

**Interviewer:** Yes, some terrible things! [laughs]

**Dr T.:** Yes, killing a lot of people and so on. So that's how he got his nickname. Incidentally, Ivan was only terrible to the wealthy. Apparently he was greatly loved by the poorer people, who actually called him their Little Father.

**Interviewer:** Amazing!

**Dr T.:** And of course one particular favourite is the name Ethelred the Unready.

**Interviewer:** [laughing] Oh yes! I've always thought that was a great name, but I never knew what it was that he wasn't ready for!

**Dr T.:** Well, I think he probably wasn't ready for most things! [more laughter] Anyway, ... he was really Ethelred the Second of England. In the early Middle Ages, people didn't have surnames the way we have today. Things were difficult for him because the Danes were trying to invade England and he wasn't able to stop them. His nickname The Unready comes from a Saxon word meaning – a person who doesn't have a good system.

**Interviewer:** So those were examples of nicknames describing people's actions ...

**Dr T.:** Yes, then you also have names describing what people looked like ... in medieval France, for example, you had kings with names such as Charles the Bald, Charles the Fat, Charles the Fair and so on ...

**Interviewer:** Were they all called Charles?

**Dr T.:** No, no, there was also Philip the Tall and Louis the Fat.

**Interviewer:** Mmmm, not much variety there!

**Dr T.:** [laughing] ... and then there were names which came from the clothes and shoes that people wore.

**Interviewer:** Ah?

**Dr T.:** Yes, the Roman Emperor Caligula was a perfect example of this.

**Interviewer:** Caligula?

**Dr T.:** Yes. In Latin, Caligula means Little Boots. Apparently, when he was young, he used to wear a little soldier's outfit, including the boots, and so they gave him that nickname ...

**Interviewer:** Mmmmm, in fact, we still do that these days, don't we? ... Well, I'm afraid that's all we have time for today ... [fade]

### ◆ Tapescript for Exercise 19c (p. 70)

**Interlocutor:** Now, I'd like you to talk about something together for about three minutes. I'm just going to listen. Here are some pictures of different ways of learning about the past. Talk to each other about how we can learn from each one, and then choose the three most enjoyable ways to find out about the past.

**Student B:** Well ... if you visit a place like the Pyramids, I think you can learn a lot.

**Student A:** Yes, because reading about it before going there and then seeing it in reality makes it so much more interesting

**Student B:** Yes, you're right. Seeing it in reality makes it very interesting. So, I think this is definitely one of the three most enjoyable ways of learning ...

**Student A:** Well, perhaps we should look at the rest of the pictures first. What about the second one? Do you think books are a good way to get information about the past?

**Student B:** They're okay, I find reading a bit boring though!

**Student A:** Oh, I don't think it's all boring! I mean it all depends on what you're reading and the reason for reading. What about learning from teachers? How do you feel about that?

**Student B:** Mmmm ... it can be interesting if the teacher's good.

**Student A:** Yes, that's true! It makes a huge difference if the teacher makes the lesson more fun by using videos or computers, for example. It's also good to learn things from people who actually have experience ... such as grandparents, for example. I've learnt so much from mine over the years.

**Student B:** Yes, I think that must also be one of the most enjoyable ways of learning about the past too. TV is good too, of course.

**Student A:** Mmmm, there can be good documentaries and things like that. I love watching those early morning travel programmes that take you to faraway places. They're brilliant! To be honest, I've learnt more watching those programmes than I ever did reading books about the same places.

**Student B:** Yes, I love watching documentaries and travel programmes, too because I feel that they take me to faraway places.

**Student A:** Now, ... I'm not so sure about diaries, though. They might be difficult to understand as different people have different ways of writing about events in their lives. Some have even written in code to prevent others from understanding the details! What do you think?

**Student B:** They could be interesting. What I really dislike, though, is museums!

**Student A:** Oh, I really enjoy trips to different museums. Again, it's so much more interesting to see historical items in reality rather than just in photographs in books. It brings everything to life, I think ... Now, what about the three most enjoyable ways to learn about the past? I personally think the best ways are from older people, television and museums for the reasons I mentioned before. Do you agree?

**Student B:** Mmmm ... no!. I'd choose visiting ancient sites, teachers and television.

**Interlocutor:** Thank you. Do you think it's important to learn about the past?

**Student B:** Yes, I do. I think it can help us learn from other people's mistakes.

**Student A:** I don't really think we learn so much from other people's mistakes, but we can certainly learn other things. Learning about the past gives us a sense of where we come from ... our roots as it were.

**Interlocutor:** Do you enjoy learning History in school?

**Student B:** Yes. I find it very exciting, especially Ancient History.

**Student A:** I prefer modern history because I think it's important to be aware of key events and developments that have taken place in recent times.

**Interlocutor:** Do you think the History we learn is always true?

**Student B:** I suppose it's mostly true.

**Student A:** Oh ... I think so much has been written such a long time after the events actually happened that it's impossible to believe absolutely everything.

**Interlocutor:** Thank you.

## UNIT 8

### ◆ Tapescript for Exercise 17b (p. 80)

A=Mother      B=Father

- A: Hey Fred, have you seen this?  
 B: No. What is it?  
 A: ... an advertisement ... must have come through the letter box when we were out at work.  
 B: Oh, ... more rubbish!  
 A: No, no, this one could be interesting. It's about summer language courses. Forest Dale summer school.  
 B: For Bob, you mean?

A: Mmmm, there's one course which runs from the twenty-second of June to the twelfth of July ... that's for children from thirteen to fifteen.

B: Is that the only course?

A: There's another one from the sixteenth of July to the fourth of August ... ah, but that's for older children ... sixteen to eighteen.

B: Here, let's have a look. Ah, so they do two languages, not just English. That's good, isn't it?

A: Yes. I wonder which other language he'd like to do. Look, they offer Spanish ... French and German as well. He knows a few words of Spanish and he's done a little French at school.

B: German would be completely new, but it might be very useful.

A: Do you think we should let him choose? Or should we just tell him which one to take?

B: Hey! Slow down! We don't know if he wants to go yet! Let's see what the rest of the ad. says ... hmmm, lots of sports and activities.

A: Tennis, swimming, hill walking: he'd enjoy all of those.

B: There's Art as well ...

A: Mmm, not sure about that ...

B: They've also got woodwork, folk dancing, hmmm, drama workshops. All sounds very interesting.

A: It does, doesn't it? And they have weekend trips, too. Look! They go to the Pinewood Summer Festival. He's never been to that.

B: No, we always thought he was too young, but this year he might enjoy it.

A: And Catingly Theme Park! He's been there, but I'm sure he'd be happy to go again.

B: It's in Pinewood, so it's not too far away.

A: No. Well, shall we phone up and find out a bit more about it?

B: Mrs Green's the person to contact, so ...

A: Tell me the number and I'll phone her now. It's after six, isn't it?

B: Yes, should be okay! Three, nine, six, five, four, two, seven.

A: Hello? [fade]

### ◆ Tapescript for Exercise 18e (p. 80)

**Interlocutor:** Now, I'd like each of you to talk on your own for about a minute. I'm going to give each of you two different photographs and I'd like you to talk about them. Sandra, here are your two photographs. They show different people learning. Please let Henry have a look at them. Henry, I'll give you your photographs in a minute. Sandra, I'd like you to compare and contrast these photographs, saying whether the people are interested in what they are learning in each case. Remember, you only have about a minute for this, so don't worry if I interrupt you. All right?

**Student A:** Mmm ... [silence] ... in both pictures people are learning. That's the main similarity, really. There are a lot of differences. One of them is age. In the first picture, we see two young girls and in the second picture there is an elderly lady. Another difference ... [silence] ... well, they are learning different things. The girls are learning dancing, ballet, and the lady ... [silence] ... well, it's something from a book, maybe it's History, or something like that. Also, the girls are learning from a teacher who is there in the room with them whereas the woman is learning on her own, I think. It looks as if she might be in a library. I don't think she could carry that big book herself! I think ... [silence] ... in both pictures the people are interested in what they are doing. We can't see the girls' faces, but they must be concentrating. It's very clear that the woman is interested.

**Interlocutor:** Thank you. Henry, are you happy with the educational system in your country?

**Student B:** Well ... it's not perfect, but it's quite good. They are making some changes at the moment.

**Interlocutor:** Thank you. Now, Henry, here are your two photographs. They show different ways of studying. Please let Sandra have a look at them. I'd like you to compare and contrast these photographs, saying which way you think is the most interesting way of learning. Remember, you have only about a minute for this, so don't worry if I interrupt you. All right?

**Student B:** Well ... I don't think the person in the first picture is learning very much! I'm not sure ... but I think she is asleep! But she is trying to learn something on her own. I suppose ... she's in a library, or maybe in her room at home. She's been drinking a lot of coffee, probably to keep herself awake. Maybe she is studying for exams. The second picture is very different. There's a group of young children in a computer lab. It seems as if they are all very interested. They probably are: young children love computers. Which is the most interesting way of learning? Well, it depends ... I like both ways. Learning with computers can be fascinating, but reading on your own can also be very exciting if you enjoy what you are learning. I'm not sure ... but maybe it depends on your age. Maybe young people prefer computers and older people prefer books?

**Interlocutor:** Thank you. Sandra, do you find modern technology useful in studying?

**Student A:** Yes, I do. I can get information much more quickly from a computer than from a book. I use computers a lot.

**Interlocutor:** Thank you.

## UNIT 9

### ◆ Tapescript for Exercise 16b (p. 90)

- 1 Well ... it's not so difficult, really. You just have to remember, that's all. You know, turn off the lights in rooms that you're not using, put on an extra jumper instead of turning on the heating, that kind of thing. I used to leave the radio or the television on all the time, even when I wasn't in the room. Sometimes I'd go out without even bothering to turn them off ...
- 2 **A:** We weren't sure about it at first.  
**B:** A friend actually told us about it. They had been using it for about six months ...  
**A:** They were delighted with it, weren't they?  
**B:** Yes, they couldn't believe how much their bills went down!  
**A:** It's more expensive in the beginning, of course, as you need special equipment ...  
**B:** But after that it works out a lot cheaper.  
**A:** Yes. You see, we get so much sun in this country that it makes sense!  
**B:** Mmmm, and you feel good because you know you're not helping to pollute the environment.
- 3 I liked the idea a lot. I love being out in the open air, anyway, doing that kind of work. It's really satisfying. I've come to an agreement with the local garden centre that they sell me three for the price of two. Not that they're cheap! But they have attracted so many more birds now. It's wonderful to hear them singing high in the branches. And, of course, I've got plenty of shady places to sit in the hot weather!
- 4 It all started off as a bet! A friend said that I couldn't do it and I thought, "I'll show him!" It was difficult, though. I had to break this bad habit and I just wasn't used to walking. But actually, now I feel a lot better. I walk past it in the morning and say, "You can have a rest today!" I've lost a good bit of weight too, because I go nearly everywhere on foot rather than driving.
- 5 **A:** It was difficult, at first, to change to a completely different way of doing things.  
**B:** Yes, old habits die hard, as they say!  
**A:** We were so used to the old system.  
**B:** And there's no doubt that it's more difficult now.  
**A:** Mmmm ... chemical pesticides were certainly very fast and effective!  
**B:** Still, we feel a lot better ...  
**A:** We know, and our customers know, that everything we produce is done in a natural way, out of respect for the environment.

◆ Tapescript for Exercise 17c (p. 90)

**Interlocutor:** Now, I'd like you to talk about something together for about three minutes. I'm just going to listen. Here are some pictures of different kinds of environmental damage. Talk to each other about how each kind affects your country and then choose the three that you think are the most destructive to the world as a whole. You have only about three minutes for this, so, once again, don't worry if I stop you. All right?

**Student A:** I'm sorry, could you say that again?

**Interlocutor:** Talk to each other about how each kind affects your country and then choose the three that you think are the most destructive to the world as a whole.

**Student A:** Hmm ... the first one's not really a problem here, at least not yet. What would you say?

**Student B:** No, I've never seen water contamination that would kill so many fish. Furthermore, we are not affected by the dumping of toxic waste, as far as I know. I think this picture shows toxic waste, doesn't it?

**Student A:** I think so ... there have been a few cases reported in the newspapers. But I haven't heard very much about it. These things are often kept secret, you know.

**Student B:** However, this is not true of the next picture. Air pollution has been a big problem for many years.

**Student A:** Mmm ... mainly because of the number of cars in urban areas and the use of central heating oil. The government has been trying to do something about this for years, but so far they haven't succeeded.

**Student B:** We don't cut down that many trees, I don't think. Nevertheless, many trees are lost every year due to forest fires.

**Student A:** That's true. Almost every summer large areas of forest are completely destroyed.

**Student B:** And what about this problem? I forget the word ... there's no water and as a consequence the ground is dry.

**Student A:** Drought?

**Student B:** Yes, drought. All in all, I don't think it's a very big problem, do you?

**Student A:** No ... just sometimes ... when the summer is really hot. However, this next photograph shows something that is a big problem for us.

**Student B:** Ah yes, rubbish. All things considered, I'm afraid it is very serious. The government is trying to do something about this, too.

**Student A:** But people's attitude needs to change as well.

**Student B:** Yes, you're right. This last picture is terrible: animals from the sea trapped in fishing nets. As a result of this they are sure to die.

**Student A:** Yes, it's so cruel, though I don't think that this happens a lot in our country.

**Student B:** So which three are the most destructive?

**Student A:** Well, I think that the dumping of toxic waste is a major environmental issue.

**Student B:** Yes ... and air pollution is a problem that affects us all.

**Student A:** And deforestation destroys one of the earth's main resources. Trees contribute so much to the environment.

**Student B:** And a tree takes a long time to grow!

**Interlocutor:** Thank you. Do you think that the pollution problem will get worse or better?

**Student A:** It's hard to say, but I think that people are becoming more aware of environmental issues, so maybe we'll see an improvement in the situation.

**Student B:** I'm not so hopeful. I think that it's going to be very difficult to stop pollution.

**Interlocutor:** How will our lives have to change if we want to avoid damaging the environment?

**Student B:** Firstly, we'll have to leave our cars at home and either use public transport or walk. All in all, we'll have to find more environmentally-friendly ways of living.

**Student A:** I agree. We'll also have to realise that things like clean water are very precious. Maybe we'll have to live a more traditional lifestyle ... work more with our hands and less with technology and machinery.

**Interlocutor:** Who has the duty of protecting the environment: the people or the government?

**Student A:** I think that it's both. People can do a lot, but only the government can make the laws.

**Student B:** Nevertheless, I think that people can do more than the government. I mean, there are more people! And governments can make laws, but it's up to the people to obey them or not.

**Interlocutor:** Thank you.

## UNIT 10

◆ Tapescript for Exercise 17b (p. 100)

1 Gm = Grandmother Gd = Granddaughter

**Gm:** Yes ... this is a photo me when I was a lot younger. Oh, I used to love that dress!

**Gd:** Mmmm, I like the colour. Who's that beside you?

**Gm:** That's your Dad.

**Gd:** Are you serious! Look at his hair!

**Gm:** Men used to wear their hair long in those days.

**Gd:** And his shirt! What a collar!

**Gm:** Well, that was the fashion then.

**Gd:** I suppose he thought he looked very handsome!

- 2 Well ... people can smoke in their own homes. That doesn't affect anyone else, does it? I think it's right that smoking is banned in public places. I mean, it's a health issue because non-smokers are affected by breathing in the smoke. The best thing is to have specific smoking areas, the way they do in airports. Then, everybody will be happy.
- 3 No, I'm not sick, overweight or anything like that, thank goodness. I suppose I just don't feel very healthy. I'm eating more than I used to, I know that. My husband said that we should take up walking again. We used to be in a walking club when we were younger. But then I said to myself: "Why not go to the pool more often, say three times a week instead of one!" I think that might work.
- 4 Yes, I know that you're in perfect health, but that's all the more reason to retire early, while you can still enjoy it! If you wait until you're sixty-five, who knows what will happen? You're fifty-five now. In five years' time, you'll be sixty. Why not do another five years, and then stop? I think it makes a lot of sense.
- 5 *A = Doctor                      B = Patient*
- A:* The fact is, you are overweight.  
*B:* I know. Everyone keeps telling me, my wife keeps telling me, now you're telling me.  
*A:* It's not good for your health at all.  
*B:* Mmmm. I just enjoy my food so much. I love chips, I love cakes, I love ice cream, I love chocolate! Food is part of my life!  
*A:* It's part of everyone's life, Mr. Thomas. I'm not recommending that you give up food altogether, but you're going to have to change your habits.
- 6 *A = Adult male (late 50s+)*  
*B = Male teenager (c14-15 years old)*
- B:* I just don't see the point in staying on at school after I'm sixteen.  
*A:* It's because better qualifications help you get a better job.  
*B:* But the sooner I leave school, the sooner I'll get a job and start earning money.  
*A:* What do they say at school about it?  
*B:* Oh, the same as you. The teachers all say I should stay.  
*A:* Your Dad was just the same as you when he was your age, but I managed to persuade him to stay on. He was glad in the end that he did.
- 7 Yes, I definitely want to be a farmer when I grow up. That's not just because my father's a farmer. You see, farming is important for the whole community. Everybody needs farmers because everybody needs food. Yes, I enjoy working outside, that's true, but it's not the main reason.

- 8 *A:* No, you've got to stand straight.  
*B:* Like this?  
*A:* Yes, that's better. Now, put your arms out and keep your head down. Bend over a bit so you'll be nearer the water.  
*B:* I'm feeling a bit nervous you know.  
*A:* You'll be fine! Now, push off with your feet and make a big splash!  
*B:* Here goes!

◆ **Tapescript for Exercise 18e (p. 100)**

*Interlocutor:* Now, I'd like each of you to talk on your own for about a minute.

I'm going to give each of you two different photographs and I'd like you to talk about them. Peter, here are your photographs. They show how we change with time. Please let Paula have a look at them. Paula, I'll give you your photographs in a minute. Peter, I'd like you to compare and contrast these photographs, saying how you think each person is feeling. Remember, you have only about a minute for this, so don't worry if I interrupt you. All right?

*Student A:* Well, they basically show the way we are at the beginning of our lives and how we become towards the end of our lives. The first one shows a young girl who is fit and healthy, while the second one shows an elderly lady who obviously has lost some of her strength and energy over the years. In fact, we can see that she has problems with her fingers. It may be arthritis. Their skin is very different, of course. The young girl has smooth skin and the elderly lady has a lot of wrinkles. Maybe the biggest difference is their expressions. The young girl is smiling and I think she is feeling very happy. She has a tooth missing and she is pointing to the space. She must be proud of this. It's like she's saying: "Look! I'm growing up!" The woman looks thoughtful. She could be thinking about the past. I think she is feeling a little sad ... she might be remembering people she loved who are dead.

*Interlocutor:* Thank you. Paula, do you like the idea of growing older?

*Student B:* I don't really ... er ... mind. Nobody can escape it, so ... we must ... accept the fact and ... mmm ... not worry about it.

*Interlocutor:* Thank you. Now, Paula, here are your two photographs. They show people doing different sports. Please let Peter have a look at them. I'd like you to compare and contrast these photographs, saying whether you think age limits our enjoyment of sporting activities. Remember, Paula, you have only about a minute for this, so don't worry if I interrupt you. All right?

**Student B:** Well ... mmm ... in the first picture there's a man with a bicycle. I think he's quite old ... though it's hard to say because we can't see his hair. Emmmm ... in the second picture ... mmm ... people are skiing ... they're probably quite young ... the pictures are similar because ... well ... they both show sports ... but there are many differences. First ... mmm ... there is the age difference. Then ... well ... the sports are very different. Also ... you can do cycling almost anywhere ... whereas for skiing ... mmm ... you need snow. And ... skiing is pretty expensive, whereas cycling isn't.

**Interlocutor:** Thank you. Peter, which sport would you prefer to take part in?

**Student A:** Oh, definitely the skiing ... it's much more fun!

**Interlocutor:** Thank you.

## PRACTICE TEST

*Hello. I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions. At the start of each piece you'll hear this sound:*

tone

*You'll hear each piece twice.*

*Remember, while you're listening, write your answers on the question paper. You'll have time at the end of the test to copy your answers onto the separate answer sheet.*

*The tape will now be stopped. Please ask any questions now, because you must not speak during the test.*

PAUSE 5"

*Now open your question paper and look at part 1.*

### Part 1

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

**One**

*You are trying to sleep in your hotel room when you hear this woman in the next room.*

**Who is she speaking to?**

- A her husband
- B the police
- C the manager

PAUSE 5"

tone

**Woman:** ... I don't know. I left my room about nine and when I came back I couldn't find it anywhere. ... [PAUSE] ... Yes, I've already informed him but he said that it was not his responsibility and that I should get in touch with you. ...

[PAUSE] ... As a matter of fact, it was - several thousand pounds. That's why I'm phoning you; you see I was told that if I don't inform the police, the insurance company won't pay. ... [PAUSE] ... Okay ... okay ... yes, I'll be here. Room 312. Thank you.

PAUSE 2"

tone

Repeat Question 1

PAUSE 2"

**Two**

*You hear this man on TV.*

**How does the man feel?**

- A enthusiastic
- B nervous
- C depressed

PAUSE 5"

tone

**Man:** What would I do with the money? That's a good question. I think I'd probably use it to pay back my student loan which has been getting me down for some time, and still have a bit left to splash out on a new car. I've always been keen on football so I could buy a season ticket to watch Southampton at the Dell. To tell you the truth, I'm shaking so much that I can't really think of anything else. Let's just get it over with, shall we?

PAUSE 2"

tone

Repeat Question 2

PAUSE 2"

**Three**

*You hear this woman talking on the radio.*

**What is her job?**

- A dentist
- B fashion designer
- C hair stylist

PAUSE 5"

tone

**Woman:** ... Some of my clients are surprisingly nervous when they come to see me for the first time but they soon relax when they have a cup of coffee and start chatting with the other people waiting. We cater for both men and women. But the men usually turn up without making an appointment - most of them just want a trim; it's usually women who go in for complete restyling.

PAUSE 2"

tone

## Repeat Question 3

PAUSE 2"

## Four

You are waiting in the queue at a supermarket checkout when you hear this exchange between the cashier and a customer.

What does the customer leave behind in the supermarket?

- A his money
- B his shopping
- C his credit card

PAUSE 5"

tone

**Woman:** That'll be fifty-two pounds and twenty pence, please.

**Man:** Do you accept credit cards?

**Woman:** I'm afraid not. This is the express checkout, you see. It's cash only.

**Man:** Oh no! I'm sorry, I can't pay for this then. I've hardly any cash on me.

**Woman:** Not to worry. I'll put all your groceries underneath here, look, and you can go and get some money from the machine across the street.

**Man:** Oh thanks ever so much. I won't be a minute.

**Woman:** Don't bother queuing up again, just come straight to me and I'll take care of it. ... Oh, don't forget your credit card!

**Man:** Oh, yes, of course. Thanks.

PAUSE 2"

tone

## Repeat Question 4

PAUSE 2"

## Five

Listen to this woman talking to her boss.

What does the woman want to do?

- A get paid more money
- B leave work early
- C work fewer hours

PAUSE 5"

tone

**Woman:** I'm sorry, Gary, but I'm going to have to work part time from now on.

**Man:** Why, what's the matter?

**Woman:** Well, Gary, things have been getting on top of me lately. You see, my youngest isn't old enough to go to school yet and my husband has to work nights. So looking after the kids is a bit of a nightmare.

**Man:** But we can't afford to have any loss in production. Can't you pay a childminder to take care of them?

**Woman:** It's all very well for you to say that, but how am I supposed to pay for one on my salary?

**Man:** Okay. I see what you're getting at; you want a rise!

**Woman:** Well, you know ... it's very difficult bringing up a family and working full ...

**Man:** ... Look, I'll tell you what I'll do. I'll meet you half way; just tell me what the fees are and we'll split it fifty-fifty. How does that sound?

**Woman:** Well, I suppose it's better than nothing.

PAUSE 2"

tone

## Repeat Question 5

PAUSE 2"

## Six

Listen to this man speaking at the end of a lesson.

What is being taught?

- A gardening
- B cookery
- C painting

PAUSE 5"

tone

**Man:** ... So next time, I want you to bring along a flower or some fruit from home, and be prepared to start on a sketch in class that can be completed in your own time. In the following lesson you can compare and contrast each other's styles and techniques. But remember: you're here to learn from this activity, not to simply criticise everybody else's work. And please – make sure that it is your own work that you bring along.

PAUSE 2"

tone

## Repeat Question 6

PAUSE 2"

## Seven

You are in a queue at the market when you hear this woman talking behind you.

Who is she talking to?

- A her dog
- B her child
- C her friend

PAUSE 5"

tone

**Woman:** ... For the last time, sit down! You've been very badly behaved all morning and I'm not having any more of it. Next time, I'll leave you at home. Don't look at me like that; you know it'll get you nowhere. And it's no use wagging your tail, either. Tonight you'll just have to sleep in the kitchen. Maybe that will teach you a lesson!

PAUSE 2"

tone

Repeat Question 7

PAUSE 2"

**Eight**

*You hear a man talking in an office.*

**What is he doing?**

A reading a memo

B dictating a memo

C writing a memo

PAUSE 5"

tone

**Man:** Take this down, Barbara, will you? To ... the finance Department. From ... the Assistant Manager. The sales figures show a marked fall off during the period from June until August. Full stop. In the light of these findings, comma, it is strongly recommended that increased funds be directed towards product promotion in the spring to avoid this seasonal slump in sales.

PAUSE 2"

tone

Repeat Question 8

PAUSE 2"

*That's the end of Part 1.*

*Now turn to Part 2.*

## Part 2

*You will hear part of a radio talk about the driver of the world's first train. For Questions 9-18 complete the notes which summarise what the speaker says.*

*You now have forty-five seconds in which to look at Part 2.*

PAUSE 45"

tone

**Announcer:** Now, Bob Braithwaite tells us the fascinating story of a boyhood dream come-true.

**Bob:** The driver of the first passenger train in England (and in the world) was in fact a youth called Edward Entwistle, who was born near Wigan in 1815.

At the age of eleven he was working in a large engineering factory in Manchester, his parents having decided that he should be an engineer. It was there that the "Rocket", the first steam engine, was built under the direction of its inventor, George Stephenson. Young Edward took a keen interest in the progress of the engine.

When the Liverpool and Manchester Railway was finished and the "Rocket" was completed, Stephenson started looking around for a driver. The manager of the factory was asked, but after a day or two reported that he didn't know of any adult men suitable for the task, but if the great inventor would take the young Edward, he could highly recommend him.

He gave written permission for the youth to go with Stephenson. Edward himself was only informed of his new job after all the arrangements had been made; but he seized the opportunity gladly, and set to work getting to know the new engine. He was just fifteen at the time.

The opening of the new railway, which attracted the attention of the whole country, was fixed for Monday, September 15, 1830. On the Sunday before, Stephenson and Edward took the "Rocket" for a test run, travelling over about one-half of the track. The following day both men were on the engine that made that historic journey from Liverpool to Manchester, drawing behind it some of the most famous people in the country, but there was a tragic accident. During the return journey from Manchester the young Edward was driving when a man was hit by the train.

Surprisingly, Edward was given complete responsibility for the "Rocket", and for two years he made two round trips every day between Liverpool and Manchester, one in the morning and the other in the afternoon. But the work was an enormous stress on the youth: he became ill and found he was losing his nerve.

Therefore, he asked to leave, and, through Stephenson's kindness, got a job as second engineer on a steamship, on which he completed his seven-year training. His employers reported that he was very energetic and took great pride in his work. But his greatest pride was in having been the first man to drive a passenger train, and introducing a means of transport that revolutionised the world.

PAUSE 10"

tone

*Now you'll hear Part 2 again.*

Repeat Part 2

PAUSE 5"

*That's the end of Part 2.*

*Now turn to Part 3.*

## Part 3

*You will hear five different people talking about interviews they have attended. For questions 19 to 23, choose from the list A to F what happened to each one during the interview. Use the letters only once. There is one extra letter which you do not need to use.*

*You now have thirty seconds in which to look at Part 3.*

## PAUSE 3"

tone [All male voices]

## Speaker 1

Once I wore a pair of brand-new shoes to an interview. It turned out that the shoes were way too small, and as the day went on, my feet started killing me. During the interview, I took my shoes off under the table to rest my feet, and when the interview ended, I couldn't put my shoes back on. I hadn't noticed my feet had swollen. After a few surprisingly embarrassing minutes, I managed to squeeze my sore feet back into the shoes and limp out of the room. Anyway, the following week I was offered the job, no doubt for bravery in the face of pain! Of course the lesson was never to attend an interview in clothing that you haven't worn at least once before.

## PAUSE 2"

## Speaker 2

During one interview ... it was for a job as a computer programmer ... everything was going smoothly and then, as I was answering a question about how I thought my career would develop over the next few years, the interviewer suddenly looked up from his papers, grabbed his coffee cup from the desk and threw it hard against the door behind me. I nearly jumped out of my skin! I couldn't stop shaking! Why strong nerves were needed for the job, I'll never know, but certainly I'm very glad I didn't get the job!

## PAUSE 2"

## Speaker 3

The interview was going well, although it was a bit boring. Then the interviewer said "I'm going to step out of the office for fifteen minutes. Why don't you write a one page description of the neo-classical building opposite, using as many architectural terms as possible?" Now, this was a bit of a problem. My C.V. stated that for the past year I'd been working for an International magazine, writing descriptive articles about unusual buildings in the cities of Europe. It failed to mention, however, that all of these had been descriptions of modern buildings. When he came back a quarter of an hour later I'd written next to nothing! Needless to say, I didn't get the job!

## PAUSE 2"

## Speaker 4

When I walked in I was ready for tough questions. I was, in fact, astonished when she asked me questions that had nothing to do with advertising. She asked me about my experiences, my likes and dislikes, not hard questions, but not exactly what I had been expecting. She loved my enthusiasm. At the end of the interview, I was offered the job! Of course, there was no pause for thought. I accepted immediately. I

learned that the position paid a mere 19,000 pounds a year – absolutely pathetic, especially in London. But I would have worked for free, well, not really for free, just for the experience.

## PAUSE 2"

## Speaker 5

Eight other candidates and myself attended a group interview and watched a film in Japanese. The others were rather shy, and so was I for that matter, but I tried to make a good impression. Before I knew it, I had broken the ice, and everyone began talking comfortably with each other. Although they were better qualified, I was the most knowledgeable about Japanese culture – or so I thought. After the presentation, we were given private interviews and once again, I thought it went well. In fact, I was sure I was way ahead of the others. After the interview we were all told to wait ten days at the most for the final decision, but I'm still waiting.

## PAUSE 10"

tone

*Now you'll hear Part 3 again.*

## Repeat Part 3

## PAUSE 5"

*That's the end of Part 3.*

*Now turn to Part 4.*

## Part 4

*You'll hear a conversation which takes place in a car showroom, between a salesperson and some people who want to buy a new car, Mr Keaton and his daughter Harriet. Answer questions 24 to 30 by writing S for salesperson, K for Mr Keaton or H for Harriet in the boxes provided.*

*You now have 1 minute in which to look at part 4.*

## PAUSE 1'

tone

*Salesman:* Good morning! Can I help you?

*Harriet:* I hope so! We're looking for a car ...

*Salesman:* Well, you've come to the right place! [loud laughter]

*Mr K.:* We're looking for a car for my daughter, here ...

*Salesman:* New? Or second-hand?

*Mr K.:* Well ... if we saw a second-hand one in good condition ...

*Harriet:* Oh, I think we definitely want a new one, don't we, Dad?

*Mr K.:* Hmm ... well, maybe.

*Harriet:* I mean, the one I have at the moment ... well, it's a miracle it's still going, really.

*Salesman:* Oh, is that your car outside? The red one? I was wondering whose it was. You don't see many around these days. There aren't many left.

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**Harriet:** It's probably the last one! The rest have died of old age! [laughter]

**Mr K.:** Oh, I don't know ... I think there's still some life left in it ...

**Harriet:** Come on, Dad, it's practically an antique. Maybe it's even valuable!

**Salesman:** I'm afraid cars from the eighties aren't worth very much. Especially when they're not in ... shall we say ... very good condition.

**Harriet:** You see, Dad?

**Salesman:** What sort of price range were you thinking of?

**Mr K.:** Well ... up to about ten thousand, I suppose.

**Harriet:** Oh, come on, Dad! It's my graduation present! Once in a lifetime! We'll probably have to spend more than that if we want to get something nice!

**Mr K.:** Harriet, that's already an awful lot of money!

**Salesman:** [clearing his throat] Well, I'm sure we'll be able to find something that will make everybody happy. Now, what about this model here?

**Harriet:** Ooooo ... yes! I like it! Nice and sporty!

**Mr K.:** Nice and expensive too, I bet. Am I right?

**Salesman:** Well ...

**Mr K.:** Anyway, it would be silly to buy the first car that we see, even if we both liked it.

**Salesman:** Now, these two over here are very popular models in the medium price range.

**Harriet:** Oh, they're lovely, aren't they? And there are so many! I don't know how I'm going to be able to choose!

**Mr K.:** Well ... we'll have to think of the price, as well as safety features and insurance.

**Salesman:** We have all the latest models here.

**Harriet:** Oh, I'm sure we'll find something if we just take our time. I mean ... there's a huge selection of cars here.

**PAUSE 10"**

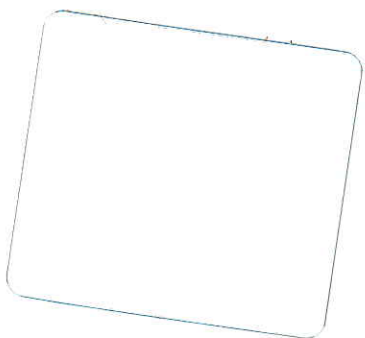
**tone**

*Now you'll hear Part 4 again.*

**Repeat Part 4**

**PAUSE 5"**

*That's the end of Part 4.*





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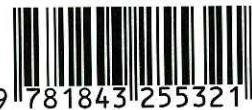
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