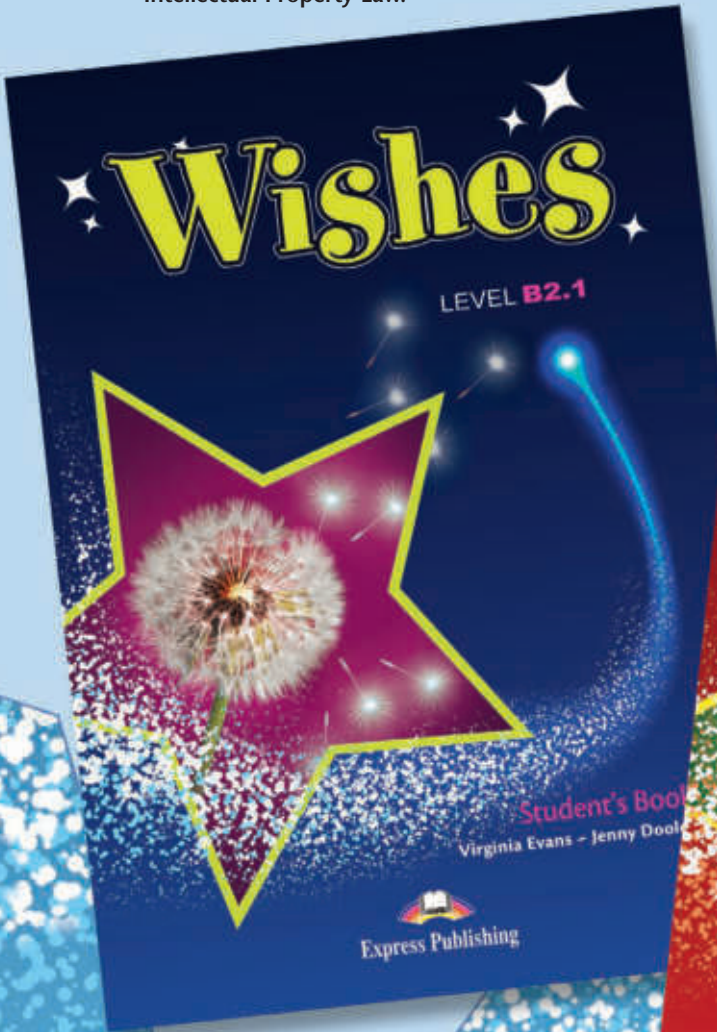


Wishes



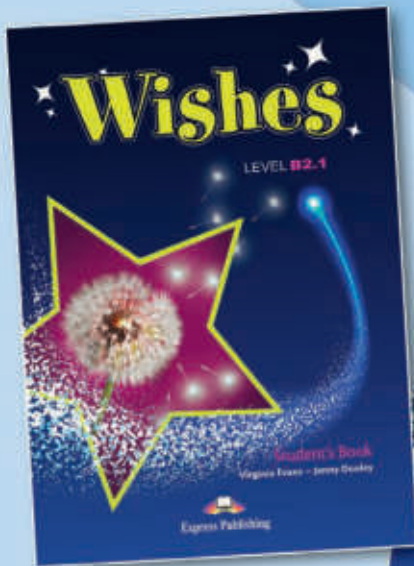
Digital Learning Method © Express Publishing
is fully protected under the provisions of
Intellectual Property Law.



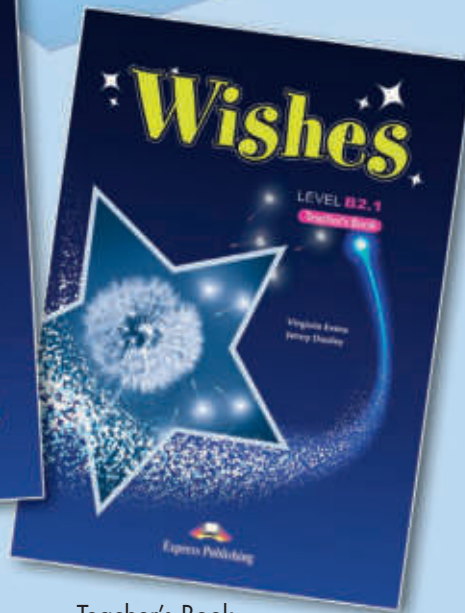
Express Publishing

Wishes

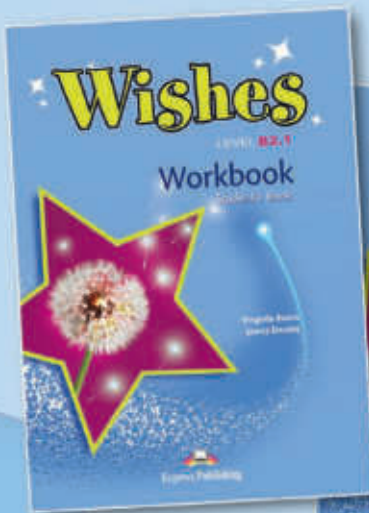
LEVEL B2.1



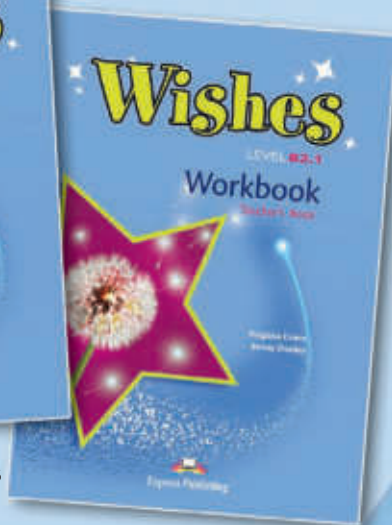
Student's Book



Teacher's Book



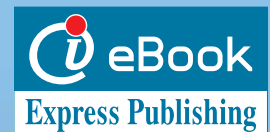
Workbook Student's Book



Workbook Teacher's Book



Class CDs



Wishes

LEVEL **B2.1**

Student's Book

Virginia Evans – Jenny Dooley



Express Publishing

Contents

Module	Vocabulary	Grammar	Reading	Listening	Speaking & Functions	Writing
1 Sports & Entertainment (pp. 5-32)	means of transport sports entertainment films hobbies Word power: <i>ways to walk</i>	comparatives/ superlatives (p. 9) relative clauses (p. 9) present tenses (p. 13) past tenses (p. 16)	<i>A Journey Under the Sea</i> (multiple choice) (pp. 6-7) <i>The London Marathon</i> (text completion) (pp. 10-11) <i>Great Entertainers</i> (multiple matching) (pp. 14-15)	for opinion/ attitude for gist for specific information (pp. 18-19) <i>Multiple matching</i> <i>Multiple choice</i>	expressing interest talking about a film you have seen giving personal information expressing likes/ dislikes contrasting ideas speculating (pp. 20-21) <i>Interview</i> <i>Speculating & reaching a decision</i> <i>Discussion</i>	an email to a friend of yours about a travel experience you had a short review of a film stories descriptions in stories (people, places, objects)
	Culture Clip – Pedicabs (p. 30) Green Issues – Our Energy Resources (p. 31) Progress Check 1 (p. 32)					
2 Food, Health & Safety (pp. 33-60)	eating disorders vegans eating habits jobs emergency services food allergies Word power: <i>make/do</i>	reported speech (p. 37) future tenses (p. 41) infinitives (p. 44) modals – logical assumptions (p. 45)	<i>Mirror, Mirror on the wall ...</i> (multiple choice) (pp. 34-35) <i>Live long and prosper</i> (text completion) (pp. 38-39) <i>Come quickly it's an emergency</i> (multiple matching) (pp. 42-43)	for gist for specific information for detail (pp. 46-47) <i>Sentence completion</i> <i>Multiple choice</i>	offer/refuse – food – drinks asking for – giving advice agreeing – disagreeing suggesting – reaching a decision (pp. 48-49) <i>Discussion</i>	a summary of a text letters/emails letters/emails of application/ recommendation narrative/ descriptive emails letters/emails of complaint
	Culture Clip – School Dinners (p. 58) Curricular Cut: Food Technology – Why does food go bad? (p. 59) Progress Check 2 (p. 60)					
3 Travel Time (pp. 61-88)	festivals & celebrations holiday destinations types of travel Word power: <i>ways to look</i>	gradable adverbs (p. 65) <i>be/get/used to/would</i> (p. 69) linkers (p. 78) a/an – the (p. 86)	<i>A Fair to go Cuckoo About</i> (pp. 62-63) <i>Tsingy Nature Reserve</i> (pp. 66-67) <i>Been there, done that</i> (pp. 70-71)	for specific information for opinion (pp. 74-75) <i>Sentence completion</i> <i>Multiple matching</i>	describing pictures asking about/ recommending places giving reasons/ examples expressing similarities/ differences (pp. 76-77) <i>Comparing pictures</i> <i>Speculating & Reaching a decision</i>	a short letter to a friend describing a festival expanding sentences a short text about a bad holiday experience argumentative essays (for-and-against, opinion, solutions to problems) an itinerary
	Culture Clip – New Zealand Tour Itinerary (p. 86) Green Issues – Eco-tourism The Future of Holidays – What is Eco-tourism? (p. 87) Progress Check 3 (p. 88)					

Module	Vocabulary	Grammar	Reading	Listening	Speaking & Functions	Writing
4 Environmental Issues (pp. 89-112)	extreme weather conditions	inversion (p. 93)	<i>Into the Eye of the Storm</i> (pp. 90-91)	for specific information	expressing concern	a summary of a text
	weather endangered animals	the passive (p. 97)	<i>Save the Whales</i> (pp. 94-95)		repeating & confirming	the weather report for tomorrow reports
	environmental issues	conditionals/wishes (p. 100)	<i>Global Ecologists</i> (pp. 98-99)	(pp. 102-103) Multiple choice Sentence completion Multiple matching Multiple choice	(pp. 104-105) Interview Comparing pictures Speculating & Reaching a decision Discussion	
	ecologists	linkers (p. 107)				
	biodiversity					
	Word power: sounds					
Culture Clip – Farms in the city (p. 110)						
Curricular Cut: Geography – Global Warming (p. 111)						
Progress Check 4 (p. 112)						
5 Modern Living (pp. 113-138)	science technology	emphatic structures (there, it) (p. 116)	<i>It's all in the mind</i> (pp. 114-115)	for specific information	making assumptions	discussing an issue
	crime lifestyles	both, all, whole, either, neither, none, every (p. 117)	<i>Nanotechnology – the next big thing?</i> (pp. 118-119)	for detail	making suggestions	reviews articles
	computers success	causative forms (p. 120)	<i>Fashion</i> (pp. 122-123)		complaining/apologising	
	fashion	clauses (p. 121)				
	Word power: artificial, fake, false, counterfeit	far/every, each, much, too, even, a bit, any (p. 125)		(pp. 126-127) Multiple choice Sentence completion Multiple matching Multiple choice	(pp. 128-129) Interview Comparing pictures Speculating & Reaching a decision Discussion	
		quantifiers/C-U nouns (p. 125)				
Culture Clip – Accidental Inventions (p. 136)						
Green Issues – Energy Efficiency (p. 137)						
Progress Check 5 (p. 138)						
Grammar Reference (pp. 139-154)						
Irregular Verbs (p. 155)						
American English – British English Guide (p. 156)						
Appendix I/II (pp. 157-167)						
Further Practice Section (pp. 168-174)						
Style (p. 175)						

Wishes



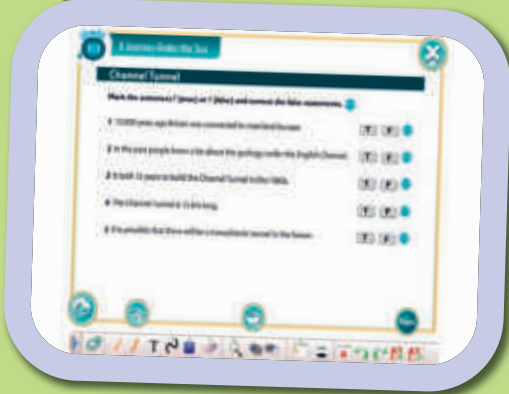
The teacher's interactive tool!



- Reading texts with recordings and justifications for all reading comprehension activities



- Fully interactive workbook



- Video links thematically related to the topic of each module with comprehension questions



- Fun board games to revise writing theory and techniques

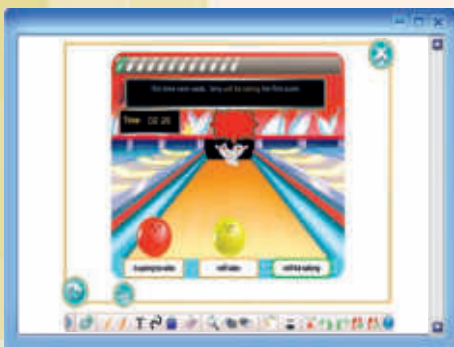
Interactive eBook



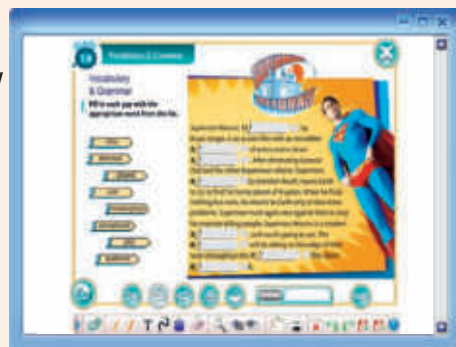
The student's interactive study partner!

Homework is stress-free with the ieBook!

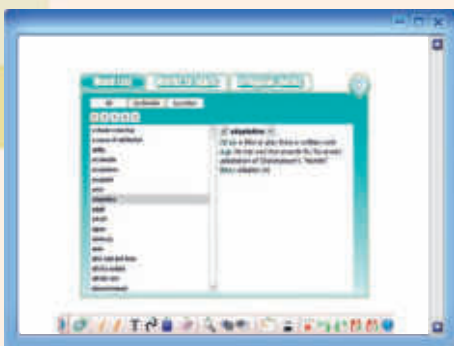
Digital Learning Method © Express Publishing is fully protected under the provisions of Intellectual Property Law.



- Fun vocabulary & grammar games to practise and revise the content of each module



- Fully interactive activities to practise all four skills



- An easy-to-use Digital dictionary with audio



- A vocabulary list with audio in every lesson helps students learn new words and practise spelling and pronunciation

Module 1

Units 1-14



Sports & Entertainment

► Look at Module 1

- Describe the pictures.
- Which units are the pictures from? What is each unit about?

► Find the page numbers for

- a proverb
- an article about a stadium
- a famous magician
- a clown
- a story in pictures
- beginnings & endings of stories

► Listen, read and talk about ...

- sporting activities
- sporting events
- journeys & means of transport
- entertainment
- types of entertainers

► Learn how to ...

- express interest/likes and dislikes/preferences/opinion/attitude
- describe pictures
- contrast ideas

- speculate
- describe objects and places
- give personal information

► Practise ...

- present and past tenses
- relative clauses
- comparatives/superlatives
- phrasal verbs: *take, make, set, put, see*

► Write/Make ...

- an email about a travel experience
- a paragraph about the means of transportation you prefer
- a film review
- a story
- a presentation on forms of transport tourists use in your country
- a short article about how to save energy at home

Culture Clip: Pedicabs

Green Issues: Our Energy Resources



A Journey Under the Sea

Several years ago, my wife and I came upon an advertisement in a travel magazine for an international exchange programme promising 'the chance of a lifetime'. Not one to let such an intriguing **opportunity** pass me by, but a bit hesitant about **taking such a leap into the unknown**, I did some research and discovered that the programme involved something called house-swapping.

After much discussion, my family and I decided to, as they say, go for it. Consequently, we were soon jetting off for a holiday in the Peak District of England while our exchange partners were settling down for their vacation in our flat back home in Mt Vernon, Washington. The exchange was for a month and the time passed quickly. To end our time away on a high note, we decided to travel to Paris via the engineering marvel known as the Channel Tunnel.

Being on a fairly tight budget, we **opted for** a package deal which included round-trip tickets on the Eurostar passenger train, five nights in a three-star hotel in Paris, Metro passes and **unlimited** use of the Paris bus system. When the package still hadn't arrived after a week, I began to think that perhaps our trip hadn't been such a good idea after all. Maybe it was a sign that we shouldn't go.

The tickets and vouchers eventually arrived and I **scolded** myself for having had such silly thoughts. On the day of departure, with plenty of time to spare, my two teenage children, my wife and I stood waiting eagerly on the platform at King's Cross Station. At exactly 7:57 am, we boarded our train and began our journey through the **picturesque** county of Kent. About an hour into our journey, an announcement, in both English and French, informed us that we were about to enter the Channel Tunnel.

The Eurostar adverts had boasted proudly about the engineering **feat** that was the 'Chunnel', and the **convenience** it offered to those travelling between England and the Continent. They had spoken highly of the "lack of rough seas" and to me, a person who gets seasick very easily, this was a major selling point. When all is said and done, however, I must admit that there were moments when I felt quite nervous about travelling 50 metres below the bottom of the English Channel.


Inside the tunnel itself, there really wasn't much to grab my attention – no posters or other artwork, so I busied myself studying the **occupants** of our carriage. Some calmly read novels or newspapers; others quietly looked through business reports and notes. I quickly realised, however, that most of my fellow passengers were like my family in that they looked excited and very happy to be enjoying such a **novel** travel experience.

Our underwater journey ended as quickly as it had begun. All of a sudden, we left the darkness of the tunnel behind and **nosed out** into the light of the pleasant French morning. The tracks being well-built, we quickly **accelerated** to 300 kph, the speed of a Boeing 747 at take-off. We arrived in Paris' busy city centre a mere 180 minutes after leaving London. That journey, and indeed the whole time that we spent on the exchange programme, have given us all a **yearning** for new experiences, and many wonderful memories that we will cherish forever.



Reading & Listening

- 1 Describe picture A. Where was it taken? What time of year is it? How can you tell? How do you think the people feel? Why?
- 2 Look at the map. Which countries can you see?

- 3  Read the last sentence in each paragraph. What is the article about? Listen, read and check. What is the author's purpose?
- 4 Read the article. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

Study Skills

Multiple Choice

Read the text quickly to get an idea of what it is about. Read the question stem, then find the part of the text which the question refers to. Go through the choices and choose the one that fits best. The information might be rephrased.

Exam Practice: Reading

1 How did the writer first learn about the house-swapping scheme?

- A from his wife
- B purely by chance
- C through a travel agent
- D by doing research

2 The writer uses the phrase 'go for it' (paragraph 2) to express the idea of ...

- A taking a risk.
- B going abroad.
- C flying on a jet.
- D having a choice.

3 The writer 'scolded' himself (paragraph 4) because ...

- A the tickets arrived late.
- B they had to wait a long time on the platform.
- C he thought the trip was a silly idea.
- D he had worried unnecessarily.

4 The writer was most attracted by the fact that the Eurostar train ...

- A travelled so far below sea level.
- B was unaffected by sea conditions.
- C offered a convenient way to travel.
- D used such a well-designed tunnel.

5 What did the writer do during his journey through the tunnel?

- A He studied a business report.
- B He looked at the other passengers.
- C He read a novel about travelling.
- D He wished the journey would end quickly.

6 How was the writer's attitude changed by his experiences?

- A He began to think more about the past.
- B He saw the value of doing new things.
- C He realised his journey was special.
- D He saw that he needn't have worried so much.

5 Match the words/phrases in bold to their definitions.

- passengers in
- chance
- reprimanded
- sped up
- longing for
- achievement
- decided on
- eased forward
- different
- usefulness
- attractive
- doing something without having previous experience of it
- endless

6 Fill in: **high, cherish, rough, travel, tight, grab, package, exchange, business, intriguing.** Make sentences based on the text, using the phrases.

- | | |
|----------------------|----------------------|
| 1 | 6 seas |
| programme | 7 experience |
| 2 on a(n) note | 8 my |
| 3 budget | attention |
| 4 deal | 9 to memories |
| 5 reports | 10 opportunity |

Speaking

7 Work in pairs. Imagine you have been on an interesting journey. Tell your partner about your journey. Say:

- where you went and which means of transport you used.
- how long you went for and the reason for your journey.
- what you did during your stay there.

In pairs, ask and answer questions based on the text.

Writing

8 **Portfolio:** Use your answers from Ex. 7 to write an email to a friend of yours about your travel experience (80-120 words).

Vocabulary & Grammar

1 Say which of the following verbs are used with the following means of transport.

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

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

catch a bus / a train ... etc.

2 Choose the correct word. Which means of transport is each sentence about?

- 1 Takeoff was **delayed/missed** for over an hour because of bad weather.
- 2 The compartment was so **populated/crowded** I couldn't get a seat so I had to stand all the way.
- 3 I took a new direct route that was **fast/speed** so I reached my destination in no time.
- 4 The **traffic/congestion** on the motorway wasn't heavy so it took us very little time to get there.
- 5 The crossing was **rough/bumpy** and we both got seasick.
- 6 We **broke/fell** down outside York and had to wait for over an hour before someone came to get us.

3 Choose the correct word.

- 1 Last year we had the to travel to China.
A occasion B opening C benefit D opportunity
- 2 We reached the airport with plenty of time to
A free B let C spare D spend
- 3 John spoke of the service at this restaurant.
A strongly B greatly C highly D extremely
- 4 The location of the hotel was a major selling of the holiday.
A detail B feature C point D aspect
- 5 The metro makes it easy to get around the city centre.
A busy B full C loud D energetic
- 6 We London just before 10 pm.
A reached B got C had D arrived

- 7 The minister will an announcement later.
A do B have C form D make
- 8 When all is and done, it's his decision.
A said B spoken C told D stated
- 9 There is a variety of marine life at the of the sea.
A base B bed C depth D bottom
- 10 Our journey was a unique experience.
A travel B tour C trip D journey

• Phrasal verbs

4 Fill in the appropriate particle. Check in Appendix I. Use the phrasal verbs in a story of your own.

- 1 Due to the heavy snow, no planes were able to **take**
- 2 Getting my money back when the flight was cancelled didn't **make** missing an important meeting.
- 3 Even though we **set** late, we still made it to the airport in time.
- 4 They were really **put** by the ticket inspector's behaviour.
- 5 Whenever I go on a long trip, my whole family **sees** me at the airport.

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

Exam Practice: Use of English



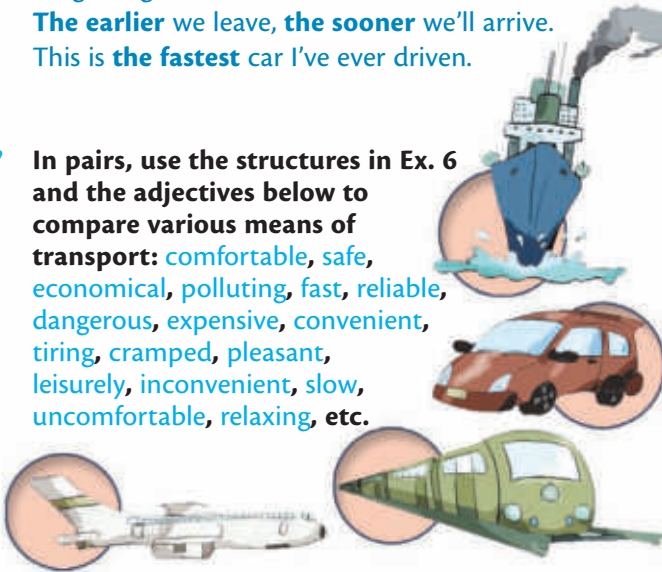
When the Channel Tunnel opened, many people had high 1) **EXPECT**
Instead of 2) for up to 3 **TRAVEL**
hours by sea, the tunnel appeared to be an
3) alternative. In reality, **ATTRACT**
however, the Channel Tunnel project ran
into some unexpected 4) **DIFFICULT**
For example, nobody had imagined that
there might be a power 5) **FAIL**
leaving the passengers stranded in the
tunnel for hours. 6) **OBVIOUS**
problems like this have been overcome
and the tunnel now satisfies passengers'
7) for a fast and **REQUIRE**
8) journey. **ENJOY**

- Comparatives/Superlatives (GR p. 139)

6 Read the examples. Are there similar structures in your language?

He runs **as fast as** John.
 She isn't **half as skilled as** her sister.
 Motorbikes are **faster than** bicycles.
 This car is **less expensive than** that one.
 Petrol is **more expensive than** diesel.
 It's getting **hotter and hotter**.
The earlier we leave, **the sooner** we'll arrive.
 This is **the fastest** car I've ever driven.

7 In pairs, use the structures in Ex. 6 and the adjectives below to compare various means of transport: **comfortable, safe, economical, polluting, fast, reliable, dangerous, expensive, convenient, tiring, cramped, pleasant, leisurely, inconvenient, slow, uncomfortable, relaxing, etc.**



- A: Travelling **by plane** is **faster** and **more comfortable** than travelling **by car**.
 B: However, travelling **by car** isn't **as expensive as** travelling **by train**.

- Relative clauses (GR p. 139)

8 Fill in: **where, whose, who, which, why**. Which of these words do we use for: **people? things/animals? places? reason? possession?**



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

9 Join the sentences with relative adverbs or pronouns.

- The tourists were robbed. They are talking to the police.
- John is going on holiday to Ibiza. It is one of the Balearic Islands.
- This is the shop. You can buy cheap clothes there.
- Where's the milk? It was in the fridge.
- Owen's dog is a terrier. It is very friendly.
- She tried on five skirts. None fit her.
- Bob is a vet. He is my neighbour.
- He has three sisters. All of them are dentists.
- I met a woman. Her son knows you.

Exam Practice: Use of English

- Key word transformations

10 Complete the sentences using the words in bold. Use two to five words.


- It is a pity she didn't come with us.
which She didn't come with us, pity.
- My six-year-old brother can swim very fast.
years My brother, , can swim very fast.
- I've got some letters. Three of them are Ann's.
which I've got some letters, Ann's.
- This is Steve. His wife works with me.
whose This is Steve, with me.
- As she gets older, she becomes more mature.
the The older she gets, she becomes.
- Kate studies harder than John.
as John does not Kate.

Writing

11 **THINK!** Which means of transport do you prefer? Why? Spend three minutes writing about the topic.

Unit 13

Lead-in

- 1 a) Which sports can you see in the pictures? Which is your favourite one? How do you think people benefit from doing sports? Use the ideas to tell your partner.
- b)  Listen to a person discussing the above questions. Which of your points does he mention?



Sports are a great way to keep fit.

Team sports teach us how to work together to achieve a common goal.

Sports teach us to deal with success and failure.

Sports teach us to balance competitiveness.

Sports bring people together.

Sports help us relax.

- 2 In groups, discuss the proverb.

A healthy mind in a healthy body.

Study Skills

Text completion

Read the text through, then read the list of missing sentences. Start fitting the sentences into the gaps. Match the topic of the missing sentence with the topic of the sentence before and after each gap. Look for clues such as reference words (*he, there, etc*) or linking words before or after each gap. Check that the sentence you choose fits grammatically and makes sense. Read the completed text to see if it makes sense.

Reading

- 3 a) You are going to read an article about a man who grew up with a heart defect and overcame his illness to compete in the London Marathon. Six sentences have been removed from the article. Choose from the sentences A-G the one which fits each gap (1-6). There is one extra sentence, which you do not need to use.
- b) Is the text narrative or argumentative?

THE LONDON MARATHON



*Michael Scott talks about his success story of going from being a **sickly teenager** to a London Marathon competitor.*

Growing up with a **heart defect** was difficult. While other kids my age were going to football practice and on beach holidays with their families, I was in and out of hospital. My only involvement in a sporting competition was watching it on the television.

One of my favourite events to watch was the London Marathon. When I was just 14, a man from London, named Chris Brasher, organised the first London Marathon. It was 29th March 1981 and 7,747 people **were involved** in the race. **1** Now, there are 46,500 participants each year from all corners of the world and of all levels of ability. Many people say the marathon is the **ultimate physical challenge**. Athletes have to train physically and **mentally** for each marathon and be prepared for many challenges.

I always found it surprising to see how many well-trained athletes did not complete the course each year. **2** Some **dropped out** because of injury or illness, but most just '**hit the wall**', an infamous experience suffered when their bodies simply **ran out of fuel**. For many runners, by the time they reached the 30 to 35 km point in the

race, they just couldn't go any further. Their muscles would **cramp** and their heart and **lungs** could not **obtain** enough oxygen.

Each year, I tried to imagine what it would be like to **line up** before all the crowds prepared to run the 42.2 km along roads, up hills and around some of the most famous sights in London. The race started in Greenwich Park, then competitors would race along the River Thames, towards Big Ben, and eventually ending in front of Buckingham Palace.

I decided to talk to my heart specialist and find out if there was any chance that I could train my body to **handle** running 42.2 km. At first, he thought I was **joking**, but soon he realised how important this was to me. **3** At the same time, I started lifting weights to **build** muscle strength.

Over the course of a year, I **progressed** from just walking to running. Running became a daily thing for me and I was building more strength and confidence with every step. My doctor was **thrilled** with my progress and allowed me to continue forward.

Finally, at the age of 19, the time came to apply for the London Marathon. I knew that only a certain number of people would be allowed to **enter** the race and as much as I wanted to do this, I knew that my chances were slim. **4** I couldn't believe how far I had come and that finally my dream would come true.

My doctor and I worked together to **set out** a training schedule that would allow me to safely complete the **entire** 42.2 km. Physically, I was fit and my heart appeared to be in good condition. The biggest problem would be dehydration, as it would be with all of the competitors. On average most of the runners take four to five hours to complete the race and water is **essential** to all of the competitors. The year before 710,000 bottles of water had been **consumed** during the race!


Soon enough it was race day. My family, as well as various friends were all gathered to watch and support me. **5** I finished the race in less than six hours, which was amazing since just a few years before I was **barely** able to run across the garden.

Today, I am still running. I have not competed in the London Marathon again, but I do **volunteer** each year to assist the athletes in any way I can throughout the race. **6** I learned that as long as I try my best and have faith in myself I can do almost anything.

- A Over the years, I watched the event grow into the biggest of its kind in the world.
- B I enjoy taking part in the atmosphere and sharing my success story with the other athletes.
- C Three weeks later, I received my acceptance letter and was over the moon.
- D The London Marathon is the most challenging marathon in the world.
- E Out of the over 46,000 starters, on average, only 33,000 actually crossed the finishing line.
- F It was the most difficult and the most exciting and rewarding experience of my life.
- G I began walking for a few minutes at a time, increasing my intensity until I was able to walk for 10 minutes a session.

- 4 Explain the words in bold. Then, in pairs, ask and answer questions based on the text.

Listening & Speaking

- 5  Listen to and read the text. Which of the following qualities best describe Michael? Discuss in pairs, giving reasons.

- determined • passionate • persistent • tolerant
- courageous • stubborn

Michael is very passionate because he cared so much about the marathon.

- 6 What would you do if you were Michael? Tell your partner.

Unit 1.4

Vocabulary & Grammar

1 Complete the exchanges. Use: **team, go, score, dirty, win, played, postponed, live, home, lost.**

- 1 A: It's a pity they
B: Yes, but everyone said it was a game.
- 2 A: I've never golf.
B: Why don't you have a ?
- 3 A: Are they playing at this week?
B: No – the game has been because of the bad weather.
- 4 A: Do you think they'll ?
B: If they first, they'll have a chance.
- 5 A: Have you ever seen a basketball match?
B: No. I don't like sports.



- Word Power (ways to walk)

2 a) Fill in: **crawl, slip, creep, stagger, wander, stray, march, dash, trip** in the correct tense.

- 1 We watched the athletes into the stadium waving their flags. (**walk with regular steps as a group**)
- 2 Gymnasts must be careful not to when performing on the beam. (**lose balance**)
- 3 The racing driver slowly out of the wreckage unharmed. (**move on hands and knees**)
- 4 Two hours after the end of the match, there were still a few fans around outside the stadium. (**walk aimlessly**)
- 5 The thief into the changing room to steal the athletes' valuables. (**move quietly**)
- 6 On hearing the starting pistol, she towards the first hurdle. (**go quickly**)
- 7 The boxer had been hit so hard, he across the ring and fell down. (**walk unsteadily**)
- 8 Tom had into the wrong part of the stadium and was surrounded by fans of the other team. (**wander away from a place**)
- 9 If a horse, the rider may fall off and be seriously injured. (**knock one's foot against something and fall**)

b) Read the joke. What does *trip* mean?

I took a trip to Paris last week.



Oh, what a shame. Did you hurt yourself?



3 Choose the correct word. Check in your dictionaries.

- 1 The match was **planned/settled/fixed/agreed**. They paid him to lose.
- 2 Many fans were **damaged/broken/injured/wounded** when the wall fell.
- 3 The seating **ability/capability/skill/capacity** of the stadium is 10,000.
- 4 His **competitor/contestant/foe/enemy** in the final match was his best friend.
- 5 Jack finished the tennis **match/contest/race/competition** in first place.
- 6 He has **faith/trust/belief/credit** in himself and believes he'll make it.
- 7 I think their chances of beating the opponents are **narrow/slim/little/slight**.
- 8 The athletes are all in good **state/position/situation/condition**.

4 Complete the sentences with the words: **were involved, dropped out, obtain, handle, defect, volunteer.**

- 1 I have been helping out as a(n) ..
..... at the local marathon for over ten years now.
- 2 We didn't know that you
..... with coaching the ball team.
- 3 After you your pass,
you can go and meet the players.
- 4 The runner of the
race after he hurt his ankle.
- 5 Because of his age, he didn't think
he would be able to
the stress of the race.
- 6 She was born with a heart
..... and must be very careful
when doing sports.

- Win/Gain

5 Fill in: **win or gain**. Make sentences using them.

- | | |
|---------------------------|-----------------------------|
| 1 <i>win</i> the election | 5 one's a competition |
| 2 an argument | 6 a medal |
| 3 weight | 7 speed |
| 4 ... experience | 8 one's freedom |

He didn't manage to win the election.

- Present Tenses (GR p. 140)

6 Put the verbs in brackets into the present simple or the present continuous.

- A: I (see) you're wearing a new suit. You look very professional.
B: Thank you. I (see) a client after work.
- A: Why (you/smell) the soap?
B: It (smell) fantastic, just like flowers.
- A: (you/enjoy) your new job?
B: Yes. I (enjoy) working with children.
- A: Kim (be) such an easy-going person.
B: Not today. It seems she (be) really moody with everyone.
- A: I (think) of going on holiday to Egypt.
B: I (not/think) it's a very good idea.
- A: I (have) problems with my kitchen sink. Can you help me?
B: Not really, but I (have) the phone number of a good plumber who can.
- A: You (appear) to have a rash on your face. Are you alright?
B: Yes. I'm just nervous because I (appear) on a TV quiz show later today.
- A: Why (you/taste) the sauce, Mum?
B: It (taste) a bit bland. I think it needs more salt.

7 Put the verbs in brackets into the present simple, present continuous, present perfect or present perfect continuous. How is each tense used?

- John (be) in his office. He (talk) to Mr Harris.
- It (seem) that package holidays (become) more and more popular.
- You (always/use) my shampoo!
- They (be) so busy with their new house they (not/visit) us for ages.
- I'm very tired. I (walk) all morning.
- John (drive) the same car for six years now.
- I'm afraid that bus (not/stop) here.
- He (live) here since 1985.
- How much (you/earn) in your current job?
- It's the first time we (eat) sushi.

Everyday English

- Expressing interest

8 Use the language in the box to respond to the following.

- They won the match. *Did they really?*
- The match was fixed.
- He scored the winning goal.
- They are in first place.
- I saw the match live.
- It was a record-breaking jump.
- She just seemed to go to pieces.

Questions	
• Has he really?	• Are they really?
• Did he really?	• Did you really?
• Was it really?	• Can she really?
Exclamations	
Positive	Negative
• Wow! That's great/ brilliant!	• Oh no! That's awful/ terrible!
• How exciting!	• How embarrassing/unlucky!

9 Think of the word which best fits in each space. Write only one word. In groups, compare answers.

Exam Practice: Use of English




Wembley Stadium is **0** *one* of the world's most famous football stadiums, and the national stadium for football in England. The original structure **1** demolished in 2002 and the new Wembley Stadium opened on the same site in London in 2007.

At a cost **2** around £800 million, it is the most expensive stadium **3** built. A huge 133 m high arch supports a movable roof that makes Wembley the biggest fully-covered football stadium in the world. Beneath the arch, the facilities have **4** designed to give spectators more comfort **5** ever before. The 90,000 seats in the stadium offer fans more leg room than the Queen **6** in the Royal Box of the old stadium. There are also 12 restaurants, 58 kiosks and 156 hospitality boxes to choose **7** In fact, the four main restaurants are the biggest in London.

Wembley Stadium is a multi-purpose stadium, designed to host football and athletic events **8** well as concerts, and it was also the site of many events at the 2012 Summer Olympics.

Unit 1.5

Lead-in

- 1 Think of as many words as possible related to 'performances'. Compare them with your partner. What forms of entertainment do you prefer?
- 2  What do you know about the people in the pictures? What are they famous for? Think of two questions for each. Listen and see if you can answer them.

Reading

Study Skills

Multiple matching

Read the questions carefully and underline the key words. Scan the text for the information you need. As you are reading, underline the parts related to the questions. Read the questions again and answer them one by one, referring to the texts. Some information may be paraphrased.



Exam Practice: Reading

Which performer...

- 3 a) Read the text. For questions (1-10) choose from the performances (A-D). The performances may be chosen more than once.
b) What is the author's purpose?
- 4 Match the underlined words in the text to their synonyms. Use them in sentences of your own.
 - praised • officially approved
 - immediate • successful
 - extraordinary • individual
 - instructive • levels

- used to perform with other famous stars?
- taught their craft to other people?
- made their creations more entertaining and lifelike?
- is/was not the same as most people in their profession?
- wants/wanted to do things people think cannot be done?
- (has) entertained and educated children around the world?
- is trying something different with their career now?
- does/did not live in the country where they were born?
- has/had an educational background unrelated to entertainment?
- had a record-breaking show?

-
-
-
-
-
-
-
-
-
-

Great Entertainers

A Audiences around the world consider David Copperfield to be the greatest magician of our time. Copperfield was born in the United States in 1956. He began performing magic at the age of 12 and became the youngest person ever **admitted** to the Society of American Magicians. At 16, he was teaching a magic course at New York University. He then began singing and performing magic on stage in Chicago. At the age of 19, he was given a break in television with his own show. His career in the world of entertainment was taking off.

Since the 1970s, Copperfield has performed in Emmy award-winning television programmes, stage plays, films and personal tours. He has travelled around the world and has **elevated** the art of magic to new heights. In addition to performing, he created a critically acclaimed Broadway show, *Dreams & Nightmares*, which broke all box-office records during its run in New York City. "The secret," says David, "is to consider nothing impossible, then start treating possibilities as probabilities. If I am in the impossible business – and I am – then I want to go beyond impossible."

C Charlotte Church has an exceptional talent. By the time she was 11 years old, people were talking about the little girl with the big voice. Her break came in 1997 on a television show in Britain and was quickly followed by her show-stealing performance on a televised talent programme. Church **released** her first album in 1998, called *Voice of an Angel*. She became the youngest artist to have a number one hit in the classical charts. The young Welsh girl from Cardiff had become an instant success in Britain as well as North America.

Her fame spread quickly and she was offered a number of **options**. The young soprano travelled around the world, doing live performances alongside legends like Pavarotti and Julie Andrews. By the time she was 16, Church had completed a number of albums, including a 'Best of' album. Church has also **expanded** her career to include cameo appearances on popular television programmes and a few small roles in feature films. She is **currently** taking a break from singing, and working on her own television programme, entitled *The Charlotte Church Show*.

B Jim Henson will forever be remembered as the person behind some of the most famous puppets in the world. His best-known creations include such characters as Elmo, Big Bird, Bert and Ernie, Miss Piggy and especially Kermit the Frog.

Born in 1936 in the United States, Henson grew up loving puppets. In those days, most puppets were simply painted wood with no actual character or emotion. Henson designed puppets made of flexible, fabric-covered foam rubber, with big soft bodies and large mouths, which made them more realistic. He was given an opportunity to perform on a local television show, which quickly **launched** his career.

By 1970, Henson had developed a popular children's educational television programme, called *Sesame Street*. The programme became an instant success and led to his next top production, *The Muppet Show*.

Over the years, Henson expanded his company to include a wide variety of children's programmes and educational materials, including books, music, television shows and feature films. His work is known and loved worldwide.

Jim Henson died in 1990, after **devoting** more than 30 years of his life to his craft.

D We have all been amazed and impressed by acrobats and jugglers, mostly men, **tossing** around a variety of objects. However, a woman has recently taken centre stage in this male-dominated form of entertainment. Her name is Meike Fromm and she is from Germany, though she left there many years ago. Her stage name is Mika, and she is considered the best female juggler in the world.

As a dancer, Mika trained in modern dance, jazz and belly dancing. She holds a Master's degree in Physical Education and is a certified teacher. She has worked with children with special needs in the New York City public school system.

Since 1995, Mika has performed in circuses and live shows as an entertainer around Europe as well as the United States. Her unique style has allowed her to move beyond the standard style of juggling and add a theatrical touch to her performances. "I love my art, and I am just so very pleased to have the opportunity to share it with others," says Mika.

5 Match the words in bold to their meanings. Use the words in bold to make sentences about the performers.

- dedicating • made larger • at present • put out • throwing
- accepted • choices • raised • started

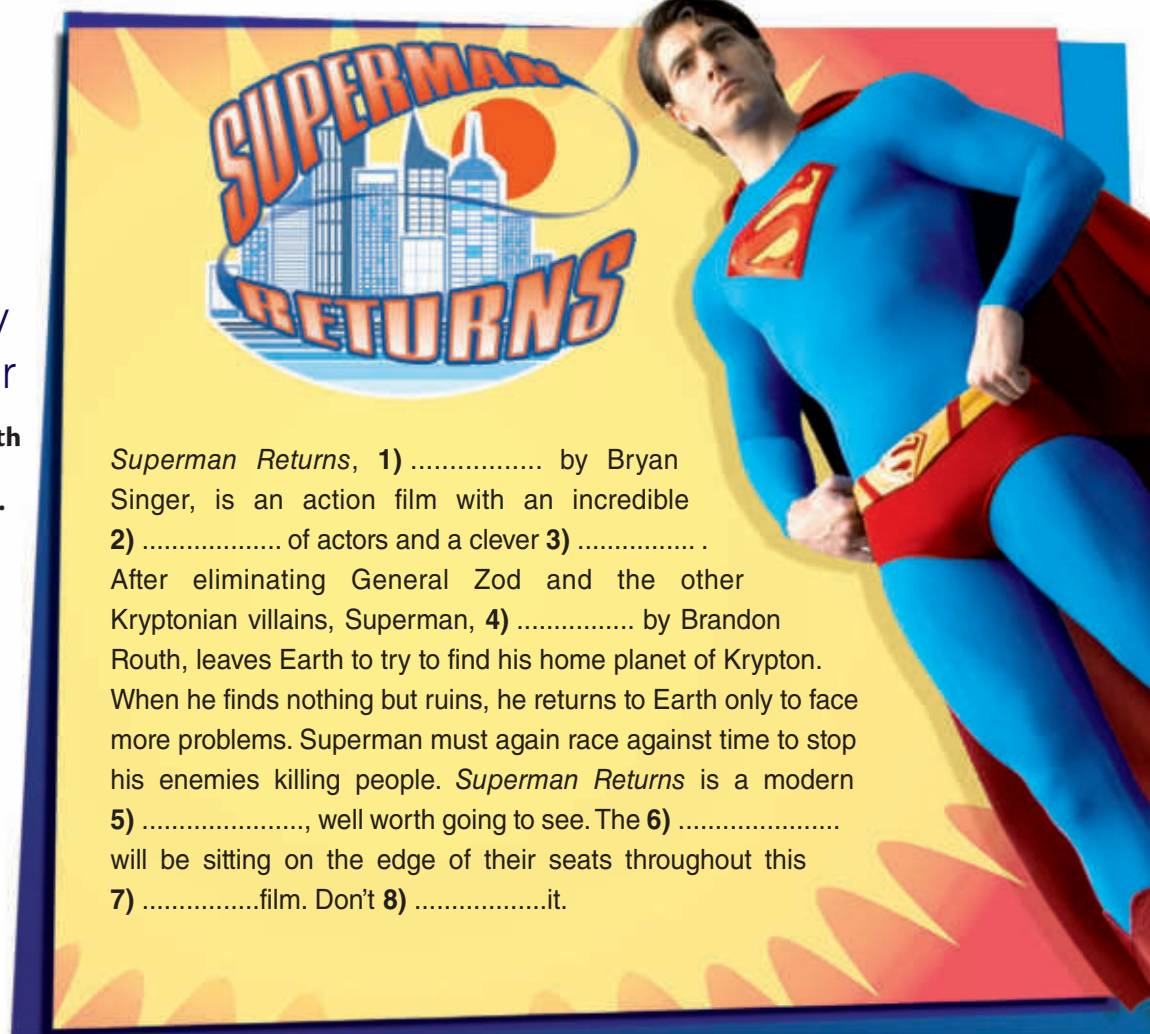
Speaking

6 Work in groups. Choose a person from the text and present him/her to the class.

Vocabulary & Grammar

1 Fill in each gap with the appropriate word from the list.

- miss
- directed
- played
- cast
- masterpiece
- sensational
- plot
- audience



Superman Returns, 1) by Bryan Singer, is an action film with an incredible 2) of actors and a clever 3)

After eliminating General Zod and the other Kryptonian villains, Superman, 4) by Brandon Routh, leaves Earth to try to find his home planet of Krypton. When he finds nothing but ruins, he returns to Earth only to face more problems. Superman must again race against time to stop his enemies killing people. *Superman Returns* is a modern 5), well worth going to see. The 6) will be sitting on the edge of their seats throughout this 7)film. Don't 8)it.

2 Choose the correct word.

- 1 She had a **character/reown/reputation/fame** for being professional.
- 2 Peter Jackson likes to **take/shoot/create/fire** films in his native New Zealand.
- 3 Minor actors usually play **side/supporting/helping/backing** roles.
- 4 The film is a(n) **variation/change/adaptation/version** of the novel by Charles Dickens.
- 5 The film has a huge budget that is **calculated/estimated/valued/assessed** to be more than £100 million.
- 6 The film was **met/enjoyed/received/greeted** by fans despite what the critics said.
- 7 Jim Carrey will play the **portrayal/part/person/actor** in the film version.
- 8 The film was **placed/set/located/put** in Paris in the 1930s.

3 Cross the odd word out.

- 1 **film:** comedy, horror, adventure, live
- 2 **cast:** weak, all-star, talented, beautiful
- 3 **ending:** tragic, surprising, sudden, modern
- 4 **special effects:** excellent, large, spectacular, great
- 5 **plot:** ugly, awful, simple, complicated

• Past Tenses GR p. 141

4 Put the verbs in brackets into the past simple, past continuous, past perfect or past perfect continuous. Give reasons.

- 1 Tony (**watch**) TV when the lights went out.
- 2 They (**play**) tennis with the Smiths yesterday.
- 3 He (**live**) in Paris in 2004.
- 4 He was happy because he (**win**) the lottery.
- 5 Harry (**make**) up his mind and then let us know his decision.
- 6 When I saw Jane, she (**buy**) a gift.
- 7 Gary (**look**) for a flat for months before he (**find**) one.
- 8 We (**hope**) to go on holiday, but we couldn't afford it and stayed home.
- 9 When it (**start**) raining, he was out.
- 10 John (**learn**) English for 7 years before he (**move**) to London.
- 11 The band (**play**) for an hour when it (**start**) raining.
- 12 They were very tired. They (**travel**) for more than ten hours.

5 Put the verbs in brackets into the past simple, past continuous, past perfect or past perfect continuous. Give reasons.



When my brother 1) (**suggest**) that we go to see the David Copperfield performance at the local stadium, I immediately 2) (**agree**). He 3) (**tell**) me about the amazing tricks that he 4) (**perform**) in the past and I have to admit I 5) (**be**) intrigued.

On the night of the performance, as we 6) (**enter**) the venue, there was an immense feeling of anticipation in the air while the audience 7) (**hurry**) to find their seats. As the lights 8) (**dim**), everyone 9) (**go**) silent.

The show that 10) (**follow**) left me breathless. After his first trick, where his assistant 11) (**cut**) him in half, Copperfield 12) (**invite**) audience members to supply him with dates of birth and anniversaries. He then 13) (**proceed**) to open a locked box and 14) (**pull**) out a piece of paper with the exact dates printed on it! Then, the illusionist 15) (**play**) back an audiotape that he 16) (**record**) before the show on which he 17) (**recite**) the dates that the audience members 18) (**give**) him.

As the evening 19) (**progress**), Copperfield 20) (**make**) a person disappear and reappear in another country and, magically 21) (**transport**) thirteen audience members to the back of the theatre. I was very impressed by Copperfield's talent and I 22) (**have**) to admit to myself that it was the greatest performance I 23) (**ever/see**).

Exam Practice: Use of English

- Key word transformations

6 Complete the sentences using the words in bold. Use two to five words.

- Sally isn't as quick at typing as Pam.
than Pam is
..... Sally is.
- Her parents didn't let her stay out late when she was young.
allowed She
..... out late when she was young.
- I can't stand people laughing at me.
laughed I can't
..... at.
- We had never been to Paris before.
first It
..... we had ever been to Paris.

- Rachel started taking piano lessons five years ago.
been Rachel
..... for five years.
- He has never flown on an aeroplane before.
first It's the
..... flown on an aeroplane.

- Prepositions

7 Fill in the correct prepositions. Check in Appendix II. Choose any five of them and make sentences using them.

- He **aimed** the target and released the arrow.
- He isn't **keen** comedies.
- I was upset when our holiday **came** **an end**.
- A lot of people live **isolation**.
- The team are **confident** winning the cup.
- Bell is **famous** inventing the phone.
- The lecturer gave an interesting **interpretation** Shakespeare's sonnets.
- Her pet dog **died** a mysterious illness.
- The old lady **died** an accident.
- He's **obsessed** the idea of becoming a film star.



Listening

8 **Listen to someone talking about a film they watched. Answer the questions.**

- Which film did he watch?
- Who starred in it?
- Who was it directed by?
- What was the film about?
- What were the special effects like?
- Did they recommend the film?

Speaking

9 You have recently watched a film. Tell your partner about:

- the title/actors/director of the film
- your description of the plot
- your comments on the music/atmosphere etc
- your positive or negative opinion

Writing

10 Use your answers in Ex. 9 to write a short review of the film.

Listening for opinion/attitude

- Preparing for the task

1 Look at the pictures. Match what the people say to each sport. Which words helped you decide?



1

I just love it. There's nothing like watching it live. I enjoy the atmosphere in the stadium. Everyone cheers and shouts. It's really great, especially when my team scores the winning goal.



2

I know lots of people really enjoy playing or watching it but I personally can't stand it. I can't feel the tension and I can't understand how people get excited watching two people hit a ball back and forth until one of them misses.



3

Most people learn how to do it as kids. I didn't, but as I was watching the others having fun I said to myself, "It's never too late." At first I felt like I was going to drown, but after some time I learnt to float and I became more confident in the water. Now I go twice a week.

2 The following phrases express opinion. Which of them are used in the texts in Ex. 1?

Expressing opinion/attitude

- I love/don't like ...
- I feel that ...
- I believe/don't believe that ...
- I think/don't think ...
- To me ...
- I personally ...

3 You'll hear a boy talking about a sport. How does he feel about it? Which phrases helped you decide?

4 Think of a sport you like and one you don't like. Use the phrases in Ex. 2 to talk about them. Make sure you don't mention the names of the sports. Your partner guesses the sports.

Exam Practice: Listening

5 You will hear five people giving their views on extreme sports. For speakers 1-5, choose from the statements (A-H) what each speaker says. There are three extra letters which you do not need to use.

- | | |
|---|------------------------------------|
| A I don't know why people like them. | Speaker 1 <input type="checkbox"/> |
| B I'd rather do something more relaxing. | Speaker 2 <input type="checkbox"/> |
| C I'm too afraid to try anything like that. | Speaker 3 <input type="checkbox"/> |
| D Other sports are too boring for me. | Speaker 4 <input type="checkbox"/> |
| E I'd like to try a sport like that. | Speaker 5 <input type="checkbox"/> |
| F I don't enjoy it as much as I used to. | |
| G I haven't found one I like yet. | |
| H I don't like any sports. | |

Listening for gist

- Preparing for the task

6 Match the words to the correct picture(s).

7  Listen to Tracey talking about an evening out. Where did she go?


- theatre • circus • magic show

Which words helped you decide?

8 a) You're going to hear someone talking about one of the following forms of entertainment:

- magic show • juggling act • puppet theatre

Before you listen write some key words you expect to hear for each choice.

b)  Now listen. Choose the correct answer. Did the speaker mention any of the key words?




Exam Practice: Listening

Study Skills

Multiple choice listening

Read the questions and underline the key words. Listen once and note down any answers you can. Listen again and complete/check your answers.

9  You will hear people talking in eight different situations. For questions 1-8, underline the key words. Listen and choose the best answer (A, B or C).

- You hear a teenager talking about the sport he does. Why did he take it up?
A to avoid doing something else
B to follow a family tradition
C to build on his natural talent
- You hear a woman talking about a trip she is taking. How will she travel to the airport?
A on foot
B by train
C by motor vehicle
- You hear part of a lecture about the role of women in the legal profession. What is the lecturer describing?
A historical facts
B opinions on the effects of something
C disagreements between researchers

- You hear a man talking. What is he?
A an actor
B a scriptwriter
C a personal assistant
- You hear a man talking at work. What is he worried about?
A the company's financial position
B an important meeting
C his after-dinner speech
- You hear a woman talking about her car. Why is she happy with it?
A It is a nice colour.
B It is a vintage car.
C It is reliable.
- You hear someone talking about a footballer. How does the footballer feel about his sport?
A He thinks it restricts his lifestyle.
B He sees it as a route to something else.
C It's the most important thing in his life.
- You hear a manager talking to his secretary. Why is he talking to her?
A to give a warning
B to grant permission
C to make a suggestion

Giving personal information


- Preparing for the task

1 Complete the sentences about yourself. Imagine you are new to the class. Use the sentences to talk about yourself to your partner.

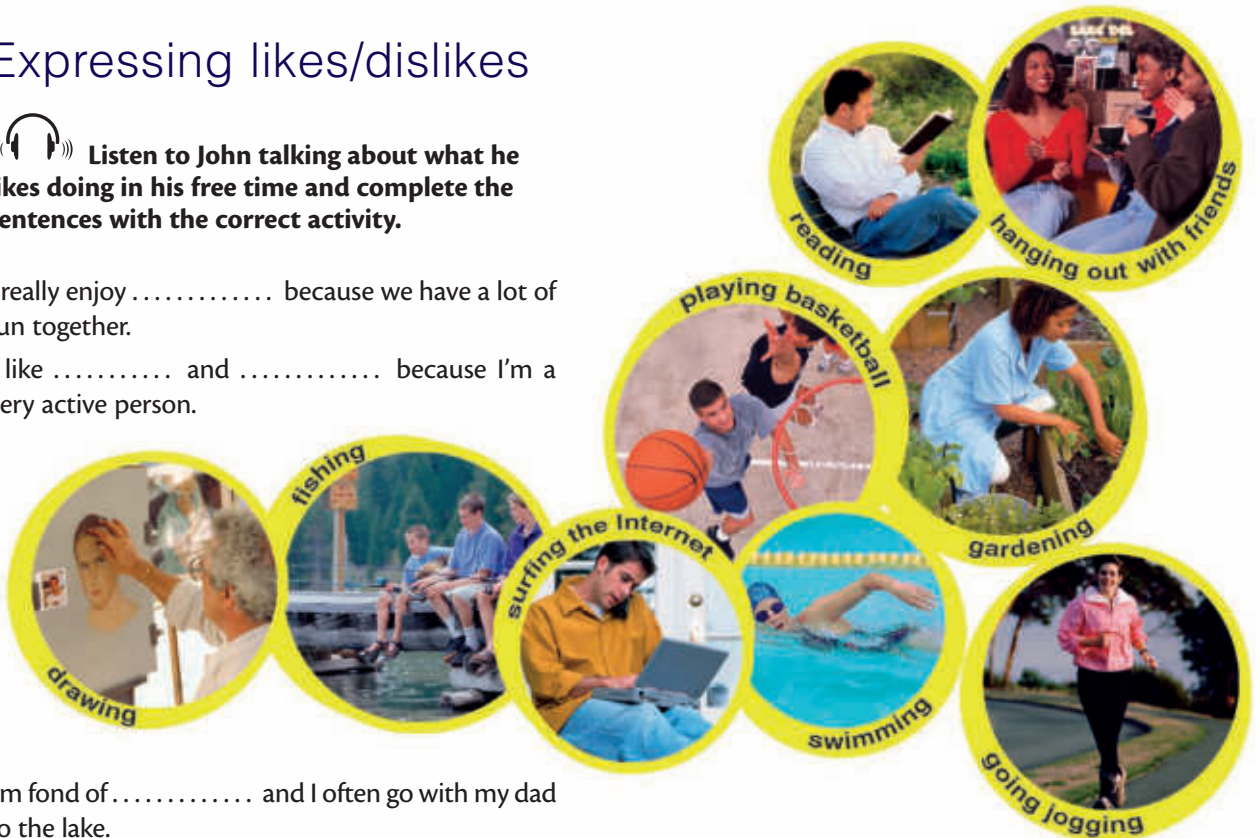
My name's
 I'm years old.
 I live in
 I go to school.

There are in my family.
 My dad works as
 My favourite subjects are
 In my spare time

Expressing likes/dislikes

2  Listen to John talking about what he likes doing in his free time and complete the sentences with the correct activity.

- I really enjoy because we have a lot of fun together.
- I like and because I'm a very active person.



- I'm fond of and I often go with my dad to the lake.
- I'm keen on and go regularly with my mum in the park.
- I can't stand I don't like to get my hands dirty.
- I'm not keen on because I do it a lot at school.
- I just hate It's so boring.
- I really enjoy It's interesting and fun.


Exam Practice: Speaking

3 What about you? What do/don't you enjoy doing in your free time? What's your favourite hobby? Why? Tell your partner.

Likes	Dislikes
<ul style="list-style-type: none"> • I really like/enjoy ... • I'm fond of ... • I'm keen on ... 	<ul style="list-style-type: none"> • I just hate ... • I can't stand ... • I find ... boring/difficult, etc

Contrasting ideas/Speculating

- Preparing for the task

4  Which sports can you see in the pictures? What are they like? In what ways can they be dangerous? Listen and complete the sentences.

Both horse racing and motocross are challenging sports. 1) horse racing can be a great 2), it can also be quite dangerous. For example, if the horse falls over, the jockey may 3) or injure their head.

Similarly, motocross could be dangerous if the rider 4) of the bike and crashes it. In spite of all the dangers, these sports require a 5) so they can help you stay 6)



Exam Practice: Speaking

5 a) Look at pictures A and B. Use the language in the boxes to compare the photographs and say in what ways these sports may be dangerous. Use the text in Ex. 4 as a model.



In what ways may these sports be dangerous?



Contrasting ideas

- ... but ...
- Although + clause
- In spite of/Despite + noun/-ing form

Speculating

- It may/might/can ...
- It probably ...
- It seems that ...
- I'd say it ...
- Perhaps ...

Useful language

	Benefits	Possible dangers
skiing	<ul style="list-style-type: none"> • great form of exercise • gives sense of freedom • helps you get fit 	<ul style="list-style-type: none"> • crash/lose control • break leg/injure head/get concussion
rock climbing	<ul style="list-style-type: none"> • very exciting • challenging/adventurous • enjoy nature • requires skill 	<ul style="list-style-type: none"> • fall from great height • break arm/leg • injure shoulder/back

b)  Listen to a model monologue. What does the speaker say about the dangers of each sport?

Expressing preferences

6 Which of the sporting events above would you prefer to watch and why? Use the phrases to tell your partner.

- I'd prefer (+ to-inf) rather than (+ bare inf) because ...
- I'd really like to ...
- I think ...
- I quite like ... but I'd prefer ...
- I'm not very keen on I'd rather/prefer ...



- Stories can be written either in the first or the third person and present a series of events, real or imaginary.
- We normally use past tenses in stories. e.g. **He stood on the deck looking out to sea as the ship was leaving the harbour.**
- When writing a story, we need to keep a time sequence in mind. Stories describe a sequence of events which need to be linked with appropriate sequence words such as: **First, Then/Next, After/Before (that), During/Meanwhile, Finally, As soon as, The moment that, As, No sooner ... than, Hardly ... when, Immediately, Since, While, Until, By the time, As long as.** e.g. **He stood up and walked towards the door. Meanwhile, Stella was poking the fire.**
- Using a variety of adjectives (**disgusted, amusing, astonished,** etc) and adverbs (**fearlessly, cautiously, amazingly,** etc) will make our stories more interesting to the reader. e.g. **He carefully approached the empty house and knocked on the wooden door.**
- We can use descriptions of people, places or objects to create atmosphere and emphasise specific parts of the narration. e.g. **Behind the desk there was a cheerful little girl looking at me smiling shyly.**
- We can use direct speech to make our stories more dramatic. e.g. **“What’s this?” she asked.**

PLAN

Introduction

Para 1 **Set the scene** (describe the weather, time, atmosphere, people involved, possible feelings, etc)

Main Body *

Para 2 **Before the main event(s)** (incidents leading to the main event)

Para 3 **The main event(s)** (describe the main event(s), people involved, more details and the climax event)

* *The main body may include 1-3 paragraphs.*

Conclusion

Para 4 **End the story** (refer to moods, consequences, people’s reactions, feelings, etc)

- Interpreting rubrics

1 Read the rubric and look at the underlined key words. Then answer the questions below.

Your teacher has asked you to write a story about a frightening experience for the school magazine. The story must begin with this sentence: It was raining heavily yesterday Your story must include:

- a uniform
- falling

Write your story (140-190 words).

- 1 What are you going to write?
- 2 Who is going to read your piece of writing?
- 3 Who will the main character(s) be?
- 4 What can the story be about?
- 5 What words must you use in your writing? Where?
- 6 How many words must you write?
- 7 How can you begin your story?

Trapped!

It was raining heavily yesterday evening as I was walking to work. I reached the building and, as usual, I went up to the security office and changed into my uniform. I was in a good mood and I figured that I could easily finish my first patrol before 9 pm.

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

I was trapped. I started to shout frantically but I realised it was useless. That turned into the longest night of my life. It seemed like an eternity before I heard faint voices above me. I shouted for help. A man shouted back, "Where are you?" "Here, here!" I yelled at the top of my voice. "Don't panic – we'll get you out of there," he called.

When a chunk of debris was moved and I saw the dim lights, I knew I would be safe. As the rescuer climbed down carefully and pulled me out, I felt relieved. Although my leg was hurting terribly, I was happy to be safe and sound.

Para 1

.....
.....
.....

Para 2

.....
.....
.....

Para 3

.....
.....
.....

Para 4

.....
.....
.....

- Model analysis

2 a) Read the model.

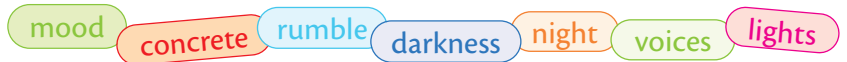
- 1 Which paragraph sets the scene?
- 2 What is the main event?
- 3 What happened before it?
- 4 What happened in the end?
- 5 How did the character feel?
- 6 Underline the direct speech in the model.

b) Read the model again and complete the paragraph plan.

c) List the events in the order they happened. Use them to tell the class a short summary of the story.

- The building started to collapse.
- He went to the security office.
- A man found him.
- He fell and got trapped.
- He went to work.
- He heard a rumble.
- He heard voices.
- The rescuer pulled him out.
- He shouted for help.

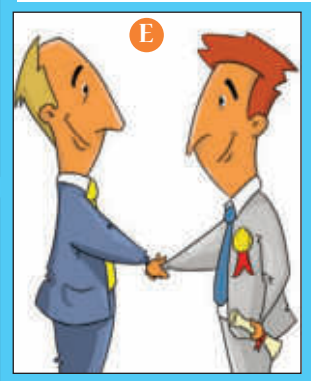
3 What adjectives has the writer used to describe the following?



4 Fill in the adverbs the writer uses with the following verbs. Make sentences using these phrases.

- | | | |
|---------|---------------------|----------------------|
| 1 | finish | 3 shout |
| 2 | started to collapse | 4 climbed down |
| | | 5 hurting |

5 Listen to the story and put the pictures into the correct order. Then write a story based on them entitled: *A Flight to Remember*. Write your story (140–190 words).



- | | |
|--------|--------|
| 1 | 4 |
| 2 | 5 |
| 3 | |

• Descriptive Techniques

To make your story more interesting to the reader you can:

- use a variety of **adjectives** and **adverbs** that bring the text to life. *e.g. The lovely old lady smiled warmly at me.*
- use direct speech and a variety of **verbs** such as: **exclaimed, uttered, screamed, announced, mentioned, stated, expressed, shouted,** etc to avoid using **said** all the time. *e.g. Instead of saying "Let's go!" he said, you can say "Let's go!" he exclaimed.*
- use your **senses** (sight, sound, smell, taste, touch). *e.g. I heard the sound of shattering glass and saw people running hurriedly towards the exit. I could smell something burning and a blast of hot air blew past me and I could feel the heat from it.*

- Adjectives/Adverbs

1 Replace the words in bold with one of the adjectives or adverbs from the lists.

countless fierce terrible
quickly freezing

A

That day, Amy and Mark couldn't believe their bad luck! They had gone mountain climbing **1) many** times before, but never had they experienced such **2) cold** temperatures and **3) strong** winds. They realised they would have to find shelter **4) fast** before they got into **5) serious** trouble.

huge awful narrowly
extremely pleasant

B

Tom and Amanda had just shared a **1) nice** evening out with friends. On their way home, driving along a mountain road, they suddenly saw a(n) **2) big** rock blocking their way. Tom slammed on the brakes immediately and managed to stop the car. They were **3) very** lucky because they **4) just** missed having a(n) **5) bad** accident.

large antique elderly beautiful
peaceful blazing tiny

C

The **1) old** lady lived in a(n) **2) big** house on a(n) **3) quiet** street near the edge of town. She had lived there all her life and her house was filled with **4) nice** **5) old** furniture and collectibles. She spent most of her time in a(n) **6) small** parlour at the back of the house, in front of a(n) **7) hot** fire, reading books.

2 Fill in: victoriously, politely, cautiously, quickly, happily, wearily, fortunately, softly, always, seriously.

- 1 She excused herself from the dinner table.
- 2 None of the hotel guests were injured in the fire.
- 3 You should wash your hands before you eat.
- 4 The man instructed everyone to walk towards the exit.
- 5 The trainer approached the lion.
- 6 the plane landed safely and on time.
- 7 Becky accepted the invitation to the birthday party.
- 8 The boy stroked the puppy and wrapped it in a blanket.
- 9 The family returned home after their weekend of camping in the mountains.
- 10 The team celebrated winning the championship.

- Using a variety of verbs

3 Complete the sentences with: exclaimed, shouted, assured, whispered, explained, screamed.

- 1 "Everything will be fine," he her.
- 2 "You look gorgeous," Tom in admiration.
- 3 "Hide in here! Quick!" she just before the door burst open.
- 4 "Oh no! It's going to fall!" she in terror.
- 5 "It was all my fault," he to the police officer.
- 6 "Psst. Over here," a strange voice.

- Feelings

Stories should illustrate how the characters feel. e.g. *anger, happiness, sadness, frustration, loneliness*, etc. This makes them more interesting to the reader and brings the characters to life.

4 Read the following story endings which describe how the characters feel. Fill in the gaps with the adjectives: frustrated, angry, lonely, happy, sad.

- | | |
|--|---|
| <p>1 The boy looked at me and smiled. I had saved his life. I felt so</p> <p>2 She was badly hurt. There was nothing I could do to help her. I was so</p> <p>3 I knew the vet had done his best, but he couldn't save my dog. I wanted to cry; I felt really</p> | <p>4 Everything she had told me was a lie. I was very with her and I could never forgive her.</p> <p>5 He waved his mother goodbye as she entered the coach. Suddenly, he felt very</p> |
|--|---|

- Beginning and ending a story

The beginning and ending of a story is very important. A good beginning will stimulate interest and make the reader want to continue reading the story. A good ending will give the reader a sense of satisfaction.

Ways of starting a story:

- a creating atmosphere by describing the weather, people, setting the scene, etc
- b using direct speech, either a statement or a question
- c expressing someone's mood or feelings

- d directly addressing the reader
- e asking a rhetorical question

Ways of ending a story:

- a using direct speech
- b asking a rhetorical question
- c describing your reactions, feelings or mood
- d describing other people's reactions or feelings
- e creating a feeling of suspense or mystery

Remember that more than one technique may be used to begin or end a story.

5 Match the beginnings (1-4) to the endings (A-D), then decide which techniques have been used in each.

Beginnings

1 "Bob, what's that over there?" Jack sounded nervous as he pointed towards the trees. I looked. What was that pile of clothes?

2 Why is it that the most important things happen when we don't expect them? The sun was shining as they walked through the jungle. Everybody was nervous, especially James Johnson. The scientist had been working all his life to find the lost tomb of Itawa, the ancient Brazilian god.

3 Have you ever been to a haunted house? Brian stood in the dark, deserted street looking up at the haunted house. He wondered why he had agreed to go inside since it made him nervous. He had no choice, though, but to go in.

4 The train had not moved for some time. We were worried. It was becoming hard to breathe as it was extremely hot in the carriage and the air conditioning had stopped working ages ago.

Endings

A When we got out into the fresh air, we felt relieved. We were safe at last.

B He ran away as fast as he could. He wasn't sure about what he had seen but he knew he would never go near that house again.

C When the doctor told us we had saved the man's life we were glad. It was lucky that we had gone to work a little earlier that winter's morning.

D James was tired. "OK, so it wasn't in this valley," he thought, "but I know it exists. I'll just have to keep looking." He walked back to the camp, anxious to start his search again.

6 Write a beginning and an ending for a story entitled "A Day to Remember." Use any of the techniques above.

• Descriptions in stories

Stories may include descriptions of the people, objects or places involved in the event(s).



Describing People

- When you describe **physical appearance**, remember to include details of: **height, build, age, facial features, hair, clothes**, moving from general adjectives to more specific ones. *e.g. John was a tall, well-built man. He had an oval face with bright blue eyes and a big nose. His short, fair hair made him look sophisticated. He always dressed smartly in a well-cut suit and tie.*

- When you describe a **person's character**, you should always justify the qualities you mention each time. *e.g. He was so reliable, he would never let you down.*

The negative qualities should be written using mild language *e.g. Instead of saying: He was aggressive, you can say: He had/showed/displayed a tendency to be aggressive or He could be aggressive at times.*

- 1 a) The following adjectives describe people's physical characteristics. List them as in the example. Compare with your partner.

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

Height	short
Build	tiny
Face	oval
Eyes	blue
Nose	straight
Hair	brown
Clothes	shabby

- b) Find pictures of people from magazines. Describe them to your partner.

- 2 a) Fill in: lazy, intelligent, practical, reliable, patient, lively, unstable, generous, boring, optimistic.

- 1 Mary was a very person. You could always count on her to do what you asked her to.
- 2 He tended to be His mood was likely to change at any time.
- 3 He was a very person. He did nothing but watch TV most of the day.
- 4 Mike could often be He had a tendency to repeat the same old stories.
- 5 She had a very outlook on life. She always looked on the bright side. She never expected anything to go wrong.
- 6 The teacher was very with her students. She always explained things several times.
- 7 The little boy was so he could learn things quickly and easily.
- 8 Her uncle was very He always gave money to charity.
- 9 Josh was very He was full of energy and high spirits.
- 10 Her husband was very He repaired everything around the house.

- b) Use appropriate adjectives to describe a friend of yours to your partner.

- 3 Make sentences with the following personality traits. Justify the adjectives when describing a person.

- pleasant • reserved • sensible • selfish
- helpful • naïve • unreliable • silly • honest
- unpredictable • serious • curious • dishonest
- pessimistic • sociable
- witty • amusing
- dull

Her children were very pleasant. They always behaved in a polite and friendly manner.



4 a) Look at the text below and answer the questions.

- 1 What type of text is it?
- 2 What tenses are used?
- 3 Which paragraph(s) contain(s) a description of a person?
- 4 What does the person look like?
- 5 What character adjectives and justifications has the author used?
- 6 Which verbs does the author use instead of "say" in the last paragraph?
- 7 How has the writer used the senses?

b) Put the events in the order they happened. Use them to retell the story.

- She saw a man.
- A car headed towards them.
- They sat together.
- She went to a restaurant.
- Ambulances and police arrived.
- They heard a sound.
- John pulled her into the kitchen.
- They heard glass shatter.

An Unexpected Meeting



1 ▶ Yesterday, I had an interview and I didn't want to be late. The weather was awful so I set off in plenty of time and I was an hour early. I decided to spend the time in a small cosy restaurant.

2 ▶ Straight away, I noticed a handsome young man. He seemed familiar. He was slim but muscular and rather tall. I was trying to think where I knew him from when he looked up and smiled at me. I smiled back. He waved me over to his table.

3 ▶ He was John Stevens, an old friend of my brother's. He was friendly, interesting and funny. I was laughing at one of his jokes when we heard the sound of screeching tyres from outside. We looked out of the window and saw some car headlights heading towards us. I was terrified.

4 ▶ Instantly, John grabbed me and pulled me into the restaurant's kitchen. We heard the sound of shattering glass and smashing furniture and then everything went quiet. Ambulances and police arrived within minutes, and thankfully no one was injured. "You saved my life. How can I repay you?" I cried. "How about dinner? Not here though, it needs some remodelling," he replied jokingly.

5 Find the adjectives the writer uses to describe the following.

- weather • restaurant • man
- tyres • glass • furniture

Think of two more adjectives for each noun. Compare with your partner.

6 a) What techniques has the writer used to begin/end her story?

b) **THINK! Give the story a different beginning and ending. Use any of the techniques on p. 25.**

7 Imagine the writer met a woman. Rewrite paragraphs 2 and 3. Think about:

- who the woman can be. (e.g. a friend, a relative, etc)
- what she looks like.
- what she is like.



Describing places

When describing particular details of a place, you can use your senses (sight, sound, smell, taste, touch). *e.g. He lived in a cottage with **thick wooden beams** that you could **smell** when you walked in the door.* A combination of static and moving features can also be used in descriptions. *e.g. **static features:** The cottage was **at the top of the hill.** **moving features:** The stream **flows down the hill.*** You can also describe the place either from near or far, from a central point, from a high point etc. *e.g. In the distance, we could see a castle high up on a hill.*

1 a) Fill in: beyond, from, covered, along, poked, up.

I was struck by the beauty of Bergen as we sailed into the harbour early that summer morning. It seemed to offer the perfect combination of fragrant pine trees and fresh sea air. The old harbour was filled with colourful sailing boats and **1)** the bustling waterfront people drifted in and out of the craft shops, cafés and restaurants which were already busy serving delicious-looking food. **2)** the city, the dense evergreen forests which grow **3)** the mountainside made it seem as if it were **4)** with a lush green blanket. Here and there in the forest old wooden-beamed houses **5)** their roofs out from between the trees. **6)** the harbour I could smell the delicious aroma of fresh seafood and fruit. I knew that my stay in this stunning part of Norway was going to be an interesting one.

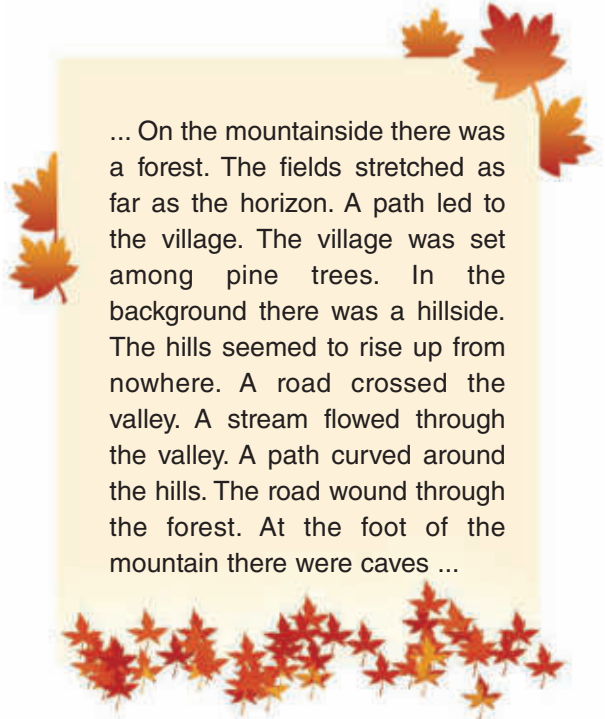


b) Circle all the adjectives in the text.

c) List all the phrases that relate to the use of the senses (smell, sight, sound, taste).

2 Read the extract below. Highlight the static features and circle the moving features.

... On the mountainside there was a forest. The fields stretched as far as the horizon. A path led to the village. The village was set among pine trees. In the background there was a hillside. The hills seemed to rise up from nowhere. A road crossed the valley. A stream flowed through the valley. A path curved around the hills. The road wound through the forest. At the foot of the mountain there were caves ...





Describing Objects

- When you describe objects you can use a variety of adjectives. You should bear in mind the following order:

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

Instead of saying “*He was holding a box*” we can say “*He was holding a beautiful, heart-shaped, velvet box*”. We do not normally use more than three adjectives to describe a noun.

- We can add more information in a prepositional phrase after the noun. *e.g. It was a beautiful, heart-shaped, velvet box with a red ribbon on it.*

3 The following adjectives describe objects. Use them to complete the table, as in the example.

enormous	ancient	light	rubber	round
modern	little	purple	Spanish	British
steel	Chinese	metal	red	heavy
disgusting	new	black	attractive	flat

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

4 Read the following extract from a story and put the adjectives into the correct order, then cover the text and try to describe the suitcase in the picture.

As I entered the house I heard people laughing in the living room. A(n) (**leather, old, square**) suitcase was in the corridor. Each corner of the suitcase was covered by a (**dark, small, leather**) patch, which was fastened by (**metal, tiny, round**) studs. The suitcase was covered with many (**colourful, interesting, paper**) labels, and had a sturdy handle. There were also two (**metal, silver, small**) locks on either side of the handle. “Who can this suitcase belong to? What is in it?” I wondered as I headed towards the living room.



5 Show and tell. Bring objects from home or choose objects in the classroom and describe them to your partner.

- Discuss & Write

6 Read the rubrics and answer the questions. Choose one and write your story.

- A** You see this announcement in an international magazine.

We are looking for stories for our international magazine. Your story must begin with this sentence: *I had never been so surprised in my whole life.* Your story must include:

- a flight
- a monument

Write your story (140-190 words).

- B** You see this announcement in your school newspaper.

Short story competition
Do you have an interesting story? Your story must begin with this sentence: *I woke up early as it was my birthday.* Your story must include:

- a dog
- a cooking

Write your story (140-190 words).

- What should you write?
- Who is your target reader?
- Who can the main character(s) be?
- What can the story be about?

Swap papers and evaluate your partner's story. Think about: spelling mistakes, paragraph structure, sequence of events, tenses.

Unit 1.13 Culture Clip

1 a) Describe the pictures above the text. Why would the people choose to use these forms of transport?

b)  Listen and read the text to find out.


Study Skills

Text completion

Read the title to get a general idea of what the text is going to be about. Read the text once to get the general idea. Read again. Pay close attention to the words before and after each gap. Look at the choices and choose the best one. Read the completed text to see whether it makes sense.

2 Read the text. Answer the questions.

- 1 Why do tourists visit Britain?
- 2 What alternative form of transport can a tourist use in London?
- 3 Where did pedicabs come from?
- 4 How many passengers can a pedicab carry?
- 5 How much is the fare?
- 6 Can you find pedicabs any time of day?
- 7 Are pedicabs used only by tourists?

3  Read the text. For each gap choose the correct word (A, B, C or D).

4 Work in pairs. Imagine you are on holiday. You are talking to your friend on the phone. Tell him/her about:

- where you are
- how long you are staying and why
- what means of transport you are using and why

5 **ICT** Work in groups. What forms of transport do tourists use in your country? Are they cheap/expensive? When do they operate? Collect information and make a presentation for the class.

Exam Practice: Use of English

PEDICABS

What do London and Edinburgh have in **0)** ... **B** ...? Well, they are both popular destinations for tourists eager to learn about the cultural heritage of Britain and to see the spectacular sights. However, they are also cities that offer an alternative form of transport, the pedicab. For those who don't like walking or are **1)** ... about polluting the environment, this is a(n) **2)** ... way to get about.

The pedicab is a sophisticated version of the rickshaw, a form of transport that has been popular in the Far East for many years. Basically, it is a lightweight tricycle which can carry up to three passengers. There is no engine and so there is no pollution. The power is provided by your driver, a fit cyclist! A short ride of around half a mile **3)** ... £3 per passenger, which is rather expensive, but there is no shortage of customers, with some drivers **4)** ... up to 40 miles and carrying 50 different sets of passengers during a **5)** ... eight-hour shift.

The vehicles are very popular with tourists. In London, for example, you can enjoy a visit to a theatre and then **6)** ... a pedicab ride to one of the many restaurants in Soho or the West End. With around 250 pedicabs in use you should be able to find one easily. Be warned, though – you won't find one in the daytime, as they only **7)** ... in the evenings. They have also become a popular mode of transport for weddings, birthday parties and so on. In Edinburgh, there are now 40 pedicabs ferrying tourists between the city's many attractions. Some people are not **8)** ... on the idea of pedicabs, especially taxi drivers. However, it seems that they are here to stay, adding yet another dimension to Britain's vibrant culture.

- | | | | | |
|---|------------|-----------------|-------------|------------|
| 0 | A share | B common | C standard | D stock |
| 1 | A regarded | B afraid | C concerned | D troubled |
| 2 | A classic | B model | C fine | D ideal |
| 3 | A costs | B sells | C pays | D amounts |
| 4 | A moving | B covering | C crossing | D passing |
| 5 | A normal | B standard | C typical | D usual |
| 6 | A take | B hold | C grab | D seize |
| 7 | A act | B function | C operate | D work |
| 8 | A intense | B keen | C fond | D eager |

Exam Practice: Use of English

Our ENERGY Resources

There **0) are** two **categories** of energy resources: renewable and non-renewable. Non-renewable energy resources cannot be **replaced** once they have been used up. Renewable energy resources, on the **1)** hand, never run out.

Non-renewable energy comes from fossil fuels such as coal, oil and natural gas. They were formed over millions of years from the **remains** of living things, and it would take millions of years to replace **2)** Fossil fuels release energy when they are burnt, but they also release large amounts of carbon dioxide, **3)** pollutes the atmosphere and increases global warming.

Renewable energy resources include wind, water and **solar** power. The Earth has an endless supply of these forms **4)** power, and using them causes little or no pollution. The power of the wind **5)** converted into electricity using wind **turbines**. The power of moving water, whether from dams, or the ocean waves, can drive hydroelectric turbines, while energy **6)** the Sun can provide heat or **7)** turned into electricity.

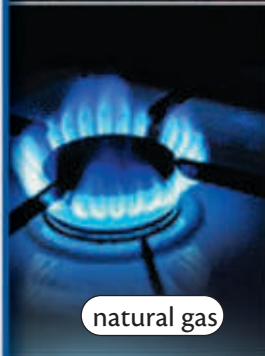
Cutting down on the amount of fossil fuels we use would **reduce** pollution and **conserve** the Earth's resources before they disappear completely. We can all help. For example, we can slow down when driving and walk to school **8)** than travel by car, and we can turn off the lights when we leave the room.



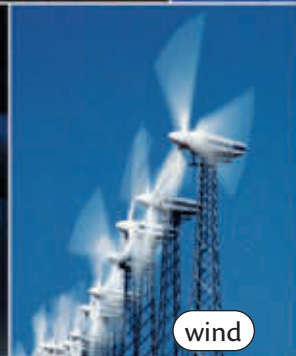
sun



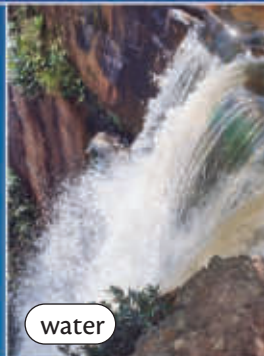
oil



natural gas



wind



water



coal



wood

1 Look at the pictures. Which energy resources do you think will not run out and which ones will eventually run out? Read through and check.

2 Read the text and fill in the gaps with an appropriate word. Compare answers with a partner. Listen and check. What type of text is it?

3 Match the words in bold to their meanings.

- cut down on • from the sun
- machines that turn to produce power • types • leftovers
- protect (from loss) • substituted

Speaking

4 **THINK!** In pairs, discuss the benefits of using water, wind and solar power as energy sources.

Listening

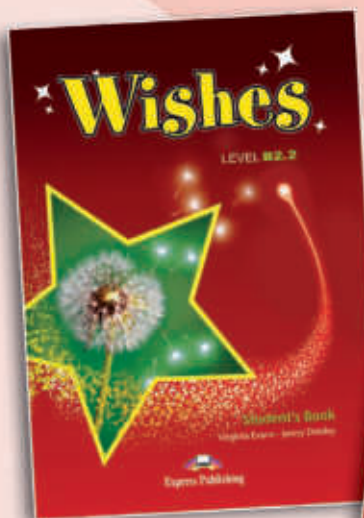
5 Listen to two people talking about how to save energy. List the points under the headings: *home - school*

Project!

ICT In groups collect information, then write a short article about how to save energy at home. You can use ideas from Ex. 5. You can visit this website: <http://www.eere.energy.gov> Go to I want to ...: Click on Save Energy at Home

Wishes

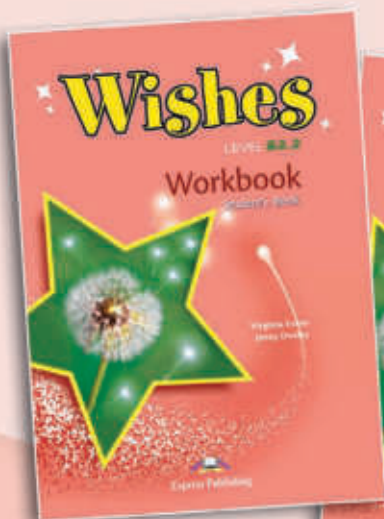
LEVEL B2.2



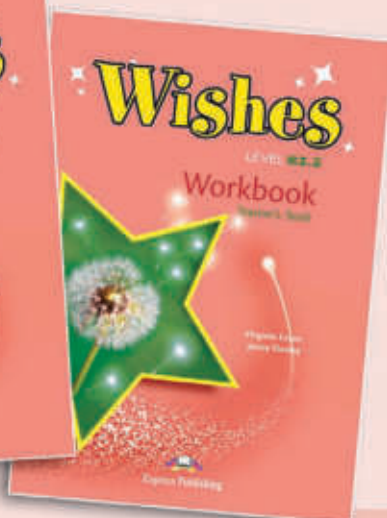
Student's Book



Teacher's Book



Workbook Student's Book



Workbook Teacher's Book



Class CDs



Wishes

LEVEL **B2.2**



Student's Book

Virginia Evans – Jenny Dooley



Express Publishing

Contents

Module	Vocabulary	Grammar	Reading	Listening	Speaking & Functions	Writing
1 Communication (pp. 5-38)	gestures & emotions body language character traits music/places of entertainment feelings & moods friendship ways to look ways to talk phrasal verbs the senses languages, dialects & accents	comparisons -ing/(-to) infinitive clauses of reason/time purpose/ result/cause & effect direct/ indirect questions	<i>Body Talk</i> (multiple choice) (pp. 6-7) <i>The Universal Language of Music</i> (text completion) (pp. 10-11) <i>So you think you are a good driver?</i> (multiple matching) (pp. 14-15)	for specific information for gist for detail for opinion (pp. 18-19) <i>Multiple choice</i> <i>Multiple matching</i> <i>Sentence completion</i> <i>Multiple choice</i>	express preference give reasons ask for opinion/ agree/disagree ask for advice/ give advice complain, apologise ask about/ express feelings invite/accept – refuse invitations (pp. 20-21) <i>Interview</i> <i>Compare pictures</i> <i>Speculate</i> <i>Discussion</i>	an email to a friend describing a festival you attended a paragraph about qualities a driver should have informal/semi-formal/formal letters/emails
	Culture Clip – <i>Cockney Rhyming Slang</i> (p. 36) Curricular Cut: Biology – <i>Animal Talk</i> (p. 37) Progress Check 1 (p. 38)					
2 Challenges (pp. 39-68)	animal groups animal sounds ways to speak disasters idioms feelings phrasal verbs extreme sports	tense revision collective nouns conditionals wishes unreal past linkers time adverbs adjectives/ adverbs	<i>The Serengeti</i> (multiple choice) (pp. 40-41) <i>In the shadow of Vesuvius</i> (text completion) (pp. 44-45) <i>Do it, if you dare!</i> (multiple matching) (pp. 48-49)	for gist for specific information for detail (pp. 52-53) <i>Multiple choice</i> <i>Multiple matching</i> <i>Sentence completion</i> <i>Multiple choice</i>	express dissatisfaction give & react to news make speculations express wants/ intentions express opinion use of the senses (pp. 54-55) <i>Interview</i> <i>Compare pictures</i> <i>Speculate</i> <i>Discussion</i>	a summary of a text a letter to a pen friend telling him your news a diary entry about a disaster you experienced stories descriptions of objects, people, places
	Culture Clip – <i>The Navajo Language – Surviving Against the Odds</i> (p. 66) Curricular Cut: Science – <i>Standing on Solid Ground</i> (p. 67) Progress Check 2 (p. 68)					
3 Rights (pp. 69-98)	crime technology education social/world issues welfare work festivals organisations phrasal verbs idioms	clauses of concession modals intensifying adjectives passive causative linkers	<i>Caught in the act</i> (multiple choice) (pp. 70-71) <i>Snapshots of the world</i> (text completion) (pp. 74-75) <i>Struggling in Society</i> (multiple matching) (pp. 78-79)	for gist for detail for specific information (pp. 82-83) <i>Multiple choice</i> <i>Multiple matching</i> <i>Sentence completion</i> <i>Multiple choice</i>	give an eye-witness account buy things narrate experiences contrast ideas express feelings follow a discourse use quotations (pp. 84-85) <i>Interview</i> <i>Compare pictures</i> <i>Speculate</i> <i>Discussion</i>	a formal letter of complaint a diary entry essays a presentation on an organisation
	Culture Clip – <i>A Cause for Celebration</i> (p. 96) Curricular Cut: Citizenship – <i>Unicef</i> (p. 97) Progress Check 3 (p. 98)					

Module	Vocabulary	Grammar	Reading	Listening	Speaking & Functions	Writing
4 Survival (pp. 99-124)	evolution conservation heredity space GM foods food/drink deserts	inversion emphatic structures modal verbs so – neither/nor linkers	<i>Lonesome George</i> (multiple choice) (pp. 100-101) <i>Will we all have to leave home?</i> (text completion) (pp. 104-105) <i>GM foods</i> (multiple matching) (pp. 108-109)	for gist for opinion for detail for specific information (pp. 112-113) <i>Multiple choice</i> <i>Multiple matching</i> <i>Sentence completion</i> <i>Multiple choice</i>	make & respond to suggestions express probability advantages/disadvantages decide on food/drink express agreement/disagreement approve of an idea make decisions (pp. 114-115) <i>Interview</i> <i>Compare pictures</i> <i>Speculate</i> <i>Discussion</i>	a summary of a text a short paragraph stating your opinion on GM food reports proposals an article on global warming
	Culture Clip – <i>The Millennium Seed Bank</i> (p. 122) Green Issues – <i>Deserts</i> (p. 123) Progress Check 4 (p. 124)					
5 Spoilt for choice (pp. 125-152)	teenage problems weather travel shopping money phrasal verbs idioms	relatives – relative clauses the definite article quantifiers linkers	<i>First days</i> (multiple choice) (pp. 126-127) <i>To the ends of the Earth</i> (text completion) (pp. 130-131) <i>Shopping habits</i> (multiple matching) (pp. 134-135)	for specific information for gist for detail (pp. 138-139) <i>Multiple choice</i> <i>Multiple matching</i> <i>Sentence completion</i> <i>Multiple choice</i>	express annoyance/sympathy make deductions make suggestions/accept/reject reach a decision compliment/thank give alternatives make assumptions (pp. 140-141) <i>Interview</i> <i>Compare pictures</i> <i>Speculate</i> <i>Discussion</i>	a diary entry describing your first day at school a short paragraph on credit cards articles reviews
	Culture Clip – <i>London: A Shopper's Paradise</i> (p. 150) Curricular Cut: Science – <i>Clouds</i> (p. 151) Progress Check 5 (p. 152)					
Grammar Reference (pp. 153-169) American English – British English Guide (p. 170) Appendix I/II (pp. 171-181) Further Practice (pp. 182-197) Irregular Verbs (p. 198) Style (p. 199)						

Wishes

Interactive
Whiteboard
Software

The teacher's interactive tool!



- Reading texts with recordings and justifications for all reading comprehension activities



- Fully interactive workbook



- Video links thematically related to the topic of each module



- Fun board games to revise writing theory and techniques

Interactive eBook

i eBook
Express Publishing

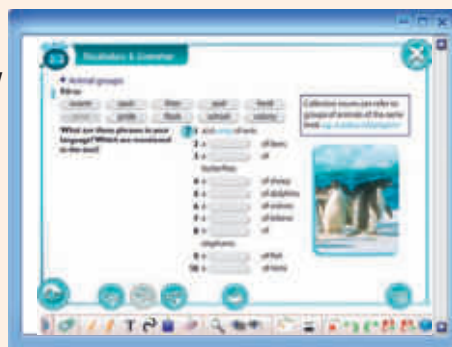
The student's interactive study partner!

Homework is stress-free with the ieBook!

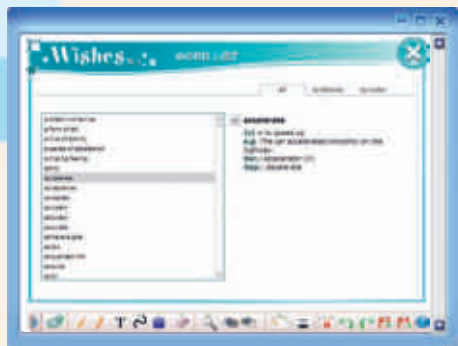
Digital Learning Method © Express Publishing is fully protected under the provisions of Intellectual Property Law.



- Fun vocabulary & grammar games to practise and revise the content of each module



- Fully interactive activities to practise all four skills



- An easy-to-use Digital dictionary with audio



- A vocabulary list with audio in every lesson helps students learn new words and practise spelling and pronunciation

Module 1

Units 1-17



Communication

► Look at Module 1

- Describe the pictures.
- Which units are the pictures from? What is each unit about?

► Find the page numbers for

- a pop group
- a famous Italian actor
- a joke
- a music festival

► Listen, read and talk about ...

- body language
- music
- character adjectives
- languages
- ways animals communicate

► Learn how to ...

- ask about/express feelings
- express preferences

- make decisions
- react
- compare pictures
- structure discourse

► Practise ...

- comparisons
- -ing/(-to) infinitive
- clauses of result/purpose/reason/time & condition
- phrasal verbs

► Write/Give ...

- a presentation of gestures used in your country to express feelings
- an informal email describing a festival you attended
- a short paragraph about qualities drivers should have
- informal/semi-formal/formal letters/emails

Culture Clip: Cockney Rhyming Slang

Curricular Cut (Biology): Animal Talk

Lead-in

- 1 Who's the man in the pictures? Which character does he portray? What is special about the character?
- 2 Read the title of the text. How can this character be related to the text? Read through to find out.
- 3 Read the article. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

Exam Practice: Reading

You will probably laugh when I tell you that my interest in body language was sparked by a favourite professor of mine at university. He mentioned 'Pinocchio Syndrome' to me one wintry morning after claiming that I always rubbed my nose when giving excuses for being late to his lectures. Apparently, when someone tells a lie, the person's blood **rushes** to the nose and the extra blood makes it itchy. So if you think someone is not being entirely honest with you, perhaps like my professor you should watch to see if they **scratch** their nose! This little example of non-verbal communication inspired me to become a body language expert.

Now, I earn my living by training people in non-verbal communication. Knowing when someone is lying and knowing how to **convince** people you're telling the truth are two of the most important skills you'll ever learn. For example, lawyers build their reputation on their deductive skills when cross-examining in court, while politicians need to rely on their powers of persuasion to gain support.

I have dedicated my life to studying the ways the human body gives more **reliable** information than the words we speak. The words say one thing but the body may say something completely different. This is the theory of body language and most of us are familiar with the **basics**. We know that crossed arms can be seen as either defensive or aggressive, but what about facial expressions, gestures, posture, and the intonation and rhythm of our speech? All of these speak volumes and can be understood if you only know how to make sense of the signs.

Take the eyes, for example. If I told you a lie, you would probably expect me to look away rather than look you full in the face.



BODY TALK

by Mark Evans

However, this is not, as commonly thought, the sure sign of a lie, but the reflexive movements we make when we are trying to remember something. Because of this, glancing away is not as easy to **interpret** as you might believe. A good liar is not searching his memory for the truth, so he can quite easily look you straight in the eyes as he speaks to make the lie more **convincing**. Here's a tip, though. Watch the pupil of the eye; does it change size? If it gets bigger, this is probably an **involuntary** sign that something is being hidden.

Body language is something that the majority of us cannot control; it's what escapes when we're **concentrating** on something else. I might think I'm creating a good impression because my voice is strong and steady and my speech is clear, but the sweat pouring off my forehead and my constantly moving feet say otherwise.

Business clients are constantly in need of my services and I try to improve their confidence in themselves by teaching them about body language. I give advice about handshakes, which should always be firm and steady, and I teach the importance of personal space, explaining that people who live in warm climates stand a lot closer to one another than people in cooler climates. They may seem like minor matters, but these codes of behaviour can be the **key** to making or breaking a business deal.

My working life gives me a great deal of satisfaction. I feel that I'm providing a public service, but it is a service that has had its downside. Whenever I meet someone new and I tell them what I do for a living, they immediately put their guard up and they're no longer relaxed. They quite literally freeze in the attempt to hide all the signals that they **assume** I'm reading. It makes life difficult at times, but I consider it a small price to pay for a job I enjoy so much.

Study Skills

Multiple Choice

Read the text quickly to get an idea of what it is about. Read the question stem, then find the part of the text which the question refers to. Go through the choices and choose the one that fits best. The information might be rephrased.

1 According to the writer, non-verbal communication is important because

- A it helps lawyers to be more skilful.
- B politicians need to know when people are lying.
- C it can help make people believe what you tell them.
- D it provides a unique way of earning one's living.

2 What does the writer assume about his readers?

- A They are able to change their intonation.
- B They need to develop good posture.
- C They use only words to communicate.
- D They know something about the subject.

3 According to the writer, it is not easy to recognise when someone is lying because

- A they have an honest look on their face.
- B they move their eyes very rapidly.
- C listeners read their body language incorrectly.
- D listeners do not look into their eyes.

4 To have a positive effect on someone, you should try to avoid

- A making any facial expressions.
- B having any involuntary reactions.
- C giving the impression of not caring.
- D moving your legs about too much.

5 Why do people react in a negative way when they meet the writer?

- A They think he is too self-confident.
- B They assume that he is always lying.
- C They have heard about him previously.
- D They believe he is studying them.

6 What do we learn about the writer from the passage?

- A He makes a lot of money from his job.
- B He travels the world giving advice.
- C He is dedicated to his work.
- D He trains body language experts.

4 Match the words/phrases in bold from the text to their definitions: **likely to be correct**, **moves quickly**, **simplest ideas**, **understand the meaning**, **make person believe something is true**, **rub fingernails against the skin**, **cannot be controlled**, **suppose**, **believable**, **focusing on**, **the deciding factor**. Then, explain the underlined words/phrases.

5 Fill in: **build**, **show**, **facial**, **business**, **non-verbal**, **powers**, **crossed**, **body language**, **clear**, **minor**. Make sentences based on the text, using the phrases.

- | | |
|---------------|-------------|
| 1 | 6 |
| communication | arms |
| 2 | 7 |
| expert | expressions |
| 3 | 8 |
| a reputation | speech |
| 4 | 9 |
| of persuasion | matters |
| 5 | 10 |
| confidence | deal |

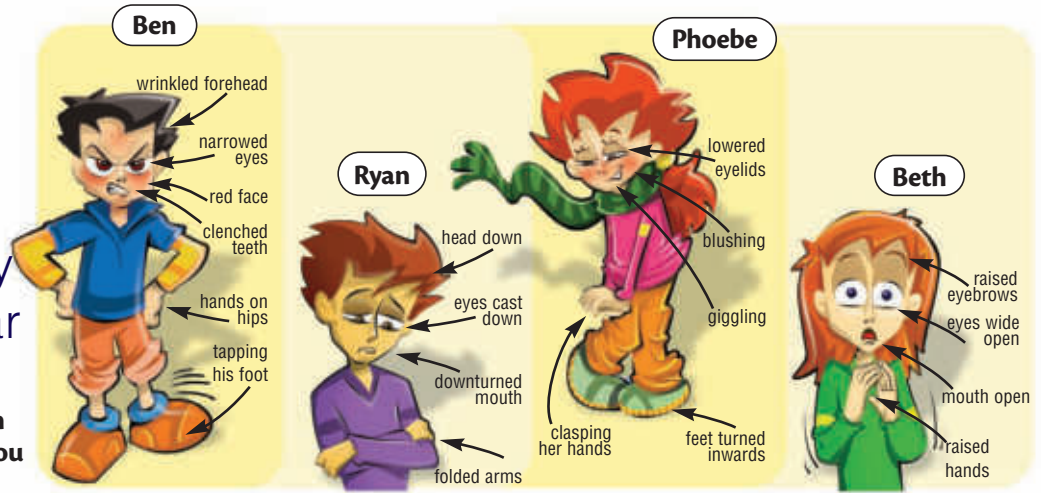
Speaking & Writing

6 **THINK!** Listen and read the text. How does the writer feel towards his job? Give reasons based on the text. Would you ever choose to do this kind of job? Why/Why not?

7 **ICT Project:** What gestures do people in your country use to show anger, joy, worry, regret, annoyance and other emotions? Collect as much information as you can and prepare a presentation for the class. Use photographs to illustrate your work.

Vocabulary & Grammar

1 Use the phrases to describe the cartoon drawings. How do you think each person is feeling?



Ben has his hands on his hips. His face is red and ...

2 Use the verbs in the list to complete the sentences below.

- clenched • bowed • wrinkled • squinted
- shrugged • snapped • shook • drummed
- scratched • licked

- 1 He had forgotten his glasses, so he to read the small print.
- 2 Robert his head in shame when he remembered how rude he had been to his teacher.
- 3 She her fingers impatiently on the counter as she waited for the manager to come.
- 4 She her teeth angrily and made a brave effort not to show how she hated him.
- 5 He his fingers to attract the waiter's attention.
- 6 She her nose in disgust when she smelt the bad meat in the fridge.
- 7 The children their lips hungrily when they saw the delicious cake.
- 8 James just his shoulders as if he didn't care when he heard the news.
- 9 My grandfather his head in disbelief when he heard how much my new designer jeans cost.
- 10 He his head thoughtfully as he read the difficult questions in the exam.

3 Choose the correct word.

- 1 I don't **trust/recall/consider/think** him to be a very reliable person.
- 2 My father cannot lift anything heavy because he **hurts/suffers/aches/pains** from a bad back.
- 3 I'm afraid that I'm not **familiar/aware/known/recognised** with any of his books so I can't answer your question.

- 4 Many people move to big cities hoping to make a better **income/earning/wage/living** for themselves.
- 5 I can't make any **sense/logic/reason/explanation** of this letter – the handwriting is so bad!
- 6 The little girl was so **curious/fascinated/interested/attracted** by the story that she asked her mother to read it again.
- 7 Peter **turned/bent/nodded/lowered** his head in understanding when I explained the problem.
- 8 He clenched his **nose/fingers/eyes/teeth** when the doctor gave him an injection.
- 9 The audience **punched/clapped/tapped/smacked** their hands enthusiastically at the end of the performance.
- 10 He couldn't **look/stare/glance/gaze** his mother in the eye because he was so ashamed of what he had done.

- Ways to look

4 Check these words in your dictionary. Use the words in their correct form to complete the phrases. Which of these verbs best describe the people in the pictures?

- glare • stare • wink • peer • glance

- 1 You shouldn't at people. It's rude.
- 2 She at the children so that they knew she was joking.
- 3 He through the keyhole to see what was happening in the room.
- 4 The teacher angrily at the children.
- 5 The doctor only had to at his patient to see he was ill.



Exam Practice: Use of English

- Multiple Choice Cloze

5 For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).



STANDING Messages

You are standing in a **0)** area. Suddenly there is a disturbance, and even though you can't see what's going on, you, and those near you, immediately feel **1)** and quickly move away.

Scientists have long known about animal **2)** to danger. For instance, if one animal begins to run away, then all the other animals in the group will follow. But scientists have been baffled by what causes **3)** behaviour in humans. What is it that causes fear to spread so quickly through a group of people?

Researchers at Harvard believe they may have begun to unravel the mystery. In the past it was accepted that people judged emotional situations simply by looking at faces. What this new study has **4)** is that the position of the body is also very important.

To test their theory, the scientists showed pictures of people **5)** in different poses but with their faces rubbed out. The pictures showed people in happy, neutral and fearful positions. While the test subjects **6)** at the pictures, their brains were scanned to see how they reacted. The researchers found that the fearful position caused a very strong reaction despite the lack of any facial expression in the pictures. The effects suggest that humans react instinctively to a position of fear in other people and that this **7)** in our behaviour has helped humans to **8)** in dangerous situations throughout our evolution.

- | | | | | |
|---|-------------|----------------|-------------|-----------------|
| 0 | A filled | B jammed | C packed | D public |
| 1 | A irritable | B nervous | C impatient | D doubtful |
| 2 | A replies | B explanations | C answers | D responses |
| 3 | A same | B equal | C like | D similar |
| 4 | A founded | B realised | C exposed | D discovered |
| 5 | A forming | B having | C standing | D taking |
| 6 | A glared | B noticed | C looked | D watched |
| 7 | A effect | B development | C result | D conclusion |
| 8 | A remain | B keep | C survive | D live |

- Comparisons **GR p. 153**

6 Complete the sentences with a positive or negative comparative form to show your opinion.

- 1 Doctors should be paid (**much**) money than footballers.

- 2 It is (**hard**) to forget than to forgive.
- 3 Happy people tend to be (**self-centred**) than unhappy ones.
- 4 Painting is (**relaxing**) than listening to music.
- 5 Rich people are (**happy**) than poor people.

7 Complete the sentences so that they are true for you.

- 1 (**good**) actor in the world ... *I think the best actor in the world is ...*
- 2 (**funny**) person I know ...
- 3 (**tiring**) job ...
- 4 (**expensive**) restaurant in my town ...
- 5 (**cold**) place in my country ...
- 6 (**difficult**) language in the world ...
- 7 (**windy**) place in my country ...

Exam Practice: Use of English


- Key word transformations

8 Complete the sentences using the words in bold. Use two to five words.

- 1 Bill earns more money than Ann. **as** Ann doesn't Bill.
- 2 If you practise, you'll get better. **the** The more will get.
- 3 We finished in half the time she took. **twice** It took her it took us to finish.
- 4 This is the fastest she can run. **any** She can't this.
- 5 He didn't expect it to cost so much. **paid** He he expected.
- 6 I can't attend the meeting next week. **present** I won't the meeting next week.

Lead-in

1 Look at the two pictures. How are they related? Why do people enjoy events like this?

2  What types of music do you enjoy? How do they make you feel? Listen to the music clips and match them to the type of music.

- A classical
- B folk
- C country
- D jazz
- E pop
- F rock
- G blues

3 **THINK!** Read the quotation. In pairs, discuss its meaning and then say whether you agree or disagree with it.

"Music is the shorthand of emotion."
Leo Tolstoy

Study Skills

Text completion

Read the text through, then read the list of missing sentences. Start fitting the sentences into the gaps. Match the topic of the missing sentence with the topic of the sentence before and after each gap. Look for clues such as reference words (*he, there, etc*) or linking words before or after each gap. Check that the sentence you choose fits grammatically and makes sense. Read the completed text to see if it makes sense.

Exam Practice: Reading

- 4 You are going to read an article about a popular music festival. Six sentences have been removed from the article. Choose from the sentences (a-g) the one which fits each gap (1-6). There is one extra sentence which you do not need to use. What is the author's purpose?
- 5 Explain the words in bold. Use them in sentences of your own to illustrate their meanings.
- 6 Fill in: **hold, language, share, swap, high, broaden, get, common.** Now use the phrases to make sentences based on the text.

- | | | | |
|---------|------------------|---------|------------|
| 1 | your experiences | 5 | sight |
| 2 | a festival | 6 | barriers |
| 3 | our horizons | 7 | spirits |
| 4 | stories | 8 | the chance |

The Universal Language of Music



Christine Manners shares her experiences of a popular musical event.

The skies open and the rain **pours** down, a sure sign that we are enjoying an English summer. The ground beneath our feet is rapidly turning into a field of mud, but it doesn't matter. I am having the time of my life, dancing and singing along to the music at the latest WOMAD festival with thousands of other fans from all over the country.

The World of Music, Arts and Dance, or WOMAD, tries to give us a taste of the musical styles that are enjoyed all over the world, and it has become so successful that WOMAD festivals are now held in several countries. **1** His dream is to broaden our musical **horizons**, getting us away from what we hear on the radio or TV every day, and experiencing the best in world music.

Gabriel says, "The festivals have always been wonderful and **unique** occasions and have succeeded in introducing many **talented** artists to an international audience. **2** Music is a universal language that brings people together."

World music was the **motivation** for these hugely popular three-day carnivals and to this day remains the main attraction, but there are now other delights to experience. **3** At this particular festival, I find activities designed for children as well as workshops, multi-media exhibits and stalls selling all kinds of hand-crafted goods.

The fun is not only experienced by those in front of the stage. I am lucky enough to be invited backstage, where there is a feeling of **brotherhood** and **sisterhood** among the many artists, as well as a feeling that they are doing something to **improve** international

understanding. The musicians have come here from all over the world, from Alaska to Zanzibar, so it is not surprising that the festivals have become known as the 'Global Village.' **4** Artists share changing rooms and food, laugh, joke and **swap** stories about life on the road.


Although people's spirits are high, the weather is a major problem for this British festival. A common sight is people wearing a black plastic bag on each foot. These do-it-yourself boots protect the wearer from the brown soup the field has become. Experiences like this explain why WOMAD has occasionally been renamed WOMUD.

Nothing, however, can **dampen** the enthusiasm of the audience. Taking a look at the fans from the stage, I see a crowd that is united despite their differences. **5** The artists gather on stage to give a performance in a **multitude** of languages. We might not understand every word, but the feelings are **unmistakably** universal and prove that music truly has the ability to break down the language **barriers** that so often divide us.

The concert ends and I join the crowd as it **drifts away**, leaving behind the echo of the last note played and a mud-splattered field. The stage comes down and the tents, stalls and canteens are taken apart. **6** Another festival is over and all that remains are the **fond** memories. But the die-hard WOMAD fans are already looking forward to next year's event. The real joy of having happy memories is the belief that, sometime, somewhere, you'll get the chance to create even happier ones.

- a This togetherness is reflected in the final performance of the weekend, designed as a celebration of the main idea behind the festival.
- b Equally important, they have also helped different audiences to understand cultures other than their own through the enjoyment of music.
- c The amount of energy that goes into organising a festival like this is simply astonishing.
- d Nobody is in competition to be the biggest or the best, the focus being firmly on a community spirit.
- e The car park slowly empties as a quieter day dawns over the countryside.
- f Over the years, the festival has turned into an event for the whole family.
- g The person who came up with the idea for the festivals is Peter Gabriel, the musician who came to fame as the lead singer of the rock group Genesis.

Listening & Speaking

- 7  Listen to and read the text again. What reasons does the writer give for the popularity of such events? Discuss your answers with a partner and then present your findings to the class.

- 8 **THINK!** "Music can help make world peace." Spend three minutes writing a few sentences on the topic. Read your sentences to the class. Who agrees with you?

Writing

- 9 **Portfolio:** Imagine you attended WOMAD. Send an email to your English pen-friend, describing your experience. Write when it happened, how you went there, who with, what the weather was like, what you did/saw and your feelings.

Vocabulary



1 Choose the correct word.

- The Beatles were a famous British **orchestra/band**.
- Coldplay's new song has gone straight into the **top/box** ten.
- We haven't seen this group on **scene/stage**.
- The **spectators/audience** sang along with the band.
- I always wanted to hear them perform **live/living**.
- Social surroundings seem to **affect/effect** the music and lyrics of different artists.
- He was tapping his foot to the **rhythm/rhyme** of the music.
- He plays music entirely from **mind/memory**.
- Live music can be **transmitted/broadcast** over the radio, TV or the Internet.
- Some amateur musicians have **private/personal** music lessons with a teacher.

2 Complete the sentences with the verbs in the correct form.

- keep • call • cut • hear • put • lose • bump
- get • hold

- Although we all promised to **a)** in touch when we left school, we soon went our separate ways and **b)** contact with one another.
- I find it very annoying when you ask to speak to somebody on the telephone and you are told to **a)** the line for what seems like hours! If the operator can't **b)** you through to the person you want to speak to straight away, why don't they simply ask you to **c)** back when the person is available?
- It was an amazing coincidence really; I was just thinking I hadn't **a)** from my friend Susan for a long time when I **b)** into her in the high street!
- I telephoned Customer Services for help but we were **a)** off as I was explaining the problem and after that I couldn't **b)** through to them again for the rest of the day.

3 Choose the correct word.

- Hand and facial expressions register with children before they learn to speak.
A indications B gestures C signals D signs
 - When the radio popularity in the 20th century, it revolutionised the way people saw the world.
A gained B earned C got D found
 - When talking pictures emerged in the 20th century, lots of cinema pianists found themselves out of
A work B job C favour D duty
 - The festival gave us a of Asian music.
A test B style C sample D taste
 - At the end of the show, all the musicians on stage for a last song.
A gathered B flocked C collected D grouped
 - Jennifer Aniston to fame playing Rachel Green in the popular TV series *Friends*.
A moved B came C arrived D reached
 - The dolphin show the main attraction of the water park.
A remains B stands C keeps D holds
 - Opinions are on whether a single world language would be a good idea.
A split B separated C torn D divided
- Ways to talk

4 Underline the correct word. Make sentences of your own using the other option.

- He usually **mutters/mumbles** his words, so I find it difficult to understand what he is saying.
 - There was a **whisper/murmur** of approval when the Prime Minister announced his plans.
 - There's no need to **shout/scream**, I can hear you.
 - She gave a little **yell/cry** of surprise when I opened the door.
 - He **sighed/breathed** with relief when he heard the plane had landed.
- Words often confused

5 Choose the correct word. Compare with a partner.

- I promise to drop you a **line/letter** as soon as I have any news for you.
- Peter promised to **give/send** me a call today, but I haven't heard from him yet.
- Please don't hang **up/off**; I'll see if Mr Jones can speak to you now.
- We will **send/post** you a fax to confirm your order.

6 Match the places of entertainment to the activities. Make sentences using your own ideas.

- | | | | |
|----------------------------|------------------|---|---|
| 1 <input type="checkbox"/> | nightclub | a | meet other people for social activities |
| 2 <input type="checkbox"/> | leisure centre | b | see a film |
| 3 <input type="checkbox"/> | amusement arcade | c | play video games |
| 4 <input type="checkbox"/> | cinema | d | go on a roller-coaster ride |
| 5 <input type="checkbox"/> | funfair | e | see trapeze artists |
| 6 <input type="checkbox"/> | circus | f | dance |
| 7 <input type="checkbox"/> | rock concert | g | listen to your favourite band |
| 8 <input type="checkbox"/> | youth club | h | play a game of squash |

At a nightclub you can dance.

Everyday English

- Expressing preferences

7 You and your friend are trying to decide what to do this Saturday evening. Use the table below to discuss. You can use ideas from Ex. 6.

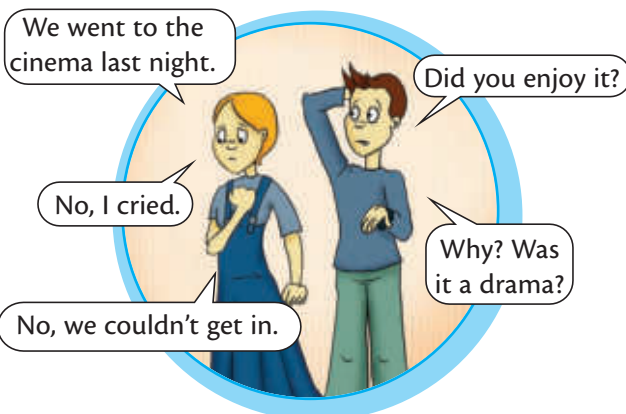
Asking about preferences
• Do you want + to -infinitive ...?
• Do you fancy + -ing form ...?
• Would you like + to -infinitive ...?
• Where would you rather + bare infinitive
Expressing preferences
• I'd prefer + to -infinitive/noun
• I'd much rather + bare infinitive (+ than + bare infinitive)
• I'd rather not ... I'm not so keen on ...
• Not really. I'd rather ...

A: Would you like to go to a nightclub this Saturday?

B: I'd prefer to go to the cinema. There's a good comedy on.

A: Well, I'd rather not. I'm not in the mood. Would you like to ...?

8 THINK! Read the joke. Why do you think Sally cried?



Study Skills

Text completion

Read the title to get a general idea of what the text is going to be about. Read the text once to get the main idea. Read again. Pay close attention to the words before and after each gap. Read the completed text to see whether it makes sense.

Exam Practice: Use of English

- Open Cloze

9 For questions 1-8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

A Global Language



According to (0) the myth of the Tower of Babel there was once a time

1) all people spoke a common language. This doesn't seem a very believable story if you consider 2) many languages are spoken in the world today. What is true is people have always searched for a global language that can be used to communicate with anyone, no 3) where they come from.

In ancient times, the language of choice was Greek, and then later, 4) the Romans became a world power, it was Latin. In more recent years, English has turned 5) to be the nearest we have to a universal language.

However, there is another language, 6) many people believe would be suitable as a world language – Esperanto. As it has a simple and regular grammar, it is said that people can learn it in a fraction of the 7) needed for natural languages. There are more than 100,000 people worldwide who speak the language fluently and who 8) Esperanto alive with annual conferences, books and magazines in the language.

Unit 1.5

Lead-in


1 Imagine you are a driver. Which of the following sentences would best describe you?

- I never talk on my mobile while driving.
- I can steer perfectly well with one hand.
- I always stay within the speed limit.
- I flash my lights to get other cars to move out of the way.
- I always drive slowly and carefully.
- I drive as fast as I please.
- I keep a safe distance from other vehicles.
- I like looking out of the window while I'm driving.
- I let other drivers overtake me.
- I always obey the rules of the road.
- I often weave from one lane of traffic to another.

2 Describe the pictures. Who seems to be a good driver? Give reasons.

Ann seems to be a good driver because she ...

Listening

3  Listen to four people describing incidents involving bad driving. Match the incidents (A-D) to the speakers (1-4).

- A** not signalling a turn
B jumping a red light
C double parking
D speeding

- 1 Susan 3 Helen
 2 Ben 4 Andy



Ann



Bob



Steve



Mary

Reading

4 You are going to read a magazine article about different types of drivers. For questions 1-10, choose from the people (A-D). The people may be chosen more than once.

Study Skills

Multiple matching

Read the questions carefully and underline the key words. Scan the text for the information you need. As you are reading, underline the parts related to the questions. Read the questions again and answer them one by one, referring to the texts. Some information may be paraphrased.

Exam Practice: Reading

Which person :

- realises what can result from irresponsible driving?
 lacks self-assurance?
 is unlikely to find obeying the law boring?
 may use accessories in their vehicle inappropriately?
 possibly only drives at weekends?
 puts other drivers at the greatest risk?
 is unlikely to have had enough driving practice?
 is careful not to get too close to other vehicles?
 often does not focus on their driving?
 could cause an accident by driving too slowly?

- 1
 2
 3
 4
 5
 6
 7
 8
 9
 10

SO YOU THINK YOU ARE A GOOD DRIVER?

Most road users think of themselves as skilled drivers who are considerate to other people on the roads.

Road safety expert Robert Evans comments on four different drivers.

A Mary Smith

"I always drive slowly and carefully, so I think I am a very safe driver. I have never had a serious accident, and I have been driving for over 50 years," says Mary Smith. You might think that drivers like Mary would be the safest on the road, but that is not necessarily so. In fact, she rarely drives her car and so, although she does not know it, she has not gained enough experience to be a good, safe driver. It takes up to 500 hours of driving in different conditions to gain the skills you need to be a safe driver. The problem with people like Mary, who rarely take their cars out for more than a Sunday morning drive, is that they are probably driving only about 100 hours a year. Mary may think she is being safe as she crawls along at the side of the road, but she is a danger for a number of reasons. For one thing, she is probably very nervous and lacking in confidence, which can result in dangerous road behaviour. Also, driving at **a snail's pace** as Mary does can cause accidents because impatient drivers take risks as they try to overtake her.

B James Mason

James Mason is typical of so many drivers whose over-confidence makes them believe they are better drivers than everyone else, making them a danger to themselves and other road users. James thinks that he can steer perfectly well with just one hand on the wheel. He is often distracted by things he sees out of the window and **thinks nothing of** taking his eyes off the road, believing it is a skill he alone has developed. Because drivers like James are certain they are better than everyone else, they think the **rules do not apply** to them. They talk on their mobile phones, change CDs or adjust their satellite navigation systems, ignorant of the fact that they are not in control of their vehicles when they do this. There have even been cases where drivers have been stopped by police for reading a newspaper while driving. Needless to say, when travelling along a road at high speed, it's a good idea to give your full attention to what you're doing.

C Peter Willis

Peter Willis was recently sent to prison for 6 months for forcing another car off the road when it wouldn't get out of his way. This kind of behaviour is a nightmare for other drivers, as road hogs like Peter Willis are basically just bullies. They drive so dangerously that they are far more likely to cause an accident than any other road user. The list of crimes they commit is long and depressing. Road hogs seem to believe that the roads, and possibly the world, were created solely for them. **In their eyes** it is their right to go as fast as they like with no regard for anyone else on the road. They are very fond of driving right behind other cars and **flashing their lights repeatedly** in order to get these 'obstacles' to move out of their way. Another favourite trick is to weave from one lane of traffic to another at high speed, apparently unaware of the risks to others.

D Sally Parsons

Sally Parsons is a good example of the competent driver we should all try to be. She says, "I obey the rules even if sometimes **I can't see the point** of them. I keep my hands on the wheel and my eyes on the road." Sally stays within the speed limit and makes a point of keeping a safe distance from other vehicles. This does not mean that Sally is a timid driver. She is simply aware of the fact that any vehicle can be **a dangerous weapon** if it is not handled properly. Drivers like Sally have respect for their own lives and the lives of other people and it shows in the confident, careful way they drive their vehicles. If everyone drove with the proper care and attention, road accidents would be almost non-existent. Sadly, this is not the case.

5 Match the underlined words in the text to their definitions. Use the words in sentences of your own.

- attention drawn away to sth else
- proficient • only • moves very slowly • nervous • obstructions
- conscious • practice • move between and around things

6 Explain the phrases in bold.

Speaking & Writing

7  Listen to and read the text. Which of these adjectives best describe each driver? Give reasons.

- nervous • confident • impatient • careless • indifferent
- arrogant • responsible • selfish • patient • irresponsible

8 **THINK!** What qualities make a good driver? Spend three minutes writing a short paragraph on the topic. Use ideas from the text as well as your own and present your text to the class.

Vocabulary & Grammar

- Character adjectives

1 Choose the correct word. Check in your dictionary.

- 1 My younger sister is very **sensitive/impatient** and she gets very upset if you say the wrong thing to her.
- 2 When Michael is in one of his **stubborn/aggressive** moods he refuses to admit that he might be wrong about things.
- 3 She is a very **unhelpful/lazy** person who expects other people to do everything for her.
- 4 It is best to leave Peter alone when he has a headache because he can be very **bad-tempered/jealous**.
- 5 She is so **outgoing/broadminded** that she is never shocked by other people's behaviour.
- 6 Fortunately, my employer is quite **easy-going/inconsiderate** so I can take time off if I need to.
- 7 I remember John was very **bossy/arrogant** when he was young; he was always telling the other kids what to do!
- 8 Janet is very **reliable/loyal** so you can be sure she will do what she promised.

2 a) Match the adjectives to their opposites. Can you add three more pairs to the list?

- | | | | |
|----------------------------|--------------|---|-------------|
| 1 <input type="checkbox"/> | intelligent | A | aggressive |
| 2 <input type="checkbox"/> | polite | B | pessimistic |
| 3 <input type="checkbox"/> | hard-working | C | mean |
| 4 <input type="checkbox"/> | generous | D | stupid |
| 5 <input type="checkbox"/> | optimistic | E | unsociable |
| 6 <input type="checkbox"/> | sociable | F | lazy |
| 7 <input type="checkbox"/> | popular | G | rude |
| 8 <input type="checkbox"/> | calm | H | unpopular |

b) Read the school report below. Change the adjectives in bold to make the report positive. Begin like this: 'Dennis is doing very well this term.'



Dennis is not doing very well this term. He is **1) rude** to his teachers and he is very **2) unsociable** with the other children. In fact, he is very **3) aggressive** in his behaviour towards everybody. He is very **4) lazy** in class and this makes him very **5) unpopular**.

3 **THINK!** Work in pairs. Choose three adjectives from Ex. 2 which best describe your partner. Give reasons. Does your partner agree with your description?

I think you are extremely hardworking.

- Idioms

4 Explain the idioms in bold. Which are positive/negative? Are there similar idioms in your language?

- 1 She seems to **be on cloud nine** after getting her degree.
- 2 The party was great. Everyone seemed to **be in high spirits**.
- 3 Despite all her problems, she's trying to **keep her chin up**.
- 4 He almost **jumped out of his skin** when I tapped him on the shoulder.

What would you say if ...

- 1 you were told you'd won first prize in a short story competition?
- 2 you and your friends were having a great time at the school party?
- 3 you heard a loud bang behind you?

- Prepositions

5 Choose the correct preposition. Check in Appendix II. Which of these sentences do you agree with? Correct the sentences which aren't true for you.

- 1 I'm fed up **with/in** rude people.
- 2 You can't blame others **at/for** being indifferent to your problems.
- 3 Don't put the blame **in/on** others when it's your fault.
- 4 In order to be happy you need to learn to deal **with/of** disturbing events.
- 5 Patience is the key **for/to** success.
- 6 Self-doubt can result **in/to** a lack of confidence.

- Phrasal verbs

6 Choose the correct particle. Check in Appendix I. Make sentences using the other particle.

- 1 Don't run **down/off** others if you don't know them.
- 2 He lied to us but we saw **off/through** him at once.
- 3 Always stand **up for/in for** your rights.
- 4 He was extremely put **out/off** by her rudeness.
- 5 She's so naïve. She's always taken **in/up** by his lies.
- 6 He's so patient; he's cut **up/out** to be a teacher.

- Clauses of result/purpose/ reason/time & condition (GR p. 154)

7 Join the sentences. Use the words in brackets.

- 1 He was very noisy. He was asked to leave the class. (so) *He was so noisy that he was asked to leave the class.*
- 2 They invited a lot of people. There was nowhere to sit. (such)
- 3 She has been practising every day. She wants to do well in the contest. (so that)
- 4 You should drive slowly. The road might be slippery. (in case)
- 5 He was late for work. He asked his friend for a lift. (since)
- 6 He didn't comment on her new hairstyle. He was afraid of upsetting her. (so as not to)
- 7 There has been a heavy snowfall. They have closed the road. (due to)
- 8 He declined the invitation. He said he was working that weekend. (on the grounds that)

Everyday English

- Asking about/Expressing feelings

8 a) Read the dialogue. How does speaker B feel? Why?

A: Is everything OK? You look upset.
 B: Well, it's been a really long day, and I've just found out that I failed my exam.
 A: Oh no!

b) In pairs use the language in the box to act out dialogues for the following situations. You can continue your dialogue if you like.

- your friend has lost her handbag
- your friend's computer broke down
- your friend had a tooth taken out
- your friend wanted to attend a rock concert but there were no tickets left

Asking about feelings	Expressing feelings
<ul style="list-style-type: none"> • How are you? • Are you alright/angry/upset/pleased? • Is everything OK? • What's wrong with you? 	<ul style="list-style-type: none"> • Well, it's been a ... day and ... • The thing is I ..., • I've been in a bad mood all ... • Actually, ... • To be honest, I ...

Exam Practice: Use of English

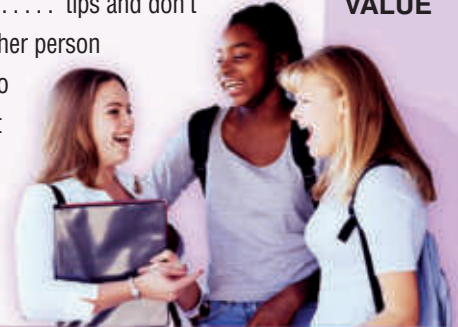
- Word formation
- 9 Read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).**

Pleased to meet you

Do you find it difficult to build 0) *friendships*? If so, then don't worry. Studies show that very few people are 1) gifted when it comes to making friends. Here is a quick and simple summary of what the experts have to say.

First of all, don't forget to smile. Smiling makes us appear 2) It also helps the other person to relax. First 3) are important, so try to remember the name of the person you have just met and use it in your 4) Above all, experts stress the 5) of showing a genuine interest in the other person. If you ask questions to find out what he or she likes, you will find that your 6) will increase. A lot of people experience 7) anxiety when meeting new people. Try following these 8) tips and don't forget that the other person probably wants to make friends just as much as you do!

- FRIEND
- NATURE
- ATTRACT
- IMPRESS
- CONVERSE
- IMPORTANT
- POPULAR
- NECESSARY
- VALUE



10 a) THINK! Complete the sentences.

- 1 My friend is
- 2 My parents are
- 3 My teachers are

b) Complete the sentences. How do your sentences differ from those in Ex. 10a?


- 1 I love my friend because
- 2 I appreciate my parents for
- 3 I value my teachers as

Exam Practice: Listening

Study Skills

Multiple choice

Read the questions and underline the key words. Listen once and note down any answers you can. Listen again and complete/check your answers.

1  You will hear people talking in eight different situations. For questions 1-8, choose the best answer (A, B or C). Which dialogues are informal?

- 1 You hear a woman talking on the radio. What is unusual about her?
 - A her habit of shocking people
 - B her choice of profession
 - C her strange sense of humour
- 2 You hear a young man talking about school. What does he say about his school experience?
 - A He tended to get into trouble a lot.
 - B He got along with his fellow students.
 - C He was not like the others in his class.
- 3 You hear a man talking to an old friend. How does the man feel about recent changes at work?
 - A He approves of his new boss.
 - B He liked things the way they were.
 - C He welcomes the new ideas.
- 4 You hear a woman talking. What came as a surprise to her?
 - A her dislike of her new city
 - B the strong feelings she experienced
 - C the problems she had with the movers
- 5 You hear someone talking on a TV programme. What was it that caused the person to lose weight?
 - A the advice of a health professional
 - B a conversation with someone at work
 - C the support of a family member
- 6 You hear a teenager talking about shopping. How does it make her feel?
 - A bored
 - B thrilled
 - C angry
- 7 You hear a traveller talking about his latest adventure. What is he describing?
 - A a modern means of transport
 - B a local tradition
 - C local traffic problems
- 8 You hear a father talking to his daughter. Why is he talking to her?
 - A to praise her
 - B to warn her
 - C to persuade her





Exam Practice: Listening

2 You hear Hannah, the editor of a lifestyle magazine, talking about how to arrange a successful party. For questions 9–18, complete the sentences.

When choosing guests for a party they should be from **9** .
 It isn't a good idea to have guests with similar professions or **10** .
 Send out invitations **11** in advance of your party.
 To help guests locate the party, you should **12** with the invitation.
 It's very important to welcome people **13** .
 If you are co-hosting the party, one person should serve the **14** .
 Hannah usually asks one of her **15** to help her.
 You shouldn't let the **16** ruin your enjoyment of the party.
 To increase the chances of success, you can draw up a(n) **17** at sit-down meals.
 If a guest brings a gift, open it **18** and thank them immediately.

Exam Practice: Listening

3 You will hear five different people talking about a life change they have made recently. For questions 19–23, choose from the list (A–H) the type of change that each person made. Use the letters only once. There are three extra letters which you do not need to use.

- | | | |
|--|-----------|--------------------------------|
| A taking up a sport | Speaker 1 | <input type="text"/> 19 |
| B choosing an alternative lifestyle | Speaker 2 | <input type="text"/> 20 |
| C altering their dietary habits | Speaker 3 | <input type="text"/> 21 |
| D moving house | Speaker 4 | <input type="text"/> 22 |
| E taking up a hobby | Speaker 5 | <input type="text"/> 23 |
| F furthering their education | | |
| G opting for a new line of work | | |
| H turning a talent into an occupation | | |

Exam Practice: Listening

4 You will hear a radio interview with a psychiatrist, Scott Ogilvy, about animal therapy. For questions 24–30, choose the best answer (A, B or C).

- 24** What is one difficulty not experienced by withdrawn children?
A talking about their problems
B dealing with people
C relating to animals

- 25** Scott Ogilvy discovered the advantages of pet therapy
A after much research.
B somewhat by chance.
C through another psychiatrist.
- 26** Pet therapy is now practised
A all over the world.
B only with young people.
C by a handful of professionals.
- 27** Sam and Elizabeth Corson
A were successful with all their patients.
B had not expected to get the results they did.
C conducted their programme over a long period.
- 28** The Australian study
A used numerous animals.
B was conducted in one place.
C involved older people.
- 29** What does Scott say about prison inmates?
A They were allowed visits by animals.
B They were given their own pets.
C They were not affected by the animals.
- 30** According to Scott, pet owners
A are generally the same as non-pet owners.
B are easy to understand as people.
C tend to be more friendly to others.

Unit 1.8 Speaking Skills

Exam Practice: Speaking

Select one or more questions from any of the following categories as appropriate.

Holidays

- Where did you go on your last holiday? What was it like?
- What is your favourite type of holiday? Why?
- Describe a happy holiday memory.
- What would be your dream holiday? Why?

Special Occasions

- What special occasions do you enjoy celebrating? Why?
- Tell me about a recent special occasion.
- How do you usually celebrate your birthday?
- What is the most popular festival in your country and how do people celebrate it?

Daily Life

- What do you enjoy doing with your family?
- Tell me about a typical weekend.
- What is your ideal way of spending an evening out?
- What do you do to relax?

Exam Practice: Speaking

Candidate A: Compare the two photographs and say why you think people choose to use these forms of transport.



Candidate B: Which form of transport do you usually use?

Structuring discourse

Introducing: well, let me see, in the first ...

Enumerating: first, then, and, ... also

Adding points: also, another point, what is more

Topic Vocabulary

Bus

- reasonably cheap
- + • convenient
- keeps to regular timetable

- • can be crowded/delayed
- slow

Taxi

- fast
- + • good for luggage
- take to exact destination

- • expensive
- hard to find at busy times

Candidate B: Compare the two photographs and say why you think people celebrate these occasions.



Topic Vocabulary

anniversary

- way of saying 'thank you'
- look back on the past and remember things you did together
- show appreciation for being together for such a long time

festival

- colourful
- people parade
- forget their troubles, escape from daily routine
- traditional celebration
- exciting and festive/have fun

Candidate A: What anniversaries do you like to celebrate in your country?



Listen to a model answer. How does each speaker justify his/her points?

Exam Practice: Speaking

Mr Black, a popular teacher, is retiring from your school and you want to give him a leaving present. First, talk to each other about how useful these items are and then decide which two would be the most suitable for a present.

Asking for Opinion & Suggesting	Agreeing	Disagreeing
<ul style="list-style-type: none"> • Why don't we ...? • What do you think of ...? • We might ... • I don't think this would be a good idea because ... How about ...? • Wouldn't ... be better? 	<ul style="list-style-type: none"> • Yes, I agree because ... • That sounds like a good idea ... • That's not a bad suggestion • I like this too because ... 	<ul style="list-style-type: none"> • I'm not sure I agree with that because ... • I don't think that would be a good idea because ... • I'm sorry, but I don't agree with you there because ... • I'm not so sure. He might have had ...



Listen to a model answer.

- Which two items do the speakers decide on? What reasons do they give?
- What other items would make a suitable present?
- Would you like to receive any of these items as a present? Why (not)?

Exam Practice: Speaking

In pairs discuss:

- When do you exchange presents in your country?
- What is the best present you have ever received?
- How easy do you find it to choose a present for somebody?
- Do you think people spend too much money on presents?
- How else can we thank someone for their help apart from giving them a present?



- **Letters/Emails** can be informal, semi-formal or formal, depending on who you are writing to. There are quite a few types, such as: **invitations, accepting or refusing invitations, asking for or giving information, job applications, complaints, apologies, asking for/giving advice, giving news, expressing thanks/regrets/congratulations**, etc.
- Before you start writing a(n) letter/email it is important to think about who you are writing to. This will help you to decide how formal/ informal the letter/email will be.
- **Informal letters/emails** are sent to people you know well (*e.g. friends, relatives, etc.*). An informal letter/email should consist of:
 - an **informal greeting** (*e.g. Dear Tony/Uncle Bill/Mum, etc.*),
 - an **introduction** in which you write your opening remarks and the reason for writing (*e.g. How are you? I thought I'd drop you a line to let you know ...*),
 - a **main body** in which you write the main subjects of the letter/email in detail, starting a new paragraph for each topic.
 - a **conclusion** in which you write your closing remarks (*e.g. I'd better go.*),
 - an **informal ending** (*e.g. Love/Yours/Best regards, + your first name.*)
- **Semi-formal letters/emails** are normally sent to someone you know but are not intimate with (*e.g. your friend's parents, a distant relative, etc.*). Semi-formal letters/emails contain:
 - **formal greetings** (*e.g. Dear Mr and Mrs Jones,*)
 - **informal endings** (*e.g. Best wishes/Yours, + full name*)
 - a **respectful tone**, depending on the relationship you have with the person
 - **pronouns** should not be omitted and idioms should be used carefully
- **Formal letters/emails** are normally sent to people in an official position or people you don't know well (*e.g. Director of Studies, Personnel Manager, etc.*). A formal letter/email should consist of:
 - a **formal greeting** (*e.g. Dear Sir/Madam, – when you do not know the person's name; Dear Ms Smith, – when you know the person's name*),
 - an **introduction** in which you write your opening remarks and mention your reasons for writing (*e.g. I am writing to apply for the position of ...*),
 - a **main body** in which you write about the main subjects of the letter in detail, starting a new paragraph for each topic,
 - a **conclusion** in which you write your closing remarks (*e.g. I look forward to hearing from you as soon as possible ...*),
 - a **formal ending** (*e.g. Yours faithfully, – when you do not know the person's name; Yours sincerely, – when you know the person's name*) followed by your full name.

- Style in informal and formal letters/emails

INFORMAL OR SEMI-FORMAL STYLE

Greeting:

Dear Mary/Aunt Sue/Dad, etc

- friendly, relaxed, personal style (*e.g. Thanks so much for your last letter.*)
- frequent use of colloquial expressions, idioms, phrasal verbs, short forms (*e.g. It's been ages since we hooked up.*)
- pronouns are often omitted (*e.g. Thought I'd drop you a line.*)
- use of literary devices (*e.g. You're as stubborn as a mule sometimes.*)

Sign off:

Best

wishes/Love/Yours/Regards,
Peter

FORMAL STYLE

Greeting:

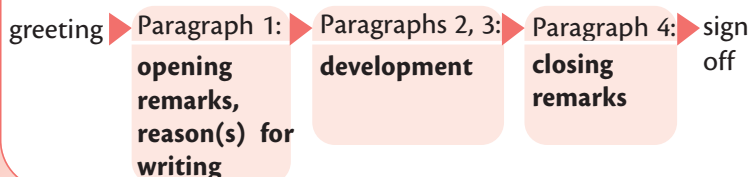
Dear Sir/Madam,/Dear Mr/Mrs/Ms Smith,

- serious, impersonal style (*e.g. I was pleased to hear that you are in good health.*)
- complex sentence structure – frequent use of passive voice – no phrasal verbs – no colloquial English – advanced vocabulary – no short forms (*e.g. The item in question, which I received last week, was damaged in transit.*)

Sign off:

Yours faithfully/Yours sincerely,
Peter Brown

General outline for letters/emails



1 What type of letter/email is each sentence (1-20) from? Which sentences are formal? Which are informal? Put an F for formal and an I for informal language. Give reasons for your answers.

- | | | | |
|--|--------------------------|---|--------------------------|
| 1 In reply to your complaint about ... | <input type="checkbox"/> | 11 Drop in whenever you get the chance. | <input type="checkbox"/> |
| 2 I trust that this will answer your query. | <input type="checkbox"/> | 12 You have been very helpful and I thank you for ... | <input type="checkbox"/> |
| 3 Sure hope you can come. | <input type="checkbox"/> | 13 I'm so happy you passed your exams. | <input type="checkbox"/> |
| 4 I would like to inform you that you have been chosen ... | <input type="checkbox"/> | 14 By the way, I forgot all about ... | <input type="checkbox"/> |
| 5 I hate to say it but I think I'll have to miss ... | <input type="checkbox"/> | 15 I am writing in response to your request ... | <input type="checkbox"/> |
| 6 Why don't you come and visit us ... | <input type="checkbox"/> | 16 It is with great pleasure that we offer you ... | <input type="checkbox"/> |
| 7 I look forward to our meeting. | <input type="checkbox"/> | 17 Please accept our sincere congratulations on ... | <input type="checkbox"/> |
| 8 Can't wait to see you. ... | <input type="checkbox"/> | 18 Drop me a line when you can. | <input type="checkbox"/> |
| 9 I am writing with regard to the advertisement ... | <input type="checkbox"/> | 19 You are cordially invited to attend ... | <input type="checkbox"/> |
| 10 How about getting together next Sunday? ... | <input type="checkbox"/> | 20 We regret to tell you that ... | <input type="checkbox"/> |

- Beginnings and endings of letters/emails

2 Match the beginnings to the endings, saying whether the beginnings and endings are formal or informal and identifying which style elements have been used.

Beginnings

- 1 Hey Jenny,
Just wanted to let you know how sorry I am that I couldn't come to your brother's wedding. You know that I really wanted to come.
- 2 Dear Sir/Madam,
I am writing in response to your advertisement in this week's paper for a junior secretary. I am very interested in applying for this position.
- 3 Dear Aunt Sue,
Hope this letter finds you well. I'm writing to you because I need your advice about something.
- 4 Dear Mr Grant,
I am writing to you because I am not at all satisfied with the changes that have been made at the gym. In the past I really used to look forward to coming to the gym every afternoon. Unfortunately, this is no longer the case.

Endings

- A I hope that you will consider me for the job. I have included a copy of my CV as well as several letters of reference. I look forward to hearing from you in the near future. Thanking you in advance,
Yours faithfully,
Kevin Murdock
- B So, Auntie, now you know about my problem. I really hope you can help me out. Hope to hear from you soon.
Love you,
Jonie
- C I trust that you will take my complaints seriously. I expect that you will investigate the problems that I have described and take action to improve the situation. I look forward to hearing from you in the near future.
Yours sincerely,
Trent Phelps
- D So, as I said before, I'm really sorry I couldn't come but you know how it is ... sometimes things just come up out of the blue. Anyway, take care and keep in touch.
Kisses,
Annie

3 Write the first and the last paragraph for the following:

- 1 You are writing a letter to invite your friend to spend a weekend at your house.
- 2 You are sending an email to congratulate your English pen-friend on his success in his exams.
- 3 You are writing a letter to thank your English pen-friend's parents for their hospitality while you stayed with them.

- Rubric analysis

Always think about the situation in the **rubric**. This will help you plan your writing. Read the rubric carefully and underline the key words/phrases.

These indicate:

- **the imaginary situation** you will write about, who you are and the reason you are writing.
- **the imaginary reader** who is going to read your piece of writing. This will help you decide on the writing style you should use; formal, semi-formal or informal.

- **the type of writing task.**
- **the specific topics** you should include in your piece of writing.

Study the example below.

e.g. ¹You are working abroad as a tour guide. Write a ²letter to your ³English pen-friend, ⁴describing the job saying what you like and what you don't like about it.

¹ situation, ² type of writing task, ³ reader - style, ⁴ specific topics

1 Read the rubrics below. Underline the key words. Find the imaginary situation, the imaginary reader, style, type of writing task and the specific topic(s).

- A** You recently bought a TV but you were given the wrong model by mistake. When you complained, the shop assistant was rude to you. Write a letter to the company's Complaints Department expressing your dissatisfaction and saying what action you expect to be taken (140-190 words).
- B** You have seen the following advertisement in an international magazine. Write your email applying for the job (140-190 words).

WANTED - SUN CAMP WALES

We are looking for young energetic people to work in our camp in July. There are all kinds of jobs available from cooking to entertaining campers.

Contact: Toby James at suncamp@yahoo.com

- C** You spent three weeks at your English pen-friend's house. You are back now. Write a letter to your friend's parents thanking them for their hospitality and explaining how your visit helped you improve your English (140-190 words).
- D** You won first prize in a short story competition. Send your English pen-friend an email telling him/her the news and how this could change your life (140-190 words).

2 Read the two models. Which is a(n) letter/email? Which is formal/informal? Give reasons. Which of the two models is an answer to one of the rubrics in Ex. 1?

(A)

Dear Ms Smith,

I am writing to inform you that your entry for our short story competition has been chosen by our judges as the best submitted. As you are aware, being the winner of our competition, your entry will appear in the next issue of *It's a Wonderful Life*.

In addition, you also win a €100 cash prize. We would like you to come to our offices to claim your prize and have your photograph taken for the local newspaper.

Please contact our offices to arrange for a suitable date and time for the photography session. You can contact us on 210 87655544 from 9 to 5, Monday to Friday.

I look forward to hearing from you soon. Once again, congratulations on your winning entry.

Yours sincerely,

Cindy Giasson

Cindy Giasson (*Editor-in-Chief*)

(B)

New Message

To: Janie
From: Pam
Subject: I WON!

Janie,

You're not going to believe this! Remember that short story competition I entered? You know, the one for *It's a Wonderful Life* magazine? Well I won! I'm so excited, I'm on cloud nine! Not only will my story be coming out in next month's magazine, but I also get 100 euros! I even get my picture in the paper. This could change my whole life. You know how badly I wanted to become a writer. I'm so happy! Talk to you soon.

Take care,
Pam

• Informal letters/emails

- **Informal letters/emails** are sent to people we know well. They can include: invitations, accepting or refusing invitations, giving news, asking for/giving information, asking for/ giving advice, expressing thanks/regrets/congratulations, etc.

Opening remarks in informal letters/emails may include:

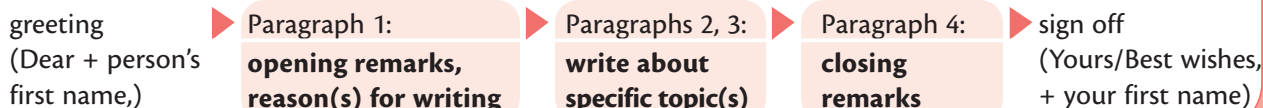
- **questions/wishes** about recent events, the person's health, etc.
- a **thank you** to the person for their last letter.
- **comments** about their news.
- an **apology** for a delay in writing/replying.
- the **reasons** why you are writing.

Closing remarks in informal letters/emails may include:

- **greetings** to the person's family/friends.
- **wishes, a promise** (*e.g. to write soon*), etc.
- a **request** to the person to reply soon.
- the **reason for ending** the letter/email.
- In **informal letters/emails** you may often talk about more than one topic.

e.g. Tell your friend about your summer plans and invite him/her to come with you.

General Outline for informal letters/emails



3 Read the following sentences. Mark them as **O** (opening remarks) or **C** (closing remarks). What point does each include?

- 1 Sorry for not writing earlier, but
- 2 I have to go now as Mum needs some help.
- 3 Give my best wishes to your parents.
- 4 Thanks for the lovely present.
- 5 I hope that things will improve.
- 6 How are you? Hope you're feeling better.
- 7 Do write back soon.
- 8 I'm writing to ask for your advice.

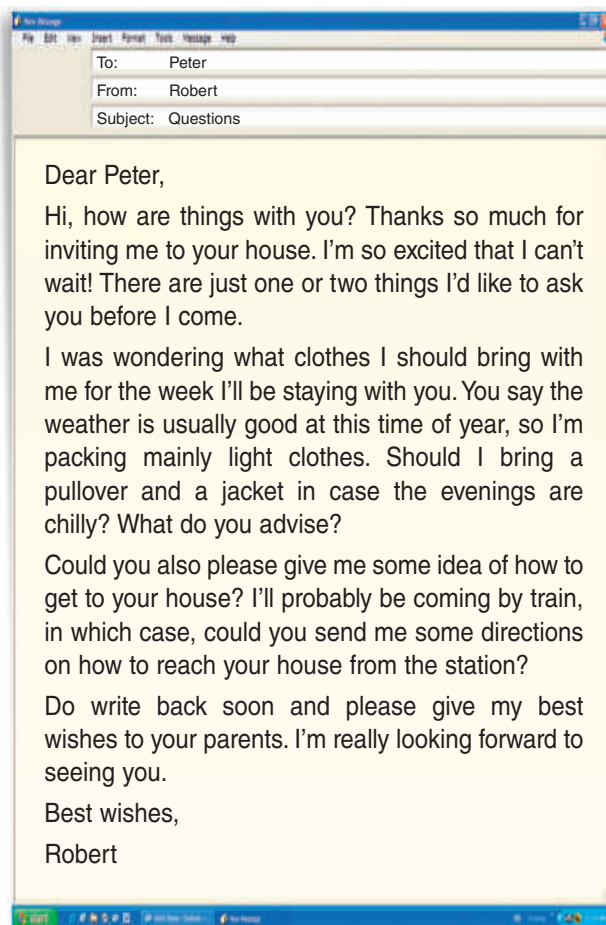
4 Read the rubrics. What points will the main body paragraphs include?

A You are going to spend a week at your English pen-friend's house and you aren't sure what clothes to take with you or how to get there. Write him/her an email asking your questions (140-190 words).

B You are on holiday in a country cottage. Send your pen-friend a letter describing your holiday so far and inviting him/her to spend a week with you (140-190 words).

C Your cousin has invited you to go on a five-day cruise. Write him/her a letter refusing the invitation and explaining why you aren't able to go (140-190 words).

5 Read the model. Which rubric in Ex. 4 does it answer? What is each paragraph about?



- Letters/Emails asking for/giving advice

Letters/Emails asking for/giving advice from a friend usually consist of four paragraphs. See how the paragraph plans differ.

ASKING FOR ADVICE

- Para 1:** opening remarks, state the problem
Paras 2,3: describe the problem in detail and how it affects you
Para 4: ask for help/advice, closing remarks

GIVING ADVICE

- Para 1:** opening remarks, express sympathy
Paras 2,3: give advice supported by expected results
Para 4: express hope things will improve, closing remarks

Useful language

Asking for advice

- Do you think I should ...?
- Do you have any idea about ...?
- Can you think of anything that ...?
- What do you advise?
- What can I do?

Giving advice

- If I were you, I'd ...
- You should/shouldn't ...
- The best thing to do is ...
- Have you thought of/about (+-ing) ...?

- Why don't you ...?
- Another idea is to ...
- It's best not to ...

Result

- This would/will mean that ...
- That way ...
- If you do this, (you will/ won't) ...

Ending the letter/email

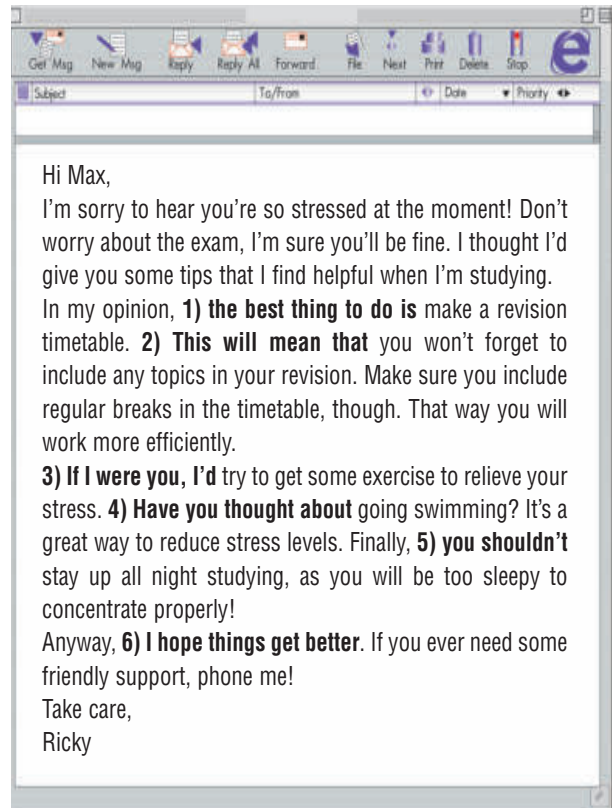
- I hope my advice helps.
- Hope things get better.
- Let me know what happens.

1 Read the rubrics. What will the main body paragraphs be about?

A This is part of a letter you have received from your English pen-friend.
 I'm visiting your country for the first time. What's the best time to visit? What places would you suggest visiting?
 Write your letter (140-190 words).

B This is part of an email you received from your English pen-friend.
 I have an important exam coming up. I'm very anxious. Any advice?
 Write your email (140-190 words).

2 Read the model. Which rubric from Ex. 1 does it answer?



3 Read the model again.

- a) Replace the phrases in bold with other phrases from the useful language box.**
b) What is Ricky's advice? What will the expected results be? Complete the table.

Advice	Results

4 Write your letter of advice for rubric A (140-190 words).

- Letters/Emails inviting/accepting – refusing invitations

Letters/Emails inviting/accepting – refusing invitations consist of four paragraphs. See how the paragraph plans differ.

INVITING	ACCEPTING	REFUSING
Para 1: opening remarks	Para 1: opening remarks, thanks for invitation	Para 1: opening remarks, thanks for invitation
Paras 2,3: details about the event (place, time, guests, food, decorations, etc)	Paras 2,3: accept invitation, make comments about the event, ask questions, offer to help, etc	Paras 2,3: refuse invitation, giving reasons
Para 4: closing remarks (ask person to let you know if he/she can come, express hope to see them, etc)	Para 4: closing remarks, thank person again	Para 4: closing remarks, thank person again

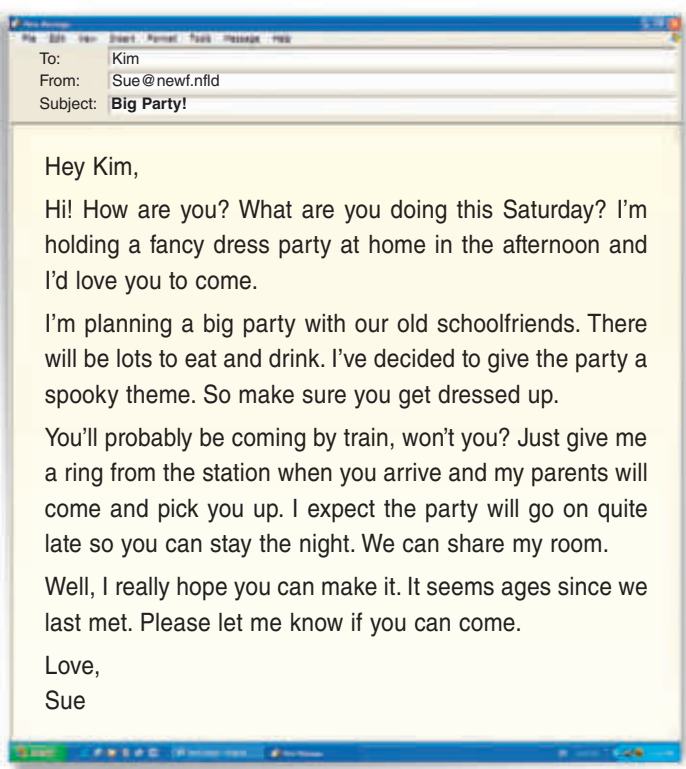
5 Read the extracts. Which type of letter is each from?

A Hi! How are you? Are you doing anything this weekend? We've decided to hold a party and we'd love it if you could come.

B Thanks a lot for the invitation. Unfortunately, I won't be able to make it.

C Thanks for the invitation to the party. Sounds like a great idea. I'd love to come and meet all your friends.

6 a) Read the email. What type of email is it?



b) Which paragraph

- gives details about food, drink, theme?
- invites the person, giving details about place and time?
- asks the person to let the writer know if she can come?
- invites the person to stay the night?

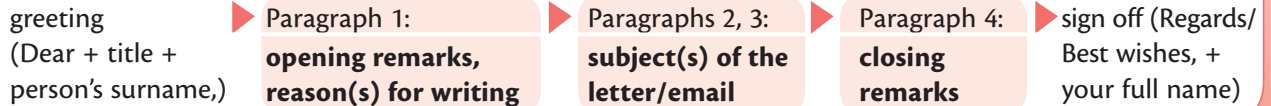
7 Read the email. Which language does the writer use to accept the invitation?



- Semi-formal letters/emails

Semi-formal letters/emails are sent to people you don't know well or when you want to sound more polite and respectful. For this reason they are written in a polite tone (see p. 22). They can be letters/emails asking for/giving advice, asking for/giving information, explaining arrangements, expressing thanks, etc.

General Outline for semi-formal letters/emails



1 Match the beginnings to the endings. What type of letter/ email is each?

Beginnings

- Dear Mrs Morgan,
I am writing on behalf of the students of Class 2B to thank you for coming to our school to give the talk on Internet safety.
- Dear Mr Gray,
Regarding your school's forthcoming exchange trip to our town this summer, I would like to provide you with some details in order to help you begin planning the trip.
- Dear Mr Smith,
As you may already know, your son Adam's friends are planning a surprise party for his 16th birthday. Therefore, I would like to invite both you and your wife to the party which will be held on Saturday, 5th June from 8pm.

Endings

- I hope that you are both able to come. I can be contacted at the email address above.
Best wishes,
John Sparks
- Once again, thank you very much for taking the time to come and talk to us.
Regards,
Jane Thompson
- Please feel free to contact me via phone or email if you have any other questions or concerns. My class is really looking forward to your visit!
Regards,
Andrew Jacobs

2 Match the semi-formal sentences to the informal ones.

- I am writing in the hope that you can help me.
- Please could you give me some information about suitable hotels in the area?
- I would like to thank you for your kindness during my stay.
- It would be a good idea if you did some extra Maths classes.
- I am sorry that I will be unable to come.
- I hope you will find this information useful.

	INFORMAL	SEMI-FORMAL
1 Asking for information	Do you know where I can find some good hotels?	B <i>Please could you give me some information about suitable hotels in the area?</i>
2 Offering advice	Why don't you do some extra Maths classes?	
3 Thanking	Thanks for being so kind to me when I stayed with you.	
4 Refusing an invitation	What a pity that I can't come!	
5 Asking for advice	I thought I'd drop you a line to ask you for some help.	
6 Giving information	Hope this was what you wanted to know.	

3 Replace the phrases in bold with phrases in the list.

- Thank you for agreeing to
- realise • short notice • help us
- Mr Evans • would like
- would you be able to
- welcome • serve refreshments

Dear **1) Graham,**

2) Thanks for saying that you will 3) give us a hand at the school prize-giving evening on Thursday. I **4) know** that it's **5) only a few days away.**

You asked me what I **6) want** you to do on the night. Well, **7) can you 8) say hello to** people at the door and help to **9) give out drinks** at the end?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

- you have any questions or concerns • don't hesitate
- Best wishes • really grateful that you are able to • telephone me

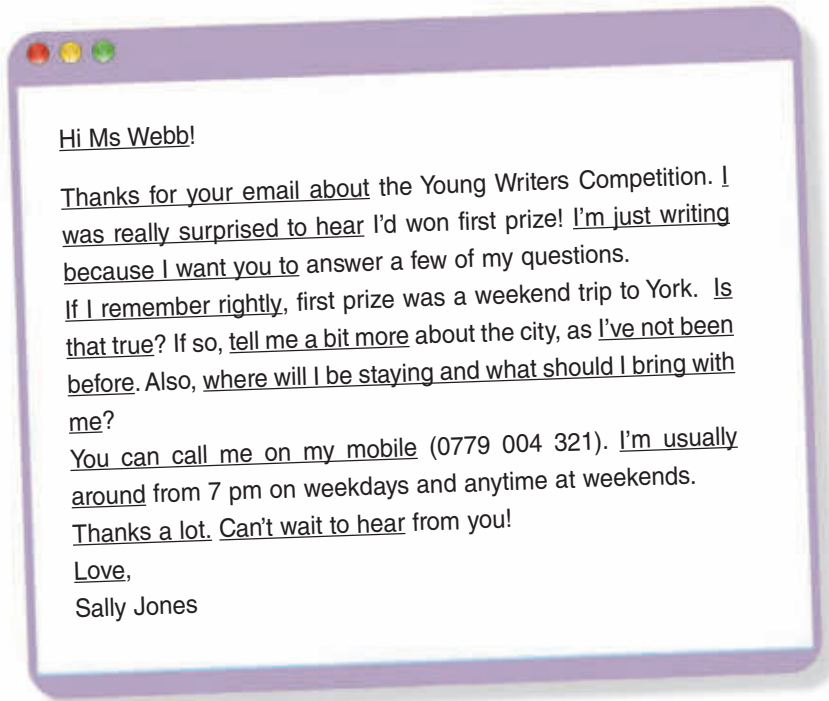
Once again, I am **10) so glad that you can** help. Please **11) feel free to 12) give me a ring** if **13) there's anything you want to know.**

14) Lots of love,
Susan King

- 10
- 11
- 12
- 13
- 14

4 Replace the underlined phrases with the ones below to make the email more polite. What is each paragraph about?

- I'm writing in the hope that you may be able to • As I remember
- Thank you once again • Dear Ms Webb • I was wondering if you could provide me with a little more information
- Best wishes • I am usually available • It was a great surprise to learn • this will be my first visit • I look forward to hearing
- could you advise me on where I will be staying and what I should bring with me • Thank you for your email regarding
- You can contact me by telephone
- Could you please confirm that this is the case



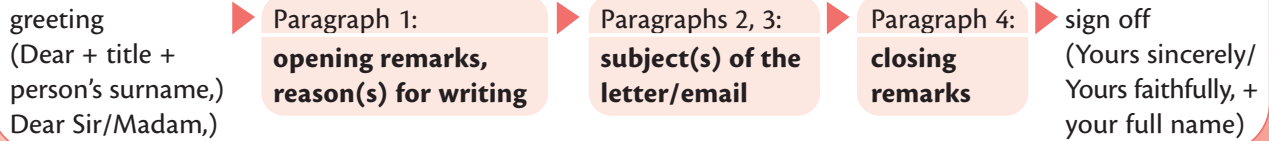
5 a) Read the rubric. Answer the questions.

You have just spent a month in England doing an English course at a language school. You stayed with a lady called Mrs Grigson while you were there. Write a letter to Mrs Grigson thanking her for your enjoyable stay and asking her to send you a diary you left in your room by accident. Write your letter (140-190 words).

- 1 Who is going to read your letter?
- 2 Why are you writing it?
- 3 How many main body paragraphs should you include in your letter?
- 4 Which of the following should you mention? In which paragraph?
 - what you particularly enjoyed about your stay with Mrs Grigson
 - what you thought of your English course
 - your reason for writing
 - that you left your diary and would like Mrs Grigson to send it to you
 - that you hope to stay in touch
 - what you are doing tomorrow.
- 5 How will you start/end your letter?

b) Now write your letter (140-190 words).

General Outline for formal letters/emails



- Formal letters/emails

Formal letters/emails are sent to people in an official position or people you don't know well (*e.g. Director of Studies, Personnel Manager etc.*) They are written in a formal style with a polite, impersonal tone (see p. 22). They are normally written to apply for a job/course, make a complaint, give/request official information, etc. When we know the name of the person we are writing to, we begin with **Dear + person's surname**, and we sign off with **Yours sincerely, + our full name**. When we don't know the name of the person, we start with **Dear Sir/Madam**, and we sign off with **Yours faithfully, + our full name**.

- Applying for a job

1 Read the rubric. Then read the letter. What is each paragraph about?

You have seen the following job advertisement in the *Evening News*. Write a letter applying for the job (140–190 words).

LOOKING FOR A SUMMER JOB?

Are you good with computers?
Do you speak good English?
Are you polite and reliable?
Our local community centre is looking for teenagers to help children aged 7 to 10 who will be practising in the computer lab after their computing lesson. The ideal candidate must be able to answer simple questions and willing to demonstrate how to use the computer. This position is on a part-time basis (11 am to 1pm, Monday to Friday).

If you're interested, write to Mr Cyril Jones at Best Computers, 6 Hadley Way, Sevenoaks, Kent, TN20 1XX

Dear Mr Jones,

I am writing with reference to your advertisement in the *Evening News* on 3rd April for teenagers to help children in the computer lab. I would be really interested in applying for the job.

I am 17 years old and am currently completing my final year of sixth form. I will be starting my university studies in September in Computer Programming. I am a native speaker of English, but I am also fluent in Italian and am presently learning Spanish.

Furthermore, I am very keen on computers. I have participated over the past year in our school's programme tutoring pupils and helping my teachers with our lab. Therefore, I would welcome the opportunity to help children with something I am familiar with.

I attach my CV and a reference letter from my Computing teacher. If you feel that my qualifications meet your requirements, I will be happy to hear from you. I would be available for an interview at any time.

Yours sincerely,
Jessica Jameson

**Introduction
Para 1**
.....
.....

**Main Body
Para 2**
.....
.....

Para 3
.....
.....

**Conclusion
Para 4**
.....
.....

2 Read the letter again and find formal expressions to match the informal ones.

Informal style

- about your advert ...
- I fancy the idea of ...
- right now ...
- my Italian is also pretty good ...
- I am mad about ...
- it would be really great ...
- I know about ...
- I'm sending you ...
- If you think I'm right for the job ...
- I can come in for a chat ...

Formal style

- *with reference to your advertisement ...*
-
-
-
-
-
-
-
-
-

3 Read the rubric. Underline the key words. What is your letter going to be about?

You would like to attend a summer course to improve your English. Write a letter applying for a place on the course (140–190 words).

Read the model letter. Match the headings to the paragraphs.

- A** qualifications
- B** opening remarks/reason(s) for writing
- C** documents enclosed, closing remarks
- D** experience/reason for wanting to attend the course

Dear Sir/Madam,

I am writing regarding your advertisement in the September issue of 'Sporting News' for English-speaking ski instructors in Italy during the winter holiday season. I really fancy doing this kind of work.

I am 18 years old and completed my secondary schooling this summer with satisfactory grades. I shall be commencing university in October, studying Sport and Physical Education. But that's not all. I also got my CSIA Level 1 ski instructors' certificate in Canada last winter, when I attended a five-week course there. This means that I won't have any problem teaching skiing from beginner to early intermediate levels. I am a native English speaker and also have reasonably fluent Italian.

Your advertisement states that instructors would be teaching school groups. I feel that I would be suitable, since I regularly supervised excursions with younger classes during my last year at secondary school. Therefore, I think that this experience will come in very handy when it comes to teaching kids.

Please find enclosed my CV and a letter of reference from the Canadian ski school. I hope you get in touch soon.

Yours faithfully,
Arnold Thompson

5 Read the rubrics. Answer the questions. Choose one task and write your letter/email. Use the useful language.

A Write a letter of application for a place at Sheffield University to do a course in Information Technology (140–190 words).

B You have seen the following advertisement in the Cambridge Evening News:

Small book shop specialising in foreign languages seeks reliable and friendly assistant to work over July/August. No sales experience needed, but good organisational skills are required. Apply by email to John Wheatcroft at jwcroft@flbooks.co.uk.

Write your letter (140–190 words).

- 1 Who is going to read your letter/email?
- 2 Do you know the person you are writing to?
- 3 Why are you writing the letter/email?
- 4 How will you start/end your letter/email?

Useful language for letters/emails of application (for a course)

Opening remarks: I would like to apply for admission to the .../I would like to be considered for ..., etc

Closing remarks: I would appreciate a reply at your earliest convenience./I look forward to meeting/hearing from you./I enclose further details of my.../I hope that you will consider me for ..., etc

Useful language for letters/emails of application (for a job)

Opening remarks: I am writing with regard to .../I am writing to apply for the ... which I saw advertised in ..., etc

Closing remarks: I would appreciate a reply at your earliest convenience./I enclose my CV and I would be glad to attend an interview at any time convenient to you./I look forward to hearing from you in due course ..., etc

Introduction

Dear Sir/Madam,

1 I am writing in connection with the foreign students' programme you run during the summer season. I would like to apply for a place in order to improve my English.

2 I am 18 years old and I have just finished high school. I was an excellent student with grade As in all my subjects. The extra-curricular activities I took part in included sports as well as volunteer work. I am fluent in French but my English is, I am afraid, intermediate level.

3 My good grades allowed me to get a scholarship to attend a highly respected university overseas, but I really need to improve my English in order to be able to cope with the demands of my subjects. Therefore, I would be grateful if you could send me further information on your programmes and consider me for a place.

4 I have enclosed my CV as well as reference letters from my teachers. I look forward to hearing from you at your earliest convenience. Please do not hesitate to contact me if you need further information.

Yours faithfully,
Pedro Torretti

Main Body

Conclusion

4 The following letter is in the wrong style. Rewrite the underlined phrases to make it sound more formal.

- Letters/Emails making a complaint

The purpose of a **letter/email of complaint** is to complain about a specific problem. The style is normally formal and the letter should be written in a dignified style. The reason for the complaint is stated in the first sentence. The language used depends upon whether you want to complain in a mild or strong tone.

e.g. **MILD** - *I am writing to complain about a fridge I purchased from your shop last June.*

STRONG - *I was shocked by the inferior quality of the fridge which was sold to me at your shop last June.*

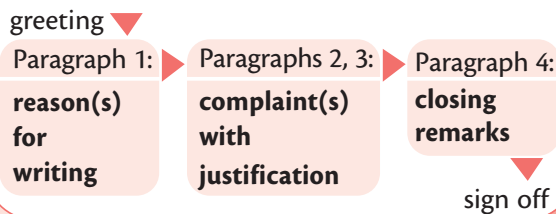
Linking words are used to give reason(s) for a complaint. e.g. **Even though** *the control switch is at its highest setting, the freezer does not keep food frozen.*

A suggestion or request (which can be mild or strong) is included in the conclusion.

e.g. **MILD** - *I hope this matter will be resolved.*

STRONG - *I insist that you replace the item at once.*

General Outline for letters/emails of complaint



Useful language for letters/emails of complaint

Opening remarks:

- (Mild)** I am writing to complain about/regarding/on account of/because of/on the subject of .../I am writing to draw your attention to .../I am writing to you in connection with ..., etc
- (Strong)** I was appalled at/I want to express my strong dissatisfaction with/I feel I must protest/complain about ..., etc

Closing remarks:

- (Mild)** I hope/assume you will replace .../I trust the situation will improve./I hope the matter will be resolved./I hope we can sort this matter out amicably ..., etc
- (Strong)** I insist you replace the item at once./I demand a full refund./I hope that I will not be forced to take further action ..., etc

1 I hope you will replace the item in question or compensate me in some way for the problems I have experienced. Thanking you in advance for your cooperation.

2 I am writing to draw your attention to the quality of service in your hotel where I was not only disappointed by the staff's attitude, but also by the standard of accommodation offered.

3 I want to express my extreme dissatisfaction with your company. I ordered a DVD from you six months ago and, despite numerous conversations with unhelpful staff, I have still not received my DVD.

4 There is no way that I will be using your appalling services again and I demand that you return all of my money immediately or I shall be forced to take legal action.

2 Read the letter of complaint below. Is it strong or mild?

Dear Sir or Madam,

I am writing on behalf of the pupils at Faraday Secondary School to express my strong dissatisfaction about the way your company organised our 'School Fest' on Sunday, 2nd March.

Firstly, you had promised top quality, state-of-the-art sound systems but, in contrast, the equipment that was brought was outdated and inadequate to the task. A further complaint has to be made about the music. We had asked for contemporary hip hop, rap and rock music but all the DJ played was 80s music, which was hopelessly inappropriate.

Your company had also promised full catering which would include at least three types of hot meals, side dishes and a wide variety of soft drinks. Instead, all we got was fast food (hot dogs and hamburgers) and cola drinks. To top everything, although we had agreed on a reasonable price, we received a very high bill because, as you said, the party lasted longer than expected.

We consider your company to be totally unreliable and incompetent. We expect a full apology for the service received as well as a 50% discount on the amount we had agreed on. Otherwise, we will be forced to take further action. We expect to hear from you promptly.

Yours faithfully,
Kyle Leek

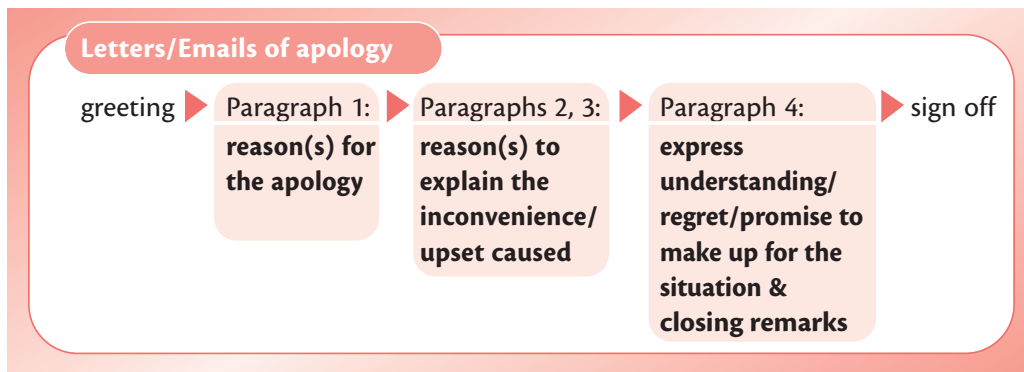
3 Replace the underlined phrases in the letter with the ones given below. How does the tone change?

- surprise
- we did not really like
- I trust I will not have to take this matter further
- rather disorganised and inefficient
- not working very well

1 Read the following extracts and say which of them are beginnings (B) and which are endings (E). What tone has the writer used in each?

- Letters/Emails making an apology

Letters/Emails of apology are written when someone has made a mistake, has failed to perform a duty or he/she is not able to fulfil a promise. They can be formal, semi-formal or informal, depending on the person the apology is addressed to.



4 Read the letters of apology (A and B) and fill in the gaps with one of the phrases below. Then, make the plan for each model.

- apologise/say how sorry I am
- are aware/know
- it was impossible for me to/there was no way I could
- displeased/cross
- by way of an apology / to make up for things
- fantastic / excellent
- in a terrific rush / under great pressure
- why don't you let me / perhaps I could

A Dear Great Aunt Sally,
 I'm writing to **1)** for missing your 85th birthday party last Sunday, and I hope you are not too **2)**
 Unfortunately, **3)** come. As you **4)** , I have been studying very hard for my end-of-school exams this year. I had been intending to come to your party, but I was due to have a Maths exam the following day. It wasn't until Sunday morning that I realised I would have to continue studying all day in order to pass the exam, which meant working **5)** until late that evening. I'm sorry I didn't let you know sooner, but the amount of revision I had to do was completely unexpected!
 Anyway, **6)**, **7)** take you out for tea next weekend. We could go to that **8)** tea shop you like by the river. My exams are over now so you can be sure I'll be there this time!
 Lots of love,
 Hayley

B Dear Chloe,
 I'm writing to **1)** for losing the book you lent me to read on my journey home from your house.
 It was such a(n) **2)** read that I didn't even notice that my train had reached my station. I was so engrossed that I almost missed my stop. Unfortunately, I ended up **3)** to get off the train which meant that I left the book behind by accident. I'm afraid **4)** get it back, even though I checked with the lost property office.
 I **5)** that you must be **6)** with me for losing something that you'd trusted me to take care of. Next time you're in London, **7)** take you to Waterstone's bookshop in Piccadilly? It's London's largest bookshop – with six floors full of books. You're bound to find something you like. I'll treat you to whatever book you like, **8)** Really sorry, once again!
 Love,
 Gilbert

5 Underline the key words in the rubrics below. Choose one rubric and write your letter/email.

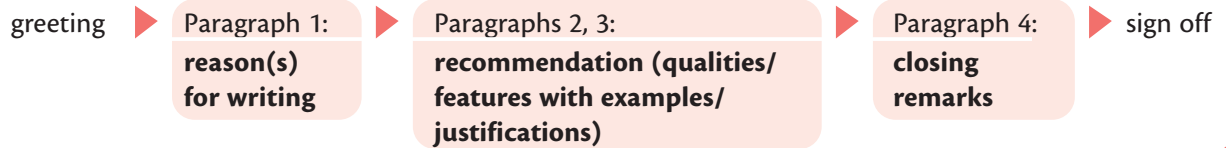
A You recently bought 3 DVDs from a shop, all of which were faulty. When you went back to the shop to get a refund, the assistant was very rude to you and accused you of damaging the DVDs. Write a letter (140–190 words) to the shop manager giving the reasons for your dissatisfaction.

B You have borrowed some money from a friend and failed to return it by the agreed date. Write an email (140–190 words) to your friend, apologising for your behaviour and explaining the reasons for the delay.

- Letters/Emails of recommendation

Letters/Emails of recommendation are written to recommend a person for a post, a place for an event to be held, etc. These letters/emails usually contain descriptive techniques e.g. if you recommend a person, you need to make reference to qualities related to the topic and give examples or justifications. These types of writing can be formal or semi-formal depending on who the letter/email is addressed to.

General Outline for letters/emails of recommendation



1 Read the rubrics and underline the key words. What is the topic of each?

- A** You see this announcement in the school newspaper.
Which is your favourite book? Why do you like it? Write us a review nominating your favourite book.
Write your review (140-190 words).
- B** The local youth centre has asked its members to nominate people for the 'Teenage Personality of the Year' award. Write your letter to the youth centre recommending someone and giving reasons for your recommendation (140-190 words).
- C** The school committee has asked pupils to recommend a place to hold an end-of-term party. Write a letter recommending a place, saying why it would be a suitable venue for the party (140-190 words).

2 Read the model. Which rubric from Ex. 1 does it match?

Dear Sir/Madam,

As you are aware, the pupils of Fairview School plan to hold an end-of-term party next month. I am writing on their behalf to suggest a possible venue.

The size of the location is obviously a main priority, as approximately 150 people are expected to attend. The Beaufort Hotel's function room appears to be a good option, since it is extremely spacious, holding up to 200 people. In addition, the huge dance floor would ensure sufficient room for sound equipment and dancing.

Another important factor is the catering. The hotel can provide light refreshments at a reasonable cost, which would be convenient. All things considered, I wish to recommend the Beaufort Hotel as a suitable location for our party. I would appreciate it if you could inform us of your decision on the matter as soon as possible.

Yours faithfully,
Eleanor Wright

3 What features make this place special? How does the writer justify her opinion? Complete the table.

features	justifications

4 Read Jim Harris's notes. Use them to write your letter for rubric B.

- I am a member of the youth centre and writing to nominate Charles Adams for the Teenage Personality of the Year Award
- caring, kind and hardworking person – cares for the elderly and the environment – organised neighbourhood clean-up and recycling day – is a volunteer at the local old people's home – dedicates his weekends and free time to helping people in his neighbourhood and caring for the environment
- very interested in local affairs – recently attended an evening course in community volunteering – takes active interest in environmental issues at school – introduced and organised School Recycling Scheme
- is an example to the teenagers of our community – deserves to win the award

• Discuss & Write

5 Read the following rubrics (A-C). What type of task is each one? What style are they to be written in? In an appropriate style, choose a task and write your answers. You do not have to include addresses.

A An elderly neighbour is visiting her sister for a few weeks. You have offered to take care of her house while she is away. Write a letter giving news of what you have been doing and ask if there is anything else she would like you to do (140-190 words).

B As president of your school committee, you have been asked to write to Peter Selby, a well-known environmentalist, asking him to give a talk at your school. Write a letter inviting him, suggesting what environmental problems he might include in his talk, and asking if he would need any special equipment (140-190 words).

C You have received this email from your English pen-friend Rebecca.

From: Rebecca
Subject: Studies

I'm thinking of giving up college to study drama full-time. My parents don't agree with me.
Any advice?

Write your email (140-190 words).

6 When you have finished your work, exchange with a partner. Evaluate his/her piece of writing. Think about the following:

- Has all the information asked for in the rubric been included?
- Is the letter/email easy to understand? Does it flow?
- Are the paragraphs clear and in the correct order?
- Are the beginnings and endings in the correct tone/style for the intended reader?
- Does the letter/email contain any information that isn't necessary?
- Is the style the same throughout the letter/email?
- Has a variety of vocabulary been used instead of repeating the same vocabulary?
- Are there any errors in spelling or grammar?

Cockney Rhyming Slang

- 1** Look at the pictures and the phrases under each. How can they be related? Read the text to find out.

If someone said to you, "My loaf of bread hurts because I've **0**) *been* on the dog and bone all day," chances are you would think **1**) were crazy! But if you said this exact same thing to a Cockney, or someone from the East End of London, he would simply tell you to take an aspirin!

Translated **2**) ordinary English, then, this sentence means "My head hurts because I've been on the telephone all day." This is because 'head' rhymes with 'bread' and 'bone' rhymes with 'phone'. Over the years, the residents of London's East End have developed a whole dialect, called Cockney rhyming slang **3**) this way. For example, 'mince pies' are 'eyes', 'boat race' is 'face' and 'apples and pears' are 'stairs'. However, people often don't bother saying the rhyming word. 'Butcher's hook', for instance, means 'look', but Londoners don't say 'let's have a butcher's hook', they say 'let's have a butcher's'. **4**) this reason, it can be very hard for outsiders to work **5**) what a particular phrase means!

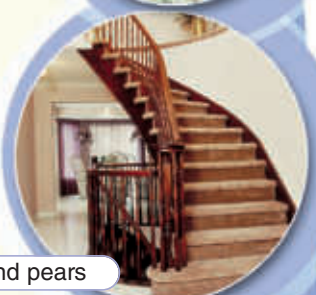
East Enders have been using their rhyming slang **6**) around the mid-19th century. Some people believe that it was simply a linguistic accident, whereas others think that locals, especially villains, used it as a secret code to confuse police and eavesdroppers*. **7**) days, some Cockney rhyming slang phrases are even used by people in the rest of Britain, such as 'use your loaf', meaning 'use your common sense' (loaf of bread: head). New phrases sometimes appear too, like 'wind and kite' (web site) or words **8**) rhyme with celebrities or famous people. So, whatever the origins of Cockney rhyming slang, one thing is for sure - it's still very much alive today!

*people who listen secretly to what others are saying

dog and bone



bread and honey



apples and pears



boat race



plates of meat



jam jar

- 2** Read the text again and complete the gaps 1-8 with the correct word, then compare with your partner. Listen and check. What is the author's purpose?

- 3** In pairs, ask and answer questions based on the text.

- 4** Look at the table, then complete the examples with appropriate Cockney expressions.

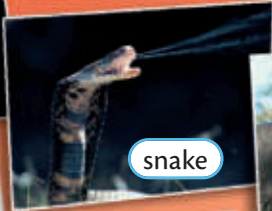
Cockney	Meaning
Adam and Eve	believe
Barnet Fair	hair
dicky bird	word
easy-peasy lemon squeezy	easy
whistle and flute	suit

- Well, look who it is! I don't it!
- Your secret's safe with me. I won't say a
- The exam went well. It was
- What has Adam done to his? It looks awful!
- Tim looks very smart in his new!

- 5** What slang do you use in your country? Compare it to Cockney rhyming slang.



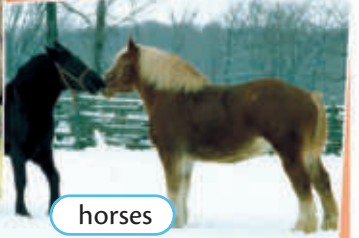
blowfish



snake



elephants



horses

- 1 Look at the animals in the pictures. Which seems to be on the attack? trying to scare something away? affectionate? playing? What helped you decide?

Animal Talk

Have you ever seen bees dancing, gorillas sticking out their tongues or horses rubbing noses? Well, you might be surprised to learn that these are not simply things they do to 0) ... D... themselves or visitors at the zoo! They are actually very important 1) of communication. So, how exactly do animals use the different senses in order to speak to one another?

SMELL The sense of smell is the most basic way in which even the simplest of creatures (including the single-celled amoeba!) communicate. Many animals, including humans, 2) scents to attract others to them for reproduction, to keep away predators or to attract prey, whereas others, such as ants, leave scents to show others where to find food. Sometimes, how these scents are detected can be quite incredible. Snakes, for example, use their tongues to pick up scent in the air, whereas sharks can detect blood in the ocean about one mile away!

SIGHT Many animals 3) wide use of body language in order to get their message across. A female rabbit, for example, shows the white underside of her tail to tell her young to follow her to the safety of the burrow. In the same way, bees perform a complicated dance to communicate the direction and distance of a food 4), while a blowfish blows up like a balloon to scare away predators. Meanwhile, gorillas stick out their tongues to show anger!

TOUCH It's not just humans that 5) hands when they meet – chimpanzees also greet one another by touching hands. Other animals use the sense of touch in order to show their feelings 6) one another. To show affection, for example, elephants link their trunks together, while horses rub noses and giraffes press their necks together.

SOUND We've all enjoyed waking up to the lovely sound of birds singing, but birds are not the only animals that use the sense of sound to communicate. The world's largest mammal, the whale, for example, has a complicated repertoire of low-frequency songs to communicate to others where they are and where there is food, sometimes 7) hundreds of kilometres. In fact, all sorts of animals use sound to speak in different ways. Elephants, for instance, trumpet in 8) of excitement or danger, male grasshoppers rub their hind legs over their wings to attract females and snakes and crocodiles hiss loudly to ward off intruders.

- 2 Read the article and choose the correct word (A, B, C or D) to complete the gaps 1-8.

- | | | | |
|---------------|-----------|--------------|--|
| 0 A present | B perform | C enjoy | <input checked="" type="radio"/> D entertain |
| 1 A processes | B schemes | C routes | D means |
| 2 A free | B release | C transfer | D supply |
| 3 A make | B put | C have | D do |
| 4 A means | B origin | C place | D source |
| 5 A shake | B shrug | C clench | D tap |
| 6 A at | B towards | C over | D against |
| 7 A over | B for | C throughout | D during |
| 8 A minutes | B moments | C points | D stages |

What type of text is it?

- 3 **THINK!** Listen and read the text. Tell your partner five things from the text that you found particularly interesting.

Project!

ICT Choose an animal and find information on the ways it communicates. You can visit this website:

http://en.wikipedia.org/wiki/Animal_communication

Write a short text about it. Present it to the class.

Wishes



Digital Learning Method © Express Publishing is fully protected under the provisions of Intellectual Property Law.



Express Publishing

Liberty House, Greenham Business Park, Newbury, Berkshire RG19 6HW, United Kingdom

Tel.: (0044) 1635 817 363, Fax: (0044) 1635 817 463

email: inquiries@expresspublishing.co.uk

www.expresspublishing.co.uk